



EFFECT OF GENERATIONAL GAP ON LEADERSHIP AND
ORGANIZATIONAL PERFORMANCE: THE GUYANA CASE

Dissertation Manuscript

Submitted to Unicaf University in Zambia
in partial fulfillment of the requirements
for the degree of

Doctorate of Business Administration (DBA)

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March, 2025

Approval of the Thesis

EFFECT OF GENERATIONAL GAP ON LEADERSHIP AND ORGANIZATIONAL PERFORMANCE: THE GUYANA CASE

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Doctorate of Business Administration (DBA)

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Abstract

EFFECT OF GENERATIONAL GAP ON LEADERSHIP AND ORGANIZATIONAL PERFORMANCE: THE GUYANA CASE

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This study explores the impact of the generational gap on leadership and organizational performance within Guyana's public sector. Recognizing that previous research has indicated this phenomenon can adversely affect organizational effectiveness, this investigation aims to understand these dynamics specifically in the context of Guyana. The public sector is chosen for analysis due to its crucial role in shaping policies and regulations that influence the performance of the private sector. Furthermore, the impact of the generational gap on leadership is pertinent, as leaders play a pivotal role in guiding and managing their followers.

To substantiate this exploration, the research incorporates existing literature on generational differences and their implications for organizational performance. A mixed-methods analysis is employed, providing a comprehensive approach to data collection and interpretation. Quantitative data are gathered through 500 distributed questionnaires—both physically and electronically—while qualitative insights are obtained from 100 interviews conducted in person and via telephone over a thirty-day period. Participants represent various generational cohorts and employment levels within the public sector, ensuring a diverse range of perspectives on the issue. Questionnaires are allotted a fourteen-day turnaround for completion, while interviews typically last between 30 to 45 minutes.

Data analysis is conducted using NVivo software for qualitative data and statistical tools such as SPSS and ANOVA for quantitative analysis. The study addresses three central research

questions and tests three hypotheses regarding generational perceptions of leadership, employee satisfaction with leadership, and the influence of the generational gap on leadership attitudes and organizational performance. The findings reveal that leadership styles are significantly influenced by generational differences, providing actionable guidelines for leaders and managers to address generational issues within their organizations. It is recommended that the organizational board should comprise persons from each generational cohort to foster inclusive practices that value perspectives from all. Additionally, leaders should adopt flexible leadership styles that resonate with the preferences and expectations of various generations. Further, regarding future research, opportunities exist to explore the impact of generational differences across different cultural contexts and to conduct longitudinal studies that track changes in organizational performance over time. By addressing identified gaps, further research can deepen our understanding of generational influences on leadership dynamics and contribute to improved organizational effectiveness.

It concludes by emphasizing the importance of recognizing generational differences in shaping leadership and organizational performance. By fostering a deeper understanding of these dynamics, this research aims to empower organizations to thrive in an evolving demographic landscape, ultimately contributing to enhanced effectiveness and performance within the public sector.

Declaration

I declare that this thesis has been composed solely by myself and has not been submitted to any previous application for a degree, in whole or in part. Unless stated otherwise by reference or acknowledgment, the work presented is entirely my own. Example of a declaration including jointly authored publications

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Dedication

I wish to dedicate this study to my loving husband, Dhanraj Sewsankar, and my two adorable children, Dakshina Asmi Sewsankar and Khem Anuj Sewsankar.

Acknowledgments

It has been one of the longest and most exciting journeys of my life. Along with meeting financial obligations, I also had to sacrifice and exercise faith, dedication, and persistence to reach the finish line. The initiator of this project was the Almighty, Bhagwan Shri Krishna, and his blessings guided me to finish. To my family, my strength. I love you and thank you with all my heart. Together, we achieve. To my incredible husband, Dhanraj Sewsankar, who believed in me and encouraged me; to my dearest daughter, Dakshina Sewsankar; and my stylish son, Khem Sewsankar, I cannot thank you enough for your endless love and support throughout this journey. My loving mother, Seeta Sukhdeo, and father, Chaitram Sukhdeo, I could not have done it without your blessings. Additionally, my siblings, Hansrajie Sukhdeo and Ganesh Sukhdeo, and my sister-in-law, Alisha Sukhdeo, also extended their gratitude for your love and support. To my mother-in-law, Lilowtie Sewsankar, and sister-in-law, I thank you for your support. To Dr. Dexter Phillips, my MBA teacher, thank you sincerely for your steadfast guidance and support throughout this journey; thank you, Sir. To my supervisor at Unicaf University, Dr. Ursula Schinzel, who supported and guided me throughout this journey, I sincerely thank you for going the extra mile to ensure that my papers were marked promptly. Thank you, Dr. Schinzel. To Dr. Suzanne Armatas Dickson, who did not hesitate to help as soon as I reached out. Sincere thanks and gratitude to you, Dr. Dickson. This study would not have been possible without the opportunity given to me by Unicaf University. To the team at Unicaf University, I would like to extend my sincere gratitude. Finally, I would like to thank all the participants for their patience and commitment; this study would not have been possible without your participation. To everyone who has contributed to making this journey successful, I sincerely thank and love each of you. I hope that we continue to assist each other whenever required. I shall forever be grateful to all of you. Thank you!

CONTENTS

List of Abbreviations	xiv
List of Tables	xv
List of Figures	xviii
List of Charts.....	xix
List of Diagrams	xx
List of Graphs	xxiii
CHAPTER 1: INTRODUCTION	1
Statement of the Problem.....	4
Purpose of the Study, Research Aims, and Objectives	5
Nature and Significance of the Study	7
Research Questions and Research Hypotheses	10
RQ1.....	10
H1.....	11
H01.....	11
RQ2.....	12
H2.....	12
H02.....	12
RQ3.....	15
H3.....	15
H03.....	15
CHAPTER 2: LITERATURE.....	16

Theoretical/Conceptual Framework.....	16
Literature Review Searches	16
Generation and Generation Cohorts.....	18
Leadership and Leadership Styles.....	20
Organizational Culture.....	21
Organizational Performance	21
Job Satisfaction	21
Literature Review Structure	22
Talent Management and Leadership	60
Strategic Intelligence and Leadership	61
Benefits of Responsible Leadership to Transactional Leadership	62
Overview of Guyana	117
Hermeneutics	124
CHAPTER 3: RESEARCH METHOD	134
Research Approach and Design	137
Population and Sample of the Research Study	148
Materials/Instrumentation of Research Tools	155
Operational Definition of Variables.....	165
Construct/Variable 1. Description/Operational Definition.	172
Study Procedures and Ethical Assurances	175
Ethical Assurances	179
Data Collection and Analysis.....	184
Conclusions.....	210

CHAPTER 4: FINDINGS	212
Trustworthiness of Data	215
Reliability and Validity of Data	223
Results	226
Historical Experiences	234
Results of Quantitative Data collected through Questionnaires	289
Descriptive Statistics	289
Explanatory Data Analysis	313
Research Question 1	313
Research Hypothesis H1	313
Research Question 2	320
Research Hypothesis H2	320
Research Hypothesis	320
Research Question 3	328
Research Hypothesis H3	328
Research Hypothesis	329
Evaluation of Findings	335
Interpretation of the Results in Light of the Theory	340
Conclusion	354
CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS.....	355
Implications	358
Research Question 1	358
Research Question 2	359

Research Hypothesis H1	361
Research Hypothesis H2	362
Research Hypothesis H3	364
Research Question 1	366
Research Question 2	367
Research Question 3	368
Research Hypothesis H2	371
Hermeneutics Principles	376
Recommendations for Application	380
Recommendations for Future Research	395
Reflection	407
Conclusions.....	409
REFERENCES	414
APPENDICES – CHAPTERS 4 AND 5	441
Appendix A (I): REFDS-DS	441
Appendix A (II): UREC Decision.....	453
Appendix A (IV): Informed Consent Form – Debriefing of Participant	454
Appendix A (V): Informed Consent Form – Certificate Of Consent	455
Appendix A (VI): Research Tools -Questionnaire	456
Appendix A (VII) : Research Tools - Interview	462
Interviewed Questions	463
Appendix B: Useful Resources	467

List of Abbreviations

DBA	Doctorate of Business Administration
MBA	Master of Business Administration

List of Tables

Table 1 – Preferred Leadership Styles by Generation (n=120)	11
Table 2 – Average Leadership Style Ratings by Generation (Scale: 1-5).....	13
Table 3 – Generational Cohorts	26
Table 4 - Generational Similarities and Differences According to Various Studies	44
Table 5 - Number of Leaders from Each Generation	279
Table 6 - Definition for 'Yes' and 'No'	280
Table 7 - Definition for 'Excellent', 'Average', and 'Poor' for Rating of Leadership Skills	281
Table 8 - How Employees' Perception Affects Their Performance	282
Table 9 - How Generation Gap Affects Leadership Development.....	286
Table 10 - Generational Distribution in Participants	290
Table 11 - Gender Distribution of Participants.....	291
Table 12 - Years of Employment in the Public Sector	292
Table 13 - Distribution of Participants in their Current Roles/Levels	293
Table 14 - Distribution of Participants Based on Current Years in Current Role	294
Table 15 - Participants' Leadership Rating	295
Table 16 - Participants Approach Influencing Their Leadership Rating	296
Table 17 - The Age Range of Guyana's Public Sector Leaders	297
Table 18 - Gender Distribution Among the Generations of Participants.....	298
Table 19 - Generational Distribution Among Years of Employment.....	299
Table 20 - Generational Distribution of Participants in Their Current Role/Level	300
Table 21 - Relationship Between Years of Employment and Current Role/Level.....	301
Table 22 - Generational Differences in Leadership Rating	302

Table 23 - Leadership Approach Prompting Leadership Rating Outcome.....	303
Table 24 - Evaluation of the Organizational Culture in Transparency and Perceived Approachability of Leadership	304
Table 25 - Level of Respect for Leaders of Different Generation	306
Table 26 - Determining Whether the Level of Respect for Leaders Depends on Leaders' Age.	307
Table 27 - Quality of Leadership Preferred by Distinct Generation.....	308
Table 28 - Leadership Perception	309
Table 29 - Test of Homogeneity of Variance by Levene Statistics	316
Table 30 - ANOVA for Leadership Rating and Approach Among Participant's Generations ...	316
Table 31 - Generation of Participants and Leadership Approach Cross-Tabulation	318
Table 32 - Generation of Participants Leadership Approach Cross-Tabulation.....	319
Table 33 - Chi-Square Test.....	319
Table 34 - Symmetrical Measure Analysis.....	320
Table 35 - Cross-Tabulation Between the Leadership Approach and Satisfaction with Performance Score	322
Table 36 - Cross-Tabulation Between Leadership Approach and Satisfaction with Performance Score	323
Table 37 - Homogeneity of Regression Assumption Test	325
Table 38 - Homogeneity of Regression Assumption Test	326
Table 39 - ANCOVA Model Summary	327
Table 40 - Analysis of Variance for the Model	327
Table 41 - ANCOVA Analysis Coefficients	327
Table 42 - Linear Regression Model Summary	331

Table 43 - ANOVA for the Linear Regression Model	331
Table 44 - Linear Regression Coefficients	332
Table 45 - Multiple Regression Model Summary.....	334
Table 46 - Multiple Regression Analysis Coefficients	334
Table 47 Interpretation of the Results in Light of the Theory	341
Table 48 - Theoretical/Practical Implications Assess Against Hermeneutic Principles	378

List of Figures

Figure 1 - Summary of the Findings - Chapter 4	347
Figure 2 Showing the Effect of Generation Gap on Organization.....	375
Figure 3 - Recommendations of this Study.....	380
Figure 4 - Summary of Recommendations for Future Research	395

List of Charts

Chart 1 - Thesis Structure	23
Chart 2 - Data Analysis	220

List of Diagrams

Diagram 1 - Gender of Participants	229
Diagram 2 - Current Role of Participants	230
Diagram 3 - Participants Number of Years in Current Position	231
Diagram 4 - Participants' Years of Service	232
Diagram 5 - Generation of Participants	233
Diagram 6 - Historical Events Experienced by Participants.....	234
Diagram 7 - Impact on Person	235
Diagram 8 - Impact on Work	236
Diagram 9 - Upbringing.....	238
Diagram 10 - Generation of Leaders	239
Diagram 11 - Open-Door-Policy and Inclusion in Decision-Making.....	240
Diagram 12 - Rating of Leadership	241
Diagram 13 - Poor Leadership Rating	242
Diagram 14 - Average Leadership Rating	243
Diagram 15 - Excellent Leadership Rating.....	244
Diagram 16 - Motivation from Leader.....	245
Diagram 17 - Does Your Leader Motivate You? No, Why	246
Diagram 18 - Does Your Leader Motivate You? Yes	247
Diagram 19 - Satisfaction from Performing Tasks	248
Diagram 20 - Are You Satisfy With How Your Tasks are Executed? No	249

Diagram 21 - Are You Satisfy With How Your Tasks are Executed? Yes	250
Diagram 22 - Satisfy With Performance Score.....	251
Diagram 23 - Are You Happy With Your Performance Score? NO	252
Diagram 24 - Are You Happy With Your Performance Score? Yes	253
Diagram 25 - Does Your Skill Influence Performance Score?.....	254
Diagram 26 - Does Your Skill Influence Your Performance? NO	255
Diagram 27 - Does Your Skill Influence Your Performance Score? Yes	256
Diagram 28 - Does Your Operating Procedures Need Upgrading?.....	257
Diagram 29 - Does Your Operating Procedures Need Upgrading? Yes	258
Diagram 30 - Do You Intend To Leave Your Job in 5 Years?	259
Diagram 31 - Do You Intend To Leave Your Job? No, Why	260
Diagram 32 - Do You Intend To Leave Your Job in the Next 5 Years? Yes, Why	261
Diagram 33 - Respect for Leaders	262
Diagram 34 - Do You Respect Your Leader? No.....	263
Diagram 35 - Do You Respect Your Leader? Yes	264
Diagram 36 - Does Age Influence Leaders Decisions.....	265
Diagram 37 - Does Age Influence Leaders Decisions? No	266
Diagram 38 - Does Age Influence Leaders Decisions? Yes.....	267
Diagram 39 - Does Age Affects Leaders' Approach	268
Diagram 40 - Does Age Affects Leadership Approach? No	269
Diagram 41 - Does Age Affects Leadership Approach, Yes.....	270
Diagram 42 - Which Leadership Feature You Preferred?	271
Diagram 43 - Flexible Leadership Feature	272

Diagram 44 - Stable Leadership Feature	273
Diagram 45 - Leaders Appreciation for Upgraded Strategies and Talent	274
Diagram 46 - Does Your Leader Has Appreciation for Upgraded Strategies and Talent? No...	275
Diagram 47 - Does Your Leader Has Appreciation for Upgraded Strategies and Talent? Yes .	276

List of Graphs

Graph 1 - Generational Distribution of Participants	290
Graph 2 - Gender Distribution of Participants	291
Graph 3 - Participants Years of Employment in the Public Sector.....	292
Graph 4 - Distribution of Participants in Their Current Roles/Levels.....	293
Graph 5 - Distribution of Participants Based on Their Years in Current Role	294
Graph 6 - Participants Leadership Rating	295
Graph 7 - Distribution of Participants Approach Influencing Their Leadership Rating	296
Graph 8 - The Age Range of Guyana's Public Sector Leaders	297
Graph 9 - Gender Distribution Among Generations of Participants.....	298
Graph 10 - Generational Distribution Among Years of Employment.....	299
Graph 11 - Generational Distribution of Participants and Their Current Role/Level.....	300
Graph 12 - Relationship Between Years of employment and Years in Current Role/Level	301
Graph 13 - Differences in Leadership Rating	302
Graph 14 - Leadership Approach Prompting Leadership Rating Outcome.....	303
Graph 15 - Evaluation of Organizational Culture in Transparency and Perceived Approachability of Leadership	304
Graph 16 - Level of Respect for Leaders of Different Generation	305
Graph 17 - Determine whether the Level of Respect for Leaders Depends on Leaders' Age	306
Graph 18 - Quality of Leadership Preferred by Distinct Generation.....	307

Graph 19 - Various Leadership Perception.....	308
Graph 20 - Generation of Participants' Leadership Approach.....	317
Graph 21 - Cross Tabulation Between Leadership Approach and Satisfaction With Performance Score	322

CHAPTER 1: INTRODUCTION

The challenges inherent in leading and managing organizational resources have persisted throughout history. However, the 21st century presents a unique confluence of rapid technological and environmental advancements, coupled with escalating geopolitical and demographic shifts, which amplify social, cultural, and economic complexities globally. Consequently, organizations worldwide grapple with evolving demands related to quality, innovation, and shifting trends. As such, to remain competitive in this dynamic landscape, businesses increasingly prioritize intellectually qualified personnel and invest in continuous training and development programs (Kampf, Lorincová, Hitka, & Stopka, 2017). Yet, the pursuit of market expansion must be tempered by the need to navigate a volatile external environment, which invariably creates internal challenges. Events like the Russia-Ukraine war have directly impacted multinational corporations with operations in the affected regions (Wiener-Bronner, 2022), while persistent poverty in developing nations contributes to a cycle of unemployment, low income, and strained public services.

This global backdrop of rapid change and interconnected challenges has a distinct impact on the Caribbean region, including Guyana. The anticipated advancements in technology and the growing influence of younger generations are driving transformative shifts in trends and preferences, compelling organizations to adapt their strategies and refine their approaches to maintain competitiveness. Demographic factors, particularly the varying perspectives across generations, emerge as significant contributors to organizational complexities in this context.

Theoretically and empirically, age has been linked to increased automation, which may reduce the need for large labor forces, particularly affecting the middle-aged demographic (Acemoglu & Restrepo, 2022; Dickson, 2015; Lyons, Urick, Kuron, & Schweitzer, 2015). This can translate to challenges in job placement and leadership opportunities for this segment of the workforce. Leadership, defined as the process of directing and influencing followers towards organizational goals (Northouse, 2016) and transforming organizations (Dess, McNamara, & Eisner, 2018), is further complicated by the diverse cultural backgrounds and perspectives inherent in a multi-generational workforce. Schinzel (2019) emphasizes that leadership, unlike management, cannot be delegated, highlighting the critical role of leaders in navigating these complexities. When leaders from varied cultural backgrounds attempt to influence followers with

different cultural lenses, achieving organizational objectives can be hindered by differing perspectives, leading to discomfort, reduced productivity, and compromised creativity and decision-making. Ultimately, this impacts profitability and competitiveness, underscoring the vital role of organizational leadership and corporate culture.

Culture, as the collective programming of the mind that differentiates groups (Minkov & Kaasa, 2021), manifests at various levels, including national and organizational. Hofstede et al. (2010) identified key national cultural dimensions, such as power distance, uncertainty avoidance, individualism versus collectivism, and masculinity versus femininity, which influence organizational culture within specific countries or regions. Similarly, generational cohorts can be argued to share distinct cultural characteristics and perspectives. The Globe project further supports this notion by clustering societies with similar cultural traits. Within the Caribbean, and specifically in Guyana, a shared regional culture may exist, yet distinct generational cultures are also likely to influence workplace dynamics.

The concept of a "generation gap," defined as the variance in values and attitudes among generational cohorts (Mendez, 2008), is particularly relevant. Individuals' upbringing and cultural experiences during different historical periods significantly shape their perceptions, decision-making processes, and, ultimately, their contributions to organizational performance (Jones, 2018). Studies suggest that older generations may perceive younger generations as family-oriented and adaptable (Bessant, Farthing, & Watts, 2017), while they might be more inclined towards a "workaholic" mentality. The rapid pace of technological advancement can also pose challenges for older generations, potentially leading to missteps in implementation and a disconnect from evolving organizational needs (Glaveski, 2019; Minkov & Kaasa, 2021). These issues can often stem from ineffective communication rooted in generational differences in perspectives.

The workforce in any organization, including those in Guyana, comprises individuals of varying ages, personalities, and cultural backgrounds, each contributing unique attitudes and behaviors (Kampf, Lorincová, Hitka, & Stopka, 2017). Effective management necessitates capitalizing on these diverse opinions rather than allowing them to become sources of conflict. Bridging cultural barriers, including those arising from generational differences, is crucial, and effective communication stands as a key strategy (Helfrich, Li, Mohr, Meterko, & Sales, 2007). Organizational culture, encompassing the fundamental beliefs, assumptions, and values shared by executive members and imparted to new employees (Ostroff, Kinicki, & Muhammad, 2013), has

a significant impact on an organization's competitiveness, profitability, and overall performance. Therefore, addressing the generation gap becomes a critical responsibility for leadership.

Effective leadership in a multi-generational environment requires understanding the diverse perspectives of both employees and leaders. Leaders must stay current with emerging trends, technologies, and frameworks to ensure their organization's relevance and effectiveness. This necessitates a high degree of communication and engagement between leaders and followers, fostering an environment where policies and strategies are continuously reviewed and adapted to align with evolving norms and preferences.

Despite the recognized hindrances of ineffective communication, the generational gap presents a significant underlying challenge due to the varied cultural backgrounds and perspectives of different age cohorts. Research has indicated that poor engagement between employees and leaders, potentially exacerbated by generational divides, can have detrimental consequences for an organization's long-term viability (Bessant, Farthing, & Watts, 2017; Dickson, 2015). Consequently, an intergenerational framework becomes essential to guide organizational management. Leaders, through their perspectives, significantly shape corporate culture, and a misalignment between their views and those of employees, or a failure to adapt to contemporary trends, can negatively impact organizational longevity.

While the impact of the generational gap has been explored in various organizational contexts globally (Lyons, Urick, Kuron, & Schweitzer, 2015), there is a notable absence of research on this phenomenon within Guyana. Given that the issue has been identified in the broader Caribbean region (IDB, 2018), it is plausible that organizations in Guyana may also be experiencing similar challenges, but without a clear understanding of the underlying causes. Furthermore, existing research has primarily focused on the private sector (Jones, 2018), neglecting the crucial role of the public sector.

In Guyana, the public sector holds a particularly significant role as the architect of the nation's laws, regulations, and economic policies. Decisions made within this sector regarding taxation, legal frameworks, and trade have a significant influence on the operational landscape for all organizations. Given that these policies are formulated and amended based on human perspectives, it is reasonable to posit that the generational gap could also impact lawmakers and policy decisions. The example of the education tax (Thompson, 2017) illustrates how policy decisions, potentially made without comprehensive stakeholder consultation, can have cascading

effects across various sectors. While companies like Pixar and Costco have proactively addressed generational issues to maintain competitiveness, the dynamics within the public Guyanese industry, where governmental decisions are often top-down, may present unique challenges.

Therefore, this study posits that the generation gap may be a significant, yet potentially unacknowledged, contributor to organizational disparities within the public sector in Guyana. Recognizing the profound influence of this sector on the nation's overall performance, this research aims to ascertain the effect of the generation gap on leadership and organizational performance within the Guyanese public sector. While acknowledging that other factors, such as poor management, political influences, racism, and economic conditions, can also impact organizational outcomes, this study specifically focuses on the role of the generational gap.

This research offers a significant contribution by providing insights into the impact of the generation gap on leadership style and organizational performance within the specific context of Guyana. By examining the interrelationships among variables such as the generation gap, leadership styles, organizational culture, job satisfaction, and organizational performance, this study aims to develop a framework that can be applied not only to Guyana but also to other countries with similar characteristics. Furthermore, the findings will provide valuable guidance to the Guyanese government in formulating strategic approaches to mitigate the adverse effects of the generation gap, ultimately contributing to a more economical and efficient public service.

It is essential to recognize that organizational challenges are often multifaceted, arising from a combination of internal and external factors that extend beyond the generation gap (Queiri, Yusoff, & Dwaikat, 2014). These other factors represent potential avenues for future research. Nevertheless, this study seeks to establish the specific impact of the generation gap on leadership and organizational performance in Guyana, with the ultimate goal of providing a framework for development and implementation that benefits Guyanese entities and informs future research in this critical area.

Statement of the Problem

Resilient leadership and positive HR relations are essential for organizational success, boosting productivity, profitability, and reducing costs (McGrath, 2013). However, many leaders face challenges in securing genuine employee buy-in without resorting to pressure tactics (Kezar, 2012). One significant obstacle is the generation gap, which stems from fundamental differences

in values and attitudes across age groups (Mendez, 2008). These cohorts include the Silent Generation (born 1928–1944), Baby Boomers (born 1945–1964), Generation X (born 1965–1980), Millennials (born 1981–2000), and Generation Z (born 2001 onward) (Dickson, 2015).

Research indicates that older generations tend to favor a strong work ethic and a workaholic mentality, whereas younger generations prioritize work-life balance and flexibility (Masnick, 2017; Jena, 2016). For example, 72% of Millennials value flexibility highly, compared to only 37% of Baby Boomers (Igielnik, 2020). Technological proficiency also varies; younger employees are more tech-savvy and expect digital integration at work, while older employees often prefer traditional methods (Jena, 2016). Resistance arises when outdated policies, prioritized by older workers, clash with the expectations of younger employees, leading to conflicts, decreased morale, and reduced organizational effectiveness (Amanath, 2021; Queiri, Yusoff, & Dwaikat, 2014).

While studies have explored job satisfaction across age groups, research specifically linking generational identity to satisfaction remains limited (Dickson, 2015). Cross-sectional studies complicate the discernment of whether observed differences are due to age, career stage, or generational influences (Dickson, 2015). In organizations worldwide, including in Guyana, resistance from younger employees towards traditional policies presents significant leadership challenges. Therefore, understanding generational diversity and tailoring policies to meet diverse needs is crucial for improved engagement, productivity, and organizational harmony.

Purpose of the Study, Research Aims, and Objectives

Purpose of the Study

This mixed-methods study aims to explore the complex relationship between generational differences and their impact on leadership effectiveness and organizational performance within the public sector of Guyana. Drawing on observations of daily operational dynamics across various hierarchical levels, the research hypothesizes that generational disparities have a significant influence on workplace interactions, leadership styles, and overall organizational outcomes. The study focuses on the lived experiences of individuals from the Baby Boomer, Generation X, and Millennial cohorts, aiming to uncover how perceptions of intergenerational relationships shape organizational culture and effectiveness in a diverse, multi-ethnic workforce.

The primary objective is to contribute to existing knowledge by examining specific challenges faced by these generational groups in the Guyanese public sector and understanding

how their interactions influence leadership practices and productivity. By capturing the perspectives of both leaders and subordinates across different organizational levels, the research aims to identify communication gaps, conflicts, and cooperation issues arising from generational differences. A key goal is to determine how these differences either hinder or enhance organizational performance and to inform strategies for effective intergenerational collaboration.

Employing a mixed-methods approach, the study integrates quantitative data from questionnaires with qualitative insights from interviews, providing a comprehensive understanding of the phenomenon while reducing bias. Data will be collected from approximately 600 participants across various government ministries and entities over four weeks, ensuring broad representation. Participants will be stratified based on gender, age, and organizational level to facilitate detailed analysis. Structured interviews complemented by open-ended questions will gather rich data on perceptions, experiences, and challenges related to the generation gap.

Ultimately, this research aims to identify practical frameworks and recommendations for bridging generational divides and fostering a more cohesive, productive, and adaptive organizational environment in Guyana's public sector.

Research Aims and Objectives

This mixed-methods research aims to explore the challenges of the generation differences in leadership and organizational performance in Guyana. The following objectives will guide this study:

1. Analyze the correlation between generational cohorts within the workforce and the prevalence of specific leadership styles observed within organizations
2. Evaluate the diverse perceptions of various leadership styles among employees belonging to different generational groups.
3. Examine the impact of varying generational perspectives on leadership effectiveness and key organizational performance indicators.

Nature and Significance of the Study

Nature of Study

The methods used for data collection in this research will be questionnaires and interviews. It will involve approximately 600 participants from various levels and ages employed in Guyana's Public Sector entities. The reason for choosing the mixed-methods research approach for this study is its ability to gather data from both current practices and the cognitive perspectives of participants (Greene, Caracelli, & Graham, 1989), thereby informing more comprehensive findings for better research decisions (Krauss, 2005). Moreover, this approach can be executed effectively and efficiently during the pandemic with minimal health-risk exposure, as many researchers have done (Fetters & Molina-Azorin, 2021; Gray, Dorney, Hoffman, & Crawford, 2021). Reducing health risks is credited to using the telephone and email, where physical contact might be problematic. Before dispatching the questionnaires and conducting interviews, written approval was obtained from the various ministries.

Further, a letter detailing the problem the survey seeks to address will be attached to the questionnaire. In the case of the interviews, a consent form was provided to the interviewee describing the research purpose. Questionnaires containing 25 questions will be distributed via email or personally, whereas telephone and physical interactions will be used for interviews. The questions used for both interviews and questionnaires will be piloted to ensure the validity and reliability of the data collected. Notably, while the advantages of questionnaires include budgeting, comparability, quick results, scalability, simplicity of analysis, standardization, validity, and reliability, some limitations include unanswered questions, dishonest answers, and interpretation issues may also exist (Pozzo, Borgobello, & Pierella, 2019).

Nonetheless, although closed-end questions limit participants to just a few perspectives, the direct answers simplify the analysis process (Moser & Korstjens, 2018). Hence, due to the limitations of questionnaires, open-ended questions will be used in the interview to capture new thoughts, issues, and solutions regarding the generation gap from personal, social, and experiential perspectives. Before participants are selected, a preliminary exploration will first be conducted (Creswell, 2014). This ensures that only qualified participants from all categories of employees in public sector organizations are selected. Notably, management employees are believed to be most affected by the generation gap (Autin, 2020). Nonetheless, the survey will be conducted in accordance with the approved ethical guidance from the UNICAF Ethics Board, which is

mandatory to safeguard participants' integrity and ensure that the researcher acts in good faith (Ehlers, 2020). Moreover, to ensure compliance with ethical standards, the questionnaire and interview questions will be carefully crafted to avoid ethical conflicts. Ethics will also guide the execution stage to protect participants' confidentiality. In cases where questionnaires are to be dispatched via email, encryption will be activated to secure the data's identity (Goddard, 2017). After that, the data will be processed to identify any correlations, patterns, and variances (Witten, Frank, Hall, & Pal, 2017). Significantly, however, several ethical issues are associated with data processing; therefore, caution will be exercised to ensure the privacy and confidentiality of the extracted data. As such, the Research Questions will be developed from the literature on leadership, Generational Gap, Culture, and Organizational Performance.

The collection of data will be folded into two pieces. Firstly, the quantitative data collection will involve administering 500 questionnaires to participants of various professional levels and ages employed in the public sector in Guyana. The questionnaires will comprise 25 closed-ended questions, which the participants will be given fourteen (14) days to fill out and submit. The issuance of the questionnaires will be facilitated both manually and electronically. The last is qualitative data collection, which will entail five open-ended questions for interviewing participants. At least 100 interviews are expected to be conducted with employees at various levels and across different age groups in the Public Sector. The interviews will last approximately 30 to 45 minutes each, spread over a period of 30 days. Interviews will be conducted both physically and by telephone. Notably, all questions will be piloted to ensure validity and to collect only relevant data.

Nonetheless, one of the limitations of interviewing is the sensitivity of participants toward the interview topic and the interviewer, particularly in terms of age and gender (Knapik, 2006). Additionally, a previous study has shown that elderly participants' understanding of survey questions can sometimes be poor due to their lower cognitive performance, leading to suboptimal results (Zyczynska-Ciolek & Kołczyńska, 2020). Government ministries and entities will be utilized to collect data. The quantitative data analysis will be processed separately from the qualitative data collected. The data collected from the questionnaires will be processed using analytical tools such as linear regression, ANOVA, and SPSS. These are some of the most popular, cost-effective, and reliable analytical tools used in research for analyzing quantitative data, which is why they are employed in this study (KentStateUniversity, 2022). These statistical analytical

tools are used to test whether sufficient or insufficient evidence is provided to accept or reject the hypothesis being tested. Additionally, the data gathered will be illustrated using scatter plots, tables, and charts to facilitate more precise understanding. Contrastingly, the data collected through interviews will be analyzed using the deductive approach, that is, analyzed per question and using smaller components of the extensive data (Creswell, 2014) and NVivo. A code, keyword, or words will be used for each interview to extract participants' common perspectives for each question. The final stage of the analysis will entail having the results for each of the studies' approaches corroborating to form the final results of the investigation. Many researchers argue that consolidating the results from the two analytical techniques generates clear and profound insights (Maxwell, 2016; Dawadi, Shrestha, & Giri, 2021). This is because it allows researchers to view the phenomenon from various angles (Shorten & Smith, 2017), including the expression of feelings obtained through qualitative analysis. It is this profoundness that makes this study significant.

Significance of Study

Many contemporary organizational issues are being examined from several backdrops, including social, economic, and legal. Demographics also play a critical role in how organizations are managed. However, within the realm of demographic factors lies the generational gap, the element that this study focused on. Therefore, given the background of the generation gap and its effects on organizational performance, as discussed in the previous sections, this study aims to educate leaders on how it influences organizational performance. For instance, differences in perspectives among people from various generations can lead to disagreement if not addressed satisfactorily, and can negatively impact organizational performance (Lafta, 2016; Carton & Tewfik, 2016). Therefore, this study aimed to help each generation recognize, appreciate, and value their contributions and those of others. As much as this study may contribute to the existing literature on the generational gap, it will add a new chapter by focusing on the effects of the generational gap on Guyanese organizations, which is the first of its kind in Guyana. Moreover, the study aims to design a systematic framework for leaders and managers to assist them and others similarly in managing generational gap issues within their organizations. Such a framework benefits leaders and human resource management personnel in better managing the organization's human resources.

Many researchers have studied the generation gap spanning various countries. Several studies have focused on specific generational cohorts, including Millennials, Baby Boomers, and Generation X (Dickson, 2015; Jones, 2018). Similarly, others focused on the effects of the generation gap on culture, the generational gap in the workplace, the impact of the generation gap on technology, the intergenerational gap, and generational perceptions of managing and leadership, among other topics. Nonetheless, this study's most significant contribution to this field is that it will be the first time that such research will be conducted in Guyana. It is necessary to conduct this study in Guyana, as Guyana is culturally considered a Caribbean member. A similar survey conducted in the Caribbean revealed that the generational gap affects the region (IDB, 2018).

Poor organizational performance in most organizations leads to increased costs, material wastage, high overheads, and unacceptable employee performance. When organizations fail, management often scrutinizes the above areas rather than re-examine the company structure, policies, and culture, which are vital areas that can equally hinder progress. Disagreement among people of different generational cohorts and organizational levels often leads to poor performance (Lafta, 2016). As such, leaders need to understand the generational gap, its origin, and its impact on teamwork and decision-making in an organization. The positives and negatives of having the presence and input of personnel from different generational cohorts and their effects on performance. If leaders fail to acknowledge and address the generational gap issues, the desired goals and objectives will not be achieved as intended. They can incur costs and time due to disagreements.

Research Questions and Research Hypotheses

RQ1.

To what extent do generational differences influence the adoption and practice of various leadership styles within organizations?

Research Question 1 explores how generational differences shape attitudes and behaviors toward leadership styles within organizations. It aims to understand each generation's perceptions, such as Baby Boomers viewing leadership as authoritative. At the same time, Millennials and Generation X prefer collaborative approaches, and how these views influence the adoption and

practice of various leadership methods. This understanding is crucial for cultivating effective leadership that meets the diverse expectations of different generations.

H1.

Leadership's generational cohort correlates with the prevalence of specific leadership styles.

H01.

Leadership's generational cohort does not correlate with the prevalence of specific leadership styles.

Because the generational gap dramatically influences how people think and act, this study believes a strong relationship exists between the two factors.

The null hypothesis disagrees with this claim.

To assess the relationship between generational cohorts and preferred leadership styles, a survey was administered to 120 organizational leaders across four cohorts: Baby Boomers, Generation X, Generation Y (also known as Millennials), and Generation Z. Those taking the survey were asked to state which leadership style they usually use (Transformational, Transactional, Autocratic, Democratic, or Laissez-Faire).

Table 1
Preferred Leadership Styles by Generation (n=120)

Generation	Transformational	Transactional	Autocratic	Democratic	Laissez-Faire	Total
Baby Boomers	10	12	14	4	0	40
Generation X	15	10	4	9	2	40
Millennials (Gen Y)	20	5	2	10	3	40
Generation Z	8	2	1	15	14	40

Key Patterns and Themes

The data reveals that leadership preferences strongly align with generational identity. Due to their history with traditional leadership, Baby Boomers tend to prefer an Autocratic and Transactional style. It seems that Transformational leadership was the top choice for Generation X due to their desire for a flexible and motivating kind of leadership. Millennials favored leadership that was both inspirational and involved everyone. Leaders from Generation Z are

drawn to Democratic and Laissez-Faire styles, suggesting that they value independence and uniting everyone in their work.

RQ2.

How do employees from different generations perceive and evaluate various leadership styles?

Research Question 2 examines how employees from different generations perceive and evaluate various leadership styles, with a focus on the impact of motivation and support on their performance. Understanding these perceptions is crucial because motivated and inspired employees, like those at Apple and Costco, tend to perform better when leaders understand and meet their needs. This question aims to explore how generational views influence attitudes toward leadership and their resulting work behaviors.

H2.

Different generations significantly differ in their perception and evaluation of leadership styles.

H02.

Different generations do not significantly differ in their perception and evaluation of leadership styles.

Here again, the choice of leadership style may also be determined by the rationale of the generation gap and, therefore, may impact organizational performance. Many previous studies on the generational gap have linked these two factors in terms of how the movement of one affects the other (Dickson, 2015).

The null hypothesis refutes this claim.

Data were collected from 160 employees (40 per generation cohort) who rated their perceptions of satisfaction and effectiveness for five leadership styles using a Likert scale (1 = Very Ineffective, 5 = Very Effective).

Table 2

Average Leadership Style Ratings by Generation (Scale: 1–5)

Leadership Style	Baby Boomers	Generation X	Millennials (Gen Y)	Generation Z
Transformational	3.9	4.2	4.7	4.5
Transactional	4.1	3.6	3.0	2.7
Autocratic	3.8	2.9	2.3	1.9
Democratic	3.5	4.1	4.6	4.8
Laissez-Faire	2.0	2.8	3.6	4.2

Key Patterns and Themes

The current ratings indicate that baby boomers continue to prefer transactional and autocratic leadership styles. However, transformational and democratic were among the top-rated by Generation X. Transformational and democratic styles scored highest among millennials. At the same time, they rejected those who were more rigid, such as autocrats. Democratic and laissez-faire ideologies were also the preferred choices of Generation Z due to their preference for freedom and shared decision-making. The reasons for these differences underscore that leadership styles must align with the expectations of the generations to achieve and foster workplace harmony and productivity.

Evaluation of Findings

Research Question 1 and Hypothesis 1 confirmed that generational differences have a significant impact on leadership style preferences. Autocratic and transactional leadership styles were highly preferred by baby boomers, who generally adhered to traditional views on leadership and authority. Generation X responded to transformational leadership, suggesting they were the most adaptable and had no problem with innovation in leadership. However, Millennials and Generation Z liked democratic and laissez-faire styles, which means they liked inclusion, flexibility, and participation. Leadership style is greatly molded by the circumstances under which leaders were formed, hence the generational alignment regarding leadership preference. This aligns with the notion that environmental and social influences shape behavior and attitudes toward leadership. They incorporate styles in the workplace that correspond with their personal and generational

experiences. Consequently, generational background should be key to developing organizational leadership training and strategy.

The findings indicated generational differences in perception and evaluation of leadership effectiveness for Research Question 2 and Hypothesis 2. For example, Baby Boomers ranked transactional and autocratic leadership higher than the other dimensions, as they appreciate a structured environment, discipline, and authority. Millennials and Generation Z prefer transformational and democratic leadership since they seek autonomy, purpose, and participation in decisions. Generation X combined the best aspects of traditional leadership, which retains structure, with the flexibility offered by modern leadership styles. Younger people appreciated the freedom of laissez-faire leadership, while older people perceived it as lacking accountability. The evaluations of these managers impact how they manage intergenerational teams and the strategies they employ to support their diverse employees. Aspects of leadership expect generational differences to align with their expectations regarding workplace culture and communication. Leadership style is not the only factor that makes a good leader; it also depends on how well it meets the expectations of the generation. Therefore, the goal is to foster harmony within the team and organization.

In addition to fostering harmony within teams and organizations, Generation Z also holds a positive perception of laissez-faire leadership despite it being one of the least prevalent leadership styles. While this style is often dismissed as lacking in direction, this generation may view freedom and trust as key to feeling empowered, capable, and ultimately free in the workplace. Thus, their high rating may be related to their ability to effectively adjust to society's expectations through technology and their capability as independent problem solvers, especially in virtual and entrepreneurial environments. Contrary to their description of valuing flexibility, Gen X has unsurprisingly supported the autocratic style in moderation. Their support could mean that as people become employees, there are specific points in time when they may temporarily lean towards structure. Organizational culture or industry norms may also affect these generational preferences more than assumed.

Nevertheless, leadership is also evaluated by personal experiences combined with workplace environments. These findings suggest that we should consider generational identity as significant and integrate it with organizational culture and individual leadership goals. These

influences, however, may not be sufficient to explain how the dynamics of the relationship interact to influence the overall success of leadership.

RQ3.

In what ways do diverse generational perspectives affect key aspects of organizational performance?

Research Question 3 examines how diverse generational perspectives impact key aspects of organizational performance. Different backgrounds, cultures, and leadership styles among generations can create challenges, mainly when leaders and employees belong to other cohorts. These differences may impact strategic planning, technology adoption, and policy implementation, ultimately affecting overall efficiency and profitability. Understanding these effects is vital for managing intergenerational dynamics and enhancing organizational development.

H3.

Alignment between preferred and practiced leadership styles across generations positively impacts organizational performance.

H03.

Alignment between preferred and practiced leadership styles across generations does not impact organizational performance.

This hypothesis aims to investigate whether the favored leadership style has a positive influence on organizational performance.

The null hypothesis rejected this claim.

CHAPTER 2: LITERATURE

Introduction

In response to the daily challenges in Guyana's public sector, this study examined the effect of generational gap on leadership and organizational performance. Using a mixed-methods approach, the research investigated how Baby Boomers, Gen X, and Gen Y perceive each other and leadership and how these perceptions affect organizational outcomes. The study involved 600 participants from various governmental entities, who were interviewed and surveyed through questionnaires to provide a comprehensive view of the phenomenon. The mixed-methods approach facilitated detailed analysis and reliable recommendations for bridging the generational gap and developing a framework for managing it. This approach enabled diverse perspectives and ensured privacy, yielding valuable insights that contributed to the literature on generational dynamics in organizational settings.

Guided by Grant and Osanloo (2014), "Understanding, Selecting, and Integrating Theoretical Framework in Dissertation Research: Creating the Blueprint for your 'House'" this literature research commenced to research, critique, synthesize, and evaluate current literature in the arenas of the generation gap, leadership, and organizational performance. It is also essential that an integrative literature review be conducted, a unique method of study that generates original awareness about an existing and emerging phenomenon (Dickson, 2015). Therefore, although numerous studies have examined the generation gap, leadership, and job satisfaction, there has been limited research on the construct of the generation gap concerning leadership and organizational performance. Hence, this study aims to investigate this research gap. However, to facilitate the research sampling, it was necessary to determine the conditions for the database (Yorks, 2008). The principal data sources utilized were online libraries, including ProQuest, Sage, Google Scholar, Ebsco, and Emerald Insight.

Theoretical/Conceptual Framework

Literature Review Searches

Rigorous research was conducted from historical textbooks, scholarly peer-reviewed journals, and current business articles. The searched areas included (a) generations, (b) Baby Boomers, (c) Generation X, (d) Millennials, (e) Generation Y, (f) Generation Issues, (g)

Leadership, (h) Leadership Styles; (i) Organizational Performance; (j) Organizational Culture; (k) Job Satisfaction; (l) responsible leadership, (m) talent management (n) strategic intelligence, and (o) hermeneutic phenomenology. Some key searched terms were generation gap, Millennials, Generation X, Generation Y, Baby Boomers, leadership, leadership style, organizational performance, organizational culture, job satisfaction, and employees' satisfaction. The search encompassed books, articles, and peer-reviewed journals published within the last five years (2017–2022). Nonetheless, some theoretical guidance before 2017 was applied due to their fundamental impact on the phenomenon. The theoretical perspective from the 'Theory of Generations' (1952) by Karl Mannheim and 'Generations' (1952) by Howe and Strauss were applied (Dickson, 2015). Additionally, the theoretical works of Northouse (2016), Maccoby and Cortina (2017), and Schinzel (2019) were utilized to inform the leadership construct. Furthermore, Na'Dash's (2015) theory of organizational culture and Herzberg's (2003) theory on motivation and hygiene concerning job satisfaction were utilized for the respective constructs. Notably, extensive research was conducted to enhance the theoretical foundation of this study, which served as the basis for crafting the conceptual framework. On the other hand, the theoretical framework serves as the groundwork for constructing knowledge research (Grant & Osanloo, 2014). Furthermore, it was argued that this framework supports all sections and subsections of the study, including the rationale and problem statement, among others (Grant & Osanloo, 2014). The theoretical framework is derived from existing tested theories; hence, appointing the most appropriate theories for the study is critical. In contrast, the conceptual framework refers to the investigator's intuitive approach to the issue (Grant & Osanloo, 2014). The systematic knowledge gained describes the first progress of the studied topic (Camp, 2001). The conceptual framework analyzes and interprets the relationship and correlation between the variables. This is why the conceptual approach is viewed as beliefs, assumptions, and concepts that support a research plan (Miles, Huberman, & Saldaña, 2014).

Synthesis of Literature Selected

Because literature reviews center on concepts, the article must be analyzed and synthesized before selecting them (Webster & Watson, 2002). In some cases, specific literature was included to gain a deeper understanding of the phenomenon. Additionally, journals on the generation gap, leadership, and job satisfaction were included to enhance the knowledge of these constructs. A

published news article on the generation gap, leadership, and job satisfaction, which shares a current understanding of the phenomenon, was also included. In contrast, literature outside the scope of the study was omitted. The content focused on participants from Guyana's government ministries and public sector entities.

Nonetheless, since it was the first study of its kind in Guyana, inferences of a similar nature were filtered from other relevant studies done regionally and internationally. A stage review process was subsequently conducted, during which the selected studies were further screened for their abstracts and relevance to the study's objectives. The most significant pieces were examined through in-depth scrutiny (Torraco R. , 2005).

Theories of Constructs

This chapter presents the opening theories and a review of relevant literature on generational studies in leadership and organizational performance. Generational studies have provided an in-depth evaluation and have also explored other areas, such as organizational culture, leadership, and job satisfaction. These extensive researches have benefited both academics and practitioners immensely from their publications. As such, this literature aimed to satisfy the following objectives: (a) defining generation and providing theoretical keystones; (b) examining the three generational cohorts currently in the workforce – Baby Boomers, Gen X, and Gen Y – and providing insights into contemporary organizational experiences; (c) discuss generational cohorts likes, and dislikes (d) define leadership and provide theoretical keystones of generational gap on leadership; (e) define organizational performance and provide theoretical underpinnings; (f) define job satisfaction and organizational culture and provide theoretical underpinnings; and (g) summarize the literature. Nonetheless, the underpinning factor for this study must be addressed: generation and generation cohorts.

Generation and Generation Cohorts

A generation is defined as a period of twenty to twenty-five years (Lyons, Urick, Kuron, & Schweitzer, 2015). A generation cohort refers to people born within a specified time frame (Dickson, 2015) and who experienced the same events (Murphy, Gibson, & Greenwood, 2010). Thus, generation refers to groups of individuals raised in the same period (Dickson, 2015) and whose experiences are comparable with the social and historical environments of the time (Murphy

et al., 2010, as cited in Dwyer & Azevedo, 2016). Furthermore, the generation gap refers to the differences in attitudes, behaviors, and values among generations (Mendez, 2008). This study focuses on the generations that comprise today's workforce. The Baby Boomers are people born between 1945 and 1964; Gen X was born between 1965 and 1980; and Millennials, also known as Gen Y, were born between 1985 and 2004 (Mendez, 2008; Dickson, 2015). The timelines for the generations of different studies varied, as described by Bourne, including the Silent Generation (1928-1945), Baby Boomers (1946-1964), Gen X (1965-1980), and Gen Y (1981-1996) (Bourne, 2015). While it is recognized that Generation Z, born between 1990 and 2010 (Lazányi & Bilan, 2014), has now entered the workforce and is capable of having a significant impact, they may not yet have a substantial effect on leadership, which is the focal point; hence, this cohort will not be understudied.

The generational gap can be viewed as a demographic problem (Dickson, 2015). However, it is argued that it is a social problem that affects all organizations (Lyons & Kuron, 2013). This study acknowledged that the demographic paradigm shift had turned the generation gap into a social phenomenon. While the generation gap is complex and intertwines with other factors, it is necessary to understand its impact on organizational functioning and its role in determining an organization's effectiveness. As such, the comparisons among generations need to be recognized.

Generation Comparisons

Every generation, although it came into existence during different times, shared some similarities and differences. For instance, while Baby Boomers can be motivated intrinsically, Millennials' motivation is triggered extrinsically by rewards, among other factors (Anderson, Baurb, Griffith, & Buckley, 2017). It is believed that this generation expects to be paid well and get promoted quickly (Ng & Johnson, 2015). Furthermore, they appreciate being acknowledged and held accountable for their work, as well as receiving feedback from their superiors. Additionally, while Baby Boomers often enjoy responsibility and are considered workaholics, younger generations seek a better work-life balance. Young people tend not to stay in one job for long and quickly adapt to new work environments. They are perceived as risk-takers and may be considered disloyal to employers (Glaveski, 2019; Jones, 2018).

Further, the older generations considered the younger generations to be lazy (Klie, 2012). In Dickson's study, it was revealed that Generation X was "stuck in the middle" (Dickson, 2015)

because Baby Boomers still dominate the workforce, holding top positions while Millennials joined the workforce (Dickson, 2015). As such, there is a prediction that Millennials will replace the Baby Boomers as the largest generational cohort holding key positions while Generation X, one of the minor generations, will remain relatively stagnant (Dickson, 2015). With that being discussed, how does this complexity affect leadership?

Leadership and Leadership Styles

Leadership is viewed as transforming an organization from its current position to the leader's desired outcome (Dess, McNamara, & Eisner, 2018). Furthermore, the relationship between a leader and their followers (Schinzel U. , 2019) in a specified setting (Maccoby & Cortina, 2017) also describes leadership. Moreover, Schinzel (2019) argued that leadership is not a quality that can be delegated; hence, the leadership quality exercise by leaders must be communicated clearly for it to be effective. Similarly, realizing organizational objectives becomes challenging when leaders from different cultural environments endeavor to influence their followers. Additionally, leaders' leadership styles should be appropriated for smooth transitioning and dissemination of information. Leadership styles refer to the behavioral approach leaders take to influence, direct, and motivate their followers (Goleman, 2000). The technique regulates how leaders plan and implement strategies to realize their goals. Northouse (2016) describes various leadership styles, including servant leadership, adaptive leadership, democratic leadership, transactional leadership, and transformational leadership, among others. However, Guyana's public sector is managed and directed by transactional-type leadership, and therefore, it will be examined. Transactional leadership refers to managing and supervising an organization's followers through its resources and policies (Ken, 2015). This leadership style also stipulates the expectations of the followers and the consequences of unfulfilled tasks (Lamb, 2013). Transactional leaders award recognition to encourage the realization of the required results (Anderson, 2016). However, Maccoby (2017) recommended that when immense cultural changes occurred, people depended heavily on leaders to steer them safely into the future. As such, he stated that every situation might require a different leadership style. Nonetheless, Northouse (2016) warned that a leadership style can create an organizational culture; resistance and change management can become challenging if not well-aligned.

Organizational Culture

Organizational culture refers to the norms, values, and beliefs that influence behavioral patterns (Tsai, 2011; Na'Dash, 2015). Corporate culture is vast; thus, it sets the fundamentals of effective functioning. Artifacts, basic assumptions, and espoused values collectively identify an organization. Additionally, the drive to amend organizational culture may be external. For instance, most jobs require employees to be sighted. However, during the COVID-19 stage of the pandemic, especially during the lockdown period in many countries, employers were forced to adapt to remote working (Schinzel, 2022) using software such as Zoom, Skype, and others. As such, organizational leadership is pivotal in setting and framing corporate culture. Therefore, if the generational gap influences leadership, it will impact organizational culture and performance.

Organizational Performance

Organizations are bodies comprising various missions, functions, networking, and goals, and require management and human resources to realize common objectives (Douma & Schreuder, 2013). Organizations are also unconsciously concerned about their evaluation, growth, survival, and sustenance (Daher, 2016). Organizational performance involves transforming input into output while aligning all variables and parameters with corporate systems and structures to achieve organizational objectives (Hurduzeu, 2015). An organization's prime aim is to increase productivity and minimize costs. This involves materials, overheads, sales, procurement, and, most importantly, human resources adequately managed. When organizations discuss cost savings, they examine their human resource capacity to identify areas where they can make cuts. From the leadership to the management level, performance is expected to be at its maximum, as embodied in the organizational culture. However, if productivity optimization is dependable on employees, those employees must be satisfied to perform. Hence, maximum output from employees is achievable through job satisfaction (Herzberg, 2003).

Job Satisfaction

Job satisfaction is described as employees' emotional responses to fulfilling their duties at work (Coetzee & Stoltz, 2015). Hence, employees' feelings of norms and values depend significantly on their upbringing (Bitsani, 2013). Nonetheless, Herzberg argues that even brilliant management skills fail to stimulate employees unless given exciting and interesting work

(Herzberg, 2003). He emphasized that even if management decides to reduce working hours, increase fringe benefits, and provide counseling, it will still be insufficient to motivate employees. This will only cause employees to always expect more. When they cannot be satisfied, they will become depressed. However, he advises that accomplishment, recognition, responsibility, and development are key motivators for employees. He warned that increasing responsibility should not be misinterpreted as more horizontal work, but rather challenging work, as he describes it as vertical work. This type of work psychologically promotes growth and development.

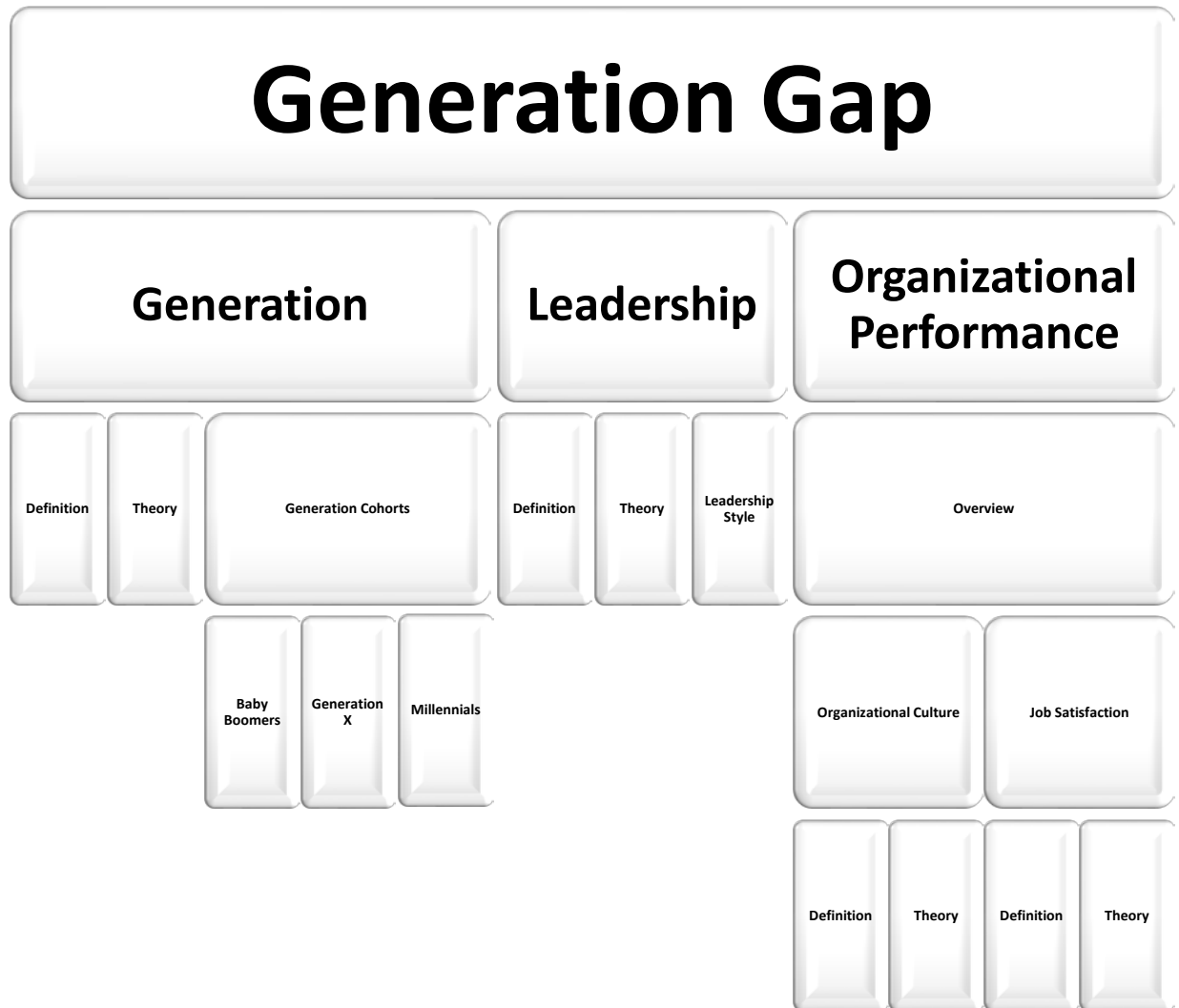
Additionally, removing some controls while increasing accountability and leveraging authority through periodic assignments are key to motivation. Therefore, job satisfaction depends greatly on organizational culture, which is shaped by leaders influenced by the generation gap. Ultimately, an organization's ability or inability to be practical is reflected in its performance.

Literature Review Structure

Introduction

Organizations today face increasingly complex challenges, including managing a diverse, geographically dispersed workforce. Leaders must navigate varied cultures and communication styles, which adds significant pressure. Empirical studies highlight issues such as poor management, financial irregularities, and unethical practices as contributing factors to these challenges (Jardine, 2019). This study, however, will focus specifically on age gaps.

Literature reviews are crucial for comprehending evolving topics and pinpointing discrepancies between the literature and observations (Torraco, 2016). This review examines theories related to the generational gap, leadership, and organizational performance, with an emphasis on organizational culture and job satisfaction. It covers (a) defining generational cohorts and theoretical foundations; (b) analyzing Baby Boomers, Gen X, and Millennials' experiences; (c) comparing generational similarities and differences; (d) defining leadership and its styles about generational gaps; (e) exploring organizational performance theories; (f) discussing job satisfaction and corporate culture; and (g) summarizing the findings.

Chart 1 - Thesis Structure

Generations

Understanding the complexities of the generation is more necessary in contemporary times than ever. In the US, it is estimated that by 2032, approximately 70 percent of the population will be between 55 and 75 years old (Crampton & Hodge, 2007). These statistics suggest that the number of aging employees will decrease exponentially; therefore, addressing generational concerns is essential now.

Fundamentally, generational uniqueness is originated in the year when individuals are born. As such, the principles of each generation originate from their age range, which is influenced by the events and experiences that shaped their values and expectations (Zemke, Raines, & Filiczak, 2000). The study of generation originates in a sociological theory established by Mannheim (1952) and further studied by Eyerman and Turner (1998). Eyerman and Turner (p. 93) explain generation as

People passing through time who come to share a typical habitus, hexes, and culture, a function of which is to provide them with a collective memory that serves to integrate the generation over a finite period.

This definition articulated a conceptual framework of generations surrounding collective feelings and how each generation views life's activities from social and professional angles. Nonetheless, Mannheim viewed generation as a vehicle of social change and suggested that generation existed due to five features, namely, the emergence of new participants in the cultural process, the constant evaporation of older participants, the participation of generational members who are temporarily limited to a section of historical process; the call of cultural heritage to be

diffused; and a continuous transition from one generation to the next (Jardine, 2019; Mannheim, 1952). The core of Mannheim's (1952) argument is founded on the view that generations share a social juxtaposition of experiences, events, and cultural phenomena, placing them with specific historical dimensions of social change (Jardine, 2019). Therefore, due to the period of an individual's birth, their experiences, social access, events, and dispositions are limited (Parry & Urwin, 2011). Additionally, generations have collective memories that are explicit to their time, providing the foundation for their attitudinal and behavioral dispositions in the future (Costanza, Badger, Severt, & Gade, 2012). As a result, these experiences shape the individual's cognitive responsiveness toward particular predefined possibilities throughout their lives (Lyons & Kuron, 2013). Therefore, the collective memories of individuals during their formative years lay the groundwork for their generational identity, which comprises their unique behaviors and values that carry them into early adulthood (Lyons & Kuron, 2013). Nonetheless, a generation must share a common location and historical period that is responsible for influencing their experiences and events (Jardine, 2019). As such, generational cohorts have been utilized to provide precision to the comprehensive construct of generations, enabling a deep understanding of research in the psychological arena (Jardine, 2019; Lyons & Kuron, 2013). Costanza et al. (2012), continuing Mannheim's (1952) theory of shared events, view generations as a group of people born at the same time who are supposed to have similar shared experiences (Costanza, Badger, Severt, & Gade, 2012). Nonetheless, determining the specific birth dates of a generational group or setting parameters to create a unique cluster has been challenging due to the lack of consensus on the exact dates of a generation. A generational differences study found that over 16 definitions for generational cohorts with varied dates were used (Parry & Urwin, 2011). Despite the diverse definitions, the commonly used generational definitions in management and psychological

research, as well as the dates, were those defined by Howe and Strauss (1991), as illustrated in Table 3—the table groups generations by their birth year, representing their historical construct.

Table 3

Generational Cohorts

<u>Generations</u>	<u>Birth Year</u>	<u>Other Names</u>
Veterans	1925-1942	Silent Generation, Veterans, Matures
Baby Boomers	1943-1960	Generation Jones
Generation X	1961-1981	Lost Generation
Generation Y	1982-2000	Millennials, Nexters, Generation Me

(Howe & Strauss, 1991)

Although this guide defines generational cohorts, researchers also experienced challenges in cases where individuals are born on the border of definite birth years of the generation (Cogin, 2012). As a result of these variations, the credibility of generational cohorts becomes questionable. For instance, the generation applicability at the workplace as defined by studies (Lyons & Kuron, 2013), the way they are investigated (Costanza, Badger, Severt, & Gade, 2012), and the influence of features unrelated to generational differences such as personality traits (Parry & Urwin, 2011). The primary critique has been the challenges faced concerning unraveling the impact of other effects, for instance, age maturation, when generational differences effects are considered and compared to workplace values (Costanza, Badger, Severt, & Gade, 2012). Hence, although two people from different generations may celebrate their 30th birthday at various times, Jardine (2019) argued that the same driver could motivate them at the same stage in their careers. As such,

the researcher contended that an individual's personality traits could influence workplace values or specific areas in the workplace (Jardine, 2019). However, determining whether or not generations display differences in the workplace will require measuring individuals' values throughout their careers (Parry & Urwin, 2011).

Baby Boomers

Baby Boomers are defined as individuals born between 1945 and 1964 (Howe & Strauss, 1991). This group constitutes the largest segment of the workforce, making up roughly 52 percent of employees and primarily filling middle and senior management roles (Nelson, 2007; Wong, Gardiner, Lang, & Coulon, 2008). Due to their significant numbers, they hold considerable strategic sway over economic and organizational directions, which they tend to view as a reflection of their distinctiveness (Westerman & Yamamura, 2007). Additionally, Baby Boomers have a prominent presence across various fields, including sports, higher education, and leadership positions within organizations (Dickson, 2015). They came of age during a period marked by economic growth, strong work ethics, and a collective societal spirit. However, pivotal historical events like the assassinations of John F. Kennedy and Martin Luther King Jr., along with wars and social upheavals, played a role in shaping their worldview (Erickson, 2009). These experiences fostered a tendency to question conventional beliefs about government roles and responsibilities during crises (Dychtwald, Erickson, & Morison, 2006).

Generation X

The term "Generation X" was first used in Douglas Coupland's 1991 novel, intended to depict the generation's perceived lack of structure and their uncertain approach to life (Gordinier,

2008). Often regarded as the most overlooked generation (Crumpacker & Crumpacker, 2007), Generation X spans those born between 1965 and 1980 (Howe & Strauss, 1991), accounting for roughly 26 percent of the workforce (Nelson, 2007). Growing up during a period marked by economic instability, job insecurity, and global upheavals, this generation experienced a sense of insecurity in their formative years (Dickson, 2015). Additionally, they were the first to grow up in households where both parents worked or with single parents due to rising divorce rates (Erickson, 2009; Howe & Strauss, 1991). Many of these young individuals returned home to empty houses after school, leading to changes in the traditional balance between individualism and collectivism as they often had to rely on themselves (Erickson, 2009; Wey Smola & Sutton, 2002). Their worldview has been shaped significantly by major historical events such as the AIDS crisis, the Cold War, and rapid technological advancements (Erickson, 2009). Notably, they are considered the first generation to be truly "tech-literate," having grown up alongside computers and video games (Yang & Guy, 2006). Despite their familiarity with technology, they grew increasingly disillusioned with societal expectations and developed a strong sense of independence.

Generation Y

Generation Y, often called the Echo Boom, Net Generation, or Millennials, comprises those born between 1981 and 2000, numbering around 71 million individuals (Lancaster & Stillman, 2003). They entered the workforce beginning in 2004, becoming the fastest-growing demographic to do so (Hershatter & Epstein, 2010)n, 2010). As the most populous generation in the labor market, Millennials are already exerting considerable influence and are viewed with high expectations (Erickson, 2009; Hershatter & Epstein, 2010; Howe & Strauss, 1991). This cohort has often been characterized as self-centered, unmotivated, and highly egotistical (Twenge, Campbell, Hoffman, & Lance, 2010). Twenge (2010) described them as 'Generation Me' because

they were raised with the belief that they could achieve anything and were given an inflated sense of self-worth. Consequently, it is believed that Millennials entail higher costs at work and tend to display certain attitudes and behaviors (Tulgan, 2009). According to Dowling, their upbringing involved parents who micromanaged their lives but encouraged open dialogue and involved them in decision-making processes (Downing, 2006). These traits foster resilience and strength, with expectations that these qualities will continue to develop.

Moreover, Millennials were raised during turbulent times marked by significant events such as the September 11 terrorist attacks, the ensuing war on terrorism, growing globalization, and extensive exposure to technology during childhood (Dickson, 2015). Their familiarity with digital technology has made them adaptable, pragmatic, and open to diverse perspectives (Hershatte & Epstein, 2010). This may also be attributed to the more stable family environments they experienced, characterized by child-centered parenting and humanistic approaches (Erickson, 2009). The strong bond they maintain with their parents underscores their importance in their development. Based on these traits, Howe and Strauss (1992) argued that Millennials were raised to explore the world beyond their immediate surroundings and, as a result, are distinct and destined for remarkable achievements (Dickson, 2015).

Leadership Theories

Leadership is viewed as transforming an organization from its current position to the leader's desired outcome (Dess, McNamara, & Eisner, 2018). Furthermore, leadership is also described as the relationship between a leader and their followers (Schinzel U. , 2019) in a specific setting (Maccoby & Cortina, 2017). Moreover, Schinzel (2019) contended that leadership is not a quality that can be delegated (Schinzel U. , 2019). Hence, the leadership quality exercise by leaders must be communicated clearly for it to be effective. Similarly, organizational objectives become

challenging when leaders from different cultural environments endeavor to influence their followers.

Additionally, leaders' leadership styles should be appropriate for smooth transitioning and dissemination of information. Leadership styles refer to the behavioral approach leaders take to influence, direct, and motivate their followers (Goleman, 2000). The technique regulates how leaders plan and implement strategies to realize their goals. Northouse (2016) describes various leadership styles, including servant leadership, adaptive leadership, democratic leadership, transactional leadership, and transformational leadership, among others. However, Guyana's public sector is managed and directed by transactional-type leadership, and therefore, it will be examined. Transactional leadership refers to managing and supervising an organization's followers under established rules and policies (Ken, 2015). This leadership style also stipulates the expectations of the followers and the consequences of unfulfilled tasks (Lamb, 2013). Transactional leaders are recognized for encouraging the realization of required results (Anderson, 2016). However, (Maccoby & Cortina, 2017) recommended that when immense cultural changes occurred, people depended heavily on leaders to steer them safely into the future (Maccoby & Cortina, 2017). As such, he stated that every situation might require a different leadership style. Nonetheless, Northouse (2016) warned that leadership style creates organizational culture; resistance and change management can become challenging if not well aligned.

Generational Leadership

Each generation produces a different type of leader. In 1978, Burns identified two leadership styles commonly practiced in organizations today: transactional and transformational (Burns, 1978). Burns described transactional leadership as the exchange that occurs between leaders and followers. It involves leaders establishing clear expectations for tasks and followers

receiving rewards for completing tasks or consequences for incomplete assignments. The exchange between leaders and followers of this type is ubiquitous in organizations.

Nonetheless, while leaders of this leadership style address followers' end needs, such as insurance and security, it fails to address individuals' high-level needs (Burns, 1978). The transactional leadership style stipulates the expectations of the followers as well as the consequences of unfulfilled tasks (Lamb, 2013). Notably, this is to encourage the realization of the required results (Anderson, 2016). However, Maccoby (2017) recommended that where immense cultural changes occurred, people depended heavily on leaders to steer them safely into the future (Maccoby & Cortina, 2017). As such, he stated that every situation might require a different leadership style. Nonetheless, Northouse (2016) warned that a leadership style can create an organizational culture; resistance and change management can become challenging if not well-aligned.

Organizational Culture

Organizational culture refers to the norms, values, beliefs, and behaviors that comprise the workforce of an organization (Na'Dash, 2015). This is a broad area that sets the premise for effective functioning. It also involves the organizational structure and policies. When most organizations required on-site employees, executive functioning was tested at the beginning of the COVID-19 pandemic. However, corporate culture and leadership style were significantly altered in many countries overnight during the lockdown period as employees transitioned to working remotely (Schinzel, 2022). Thanks to the tech-savvy Generation X and Millennials, little or no training was required for using computers and cellular phones to facilitate remote work. Notably, the culture set by leaders also impacts organizational performance, especially job satisfaction.

Organizational Performance

It is primarily perceived that generations and their uniqueness are a result of the time when they lived their developmental years. Although different generations may experience the same events, their response will be framed around the life-cycle stage of their formative years (Lyons & Kuron, 2013). As such, Jardine argued that an event affecting generational characteristics must occur during individuals' formative years, specifically between the ages of 17 and 25, before the onset of early adulthood. This stage is significant because it is during this period that individuals typically enter the workforce (Jardine, 2019). These characteristics have been valuable to many organizations, such as the clothing and entertainment industries, in aiding their strategic planning. For instance, every generation's tastes in food and fashion vary; therefore, they advertise to target their desired group (Eyeran, 1998). Management also uses this principle to inform strategic management when coping with a multigenerational workforce (Jardine, 2019). Different generations have varying professional values and attitudes. As such, the administration faces a diverse range of generations, attitudes, and behaviors to achieve organizational goals effectively.

Job Satisfaction

Herzberg (2003) contended that for job satisfaction to present, the job content, which he describes as the motivator, and the job environment, which is the hygiene factor, must be favorable (Herzberg, 2003). Moreover, he believes that job satisfaction is achieved when jobs are enriched by addressing employees' psychological needs and growth. Per Herzberg's guidance, job enrichment is a continuous management function that requires assessment and job alignment. Job enrichment is the intentional addition of motivators employees work (Miner, 1980). Direct feedback on employees' performance or where employees feel their work is meaningful (Miner, 1980). As such, Herzberg (2003) argued that job enrichment is the key to advancing employee

levels of motivators, ultimately leading to higher job satisfaction (Herzberg, 2003). In 1959, Herzberg (2003) introduced the theory of Motivation at work; it was highly criticized because it directly contradicted traditional views on job satisfaction.

Additionally, some researchers have opined that Herzberg's study of job satisfaction was too narrow (Behling, Labovitz, & Kosmo, 1968). Nonetheless, the basis of Herzberg's theory is that motivators are more important determinants of job satisfaction and continue to resonate in contemporary leaders and Human Resources practices, such as high-performance teams. Because this study aimed to understand the generational effect on leadership and organizational performance, job satisfaction is used to measure performance, applying the Herzberg theory of Motivation and hygiene.

Generation

Literature Review on Generation

The growing concern about generational differences in the workplace has been a topic of discussion for decades. It has garnered the attention of many academic publications, consulting reports, books, blogs, and media reports (Lyons, Urick, Kuron, & Schweitzer, 2015). There have been mixed views on generational differences in terms of attitudes and behavioral displays in the workplace. For instance, some commentators believe that research on this topic is often viewed as opportunistic and lacks consistency and wisdom (Costanza & Finkelstein, 2015; Costanza, Badger, Severt, & Gade, 2012). The presence of organizational psychology, social psychology, and sociology in the workplace has provided evidence of gradual changes over time. It is argued that the presence of variables such as job satisfaction, turnover, and commitment, and variance in personalities, such as social dominance and narcissism, that influence work outcomes are not

generationally related (Costanza & Finkelstein, 2015; Costanza, Badger, Severt, & Gade, 2012; Twenge, 2010).

Nonetheless, other commentators contended that despite the challenges of inclusivity and diversity of individuals' differences, generational studies have the capability of making a profound contribution to the changing nature of the working environment and professions within the broader historical background (Lyons & Kuron, 2013; Lyons, Urick, Kuron, & Schweitzer, 2015). Some studies suggest that realizing the true potential of a generation will require researchers to shift their focus from intergenerational differences and seek a deeper understanding of what generation is and the degree of impact it has on change (Lyons & Kuron, 2013).

Generational Presence in the Workplace

Systematic and critical reviews reveal a growing body of evidence indicating generational differences in the workplace, which impact work-life balance, values, leadership styles, and career preferences (Parry & Urwin, 2011; Lyons, Urick, Kuron, & Schweitzer, 2015). Perceptions of these differences may not always align with actual variations, suggesting a discrepancy between how employers and employees view generational work values versus what is observed (Foster, 2013; Lester, Standifer, Schultz, & Windsor, 2012). To clarify these differences, research must include data from diverse industries and countries, apply various methodologies, and consider generational data over time (Parry & Urwin, 2011).

Twenge (2010) noted that some studies downplay moderate generational effects, although these can be significant and comparable to other individual variables, such as gender. Enhancing research reliability requires detailed demographic descriptions and consistent reporting of outcomes (Lyons & Kuron, 2013). Methodologies such as longitudinal studies, time-lag studies,

and cross-temporal meta-analyses have provided insights into generational changes, revealing that differences are not solely due to age (Twenge & Campbell, 2001; Krahn & Galambos, 2014; Cugin, 2012).

Mannheim (1952) proposed that generational differences should be understood as a blend of biology and historical context, emphasizing that these differences are shaped by both age and historical events (Lyons, Urick, Kuron, & Schweitzer, 2015). Recent studies suggest that extended education and delayed life milestones influence generational experiences (Taylor, 2014), indicating that age alone does not fully account for generational variations (Lyons & Kuron, 2013).

Generational Demographic Problem

It is argued that addressing generational differences as a legitimate problem in the workplace can lead to stereotyping members of a birth cohort (Costanza & Finkelstein, 2015). Hence, Costanza and Finkelstein (2015) believe that the generation construct is invalid if the influence that amounts to generation does not affect everyone. This theory suggests that the expectation of demographic determinism, such as birth year, defines people's future destiny, which does not replicate the distinction of generational theory. Mannheim (1952) documented that generations are not monolithic; they are more than simply a cohort of individuals born in a particular historical period. A collective consciousness develops within a cohort, with which individuals can identify to varying levels (Alwin & McCammon, 2007). Each generation comprises supportive, opposed, and uncertain subgroups within the broader generational consciousness (Mannheim, 1952). As such, there is a possibility that the opposing section of one generation might hold values similar to the preceding generation. This similarity suggested the presence of between-generation indifferences, which was recently used as evidence of the

nonexistence of generation (Lyons, Urick, Kuron, & Schweitzer, 2015). However, within-cohort differences do not ignore the existence of generations. Still, a crucial empirical factor of a generation supports the precise patterns of thought and action within the generation. However, it should not be assumed that the birth cohort instills homogeneous values, behaviors, or attitudes; the problem lies with cohort-focused research, not with the generational construct itself (Lyons, Urick, Kuron, & Schweitzer, 2015).

Generation and Management

Stereotype is the key to understanding perception and organizational identity (Lyons, Urick, Kuron, & Schweitzer, 2015). If this stereotype were to be substituted with the prototype, then the understanding of generation regarding social identity and social categorization theory can be linked (Ashforth & Mael, 1989). Ashforth and Mael's (1989) theory suggests that the prototype one carries in one's mind is considered a critical tool for sense-making. Such heuristics are quick and straightforward, forming part of the natural process of defining social identity. As such, this theory is applied by researchers to understand the dynamics of generations in the working environment (Joshi, Dencker, Franz, & Martocchio, 2010). Management and Human Resource frameworks should promote inclusivity and diversity across generations. By listening to employees' generational discourse, management will gain a deeper understanding of the basis of social identity, which will help them to make sense of generational awareness (Dickson, 2015). This can act as the bridge to connect with generational differences. It will facilitate an appreciation for the preferences and expectations of each generational cohort. Admittedly, it is very challenging for management to manage a multigenerational workforce.

Nonetheless, management should adopt a strategic approach to address the significant distinguishing characteristics of each generation within the organization. In that case, they will benefit from learning about the great strengths of their workforce and capitalize on them for their competitive purposes. It is acknowledged that adjustments will be necessary but will provide long-term benefits. Psychologically, people feel more comfortable when they believe management understands them. Thus, great potential can be unleashed if management can adjust and create a platform where all players can share the same playing field.

Understanding of Generation

Research in new areas begins with a description that is later tested to form a theory (Colquitt & Zapata-Phelan, 2007). As such, at this stage, Lyons et al. (2015) believe that the advancement of generational research does not require rephrasing the same questions, but rather, new questions should be asked. In so doing, they recommend the use of mixed-methods analytical tools. They believe this will facilitate a greater understanding of how generation characterizes one's identity, preferences, perspectives, and discourse. It will outline how the generational cohort approach fits into demographic categories based on birth years and predicts generational identification (Lyons, Urick, Kuron, & Schweitzer, 2015). Therefore, leaders and workplaces must strive for a deeper understanding of Generation as an interpersonal phenomenon in the workplace. It is critical because employees' and managers' perceptions of generations have tremendous implications for workplace operationalization. Furthermore, a better understanding of intergenerational differential perceptions and their sources is considered a vital factor in diversity management.

Trends of Baby Boomers

As the twenty-first century approached, economists expressed great concern about the potential impact of the aging population, particularly the Baby Boomers, on the economy. Experts speculate that when Baby Boomers reach retirement age, the effects on the economy will be massive (Davis, Pawlowski, & Houston, 2006). Furthermore, the Social Security actuaries predicted that the number of workers per retiree would be 2:1 once Baby Boomers retire; hence, the Social Security system is expected to experience a deficit in 2017 (Mermin, Johnson, & Murphy, 2007). As such, the projected economic growth was expected to fall to 3% (Mermin, Johnson, & Murphy, 2007). Additionally, organizations will experience a dramatic talent gap as the Boomers proceed to retirement (Dickson, 2015). The biggest concern was that the Baby Boomers represented the most significant portion of the workforce, and once they exited, the generation available to fill that space was significantly smaller (Benson & Brown, 2011).

Nonetheless, economists did not foresee the massive economic, political, and social events that would occur, which would have prevented the Boomers' exit (Dickson, 2015). As such, the workforce is still dominated by Boomers who want to continue working (Beinhocker & Farrell, 2008b). Changes in economic, political, and social forces have continued to sweep globally. Globalization, advanced technology, and increased competition have dramatically transformed organizational operations and policies. As a result of these changes, many workers, including Baby Boomers, have been affected by corporate downsizing and outsourcing (Dickson, 2015). The Boomers were significantly affected when organizations eliminated their pension programs, as they had spent more and saved less throughout their lifetimes and were financially unprepared for such a change (Beinhocker & Farrell, 2008b). Worst yet, the financial depression of 2008 exhausted most of their savings, and the time to recoup their investment was significantly reduced.

As a result, this generation is still in the workforce today since they cannot afford to sustain themselves through retirement.

Regarding the influence of politics, Dickson (2015) pinpointed two major factors that have compelled Baby Boomers to stay in the workforce. The first is the adjustment to Social Security, which raised the retirement age from 65 to 67. If retirees opt to retire at 65, their benefits are reduced (Dychtwald, Erickson, & Morison, 2006). The second factor involves changes to employer-sponsored pension plans, which now favor policies that encourage employees to keep working (Mermin, Johnson, & Murphy, 2007). These reforms shift the focus from defined benefit plans to defined contribution plans, motivating workers to remain employed so they can continue making contributions (Dickson, 2015).

Additionally, employer-sponsored retirement benefits, once available from early retirement until Medicare eligibility, have been substantially diminished due to rising healthcare costs (Mermin, Johnson, & Murphy, 2007). Another key motivation for Baby Boomers to stay in the workforce is social in nature, encompassing their desire for meaningful employment and the health advantages of staying active (Dickson, 2015). A survey from 2002 found that individuals aged 50 to 75 who worked for social reasons were primarily driven by non-financial motivations. Interestingly, 84% of respondents, although financially stable, expressed their intention to continue working. Dickson (2015) emphasizes that Baby Boomers highly value intangible aspects of work, such as having a sense of purpose, feeling productive, and making a meaningful impact in the world (Hewlett, Sherbin, & Sumberg, 2009). These factors serve as important motivational drivers that sustain their participation in the workforce today.

Trends of Generation X

Studies have expressed concerns that the Generation X cohort is being crammed between the Baby Boomers and the Millennials (Benson & Brown, 2011). In a survey conducted by

Erickson (2009), two Xers revealed that Baby Boomers sees them as a string and just before they retire they recruit a youth who idolizes them; they are not taken seriously by Baby Boomers on one hand being looked down at by the Millennials for being too old.

The above sentiments just encircled the emotional and professional perspectives shared by Generation X today. It was speculated that by 2019, Xers would have completed two decades in the working environment ruled by the Boomers, who held and continued to hold senior positions. According to Dickson (2015), Xers were born around the last quarter of the 20th century and are considered the smallest cohort. Millennials and Baby Boomers, who were born during times of elevated birth rates, represent the most prominent and impactful generational groups, unlike Generation X. Unfortunately, as anticipated, Millennials are projected to take over the labor force once the Baby Boomers retire (Hershatter & Epstein, 2010). As a result, the factors mentioned earlier have a profound influence on the perception of career options. Generation X entered the workforce in 1980 during a severe recession with a high unemployment rate, and they had to compete with the Baby Boomers (Erickson, 2009). Xers were still at the least competitive end since Boomers were significantly larger. Those who were employed had reduced salaries and had the highest college debt compared to any other generation (Erickson, 2009). The challenges faced by the Xers have continued for two decades. Generation X acquired their first property at the height of the market. More alarming is that many Xers married late and had children in their thirties, making them caretakers for their children and parents (Dickson, 2015). These compelling determinants have significantly contributed to Generation X's perception of feeling stuck, affecting them psychologically, professionally, and socially. Ultimately, Xers are at the juncture of experiencing economic crises similar to those of the past, given the current status where Baby Boomers continue to work and Millennials are flourishing in the workforce (Dickson, 2015).

Trends of Millennials

The Millennials dominate the working environment with considerable influence, often referred to as the greatest generation (Alch, 2000). It was predicted that by 2014, Millennials would dominate half the global workforce and become the largest generational cohort (Meister & Willyerd, 2010). Furthermore, the exit of Baby Boomers means the entrance of Millennials, who are well-equipped to assume almost any position due to their diverse range of talents. Nonetheless, this cohort can be viewed as wanting it all now, which aligns with the growing emphasis on achievement, the need for work-life balance, and the desire for exciting and challenging work (Ng, Schweitzer, & Lyons, 2010). This study confirms that Millennials are seeking to balance meaningful work with rapid advancement. One interesting move is that employers realizing the skills gap must adapt and amend their human resource practices to accommodate this new cohort in the workforce (Dickson, 2015). As such, numerous reputable organizations have developed distinctive organizational solutions to facilitate Generation Y (Rikleen, 2011). One such adjustment was Deloitte's exercise, where the company designed a Millennials council to advise senior leadership on major initiatives that will benefit the organization (Rikleen, 2011).

Along with Deloitte, Sodexo promoted the I-Gen employee network group. At the same time, Johnson and Johnson developed the first generational attraction group, Millennials, to aid in better understanding and support generational issues (Rikleen, 2011). The twenty-first century has experienced a steady flow of Millennials entering the workforce. Their way of fashion and trends differs from those of other generations. Moreover, as many Millennials enter the workforce, they can set their direction and tone with a dominance that overshadows the older generations, especially the Xers, with little effort. They have different historical and social experiences, which contribute to their uniqueness in the workplace. Due to the attributed attitudes and behaviors of

Millennials, it is a concern that the changing professional landscape will impact Generation X (Dickson, 2015).

Generational Differences

Recent research has increasingly focused on generational issues within the workplace, emphasizing the importance for employers and leaders to grasp how generational differences affect organizational performance. Understanding these differences is essential for creating an environment that fosters harmony, respect, and team cohesion, crucial elements of organizational success (Salahuddin, 2010). However, this understanding has been challenged by a lack of empirical evidence, as highlighted by Jurkiewicz (2000), Arsenault (2004), and Bartley, Ladd, and Morris (2007).

Strauss and Howe (1991) define a generation as a cohort whose life span and boundaries are shaped by shared experiences and peer influences. Their framework encompasses the Silent Generation, Baby Boomers, Generation X, and Generation Y (also known as Millennials). Salahuddin (2010) outlines the core values associated with these cohorts. The Silent Generation, born between 1922 and 1944, experienced the Great Depression and World War II, which instilled in them values of delayed gratification, honor, patience, duty before pleasure, and hard work. These values have led to perceptions of this generation as rigid and overly harsh in professional contexts (Arsenault, 2004).

The Baby Boomers, born between 1945 and 1960, grew up during a period of economic prosperity and social optimism. Their core values include optimism, teamwork, work, and personal fulfillment (Salahuddin, 2010). In contrast, Generation X, born between 1961 and 1980, faced economic downturns, increased divorce rates, and a more challenging upbringing. Their core

values reflect these experiences, emphasizing diversity, global awareness, work-life balance, technological adeptness, fun, pragmatism, and self-reliance (Bartley, Ladd, & Morris, 2007).

Generation Y, also known as Millennials, born between 1981 and 2000, shares some values with Generation X but also emphasizes the importance of family, a concept referred to as the "soccer mom" belief. Their values include optimism, achievement, confidence, civic duty, morality, sociability, diversity, and street smarts (Salahuddin, 2010).

Despite extensive literature on generational differences, the empirical support for these constructs remains mixed. Some studies offer practical guidance for employers on managing generational diversity (Glass, 2007; Lancaster & Stillman, 2003). However, without a deep understanding of these differences, organizations may struggle with effective management, which could hinder overall performance. The management of multigenerational workforces has thus become a key focus for Human Resource Management and consultancy firms.

Academic literature presents two primary schools of thought regarding generational differences. Mannheim's theory posits that distinct historical events and experiences shape each generation during their formative years, which influence their perspectives on leadership, management, and decision-making (Dickson, 2015). Conversely, some researchers argue that no significant generational differences exist and that observed variations are more a result of age or life-cycle effects rather than generational factors (Costanza, Badger, Severt, & Gade, 2012; Twenge & Campbell, 2001).

A significant challenge for researchers is distinguishing between generational differences and other life-cycle effects. Many studies rely on age as a proxy for generational differences, complicating the ability to determine whether findings are due to generational factors or simply age-related effects (Dickson, 2015). Additionally, questions remain about the magnitude of

generational differences and their specific impacts on organizational performance. Despite ongoing research, these issues underscore the need for more rigorous and nuanced empirical studies to gain a deeper understanding of the implications of generational diversity in the workplace.

Table 4

Generational Similarities and Differences According to Various Studies

<u>Studies</u>	<u>Construct</u>	<u>Method</u>	<u>Findings</u>
(Costanza, Badger, Severt, & Gade, 2012)	Job Satisfaction, Organizational Commitment, Intent to Turnover	Quantitative	Differences
(Twenge, 2010)	Work Values	Meta-Analysis	Differences
(Arsenault, 2004)	Leadership, Political, and Cultural Experiences	Quantitative	Differences
(Twenge & Campbell, 2001)	Psychological Traits	Quantitative	Differences
(Lyons, Duxbury, & Higgins, 2007)	Values	Quantitative	Difference
(Cennamo & Gardner, 2008)	Leave	Quantitative	Differences
(Smola & Sutton, 2002)	Work Values	Quantitative	Differences

<i>(Benson & Brown, 2011)</i>	Job Satisfaction, Organizational Commitment, Willingness to Quit	Quantitative	Differences
<i>(Sullivan, Forret, Carraher, & Mainiero, 2009)</i>	Authenticity, Balance, and Challenge Needs	Quantitative	Differences
<i>(Twenge, 2010)</i>	Work Values	Quantitative	Differences
<i>(Wong, Gardiner, Lang, & Coulon, 2008)</i>	Personality and Motivation	Quantitative	Differences
<i>(Yang & Guy, 2006)</i>	Work Motivation Factors	Quantitative	Similarities
<i>(Murray, Toulson, & Legg, 2011)</i>	Characteristic Differences to Determine What Each Cohort Valued From Their Job	Qualitative	Similarities
<i>(Kowske, Rasch, & Wiley, 2010)</i>	Work Attitudes	Quantitative	Similarities
<i>(Dries, Pepermans, & De Kerpel, 2008)</i>	Career Beliefs Satisfaction	Quantitative	Differences
<i>(Westerman & Yamamura, 2007)</i>	Environmental Fit	Quantitative	Differences
<i>(Chen & Choi, 2008)</i>	Work Values	Quantitative	Differences

Source – Stuck in the Middle (Dickson, 2015)

Given the information illustrated in Table 4, most studies would have revealed some degree of difference, with many yielding mixed results. For instance, one study found that the fit between

goal orientation and work environment was more important to the younger generation than the older generation (Westerman & Yamamura, 2007). Nonetheless, one inherent limitation of this study is that the researchers study the Xers and Millennials and give merged findings. Another study found that the differences between millennials and other cohorts are related to status and freedom but not to job satisfaction (Cennamo & Gardner, 2008). These similarities and differences were also found in other studies that examined work values in the hospitality workforce (Gursoy, Maier, & Chi, 2008). Evidence from some research suggests that Xers value authenticity and balance more than Baby Boomers. Still, the two cohorts have no statistical difference regarding the need for challenging work roles (Sullivan, Forret, Carraher, & Mainiero, 2009).

Herzberg's theory of hygiene and motivator factors was utilized to analyze the intrinsic and extrinsic motivators. Herzberg's theory posits that distinct external and intrinsic forces influence a person's satisfaction and dissatisfaction (Herzberg, 2003). Nonetheless, an attempt to defend an argument suggested that intrinsic motivators appear consistent across all generations. In contrast, meta-analytic findings for the extrinsic motivators revealed that Xers valued money, status, and prestige more than Boomers and Millennials (Twenge, 2010). This is an important finding as it drastically differs from the others' generational differences and underpins Xers' behavioral and attitudinal display in the working environment.

Further, Costanza, Badger, Severt, & Gade (2012) examine generational differences using meta-analysis in three categories: job satisfaction, commitment, and turnover intent. Their findings suggested that there was insufficient evidence to support any substantial difference between generations in the outcome of work. They also argued that where correlations are detected, the explanation given by those who conducted the study is not generationally related. Nonetheless,

Costanza, Badger, Severt, and Gade's (2012) views on generational differences conflict with the findings of many studies, making it difficult to draw a reliable conclusion.

Therefore, the literature review drew on studies that support the existence of generational differences and their impact on organizational performance (Lyons, Urick, Kuron, & Schweitzer, 2015). With various methodologies, such as time lag, which analyses age and period, evidence has shown that Millennials are more satisfied than Xers (Kowske, Rasch, & Wiley, 2010). A previous time-lag study found that Baby Boomers were more confident in their jobs than Generation X (Benson & Brown, 2011). Furthermore, using age and time as variables, the findings of the two studies revealed significant generational differences in values and work performance (Wey, Smola, & Sutton, 2002; Twenge, 2010).

Leadership

Introduction

Organizations today face complex challenges that test their structure, policies, and systems, necessitating innovative leadership and governance (Keegan, 2016). Effective leadership is essential for transforming organizations from their current state to a desired future state (Dess, McNamara, & Eisner, 2018). This study examines various leadership styles, including transformational, servant, democratic, autocratic, laissez-faire, situational, authentic, socialist, narcissistic, compulsive, and reactive leadership styles. It focuses on transactional leadership, particularly its adaptability in the public sector. The study also explores how talent management and strategic intelligence frameworks can enhance transactional leadership in managing a multigenerational workforce in Guyana (Nguyen, et al., 2022).

Leadership refers to the ability to inspire, monitor, and direct individuals or groups to reach their full potential in achieving a common goal and shared vision (Bass, 2019). It entails

influencing people through effective communication, decision-making processes, and integrity and positively impacting the working environment (Saputra, 2021). Leadership has many different definitions, as referred to by other theorists (Northouse, 2016). For instance, leadership is the ability to motivate and influence its followers (Li, Gupta, Loon, & Casimir, 2016), the process of social influence (Ruben & Gigliotti, 2016), the technique of getting someone to act (Moldoveanu & Narayandas, 2019); the ability to make tough decisions and take corrective actions (Northouse, 2016); the process of directing the behavior of followers (Dess, McNamara, & Eisner, 2018). Although they all emphasize varied aspects of leadership, the most appropriate definition will depend on the particular situation, its context, and its approach to realizing organizational goals. Leaders lead by example, provide clear directions for their followers, and empower them to be confident in their roles and responsibilities (Dess, McNamara, & Eisner, 2018). Nonetheless, several critical components are essential for leadership to be effective and responsible, including effective communication, problem-solving skills, delegation, empathy, ethics, social values, and strategic thinking. In addition to these qualities, leaders must adapt to the changing environment, be decisive in challenging situations, be accountable, and foster collaboration among team members (Grigoropoulos, 2020).

Generational Gap Influence on Effective Leadership

The generational gap significantly influences leadership approaches and practices due to differences in values, experiences, and expectations (Lowe, Barry, & Grunberg, 2020). Understanding these distinctions enables leaders to connect more effectively with their employees by utilizing diverse communication styles and leadership approaches, as well as recognizing generational priorities (Dess, McNamara, & Eisner, 2018). For example, older generations may prefer face-to-face interactions and a hierarchical structure, while younger generations value

transparency, collaboration, and technology-based communication (Dickson, 2015; Jones, 2018). Younger employees also prioritize flexibility for balancing work and family, unlike older generations, who emphasize career stability (Lyons & Kuron, 2013). Technology, diversity, and inclusion present additional challenges, as younger generations tend to embrace these more readily than their older counterparts. Effective leadership requires adapting to these differences to manage a multigenerational workforce successfully. Leaders must adopt the most appropriate leadership style to bridge generational gaps and foster harmony within the organization (Maccoby & Cortina, 2017).

The Impact of Generational Differences on Leadership

Baby Boomers refer to the generational cohort born between 1945 and 1964 (Dickson, 2015), which consists of individuals who significantly impact leaders of different disciplines worldwide, such as Vladimir Putin and Bill Gates. They are considered the generation of value, loyalty, and hard work (Lyons & Kuron, 2013). They also possess a unique leadership style and strive to establish a lasting legacy. This cohort was born during a time of prosperity and economic growth, which contributed to the shaping of their uniqueness (Lyons & Kuron, 2013). According to Lyon et al. (2013), leaders from this group tend to be authoritative and lead by command and control. They place reliance on value and stability and are resistant to change. They are known for building solid relationships, which may not be as valuable to their leadership type. As they retire, organizations recognize that their leadership techniques and styles may not be well-suited to embrace the constant environmental changes (Dickson, 2015). There is a need for flexibility, innovation, and collaboration, which are now clashing with their traditional leadership approach. Nonetheless, organizations still need to recognize the strength of Baby Boomer leadership and its

legacy and learn from their challenges as they transition to the immediate needs of younger generations.

Generation X is the smallest generational cohort born between 1965 and 1980 (Dickson, 2015). In some cases, this generation is now assuming leadership roles, led by their unique style. Xers grew up during a period of economic uncertainty and social change, which shaped their leadership style (Lyons & Kuron, 2013). As such, they value flexibility, autonomy, work-life balance, and informal approaches (Dickson, 2015). Their leadership style is characterized as pragmatic and results-driven. They are comfortable with technology and innovation, as well as navigating ongoing environmental changes. These leaders promote equity, diversity, and inclusivity in the work environment while acknowledging the multi-perspective presence of followers (Lyons & Kuron, 2013; Dickson, 2015). Generation X leaders have been attempting to bridge the gap between Baby Boomers and themselves through communication, values, and expectations, aiming to create a shared sense of purpose (Dickson, 2015). Given their unique skill set and leadership perspective, they may be well-equipped to create a more collaborative and inclusive working environment.

The Millennials, also called Generation Y, refer to the generational cohort born between 1981 and 1996 (Dickson, 2015). This cohort is now dominating the workforce and assuming leadership roles. Like the other cohorts, their unique experiences and events have shaped their perspectives and leadership approach (Lyons & Kuron, 2013). Comparable to Generation X, Gen Y values transparency, participation, effective communication, and involvement in the decision-making process (Anderson, Baurb, Griffith, & Buckley, 2017). They recognize the importance of

sustainability and corporate social responsibility in the interest of the environment. They grew up in the digital days, with social media and networking, making them tech-savvy. As such, millennials often prefer remote work with flexible schedules, enabling them to maintain a better work-life balance (Lowe, Barry, & Grunberg, 2020). Nonetheless, their leadership style is challenged by the older generation, who believe they are inexperienced (Anderson, Baurb, Griffith, & Buckley, 2017). Given their unique skill set, they must utilize effective communication and inclusiveness to bridge the generational gap.

Leadership Approach and their Influence on Generation Gap

Transformational Leadership

James Burns introduced the transformational leadership approach, which emphasizes that leadership is the ability of leaders to motivate and inspire followers to unleash their full potential (Anderson, Baurb, Griffith, & Buckley, 2017). In this theory, Bernard Bass expands its potential to inspire and influence followers through its vision, personal examples, and charismatic attributes (Ladkin & Patrick, 2022). As such, many generational issues may arise regarding how individuals respond to this leadership style, owing to their unique values, experience, and expectations. These factors determine how individuals react to transformational leadership styles; for instance, Millennials and Generation Z value collaboration in a transformational leadership style, whereas older generations do not. They also favor communicative and collaborative leaders, promoting personal growth (Lyons & Kuron, 2013). This is because these generations are more receptive to change and innovation. On the other hand, Baby Boomers value a direct approach, stability, consistency, innovation, and a balance of change (Dickson, 2015).

Servant Leadership Style

Robert Greenleaf conceptualized the servant leadership approach, which emphasizes that leaders must respond to serve the needs of followers, particularly when they are in need (Gandolfi, Stone, & Deno, 2017). In this leadership type, the leader does not place himself first. Servant leaders value commitment to personal development and growth, as well as humility and empathy (Northouse, 2016). Hence, like transformational leadership, there may also be challenges to generational responsiveness to servant leadership. This is due to the differences in values, experiences, and expectations between each generation. Studies also reveal that younger generations respond more positively to this leadership style than older ones (Gandolfi, Stone, & Deno, 2017; Dickson, 2015). They enjoyed a collaborative working environment where the leaders valued their opinions (Jones, 2018). Notably, servant leadership is preferred by Millennials and Generation Z due to its emphasis on social consciousness and the priority it places on community involvement and corporate social responsibility (Thune, 2016). Again, like transformational leadership, Baby Boomers prefer direction, stability, consistency, and less social participation.

Democratic, Autocratic, Laissez-Faire Leadership Styles

Kurt Lewin is recognized as a pioneer in contemporary social psychology and has advanced leadership approaches, including democratic, laissez-faire, and autocratic (Burnes & Barga, 2017). These are three different types of leadership. *Democratic leadership* style promotes working in teams or groups. It involves allowing group members to participate and contribute while listening to their opinions and considering their feedback in decision-making (Derya, 2018). It further promotes creativity and innovation among team members, often resulting in a collective,

motivated, and engaged workforce (Northouse, 2016). Contrastingly, the *autocratic leadership* approach takes complete control and authority of the team or groups and the decision-making process (Caillier, 2020). As such, no input from team members is supported, and members are expected to follow orders without questions. Although this leadership type may be demotivated, it is effective when quick decisions are needed in emergencies. Unlike democratic and autocratic styles, *laissez-faire leadership* takes an entirely different approach. It delegates the responsibility of decision-making authority to its group members. This leader allows teams to work with minimal guidance and direction (Donkor & Zhou, 2020). However, members are provided with the requisite resources and support as needed. As such, this leadership type is effective where team members are highly skilled, such as specialists (Northouse, 2016). This leadership style will also be evident in environments where creativity and innovation are valued, such as at Apple and Google. Nonetheless, under *laissez-faire leadership*, if members are not very disciplined, they may become disengaged without guidance and direction (Donkor & Zhou, 2020).

The impact generational differences have on autocratic, democratic, and *laissez-faire* leadership styles depends on each generation's values, expectations, and experiences. As such, authoritarian leadership particularly among older generations such as Baby Boomers and Generation X, will be more receptive to this style, as they are highly directive and respect the chain of command (Dickson, 2015). However, the younger generation will likely resist, as they value transparency, collaboration, and inclusiveness more. Unlike autocratic leadership, Generation Y and Generation Z favor the democratic style due to its emphasis on teamwork and inclusion and the *laissez-faire* style due to its focus on freedom, flexibility, and autonomy (Jones, 2018). Baby Boomers and Generation X are also receptive to the democratic style, as they have had experience

with teamwork and enjoy the benefits of diverse views. Nonetheless, they are least interested in laissez-faire leadership since their values and this approach do not align.

Situational Leadership Style

Paul Hersey and Ken Blanchard developed the situational leadership approach, which emphasizes the importance of leaders adapting their leadership style to meet the needs of the situation while also satisfying the needs of their followers (Raza & Sikandar, 2018). One of the strengths of this leadership style is its ability to adapt and adjust to the situation (Northouse, 2016). Nonetheless, with his contingency leadership theory, Fred Fiedler argued that effective leadership does not depend on adaptability in situations but rather on the fit between the leadership style and the positioning led (Shala, Prebreza, & Ramosaj, 2021). Given the uniqueness of this leadership style, the generation gap may influence it in many ways. For instance, each generation has distinct communication styles, which in turn impact how leaders communicate with their followers. Generations Y and Z prefer communicating via texting and other informal methods, while older generations tend to opt for a more face-to-face, formal, and structured approach (Jones, 2018).

Furthermore, each generation has different expectations of their leaders, including recognition, feedback, and independence. Autonomy and feedback are expectations of the young generations, while stability and consistency are values that the older generations hold (Dickson, 2015). The level of familiarity with technology also varies across generations, as it poses some challenges to older generations. At the same time, the younger ones are very comfortable with tech, especially teleconferencing and social media. Regarding work-life balance, the expectations of leaders from each generation differ, and leaders are challenged when preparing work schedules

and allocating tasks (Dickson, 2015). The issue is while the younger generation requires flexibility and independence, the older generations are more traditional.

Authentic Leadership Style

Bill George and others introduced an authentic leadership style that emphasizes the significance of being truthful to oneself (George, 2018). George et al. (2018) noted that these leaders demonstrated self-awareness, commitment, and emotional intelligence, as well as values and beliefs. They promote the free expression of opinions while exercising openness. The leaders empower team members by fostering healthy relationships and taking ownership of their work. The framework of this approach is built on introspection, honesty, trust, inclusivity, values, and ethics (George, 2018). As such, it sets a strong culture by fostering confidence, motivation, and inspiration. Daniel Goleman supported this theory and stressed the importance of emotional intelligence in promoting effective leadership (Karadg & Öztekin Bayir, 2018). The generation gap may affect authentic leaders in terms of work values, expectations, communication approaches, inclusion, and diversity. The younger generation prefers a balanced work life, transparency, openness, informal communication, and diversity. The older generation, on the other hand, expects leaders to prioritize consistency and stability, a structured communication style, and inclusivity (Dickson, 2015). Authentic leaders must understand the expectations of various generations and strive to cultivate a culture of trust and credibility, thereby ensuring an effective leadership style.

Socialist, Narcissistic, Compulsive, and Reactive Leadership Styles

Michael Maccoby develops a leadership style that stresses the importance of personality and character to effective leadership (Maccoby & Cortina, 2017). He believes that different personality types are suited for different leadership styles. His theory identified four leadership styles: socialist, narcissistic, compulsive, and reactive. The *socialist leader* is motivated by the realization of a common goal, building a positive workforce, and strengthening his relationship with team members (Maccoby & Cortina, 2017). The focus is to discover the best outcome for the group. As such, members of this type of leadership are typically motivated and inspired. The *narcissistic leader* is motivated by a desire for personal success and recognition (Maccoby & Cortina, 2017). Unlike socialist leaders, their needs are primary.

Although they may possess charismatic qualities with a strong vision, they often take excessive risks while ignoring the needs of followers (Miles, Huberman, & Saldaña, 2014; Maccoby & Cortina, 2017). *A desire for structure, control, and order drives compulsive leaders.* Their method of achieving their goals consistently follows strict procedures with precise details, particularly when managing complex projects (Maccoby & Cortina, 2017). They are often inflexible and do not promote change. Unlike other leaders, the *reactive leader* is motivated by the desire to answer the immediate challenges of his followers (Maccoby & Cortina, 2017). They are more problem-solving-driven. As such, their strategy to achieve their vision may not be long-term. This approach is practical in crises but still struggles with foreseeing future challenges. Therefore, influential leaders may adopt any leadership style to guide their followers, depending on the circumstances.

Nonetheless, the generation gap may also influence Maccoby's (2017) leadership styles in some ways. For instance, the younger generation values work-life balance, while the older

generation values job security and stability. The social leadership approach to motivating teams and building relationships may be challenging (Dickson, 2015). These values, which the young and old generations uphold, may also challenge narcissistic leaders when they take risks and achieve their goals. This is because the young generations want to be included in decisions, while the seniors want to be recognized (Jones, 2018). Regarding compulsive leadership, achieving precise goals under strict procedures will be challenging, as one generation prefers ambiguity and change, while the other prefers structure. Reactive leaders may struggle to predict future challenges when leading multigenerational organizations, as young people are often tech-savvy and adaptable, while older leaders may struggle with technology.

Responsible Leadership

Responsible leadership is a style that emphasizes ethical values and sustainable decision-making (Schinzel U. , 2019). This approach leverages the power to influence and create positive change by upholding standards and ethics while also attending to the interests of all stakeholders (Marques, Reis, & Gomes, 2018). A responsible leader considers the implications of their decisions on employees, stakeholders, customers, shareholders, and the broader community (Schinzel U. , 2019). They prioritize long-term sustainability over short-term gains. They are aware that their decisions may have consequences and act in the interest of all stakeholders, not only profit maximization. They also promote transparency, accountability, and honesty and accept responsibility for wrong decisions (Schinzel U. , 2019).

Responsible leadership can help address the generational gap at work by fostering mutual respect, open communication, inclusion, mentorship, and development opportunities. As such, fostering a culture of shared values and collaboration can help bridge the generational gap and

create a positive working environment (Dickson, 2015). Through open and honest communication, leaders and followers feel more comfortable and understand each other better, which can help bridge the generational gap. Additionally, emphasizing the need for and value of mutual respect will strengthen the organizational culture and help close the gap (Jones, 2018). The importance of inclusion and diversity helps teams value and embrace each other's perspectives and experiences regardless of age, promoting solidarity among generations (Schinzel U. , 2019). A mentorship culture and development opportunities for all members will foster unity and help build a cohesive organization.

Transactional Leadership

James Burns introduced the transactional Leadership style, describing the exchange between leaders and followers (Aliekperova, 2018). It involves setting defined goals and expectations for followers or employees who are rewarded or penalized depending on their performance (Northouse, 2016). Burns refers to this as contingent reward and management by exception behaviors (Saad & Abbas, 2019). Under this leadership, the subordinates are monitored, and feedback is communicated by the leader (Northouse, 2016). Organizations that set specific outcomes and achieve precise targets typically employ this leadership style. As such, it is highly effective when immediate results are required, particularly for repetitive (Aliekperova, 2018). Some key characteristics of this leadership style include its clear expectations and a reward-and-consequence policy. For satisfactory performance, leaders may reward employees by recognizing and acknowledging their achievements, including promotions, recognition, and bonuses. Whenever necessary, leaders may intervene and apply corrective and preventive techniques as required (Northouse, 2016). However, leaders only intervene when there is an issue; otherwise,

employees work autonomously. Nonetheless, a limitation of this leadership style is that it inhibits creativity, innovation, and problem-solving skills and stifles initiative (Aliekperova, 2018). Additionally, it may be less effective when leading a highly skilled and motivated workforce, as experts' responses to external punishment may be suboptimal.

Transactional Leadership in the Public Sector

The public sector, which a country's government governs, is subject to strict rules, policies, and regulations and is often tasked with producing specific deliverables within a short timeframe. Such structural embodiment attracts transactional leadership as this style provides a clear framework for realizing its objectives (Nguyen, et al., 2022). The contingent reward and management by exception behavior practiced by transactional leaders may be an asset to the public sector, as it helps employees focus on achieving their goals, meeting deadlines, and addressing stakeholders' needs (Donkor & Zhou, 2020). A transactional style may also help to manage public sector affairs, be accountable for limited resources, and meet public expectations with its structured management approach. Although this leadership may not be very effective in managing highly skilled employees, it may still be used to achieve results within a set timeframe (Northouse, 2016). Therefore, when presented with a situation, the public sector needs to consider the most appropriate and compelling leadership approach to exercise.

Impact of Generation Gap on Transactional Leadership

Like all leadership styles, the generation gap may also influence the transactional leadership style in many ways. For instance, the collaboration, empowerment, and flexibility desired by the young generations may be restricted. Hence, they may not respond well under this

ruler, especially when poor performers may be punished (Dickson, 2015). The older generation, however, will likely respond well to this leadership style, as they will have had experience with a similar approach. Nonetheless, managing various generations is no easy task and will require influential leaders to apply different directions depending on the situation (Northouse, 2016). To meet the needs of a diverse workforce, a leader must understand his people and the organizational needs to strategize a workable solution.

Talent Management and Leadership

Talent management identifies, develops, and retains talented and skilled personnel (Hongal & Kinange, 2020; Ansar & Baloch, 2018). This includes recruiting, performance management, career planning, training, and succession planning processes. One of the strengths of talent management is ensuring that the organization retains the right people and skill set. A good leader uses these skill sets to develop and better manage the organization (Schinzel, 2022). As such, talent management can enhance an organization's leadership and enable management to identify high-potential talent, develop it, and support other employees, thereby promoting organizational growth (Schinzel U. , 2019). Influential leaders utilize talent management techniques to foster a productive and engaging culture while continually developing and enhancing organizational capabilities (Hongal & Kinange, 2020). While leadership and talent management are distinct concepts, integration is crucial for organizational development in terms of motivation, inspiration, and effective management. Nonetheless, effective leadership is realized when these skill sets are strategically directed and placed.

The generational gap can significantly influence talent management and leadership in various ways. Each generation has its unique expectations (Dickson, 2015). For instance, Baby

Boomers value job security and stability, while Xers and others value career growth and development. As such, talent management strategies must be tailored to the specific needs and expectations of each generation to be effective (Jones, 2018). Additionally, each generation's communication preference differs; hence, talent management and leadership must be adjusted accordingly to be effective. Notably, the skills of each generation, such as technical savvy and institutional knowledge, will differ. Therefore, great leaders will leverage the strength of each generation to create a strong and diverse team (Lowe, Barry, & Grunberg, 2020). Although the generational gap may challenge leadership and talent management, understanding and addressing these differences will foster a more inclusive working environment where strengths from all generations can be leveraged.

Strategic Intelligence and Leadership

Strategic intelligence refers to the ability to gather, analyze, and interpret information about the external environment, enabling the development of strategies and informed decisions (Levine, Bernard, & Nagel, 2017). Some key components of strategic intelligence include critical thinking, foresight, and data analysis, which are closely intertwined with leadership in various areas (Al-Fawaeer & Alkhatib, 2020). Leaders with strategic intelligence are considered better equipped to make informed decisions and develop effective strategies. Further, effective leadership implements procedures designed through strategic intelligence more operatively (Maccoby & Cortina, 2017). It is argued that leaders with leadership and strategic intelligence skills are more effective in driving organizational growth with fewer challenges to ensure longevity (Maccoby & Cortina, 2017).

The generation gap may also affect strategic intelligence and leadership in various ways. The uniqueness of each generational cohort may impact the external environment and strategic intelligence and, in turn, affect administration. For instance, modern technology may influence strategic intelligence (Maccoby & Cortina, 2017) in projects such as project management and architectural design, depending on the generation to which the operator belongs. Again, leaders must leverage all the skills to maximize the organization's output. Additionally, studies have shown that the leadership approaches of members of different generations vary, such as a preference for a hierarchical versus a collaborative approach (Dickson, 2015). As such, determining what constitutes strategic intelligence will also alter given generational perspectives. The communication and expectations of leaders from each generation differ; each will strategize according to their likeness. Therefore, like talent management, leaders need to leverage the strengths of each generation to build a more inclusive, culturally diverse, and resilient workforce.

Benefits of Responsible Leadership to Transactional Leadership

Responsible leadership can be distinguished from transactional leadership by fostering a culture of accountability, prioritizing ethical decision-making, enhancing collaboration, and promoting a long-term perspective (Schinzel U. , 2019). With responsible leaders valuing accountability and encouraging people to take responsibility for their actions, transactional leaders can apply this technique to promote a sense of ownership and responsibility among teams. Additionally, by emphasizing ethical decision-making and reinforcing strict adherence to rules, transactional leaders can utilize this approach to foster a culture of following rules while promoting ethical behavior (Marques, Reis, & Gomes, 2018). Transactional leaders can benefit from adopting

long-term decision-making practices by prioritizing sustainability and fostering a culture that considers the needs of all stakeholders when making decisions.

Strategic Intelligence and Talent Management Impact on Transactional Leadership

Transactional leaders can utilize strategic intelligence and talent management frameworks to enhance and strengthen their transactional leadership styles in several ways. For instance, talent management can aid in identifying individuals with the suitable skill set and potential required by transactional leaders (Schinzel, 2022). Through coaching, training, and development, they may be motivated to work as per the guidelines and conditions stipulated by this leadership style. Additionally, through strategic intelligence, leaders can align all goals with the department strategy to ensure that the work completed contributes to the organization's success (Maccoby & Cortina, 2017). Both frameworks also help this leadership style create a performance-oriented culture that can strengthen leadership by emphasizing the importance of achieving goals and providing feedback on performance. It also provides a sense of accountability and motivation among team members. A critical component of transactional leadership is practical communication, which is necessary for clearly defined goals to ensure everyone works towards a common goal (Northouse, 2016). Therefore, talent management and strategic intelligence can support transactional leadership by recognizing and developing talent while aligning strategies and goals to foster a performance-oriented culture (Jones, 2018). A leader who leverages these approaches may create a highly motivated workforce that responds well to the working conditions and achieves the objectives.

Organizational Culture

Introduction

An organization's culture, defined by shared values, beliefs, and behaviors, plays a vital role in shaping its direction, performance, and competitiveness (Farrell, 2018). Various models, such as Schein's cultural framework, Cameron and Quinn's Competing Values, and Hofstede's Cultural Dimensions, help explain how culture influences organizational life (Önday, 2016; Gong, Jiang, & Liang, 2022; Minkov & Kaasa, 2021). In multigenerational workplaces, diverse values across generations add complexity to the culture. Baby Boomers value job security and loyalty, Millennials prioritize work-life balance and career development, Generation X emphasizes autonomy, and Generation Z focuses on technology and creativity (Dickson, 2015). Recognizing and incorporating these diverse perspectives is crucial for fostering a positive culture. Cross-generational engagement and tailored policies can help create a balanced environment (Jones, 2018). This study investigates the influence of transactional leadership, responsible leadership, and talent management on organizational culture in multigenerational settings, offering insights into cultivating a positive and inclusive work environment.

Culture

Culture refers to beliefs, customs, shared values, behaviors, and artifacts that characterize a society or a group (Jones, 2018). It comprises people's ways of thinking, acting, and feeling, as well as all physical objects and symbols that signify their traditions and history. It is a society's way of life (Schein, 2011). Culture is also defined as a design of shared assumptions, where groups learn and resolve issues of external adaptation and internal integration that are considered valid and thought to be the correct way for new members to perceive, feel, and think about problems (Akpa, Asikhia, & Evangeline, 2021). It encompasses various human activities and expressions,

for instance, language, music, religion, clothing, food, social norms, and architecture (Akpa, Asikhia, & Evangeline, 2021). Changes in culture can be triggered by factors such as technology, politics, economics, history, and geography, as are experienced in the world today. As such, the significance of culture to human life is profound, as it provides a framework for social interaction and communication and helps individuals form a sense of identity and belonging. It also provides a premise for developing shared values and beliefs of societies and groups. Hence, employees are transferring these cultures from various demographic and geographic locations to organizations today.

Organizational Culture

As groups evolve, they encounter two primary issues: integrating individuals into a cohesive whole and adapting effectively to the external environment to remain viable (Akpa, Asikhia, & Evangeline, 2021). Ultimately, as groups began to discover solutions to these challenges, they started to engage in collective learning, creating a set of shared assumptions and beliefs that became known as culture. As such, Schein (2011) concluded that organizational culture is a combination of shared values, ideas, and norms that impact how employees think, feel, and behave in the working environment. Corporate culture encompasses characteristics such as beliefs, shared values, practices, and a collective personality that shape employees' ways of thinking and their interactions with each other and external stakeholders (Arayesh, Golmohammadi, Nekooeezadeh, & Mansouri, 2017). It encompasses their mission, vision, communication style, decision-making processes, company rules and values, employees' morale, organizational history, and, significantly, their leadership style (Jones, 2018; Schinzel U. , 2019). Furthermore, factors such as history, industry, structure, size, and geographic location also significantly influence an

organization's culture. A solid corporate culture fosters a sense of belonging, enhancing employee satisfaction and engagement and ultimately improving organizational performance (Hurduzeu, 2015).

Nonetheless, a negative organizational culture, such as one that tolerates unethical practices, can ultimately lead to high turnover, low morale, and decreased productivity. As such, organizations must understand and preserve a culture that aligns with their values and goals (Daher, 2016; Dess, McNamara, & Eisner, 2018).

Cultural Theories

There are many theories of culture proposed by various scholars that offer different perspectives on its nature and functions, helping us to understand better the many ways culture contributes to shaping the social world. One of the most prominent theories is the Functionalist Theory, which views culture as a system of interrelated parts that work together to meet the needs of society. For instance, shared values, norms, and beliefs promote social cohesion (Lauring, Bjerregaard, & Klitmøller, 2018). *Symbolic Interactionism Theory* emphasizes the significance of symbols and languages in shaping culture. It is viewed as a product of continuous social interaction, constantly negotiated and revamped through effective communication (Francis & Adams, 2019). *The Social Learning Theory* underscores the role of observation and imitation in achieving organizational culture. As such, it is seen as a set of learned beliefs and behaviors that are transferred from one generation to the next through socialization (Akers & Jennings, 2019). *The Cultural Materialism Theory* accentuates the significance of material and economic factors in shaping culture; hence, it is viewed as the product of the physical and environmental conditions in which people live. Such conditions are shaped by technology, the economy, and resources (Oakley,

2017). *The Power-Conflict Theory* stresses the role of power and inequality in shaping culture. It is seen as a product of struggles and conflicts between groups in society, shaped by their competing interests and values (Haugaard, 2021). While many cultural theories influence organizations, there are also various cultural frameworks designed to help identify and manage organizational culture.

Organizational Culture Frameworks

There are several different frameworks for understanding and categorizing organizational culture. While each of these frameworks, viewed through various lenses, aims to understand and analyze organizational culture, they also highlight areas for improvement to align with the organization. *Schein's three-levels-of-culture framework suggests that each level represents a different layer of the organization's culture, influencing employees' behavior and interaction with the organization* (Önday, 2016). The three levels are artifacts (observable symbols and signs), espoused values (stated values and beliefs), and basic assumptions (unspoken, underlying assumptions and ideas) (Schein, 2011). This framework provides a comprehensive understanding of an organization's culture, enabling individuals to comprehend its operations and the values that drive its actions and decisions (Önday, 2016). Additionally, it provides a systematic approach to analyzing culture, allowing individuals to identify specific components that require attention to facilitate change.

Furthermore, by understanding the culture at each level, management can develop strategies to revamp aspects of the culture that are not aligned with organizational goals. Nonetheless, applying this approach can be challenging, as it relies on subjective interpretations of values and assumptions, making it difficult to track changes over time. This framework assumes a linear progression from the three levels. However, an organization's espoused values can drive

behaviors and influence the underlying assumptions, resulting in a nonlinear advance. Moreover, this framework overlooks external factors, such as the market environment, which may affect the organization's culture and restrict its effectiveness in a particular context.

Cameron and Quinn's Competing Values framework helps organizations assess and understand their culture. It categorized organizational culture into four types based on two dimensions: internal focus versus external focus and flexibility versus control. Thus, the four types are clan culture (internal focus and flexibility), adhocracy culture (external focus and flexibility), market culture (external focus and control), and hierarchy culture (inner direction and control), where each has its own sets of values, assumptions, and beliefs (Gong, Jiang, & Liang, 2022). Some of the strengths of this framework include facilitating effective communication through a common vocabulary, assessing and identifying areas for improvement, providing guidance on cultural changes that need to be addressed, and helping organizations align their culture with their strategic goals. Nonetheless, this framework oversimplifies complex cultural dynamics, which may be subjective because it relies on individual perception in its assessment. Additionally, its application may be limited, as it was conducted in the US and overlooks external influences such as market conditions (Gong, Jiang, & Liang, 2022). As such, it may help assess and change an organization's culture, but caution should be taken into consideration its limitations when managing a complex corporate culture.

The Deal and Kennedy Cultural Framework examines how organizational culture can impact performance. This model proposes four different organizational cultures characterized by their dominant values and beliefs. These are *Tough-Guy Macho Culture* (high-risk taking, quick decision-making, competitive, value personal success over teamwork), *Work Hard/Play Hard Culture* (fast-paced work, employee satisfaction, highly-motivated, value social interaction), *Bet*

Your Company Culture (high-stake decision-making, long-term planning, centralize, concentrated, decision-making authority), and *Process Culture* (consistency, efficiency, highly-bureaucratic, defined processes, and procedures) (Arayesh, Golmohammadi, Nekooeezadeh, & Mansouri, 2017). This framework is straightforward to understand and apply across various organizational cultures. It is also helpful for identifying cultural issues and understanding the impact of culture on organizational performance. Like the other frameworks mentioned earlier, it helps organizations to align their organizational culture with the overall business strategy (Arayesh, Golmohammadi, Nekooeezadeh, & Mansouri, 2017). However, it oversimplifies complex organizational culture and may not account for all the nuances. In addition, it focuses on the internal organizational culture and does not worry about the effects of the external environment (Arayesh, Golmohammadi, Nekooeezadeh, & Mansouri, 2017). The lack of empirical evidence to support its claim makes it difficult to validate and implement (Arayesh, Golmohammadi, Nekooeezadeh, & Mansouri, 2017). Therefore, although this model may be simple, it should be used cautiously or in a specific context.

Hofstede's Cultural Dimension Framework describes the impact of different cultural values on organizational behaviors. This culture compares cultures based on six dimensions (Minkov & Kaasa, 2021). *Power Distance* is the degree to which society accepts and expects an unequal distribution of power; hence, there is a gap between those in authority and those who are not. *Individualism vs Collectivism* measures the extent to which people prioritize individual or collective interests. In individualistic societies, people prioritize their own family and interests, whereas in collectivistic cultures, people prioritize the welfare of their groups and communities. *Masculinity vs Femininity* examines how organizations value traditional masculine or feminine traits. Feminine societies value relationships, care for others, and prioritize their quality of life,

while masculine societies tend to value material success, assertiveness, and competitiveness. *Uncertainty Avoidance* measures the extent to which community members are comfortable with ambiguity and uncertainty. In organizations of this type, people prefer clear rules and guidelines to reduce ambiguity and uncertainty. *Long-Term Orientation vs. Short-Term Orientation* examines the degree to which societies value long-term planning, persistence, and long-term goals versus short-term goals and immediate satisfaction. *Indulgence vs. Restraint* measures how organizations balance indulging in their desires and impulses with practicing self-restraint. (Minkov & Kaasa, 2021).

This cultural framework comprises some distinct advantages. For instance, it provides a comprehensive understanding of culture and its influence on organizational behavioral patterns (Schinzel U. , 2019). It helps individuals understand the cultural differences that affect collaboration and communication in multicultural organizations. Additionally, it is highly beneficial when engaging with international organizations, as it helps identify potential cultural differences that may impact business operations. However, this framework also has its setbacks. For instance, it may overlook individual differences within cultures and fail to account for cultural differences that exist within specific regions and subcultures (Minkov & Kaasa, 2021). Also, like other cultural frameworks, Hofstede's cultural dimension framework relies on subjective interpretations of values and beliefs. Nonetheless, it is a valuable tool for understanding cultural differences and their impact on communication, especially when managing a multigenerational organization.

Hofstede's Cultural Dimension Impact on Generational Differences

The impact of Hofstede's cultural framework on generational differences may be complex and multifaceted. This is due to the interaction between the framework's dimensions and generational differences, which shape how individuals think, communicate, and behave in various cultural contexts. For instance, the Baby Boomers (born between 1946 and 1964) may have different work ethics, beliefs, and expectations compared to Millennials (born between 1981 and 1996) (Dickson, 2015). As such, for the power distance dimension, the older generation may accept traditional power structures and hierarchies, while younger generations are inclined to challenge authority and advocate for equality (Lyons & Kuron, 2013). Regarding the second dimension, individualism vs collectivism, the young generation may be more individualistic and value personal growth and self-expression.

In contrast, the older generation may be more collectivist, emphasizing family and community. Under the third dimension of masculinity vs femininity, the older generations may be more likely to obey traditional gender roles and expectations. In comparison, the younger generations may be more likely to redefine and challenge these roles. Furthermore, regarding the fourth dimension of uncertainty avoidance, older generations may be more risk-averse and prefer predictability and stability. In comparison, the younger generations may be open to experimentation and change. In the fifth dimension, where long-term orientation versus short-term orientation is a key consideration, the older generation may focus more on long-term planning and future investments. In contrast, the young generations may focus on immediate fulfillment and living in the present.

Regarding the final dimension, indulgence versus restraint, younger generations may tend to indulge in self-expression and enjoyment. In comparison, older generations may emphasize

restraint and focus on self-discipline and responsibility. Given the influence of Hofstede's cultural dimensions on generational differences and the insights they provide in understanding different generations, this approach will be more feasible for this study.

Organizational Cultural Impact on Leadership

Organizational culture has a significant influence on leadership. While leadership can influence an organization's values, beliefs, and behaviors, culture can shape the expectations and behaviors of leaders, affecting how they interact with employees and stakeholders (Farrell, 2018). A culture that values collaboration and teamwork will require a more participative leadership style, while a culture that promotes innovation and risk-taking will require a more entrepreneurial leadership style. Furthermore, a culture that values consensus-building and collaboration may require a more inclusive decision-making process, whereas one that promotes efficiency will require a more directive decision-making process (Dess, McNamara, & Eisner, 2018). In addition, where the culture values transparency and openness, clear communication is essential; however, formal and structured communication is necessary for a hierarchical and authoritative culture. Organizational culture can significantly impact employee engagement. For instance, when employees' empowerment and development are valued, they tend to be more engaged. Conversely, a culture that prioritizes conformity and compliance often results in lower employee engagement (Warrick, 2017). As such, leaders knowledgeable about their organizational culture can influence leadership and adapt it to align with their organizational culture, thereby creating an engaging and productive working environment (Dess, McNamara, & Eisner, 2018). While a leader's communication style can set expectations for employees' behaviors to align with the organization's mission and vision, poor communication can result in misunderstanding and

ambiguity. Also, a leader's role is to hire and promote employees whose culture aligns with the organizational culture (Warrick, 2017). Overall, leaders should be keen on creating and reinforcing a positive corporate culture capable of building and maintaining a resilient organization well into the future.

Organizational Culture Impact on Organizational Performance

Since leadership significantly impacts organizational culture, organizational performance tends to reflect the ultimate result. For instance, a strong organization can motivate its employees to work harder and increase productivity. This occurs when employees feel connected to the organization's vision, mission, and values and willingly contribute to its success (Jones, 2018). The ability of an organization to retain its employees also is a reflection of its culture. When employees feel comfortable, they are more likely to remain in their jobs, thus reducing turnover and recruiting costs (Dess, McNamara, & Eisner, 2018).

Moreover, a culture that fosters collaboration and effective communication always experiences increased productivity and efficiency. It is emphasized that an open culture fosters avenues for innovation, encouraging thinking outside the box, generating new ideas, being creative, and enhancing performance (Dess, McNamara, & Eisner, 2018). A positive organizational culture is also reflected in the customer service provided. Hence, a positive culture consistently leads to customer satisfaction, whereas a negative one typically results in customer dissatisfaction. This is because when employees are supported, they feel valued and transform that positive energy into excellent customer service. Such a service creates a competitive edge as the organization may gain a larger market share and an increase in loyal customers (Warrick, 2017). Overall, a solid organizational culture, if positive, can create a comfortable working environment

and improve both retention rates and productivity levels. Still, if negative, it can create an uncomfortable working environment, leading to poor performance and a reduced retention rate.

Transactional Leadership Effect on Organizational Culture

The transactional leadership style emphasizes maintaining the status quo and employs rewards and punishments to motivate employees to achieve specific goals (Northouse, 2016). This leadership style can have both positive and negative impacts on an organization's culture. For instance, rule-oriented leaders who practice this style strictly comply with policies and procedures (Maccoby & Cortina, 2017). Such an act may lead to a culture where employees follow rules and regulations while creativity and innovation are inhibited. Transactional leaders focus on achieving specific goals and targets, often through the use of rewards and punishments (Northouse, 2016). This creates a culture where employees focus on achieving results, regardless of the cost, even if it requires unethical practices.

Furthermore, these leaders tend to make decisions and delegate tasks based on their authority, often omitting employee involvement in the decision-making process. Such positions frequently lead to a workplace culture where employees feel less motivated, disempowered, and disengaged. Transactional leaders are usually very clear about their expectations and employees' performance and let employees know whether they are meeting the expectations. As such, employees focus solely on meeting expected goals and improving their abilities and skills, thereby hindering creativity and the implementation of initiatives. Transactional leaders think short-term to attract immediate results, creating a culture where employees become less concerned with long-term planning and strategic thinking.

Notwithstanding the limitations of this leadership approach, it also has many strengths (Northouse, 2016). For instance, the emphasis on rules and procedures is more straightforward to enforce. Employees in this culture are likely to respond positively to clear expectations and are motivated by the rewards and punishments offered. This leadership also encourages and rewards individuals by recognizing their achievements. Nonetheless, it may be demotivational in cases of collaboration and teamwork. Transactional leaders encounter resistance to change when establishing new rules and procedures, and employees may not respond well to changes in rewards and punishment (Northouse, 2016).

Further, in a culture that values trust and communication, transactional leaders may have to focus more on enhancing employees' relationships. This is because the reward and punishment may not be enough to motivate employees who prioritize trust and effective communication. Given the effects of transactional leadership on organizational culture, leaders must consider this impact and adjust their approach to create a positive and vibrant working environment. Corporate culture can also influence the perception of transactional leadership.

The Effects of Organizational Culture on Generational Gap

The impact of organizational culture on a generational gap in the workplace is significant to the sustainability and competitiveness of an organization. There may be various contributing factors to this significance. For instance, each generation's communication preferences vary; the culture may encourage or discourage the communication style across generations (Jones, 2018). An organization with an open culture can promote collaboration through effective communication, enabling each generation to work together and learn from one another. Each generation also has different norms and values, and organizational culture can reinforce or challenge them (Lyons &

Kuron, 2013). For instance, an organization that values work-life balance may attract and retain people of the young generation. In contrast, an organization that emphasizes long hours and hard work may attract and retain individuals from older generations (Dickson, 2015).

Concerning technology, each generation is comfortable and familiar with different levels of technology. As such, organizations that support and adapt to technological advancements often report a positive culture (Dickson, 2015). Additionally, organizations with an open culture that values creativity and innovation frequently promote continuous training and development programs. Nonetheless, each generation responds differently to the various leadership styles, which challenges organizational culture (Daher, 2016). For instance, an organization's culture that supports teamwork and collaboration tends to attract participative leadership that encourages employees' input regardless of generation variations (Dickson, 2015). Therefore, organizational culture can help bridge the generational gap in the workplace. By promoting cultural diversity and openness, organizations can help each generation feel valued and supported, qualities essential for fostering employee engagement, increasing productivity, and enhancing job satisfaction.

Organizational Culture Effects on Talent Management

Organizational culture can significantly influence the design and implementation of talent management practices. It can also affect the success of these practices by attracting, developing, and retaining top talent (Schinzel, 2022). For instance, if a culture values diversity, inclusion, and employee development, the organization can attract highly talented and performing employees, thereby maintaining a competitive edge in the market (Ansar & Baloch, 2018). As such, organizational culture has a significant influence on talent management, as it shapes how employees are recruited, developed, and retained (Hongal & Kinange, 2020). It can repel

candidates based on their values, attitudes, and expectations. For example, an organization that values work-life balance may attract people from the young generations, while one that values long hours may repel these candidates (Dickson, 2015). Organizational culture also sets the tone for new employees, enabling them to work effectively with others in different departments, integrate into the system, and foster collaboration (Jones, 2018). While this may be the practice for organizations that value teamwork and cooperation, it may differ for organizations that value individual achievement. Culture may also provide employees with opportunities to grow within the organization by offering avenues for innovation and initiatives for new projects, among other benefits (Dess, McNamara, & Eisner, 2018).

Nonetheless, organizations that value stability may provide opportunities for employees to develop their skills within a specific department. The organization's culture plays a pivotal role in determining how long employees stay and their level of engagement. If work-life balance is valued, young people will tend to remain longer; however, if the culture prioritizes stability, it will likely experience a high turnover rate among young employees.

Talent management practices can be crucial in shaping a multigenerational organizational culture and creating a workplace that values diversity, inclusivity, and employee development (Schinzel, 2022). This is achieved by providing opportunities for growth and development while also fostering a supportive and inclusive work culture. Such practices attract top talent from different generations and create a dynamic workforce. It brings together diverse perspectives and experiences within the organization, encompassing both young and older generations, and creates equal opportunities (Dickson, 2015). Talent management culture tailors to different generations and mentors, integrating them to satisfy organizational values. It develops their skills and supports them while providing flexible work arrangements to help the older generations balance their work

and personal responsibilities (Jones, 2018). Talent management culture offers training and development opportunities for employees of all ages, enabling them to acquire new skills and adapt to the ever-changing technologies and work practices. Although retaining employees can always seem challenging, a talent management culture is designed to meet the expectations of all generations and can help create a positive workforce (Schinzel, 2022).

Organizational Culture Influence on Strategic Intelligence

Organizational culture can significantly impact strategic intelligence because it shapes how information is gathered, analyzed, and acted upon (Al-Fawaeer & Alkhatib, 2020). It can facilitate the development and use of organizational strategies (Levine, Bernard, & Nagel, 2017). An organization that values openness, collaboration, and learning can utilize strategic intelligence to inform its decisions and actions, thereby quickly adapting to the changing environment (Maccoby & Cortina, 2017). This culture can either encourage or discourage departmental information sharing, providing valuable insights for strategic decision-making. It can also influence the organization's approach to risk and uncertainty. A culture that values experimentation, innovation, and agility may be more willing to take risks and explore new opportunities than a culture that prioritizes stability, which tends to be risk-averse (Jones, 2018). A culture that prioritizes data-driven decision-making and evidence-based analysis may be more likely to utilize strategic intelligence to inform decisions than a culture that values experience, which tends to rely more on individual judgment (Maccoby & Cortina, 2017).

Additionally, a culture that values continuous learning and improvement may utilize strategic intelligence to identify areas for improvement and adjust its operational strategies accordingly. As such, strategic intelligence can significantly influence a multigenerational

organizational culture by helping to bridge the generation gap and promoting a common understanding of the organization's goals, challenges, and opportunities. A strategic intelligence culture can align different generations around a common vision and mission, providing a shared experience of the organization's purpose and direction (Maccoby & Cortina, 2017). This can build a sense of unity, shared purpose, and value among the generations. Also, the younger generations can learn from the older generations' expertise and experiences.

In comparison, older generations can learn new perspectives and ideas from younger generations, thereby promoting a culture of continuous learning and development (Dickson, 2015). Strategic intelligence can identify new opportunities for innovation and growth that will appeal to the interests of all generations, thereby creating a culture of innovation and creativity that spans all generations in the organization (Maccoby & Cortina, 2017). Such culture can also provide a clear understanding of how employees contribute to the organization's goals and purpose while fostering engagement and motivation across all generations. An organization with a strategic intelligence culture can foster a shared understanding among generations by valuing diversity, inclusivity, and continuous learning and development.

Organizational Culture Effects on Responsible Leadership

Organizational culture has a significant impact on responsible leadership, as it shapes the values, beliefs, and corporate practices and sets the tone for ethical behavior and decision-making (Schinze, 2019). However, it can also support or hinder responsible leadership by influencing values, norms, and practices. Culture can reinforce values such as integrity, accountability, and social responsibility, which are paramount to responsible leadership (Jones, 2018). Hence, a culture that values these traits acts ethically in both its deeds and decisions for the benefit of all

stakeholders. Culture can establish norms encircling ethical behavior, such as transparency, impartiality, and respect (Marques, Reis, & Gomes, 2018). These qualities can shape the behavior of both leaders and employees, fostering responsible leadership practices. Culture can also influence how leaders model responsible behavior, such as setting an example for ethical decision-making, demonstrating a commitment to social responsibility, and fostering a culture of accountability (Jones, 2018; Schinzel U. , 2019). This behavior from leaders can inspire employees to do the same. Furthermore, culture can establish a feedback mechanism, such as a whistleblower hotline or employee survey, enabling employees to report unethical actions or express concerns.

Responsible leadership can foster a culture of ethical behavior and social responsibility by establishing the standard for how decisions are made, values are upheld, and how stakeholders are treated (Marques, Reis, & Gomes, 2018). Notably, while organizational culture can influence responsible leadership, responsible leadership can likewise influence organizational culture. For instance, responsible leaders can model and reinforce corporate values, such as integrity, honesty, and respect for others, by demonstrating these values through their actions, decision-making, and ethical behavior, thereby creating a culture of this kind (Schinzel U. , 2019). Responsible leaders can articulate an organization's vision by incorporating social and environmental considerations, such as social responsibility, diversity and inclusion, and community engagement. In return, employees may be inspired to work towards a common goal aligning with their values and the organization's mission (Dickson, 2015). Responsible leaders can take pride in being accountable for their actions and decisions, creating a culture of transparency and openness. This can promote trust with stakeholders, encourage ethical behavior, and reduce the risk of unethical practices and misconduct (Jones, 2018).

Furthermore, leaders can foster creativity and innovation within the organization by encouraging new ideas and approaches that incorporate social and environmental considerations (Schinzel U. , 2019). As a result, the organization can remain competitive and relevant while making positive contributions to social and ecological outcomes. Responsible leadership is essential for fostering an organizational culture that values ethical behavior and social responsibility.

Responsible Leadership Influence on Multigenerational Organizational Culture

Responsible leadership can significantly influence a multigenerational organizational culture by promoting a shared understanding of ethical behavior and social responsibility and emphasizing the importance of stakeholder engagement. Responsible leaders can align different generations around shared values, knowledge, and the organization's mission and purpose, thereby creating a culture of ethical behavior, social responsibility, and a sense of purpose that transcends all generations (Marques, Reis, & Gomes, 2018). It can also facilitate learning and knowledge sharing among generations by promoting trust, openness, and collaboration, which can help build a continuous learning culture (Schinzel, 2022) across all generations. Further, leaders can engage employees of all generations by providing them with a sense of purpose and meaning by creating opportunities to contribute to positive social and environmental outcomes that will engage and motivate all generations. Responsible leaders promote creativity, innovation, and the sharing of new ideas and approaches that incorporate social and ecological changes spanning all generations to help organizations remain relevant and competitive (Maccoby & Cortina, 2017). A multigenerational organizational culture can also foster responsible leadership by supporting

leaders in making ethical decisions and acting in the best interests of all stakeholders. The value of transparency, accountability, and fairness can help leaders to promote responsible practices.

Additionally, leaders can make informed decisions and strengthen stakeholders' relationships by embracing generational differences (Schinzel U. , 2019). A multigenerational organizational culture can promote transparency, understanding, ethical practices, integration, and knowledge sharing across all generations. At the same time, responsible leaders can inspire employees of all generations to work towards a common goal that benefits the organization and all its stakeholders.

Job Satisfaction

Introduction

The success or failure of today's organizations is shaped by many factors, both within and outside. One key internal factor is job satisfaction, which has a significant impact on an organization's performance (Hilton, Madilo, Awaah, & Arkorful, 2023). Job satisfaction refers to the level of contentment a person feels about their work and the job experience overall (Coetzee & Stoltz, 2015). It drives employee motivation, productivity, and well-being. Generational differences are among the key factors influencing job satisfaction. Each generation, from Baby Boomers to Generation Z, has different work values and needs (Dickson, 2015; Lyons & Kuron, 2013). For instance, Baby Boomers prioritize job security, while Millennials seek a balance between work and life, as well as career growth. To manage these varied needs and boost employee satisfaction, leaders must create a workplace that aligns with the values of each generation. This study explores job satisfaction theories, transactional leadership, and the impact of multigenerational employees on organizational performance and job satisfaction.

Job satisfaction refers to the contentment and happiness individuals feel with their jobs (Coetzee & Stoltz, 2015; Sessa & Bowling, 2020). Nonetheless, this assessment is subjective as it depends on how well the job satisfies an individual's needs, desires, and expectations. Many factors influence job satisfaction, including the relationship with coworkers, management, development and growth opportunities, remuneration, work-life balance, organizational culture, and the nature of the work (Moro, Ramos, & Rita, 2021). As such, job satisfaction is a critical component of employee retention, motivation, and productivity (Coetzee & Stoltz, 2015; Sessa & Bowling, 2020). Employees who are satisfied with their jobs stay longer and perform better (Moro, Ramos, & Rita, 2021). Therefore, employers can promote job satisfaction by creating a more supportive working environment, recognizing and rewarding good performance, providing opportunities for career advancement, and addressing employees' concerns and feedback (Lyons & Kuron, 2013).

Job Satisfaction Theories

Numerous studies on job satisfaction have been conducted over the years, and this paper provides a brief overview of four popular theories. Firstly, *Hackman and Oldham's Job Characteristics Model* refers to job satisfaction as the influence of five core job components: Skill variety, task identity, task significance, autonomy, and feedback (Siruri & Cheche, 2021). This theory posits that any job possessing these characteristics will lead to increased motivation and high job satisfaction. Secondly, *Vroom's Expectancy Theory* suggests that job satisfaction results from individuals' expectations of their jobs and the outcome of their performance (Lloyd & Mertens, 2018). This theory posits that employees who believe their efforts will yield positive results, such as promotions or bonuses, are more likely to be satisfied with their jobs. Thirdly, *Locke's Range of Affect Theory* proposes that job satisfaction is based on an individual's overall

emotional response to their job, ranging from highly positive to extremely harmful (Martin, 2020). It also suggests that job satisfaction can influence numerous factors, including the nature of work, relationships with coworkers, and individual autonomy and control. Lastly, *Frederick Herzberg's Two-Factor Theory* posits that job satisfaction and dissatisfaction are distinct constructs and that the factors leading to satisfaction differ from those that trigger dissatisfaction (Herzberg, 2003; Yousaf, 2020). He further explains that motivators contribute to satisfaction, including recognition, achievement, and opportunities for growth. At the same time, the factors that stimulate dissatisfaction are referred to as hygiene factors and have a salary, working conditions, and company policies. Although these theories may be valuable and applicable to many organizations, this research will be guided by Herzberg's theory of motivation and hygiene.

Herzberg's Two-factor Theory of Motivation and Hygiene

This is a widely recognized theory in the field of organizational behavior. Herzberg's two-factor theory of motivation is a psychological theory suggesting that job satisfaction and dissatisfaction are triggered by different elements (Herzberg, 2003). According to Herzberg, two factors impact employees' motivation and satisfaction: hygiene and motivators. The *hygiene factors* are the basic requirements that must be met before employees can be satisfied with their jobs. He recommends that it will require job security, a reasonable salary, realistic company policies, good working conditions, and positive interpersonal relationships with coworkers to satisfy this factor (Herzberg, 2003). Whenever these conditions are not met, employees become dissatisfied. Nonetheless, even meeting this requirement does not necessarily lead to increased motivation and satisfaction. As such, Herzberg (2003) refers to the motivators at work that are critical to employee motivation and satisfaction. These factors include recognition, achievement,

personal growth, responsibility, and the nature of the work itself (Yousaf, 2020; Herzberg, 2003). Herzberg (2003) emphasizes that these factors contribute to increased motivation and satisfaction and recommends that managers prioritize providing these intrinsic motivators. Additionally, managers should ensure that hygiene factors are met to prevent employee dissatisfaction. When both elements are addressed, it creates a positive working environment and increases employees' motivation and satisfaction (Alfayad & Arif, 2017).

Nonetheless, despite arguments against Herzberg's (2003) theory, such as weak sampling techniques, ignoring personality traits and culture, and failure to consider external factors, this theory effectively explains employee motivation and job satisfaction by identifying factors that contribute to positive and negative feelings towards work (Sanjeev & Surya, 2016). This theory emphasizes the importance of intrinsic motivators such as recognition and achievements. It provides practical insight for managers on how to improve employee satisfaction by focusing on motivators instead of only addressing hygiene factors (Herzberg, 2003).

Herzberg's Theory Benefits to Multigenerational Organization

Herzberg's theory of motivation and hygiene can help organizations better understand generational differences in the workplace and identify effective ways to motivate employees. This is because different generations prioritize differently (Dickson, 2015). For instance, the older generations value job security, while the younger generations prioritize opportunities, growth, and development (Lyons & Kuron, 2013). As such, managers of multigenerational organizations must identify their employees' needs and plan strategically for each generation to benefit from Herzberg's theory. Managers can tailor rewards, recognition, and practices to satisfy employees' needs. For instance, they can offer learning and developmental opportunities to the young

generations and emphasize job security and stability to the older generations (Jones, 2018). Therefore, by understanding the various motivational factors that drive employees from different generations, organizations can create a more inclusive workplace that satisfies the needs of all employees (Dickson, 2015; Lyons & Kuron, 2013). This step by employers can increase job satisfaction, retention rates, productivity, and profitability.

Job Satisfaction Frameworks

Over the years, numerous frameworks have been developed to help managers understand the impact of job satisfaction on employees. One of the most popular frameworks is the *Job Demand-Resources (JD-R) Model*, which proposes that two types of job characteristics influence job satisfaction: job demands (such as workload and time pressure) and job resources (such as social support and autonomy) (Abdurachman, Ramdhan, Karsoma, Winarno, & Hermana, 2023). This model suggests that high job demands and low job resources can contribute to burnout and job dissatisfaction, whereas job resources can foster engagement and job satisfaction (Abdurachman, Ramdhan, Karsoma, Winarno, & Hermana, 2023). Next is the *Social Exchange Theory*, which suggests that job satisfaction is determined by the relationship between the employee and the organization (Stafford & Kuiper, 2021). According to this theory, when employees feel they are being treated fairly by the organization, they are most likely to be satisfied with their jobs. Another is the *Affective Events Theory (AET)*, which proposes that job satisfaction is influenced by employees' emotional reactions to events that occur in the working environment (Christensen, Wilson, & Hansen, 2023); for instance, employees who receive recognition for their work will be satisfied with their job, while employees who experience conflict with coworkers will be dissatisfied with their work. Lastly, the Equity Theory proposes that job satisfaction is based

on an individual's perception of fairness in the workplace (Kollmann, Stöckmann, Kensbock, & Peschl, 2020). According to this theory, employees compare their inputs (such as their skills and effort) to their output (such as pay and promotions) to ascertain whether they are being treated fairly; thus, if the employee thinks that they are being mistreated, they are more likely to be dissatisfied with their job (Kollmann, Stöckmann, Kensbock, & Peschl, 2020). Therefore, these frameworks are crucial for understanding the complex factors that contribute to job satisfaction and for guiding managers in identifying the key drivers of job satisfaction that organizations can utilize to enhance employee engagement and retention.

Impact of Leadership on Job Satisfaction

Leadership plays a critical role in job satisfaction, as it sets the tone and direction of an organization (Dickson, 2015). Thus, a leader who can motivate, empower, and inspire his team will most likely achieve a positive working environment, leading to job satisfaction (Northouse, 2016). Contrastingly, leaders who are unapproachable and unresponsive to their employees will harm job satisfaction (Coetzee & Stoltz, 2015; Dickson, 2015). This, however, can be mitigated through clear communication, which can reduce confusion and uncertainty, ultimately leading to higher satisfaction (Jones, 2018). When employees understand what is expected of them and their goals, they are more likely to be motivated and engaged, contributing to the organization's success (Dess, McNamara, & Eisner, 2018).

Additionally, employees require regular feedback from their leaders and recognition for a job well done (Coetzee & Stoltz, 2015). This boosts their morale and job satisfaction. Further, a leader who empowers his team by giving autonomy and decision-making power can increase job satisfaction (Dess, McNamara, & Eisner, 2018). When employees are granted the opportunity to

have a say in how they do their work, they feel encouraged, engaged, and motivated (Dess, McNamara, & Eisner, 2018). Leaders must also provide employees with the right resources and tools to engage and satisfy them (Dickson, 2015).

Nonetheless, trust is essential in the employer/employee relationship (Lyons & Kuron, 2013). A leader who trusts his team will garner a positive and supportive workforce, leading to job satisfaction. As such, leadership's effect on shaping job satisfaction is tremendous. Thus, leaders who motivate, inspire, empower, communicate effectively, and trust their employees will create a positive working environment, leading to increased job satisfaction (Dess, McNamara, & Eisner, 2018).

Impact of Transactional Leadership on Job Satisfaction

The transactional leadership style emphasizes the exchange of rewards and punishments for performance (Aliekperova, 2018). This leadership style sets clear expectations and rewards for employees to meet while instilling discipline if these expectations are not achieved (Saad & Abbas, 2019). A transactional leadership style can be effective in certain situations, while it may not be the best approach to promoting job satisfaction in other conditions (Dess, McNamara, & Eisner, 2018). For instance, this approach may lead to limited motivation and job satisfaction due to its expectations. At the same time, rewards may be short-term, and employees may become demotivated over time if they feel that their work is purely transactional and lacks meaning (Coetzee & Stoltz, 2015). This leadership style also limits creativity and risk-taking (Northouse, 2016). Also, suppose employees feel they are only rewarded for meeting specific targets. In that case, they may be less likely to think outside the box or take risks on new ideas that could benefit their organization (Dess, McNamara, & Eisner, 2018). This style also limits employee

engagement, and when employees feel that their work is only valued based on specific outcomes, they may not feel connected to the broader goals and mission of the organization (Dess, McNamara, & Eisner, 2018). Nonetheless, transactional leadership can also foster job satisfaction in several ways. For instance, it can provide clear guidelines and expectations for subordinates, leading to a sense of security and predictability for employees, which in turn increases job satisfaction. Rewards, bonuses, and promotions can motivate employees to work harder and feel more valued, thus increasing job satisfaction (Herzberg, 2003). Recognition and praise can also boost employees' self-esteem and a sense of achievement, contributing to job satisfaction (Dickson, 2015).

Additionally, when feedback is provided to employees regarding their performance by transactional leaders, it helps them improve and develop their skills, leading to personal growth, achievement, and, ultimately, job satisfaction (Lyons & Kuron, 2013). Furthermore, clear communication between leaders and subordinates can prevent misunderstandings and reduce tension, thereby contributing to job satisfaction (Dickson, 2015); therefore, while transactional leadership may present some challenges regarding job satisfaction, if clear structure, clear expectations, incentives for good performance, recognition for accomplishments, feedback, and guidance, and clear communication provided, this leadership style can foster job satisfaction (Dickson, 2015; Lyons & Kuron, 2013).

Influence of Responsible Leadership on Job Satisfaction

Responsible leadership emphasizes the elements of ethical decision-making, social responsibility, and sustainability (Schinzel, 2019). This leadership style can significantly impact job satisfaction, as it engages and commits employees to the organizational mission and values

(Marques, Reis, & Gomes, 2018). Furthermore, responsible leaders prioritize employees' well-being and work-life balance, recognizing that a happy and healthy employee is likely to be more productive and engaged (Schinzel, 2019). Therefore, by prioritizing job satisfaction, responsible leaders can create a positive working environment that supports employees' well-being and promotes a culture of social responsibility culture (Jones, 2018). These leaders are committed to making ethical decisions aligned with the organization's values and mission. This triggers satisfied employees to align themselves with organizational values and commit to moral decision-making, which makes it easier for responsible leaders to foster a culture of ethical behavior (Marques, Reis, & Gomes, 2018). Importantly, this leadership style acknowledges the importance of sustainability and social responsibility in their business practices and recognizes that satisfied employees are more likely to be committed to these values and to support initiatives that promote sustainability and social responsibility (Schinzel, 2019). This leadership style recognizes that engaged employees are more likely to be committed to the organization's success, thereby creating a culture of engagement and collaboration that supports the broader goals and mission of the organization (Jones, 2018). As such, job satisfaction is an essential component of responsible leadership that can result from commitment, ethical practices, a value for employee well-being, and social responsibility, which are vital for driving and sustaining a successful organization and benefiting all stakeholders (Warrick, 2017; Dess, McNamara, & Eisner, 2018).

Effects of Organizational Culture on Job Satisfaction

Organizational culture has a profound impact on job satisfaction, shaping both the working environment and the attitudes, behaviors, and values of employees (Farrell, 2018). A positive organizational culture can lead to higher job satisfaction, while a negative culture can result in low

morale, tension, and high turnover (Warrick, 2017). Moreover, a positive organizational culture fosters employee engagement, which causes employees to feel motivated at work (Jones, 2018). When employees are engaged, they feel a sense of purpose and accomplishment and tend to promote higher job satisfaction. An organizational culture prioritizes employee well-being and supports a positive work-life balance (Dess, McNamara, & Eisner, 2018). When employees get support from their organization, they feel valued and motivated to contribute to the company's success.

Furthermore, a culture that values open communication and collaboration fosters strong relationships between employees and management relationships (Dickson, 2015). Such attributes can foster a sense of belonging and teamwork, thereby enhancing job satisfaction and overall well-being. It is also recorded that a culture that recognizes and rewards employees for their hard work, dedication, and contribution leads to higher job satisfaction (Farrell, 2018). When employees feel appreciated and valued, they are better motivated and engaged in their work. Employees who feel their values align with the organization's values tend to experience greater satisfaction through goal congruence (Farrell, 2018). Therefore, a shared sense of purpose and values between employees and the organization can lead to a sense of fulfillment and job satisfaction. Organizational culture plays a crucial role in shaping employees' experiences, attitudes, and behaviors. Employers who prioritize a positive culture that fosters engagement, support, communication, recognition, and alignment with values create a work environment that promotes job satisfaction and employee retention.

Effects of Generation Gap on Job Satisfaction

Different generations may have different expectations of their jobs and different ways of evaluating job satisfaction. For instance, the older generations may value an organization's job security, stability, and loyalty, while the younger generations prioritize work-life balance, flexibility, and opportunities for advancement (Dickson, 2015). Often, these differences lead to misunderstandings and firefighting in the workplace, which negatively impacts job satisfaction. Furthermore, the generation gap may also affect communication and collaboration between colleagues of different generations, which can influence job satisfaction (Jones, 2018). For instance, younger employees may prefer to communicate through digital channels, whereas older generations tend to prefer face-to-face interactions (Lyons & Kuron, 2013). Nonetheless, it is essential to note that the degree of impact that the generation gap has on job satisfaction may vary depending on the workplace culture and industry. In some workplaces, the focus is on collaboration and communication, which could help to bridge the generation gaps and improve job satisfaction for all employees (Dickson, 2015).

Therefore, management and leadership must understand and address the generation gap, as it promotes job satisfaction and fosters a positive working culture (Kollmann, Stöckmann, Kensbock, & Peschl, 2020). As such, employers can encourage communication and collaboration among different generations by offering flexible working arrangements and providing opportunities for professional development and growth, thereby helping to close the gap and promoting job satisfaction for all employees. Moreover, it is essential to recognize that the expectations of different generations vary in many ways, including working arrangements, career development, communication styles, technology, inclusions, and diversities (Jones, 2018).

Influence of Talent Management on Job Satisfaction

Talent Management refers to an organization's processes and strategies for attracting, developing, and retaining talented employees (Schinzel, 2022). At the same time, job satisfaction refers to employees' happiness and contentment with their job in an organization (Hilton, Madilo, Awaah, & Arkorful, 2023). As such, talent management has a significant impact on job satisfaction. When organizations invest in talent management practices such as employee development, career planning, and performance management, employees feel more valued and engaged in their work (Dickson, 2015). This, in turn, leads to a higher level of job satisfaction.

Furthermore, talent management programs that offer employees opportunities for career development enhance job satisfaction (Schinzel, 2022). When employees feel that their organization is investing in their future and providing them with avenues to learn and develop new skills, they become more satisfied with their jobs (Jones, 2018). Effective performance practices also contribute to job satisfaction. Thus, employees who receive constant performance feedback and clear goals and expectations feel their work is valued and appreciated. Talent management practices that ensure employees are fairly compensated with appropriate benefits also contribute to job satisfaction (Schinzel, 2022). Hence, employees feel satisfied with their jobs when they believe they are fairly paid for their work and have access to benefits that satisfy their needs (Lyons & Kuron, 2013). As such, talent management has a positive influence on job satisfaction. By investing in employee development, providing effective performance management, and ensuring fair compensation and benefits, organizations create a working environment that fosters job satisfaction and promotes employee engagement and retention (Schinzel, 2022).

Strategic Intelligence Impact on Job Satisfaction

Strategic intelligence refers to an organization's ability to gather and analyze information about its internal and external environments and utilize it for informed strategic decision-making (Maccoby & Cortina, 2017). While the effect of strategic intelligence on job satisfaction may not be immediately recognizable, there are several ways in which it can affect employee attitudes and perceptions (Al-Fawaeer & Alkhatib, 2020). For instance, strategic intelligence enables organizations to develop a clear vision of where they want to go and how they plan to achieve (Levine, Bernard, & Nagel, 2017). Effective communication of the company's vision to employees can help them understand how their work contributes to the organization's overall goals, thereby increasing job satisfaction. Strategic intelligence also enables organizations to align team and individual goals with their overall organizational objective (Maccoby & Cortina, 2017). Also, when employees understand how their work contributes to the organization's success, they feel a sense of purpose and satisfaction. This framework helps organizations identify new opportunities and areas for innovation (Maccoby & Cortina, 2017). Thus, employees feel engaged and motivated when they are given the chance to work on a challenging new project. Employees feel empowered in organizations that apply strategic intelligence, enabling them to make informed decisions and take ownership of their work (Al-Fawaeer & Alkhatib, 2020). Employees who take autonomy and control over their work are more likely to feel satisfied and motivated.

Furthermore, adaptability is another benefit for organizations that utilize strategic intelligence (Maccoby & Cortina, 2017). It helps organizations adapt to changes in the changing environment. Thus, when employees see that their organization can respond effectively to change, they are more likely to feel secure and satisfied with their employer (Levine, Bernard, & Nagel, 2017). Therefore, the impact of strategic intelligence on job satisfaction contributes to shaping

employees' attitudes and perceptions by developing a clear vision, aligning goals, providing opportunities, empowering employees, and promoting adaptability, which organizations can use to establish a working environment that supports employee engagement and job satisfaction (Maccoby & Cortina, 2017; Al-Fawaeer & Alkhatib, 2020).

Multigenerational Organizations' Effects on Job Satisfaction

Multigenerational organizations, where employees from different generations work together, may have both positive and negative influences on job satisfaction. A multigenerational organization brings together employees with various experiences and perspectives, which can lead to more creative and innovative solutions (Dickson, 2015). Employees can also feel more engaged and satisfied when their contributions are valued, and their ideas are acknowledged. Furthermore, older employees often possess more experience and knowledge, which they can share with their younger colleagues (Northouse, 2016). As such, sharing knowledge and increasing learning opportunities, as well as career development, also lead to job satisfaction.

Additionally, different generations communicate differently and have different expectations for communication (Lyons & Kuron, 2013). This difference often leads to misunderstandings or conflicts, which in turn decreases satisfaction (Dickson, 2015). Notably, different generations have different work styles, preferences, and expectations. For instance, older employees value stability and loyalty, while younger employees prioritize flexibility and work-life balance (Lyons & Kuron, 2013). Organizations that can accommodate these differences are more likely to have satisfied employees.

In contrast, the issue of ageism in a multigenerational organization can negatively impact job satisfaction, particularly when older employees are perceived as less valuable or less capable

(Jones, 2018). Therefore, organizations can create an inclusive and respectful workplace culture to maximize the positive impact and minimize the adverse effect of a multigenerational organization on job satisfaction (Dickson, 2015). These measures can involve training in intergenerational communication and collaboration, recognizing and valuing diverse perspectives, and ensuring that all employees are treated impartially and respectfully regardless of age (Lyons & Kuron, 2013). It is also important to emphasize that when employees feel valued, respected, and supported, they are more likely to be satisfied with their jobs and their employers.

Leaders from Different Generations Impact on Job Satisfaction

Depending on their leadership style, leaders of various generations can significantly impact job satisfaction (Dess, McNamara, & Eisner, 2018). Different generations have different leadership styles and preferences. For instance, older leaders may be more authoritarian or directive, while younger leaders may be more collaborative or participative (Dickson, 2015). As such, leaders who can adapt their style to meet the needs and preferences of their employees are more likely to have satisfied and engaged employees (Aliekperova, 2018). Furthermore, effective communication is crucial for fostering trust and employee engagement (Schinzel, 2019). Leaders who can communicate clearly and effectively with employees and are receptive to feedback and input are likelier to have satisfied employees (Dickson, 2015). This is because employees value input and coaching from their leaders. Leaders who provide regular, constructive feedback and are willing to invest in employee development are more likely to have satisfied and engaged employees (Jones, 2018). Also, leaders who prioritize work-life balance and support employees in achieving a healthy balance between work and personal life are more likely to have satisfied employees (Coetzee & Stoltz, 2015). Leaders who value and promote diversity and inclusion in

the workplace tend to have happier employees. This involves fostering a respectful and inclusive culture while supporting employees from diverse backgrounds and perspectives. Therefore, leaders of various generations can significantly impact job satisfaction through their leadership style, communication skills, coaching and feedback, support for work-life balance, and commitment to diversity and inclusion (Dess, McNamara, & Eisner, 2018). Thus, by creating a supportive and engaging workplace culture, leaders can foster healthy job satisfaction and promote employee retention.

Influence of Multigenerational Employees on Job Satisfaction and Organizational Performance

Employees from various generational cohorts can positively and negatively influence job satisfaction and organizational performance. Multigenerational employees bring diverse skills and knowledge to the workplace thanks to their varied experiences (Dickson, 2015). Younger employees can learn from older employees and vice versa, leading to increased learning opportunities and career development. This can improve job satisfaction and boost organizational performance. Multigenerational employees can bring diverse perspectives and ideas to the workplace, leading to more creative and innovative solutions (Jones, 2018). Again, this can enhance organizational performance and increase job satisfaction, as employees feel their contributions are valued and their ideas are taken into consideration. Generations often communicate differently, which can lead to misunderstandings and conflicts. This also contributes to the reduction of job satisfaction and organizational performance. Generations may have different work styles and preferences, which can lead to conflict or misunderstanding (Lyons & Kuron, 2013).

Additionally, the issue of ageism among multigenerational workplaces often results in older employees being perceived as less valuable or capable (Farrell, 2018). Organizations that accommodate these differences are likelier to have satisfied employees and improved organizational performance. Therefore, to maximize the positive impacts and minimize the adverse effects of multigenerational employees on job satisfaction and organizational performance, organizations can take steps to create an inclusive and respectful workplace culture. This may involve training on intergenerational communication and collaboration, recognizing and valuing diverse perspectives, and ensuring that all employees are treated fairly and respectfully regardless of age (Dickson, 2015; Jones, 2018). As such, when employees feel loved, respected, and supported, they are more likely to be satisfied with their jobs and employers, leading to improved organizational performance.

Organizational Performance

Introduction

Organizational performance refers to achieving goals efficiently and effectively. Leadership plays a vital role in shaping performance, as it motivates and guides employees to achieve their goals. Transactional leadership, common in the public sector, can positively or negatively affect performance through contingent rewards and management by exception (Northouse, 2016). Conversely, responsible leadership fosters ethical decision-making and stakeholder engagement, ultimately enhancing performance. Additionally, organizational culture, shaped by shared values and norms, impacts employee behavior and performance. This study focuses on the generation gap, talent management, and strategic intelligence, exploring how multigenerational influences shape public sector performance and leadership dynamics.

Organizational performance refers to the efficiency and effectiveness with which an organization achieves its goals. It reflects how well resources are utilized to execute strategies and meet objectives (Daher, 2016). The methods for assessing performance vary based on organizational type, with businesses often using financial indicators like profitability, return on investment, revenue, and market share to gauge success (Singh, Darwish, & Potočník, 2016). Operational efficiency can be measured through metrics such as quality, cycle time, productivity, waste reduction, and resource utilization (Ahmed, 2018). Customer satisfaction, critical to business success, is evaluated using feedback, referrals, repeat business, and surveys (Jiang & Holburn, 2018). Employee satisfaction, which influences customer interactions, is assessed through factors such as motivation, retention, morale, and commitment (Son, Kim, & Kim, 2021).

Organizations must also adapt and innovate to remain competitive, with performance often measured by new product development, research and development, and the capacity to embrace change (Dess, McNamara, & Eisner, 2018). Furthermore, modern performance assessments increasingly include social responsibility, sustainability practices, and ethical standards (Gupta & Sharma, 2016). Ultimately, organizational performance is multidimensional, varying across industries, and must be continuously monitored, evaluated, and adjusted to stay relevant and competitive in today's dynamic business landscape.

Organizational Performance Described by Theorists

There are many notable scholars in this field. For instance, the father of modern management, Peter Drucker, emphasized the significance of performance management and management in an organization (Drucker, 2017). As such, he developed the concept of Management by Objective, which advocates for the focus on results. Next, Robert Kaplan and

David Norton introduced the balanced scorecard concept that visually balances organizational performance by analyzing the customer, internal processes, finance, and learning and growth perspectives (Marcu, 2020). As such, this framework stressed the need for a comprehensive set of performance measures.

Furthermore, Deming advocates for a systematic approach to improving performance, emphasizing the importance of statistical analysis, employee involvement, and continuous improvement (Sioutou, Kriemadis, Travlos, & Verdis, 2022). This framework is believed to be effective in increasing productivity. The competitive strategy framework and competitive advantage developed by Michael Porter comprise what he refers to as the Five Forces Model and Value Chain Analysis, which help assess an organization's position concerning the industry to inform strategic decisions that will increase performance (Goyal, 2021; Ruan, 2020). Nonetheless, Richard Hackman's study, which focuses on groups and teams, found that clear goals, appropriate task designs, task autonomy, and supportive leadership are principal determinants of high-performing groups and teams (Gresakova & Chlebkova, 2020). Similarly, Hamel and Prahalad emphasized the importance of core competencies and strategic capabilities in enhancing organizational performance (Danook & Al.obaidy, 2022). They, therefore, argued that organizations should recognize and leverage their distinctive strengths to gain a competitive edge. From the relationship between human resource practices and organizational performance, Pfeffer and Pfeffer emphasize the importance of treating employees as valuable assets and aligning human resource practices with strategic goals to enhance organizational performance (Ocasio, 2017). The adaption and application of these few theories have been evident in many successful organizations today.

Organizational Performance Frameworks

There are many organizational performance frameworks available today. Nonetheless, the choice of framework or frameworks will depend on the nature of the organization, its goals, industry, culture, and specific aspects that may need improvement. Some of these frameworks are discussed. The Balanced Scorecard developed by Kaplan and Norton provides a detailed view of organizational performance by examining customers' perspectives, internal processes, finance, and learning and growth (Marcu, 2020). It helps the organization to align its strategies with its objectives while measuring progress across the various departments. Another is the European Foundation for Quality Management Excellence Model, which consists of nine criteria: leadership, strategy, partnerships and resources, people, products and services, processes, customer results, people results, and society results (Maquieira, Tarí, & Molina-Azorín, 2020). This model offers a comprehensive performance assessment, enabling organizations to identify their strengths and areas for improvement. The Six Sigma Data-Driven Methodology aims to reduce shortcomings and improve processes (Patel & Patel, 2021). As such, it focuses on measuring and analyzing performance by utilizing statistical tools and techniques to achieve a high level of performance and systematically eliminating process variations while enhancing process capability. The Objective and Key Results of the Goal-Setting framework aim to align and focus within the organization (Stray, Moe, Vedal, & Berntzen, 2021). Its role involves setting ambitious objectives and defining significant measurable results to track progress. This framework is strategically implemented at the organizational, team, and individual levels to promote accountability, transparency, and continuous improvement.

Additionally, the International Organization for Standardization (ISO) has developed numerous standards that organizations can use to assess and enhance their performance in specific

areas. For instance, ISO 9001 (Basak, de Vries, & Blind, 2016) focuses on quality management, environmental management, and occupational health and safety, ISO 14001 on environmental management, and ISO 450 on occupational health and safety. Further, the Performance Pyramid, the Performance Measurement Pyramid, or the Results-Based Management framework aligns organizational goals, objectives, strategies, and performance measures (Li, Gross, & McCarroll, 2021). Additionally, it provides a hierarchical structure of performance indicators, flowing from the corporate level to the individual level, ensuring alignment and precision of objectives throughout the organization.

The Impact of Leadership on Organizational Performance

Leadership plays a crucial role in driving organizational performance by inspiring, motivating, and guiding employees to achieve high levels of individual and team performance (Dess, McNamara, & Eisner, 2018). The effectiveness of leadership in improving performance, however, depends on the leadership style, organizational culture, and specific situation. Leaders play a crucial role in setting a clear vision for the organization, developing strategic goals, and providing direction and guidance to ensure its success. This vision helps align employees' efforts with common objectives, boosting organizational performance (Bass, 2019). Additionally, leaders are responsible for creating and executing effective strategies, making key decisions, allocating resources, and prioritizing initiatives. Strong strategic planning focused on core activities has been proven to enhance performance (Dess, McNamara, & Eisner, 2018).

Effective communication of goals, expectations, and changes by leaders ensures that employees understand their roles, fostering coordination and teamwork. Clear communication reduces misunderstandings and resistance to change, contributing to better organizational

outcomes (Bass, 2019). Moreover, leadership has a direct influence on employee motivation and engagement. Employees tend to mirror their leader's behavior, and when leadership is positive, employees are more motivated and committed, resulting in a high-performance culture (Saputra, 2021).

Leaders also play a key role in decision-making and problem-solving, promoting innovation and adaptability by encouraging a culture of learning and risk-taking (Bass, 2019). They are essential in nurturing talent by identifying skilled employees, providing coaching, and fostering growth opportunities. Ultimately, strong leadership fosters a positive organizational culture founded on integrity, accountability, and performance, thereby enhancing employee commitment and driving overall success (Dickson, 2015). Effective leadership practices are thus vital in creating a high-performance work environment that maximizes employee potential and improves organizational performance.

Transactional Leadership Impact on Performance in the Public Sector

Transactional leadership, with its focus on management by exception, contingent rewards, and transactional exchange, can have both positive and negative impacts on organizational performance (Northouse, 2016). In the public sector, transactional leaders often use contingent rewards, such as promotions and bonuses, to motivate employees. This approach can effectively drive performance by linking specific tasks to rewards, encouraging employees to meet or exceed targets (Dess, McNamara, & Eisner, 2018). However, Herzberg's theory of hygiene and motivation suggests that such incentives alone may not be sufficient to maximize performance (Herzberg, 2003).

Transactional leadership emphasizes adherence to rules, regulations, and procedures, fostering consistency, accountability, and transparency—critical in the public sector for legal and regulatory compliance (Dess, McNamara, & Eisner, 2018). Nevertheless, this style's focus on immediate results and short-term operations can detract from long-term strategic planning and innovation (Northouse, 2016). By prioritizing clear guidelines and defined tasks, transactional leadership may limit employees' autonomy, creativity, and initiative, potentially stifling the emergence of new ideas and adaptive problem-solving (Dess, McNamara, & Eisner, 2018). Furthermore, the risk-averse nature of this leadership style impedes experimentation and calculated risk-taking, thereby constraining innovation and adaptation to changing environments (Acemoglu & Restrepo, 2022).

Overall, while transactional leadership can enhance efficiency and compliance, its effectiveness in the public sector may be limited by its short-term focus and rigidity. Balancing transactional leadership with other leadership styles may be necessary to address long-term challenges and foster a more adaptable, innovative organizational culture.

Responsible Leadership Influence on Performance in the Public Sector

Responsible leadership supports ethical decision-making, stakeholder engagement, and social and environmental considerations, which can enhance performance (Schinzel U. , 2019) in the public sector. These leaders prioritize integrity in decision-making and ethical behavior, promote a culture of accountability and transparency, and comply with ethical standards (Marques, Reis, & Gomes, 2018). Such leadership style creates trust among stakeholders and employees, strengthening corroboration with the public, thus increasing performance. Responsible leaders can make informed decisions aligned with the public interest by involving external stakeholders such

as interest groups, community leaders, and citizens and understanding their needs and expectations (Schinzel U. , 2019). Additionally, by prioritizing public value and societal needs, these leaders focus on delivering efficient services and developing and implementing policies that address societal needs and promote overall well-being. As such, responsible leaders may align organizational objectives with public needs to enhance performance while meeting public demands and expectations (Marques, Reis, & Gomes, 2018). Responsible leaders always consider environmental sustainability when drafting administrative policies and practices. As such, they strive to mitigate adverse environmental impacts and foster sustainable practices. Such methods can result in high efficiency, an enhanced organizational reputation, cost savings, and improved long-term performance (Marques, Reis, & Gomes, 2018). Unlike transactional leadership, responsible leadership prioritizes long-term planning over short-term goals and considers the consequences of its decisions (Schinzel U. , 2019). Such an approach fosters strategic thinking and the ability to adapt to change and innovation, ultimately contributing to improved performance over time.

Furthermore, responsible leaders prioritize the well-being of their employees (Schinzel U. , 2019). As such, they provide opportunities and create a supportive working environment for employees by developing their skills and promoting work-life balance (Dickson, 2015). Satisfied employees in the sector may be more committed and productive, thereby improving performance. Moreover, responsible leaders establish effective governance structures and risk management practices (Schinzel U. , 2019). These leaders ensure that the organization implements all the necessary systems to monitor, evaluate, and mitigate risk. Such a system can foster public trust in the design and minimize vulnerabilities, leading to improved decision-making and performance

(Marques, Reis, & Gomes, 2018). Nonetheless, this leadership may face significant challenges, including political issues and resource constraints within the public sector.

Organizational Culture Effect on Organizational Performance in the Public Sector

Organizational culture refers to the shared values, norms, behaviors, and beliefs that shape an organization's working environment and influence the behavior of its employees (Akpa, Asikhia, & Evangeline, 2021). As such, corporate culture can also affect the performance of the public sector. This is because organizational culture sets the tone of employees' attitudes, engagement, and behavior. A positive and supportive culture fosters motivation, satisfaction, and employee commitment, ultimately enhancing employee performance (Arayesh, Golmohammadi, Nekooeezadeh, & Mansouri, 2017). An antagonistic culture can also deter morale, productivity, and overall performance. Thus, organizational culture influences the accountability and decision-making processes in this sector (Dickson, 2015). It fosters ethical practices and transparency, which leads to effective decisions and enhanced performance (Dess, McNamara, & Eisner, 2018). Contrastingly, a culture that tolerates corruption, unethical practices, and a lack of accountability is likely to undermine performance. Organizational culture also influences an organization's ability to innovate and adapt to environmental changes (Dess, McNamara, & Eisner, 2018). Some cultures may foster creativity, risk-taking, and learning, which respond to developing challenges that can improve performance by bringing new solutions into the sector (Dickson, 2015). Nonetheless, a culture that promotes collaboration and teamwork will experience coordination, cooperation, support, knowledge sharing, and shared values, effectively enhancing performance across the sector (Dess, McNamara, & Eisner, 2018). This is particularly important in the public sector, as its primary focus is to provide services to the public. As such, the culture of this sector is service-

oriented and customer-centric, and employees should align themselves to reach the needs and expectations of the people (Arayesh, Golmohammadi, Nekooeezadeh, & Mansouri, 2017). Overall, organizational culture may be complex and can vary across organizations in the public sector (Akpa, Asikhia, & Evangeline, 2021). However, its impact on performance will depend on the unique cultural components, their alignment with organizational goals, and the ability to manage and shape the public sector.

Generational Gap Effect on Organizational Performance in the Public Sector

The generation gap refers to the differences in behaviors, attitudes, and values between and among generations, which significantly influence organizational performance (Dickson, 2015) in the public sector. For instance, their communication and collaboration styles may differ. Each generation has unique preferences for communication and collaboration; people may be more comfortable with digital communication tools, while older generations may prefer face-to-face exchanges (Jones, 2018). Furthermore, their working approach may differ. For instance, the younger generation prefers flexible work arrangements, work-life balance, and development opportunities, while the older prefers hierarchical structure, stability, and loyalty (Lyons & Kuron, 2013).

Moreover, the young generation is adaptable and comfortable operating advanced technology, whereas the older generation may require more training and support. Therefore, the generation gap must be addressed in the public sector by leveraging cutting-edge technology to leverage technological capabilities and optimize performance (Dickson, 2015). Another risk factor is that knowledge must be transferred (Jones, 2018). This is because as older generations retire, there is a risk of losing valuable knowledge and expertise. Maintaining adequate knowledge

transfer between generations is crucial for preserving institutional memory (Hardt, 2017), sharing expertise, and ensuring smooth continuity (Dickson, 2015). Thus, organizations that promote knowledge-sharing and mentoring reduce the negative impact of the generation gap on performance (Dickson, 2015).

Notwithstanding these impacts, the generation gap can also affect the public sector's leadership dynamics and succession planning (Jones, 2018). While the younger generations may seek to advance to leadership roles, the older generation may be reluctant to retire and perceive different career advancement expectations (Lyons & Kuron, 2013). Organizations that proactively manage the transition of leadership and foster opportunities for cross-generation collaboration are likely to experience smooth succession transitioning and sustainable organizational performance (Dickson, 2015). Additionally, different generations may approach change management and innovation in varying ways. The younger generation may be more magnetic to technologies and new ideas, whereas the older generation may resist change and prefer to continue with the current process (Lyons & Kuron, 2013). Organizations that promote innovation and manage change effectively are more likely to bridge the generation gap, be receptive to diverse perspectives, and forge performance through adaptation and improvement (Jones, 2018). Thus, failure to promote clear communication can hinder teamwork and jeopardize performance.

Nonetheless, understanding and accommodating generational differences can foster employee engagement and job satisfaction, ultimately creating a culture that enhances organizational performance (Lyons & Kuron, 2013). As such, organizations in the public sector must recognize and appreciate the strengths and contributions of all generations, embrace diversity, facilitate intergenerational collaboration, and promote opportunities for growth and

development. These factors can help mitigate the challenges posed by the generational gap, leading to an increase in organizational performance.

Talent Management Effects on Performance in the Public Sector

Talent management is a critical player in shaping organizational performance in the public sector. If effectively managed, talent management can attract, develop, and retain skilled individuals to influence performance positively (Schinzel, 2022). A well-designed recruitment and selection process can ensure that organizations magnetize candidates with the requisite skills, knowledge, and competencies (Hongal & Kinange, 2020). Recruits should align with the organization's mission and values and possess the necessary qualifications to enhance organizational performance and increase capabilities (Ansar & Baloch, 2018). This framework involves providing opportunities for learning and development. As such, organizations can strengthen their abilities and workforce by investing in employees' professional growth and offering relevant training programs. When equipped with the necessary skills, employees tend to excel in their roles, making them a valuable asset to the public sector (Ansar & Baloch, 2018). Next, succession planning is integral to talent management in the public sector (Schinzel, 2022). That is, it helps identify and develop future leaders within the organization to ensure a smooth transition in this role. As such, it takes a proactive approach to grooming and preparing potential successors to maintain continuity and stability, which is critical for organizational sustainability and informed decision-making in the public sector (Schinzel, 2022). Additionally, this framework can contribute to high employee engagement levels and retention. Since the public sector focuses on providing services, prioritizing employees' well-being, offering growth opportunities, and

fostering a positive working environment, it should retain talented employees (Hongal & Kinange, 2020).

Engaged and committed employees are likelier to give their best effort. Talent management also involves establishing procedures of performance management that provide clear expectations, performance feedback and processes, and performance evaluation (Ansar & Baloch, 2018). As such, by aligning individual performance goals with organizational objectives, talent management can drive performance. Recognizing and rewarding exceptional performers fosters a culture of excellence, which also motivates the public sector (Hongal & Kinange, 2020). Knowledge sharing and collaboration among employees can also be facilitated through effective talent management. Tolerating cross-functional collaboration, fostering a learning culture, and creating a knowledge-sharing platform can enhance innovation, problem-solving techniques, and overall sector performance (Schinzel, 2022). Thus, organizations can achieve better performance by leveraging the collective knowledge and skills of the workforce. Finally, talent management can focus on promoting diversity and inclusion in an organization (Schinzel, 2022). By embracing diverse perspectives, experiences, and backgrounds, organizations in the public sector can benefit from a diverse workforce that fosters enhanced creativity, improved decision-making techniques, and higher performance.

Strategic Intelligence Effect on Organizational Performance in the Public Sector

Strategic intelligence is the process of collecting, analyzing, and utilizing information to inform decision-making and shape the direction of an organization (Al-Fawaeer & Alkhatib, 2020). Thus, strategic intelligence can significantly influence organizational performance in the public sector. For instance, strategic intelligence enables public sector organizations to anticipate

and prepare for future challenges and trends by monitoring key factors, including political, economic, social, technological, and environmental aspects. This foresight allows them to identify potential risks and opportunities early. It can take a proactive approach to adjust strategies, policies, and operations to capitalize on opportunities or mitigate risks (Levine, Bernard, & Nagel, 2017).

Additionally, strategic intelligence provides decision-makers with accurate and timely information, enabling them to make informed decisions that align with organizational goals and respond effectively to the situation (Maccoby & Cortina, 2017). As such, well-informed choices may lead to effective resource allocation, improved efficiency, better outcomes, and favorable organizational performance. Furthermore, strategic intelligence enables the public sector to identify the needs, expectations, and concerns of stakeholders, including citizens, communities, and interest groups (Levine, Bernard, & Nagel, 2017). Hence, understanding stakeholders' concerns and challenges enables organizations to align their strategies, policies, and services with those needs. Organizations can enhance public satisfaction by addressing and effectively engaging stakeholders' concerns. This framework helps organizations to optimize the allocation of their resources (Al-Fawaeer & Alkhatib, 2020). By identifying emerging trends, potential risks, and areas of opportunity, organizations can allocate resources—such as finance, human resources, technology, and capital assets—more effectively and efficiently. Effective resource management can help organizations achieve their objectives and improve performance (Maccoby & Cortina, 2017).

It is worth noting that strategic intelligence also fosters a culture of innovation and adaptability within the public sector. By gaining insights into emerging technologies, best practices, and innovative approaches, organizations can identify opportunities for improvement

and respond positively to changing needs and expectations (Maccoby & Cortina, 2017). Therefore, embracing innovation and adaptability can lead to enhanced performance and the development of new solutions that can improve service and efficiency (Al-Fawaeer & Alkhatib, 2020). Strategic intelligence promotes collaboration and partnerships in the public sector. As such, organizations can leverage collective knowledge and expertise by sharing insights, information, and resources with external stakeholders, including other government agencies, NGOs, and private sector entities (Maccoby & Cortina, 2017). These collaborative efforts can lead to synergies, improved coordination, shared resources, and favorable performance. Strategic intelligence also supports an organization's monitoring and evaluation process (Al-Fawaeer & Alkhatib, 2020). By establishing relevant metrics, targets, and benchmarks, organizations can assess their performance against predefined goals. As such, regular monitoring and evaluation provide feedback and insights that enable an organization to make the necessary adjustments to improve the process and enhance performance (Levine, Bernard, & Nagel, 2017). Strategic intelligence can help the public sector make informed decisions, anticipate future challenges, align strategies with stakeholders' needs, optimize resource allocation, foster innovation, improve collaboration, achieve organizational goals, and enhance performance.

Multigenerational Impact on Public Sector Functioning

Multigenerational influence on the effective functioning of the public sector can have mixed implications (Dickson, 2015). For instance, a multigenerational workforce brings together people with diverse skills and experiences, whereas older generations often possess valuable institutional knowledge and expertise (Jones, 2018). In contrast, the younger generation may bring technological proficiency, innovative thinking, and fresh ideas. As such, creating a platform for

knowledge sharing and collaboration between different generations may lead to more effective decision-making, enhanced processes, and improved performance (Dickson, 2015). Additionally, younger generations in the workforce are typically more adept at utilizing digital technologies and, therefore, can contribute to the digitalization, modernization, and transformation of the public sector (Lyons & Kuron, 2013). As such, leveraging the technological expertise of the younger generations can positively impact the functioning of the public sector.

Furthermore, different generations may have distinct communication preferences and work styles; creating a platform for cross-generational interaction, collaboration, and teamwork can bridge the generation gap and enhance performance (Dickson, 2015). Notably, the public sector must prioritize leadership development and succession planning to ensure a seamless transition of leadership roles across generations (Dickson, 2015). The development of future leaders through mentorship can facilitate the transfer of knowledge, skills, and experience from the older generations to the younger ones. This approach confirms the stability, continuity, and effective leadership that will support the efficient functioning of the public sector. Notably, each generation has unique workplace expectations, which can be satisfied by creating an inclusive working environment that values, contributes to, and appreciates the input of all generations (Lyons & Kuron, 2013). These factors are essential for motivating employees, promoting their growth, development, and achievement recognition across all generations, ultimately leading to maximum performance. A multigenerational workforce can effectively contribute to change management and innovation in the public sector (Dickson, 2015). This is because the younger generation is more open to change and brings innovative ideas. Their enthusiasm, creative thinking, and the experience and wisdom of the older generations are strong enough to drive innovation and adaptability and successfully implement changes in the sector (Jones, 2018).

Nonetheless, the public sector may encounter generational skills gaps and development disparities. Therefore, addressing these gaps by targeting training, coaching programs, and inclusive policies is crucial to ensure that all employees have equal opportunities for organizational growth and development (Lyons & Kuron, 2013). By bridging the development gap, the sector can benefit from a skilled and competent workforce that has a positive impact on its functioning. The public sector must recognize the strengths and contributions of each generation and create an inclusive working environment that values intergenerational collaboration and knowledge sharing to enhance performance.

Different Generation Leaders Impact on Performance in the Public Sector

Leaders from various generations can have a significant impact on organizational performance in the public sector. For instance, leaders from different generations can bridge the gap by promoting clear communication, understanding, and collaboration among employees of other generations (Dickson, 2015). They can create an all-inclusive working environment where all generations feel valued, respected, and empowered to contribute their unique skills and perspectives. By bridging the generation gap, leaders can facilitate effective teamwork and improve performance (Jones, 2018). Leaders from various generations may have diverse perspectives and experiences that can be used to strengthen problem-solving, decision-making, and innovation within the public sector (Lyons & Kuron, 2013).

Nonetheless, this can only happen if there is an open dialogue where leaders can consider the various perspectives and collective wisdom to develop effective strategies and solutions (Dickson, 2015). Leaders from older generations play a critical role in mentoring and transferring knowledge to the younger generations. This institutional knowledge and experience that passes to

the next generation can guide the younger employees by ensuring that the organizational vision and mission are thoroughly understood and the operations continue smoothly (Hardt, 2017). In contrast, young leaders in the public sector tend to have a better grasp of and greater familiarity with digital tools. They can use them to drive digital transformation and enhance operational efficiency, service, delivery, and performance. As such, leaders from different generations can effectively leverage technology in the public sector to positively impact the performance and services provided to the public. Importantly, leaders from various generations must navigate their teams through change and transformation, such as during COVID-19 (Schinzel, 2022). Young leaders may be more adaptable to change, while older leaders may bring stability and experience to manage change (Lyons & Kuron, 2013). Nonetheless, by fostering a culture of collaboration and adaptability, organizations in the public sector can benefit from remaining agile and resilient and respond positively to evolving demand.

Regarding succession planning, leaders from different generations can collaborate and advance comprehensive talent development and succession strategies (Jones, 2018). This will help identify high-potential employees and prepare them for leadership roles. Effective talent management and succession planning ensure a pipeline of competent leaders, fostering organizational stability and long-term performance (Lyons & Kuron, 2013). Also, leaders from different generations can serve as role models by demonstrating the desired behavior, values, and work ethic. They can foster engagement between themselves and their teams, creating a supportive and inclusive working environment. Engaged employees are more likely to grow, be motivated, productive, and committed to realizing organizational goals (Dickson, 2015). Overall, leaders from different generations working together, bringing their unique perspectives and experiences, can leverage organizational strengths and positively influence performance. Therefore, bridging the

generational gap will embrace diversity, nurture talent, and foster a culture of collaboration, creating an environment that drives excellence in the public sector.

Effects of Multigenerational Employees on Organizational Performance in the Public Sector

Multigenerational employees may have various implications on the effective functioning of organizations in the public sector. Multigenerational employees bring different skills, experiences, and knowledge to the workplace (Jones, 2018). Older employees may possess extensive institutional expertise and knowledge, whereas younger employees may be well-versed in the latest trends and digital tools (Dickson, 2015). Such diversity will enable the exchange of knowledge and foster a culture of continuous improvement and enhanced performance. A multigenerational workforce can also stimulate innovation and creativity; each generation brings unique perspectives and talents (Dickson, 2015). This helps with decision-making, problem-solving, and developing and implementing new strategies and solutions. Multigenerational employees enhance teamwork by leveraging their diverse strengths and skills, improving communication, sharing knowledge, and ultimately enhancing overall performance (Jones, 2018). They can also improve adaptability and flexibility when responding to change. In an era where trends and technology are rapidly changing, the younger generations are considered more adaptable (Lyons & Kuron, 2013). Therefore, leaders should consider their views and ideas when making decisions and formulating organizational strategies. When organizations undertake succession planning, they should consider the benefits that younger generations may bring to the organization and adapt their approach to align with the organization's values and expectations (Lyons & Kuron, 2013). Additionally, organizations should recognize the expectations and needs

of all generations and address them to minimize generational issues—for instance, younger generations value work-life balance and flexibility.

In contrast, older generations tend to value stability (Jones, 2018). The public sector serves a diverse population with varying needs and preferences. Thus, having multigenerational employees can help organizations better understand and connect with different population segments. Employees' diverse experiences and perspectives from different generations can enhance public satisfaction, improve stakeholder relations, enhance customer service, and boost organizational performance (Dickson, 2015). Overall, a multigenerational workforce can take proactive steps to create an inclusive and supportive working environment that leverages the strengths of all employees.

Overview of Guyana

Introduction

This study explores the impact of the generational gap on leadership and organizational performance in Guyana's public sector, a unique English-speaking nation in South America with a rich cultural heritage. While similar studies have been conducted elsewhere, none focus specifically on Guyana. Using Hofstede's Cultural Dimension Theory, this study examines how Guyana's diverse cultural dimensions impact its public sector. Additionally, it explores the roles of talent management and strategic intelligence in enhancing the performance of the public sector. The study also incorporates principles from "The Mahabharata" to provide ethical guidance relevant to Guyana's multicultural context.

Guyana, formerly British Guiana, is a colony situated in the Northeast of the continent of South America. Indigenous tribes, including the Arawak, Carib, and Wai-Wai, as well as other

Asian tribes, inhabited the land (Smock & Antell, 2018). While the Dutch were the first Europeans to establish a settlement in 1616, the British took control of the colony in 1814 as part of the Treaty of Paris (Anderson, Ifill, Adams, & Moss, 2020). British Guiana began cultivating sugar cane to produce sugar and rum for export, which was made by enslaved people forcibly brought from Africa to work on the plantations. Due to ill-treatment by the Europeans, the Africans rebelled and won their freedom in 1834 after years of torture and torment (Anderson, Ifill, Adams, & Moss, 2020). Later, East Indians from India, Chinese from China, and Portuguese from Portugal were brought to work as indentures on the plantation. Throughout the 19th century, many rebellions against British rulers occurred due to their harsh working conditions and racial discrimination. The uprising was brutal, and many of the leaders were executed. In the 20th century, the independence movement gained momentum. The People's Progressive Party (PPP), led by Dr Cheddi Jagan, won the majority in the colony's legislative council (Anthony, Ramotar, Rohee, Ally, & Chandernal, 2020).

Nonetheless, the British were concerned with Jagan's strong affiliation with the Soviet Union and suspended the constitution (Ede, 1953). The PPP continued pushing forward, Britain granted a new constitution, and elections were held. While the PPP might have won the elections, the British were not pleased and worked with the opposition to undermine the government (McGowan, 2002). During the period of continuous political turmoil and unrest, British Guiana, which had been under British rule for 200 years, gained its independence on May 26, 1966, and was subsequently renamed Guyana. Dr. Jagan became Guyana's first Prime Minister. Guyana later became a Republic on February 23, 1970. The Jagan government was plagued by ethnic tensions and economic difficulties, leading to a series of authoritarian governments by the opposition during the 1970s and 1980s, including Mr. Forbes Burnham, who established a one-party state and ruled

with an iron fist (Rodney, 1981), until he died in 1985. Following his death, Guyana made progress toward democratic reform and economic development; however, the country continued to face challenges related to poverty, crime, and political corruption.

Today, this 83,000 square mile area of beautiful land is the only English-speaking country in South America, sharing international borders with Suriname to the east, Venezuela to the west, the Atlantic Ocean to the north, and Brazil to the south (CountryReports, 2023). Guyana is home to approximately 750,000 citizens of six different races and mixed races. 'Guyana,' named by the Amerindians, means land of many waters, owing to its many rivers. Interestingly, Guyana shares the Amazon Rain Forest with Brazil, where 85% of Guyana is covered by forests (CBDSecretariat, 2014). While the main exports were traditionally rice, sugar, gold, diamond, timber, and bauxite, petroleum was added in 2015. Despite Guyana's abundant resources, the government's ability to manage the country's affairs has been continually tested by various factors, including poverty, unethical practices, mismanagement, ethnic tensions, political challenges, and environmental concerns. Guyana was again plagued by unrest in 2020 after the then-government lost the election and refused to concede (TheCaribbeanCouncil, 2019).

For almost five months, the country faced the torture of constitutional crises when Guyana's constitution was contested at every legal system level up to the Caribbean Court of Justice. The then-president finally conceded after losing most of the time on many legal grounds. Nonetheless, many limitations were identified during the testing period, including a government of which approximately 85% of the members were over 60. During this time, the government endorsed Guyana, which received a 2% profit-sharing agreement from ExxonMobil. The atmosphere was such that both local and international investors stopped investing. As a result, taxes on essential items such as medicine and education increased the cost of living. In addition, four sugar estates

were abandoned, resulting in approximately 10,000 workers becoming redundant (Singh A. , 2021). When people ask about jobs, the government makes it clear that it is not the government's duty to employ the people (iNewsGuyana, 2016). With the new government sworn in in 2020, comprising over 90% of members under 50 years, Guyana has experienced significant development in many areas.

Nonetheless, the past events and experiences of the people continued to fuel skepticism about the political landscape that shaped Guyana's culture. This germ continued to be passed down through generations. Although the national culture is diverse, this study employs Hofstede's cultural theory to gain a deeper understanding of it.

Hofstede's Cultural Dimension Theory and Guyana's Culture

Hofstede's Cultural Dimension Theory provides a framework for better understanding cultural differences in countries and regions. This theory has recognized six dimensions that can be used to compare cultures (Minkov & Kaasa, 2021). *Power Distance* refers to the degree to which people of a society accept uneven distribution of power and authority. *Individualism vs. Collectivism* refers to how an organization prioritizes individual goals over group goals. *Masculinity vs. Femininity* refers to the extent to which competitiveness and material success are valued by society, as well as the quality of life, relationships, and cooperation. *Uncertainty Avoidance* refers to the degree to which people in a community feel threatened by ambiguity and uncertainty, which they seek to avoid through the implementation of strict rules and protocols. *Long-term Orientation vs. Short-term Orientation* refers to the extent to which a society values long-term planning and respect for tradition versus quick results and flexibility. *Indulgence vs. Restraint* refers to the degree of gratification of basic human desires, such as eating and sexual

activity that society encourages, versus the Restraint and control of those desires (Minkov & Kaasa, 2021).

Applying this theory in Guyana's cultural context is visible on several grounds. For instance, Guyana has experienced high power distance where people in positions of authority are respected and given regard (Thomas, 2015). Additionally, collectivism appears to be strong in Guyana, where people prioritize the needs of groups over individual desires and exhibit traits associated with femininity, emphasizing cooperation, social relationships, and quality of life (Thomas, 2015). Contrastingly, uncertainty avoidance is low in Guyana, where it tolerates ambiguity and uncertainty (Thomas, 2015). Nonetheless, given the significant diversity of Guyana's culture, the application of Hofstede's theory may be considered generalized. Notably, Guyana is home to a diverse mix of ethnic groups, comprising the Afro-Guyanese, Indo-Guyanese, and Indigenous peoples, each with their unique cultural values and traditions. Furthermore, globalization's impact and exposure to other societies' cultures have also contributed to shaping Guyana's cultural landscape. Therefore, while Hofstede's cultural dimensions can provide some insight into Guyana's culture, the complexity and diversity of the society's cultural landscape should be acknowledged.

Herzberg's Two-Factor Theory in Guyana's Public Sector

Herzberg's theory of job satisfaction, also known as the two-factor theory, is a motivational theory that identifies two categories of factors affecting job satisfaction and motivation: hygiene factors and motivator factors (Minkov & Kaasa, 2021). The hygiene factor refers to the primary needs and expectations that must be met for employees to be satisfied with their jobs, such as fair treatment, safe working conditions, good interpersonal relationships, and adequate compensation.

Motivators, nonetheless, lead to job satisfaction, including recognition, the opportunity for growth, meaningful and challenging work, and a sense of purpose and achievement (Kurt, 2022).

The application of this theory to the public sector in Guyana can be beneficial in several ways, including identifying and addressing hygiene factors within the industry. By prioritizing the primary needs of Guyana's public sector, such as adequate pay, safe working conditions, and fair treatment, the government can ensure that these factors are met, thereby improving job satisfaction and reducing the turnover rate (Minkov & Kaasa, 2021). The government can offer opportunities for growth and development. This will enhance job satisfaction in the public sector by improving employees' skills and knowledge and providing opportunities for career advancement (Kurt, 2022). Furthermore, the public sector can recognize and reward employees for their outstanding performance. According to Hofstede, providing recognition and rewards for good performance can help motivate employees to give their best performance, thus increasing job satisfaction (Kurt, 2022). The government can provide meaningful and challenging work to public sector employees, increasing motivation and job satisfaction (Minkov & Kaasa, 2021). Therefore, applying Herzberg's job satisfaction theory to the public sector of Guyana can create a working environment that meets the basic needs of employees while offering recognition, opportunities for growth, development, and meaningful work, thereby increasing job satisfaction and motivation in the sector.

Talent Management and Strategic Intelligence Benefits to Guyana's Public Sector

Talent management and strategic Intelligence are two frameworks that may greatly benefit Guyana's public sector. The talent management framework identifies, attracts, develops, and retains talented employees who can make significant contributions to the sector's success

(Schinzel, 2022). As such, this framework can help ensure that the government has a skilled and motivated workforce that can effectively execute its mandate to serve the people's needs. To achieve this objective, the government may need to focus on recruiting and retaining employees, as well as attracting and retaining talented individuals. This can include targeted recruiting efforts, offering competitive salaries and benefits, and providing opportunities for growth and development (Hongal & Kinange, 2020). This framework can also help the government identify and develop employees to fill critical leadership roles as they become available. Furthermore, it can ensure the continuity of leadership and respond to environmental changes in a manner that the government would have expected. Moreover, by investing in developing employees' skills and providing them with the requisite tools and resources, talent management can help improve the productivity and performance (Schinzel, 2022) of the public sector of Guyana.

Conversely, Strategic Intelligence is a framework used to gather, process, and analyze information to make informed decisions and develop effective strategies (Levine, Bernard, & Nagel, 2017). As such, this framework can help the government make data-driven decisions and develop policies and procedures that respond to the needs of its citizens. For instance, decisions taken will be based on facts and evidence rather than assumptions or circumstantial evidence. Additionally, by understanding the public needs through data analysis, strategic Intelligence can help the government design and implement more effective and efficient programs. Further, through regular monitoring and evaluation of outcomes, strategic intelligence can help increase sector accountability and ensure that government programs are fruitful to the public (Maccoby & Cortina, 2017). Therefore, once employed, talent management and strategic Intelligence can be effective and efficient for Guyana's public sector as they will improve its responsiveness to the people. As such, the government can invest in these frameworks as they will create a more skilled and

motivated workforce. More realistic programs can be designed and implemented through data-driven decisions, delivering accurate results to the nation.

Hermeneutics

Hermeneutics is the theory and methodology of interpreting texts, initially focused on religious texts but now applied across various fields, including law, literature, and the social sciences (Cur, Cur, & MSocSc, 2020; Hermans, 2019). It involves understanding the text's context, the author's intent, language, historical and cultural background, and the audience (Cur, Cur, & MSocSc, 2020). Hermeneutics also considers the interpreter's subjective experience and worldview, influencing their interpretation (Hermans, 2019). As both an art and a science, it blends creativity with technical expertise.

In research, particularly within the humanities and social sciences, hermeneutics offers a framework for interpreting complex and ambiguous texts (Stenner, Mitchell, & Palme, 2017). It enables researchers to delve deeper into underlying assumptions, values, and cultural contexts, potentially revealing new insights and perspectives. Hermeneutics encourages researchers to reflect on their own biases and assumptions, enhancing research transparency and reducing risks (Cur, Cur, & MSocSc, 2020). It also offers a systematic approach to rigorous text analysis, integrating insights from philosophy, linguistics, and cultural studies (Schmidt, 2016). By critically engaging with texts and questioning underlying assumptions, hermeneutics helps ensure research is grounded in intellectual honesty, thus deepening the understanding of complex social, cultural, and historical phenomena (Cur, Cur, & MSocSc, 2020; Schmidt, 2016).

Shri Krishna and Bishma Dialogue during the Mahabharata War

In the Hindu age of Dwapar Yug, during the Mahabharata War, Shri Krishna imparted profound teachings of righteousness to Bishma, the grandsire of the Kuru Dynasty (WincoInternational, 2011). Bishma was among the greatest warriors on the Kauravas' side, battling against the Pandavas, where Shri Krishna served as the charioteer of Arjuna, one of the five Pandava brothers. Shri Krishna told Bishma that righteousness is the eternal law governing the universe, not just rules and regulations (WincoInternational, 2011). It is a way of life rooted in compassion and justice, emphasizing the importance of selfless service to others rather than being motivated by personal gain and selfish desires (Kosuta, 2020). The supreme godhead explained to Bishma that he was a non-combatant on the battlefield because his true nature transcended the limitations of the physical body and that his purpose was to restore righteousness to its rightful place (WincoInternational, 2011). He encourages Bishma to fight out of a sense of duty to restore righteousness rather than out of personal interest, even if it means going against his family.

Furthermore, Shri Krishna explained to Bishma that society is constantly evolving, and old rules and customs will become obsolete over time; therefore, it is crucial to reassess the relevance and applicability of these rules in light of the rapidly changing environment rather than mindlessly following them (Patel, 2020). As such, he told Bishma that the well-being of society would serve the greater good and that he should use his wisdom to discern the relevance of old rules and act following the principle of righteousness, even if it meant breaking from tradition (WincoInternational, 2011). Generally, the teachings of the Bhagwat Gita offer insights into the nature of righteousness, the purpose of life, and the role of duty and responsibility in upholding fairness and justice in society.

Mahabharata Guidance on Leadership

The Mahabharata provides valuable guidance for successful leaders to manage their organizations (Pratic, 2022). Here are some of the directions for managing multigenerational organizations. The Epic teaches that every individual has a unique perspective and experience, which should be valued and respected; therefore, leaders should strive to promote an inclusive work culture that celebrates the diversity of team members' various perspectives and experiences (Patel, 2020). The Mahabharata emphasizes the importance of collaboration and teamwork in achieving a shared objective (WincoInternational, 2011). Therefore, leaders should promote cooperation and cross-generational partnerships to leverage the strengths and experiences of each generation, thereby creating a sense of purpose. The Holy Text lamented that communication should be clear and honest in resolving conflicts and achieving goals (Pratic, 2022). As such, leaders should encourage open communication among team members to build trust and understanding, regardless of age and experience.

Furthermore, the sacred Text stressed that leaders should lead by example and model the behavior they expect from others (WincoInternational, 2011). Therefore, leaders in multigenerational organizations should set the standards of inclusivity, collaboration, and open communication, demonstrating the values and principles they want their followers to follow (Patel, 2020). Moreover, the Mahabharata teaches that the ultimate goal of life is to serve the greater good and promote the well-being of society. As such, leaders should prioritize the greater good and work towards positively influencing culture, which transcends the interests of any individual or generation (WincoInternational, 2011). The Mahabharata can be consulted for guidance on leadership, offering profound and valuable teachings.

The Mahabharata Guidance on Transactional Leadership

This Holy Text provides valuable guidance for transactional leaders in the public sector by focusing on fairness and justice, holding individuals accountable, promoting loyalty and commitment, open communication, leading by example, and fostering a positive work culture for the well-being of all stakeholders (Parikh, 2020). The Text stresses the significance of fairness and justice in governance. Therefore, as transactional leaders, it is critical to ensure that procedures and policies are fair and just for all citizens and that the public sector serves the greater good of society (Patel, 2020). Transactional leaders stress the importance of setting clear expectations and holding individuals accountable for meeting those expectations. Similarly, the Holy Text teaches the importance of accountability, especially for those in positions of power. As such, public sector leaders should hold themselves and others accountable for all actions and decisions. Transactional leaders should seek to motivate individuals through rewards and recognition for meeting targets. This sync with the teachings of loyalty and commitment in the Mahabharata (Kosuta, 2020). As such, leaders should foster employee loyalty and commitment by demonstrating a sense of purpose and providing opportunities for professional growth and development. As guided by the Text, transactional leaders should also promote clear communication with employees and citizens to build trust and understanding (Aliekperova, 2018). Demonstrating good governance requires leaders to be approachable and receptive to feedback from stakeholders and to ensure that the policies and procedures are adequate to respond to the needs of people (Northouse, 2016). Moreover, the Holy Text believes that transactional leaders should lead by example and model the behavior they expect from others, including their actions, comprising accountability, fairness, and integrity (WincoInternational, 2011). Such attributes can inspire employees to strive for excellence and demonstrate a solid commitment to providing the highest standard of service to the public.

The Mahabharata Guidance on Talent Management

The Mahabharata offers numerous valuable lessons on talent management that can benefit organizations today, including the recognition and development of talent, the creation of diverse and complementary teams, the provision of opportunities for growth and development, and the importance of focusing on long-term success (Pratic, 2022). In the Mahabharata, Arjuna, one of the leading characters, was renowned for his exceptional archery skills and was trained by his guru to become an even more skilled archer. It was stated that his talent was recognized and developed. As such, by identifying the strengths and skills of employees and investing in their development, organizations can unlock employees' full potential and achieve enormous organizational successes (Northouse, 2016). The Mahabharata is also renowned for its diverse characters, abilities, and unique skills. For example, Bhīma is known for his strength, Yudhishtira for his wisdom and integrity, and Krishna for his strategic thinking. Bringing these individuals together, leveraging their strengths and skills, they won the Great War with 7/18 of an army versus their opponent with 11/18 (WincoInternational, 2011). Likewise, when an organization can manage its talent, it can create a solid and effective team to tackle complex challenges and succeed (Schinzel, 2022). The characters in the Mahabharata were given opportunities to learn and grow through training, mentoring, and challenging life experiences (WincoInternational, 2011). This highlights the importance of providing employees with training and development, which can enhance their personal growth and enable them to contribute more effectively to the organization (Maccoby & Cortina, 2017). Moreover, the Mahabharata emphasizes the importance of taking a long-term view in decision-making for the organization's future, even if it does not yield immediate results (WincoInternational, 2011). This strategic approach to talent management enables organizations

to focus on building a solid foundation of talent and investing in their development over time (Schinzel, 2022).

The Mahabharata Guidance on Strategic Intelligence

The Holy Text is a treasure of wisdom and teaches various aspects of life, including strategic Intelligence, which can provide valuable and meaningful guidance to effective organizational management (Parikh, 2020). For instance, throughout the Mahabharata, the characters constantly assess situations and gather information about their opponents, allies, and battlefields (Patel, 2020). This data was used to analyze the strengths and weaknesses of both their team and their opponents, enabling the development of effective strategies. As such, strategic Intelligence, highlighted here, stresses its importance in organizations today, for it helps gather and analyze information about the competitive market landscape, market trends, and internal capabilities to make informed decisions and develop effective strategies (Maccoby & Cortina, 2017). The Mahabharata teaches the importance of flexibility and adaptability in strategic decision-making. For instance, Krishna and Arjuna acclimated their plan in response to the changing situations, and although the adversity was tremendous, they achieved their goals (Stenner, Mitchell, & Palme, 2017). As such, strategic Intelligence in an organization involves quickly adjusting to changing market conditions, customers' needs, and technological advancements to remain competitive and achieve long-term success. Another valuable lesson (Maccoby & Cortina, 2017) was when Yudhishthira and Krishna consulted their advisors and allies before making important decisions, which helped to ensure that all perspectives were considered. The best possible outcome was achieved (Parikh, 2020). In organizations, strategic Intelligence involves collaborating with stakeholders, including employees, customers, and partners, to make

informed decisions and develop effective strategies (Levine, Bernard, & Nagel, 2017). The Mahabharata emphasizes the importance of adopting a long-term perspective and making decisions that will benefit the organization's future. For instance, Bishma and Vidura prioritize the long-term success of the kingdom over short-term gains, which ultimately leads to tremendous success and stability (Northouse, 2016). Similarly, an organization's strategic Intelligence should include the development of a long-term vision and making decisions that will enable the organization to achieve its goals over time (Maccoby & Cortina, 2017). Overall, the teachings of the Holy Text offer valuable insights into strategic Intelligence, particularly in assessing situations, fostering flexibility, adaptability, collaborative decision-making, and maintaining a long-term focus, all of which are essential practical abilities for organizations to remain competitive and successful (WincoInternational, 2011).

The Mahabharata Guidance on Job Satisfaction and Organizational Culture

The Mahabharata epic delves into the complexities of life, offering numerous teachings and guidance on various aspects, including job satisfaction and cultural values. One of the central teachings on job satisfaction is the concept of righteousness, which refers to the ethical and moral principles that guide an individual's actions and conduct (Hilton, Madilo, Awaah, & Arkorful, 2023). It believes one can achieve purpose and fulfillment at work by fulfilling one's righteousness. Another aspect is promoting collaboration and teamwork to achieve a successful performing organization. For example, the Pandavas overcame their opponents by working together and supporting one another in their roles and responsibilities.

Additionally, when Arjuna refuses to fight, Krishna tells him that he must fight and do so without attachment to the outcome; as such, it is essential to focus on the duty itself, for that brings

satisfaction and not the rewards and consequences (WincoInternational, 2011). Furthermore, the Holy Text recommends aligning oneself with work that matches one's interests and skill set to achieve job satisfaction. This will help them remain focused even in the most challenging situations. As such, the Mahabharata offers a rich source of teachings on job satisfaction that remains relevant today.

Although the Holy Text did not specifically mention organizational culture, it provides teachings that can influence corporate culture. For instance, one fundamental principle it emphasizes is treating people with respect, fairness, and kindness (WincoInternational, 2011). This principle is not limited to the higher hierarchy but also applies to those in lower positions because the welfare of all, regardless of status and position, is vital. The sacred Text also teaches about a culture of clear communication, collaboration, and teamwork, which propels all together, making them robust towards achieving a common goal (Parikh, 2020). Thus, with unity and cooperation, challenges can be easily overcome. Although, during the Mahabharata era, there was also an unequal distribution of power (power distance), it stresses the importance of treating people with respect and fairness.

Conclusions

This comprehensive study underscores the intricate interplay between generational dynamics, leadership styles, organizational culture, and performance within the context of Guyana's public sector, drawing broader insights applicable to multigenerational organizations globally. The literature confirms that the generational gap is not merely a demographic phenomenon but a complex social and psychological construct shaped by historical experiences, cultural values, and social influences. The variances in motivations, work attitudes,

communication preferences, and career expectations among Baby Boomers, Gen X, and Millennials influence organizational relationships, leadership applicability, and overall performance. Recognizing these differences is crucial for fostering an inclusive environment that harnesses the unique strengths of each cohort while mitigating potential conflicts and misunderstandings.

Leadership, as articulated across diverse theories—such as transformational, transactional, authentic, responsible, and culturally nuanced models —serves as a pivotal mechanism in navigating the generational divide and fostering organizational agility. Effective leaders are those who can adapt their styles to meet the diverse needs of their workforce, fostering trust, engagement, and shared purpose. For instance, while transactional leadership may effectively ensure compliance and task completion in the public sector, integrating responsible and transformational elements enhances long-term motivation, innovation, and stakeholder trust. These leadership approaches, when aligned with organizational culture, influence employee satisfaction, commitment, and performance in both the short and long term.

Organizational culture, as a fundamental driver of behavior, norms, and values, has a significant impact on performance outcomes. The application of cultural frameworks, such as Schein's three levels and Hofstede's dimensions, as well as other models, elucidates that a positive, adaptable, and inclusive culture promotes employee engagement, loyalty, and productivity. Conversely, a negative or rigid culture can exacerbate the challenges posed by the generational gap, leading to disengagement, high turnover, and diminished performance. Therefore, fostering a culture grounded in shared values, open communication, and mutual respect is crucial for harnessing the potential of a multigenerational workforce, especially in the socio-politically diverse landscape of Guyana.

The critical role of talent management and strategic intelligence in this ecosystem cannot be overstated. Tailored talent development, succession planning, and data-driven decision-making serve as vital tools to cultivate a high-performing, resilient public sector. By recognizing the distinct needs and strengths of each generation, organizations can design targeted strategies that motivate, develop, and retain talent, ultimately enhancing their organizational performance. The integration of ethical considerations, as emphasized by Hermeneutics and teachings from cultural and religious texts like the Mahabharata, further enriches leadership frameworks by embedding moral responsibility, societal well-being, and the pursuit of righteousness.

In the Guyanese context, the historical, cultural, and socio-economic legacies shape the operational environment and influence organizational behavior. The application of Hofstede's cultural dimensions and Herzberg's motivational theories offers nuanced insights into how cultural values influence job satisfaction and performance, highlighting areas for policy intervention and leadership development. The evolving political landscape emphasizes the importance of adaptive, inclusive, and ethically driven leadership that can navigate societal complexities and foster national development.

In essence, this research advocates for a holistic, culturally sensitive, and flexible approach to leadership and organizational management. It emphasizes that fostering an environment of mutual respect, continuous learning, and ethical responsibility—rooted in both orthodox and indigenous cultural paradigms—can bridge the generational divide, enhance organizational performance, and promote sustainable development in Guyana's public sector. Such an integrative strategy not only aligns with global best practices but also resonates deeply with the socio-cultural fabric of Guyanese society, charting a path towards cohesive, resilient, and high-performing institutions.

CHAPTER 3: RESEARCH METHOD

Introduction

This chapter provides a comprehensive exposition of the methodological framework underpinning this study, which investigates the impact of the generational gap on leadership ideologies and organizational success within the Guyanese public sector. A mixed-methods research approach has been adopted to achieve a nuanced understanding of this complex phenomenon, integrating both qualitative and quantitative data collection and analysis techniques.

The chapter begins by outlining the rationale for selecting a mixed-methods design, highlighting its strengths in providing a more holistic and robust understanding compared to solely qualitative or quantitative approaches. It details the philosophical underpinnings of this choice, drawing upon principles of pluralism and realism and acknowledging the limitations of positivist and interpretivist epistemologies when employed in isolation.

A thorough discussion of various research methodologies is presented, including experimental, observational, survey, case study, action research, quantitative, and qualitative methods. The chapter critically evaluates the advantages and limitations of both quantitative and qualitative approaches, justifying the selection of a mixed-methods design to leverage the strengths of each while mitigating their weaknesses.

The specific research design employed in this study is then elaborated. This design involves a three-phase approach:

Phase 1: Development of research questions and an initial conceptual framework based on a review of existing literature on the generation gap, leadership, and organizational performance.

Phase 2: An exploratory qualitative phase involving interviews to gather rich, personal data on participants' experiences, behaviors, and social interactions. This phase aims to corroborate the

initial conceptual framework and inform the development of the quantitative data collection instruments.

Phase 3: The collection of quantitative data through questionnaires to validate and corroborate the findings from the qualitative phase.

The chapter also details the participants involved in the study, who will be employees from various levels within Guyanese public sector organizations, with a particular focus on management-level employees who are anticipated to be most affected by generational dynamics. Furthermore, the chapter addresses critical ethical considerations, emphasizing the measures taken to ensure the integrity and confidentiality of participants throughout the research process. This includes obtaining informed consent, ensuring anonymity, and employing data encryption where necessary. The use of data mining for analysis is also mentioned, with a note on the importance of adhering to ethical guidelines to protect participant privacy.

Finally, the methods of data collection are described, which will involve both questionnaires (distributed via email or in person) and interviews (conducted via telephone or in-person) with a target of 600 participants. The chapter mentions the piloting of questionnaires to ensure their validity and reliability and outlines the process for obtaining necessary approvals from relevant ministries and securing participant consent.

In essence, this chapter lays the methodological groundwork for the study, providing a transparent and detailed account of the research approach, design, participants, ethical considerations, and data collection methods that will be employed to explore the intricate relationship between the generational gap, leadership, and organizational performance within the unique socio-cultural context of Guyana's public sector.

Restatement of the Research Problem and Purpose

Studies on the generation gap have revealed that older generations tend to be more workaholic while younger generations are more family-oriented, resulting in different expectations (Jena, 2016; Masnick, 2017; Dickson, 2015). Furthermore, it was revealed that Baby Boomers differ from Millennials in that they tend to be single-minded in their work (Mendez, 2008). Moreover, Jena (2016) argued that the young generation is more technology-oriented, while the older generation is manual-oriented. As such, the former cohort, which has relied on traditional techniques, is now imposing those techniques on the latter generation in organizations today (Jena, 2016). Arguably, old-established policies and guidelines that were influential decades ago are still deemed effective in modern times by older generations (Wanderwitz, Friedrich, Lührmann, & Kauch, 2007). Nonetheless, limited research exploits the relationship between job satisfaction and generational cohorts (Benson and Brown, 2011). In an existing study, Dickson (2015) contended that the research design's limitation tends to be cross-sectional, which creates a challenge in determining whether the difference is related to generation or career.

Nonetheless, the problem arises when the younger generation resists adherence to the old policies they believe are no longer practical (Amanath, 2021). This resistance leads to disagreements among people of various generations at work, resulting in distressing leadership and organizational performance (Queiri, Yusoff, & Dwaikat, 2014). Therefore, there is a need for employers to embark on the process of understanding the relationship between generational diversity challenges in the workplace.

As such, reiterating the study topic and objective described in Chapter 1, the paper explores the subtle effects of generational disparity on leadership ideologies and organizational success within Guyana's distinctive socio-cultural setting. The primary goal is to thoroughly

understand how generational views influence leadership styles, managerial practices, and overall performance.

General Research Methods and Study Goals

The general research methodologies combine a qualitative approach with quantitative features. It aims to capture the rich, qualitative subtleties of participants' experiences through interviews and questionnaires, while quantitative data will enhance the empirical robustness of the results. The ultimate objective is to comprehensively understand how generational differences interact with management dynamics and organizational success in Guyanese.

Research Approach and Design

When conducting studies, selecting the appropriate methodology and design is crucial so that the data collected is analyzed and the findings and results generated are realistic, reliable, and accurate. There are various research methodologies; the major are qualitative, quantitative, and mixed methods. The qualitative approach utilizes observations and interviews, resulting in non-numerical data. The quantitative system utilizes questionnaires, and the data gathered is numerical. The mixed-methods approach combines qualitative and quantitative methods, and the data collected is analyzed using SPSS, coding, and other analytical tools. This tool's appropriateness has satisfied the needs of this study; hence, it is employed. As such, the design of this study is based on the mixed-methods approach utilized. The sample size chosen is also sufficient to enable this study to produce more generalizable findings.

Research Methodologies

In research, there are many different approaches or methodologies from which the researcher can select to explore and investigate their chosen phenomena (Fellows & Liu, 2021). Nonetheless, these approaches may vary depending on the nature of the study, the research questions, the discipline of the field studies, and the available resources (Snyder, 2019). These methodologies include *experimental research*, which involves manipulating the variables and observing their effects to determine the cause-and-effect connection (Fellows & Liu, 2021). Researchers undertaking this approach control and manage the variables in a controlled environment to ascertain the impact on its outcome. It utilizes randomized control groups with randomized projects to validate its findings. Another is *observational research*, where researchers observe and systematically record data without altering the variables (Brunson & Miller, 2023). As such, this research is conducted in both controlled environments and natural locations, making it helpful in studying human behaviors and interactions, as well as any phenomenon as they naturally occur. Analysis can be performed using *surveys*, which require collecting data from the sampled population through questionnaires or interviews (Fellows & Liu, 2021). In such research, the researcher designed structured questions to gain a better understanding of the participants' behavior, attitudes, and characteristics, making it ideal for public opinion, marketing, and social science studies. Case-study research involves a deep examination of a specific organization, group, or individual (Fellows & Liu, 2021). As such, researchers in this study gather detailed information through observation, interviews, and document analysis, which enables the acquisition of contextual insights into the phenomenon. Sociologists, philosophers, and business professionals primarily employ this approach. Through a collaborative effort by researchers and practitioners, *action research* underscores addressing practical and realistic issues and effect changes (Fellows

& Liu, 2021). This method involves reflecting, acting, observing, and cycles of planning, aiming to enhance current practices and results in natural settings.

Quantitative research is one of the most widely used methods in contemporary research. It involves collecting and analyzing numerical data to answer research questions and test hypotheses (Rahman, 2017). This study employs statistical methods to analyze the data collected from experiments and surveys. This research approach is used to identify patterns and relationships. This research approach can be advantageous in studies (Creswell, 2014). For instance, its focus on numerical data enables the precise measurement of variables that can establish clear cause-and-effect relationships. Due to the large sample size required by this method, the possibility of detecting significant effects through statistical analysis is high (Creswell, 2014).

Further, the numerical data provide researchers with a fortune of quantifiable information to determine patterns, trends, and comparisons with precision. This research utilizes statistical tools, including SPSS, regression, and ANOVA, to test hypotheses and analyze data, enabling researchers to gain meaningful insights from complex datasets (Creswell, 2014). One distinct advantage is that this method draws generalizations from a larger population sample, leading to predictions and findings that can be applied to a broader context.

Nonetheless, the quantitative research method has several limitations. For instance, it is susceptible to flawed assumptions, research biases, and measurement errors (Rahman, 2017). As such, the use of statistical tests does not eliminate biases. Additionally, a sole focus on quantifiable data may lead to oversimplification and, consequently, reductionism, where some phenomena may not be sufficiently captured or understood through measurable measurements (Rahman, 2017). This research approach captures a specific moment; therefore, it cannot recognize dynamic

changes and processes that unfold over time. The focus of quantitative research on numerical data may lead to overlooking contextual information, such as complexities and subjective experiences of the understudied phenomenon (Rahman, 2017). This is because the design of this research approach is constrained to the need for standardization and control, which limits the exploration of some variables that may be challenging to quantify or control. Further, this limitation may prevent researchers from adapting and exploring new aspects of the understudied topic (Creswell, 2014). Therefore, although this research approach may be practical in some studies, its limitations render it impractical for this study, as it is primarily based on human perspectives of the understudied phenomenon, the generation gap.

The qualitative research methodological approach is another popular method focusing on understanding and interpreting human behavior and experiences (Aspers & Corte, 2019). This method involves collecting and analyzing non-numerical data such as observations, interviews, and textual analysis. This approach aims to gain an understanding of and insight into the perspectives and experiences of individuals and groups in a natural setting, thereby exploring subjective aspects such as motivations, behaviors, beliefs, and attitudes (Aspers & Corte, 2019). The data collected in this approach includes quotes, descriptions, narratives, and themes (Creswell, 2014). The processing of this data involves coding, content analysis, and the application of grounded theory. This approach explores topics where knowledge is limited to gain a deeper understanding (Rahman, 2017). These may fall into the category of social and cultural contexts, social construction, and subjective experiences. The findings are typically presented in a narrative that provides a detailed description and interpretation, which can inform the development of policies and practices (Rahman, 2017).

Some of the advantages of this approach include gaining a detailed and in-depth understanding of a complex topic by exploring the meaning and contextual factors associated with it. Data gathering directly through interviews and observations enables researchers to obtain rich and nuanced information about individuals' experiences and perspectives on the focused topic (Creswell, 2014). This approach captures the phenomenon's context by examining the cultural, historical, and social factors that shape individuals' behaviors and experiences. It also prioritizes the participants' voices, allowing them to express their views and experiences in their own words. Importantly, this approach promotes participants' empowerment and values diverse perspectives (Aspers & Corte, 2019).

Although the qualitative research approach offers numerous advantages, it also has some limitations. For instance, it relies on subjective interpretation and the researcher's judgment, which may introduce bias (Knapik, 2006). Furthermore, the researcher's perspectives may be shaped by their own beliefs and experiences, which can influence data collection, analysis, and interpretation. Additionally, the in-depth focus and understanding of the phenomenon may limit the generalizability of the findings, and the small sample size in a defined context makes it challenging to draw general conclusions and apply the results to the larger population (Creswell, 2014). Due to the lack of standardized protocols and procedures, qualitative research may be challenging in ensuring the accuracy and consistency of various studies (Moser & Korstjens, 2018). Significantly, the interpretation of the data may vary among researchers, which can influence the reliability of the findings.

It should be noted that this approach is very time-consuming and requires a substantial amount of resources due to the data collection, transcription, and coding, which necessitate significant effort (Knapik, 2006). Additionally, due to its extensive nature, data overload can make

it challenging to analyze and synthesize effectively. A considerable setback is the researcher's presence and interaction with participants, which can influence the data collected. Participants may alter their responses and behavior due to the researcher's company, leading to biases (Rahman, 2017). Therefore, although this approach has many strengths, the limitations are also acknowledged, making it insufficient to reflect the understudied phenomenon. However, combining the qualitative and quantitative methods will corroborate and complement each other, resulting in a more comprehensive understanding of the phenomenon (Creswell, 2014).

The mixed-methods research approach combines qualitative and quantitative methods within a single study to gain a deeper understanding of the phenomenon (Leavy, 2023). It involves gathering numerical and non-numerical data and merging insights from various perspectives. It is a great approach when studying complex phenomena that must be analyzed from multiple dimensions (Creswell, 2014). Applying this approach enables the validation and complementation of the findings from one method with those from another (Creswell, 2014). It acknowledges that not all research questions can be fully explored using a single approach; however, integrating different data types can lead to a more holistic understanding. Applying a mixed-methods approach may involve several stages (Leavy, 2023). For instance, during the design stage, the researcher develops a research plan that comprises both qualitative and quantitative components (Creswell, 2014). At this stage, the research questions are outlined, the sequencing and weighting of the methods are determined, and the data will be integrated. Next is the data collection stage, where the researcher collects data using various techniques, such as interviews and questionnaires, for both qualitative and quantitative purposes, which may run concurrently (Creswell, 2014). Third is the data analysis stage, where the researcher analyzes the qualitative and quantitative data

separately using appropriate analytical tools. While the qualitative data may be analyzed using thematic analysis, content analysis, or coding, the quantitative data may be subjected to statistical analysis to identify correlations, patterns, or differences (Creswell, 2014). The fourth stage involves data integration, which combines qualitative and quantitative findings to gain a deeper understanding of the researched topic. This may include contrasting and comparing the results using one dataset to help interpret the other or developing themes or explanations that encompass types of data (Leavy, 2023). The final stage is the interpretation and reporting, where the researcher interprets the comprehensive findings, draws conclusions, and makes recommendations based on the integrated analysis. The results are then presented to communicate the contributions of quantitative and qualitative data reflecting the overall understanding of the research problem (Leavy, 2023).

This method brings many benefits to research, such as a comprehensive and nuanced understanding of the complex phenomena, the ability to triangulate findings from various data sources, the ability to corroborate findings, and enhanced conclusions gained through the integration of diverse perspectives, hence, allowing researchers to explore the breadth and depth of the phenomena thereby revealing a more macro view (Leavy, 2023). Nonetheless, the mixed-methods research approach also has some limitations. This is a time-consuming and resource-intensive process that can be challenging (Fellows & Liu, 2021). Additionally, integrating the data from qualitative and quantitative sources can trigger issues such as compatibility, addressing complex tasks, handling discrepancies, and making subjective decisions. As such, researchers may need to be knowledgeable about both approaches to apply mixed-methods analysis techniques effectively (Creswell, 2014). Notably, the mixed-methods approach typically requires a larger sample size than that required for a single process to account for any variability in qualitative or

quantitative data. This also increases cost and time. The risk of bias in this approach is possible if data merging is not correctly handled (Leavy, 2023). As such, the researcher must desist from allowing their biases and assumptions to influence data collected during the interpretation and integration stages. The reporting stage can also be challenging, as the researcher must report on both qualitative and quantitative approaches, which requires clarity and precision (Creswell, 2014). As such, balancing the presentation of the result from the different methods might pose some challenges. However, despite the difficulties of this method, its ability to simultaneously facilitate exploration of both ways while gaining a comprehensive understanding of the phenomenon can lead to more profound findings, which will necessitate enhanced solutions in the respective field (Leavy, 2023). This research methodology was chosen because it enables the collection of data using both closed-ended and open-ended questions, thereby capturing participants' perspectives and experiences on the phenomenon being studied (Leavy, 2023).

Research Designs

In this study, a mixed-methods research design was selected to investigate the challenges posed by the generational gap in leadership and organizational performance within the public sector of Guyana. This design was chosen over purely qualitative or quantitative approaches to harness the strengths of both methodologies, providing a comprehensive understanding of the complex phenomena under investigation (Creswell & Creswell, 2018).

Alternative research methodologies were considered, including strictly qualitative designs, which typically rely on in-depth interviews and thematic analysis to draw conclusions about subjective experiences (Denzin, 1978). While qualitative methods are well-suited for exploring participants' perceptions and contexts in depth, they cannot often generalize findings to a broader

population due to smaller sample sizes (Palinkas, 2015). In this study, such limitations would hinder the ability to analyze patterns across different generational cohorts effectively.

On the other hand, a purely quantitative approach was also evaluated, which involves collecting numerical data and conducting statistical analysis to identify trends and causal relationships (Creswell, 2014). However, reliance solely on quantitative data could overlook the nuanced understanding gained from participants' subjective experiences and insights regarding their perceptions of leadership and the impacts of the generational gap. Moreover, quantitative approaches may fail to capture the richness of data associated with human behaviors and attitudes, particularly in a culturally diverse context.

Hence, the chosen mixed-methods design is particularly appropriate for this study as it allows for the triangulation of data; quantitative findings can validate qualitative insights, and vice versa (Green, Manski, Hansen, & Broatch, Descriptive statistics, 2023). By integrating both data types, the study aims to provide a comprehensive understanding of how generational gaps impact leadership styles and organizational performance. The qualitative component will provide depth by exploring personal narratives and contextual factors. At the same time, the quantitative segment will enable the establishment of correlations and verification of the qualitative results across a larger sample size.

This design is not only aligned with the study's overarching goals of understanding complex generational dynamics. Still, it is also supported by recent literature emphasizing that mixed-methods research can produce more comprehensive insights into organizational issues than either approach could yield alone (Fetters & Molina-Azorin, 2021). Ultimately, the mixed-methods approach is anticipated to facilitate the formulation of nuanced recommendations for

bridging generational divides in leadership within Guyana's public sector, significantly enhancing organizational effectiveness.

Participants

In this research, the participants selected will be employees from all categories of public sector organizations. However, management employees are believed to be most affected by the generation gap (Autin, 2020). Nonetheless, the survey will be conducted in accordance with approved ethical guidelines, as it is mandatory to safeguard the integrity of participants and ensure that the researcher acts in good faith (Ehlers, 2020). To ensure compliance with ethical standards, the questionnaire and interview questions will be carefully crafted to avoid ethical conflicts. Ethics will also guide the execution stage to ensure the protection of participants' confidentiality. In cases where questionnaires are sent via email, encryption is activated to secure the data's identity (Goddard, 2017). After that, data mining will be used to process the data and identify any correlations, patterns, and variances (Witten, Frank, Hall, & Pal, 2017). Significantly, however, several ethical issues are associated with data mining; therefore, caution will be exercised to ensure the privacy and confidentiality of the extracted data.

Methods

The methods employed in data collection for this research will include questionnaires and interviews with 600 participants from various levels of public sector entities. Before dispatching the questionnaires and conducting interviews, written approval will be obtained from the different ministries. Furthermore, a letter will be attached to the questionnaire, and a consent form will be provided to the interviewee, detailing the purpose of the research. Questionnaires containing 25

questions will be distributed via email or personally, whereas telephone and physical contacts will be used for interviews. Participants will be given seven days to return the questionnaires. These questions will be piloted to ensure the validity and reliability of the questionnaire.

Nonetheless, although closed-end questions limit participants to just a few perspectives, they allow direct answers, simplifying the analysis process (Moser & Korstjens, 2018). In addition to the questionnaire, some open questions will capture new thoughts, issues, and solutions regarding the generation gap from personal, social, and experience perspectives. Five open-ended questions will be designed to facilitate the collection of qualitative data through interviews with participants. At least 100 interviews with employees at various levels in the public sector will be conducted, each lasting approximately 45 to 60 minutes over a period of 30 days. These questions will also be piloted to ensure validity and to garner relevant data. However, one of the limitations of interviewing is the sensitivity of participants toward the interview topic and the interviewer concerning age and gender (Knapik, 2006).

Additionally, a previous study has shown that elderly participants' understanding of survey questions can sometimes be poor due to their lower cognitive performance, leading to suboptimal results (Zyczynska-Ciolek & Kołczyńska, 2020). Ultimately, the data processing will be scrutinized individually, where relevant and valid data will be separated from those that are not. The selected data will then be classified into qualitative and quantitative categories for further processing, where the SPSS tool will be used to analyze the quantitative data. In contrast, coding will be used to analyze the qualitative data. The results will be compiled for the analytical assessment of the mixed-methods research.

Based on the advantages and limitations of the various research methodologies described in the previous sections, the mixed-methods research approach is deemed most suitable for this

study on the impact of the Generation Gap on Leadership and Organizational Performance in Guyana. This is due to its nature of permitting both open- and closed-ended questions, which allows the researcher to obtain direct answers and data based on the perspectives and experiences of the participants. The different types of data gathered will enable more comprehensive findings and results. As such, the research was designed to align with the chosen methodology: sample size, question structure, and data collection and analysis designs.

Population and Sample of the Research Study

Population and sampling are critical components of studies (Sharma, Mudgal, Thakur, & Gaur, 2020). This is because the validity and reliability of the findings depend heavily on the sampling technique and data collected. Sampling involves selecting a subset of individuals from a statistical population to provide a representative estimate of the entire population (Unicaf, 2023). As such, this study believes that it requires a comprehensive understanding of the phenomenon; therefore, it opts to rely on and employ the mixed-methods approach to sampling and analysis, which supports the requirements of this research (Creswell, 2014). It uses questionnaires for quantitative data collection, whereas interviews are done for qualitative data collection. It is conducted in the Public Sector of Guyana, which has a population of approximately 30,000. The sample size used consists of 600 questionnaires and 100 interviews. With a confidence level of 0.95, a Margin of Error of 0.05, a Significance level of 0.05, and a Special Effect Level of 0.25, the Power analysis is calculated to be 84.8%, indicating a high chance of detecting effects. The following section provides a more detailed explanation, followed by the conclusions.

Population

According to Braithwaite (2022), Guyana employs approximately 30,000 people in its public sector. These individuals, aged seventeen to eighty-five, hold positions ranging from junior to executive levels. Furthermore, the public sector also employs persons on a full-time and contractual basis. Contract workers include individuals whose contracts can be renewed annually or for longer periods, as well as those on short-term contracts, such as those lasting six months, depending on the agreement's purpose. The scope of this study excludes individuals not employed in the public sector, those under seventeen and over eighty-five years old, and non-Guyanese persons.

Sampling

Data collection for this study will be conducted at government ministries and other relevant entities. These buildings house the Government of Guyana's operations throughout the country, where the public sector employees work. As such, it will be more accessible for the researcher to communicate with the employees and distribute the questionnaires. The researcher can also schedule a convenient time to collect the complete questionnaires. Interviews, once permitted, will also be conducted on government premises, which will be more suitable for many of the interviewees.

Nonetheless, interviews are sensitive sessions; therefore, the interviewees will decide when and where to be interviewed to eliminate fear or inconvenience. When people are not comfortable and fearful, they tend to give answers they believe the interviewer may want to hear, do not answer honestly, or refuse to be interviewed. Therefore, it is critical for the interviewees to feel comfortable and secure. To determine whether Guyana is genuinely affected by generational differences and how they impact leadership and organizational performance, it is essential to

gather data that accurately reflects the truth. As such, a mixed-methods approach to data collection will be applied to gain a comprehensive understanding of this phenomenon.

Mixed-Methods

This study employs a mixed-methods approach for data collection and analysis. The mixed methods approach is a realist or ontological paradigm that integrates epistemological paradigms, allowing a comprehensive examination and investigation of the phenomenon to provide a better understanding and results (Krauss, 2005). It collects, analyzes, and interprets data from various perspectives to eliminate biases. It can reduce biases, making the findings more sound and comprehensive and the recommendations more reliable. Therefore, the combination of purposeful and probability sampling in this mixed-method research will allow for gathering in-depth, generalizable quantitative, and context-specific information, all of which will lead to a comprehensive understanding of the research problem. As a result, integrating the sampling methods enables researchers to triangulate their findings, offering inclusive validity and reliability to the study. This method was selected because it analyzes and processes data on human behavior and cognitive responsiveness based on age, generation, and other demographic factors (Creswell, 2014). The mixed methods integrate the qualitative and quantitative approaches and have two sampling constructs: purposeful and probability sampling.

Qualitative Method

Non-probability sampling is used to explore real-life phenomena (Yin, 2003). The purposeful sampling technique is a qualitative research approach that involves the deliberate selection of participants based on criteria that align with the study's objectives. It aims to provide relevant and sufficient information to effectively address the research questions. As such,

purposeful sampling is employed in the qualitative research component of mixed-methods studies to collect non-numerical data for analysis and interpretation. Qualitative data collection in this study will be conducted through interviews with participants from various Government Ministries and entities. It is estimated that this study will utilize data gathered from 100 interviews. It is believed that this amount may reach the point of data saturation. According to Fusch & Ness (2015), Data Saturation is attained when sufficient information is gathered to replicate the study (O'Reilly & Parker., 2013), when the capability for obtaining new knowledge is reached, and when there is no feasibility for further coding (Guest, Bunce, & Johnson, 2006).

Quantitative Method

Probability sampling in quantitative sampling entails randomly selecting participants from a target population (Creswell, 2014). Some probability sampling methods include random sampling, stratified random sampling, and cluster sampling. This approach ensures that every member of the population has an equal opportunity to be selected, thus allowing the researcher to arrive at a general finding for the larger population (Creswell, 2014). As such, probability sampling is used in the quantitative research component of mixed-methods studies to obtain numerical data that can be statistically analyzed. The quantitative tool in this study is the questionnaire. This study will be conducted on a population of 30,000, and based on the sample size calculation, the recommended sample size is 384. This was determined using a 95% confidence level and a 5% margin of error. In most studies of a similar type, the recommended confidence level is set at 95%, while the Margin of Error is set at 5% (Jones, 2018). A Confidence Level of 95% will mean that every research of this type will be 95% accurate.

Similarly, for every study conducted, the margin of error is set at no more than 5%. As such, the reliability of the findings can be regarded as high. Applying this calculation, the sample size is 384. Nonetheless, this study will collect 500 questionnaires, 116 more than the recommended amount for the quantitative data collection and analysis. This amount will help increase the confidence level while minimizing the margin of error.

$$\text{Sample Size (n)} = (Z^2 * p * (1-p)) / E^2$$

$$n = (1.96^2 * 0.5 * (1-0.5)) / 0.05^2$$

$$n = (3.8416 * 0.25) / 0.0025$$

$$n = 0.9604 / 0.0025$$

$$n \approx 384.16$$

After determining the sample size, a power analysis was conducted. Power analysis is an essential statistical tool used in research and experimental design to ascertain the requisite sample size required to detect meaningful effects with a given level of statistical Power (Brysbaert, 2021). It is the probability of identifying the actual impact if it exists in the population, thus increasing reliability.

The Power Analysis is calculated with

Standard Deviation value 0.95

Confidence Level 0.95

Significance Level 0.05

Effective Size 0.5

Specific effect size 0.25

Population 30,000

Sample size 384

Using ANOVA, the Power is a 73.6% chance of correctly detecting the effect with the given sample size, effect size, and significance level. Nonetheless, when the sample size was increased to 500, the Power increased to 84.8%, indicating a higher chance of detecting the effect.

Participants Selection

Guided by the mixed approaches, this study will select participants from full-time and long-term contractual employees. These participants, having a sounder and more profound purpose in the sector, will be able to make better assessments of their leaders, observe generational issues, and experience any impact it may have on their organizations more effectively than short-term contractual individuals who may not be around long enough to validate any opinions they might have had. Two percent of individuals from this population will be used as participants. This is equivalent to 600 persons. Out of these 600 participants, 500 will complete questionnaires, while 100 will be selected for in-depth interviews. The participants should be between the ages of 23 and 78 to be eligible to participate since the three generations examined in this study – Baby Boomers (1945 and 1964), Generation X (1965 and 1980), and Millennials (1981 and 2000) (Dickson, 2015) – will be within that age range. This study respects individual sexuality and does not discriminate; hence, it is open to persons of any sexual orientation. Importantly, individuals must be the Guyana Public Sector and Guyanese employees to participate. However, the researcher will be cautioned not to mistakenly allow persons from the private sector, those outside the required age range, non-Guyanese individuals, and persons with disabilities to participate in this study. Such a mistake can adversely impact the analysis, findings, and recommendations.

Therefore, probability sampling will be applied using the stratified random sampling technique. This technique divides the population into groups, selecting a random sample from each stratum. This technique ensures that all the groups are sufficiently represented (Creswell, 2014). In this study, the division will be based on generation and level of employment. The pre-qualifier questionnaire will ensure that participants meet all criteria before being given the main questionnaire. Once these criteria are satisfied and the gatekeeper gives permission, questionnaires will be issued to the participants of each stratum, that is, participants from each of the three generations and at each employment level. The questionnaires will be distributed equally to all generations, allowing for balanced feedback to be ascertained for analysis and findings in this study. This balance is also necessary to answer the research questions and offer more reliable recommendations based on the results generated from the data analysis. As such, 500 questionnaires will be issued, with approximately 166 each to be given to Baby Boomers, Generation X, and Millennials. These questionnaires will be given to the participants in sealed envelopes, which they must return within seven days. The requirement of having the envelope seal is to prevent anyone other than the researcher from accessing the participants' data. After seven days, the questionnaires will be collected.

The purpose of sampling is to engage 100 participants through interviews. By interviewing approximately 33 persons from each generation being tested and from various organizational levels, it is believed that 100 interviews may be enough to reach saturation. Each participant will be asked the same questions. There are five main questions, followed by supporting questions. Including the questions is a part of the demographic. The participants will be briefed about the purpose and content of the interview. They will also be informed about what the interviews entail and their option to leave the interview at any time if they wish to discontinue.

Nonetheless, once satisfied, they will be given the consent form to sign before the interview begins. The entire proceeding is estimated to last for approximately 45 to 60 minutes. The interview venue will be the Government Ministries and Entities compound, which may occur during regular working hours, provided permission is granted beforehand through a Gatekeeper's Letter. However, suppose participants request to have the interview offsite or at a convenient time. In that case, it will be facilitated, as it is crucial for participants to feel secure and comfortable to provide accurate answers.

This study employs a mixed-methods approach, as it comprehensively analyzes the phenomenon and provides reliable findings. The sample size used is 600 for quantitative data collection and 500 for qualitative data collection. These data will be analyzed using ANOVA and coding after data collection is complete.

Materials/Instrumentation of Research Tools

Research instruments are critical when designing a research project (Creswell, 2014). Additionally, understanding the type of data required, the quantity needed, and the research purpose are critical factors to consider when selecting a suitable research instrument (Dawadi, Shrestha, & Giri, 2021). Once satisfied, the method applied for data collection becomes critical. In this study, a mixed-methods approach was employed, utilizing questionnaires and interviews to collect data from participants. Five hundred questionnaires were used, each containing 25 closed-ended questions.

Additionally, 100 interviews were conducted, comprising three research questions and twenty-two supporting questions. The interviews were conducted to gather additional information and explanations that were not captured by the questionnaires. The interview consists of three main

questions, supplemented by twenty-two open-ended questions. It aimed to answer the three research questions, while the questionnaires tested three hypotheses. These are expounded in the next section.

Research Instrument

A research instrument is a recommended tool that researchers use to collect data for research or investigation purposes (Dawadi, Shrestha, & Giri, 2021). Each research instrument is uniquely designed to collect specific data relevant to the research objectives (Creswell, 2014). While there are many such instruments, some of the most commonly used tools include surveys, questionnaires, interviews, observations, experiments, tests, and online analytics. The choice of research instrument is paramount to the research process for several reasons, including the type of data required, the population being studied, and the research methodology employed (Creswell, 2014). Significantly, researchers must prudently design and validate their instruments to ensure reliability and validity, ensuring that they accurately measure the studied variables (Panday & Pandey, 2021).

Additionally, the data collection tool directly impacts the data collected. The efficiency of resources, research reproducibility, and practical considerations are also crucial determinants for selecting a suitable research instrument (Creswell, 2014). Above all, research must consider ethical considerations when data is collected from human participants (Creswell, 2014). Therefore, when choosing a research instrument, it is essential to ensure that it can gather accurate and reliable data. For this mixed-methods study, the questionnaire was used to collect data for quantitative analysis, while the interview was used to collect data for qualitative analysis.

Questionnaires

The questionnaire is a research instrument that can be traced back to ancient civilizations. The Egyptians used it to gather data on tax collection, and the Romans used it to collect information on their citizens (Specker, et al., 2020). It became more systematic in the 17th century and advanced by the 19th century. The 20th century saw the origin of modern surveys, while the 21st-century study is being conducted online. In research today, questionnaires can be used in various fields, including market research, social science, business, and healthcare. It can be administered both electronically and manually (Creswell, 2014). The design and administering of this instrument have advanced to ensure a better quality of data, analysis, and interpretation (Taherdoost, 2022). Therefore, while this approach may have been ancient, it has evolved to facilitate modern-day data collection and analysis with the aid of technology. Nonetheless, the effectiveness of the questionnaire on the project will depend on its reliability.

The reliability of a questionnaire depends on several factors. Researchers must assess consistency and stability when measuring the intended variables (Panday & Pandey, 2021). To achieve this end, several factors must be examined. For instance, the wording of the questions should be reviewed to ensure that there is no ambiguity and that poor language does not lead to variability in response (Creswell, 2014). The questions must be well-formatted and clearly understood. Internal consistency must be considered because the reaction may be complex to analyze (Panday & Pandey, 2021). A high alpha will indicate better internal consistency. Consideration needs to be given to item analysis and whether correlations can be easily identified.

Along with an adequate sample size and awareness of cultural and contextual factors, efforts must always be made to minimize response bias (Creswell, 2014). As such, a well-designed and validated questionnaire is more likely to be, although not entirely, reliable (Panday & Pandey, 2021). Therefore, to increase the reliability of the questionnaire, researchers should conduct pilot

testing, pretest the instrument, and analyze the data for consistency (Creswell, 2014). The reliability coefficient should also be reported when presenting the findings to ensure transparency and confidence in the data quality gathered through the questionnaire (Panday & Pandey, 2021). Nonetheless, while testing the reliability of the data, it is equally essential to validate the data.

The validation of the questionnaire is crucial in the research process to ensure that the instrument measures what it was intended to measure (Specker, et al., 2020). As such, the validation process demonstrates the validity and reliability of the device (Panday & Pandey, 2021). The researcher can validate the questionnaire in several ways. For instance, defining the construct that should be measured and ensuring it aligns with the question. Then, the existing literature will be reviewed, and similar questionnaires will be used to calculate the same construct. Conduct pilot testing by issuing a small number of questionnaires to respondents to identify any issue regarding format, wording, or comprehension (Specker, et al., 2020). If possible, obtain expert feedback, which will help validate your work and ensure its quality. Based on the input, refine the output to ensure it aligns with the intended construct. Reassess reliability by reissuing new questionnaires to a different group, conducting construct validity assessment, and criterion-related validity (Panday & Pandey, 2021). The final version can be released, and then reporting of findings can follow. It is crucial to note that the validation of the questionnaire is iterative (Panday & Pandey, 2021). Therefore, more data and feedback should be collected. Moreover, the credibility of the research findings depends heavily on the reliability and validity of the research instrument.

Interviews

The practice of conducting interviews can be traced back to centuries ago. It is a method used to gather insights, information, and knowledge orally for various purposes (Panday & Pandey, 2021). During the ancient civilizations, the Greeks and Romans employed the interview approach

to gather information from scholars, leaders, and philosophers, documenting their thoughts and experiences regarding specific constructs (Gangneux, 2019). As such, oral history has been passed down through generations in many cultures via storytelling. In the 20th century, interviews were established as a formal research method; consequently, social scientists, including anthropologists and sociologists, began using structured and semi-structured interviews to gather information (Creswell, 2014). Eventually, the interview was incorporated as an integral component of qualitative research methodologies, and scholars such as Merton, Bales, and Rogers have all made significant contributions to the theory of using interviews as a research method (Gangneux, 2019). The structured and semi-structured interview techniques have helped researchers gather more information and gain significant insights into the phenomenon.

Moreover, the use of technology such as recording has enhanced the accuracy of the interviews (Creswell, 2014). As a result, in today's societies, interviews are used to gather data in various fields, such as journalism, qualitative research, and marketing research through telephone, video, and face-to-face interviews. Nonetheless, before adapting interviewing as a research method, it is essential to test its reliability beforehand (Specker, et al., 2020).

The reliability of interviews refers to the measurement's stability and consistency across various discussions (Specker, et al., 2020). As such, many factors can impact the consistency and stability of interviews. These include the interviewer's training, which enables them to conduct an interview (Creswell, 2014). The standardization of the process, that is, whether all participants are asked the same questions (Panday & Pandey, 2021). The wording of the questions should not be ambiguous, or reliability will be reduced. Interviewer bias, honesty, and mood can also influence the information received. The response must be interpreted correctly during coding, as reliability may be compromised otherwise (Panday & Pandey, 2021). Data testing should also assess the extent

of agreement between the information collected from various interviewers (Creswell, 2014). Therefore, researchers should be cautious and take the necessary steps, as discussed, to ensure the stability, consistency, and reliability of the information collected. It is also crucial that interviews be validated.

The validity of the interview research instrument involves accurately measuring the research construct and generating valid data (Creswell, 2014). This can be achieved in several ways. For instance, the interview must clearly define the research objectives and variables (Panday & Pandey, 2021). Through existing literature, relevant questions can be adapted and developed. Additionally, ensure that the research questions align with the construct and are free from bias.

Moreover, pilot testing and expert review are critical to ensure the questions are clearly understood (Creswell, 2014). Based on the feedback, the questions can be reconstructed to make it more transparent. After that, interviews can be conducted, data analyzed, and feedback used to make adjustments. Notable, the validation process is iterative, and as such, refinements may be necessary in some cases to ensure the credibility of the findings (Panday & Pandey, 2021).

Reliability, Validity, and Pilot Testing of Questionnaire and Interview Questions

Questionnaire Questions

This mixed-methods study uses the questionnaire to investigate the following hypotheses. These are:

H1 - Leadership's generational cohort correlates with the prevalence of specific leadership styles.

H01 - Leadership's generational cohort does not correlate with the prevalence of specific leadership styles.

H2 - Different generations significantly differ in their perception and evaluation of leadership styles.

H02 - Different generations do not significantly differ in their perception and evaluation of leadership styles.

H3 - Alignment between preferred and practiced leadership styles across generations positively impacts organizational performance.

H03 - Alignment between preferred and practiced leadership styles across generations does not impact organizational performance.

Several pieces of literature were reviewed for relevance to this study. Studies conducted by Lyons & Kuron (2013), Dickson (2015), and Jones (2018) were found to be more relevant to this study. However, the study that most closely resembles this one is Dickson's 2015 "Stuck in the Middle." I contacted her to seek approval to use her questions for this study, and permission was granted. Nonetheless, while her research was focused on Generation X, this study involves leadership styles and organizational performance. Therefore, many of the questions taken from her research had to be modified to reflect the hypotheses tested in this study. After careful articulation, 25 closed-end questions were drafted to answer the three research hypotheses. The wording of the questions was carefully examined for grammar and ambiguity, as well as whether they could be clearly understood. I reviewed these questions and then had them further discussed by a local university lecturer who made a few alterations. After these amendments, I gave them to two friends

to answer. Two questions –13 and 15 – were misinterpreted and had to be reconstructed. These amendments were subsequently done, and the questionnaires were issued to two other friends. Once I was satisfied that the questions were clearly understood and validated, I submitted the questionnaire to my supervisor for review. There were some minor changes in her feedback, and once these were corrected, the document was submitted to the UREC for approval.

After receiving approval from the UREC (Appendix A (I), Page 444), the questionnaires were issued both physically and electronically via Microsoft Office Forms, with the link sent to participants from various government ministries and departments that permitted their employees to participate. Government departments that granted permission to their employees to participate were The Guyana Post Office, Transport and Harbour Department, National Insurance Scheme, Georgetown Public Hospital Corporation, Guyana Gold Board, and Public Service Ministry. Many of the other government entities were summoned but did not respond. Nonetheless, the participants who participated were very responsive. However, some questions regarding their leader, especially the participants whose leader is a Baby Boomer, seem hesitant. This caused some issues with data collection, as several key questions remained unanswered. Because it was a relatively small number, instead of 500 questionnaires, 505 questionnaires were issued. At the end of the seventh day after administering the questionnaires, approximately 20 percent were not submitted. As such, a call was made to the government departments to remind the participants to submit the questionnaires gently. Within three days after the due date, these questionnaires were submitted. The research was expected to have one-third of the participants from each generation. However, participants from the Baby Boomer group, although still in the workforce, did not give their full support; hence, the lease was not a participating group. After all questionnaires were submitted,

an Excel sheet was generated from the Microsoft Office Forms software and imported into SPSS software for analysis.

Interview

For this mixed-methods study, the interview data collection tool was used to investigate the three research questions below.

Q1 - To what extent do generational differences influence the adoption and practice of various leadership styles within organizations?

Q2 - How do employees from different generations perceive and evaluate various leadership styles?

Q3 - In what ways do diverse generational perspectives affect key aspects of organizational performance?

Several pieces of literature were reviewed for the interviewing process in this study. These studies were conducted by Lyons and Kuron (2013), Dickson (2015), and Jones (2018). Nonetheless, the study that closely resembles this study was Dickson's 2015 "Stuck in the Middle." Her permission to use the questions used for her analysis was sought and granted. However, her study focused on Generation X, examining leadership style and organizational performance. As a result, many questions had to be modified to reflect the phenomenon that this study seeks to investigate. After generating interviewing questions, 25 open questions were drafted to support the previously stated research questions. These questions were thoroughly examined for grammatical errors, poor wording, bias, and ambiguities. They were also tested for understandability. I first reviewed the questions, and then a local university lecturer made a few alterations to some of them.

These corrections were considered and used to conduct interviews with two friends. However, the interviewees' primary concerns were confidentiality and the security of the information gathered during the interview. The interviewees also cautioned that other participants may not want to be audio recorded, and if insisted upon, this could result in them being deceitful or refusing to participate. This observation turns out to be true, as employees are concerned that their employer may discover the content of the interview. However, they were assured that the information would be stored confidentially and securely. As a result, the audio recording had to be removed and replaced with note-taking only. After all amendments were made, the interview questions were validated and submitted to my supervisor for review. There were some minor changes in her feedback, and once these were corrected, the document was submitted to the UREC for approval.

After receiving approval from the UREC, the interviewing process began. It was conducted both physically and via telephone to participants from some government ministries and departments that permit their employees to participate. The following government departments granted permission to their employees to participate: The Guyana Post Office, the Transport and Harbour Department, the National Insurance Scheme, the Georgetown Public Hospital Corporation, the Guyana Gold Board, and the Public Service Ministry. Many other government entities and departments were summoned but never responded. Nonetheless, the participants were very cooperative and responsive. However, some questions regarding their leader, especially the participants whose leader is a Baby Boomer, seem hesitant. This presented some challenges in data collection, as several key questions remained unanswered. By the end of the 30th day after completing the first interview, 95% of the interviews were finished. As such, a gentle reminder was given to the participants who had not participated yet but had previously indicated that they would do so. The final five interviews were conducted within three days after the due date. Like

the questionnaires, the interview process failed to attain one-third of the Baby Boomers participants. They said they were busy, wasting time; hence, most did not participate. After the interview, the data received were transcribed and saved as an MS Word document and then imported into NVivo software for analysis.

The appropriate research instrument is crucial for collecting data in any study. The reliability and validation of these instruments are equally essential as their appropriateness. As such, in this mixed-methods study, questionnaires and interviews were employed to collect quantitative and qualitative data, respectively. The two most reliable and commonly used methods were selected, given the large sample size for questionnaires and interviews, as well as the limited time available to complete the process. Some challenges arose from getting participants to complete the questionnaires, but these were resolved once they were reminded of the task.

On the other hand, the interview process was more challenging since the time factor was crucial, and some persons were concerned about the data's security and confidentiality. Once no audio recording was done, they were happy to participate. However, the Baby Boomer cohort was reluctant to participate in this study since they felt it did not align with their principles. They think it is personal. Once the Guyanese were respected, the data collection became less challenging, and data analysis began. SPSS software will be used to analyze the quantitative data, while NVivo Software will be used to analyze the qualitative data.

Operational Definition of Variables

An operational definition of variables is crucial in quantitative and mixed-methods research studies, as it provides a clear, measurable, and specific description of how a variable will be observed, manipulated, and measured. This approach supports the conduct and consistency of a

study, ensuring that the results are reliable and valid. Therefore, the following must be satisfied to aid a clear operational definition of the variables process. Firstly, clearly define each study variable- what the study measures or manipulates. This study measures the age of public service employees and which leadership style is most favorable to them. It also investigates organizational performance by measuring job satisfaction variables such as satisfaction of performance score. Secondly, identifying the tools or instruments used to measure each variable is crucial. These may include surveys, physical devices, questionnaires, or other suitable mechanisms. Nonetheless, questionnaires and interviews were used in this study. Questionnaires were used to collect quantitative data, while interviews were employed to gather qualitative data. Thirdly, quantitative instruments should be specified, along with the unit of measurement and the scale used. This study measured leadership style by rating the leadership style, the type of leadership approach, and whether it has open-door policies. It measures organizational performance by measuring whether employees are motivated by their leaders and whether employees are satisfied with their performance scores. It also measures the effect of the generation gap on leadership by assessing the level of respect that employees have for leaders, the age of leaders, and whether leaders' age affects their ability to lead effectively. Additionally, it examines whether employees prefer stable or flexible leadership and the extent to which leaders appreciate talent management and policy updates. This study uses generation as the independent variable and leadership style as the dependent variable in one fold. On the other hand, leadership is the independent variable, and employee satisfaction is the dependent variable. The independent variable is the variable that the researcher manipulates and controls during the study, causing the effect on the dependent variable. The dependent variable is the variable that is measured or observed in response to changes in the independent variable. As such, the relationship between the dependent and independent variables

is central to research, as it enables researchers to understand the cause-and-effect relationship between the manipulated factor and the practical outcome. Fourthly, therefore, the independent and dependent variables must be clearly defined. Fifthly, validity and reliability checks should be conducted. This study conducted pilot testing on the questions, which were checked by multiple persons with PhDs and Master's degrees. They were tested for clarity and understandability before being used in the questionnaires and interviews. These tests included issuing questionnaires to ten persons and conducting five interviews, making minor changes to some verbs identified as problematic, and then issuing the revised versions. Sixthly, the time frame for the survey should be stipulated. In this study, participants who completed the questionnaires had seven days to submit them, while the interviews lasted 30 to 45 minutes over 30 days. Seventhly, conditions and context should be specified to ensure data consistency across all settings. In this study, all participants were required to be Guyanese, working in the public sector, aged between 23 and 78. Eighthly, the statistical analysis plan should be specified. In this study, the data gathered using questionnaires will be statistically analyzed using the SPSS tool. The data gathered from the interview will be qualitatively analyzed using the Nvivo analysis tool. The findings will be further used to complement or corroborate the statistical findings. Ninthly, the statistical analysis plan should be specified. In this study, after all questionnaires were submitted electronically in the MS Office Forms, an Excel sheet was extracted and imported into the SPSS software. This software is then used to statistically analyze and compute all findings derived from the data, utilizing graphs, charts, and other visual aids to display the results. In the qualitative analysis case, the transcripts were imported into Nvivo software, and then coding was done. Following this process, the analysis was conducted, and the findings were presented through various visual aids. Tenthly, ethical considerations should also be specified. In this study, all data acquired, the medium used for data

acquisition, and the process of analyzing those data complied with ethical considerations. For instance, permission was first sought from the entity to have employees participate in the survey. Employees were briefed on the study details, benefits, expectations, and risks before being asked to provide their consent. The data analysis will also be bias-free, as the tools used will be evaluated based on the data received. These tools were also aimed to ensure transparency, consistency, accuracy, and bias-freeness. Therefore, ethical consideration is paramount at all steps. Lastly, detailed documentation of operational definitions for each variable should be identified to ensure transparency, replication, and future reference. This study has four main variables: generation, leadership, organizational performance, and job satisfaction. A generation is identified to a defined period, such as twenty years. Thus, a generation cohort relates to people born within a specified time (Dickson, 2015) who have experienced the same events (Murphy, Gibson, & Greenwood, 2010). Therefore, generation refers to groups of individuals raised in the same period (Dickson, 2015) and whose experiences are akin to the social and historical environments of the time (Murphy et al., 2010, as cited in Dwyer & Azevedo, 2016). Leadership refers to guiding an organization from its current position to the leader's desired outcome (Dess, McNamara, & Eisner, 2018). Furthermore, the relationship between a leader and their followers (Schinzel U. , 2019) in a specified setting (Maccoby & Cortina, 2017) also describes leadership. Moreover, Schinzel (2019) argued that leadership is not a quality that can be delegated (Schinzel U. , 2019); hence, the leadership quality exercise by leaders must be communicated clearly for it to be effective. Furthermore, leadership styles refer to the behavioral approach leaders take to influence, direct, and motivate their followers (Goleman, 2000). This technique enables leaders to plan and implement effective strategies to achieve their objectives. Northouse (2016) describes various leadership styles; however, this study focuses specifically on transactional and transformational

leadership styles. Transactional leadership refers to managing and supervising an organization's followers within established rules and policies (Ken, 2015). A responsible leadership style emphasizes ethical values and sustainable decision-making (Schinzel U. , 2019). This approach utilizes power to influence and create positive change by upholding standards and ethics while considering the interests of all stakeholders (Marques, Reis, & Gomes, 2018). A responsible leader considers the implications of their decisions on employees, stakeholders, customers, shareholders, and the broader community (Schinzel U. , 2019). Organizational performance involves transforming organizational input into output while aligning all variables and parameters with corporate systems and structures to achieve organizational objectives (Hurduzeu, 2015). Job satisfaction refers to employees' emotional approach to fulfilling their work duties (Coetzee & Stoltz, 2015). Thus, employees' feelings of norms and values depend significantly on their upbringing (Bitsani, 2013). As such, the operational definitions should be clear and precise, allowing anyone to replicate the study using the same process. Moreover, these definitions should align with the research questions and hypotheses and support the overall rigor of the study.

For the quantitative analysis of the study, the following operational variables are used: independent variable, predictor, dependent variable, criterion, and mediator. The independent variables are the various generations, ages, and leadership styles. The dependent variables are leadership and job satisfaction. The predictor variable is interchangeable with the independent variable and is used to predict the value of the dependent variable. For instance, in regression analysis, predictors are the variables used to indicate the criterion variable. The criterion variable is synonymous with the dependent variable; thus, it represents the variable explained in the statistical model. Lastly, the mediator is a variable that illustrates how an independent variable

affects a dependent variable. It aids in the understanding of the underlying mechanism of the observed effects.

Operational Definition of Variables

Generation Gap: In this study, the term "generation gap" refers to the observed distinctions in experiences, values, and attitudes within various workforce age cohorts. To operationalize this variable, participants must be divided into three generational groups: Millennials (born 1981-1996), Baby Boomers (born 1945-1964), and Generation X (born 1965-1980), depending on their year of birth. This divide enables the systematic examination of how different historical and sociocultural circumstances influence people's perceptions of organizational dynamics and leadership methods.

Leadership Style

Based on participants' subjective evaluations of leadership in their organization, the variable "leadership style" is operationally defined. On a three-point rating system, participants assign their organizational leadership an "Average," "Poor," or "Strong" rating. This subjective assessment sheds light on their opinions on the influence and efficacy of leadership in a particular organizational setting.

Open-Door Policy

The ability of organizational leaders to communicate with their subordinates is the operational definition of the "open-door policy" variable. Participants are asked to respond with a binary choice of "Yes" or "No" to whether their organization has an open-door policy. This duality

enables the straightforward evaluation of the organizational culture's transparency and the perceived approachability of the leadership.

Historical Events

By recording participants' experiences and impressions of particular historical events, the variable "historical events" is operationalized to assess the impact of historical events on participants. Participants are asked to recollect and rank how incidents such as mass shootings, political upheavals, and economic downturns affected their jobs and personal values. The operationalization process involves measuring the frequency with which each event is mentioned and examining the emerging patterns that emerge.

Upbringing

Based on participant accounts of their early experiences, the term "upbringing" is operationalized. Participants' stories about their upbringing include family dynamics, financial circumstances, and cultural influences. Through qualitative coding of these narratives to identify recurring themes, the operationalization process facilitates a more nuanced understanding of how early experiences shape people's opinions.

Leadership Motivational Aspects

Information about participants' perceptions of how their leaders motivate them is necessary to operationalize the variable "motivational features of leadership." By describing the precise strategies their leaders use to inspire them, participants provide qualitative data that is then sorted and examined for recurring patterns. Operationalization enables an examination of the various methods leaders use to motivate and inspire their teams. A methodical examination of the

connections between generational dynamics, leadership philosophies, and organizational experiences in the context of Guyana's public sector is facilitated by these operational concepts, which provide a clear framework for the ensuing data gathering and analysis.

Construct/Variable 1. Description/Operational Definition.

Generation Gap

The Generation Gap variable refers to segmenting participants into separate generational cohorts based on their birth years. This category variable is nominal because it categorizes people into groups (Baby Boomers, Generation X, and Millennials). The operationalization of this variable is based on the participants' self-reported birth years, which are then used to assign them to various generations.

Level of Measurement

Nominal - The variable categorizes individuals into non-numerical groupings (generations).

Variability

The variable will change depending on the participants' birth years, spanning the ranges defined for each generation (e.g., Baby Boomers: 1945-1964, Generation X: 1965-1980, Millennials: 1981-1996).

Data Sources

Survey responses are used to determine participants' birth years. The analysis's specific scores are the birth years, classified into preset generational groups.

Construct/Variable 2.

Leadership Style

The Leadership Style variable examines participants' subjective judgments of their organizational leadership. This ordinal variable is rated from 1 to 3, with 1 indicating "Poor," 2 indicating "Average," and 3 indicating "Strong." Participants provide these evaluations based on their view of the efficacy of leadership within their organization.

Level of Measurement

Ordinal - The variable indicates ordered categories that have meaningful rank order.

Variability

The variable will change depending on participants' subjective assessments, ranging from "Poor" to "Strong" leadership.

Data Sources

Survey replies include participants' evaluations on the supplied scale. The analysis' particular scores are the ordinal values provided by participants to show their perception of leadership style.

Construct/Variable 3.**Open-Door Policy**

The variable Open-Door Policy reflects the organization's approach to employee communication and participation in decision-making processes. This nominal dichotomous variable divides organizations into those with and without an open-door policy. Participants are asked to indicate whether their organization promotes an open-door policy using a binary response (Yes/No).

Level of Measurement

Nominal - This variable acts at the category level, identifying organizations based on the presence or absence of an open-door policy.

Variability

Variability arises from the binary nature of replies, distinguishing between organizations with and without an open-door policy.

Data Sources

The significant data source for this variable is survey responses. The participants' binary replies (Yes/No) are utilized in the subsequent study to determine the prevalence.

According to the data, Baby Boomers, like other generations, were significantly influenced by historical events, and these experiences might contribute to their views on leadership and work. As such, the consistent percentages across personal values and work impact indicate a coherence in the factors that affect Baby Boomers personally and professionally.

Study Procedures and Ethical Assurances

The University Research Ethics Committee (UREC) approved this research for data collection on August 29, 2023. This study employed a mixed-methods approach, utilizing both qualitative and quantitative methods for data collection and analysis. It utilized questionnaires for quantitative data collection, while interviews were used for qualitative data collection. The sample sizes for quantitative and qualitative data collection were 500 and 100, respectively. It is worth noting that the calculated sample size was 384, but the study utilized 500 questionnaires to gain a more comprehensive understanding of the phenomenon. Similarly, the point of saturation was achieved at approximately the 75th interview. Still, the study conducted 100 interviews to gather sufficient data to corroborate and substantiate the data collected by the questionnaires.

Since this study concerns the public sector, the government ministries, departments, and entities are the offices where eligible participants will be located. As such, many government ministries, departments, and entities were contacted. Meetings were held with the heads of these ministries, the Permanent Secretaries, and leaders of other government departments and entities to discuss the research, its objectives, and its benefits. Additionally, the scope, timing, and modalities of the questionnaires and interviews were finalized during that meeting. Once the ministries have made contact, consideration will be given to a meeting with staff members to select eligible participants for the survey. Pre-qualified questionnaires were issued to some participants, while pre-qualified questions were asked of others. Once the qualified participants were identified, they were provided with the online questionnaire link and asked to complete it within seven days. Participants who did not have access to the online platform or were not tech-savvy were issued blank questionnaires to complete and return within seven days. Arrangements were made to have the physical questionnaires left with the secretary after completion. They were uplifted on the

eighth day. The questionnaires were administered online and in person for those who did not have access to the online platform. Approximately 90% of the questionnaires were completed online, and 10% were completed in person. The research team entered the completed physical data into the database for smooth analysis and processing. The Microsoft Office Form platform was utilized to facilitate the online questionnaires. This platform allows participants to complete this survey without fear of their identity being revealed or disclosed. Since there was no timeout lock, it allowed them the freedom to take their time. Once they click 'submit,' the entry will be saved in the database. This database also stored all participants anonymously; thus, no questionnaire could be identified with any participant.

On the other hand, individuals interested in participating in the interviews were asked to contact the researcher separately to schedule a time for the interview. They were sensitized about the content of the interviews, the type of questions that would be asked, their role, and the purpose of the survey. They were told their information and identity would be confidential and only be known to the researcher and the university. They were also told that they would have been recorded. This posed many challenges to the researcher, as the participants were very uncomfortable with these conditions, resulting in their reluctance to participate.

Nonetheless, they would have participated if there had been no recording and their names had not been recorded. As such, these conditions were met, and the researcher noted the answers for each interview, numbering them sequentially from one to one hundred. The participants were reminded that all information shared would be stored confidentially, and they were assured that they had been assigned numbers, which meant that even the researcher would not be able to identify any participant by the number once all data were aggregated. It should be noted that all

electronic data are safely stored in a cabinet alongside the physical documents, including questionnaires and interview notes.

This research examines the impact of the generational gap on leadership and organizational performance. As such, the participants fear speaking out about their leader's age, decisions, and how their choices and actions affect them personally and their organizational performance. Not having participants freely participate and provide accurate answers to the survey and interviews can skew the study, leading to inaccurate findings and, hence, fallacious conclusions. To avoid these challenges, the online questionnaire platform has given them that freedom. At the same time, the decision to omit recording and participants' names from the interviews has concealed the identities of the participants.

Furthermore, conducting interviews outside the building placed the participants in a stress-free and comfortable environment, allowing them to answer freely. Nonetheless, they were assured that their leader would not be able to see any of the answers they provided, even if he requested it, since the University and the Ethics Board do not permit it. Such action will breach confidentiality and ethics, which is against the rules. Therefore, the only risk involved is that the data could be destroyed by fire or if there is a high flood since I reside in a one-flat house; however, there is zero risk of it being exposed to the public. They are also assured that even if it is made public, it cannot be used to identify the participant since no names or entities were recorded. The researcher took these precautions to protect and conceal the participants' confidence and integrity. The steps taken to conduct the interview and issue the questionnaires are now described.

The following steps were taken when conducting the interviews. Once the ministries and departments were identified, the first step was to contact the head secretary, detail the study to her, and notify her that permission was being sought from her leader to have her department or ministry

participate in the study. Secondly, a Gatekeeper letter was sent via email and mail to the government ministries. Thirdly, once permission is granted, a meeting is scheduled with the ministry's leader or a person designated by the leader to discuss the study and all its modalities. Fourthly, an appointment is expected to discuss the survey with employees, covering its purpose, objectives, benefits, participants' expectations, confidentiality, anonymity, venue, and timing, as well as addressing any other concerns. Fifthly, a pre-qualified questionnaire is issued to identify eligible participants. When these were finalized, it was expected that 100 interviews would be conducted within 30 days, each taking approximately 30 to 45 minutes. Sixthly, a small area was designated outside the government building with two desks and chairs for the interview. The interviewer had a laptop to note the response to each question asked and answered by the interviewee. Seventhly, the interviewer identifies herself at the beginning of the interview and provides a brief overview of the study, including its purpose and scope. Eighthly, participants are assured that all information provided is confidential and will only be known to the interviewer and the University. They are free to withdraw from the interview at any time. At that stage, they are informed that any previously supplied information will be destroyed. Ninthly, the interview is conducted, and the interviewer takes notes of the entire process. Once the interviewer is done, the tenth step is to close the discussion by reviewing the answers with the participants and thank them for their time, patience, and participation in the survey. The eleventh step is to import the data into Nvivo software for coding and analysis. A similar process is initially applied to filling out the questionnaires.

The following steps were taken to collect quantitative data. Once the ministries and departments were identified, the first step was to contact the head secretary, detail the study to her, and notify her that permission was being sought from her leader to have her department or ministry

participate in the study. Secondly, a Gatekeeper letter was sent via email and mail to the ministry. Thirdly, once permission is granted, a meeting is scheduled with the leader of that ministry or a person designated by the leader to discuss the study and all its details. Fourthly, an appointment is expected to discuss the survey with employees, covering its purpose, objectives, benefits, participants' expectations, confidentiality, anonymity, and timing, as well as addressing any other concerns. Fifthly, a pre-qualified questionnaire is issued to identify eligible participants. When these were finalized, it was expected that 500 questionnaires be issued and submitted within seven days. Sixthly, the Microsoft Form link <https://forms.office.com/r/W9t86FUnNP> was provided to eligible participants, allowing them to access the online platform. At the same time, physical questionnaires were distributed to participants who requested them. Seventhly, the secretary retrieved these questionnaires on the eighth day after they were given. Ninthly, the researcher imputed manual questionnaires in the electronic database. Tenthly, after all questionnaires are retrieved, an Excel sheet is extracted and imported into SPSS for analysis.

Data processing is also stored confidentially and is accessible only to the researcher. Ethics and confidentiality remain paramount throughout the sampling, data collection, and analysis.

Ethical Assurances

Ethical issues in research studies are critical considerations that ensure research is responsibly conducted regarding participants and the wider community. These moral issues include informed consent, privacy and confidentiality, harm and risk, deception, fair treatment, using vulnerable populations, conflict of interest, reporting results, animal welfare, and cultural sensitivity. Informed consent refers to obtaining permission from the researcher and ensuring that the participants understand the purpose, procedures, and potential risks before giving consent. In

this study, participants who received physical questionnaires were required to provide consent, while online participants completed their consent forms online. Additionally, it is the researcher's responsibility to protect the participants' privacy, prevent harm and stigmatization, and maintain the confidentiality of the data collected. In this regard, all data collected is safely and securely stored and is only accessible by myself. Also, all interviews were conducted privately to maintain confidentiality. As such, participants were exposed to no physical or psychological risks.

Regarding the deception of participants, they were informed about the study, its details, expectations, outcomes, and their roles. They were also told about the risks involved. The risk caused them to request that no recording and names be used. All participants were treated fairly, without bias or discrimination, and were informed that they were free to withdraw their participation at any time without reprimand. Notably, this study excluded children and individuals with any form of incapacitation, and therefore, it was not affected by vulnerable populations.

Notably, the report on the findings of this study is unbiased and free from any bias. It reflects the findings' results. Regarding conflict of interest, I must declare that I belong to the Generation X cohort. However, the findings and results will reflect the data and analysis gathered in this study and substantiated by relevant literature; hence, my cohort will not be skewed. Finally, the researcher must respect participants' cultural differences. In this study, the cultural differences among the different generation cohorts were investigated, and hence, they were appreciated. As such, ethical principles in research are critical to ensure its integrity and to protect the rights, confidentiality, and well-being of all participants. Ethical review boards such as the UREC help researchers navigate ethical issues successfully.

Research involving human subjects requires strict adherence to ethical standards and principles to ensure the well-being, dignity, rights, and confidentiality of participants. As such,

ethical considerations involving human beings are guided by recognized frameworks and principles such as UREC. Nonetheless, the specific ethical standards to be followed will depend on the nature of the research. One of the most common ethical standards that most studies adhere to is Informed Consent, which is obtained from the participants before they participate and after they have been briefed about the study's purpose, procedures, risks, benefits, and rights. They are also told to withdraw during the survey without penalty. Researchers must provide participants with comprehensive information about the study, including the procedures, purposes, rights, risks, and benefits. Researchers are also responsible for ensuring that the research is conducted in a manner that benefits both society and the participants. As such, the researcher should take steps to provide protection and minimize risks for the participants. The researcher has the responsibility to ensure that no mental or physical harm is caused to participants as a result of the study. The researcher should continue to monitor participants and take action in the event of any damage. Researchers should also consider the long-term effects that their study will have on participants and society, as ethical responsibilities often extend beyond the study's conclusions.

Additionally, the participants' privacy and personal data should be kept confidential using anonymization and data security processes to protect them. Importantly, participants' selection should be treated fairly without discrimination, including factors such as gender, age, race, and other demographic characteristics. For participants with special needs, such as children, additional protection should be provided. The Ethics Committee can provide this guidance and further information for review and approval before undertaking any research project. This is why a project proposal is required at the beginning of the project so that it can be reviewed and approved before the research commences. Some research uses deception in research. However, it should be justified and minimized, and a debriefing should follow after the study to sensitize participants about the

reasons for the deception. All researchers have an ethical obligation to report their findings honestly and accurately. This includes both positive and negative results, as selective reporting can lead to biased conclusions. Thus, given the various ethical principles that researchers should consider during a research project, especially when human participants are involved, they should review these principles when necessary and ensure transparency and integrity throughout the project. This is because violating ethical standards can lead to serious consequences, including harm to participants and society, inaccurate recommendations, damage to the researcher's reputation, and potential legal implications. The study issued informed consent forms to all participants who submitted data manually and electronically. All the information, including both questionnaires and interviews, was anonymous, as no names, addresses, or telephone numbers were required. All information is stored both electronically and in backup files, and it is kept in a secure location. Questionnaires were primarily completed electronically, and interviews were conducted without recording or taking notes on names. These measures were taken to protect participants' privacy and identity.

Furthermore, this study aims to understand the impact of the generation gap on leadership, an area of concern that extends beyond the functionalities of organizations to encompass the broader society. Therefore, the benefits that this study may generate can guide participants and society. Nonetheless, to the best of my knowledge, I do not foresee any harm, stigma, or threat affecting participants or society. However, following ethical standards, this area will continue to be monitored throughout and after this study. In addressing the standard of bias and discrimination, this study utilized participants of all genders and races between the ages of 23 and 78. However, with regards to special needs participants, no children were allowed to participate since they were below the age being tested, and no other special needs people were utilized since time and

resources were limited, which will cost the research more to gather information from them and to provide protection for them now and after the conclusion. In this study, the UREC reviewed the project before it commenced and gave approval. Some areas were highlighted and resend to be modified. This was completed and resent to UREC, as ethical standards should always be followed. Participants were in no way deceived regarding their participation in this study and, hence, were unaffected by the deception standard.

Furthermore, this study will report all findings accurately and honestly, as biased conclusions would be of no use and would render recommendations based on those conclusions invalid. This will not only suggest non-adherence to ethical standards but also affect society and all those who act on its recommendations. This study aimed to uphold honesty, transparency, and integrity throughout its conduct.

The UREC of Unicaf University has formally approved this study, as it is a student research paper. The process involves submitting an online form, a consent form, a gatekeeper letter, a questionnaire, interview questions, a debriefing, a pre-qualified questionnaire, and a project presentation. The UREC thoroughly scrutinized and identified areas that needed attention to meet the ethical standards. These were completed and submitted to the UREC, where permission was granted on August 29, 2023 (Appendices AII, Page 108).

As the researcher in this study, my ethical responsibility is to ensure that participants understand the purpose, procedures, aims, benefits, and risks of the study during the debriefing process before they decide to participate. A consent form will substantiate their decision to participate. The eligibility of the participants was determined using a pre-qualified questionnaire. Once they had satisfied all the criteria, they were issued with the informed consent form followed by the questionnaire. I assure participants that their information will remain anonymous,

confidential, and securely stored. They were told that since it is a school project, the data will only be accessible to the university upon request. However, even in this case, the data provided cannot be traced back to the individual participant. This is because all the questionnaires were entered online, the interviews were taken, and no audio or video recordings were made. Also, no names were required. All the precautions were taken to ensure the participants were comfortable and free to give information. I confirmed that the interviewees were securely located for the interview and that their requests were granted before I proceeded with the interview. There was no way participants were led into deception, as this survey did not require any deception. Participants, however, were very skeptical about providing information about their leader, as they believed the leader would be upset and retaliate against them if the information were shared with him.

Nonetheless, they were more open once assured that this risk was less likely to occur and that the interviewing venue was convenient, comfortable, and secure. In addressing any biases I may have introduced during the data collection, analysis, and interpretation of the findings, I believe that the investigation and results accurately reflect the data collected, and there is no risk of bias involved. The reporting will also reflect the answers to the research questions and the testing of hypotheses, regardless of whether the results are adverse or favorable.

Data Collection and Analysis

Qualitative Analysis (Using NVivo)

To ensure the depth and complexity of the data, a thorough method utilizing NVivo is employed in the qualitative data collection process. The first phase strategically selects participants through purposive sampling, aligning with the research objectives. The primary data-gathering approach is semi-structured interviews, which enable participants to describe their observations

and opinions in a narrative format. These interviews are conducted in person, creating a setting conducive to open communication. The transcripts of the data acquired during these interviews are then imported into NVivo, a qualitative data analysis software.

The coding procedure takes center stage after data collection has been completed. NVivo utilizes coding to facilitate the systematic organization and categorization of data, enabling the identification of common themes and trends. Initial coding entails labeling data segments and capturing significant concepts and ideas. Codes are refined and sorted into more extensive categories iteratively, forming substantial patterns within the dataset. This recurrent coding procedure is crucial for gaining a comprehensive understanding of the qualitative data and ensuring that no critical insights are overlooked.

Efforts are also being made to improve the validity and reliability of the qualitative findings through triangulation. Triangulation involves cross-referencing and contrasting data from multiple sources or methodologies to confirm and validate conclusions. Triangulation is performed in this context by comparing interview insights with further qualitative data sources, such as organizational documents or archival materials. This methodological technique enhances the credibility of qualitative analysis by providing a more comprehensive and nuanced perspective on the study topic. Triangulation also protects against potential biases and enhances the validity of the qualitative findings, thereby adding to the overall rigor of the mixed-methods investigation.

Data Gathering

Our data-gathering technique has been rigorously planned to align with the study objectives and hypotheses, ensuring that the information acquired provides a comprehensive understanding of the implications of the generation gap on leadership and organizational performance in the

Guyanese context. Structured questionnaires will capture quantitative data, including numerical responses on Likert scales and category data. Simultaneously, qualitative data will be collected through in-depth interviews, allowing respondents to provide rich narratives about their experiences. Structured questionnaires will be disseminated electronically, enabling more effective and timely data collection. In-person interviews, however, will allow a more in-depth examination of participants' viewpoints. Triangulation will improve overall validity and reliability by cross-referencing findings from both data sources.

Software and Coding

When quantitative data are collected, they are coded and processed into statistical analysis software, such as SPSS. For the sake of simplicity in analysis, the Likert scale responses will be quantitatively coded. A theme coding strategy will be used for qualitative data. Using qualitative analysis tools such as NVivo, transcripts will be coded for repeating themes, providing a methodical examination of patterns and insights. All responses are based on the responses received from 500 questionnaires completed by 500 participants in the research on 'The Effect of Generation Gap on Leadership and Organizational Performance: The Guyana Case.'

Question 1 presents three sets of year ranges corresponding to the year ranges of the three generations being tested. That is Baby Boomers (1945-1964), Generation X (1965-1980, and Generation Y (1981-2000). Although the initial plan proposed for this study was to have an equal number of participants from each group, it was not sustained, as many of the older persons did not want to participate in the survey. As a result, the participants were 21% Baby Boomers, 41% Generation X, and 38% Millennials. Therefore, the number of Baby Boomers participants

decreased by 12% (64), while the number of Generation X participants increased by 8% (41), and the number of Millennials participants increased by 5% (24).

Question 2 presents data on the gender of the participants. There were four categories, namely male, female, and other, and I prefer not to mention them. The data collected for these categories were as follows: Male, 215; Female, 263; Other, 17; and Prefer not to Mention, 5. This data revealed that 43% of males and 52.6% of males participated. 4.4% of participants came from the other two categories. This data also showed that 9.6% more females than males participated in the survey.

Question 3 addresses participants' nationality. This was critical because only Guyanese were allowed to participate in the study. Therefore, 100% of the Guyanese participants were eligible to participate in this regard.

Question 4 addresses the length of time participants were employed in the public sector. This was important because it helped the researcher to understand whether the participant had been in employment long enough to make a fair assessment or form an unbiased opinion of the working environment. This question generally asks for the period in the public sector, not a particular organization. The participant may have worked at three different government entities within the past 15 years. The participants were given three options: Less than 5 Years, 6 to 10 Years, and Over 10 Years. The responses were as follows: Less than 5 Years, 22%; 6 to 10 Years, 25%; and over 10 Years, 53%. This means that 21% of Baby Boomers and 32% of 41% of Generation X have been in the public sector for over ten years. This could mean that 9% of Generation X were employed out of the public sector before or were studying and have now entered the industry.

Question 5 addresses the participants' current role or level of employment within the sector. This question was necessary to understand the views shared by participants at various levels

of the organization. As such, the three options given to participants were "Below Supervisory," "Supervisory," and "Managerial and Above." The data collected revealed that 40% of participants were below supervisory, 42% were supervisory, and 18% were managerial and above. This could mean that 18% of managers and above-level managers might have been from the Baby Boomers generation, which can explain their presence in the sector for over ten years. The data suggest that most Generation X individuals hold supervisory positions, while Millennials tend to hold lower positions. The millennials would have entered the workforce later than the other two generations.

Question 6 inquired about the length of time participants had been in their current role. This question attempts to understand the rate of upward mobility for employees. Participants had three categories to choose from. These were less than five years, between 5 and 10 years, and over ten years. The responses were less than five years, 48%; between 5 and 10 years, 29%; and over ten years, 23%.

The data collected from Questions 7 to 11 aim to answer Hypothesis One, as stated below.

- H1 - There is a strong correlation between the generation gap and Leadership Style.

Question 7 asked participants to rate leadership at their organization. This question was necessary to understand how each generation perceived their organizational leadership. Participants were given three grading categories: Poor, Average, and Strong. The responses were categorized as Poor (24%), Average (52%), and Strong (24%). While the Poor and Strong categories received equal ratings, the Average category scored 52%, 4% higher than the aggregate of the Poor and Strong categories.

Nonetheless, if a quarter of the sector's leadership is strong, it is insufficient to conclude that its leadership is exemplary. However, if a quarter of the sector's leadership is poor, it is

sufficient to condemn the sector's leadership. The grading average for leadership at 52% in a developing country's public sector is commendable; nonetheless, given the country's gains due to oil wealth, leadership rating in the public sector may be debatable.

Question 8 was a follow-up from Question 7 as it asked which leadership approach exhibited by participants' organizational leaders might have prompted their choice of leadership rating. This question is vital to ascertain what quality in the leader might have led to the participant's rating choice. The participants had three options: the Mediocre Approach, the Reactive Approach, and the Proactive Approach. Mediocre approach scored 29%, Reactive Approach scored 25%, and Proactive Approach scored 46%. Therefore, while 24% of the participants rated their leader poor, more than 24% agreed that their leader's approach to leadership was mediocre. Also, although 52% of the participants indicated that their leadership is Average, 25% agreed that their leader has a reactive approach. This suggests that while 24% of the participants rated their Leadership as Strong, 46% specified that their leader takes a proactive approach. Therefore, although 46% of the participants believe that their leader takes a proactive approach, almost 50% of that amount rated their leaders as Average in leadership.

Question 9 addresses the Generation to which the leaders belong. This is critical to this study, as it aims to ascertain whether generations determine leaders' behavioral traits. Participants were given their choices using each generation's age range. Baby Boomers (1945-1964), Generation X (1965-1980), and Millennials (1981-2000). Baby Boomers scored 37%, Generation X scored 43%, and Millennials scored 20%. This means that out of 500 leaders working in the public sector, 37% are currently between the ages of 59 and 78, 43% are between the ages of 43 and 58, and 20% are between the ages of 23 and 42.

Question 10 addresses the open-door policy, where employees are free to walk into any manager's office and address their concerns. Most leaders have adopted this practice in recent times. This question is essential as it helps to identify the leadership traits exhibited by organizational leaders that might trigger the participants' perspectives. It was a straightforward question, with only two options: Yes and No. Sixty-five percent of the participants indicated that their organizations had open-door policies, while 35% indicated No. Cross-checking this information with Question 8 suggests that the combination of Generation X and Millennials (63%) is close to the 65% of open-door policies, and the Baby Boomers (37%) is close to the 35% with no open-door policy. Based on previous studies, the 2% difference may be associated with leaders born early in Generation X between 1965 and 1970. This group might have been more akin to the existing leadership approach.

Like Question 10, Question 11 addresses whether leaders encourage employee contributions in decision-making, a practice that has been prevalent in this century and is most commonly found in modern leadership approaches. It was a straightforward question that required participants to answer 'Yes' or 'No.' Of the participants, 63% indicated Yes, while 37% indicated No. Similar to the open-door policy, where 65% answered yes, 63% also allowed employees to contribute to the decision-making process. While 35% of leaders do not have an open-door policy, 37% do not allow employees to contribute to decision-making. Again, leaders born in early Generation X might have been responsible for the 2% variance in leaders' approach.

Question 12 asks the participants if they think that their leader is motivational. The essence of this question is to determine whether participants feel connected to their leaders and whether they are motivated by them. They were given two choices: "Yes" and "No." 53% responded positively, while 47% were negative. Several factors can trigger these results, including the rules

of reward or punishment for services performed under transactional leadership, as well as cultural differences among the various generations of participants and leaders.

Question 13 addresses the concern of whether participants were satisfied with how they were being asked to execute their tasks. This question was vital to understanding whether the working environment is tense or conducive to working comfortably and whether functions are communicated respectfully and carefully to participants. It helps one gain insight into the environment. Participants were given two options, "Yes" and "No," to which 51% voted "Yes" and 49% voted "No."

Question 14 asked whether participants were happy with their performance scores. This question aims to gauge participants' satisfaction or dissatisfaction with their performance scores. This score is awarded annually following an annual assessment of employee performance. Participants were given two choices, "Yes" and "No," and 57% responded "Yes," while 43% answered "No." Although more participants were satisfied with their performance scores, almost half of the total participants were dissatisfied; therefore, it is indeed an area of concern.

Question 15 is a follow-up to Question 14, which asked whether the participants' leadership approach influenced their responses to Question 14 and their performance. This question is crucial in determining whether the leadership approach impacts employees' performance scores. If they are happy with their leaders' policies, their performance will be satisfactory, and they will be rewarded with a high performance score. However, dissatisfied employees will perform poorly if the leadership approach is weak, as reflected in their performance scores. This question provided participants with two options: Yes and No, with 84% responding "Yes" and 16% indicating "No." This revelation is fascinating as it provides a decisive view of how leaders' approach affects employees' performance scores.

Question 16 asked participants whether they think their skill set are correctly utilized to execute their daily tasks. This question is crucial to determining whether employees' skills are being used effectively and whether they are assigned to positions where the organization can leverage their skills. They were given two choices, "Yes" and "No," with 51% indicating "Yes" and 49% indicating "No." In an organization where employees are placed in positions that do not utilize their skills, the organization may lose the benefit; employees' skills will be underutilized, creating organizational stress for both the employee and the employer.

Question 17 is a follow-up to question 16, which asked whether participants would have performed better if their skill sets had been utilized correctly. This question is essential for ascertaining employees' feelings about performing a task that does not match their skill set. As such, their feelings will be transferred and reflected in their behavior and attitude towards their job, their performance, and the overall organizational performance. This question provided participants with two choices: Yes and No, to which 60% responded "Yes" and 40% answered "No." This statistic revealed that employees' performance depends on whether their skills are utilized correctly.

Nonetheless, 200 of the 500 participants indicated that their performance is not dependent on whether their skills are utilized. One reason for this view may be addressed by Question 5, which states that 40% of the participants are at the supervisor level or below. At this level, most employees are directed to perform their tasks; therefore, the need for critical decision-making and initiative may be minimal.

Question 18 asks participants whether they believe their organizational operating procedures need upgrading. When evaluating organizational performance, it is essential to assess employees' performance holistically but also to examine what the undertaking is being tested

against. In this case, the operating procedure is in effect. It is reasonable to understand that with rapid changes, operating procedures are updated to ensure that operations are regularly checked. Additionally, all resources, including machinery, technology, and human capital, should be aligned and integrated to maximize efficiency. This question provided participants with two choices: "Yes" and "No," with 81% selecting "Yes" and 19% selecting "No." This statistic revealed that 81% of employees agreed that their operating procedure needs upgrading to capture and maximize the organizational rate.

Question 19 addresses turnover. Most dissatisfied employees leave their jobs if the working conditions are hostile, the policies do not align with their output, and there are issues with leadership and benefits. Hence, this question asked participants whether they would leave their jobs in the next five years. They were given the choices "Yes" and "No," with 54% answering "Yes" and 46% answering "No." Over half of the participants indicated that they intended to leave within 5 years. This can negatively impact organizations, as more resources must be allocated for recruitment.

Question 20 addresses the degree of respect employees have for their leader. This question is critical to this study, as the answer to it addresses the fundamental concept underlying the analysis. Respect for leaders sets the premise for the inspiration and motivation of followers. As such, the absence of these qualities in leadership will disintegrate the workforce, failing within the system. In answering this question, participants were given the choices of Strong, Average, and Below Average. These choices were intended to capture employees' respect for their leader in Guyana's public sector. Out of a sample of 500, 32% Strongly respect their leaders, 50% respect their leaders on Average, and 18% indicate Below Average. This mixed perception of responses can result from many reasons.

It is worth noting that the government of Guyana establishes policies and regulations. Nonetheless, the application of these rules is carried out by various governmental ministries and entities. Therefore, 32% of the participants' direct leadership is enormously appreciated. On average, 50% of the participants indicated that they respect their leaders. This may have suggested that they do what they are asked to, and there are no complaints from either the employee or the employer. This may be considered good or dangerous. If it is good, it means that everyone does what they ought to, and there are no issues or concerns.

Nonetheless, it can be dangerous because when issues arise and concerns are raised, no alarm is sounded, and no one is left unaddressed. Ninety-one participants indicated that their respect for the leader is below average. This means that 546 employees out of a population of 30,000 do not respect their leaders in the public sector. This revelation can be particularly dangerous, especially if these employees hold key positions.

Question 21 is a follow-up to question 20. This question asked whether the leader's age influences the respect for leadership. This question is critical to ascertain whether leaders' decisions, attitudes, behavior and how they execute their functions are influenced by their age. The answers to this question help the researcher form a critical option for this study. Participants were given two choices, "Yes" and "No," with 68% indicating "Yes" and 32% indicating "No." As such, almost 70% of public servants believe that the leader's age determines the level of respect they receive. Nonetheless, 32% do not agree that the leader's age does not affect the level of care given to him. Again, it depends on the level of employment the participants hold.

Question 22 also relates to the previous two questions, which ask if participants believe that the age of a leader impacts their decision-making. This question is vital to this study since the Generational Gap is being tested, and so is leadership. It is crucial to determine whether people's

age impacts their decision-making process or cognitive abilities. It links the previous two questions because if leaders do not make good decisions, it will affect their level of respect. In this case, most participants believe age affects the group of respect leaders get. In answering whether age affects a leader's decision-making ability, participants were given two options: "Yes" and "No." Four hundred two participants indicated "Yes," while 98 indicated "No." This 80% positive answer suggests that the age of leaders may play a crucial role in influencing their decision-making and level of respect. Nonetheless, 20% of the participants disagree that the leader's age affects their decision-making process.

Question 23, like the previous three questions, also addresses the leader's age. It asked whether the leader's age makes a difference in his leadership approach. This question is essential since it addresses the issue of age and leadership approach. There are various leadership approaches and styles, including participatory, top-down, transactional, transformational, authentic, servant, and responsible, among others. Several factors, including resources and culture, influence the choice of technique and style. In this case, the study aimed to determine if age is also a factor. As such, this question asked whether the leader's age affects his leadership approach. They were given two choices, "Yes" and "No," and 82% replied "Yes," while 18% said "No." Therefore, 24,600 persons out of the sample size of 30,000 believe that leaders' age influences their leadership attitude. Nonetheless, 18% disagree with this claim.

Question 24 addresses the quality of leadership employees prefer. This question was designed to gain an understanding from participants as to whether they choose leaders who are stringent and rule-bound or want some degree of flexibility. Depending on the leadership approach, employees may enjoy different qualities. Some studies believe that leaders' age determines their leadership qualities (Dickson, 2015; Jones, 2018). This question presents

participants with two choices of leadership qualities: flexible and stable. These choices were strategically placed to ascertain which generation the participants might have belonged to. According to the data, 73% of the participants prefer flexibility, while 27% prefer stable leadership quality. According to the Data in Question 1, 79% of the participants are from Generation X and the Millennials (the younger generation), and 21% are Baby Boomers (the older generation). The Baby Boomer cut-off age is 1964. Therefore, the 6% difference between the generations and leadership quality may be explained by participants born early in the Generation X age range, specifically those born between 1965 and 1970. This group might have preferred stability after sharing some experiences that occurred during that time.

Question 25 addresses whether employees believe the organization prevents the executive leadership from evolving. This question is critical, as the answer helps the researcher determine whether leaders in the organization hinder the advancement of organizational or executive leadership. When organizations fail to modernize, apply upgraded technology, apply new techniques, and disregard external changes, the internal environment and human resources suffer. When this happens, organizational performance suffers, and the organization becomes uncompetitive, ultimately leading to its decline and eventual extinction over time. As such, changes and challenges must be addressed, and policies and structures must be revised to align with these changes, ensuring continued relevance and competitiveness. This question provided participants with two options: "Yes" and "No," with 62% indicating "Yes" and 38% indicating "No." This result revealed that most participants believe the leaders prevent their organizations from growing.

Nonetheless, almost two-fifths of the participants do not agree that their leaders prevent their organization from growing. This might be because their leaders were doing their best; the

limitation might have been the government. This answer might have been directly attributed to Question 20, where 32% of the participants agreed that their leadership was strong.

Question 26 was a follow-up from Question 25, asking participants whether they think an appreciation for talent and upgraded strategies will build their organizational leadership. This question is significant to this study because it will help understand whether employees believe that talent and upgraded strategies can potentially strengthen their corporate leadership and bring it on par with modern organizational leadership approaches. Participants were given two options for this question: "Yes" and "No." Eighty-five percent of the participants indicated "Yes," while 15% indicated "No." These results align with those in Question 18, where 81% of participants agreed that their operating procedures need to be upgraded. Therefore, if the rules are upgraded, organizational growth might be realized.

Qualitative Data Analysis

The study employed a rigorous qualitative method, utilizing NVivo as the primary analytical tool, to explore the diverse experiences of participants and unravel the complexities of generational relationships within Guyana's organizational framework. Purposive sampling and in-depth interviews were employed to collect data, providing a solid foundation for future studies. By exposing complex themes, such as 'Adaptability in Leadership,' NVivo enabled a comprehensive investigation of crucial variables, including 'Leadership Styles' and 'Generational Perception of Leadership.' This methodological option ensured a thorough assessment of the qualitative landscape, providing a comprehensive understanding of the study's research objectives and hypotheses.

The following response is related to the data collected during the interviewing process. All responses are based on the responses received from 100 interviews completed by 100 participants

in the research on 'The Effect of Generation Gap on Leadership and Organizational Performance: The Guyana Case.' This analysis aimed to address the three research questions. Although the initial plan for this study was to have an equal number of participants from each of the three generational cohorts, it was not sustained, as many older persons did not wish to participate in the interview process. Questions 1-6 address the demographics of participants in the interview.

Question 1 asked participants what year they were born. This is important since the generation gap is the foundation for this study. The year in which the participants were born will enable them to be categorized into the three generations examined in this study: Baby Boomers (1945-1964), Generation X (1965-1980), and Millennials (1981-2000). The data collected from the interview showed that 9% of Baby Boomers, 34% of Generation X, and 57% of Millennials were interviewed. Again, interviewing participants from the Baby Boomers category was very challenging since they claimed that this study was not part of their list of duties and that they could not have wasted the government's time. Although organizations granted permission to permit employees to participate, based on research ethics, no participant should be forced to participate. As such, the interview was conducted with participants who were willing to participate.

Question 2 enquires about the interviewees' gender. The interviews were conducted with 61% Females and 39% males. Balancing the genders was challenging since the public sector has more males than females.

Question 3 ascertained the participants' nationality, as only the Guyanese population was eligible to participate in this survey. As such, this question was essential to ensure that only Guyanese participated. This question recorded 100% Guyanese.

Question 4 required the interviewees to know how long they had been employed in the public sector. This question is crucial in determining whether interviewees have had sufficient experience in the industry to form a realistic opinion. The ages range from 3 years up to 41 years.

Question 5 asked interviewees about their current role or level of responsibility. This question was asked to give the researcher an understanding of employees' perspectives from various levels of the organization. The interviewees' levels range from Clerks to Directors.

Question 6 asked how long interviewees held their current roles. The importance of this question lies in ascertaining the mobility rate of employees. This is because a high mobility rate motivates employees, whereas a low mobility rate frustrates them and leads to a higher turnover rate. According to the interview, participants had held their current positions for between 2 and 25 years.

Questions 7 to 11 focus on the Interviewees' Historical Experiences. This is important in this study, as research has shown that people's historical experiences influence their perspectives on various situations or circumstances. Therefore, to ascertain the degree of truth in this theory, it is essential to have a background on the interviewees.

Question 7 asked interviewees to describe their upbringing. Their upbringing also significantly contributes to shaping their perspectives in various situations. The responses were categorized into two groups. These were Challenging and Poverty, and Happy and Joyful. 54% relate to challenging and poverty upbringing, and 46% relate to happiness and joy.

Question 8 asked participants about their experiences growing up. Question 7 shaped their answers to this question, as it summarizes the two categories in question 7. This question was asked with the expectation of some elaboration. However, while some were joyful, reflecting on their past, more than 50% were moved to tears.

Question 9 asked participants to identify any particular historical event that stands out in their minds. These historical events that occur during a person's childhood are believed to have a profound influence in shaping their perspective throughout their life, hence the importance of this question. Many of the answers were 9/11, the Jonestown Massacre, the Lusignan Massacre, the Bartica Massacre, Economic Depression, Election Crises, Rioting, High Crime Rate, Workers Striking, Political Issues, Ethnic fights, Suicide, and Dictatorship Government.

Question 10 followed up on Question 9, where participants were asked if a historical event stood out in their minds and what impact it had on them. This question is critical, as how they conceptualized that event may determine how they view any future, even if it has similar characteristics. To answer this question, some responses included life's wake-up calls, such as overcoming poverty, conquering fear, being disciplined, staying alert, being a better parent, doing good, spending wisely, treasuring time with loved ones, and being cautious during Election time.

Question 11 went on to ask participants if any past events or experiences influenced their behavior in the workplace. This question aims to determine whether the past events and experiences that affected participants, as mentioned in Question 10, are now being transferred to the workplace. This question is significant because it may support or refute the claim contended by other researchers. The responses gathered from the participants about this question are mostly related to election riots and bringing racism to work, constitutional crises, and economic depression.

Questions 12 to 15 address the first Research Question

- To what extent do generational differences influence the adoption and practice of various leadership styles within organizations?

This question is essential for understanding what participants expect leadership to be, compared to what it is in practice, and how they are affected by this discrepancy. This question is crucial, as it is argued that past events shape people's perspectives; therefore, participants may have preconceived notions of leadership. When that perception clashes with leadership at work, how do participants react?

Question 12 was requested from interviewees regarding the approximate age of their organizational leader. This question is crucial to this study, as it identifies the generation to which the corporate leader belongs. It is essential to know which generation cohort the leader belongs to so that the attributes associated with the various cohorts identified in previous studies can be tested. The three generational cohorts tested in this study are Baby Boomers, Generation X, and the Millennials. As such, the data gathered from the respondents indicate that the leaders' ages range from 30 to 70, with the highest number of leaders coming from Generation X, followed by Baby Boomers and then Millennials. More than 50% were from Generation X, 25% were Baby Boomers, and less than 25% were Millennials.

Question 13 asked participants to rate the leadership at their organization and explain their rating. This question aimed to understand why leaders received the ratings they did from their employees. Knowing that a leader is good, average, or below average and understanding the rationale behind that perspective is essential. Additionally, it is also important to note that these leaders are being rated by employees from various generations. As such, the rate given to one leader by different employees might vary. The interviewees' responses were categorized into three groups for coding: Poor, Average, and Excellent. 35% rate their leader as Poor, 36% rate their leader as Average, and 26% rate their leader as Excellent. 3% did not rate their leader because they

were unable to make a choice. The ratings for Poor and Average have a marginal difference that can raise concerns.

Question 14 asked whether the participants' organization has an open-door policy. This question is vital to this study, as it is one of the leadership traits that identifies the leadership style and the corresponding generation cohort. The most modern leadership styles, such as transformational, transactional, and servant leadership, often adopt an open-door policy. Nonetheless, studies revealed that not all generational cohorts support this policy. Based on the data collected during the interview, 40% of the participants reported that their organization does not have an open-door policy, while 60% indicated that their organization does.

Question 15 asked participants whether their leader allowed them to contribute to decision-making. Like Question 14, the answer to Question 15 also reveals which leadership style and generation the participants' leaders might belong to. Several theorists have defended the position that people from each generational cohort exhibit a particular behavior. Additionally, their preferences differ. Hence, this question was designed to investigate this contention. The results from the interview relating to this question revealed that 60% of the leaders allowed contributions from employees while 40 did not.

Questions 16–21 were designed to answer the second research question.

- How does employees' perception of leaders in the Public Sector Organizations in Guyana relate to their performance scores?

This research question is essential for understanding how employees' perceptions of their leaders affect their performance scores and their ability to function effectively and efficiently in Guyana's public sector. As such, the supporting questions aim to answer this research question by examining employees' feelings about their performance scores, their level of motivation, the

influence of skills on performance, their satisfaction with executing their tasks, and whether they intend to leave their jobs within the next five years.

Question 16 asked participants how their leader motivated them. The importance of this question lies in gaining insight into whether leaders in the public sector effectively motivate their employees and what factors may influence their motivation or lack thereof. The researcher seeks to understand whether it is the leadership style, approach, or generational differences that are responsible. As such, participants were asked if their leaders motivate them and, if yes, how, and if not, why. 41% indicated that their leaders do not motivate them, while 59% indicated that their leaders inspire them. The 41% said that they motivate themselves and do whatever is required. Their leaders poorly reward them. However, the 59% who indicated 'yes' noted that their performances are being recognized and encouraged, support, guidance, and clear communication are provided; they are encouraged to study, training and development programs are available; their leaders are approachable and respectable; and there is unity among the teams.

Question 17 asked participants how satisfied they were with how they were asked to execute their tasks. This question is significant to the research question since how employees are asked to complete their functions significantly affects how they manage them. People are sensitive, and if caught off guard at a weak moment, they can perform poorly. Employers should be mindful of the atmosphere and tailor their approach accordingly. According to the interview, 51% are satisfied with how they are asked to perform their tasks, while 49% are not. This marginal difference in opinion suggests that there are indeed challenges in the employee-employer relationship. The dissatisfied group revealed that the following department should complete some of the tasks allocated to them: a lack of proper communication, despite all efforts; still no satisfaction from leaders; no systematic approach; and, despite having highly qualified forces

operating under poor leadership. Nonetheless, the satisfied group indicated that they allocate tasks on time, their supervisor creates space for them to work, there is no pressure if deadlines are not met, tasks are delegated professionally, excellent and respectable relations are maintained, and clear communication is given. Efforts are also being praised and recognized.

Question 18 asked participants how happy they were with their performance score and if their leader's approach influenced it. This question is crucial to this research, as it will address the performance question. A labor force with a high-performance rate will optimize output; employees must be satisfied to achieve this. Nonetheless, some employees perform poorly if they believe they are being mistreated, which will be reflected in their performance. Nevertheless, it can be argued that regardless of employees' performance, leaders can still grade them low, and this may be based on their grading format, which could be perceived as victimization. According to the interview results, over 60% indicated they were satisfied with their performance score, while less than 40% were dissatisfied. The positive participants reported that they receive positive feedback, are rewarded for their job, do their best, and that their leader's approach influences their performance. Some said that although they are satisfied with their performance, their leader does not affect it. This is because regardless of their leaders, they do their best and are graded by their supervisors. Nonetheless, participants who reported that they are dissatisfied with their performance score have noted that performance does not determine their increase in salary since the government set an across-the-board increase, they are graded poorly if they refuse to complete tasks that might challenge work ethics, and they indicated that the assessment form should be revamped since all the questions do not apply to all level of employees.

Question 19 follows up on Question 18, where participants were asked if they believe that utilizing their skill set in executing their tasks influences their performance and to explain why.

This question is crucial as it allows the researcher to understand whether employees are more satisfied when their skills are utilized than when they are performing routine tasks. With the increase in talented employees, their level of expectation from employers has also changed; therefore, if talent gain is not practiced, it will be lost. This question was designed to determine whether employees are more satisfied and perform better when their skills are utilized effectively. For this question, 89% answered Yes, and 11% answered No. Participants indicated that their skills make the work easier and their performance better; it makes the job easier, as little or no help is required. They are more effective and efficient, feel a sense of pride, and can quickly adapt to changes. The participants who indicated that their skills do not influence their performance suggested that they are hardly used. Still, they do whatever is required, as boundaries restrict each role, and using initiative is barely even necessary.

Question 20 asked participants if they believe that their current operating procedures need upgrading and, if so, why. In modern organizations, a common practice is to continually update policies and procedures to align with reality, thereby optimizing productivity and profitability. As such, this question is crucial to this study, particularly when examining organizational performance. Poor performance may not always be due to employees' inability to perform, but it can also occur when knowledge and policies conflict. When this happens, knowledge should prevail. For this question, 97% indicated that their operation procedures needed upgrading, while 3% disagreed. The 97% stated that the policies and practices are based on outdated methods and excessive paperwork. They recommended that technological advances in the office are desperately needed, as they will enable employees to work more effectively and improve productivity. They even complain that some directives are given by 'word-a-mouth' and are never documented, which

causes conflict later since it is difficult to remember whose directive it was and there is no documented evidence. The participants who said no indicated that their organization was updated.

Question 21 asked participants whether they intend to leave their jobs in the next five years. The importance of this question lies in gaining insight from employees on whether their intention to leave the job is related to dissatisfaction with leadership, poor organizational performance, or other factors. This study aims to investigate whether a high turnover rate is associated with a generation gap. The interview revealed that 66% planned to leave their job in five years, while 34% did not. People wanted to go because of more challenges, further growth and development, betterment, increased opportunities and experiences, better salaries, and a more secure retirement. Those who do not want to leave stated that they plan to retire soon. They enjoy their work and are allowed to develop their skills.

Questions 22 to 26 were designed to answer the last Research Question

- In what ways do diverse generational perspectives affect key aspects of organizational performance?

This research question was formatted to understand how the generation gap hinders organizational growth. If tested positive, understanding this phenomenon can lead to recommendations that support organizations affected by it in minimizing or mitigating its impact.

Question 22 asked participants if they respect their leader and why. This question was direct, as it demands a non-camouflaged answer to underpin the core of the phenomenon being studied. When employees appreciate their leaders, there will be less conflict and challenges, and they will benefit from high productivity. On the other hand, if employees do not respect their leaders, the organization can witness increased turnover, conflict, challenges, absenteeism, and insubordination. Although it is acknowledged that many factors can contribute to poor

organizational performance, respect for leaders is critical. According to the interview, 89% of the participants expressed respect for their leader, while 11% did not. The 89% said that they respect their leaders because it is the right thing to do, they promote organizational growth, and they are encouraging, experienced, and professional. Regarding the 11%, they do not respect their leaders because their leaders are perceived as forceful, disrespectful, and make poor decisions; hence, respect is only accorded to the office, not the individual holding the office.

Question 23 asked participants if they believed their leader's age influenced their decision-making. Explain. This question aims to gain an understanding of whether the decisions an organizational leader makes are dependent on their age. This question is designed to understand whether the generation gap affects leaders' decision-making. If the answer to this question is favorable, one may assume that leadership decisions may be influenced by the generation to which they belong. Seventy-eight percent of the participants responded 'yes' to this question, while 22% responded negatively. The participants who indicated 'yes' explained that their leader's decision was based on past experiences, such as those from ancient times, like World War II. At the same time, some agree that they can relate to their leader's advice and expertise since they are new and align with current events. Nonetheless, 22% of those who responded negatively believe that age does not matter; leaders should make decisions to harmonize employees and communicate clearly. And therefore, whether it's Aristotle or a modern judgment, it's all up to the leader and not age.

Question 24 is a follow-up from Question 23; this time, it asked whether participants think age affects the leadership approach their leader adopted and asked them to explain. This question aimed to understand whether the generation of leaders influences how he would lead and the direction he will take. As contended earlier in this study by various authors (Daher, 2016; Dickson, 2015), the age of the leader affects their leadership style. Regardless of the leadership style

adopted, their approach will be aligned with their style, which may depend on their generation. For this question, 75% indicated 'Yes,' 22% stated 'No', and 3% did not respond. The 75% believed that leaders choose their approach based on age, experiences, and personal perception, which can be old or new. The 22% indicated that the government dictates leadership approach and thinks age does not matter, but it depends on the leader's choice.

Question 25 required participants to determine why they prefer a flexible or stable leadership approach. This question is essential to capture which type of leadership approach participants from different generations select and what determines their choice. According to studies (Dickson, 2015; Jones, 2018), the leadership preference for persons of the young generation is flexible, while the older generation prefers a stable type. This is because the young generation values a balance between work and life, among other things, whereas the older generation prioritizes security and stability. According to the data gathered from the interview, 83% prefer a flexible leadership style, while 17% prefer a stable leadership style. The flexible team claims they enjoy a work-life balance and perform better and more efficiently with clear communication. In a changing environment, they can quickly adapt, have more freedom, and feel less pressure, allowing creativity training and development. The stability team claims that a stable approach enables one to align with expectations, facilitates better planning, and supports long-term goals.

Question 26 asked participants to grade their organization based on its appreciation for talented employees and its updated strategies and to explain the grade they assigned. The essence of this question is to determine whether employees believe their employer values talent and adapts their approach to align with current environmental changes. The answer to this question may lead one to understand which leadership style the leader prefers and to which generation they belong.

It can also lead to what employees may experience regarding organizational performance, so employees were asked to grade their organization. In the interview, 62% of participants indicated that their organization does not appreciate talent and upgraded strategies, while 34% indicated that their organization does. For organizations that do not, participants noted that introducing new policies can attract new talent, while outdated policies may lead to talented employees leaving. A lack of experience and years of service can also cause employees to feel stifled. They claimed that no one is recognized or appreciated, and the entire leadership team needs to go before skillful and talented employees can enter and update the existing policies. As such, the organizations received poor grades. For participants who indicated that their employer has an appreciation for talent, some of them rate their employer as excellent, as employees are well-trained and consistently strive to stay up-to-date with changes. Some indicated that although they have an appreciation, there is still room for improvement; hence, they were graded average. Notably, a participant stated that the organization appreciates new talent, but retaining it is challenging when the government maintains outdated rules and policies.

Data Examination

Quantitative data will be submitted to various statistical analyses, each correlating to the unique study questions and hypotheses. Descriptive statistics offer an overview of demographic traits, whereas inferential tests, such as regression analysis, investigate correlations between variables. The appropriateness of each statistical test will be validated based on the nature of the data and the model's assumptions.

Thematic analysis will reveal recurring patterns and themes within qualitative data. Triangulation attempts will entail cross-referencing qualitative results with quantitative outcomes to give a holistic understanding of the study topics.

Variable Operational Definition

To maintain uniformity in assessment, variables such as leadership methods, organizational success, and generational disparities will be operationally defined. For example, a Likert scale containing items indicating transformational, transactional, and laissez-faire leadership behaviors might be used to assess leadership styles. These operational criteria were selected to be consistent with the study design and to facilitate meaningful analysis.

The Researcher's Role

The researcher will actively participate in both the qualitative and quantitative phases of the study. The researcher will employ statistical tests, analyze the data, and integrate the results to draw comprehensive conclusions in quantitative analysis. This mixed-methods approach aims to provide a holistic and nuanced understanding of the relationship between generational dynamics, leadership, and organizational performance in Guyana, incorporating both qualitative and quantitative aspects. The alignment of data collection and analysis with the research questions and hypotheses ensures the methodological integrity of the study, as well as the applicability of the findings.

Conclusions

In conclusion, Chapter 3 thoroughly delineates the research methodology employed to examine the impact of the generational gap on leadership styles and organizational performance within Guyana's public sector. It presents a comprehensive framework that integrates a mixed-methods approach, combining structured questionnaires and semi-structured interviews to capture both quantitative and qualitative data, ensuring a rich and representative analysis of diverse

generational cohorts and organizational roles. Emphasizing ethical rigor, the chapter highlights measures taken to safeguard participant confidentiality and data integrity, adhering to established research standards. The detailed discussion of data collection and analysis techniques, including statistical procedures using SPSS and thematic coding with NVivo, facilitates triangulation, thereby enhancing the validity and reliability of the findings. Altogether, this chapter lays the foundation for exploring how generational differences influence leadership practices and organizational effectiveness in Guyana's public sector, with the potential to inform practical strategies that leverage the strengths of a multi-generational workforce and foster a cohesive, responsive organizational culture.

CHAPTER 4: FINDINGS

Introduction

The purpose of this study is to investigate the effect of the generational gap on leadership style and organizational performance within the public sector of Guyana. By examining the experiences and perceptions of Baby Boomers, Generation X, and Millennials within diverse and multi-ethnic workforces, this research aims to identify the challenges posed by generational differences and their impact on leadership dynamics and overall organizational effectiveness. Utilizing a mixed-methods research approach, the study gathered comprehensive data through questionnaires and interviews to ensure a balanced representation of perspectives from participants at various organizational levels. The findings will contribute to a deeper understanding of the generational gap and provide recommendations for bridging it, ultimately enhancing leadership practices and organizational performance in Guyana's public sector.

Chapter 4 presents the findings derived from an investigation into the effect of the generational gap on leadership styles and organizational performance in Guyana's public sector. This chapter elucidates the results of the mixed-method research, which incorporated both quantitative and qualitative data collection techniques—namely, questionnaires and interviews. The study aimed to address three pivotal questions regarding the impact of the generational gap on leadership dynamics and organizational effectiveness, focusing on the experiences and perceptions of the Baby Boomer, Generation X, and Millennial cohorts. Through detailed statistical analyses and thematic interpretations, the results aim to illuminate how different generational perspectives shape responses to leadership approaches and influence organizational performance. It further scrutinized the trustworthiness, validity, and reliability of the data

collected, ensuring a rigorous examination of the findings. By synthesizing quantitative results with qualitative insights, this chapter endeavors to provide a comprehensive understanding of the complexities surrounding generational intersections within organizational settings. Moreover, the implications drawn from these findings are poised to inform strategies for addressing generational differences in leadership development fostering an inclusive and productive work environment in Guyana's public sector.

The notion that the generation gap contributes to various managerial challenges has been widely acknowledged by several proponents (Dickson, 2015; Amanath, 2021; Jones, 2018). However, it has also sparked debates among scholars, with some contesting this perspective (Costanza & Finkelstein, 2015). To enrich the depth of this investigation, three hypotheses were formulated and tested, alongside the exploration of three research questions, which will be elucidated in the subsequent sections of this paper. The research methodology employed a mixed-methods approach, utilizing both qualitative and quantitative data analysis techniques. Questionnaires facilitated the collection of quantitative data, while interviews were conducted to gather qualitative insights. Statistical tools such as SPSS and MS Excel were employed for quantitative analysis, while NVivo was utilized for qualitative data analysis. This chapter examines the trustworthiness, validity, and reliability of the collected data and presents the study's results.

Additionally, it summarizes the findings and concludes with implications drawn from the results. The findings revealed the following: Research Question 1: To what extent do generational differences influence the adoption and practice of various leadership styles within organizations? The analysis showed that respondents overwhelmingly acknowledged the existence of the generation gap and its impact on leadership within the Guyanese public sector. Factors such as differing communication styles, work values, and technological proficiency were identified as key

contributors to this phenomenon. Research Question 2: How do employees from different generations perceive and evaluate various leadership styles? The findings indicated a significant correlation between the generation gap and organizational performance. It was observed that intergenerational dynamics often led to challenges in collaboration, knowledge transfer, and decision-making processes, consequently affecting overall organizational effectiveness. Research Question 3: In what ways do diverse generational perspectives affect key aspects of organizational performance? Respondents suggested various strategies to mitigate the effects of the generation gap, including mentorship programs, cross-generational training initiatives, and fostering a culture of inclusivity and mutual respect. These strategies were perceived as instrumental in promoting intergenerational harmony and improving organizational outcomes.

The quantitative findings revealed the following: Hypothesis 1: The generational cohort of leadership correlates with the prevalence of specific leadership styles. The analysis supported this hypothesis, indicating a strong correlation between the generation gap and leadership effectiveness. The findings underscored the importance of understanding and addressing intergenerational differences in leadership practices to enhance organizational performance. As such, the null hypothesis 'H01 - Leadership's generational cohort does not correlate with the prevalence of specific leadership styles' was rejected. Hypothesis 2: Different generations significantly differ in their perception and evaluation of leadership styles. Consistent with expectations, the analysis confirmed the hypothesis, highlighting the detrimental impact of the generation gap on organizational performance. The findings emphasized the need for proactive measures to bridge generational divides and foster a more cohesive and productive work environment. Owing to these findings, H02 - Different generations do not significantly differ in their perception and evaluation of leadership styles, was rejected. Hypothesis 3: Alignment

between preferred and practiced leadership styles across generations positively impacts organizational performance. The findings revealed that a leadership style that aligns with employee expectations and reflects current changes is associated with positive organizational performance. Therefore, H03 - Alignment between preferred and practiced leadership styles across generations does not impact organizational performance was rejected.

The findings of this study underscore the significance of addressing the generation gap in the Guyanese public sector to enhance leadership effectiveness and organizational performance. This chapter has presented a comprehensive analysis of the research findings, shedding light on the effects of the generation gap on leadership and organizational performance in the Guyanese public sector. While the results largely supported the hypotheses and research questions, specific unexpected findings warrant deeper exploration. These findings provide valuable insights for policymakers, organizational leaders, and HR practitioners seeking to navigate the complexities of intergenerational dynamics in the workplace. This study contributes to the existing knowledge of intergenerational dynamics in organizations by bridging theoretical perspectives with empirical evidence. It offers practical recommendations for fostering a more inclusive and productive work environment.

Trustworthiness of Data

The trustworthiness of data is a principal element of qualitative and quantitative studies, which define the rigor of the research. It describes the amount of confidence in the data collected, the methods used in data collection, and the reliability of the interpretation of the analyzed data. The trustworthiness of research is determined by its validity and reliability (Seale, 1999). It aids the researcher in designing the research and acknowledging the precision demanded for the study

(Lincoln, Lynham, & Guba, 2011). Further, this section is sometimes subjected to debate on what should be included.

Nonetheless, Lincoln and Guba's (2011) criteria, which have gained popularity, identify five crucial states in establishing trustworthiness: credibility, transferability, dependability, confirmability, and authenticity (Connelly, 2016). Nonetheless, in quantitative studies, the researcher adopts a positivist paradigmatic approach, where the research asks three critical questions (Stahl & King, 2020): whether the study has rigor, whether the results can be generalized, and whether the researcher remains objective. While the trustworthiness of qualitative research details the methodological components, such as the way data is collected and analyzed and the truthfulness and accuracy of the data, quantitative studies use issues related to validity and reliability as measurements of trustworthiness (Dickson, 2015). Unlike qualitative studies, quantitative studies assess trustworthiness in terms of issues surrounding internal validity (credibility), external validity (transferability), reliability (dependability), and objectivity (confirmability) (Dickson, 2015). Therefore, since this study employs a mixed-methods approach, both quantitative and qualitative methods are necessary to measure trustworthiness.

Credibility

Research credibility establishes confidence in the truth of findings through rigorous methodological approaches that accurately represent participants' perspectives and experiences (Lincoln, Lynham, & Guba, 2011). One of the cornerstones of this validation technique was member checking, which involves participants systematically reviewing interview transcripts to ensure that their responses are accurately represented, thereby preventing misinterpretation and distortion of the findings (Guba & Lincoln, 1994). Using qualitative data from 100 in-depth

interviews and quantitative data from 500 survey respondents, triangulation was employed to enhance credibility by providing a more comprehensive picture of generational leadership dynamics that neither method alone could offer. To help ensure representation across government ministries, participation from Baby Boomers was secured at various organizational levels, considering that this group is often reluctant to participate due to concerns about being negatively portrayed (Connelly, 2016).

In addition, through prolonged engagement with participants throughout the interview process, relationships were established, allowing for the in-depth exploration of sensitive leadership issues that may not have been addressed in more superficial research interactions (Korstjens & Moser, 2018). 'Colleagues who were not involved in the research provided important outside opinions on the research design and interpretation during peer debriefing sessions to enhance the trustworthiness of the findings.' The organized coding method using NVivo for qualitative data and SPSS for quantitative analysis helped consistently process the data, reducing the influence of the researcher's personal views, even though the researcher identified as part of Generation X. Data collection kept going until no new ideas were coming from the interviews, meaning the topic had been thoroughly explored. However, there were some limits on participation from Baby Boomers.

Transferability

Transferability refers to the extent to which the findings of a research study can be applied to different situations and groups beyond the specific survey or authentic learning context. Generalized research questions and hypotheses were therefore developed in a manner that extended beyond the Guyanese public sector but remained relevant to other public settings where

multiple generations of workers were jointly driven organizations (Lincoln, Lynham, & Guba, 2011). Both the methods used and the data analysis techniques are clearly explained, allowing future researchers to follow the same steps in different settings and determine if the results apply to various organizational cultures. Age, gender, work duration, and hierarchy position variables can be adopted as a universal for comparing different organizations (Patino & Ferreira, 2018), enabling readers to see their findings within their specific institutional environment.

Although the study is based in a particular Guyanese government setting, it yields essential findings that reveal not unique leadership styles and relationships but also broader social trends that extend beyond the specific location and organization. Leadership styles were presented using standard and well-stated terms from leadership theories, allowing readers to relate to the leadership displayed in their organizations, regardless of their portfolio or country of study (Dickson, 2015). Factors associated with the context of this paper, such as open-door policies, patterns of involvement in decision-making, and performance evaluation approaches, serve as key comparison points that readers can use to determine whether the context of this paper applies to their organizational realities (Stahl & King, 2020). The mixed-methods design incorporated both detailed descriptions and numerical data, providing readers with diverse types of information that facilitate the application of the findings according to their preferred research methods (Carroll & Goodfriend, 2023).

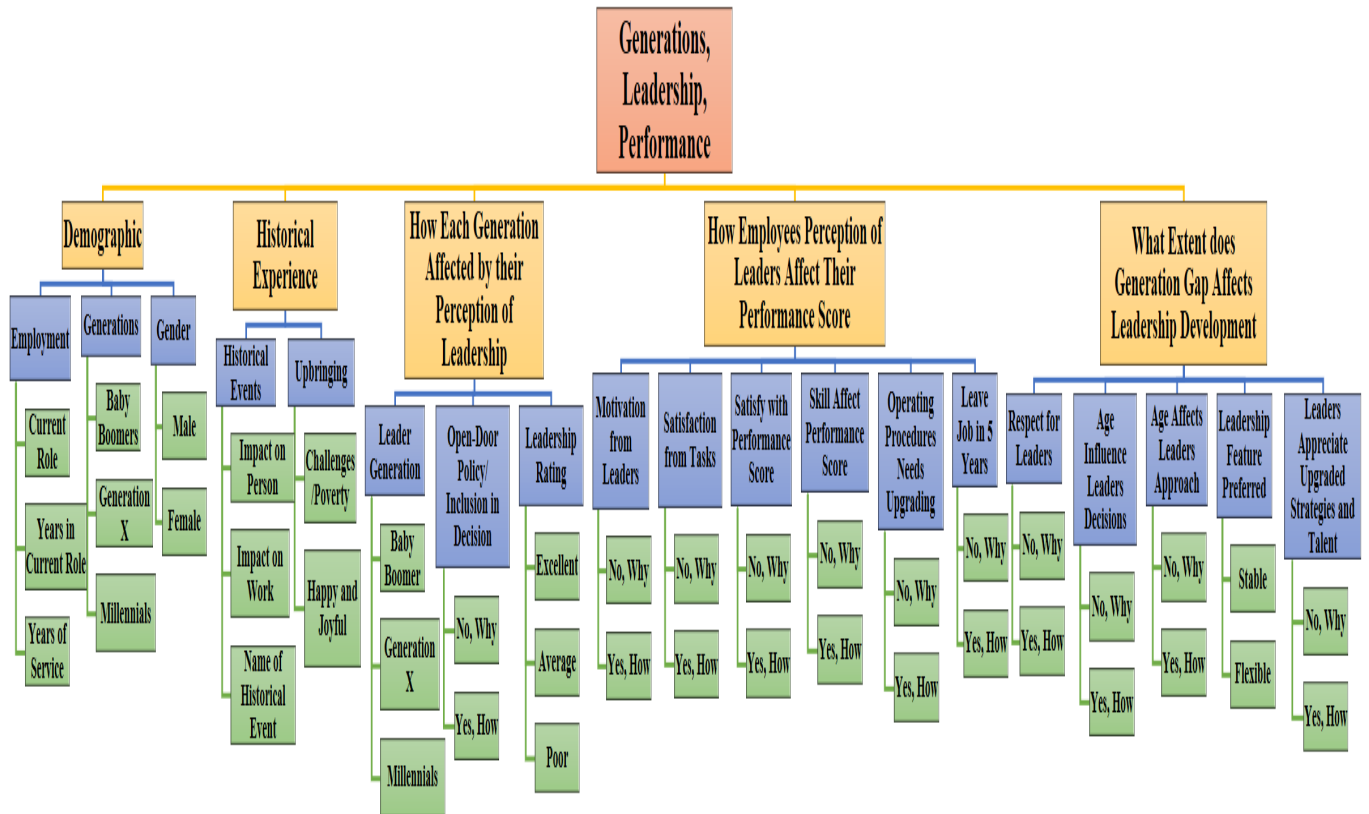
Dependability

Consistency and stability across time and conditions are key to the findings, ensuring that the research process is logically traceable and documented to facilitate replication (Lincoln, Lynham, & Guba, 2011). The mixed-methods approach enhanced dependability by combining

both qualitative interviews and quantitative surveys, which provided supporting evidence that confirmed the results and mitigated the weaknesses of relying solely on one method. The criteria for selecting participants, the methods for collecting data, and the techniques for analyzing it were carefully documented, creating a clear and thorough record that can be reviewed to assess the reliability of the findings. Being open about the difficulty of not including enough Baby Boomers and the challenge of covering all government ministries can make the research more trustworthy and help people better understand the findings. options of leadership, performance evaluation impacts, and impacts on leadership development) were defined as explicit information categories that augmented consistent analysis of interview information (Dickson, 2015).

In addition, ANOVA, chi-square testing, Pearson correlation, and regression analyses provided methodological redundancy, whereby questions were analyzed from different analytical vantage points (Venkatesh, Brown, & Bala, 2013). The assumptions underlying each analytical procedure were addressed through a statistical process that included normality testing, expected frequency thresholds, and verification of homoscedasticity to ensure statistical validity and enhance the reliability of the quantitative findings (Patino & Ferreira, 2018). By clearly outlining how demographic factors and performance indicators were coded, the detailed explanation of how variables were measured helps make the analysis more transparent and more reliable, as it shows precisely how complex ideas were quantified. Data analysis flowcharts provided a graphical representation of the analytical decision-making process, further enhancing methodological transparency and strengthening the study's overall dependability (Seale, 1999).

Chart 2 - Data Analysis



Source – IBM SPSS (2023)

Confirmability

Confirmability demonstrates the extent to which the research results accurately represent what participants experienced, rather than being influenced by the researchers' personal views, by openly acknowledging biases and employing rigorous methods to ensure accuracy (Lincoln, Lynham, & Guba, 2011). The researcher clearly stated that they belong to Generation X and acknowledged that their background might influence how they collect, analyze, or understand intergenerational leadership dynamics. Accordingly, the foundational research assumption that cognitive development shaped by formative events affects leadership approaches has been articulated transparently, allowing readers to determine how this theoretical orientation shaped their understanding of research design and interpretation frameworks (Korstjens & Moser, 2018). The researcher openly shared their belief that different generations might exhibit similar patterns in their leadership, which helped others evaluate how this view influenced the way they created hypotheses and designed their research tools. The idea that rapidly changing organizational environments require flexible leadership styles reflects the researcher's belief in evolutionary leadership models, which helps explain why the study emphasized the need for adaptable leadership (Venkatesh, Brown, & Bala, 2013).

The researcher also aims for the research to be transformative in identifying generational leadership patterns that can help solve organizational problems (Dickson, 2015), recognizing that the motivation behind the research will always influence the choice of methodology. The articulation of research objectives was transparent enough to allow readers to assess the alignment between the stated goals and the methodological choices made. The stated goal of helping

organizations improve made it clear why the research was valuable, which is essential for assessing the practical advice and theoretical findings of the study. Using member checking and peer debriefing helped ensure that personal biases did not affect the research, demonstrating a commitment to minimizing the impact of the researcher's background on the understanding (Connelly, 2016).

Audit Trail

An audit trail serves as a mechanism to systematically document the research journey from conception to interpretation, with results that are verifiable and defensible, using methods that are verifiable and defensible (Korstjens & Moser, 2018). This study maintained records of the tools used for data collection, interview transcripts, coding methods, and key decision points, thereby creating a transparent chain of evidence that demonstrates how the raw data was transformed into final results. The researcher acknowledged that several participant responses exhibited certain biases (Dickson, 2015), such as the potential for personal antipathies to influence evaluations rather than professional assessments. The study identified analytical problems, including incorrect assumptions and missing data, during the quantitative analysis. This helped ensure that the research was conducted properly and provided context for understanding the statistical results (Venkatesh, Brown, & Bala, 2013). Although the study sample underrepresented Baby Boomers, the researcher explicitly acknowledged and labeled this as a limitation, explaining how it was mitigated through the use of multiple analytical approaches (Patino & Ferreira, 2018). By creating a detailed coding framework, the researchers analyzed both qualitative and quantitative data clearly, enabling readers to see how the original participant responses were transformed into themes and statistical

variables. When explaining the statistical test assumptions for each analytical technique, the researcher emphasized the use of methodological rigor and honestly admitted that there were no situations in which the perfect conditions described by the statistical ideal could be achieved (Carroll & Goodfriend, 2023). Finally, the documentation of member checking procedures served as a vital safeguard for confirmability, protecting against transcription errors when converting raw interview data into coded information (Stahl & King, 2020). The researcher recognized that the findings were influenced by a particular time and culture, demonstrating care in making broad claims while still highlighting practical lessons about leadership across generations.

Reliability and Validity of Data

Validity

Statistical analyses are only correct if specific mathematical rules for each test are followed. The data is checked for unusual values, attempts are made to confirm these rules, and the method is adjusted to minimize errors as much as possible (Patino & Ferreira, 2018). For ANOVA analyses examining differences in leadership ratings among different generations, normality testing revealed that the data in each group were approximately normally distributed. At the same time, Levene's test confirmed that the variances were similar enough, and any minor issues were fixed by using Welch's ANOVA when needed. Due to the insufficient number of Baby Boomers in specific analysis categories, chi-square tests examining the relationships between generational groups and leadership preferences satisfied the minimum expected counts in the tables, thereby enabling accurate probability calculations. Pearson correlation analyses of performance scores and leadership ratings revealed a roughly straight-line relationship and a

normal distribution, which supported the use of parametric analysis and allowed formal deviations due to the large sample size (Stahl & King, 2020). Finally, the central assumptions required for linear regression analyses on generational differences in leadership development attitudes were mostly met, except for one issue that was addressed using the appropriate transformation methods. Multiple regression analyses were conducted to address the issue of overlapping influences from different generations on leadership styles, revealing that both the generation of the participants and the generation of the leaders were positively related factors. Content validity was confirmed by testing the structured questionnaire with 10 participants and having three doctoral-level researchers review it to clear up any confusing language and questions that could lead to incorrect answers (Guba & Lincoln, 1994).

Three doctoral-level researchers rigorously piloted the structured questionnaire with 10 participants and expert-reviewed it in an iterative process. Thus, content validity was achieved by eliminating ambiguous language and potentially misleading question formulations (Lincoln, Lynham, & Guba, 2011). Precise definitions of key terms, such as generational cohort, leadership style, and organizational performance, were provided to enhance the clarity of the measurements, thereby improving the accuracy of the concepts during analysis. The issue could be addressed by relocating generational descriptions and the associated research questions from the end of the trustworthiness discussion to the methodology section, allowing readers to understand the study parameters before evaluating the methodological rigor and validity of the findings (Connelly, 2016).

Reliability

In research, reliability refers to the extent to which the study results can be replicated or reproduced under the same conditions (Carroll & Goodfriend, 2023). As such, it addresses the overall consistency of the research measurement instrument. A study with high reliability suggests that the results will be consistent each time it is conducted, which is one way to determine whether the survey results can be trusted. In this study, the questionnaires were piloted and tested on ten participants. They underwent scrutiny and revision multiple times by the researcher and three doctors to correct grammatical and structural errors before it was finalized.

Furthermore, the responses to the questions were examined to ensure they were correctly interpreted. The questionnaire was structured to gather participants' demographic and background information before addressing the research questions. This background information was necessary to understand the participants' past experiences, which will determine their answers to the research questions. This aligns with many generational theorists, who believe that people's past experiences affect their behavior and attitudes in situations (Queiri, Yusoff, & Dwaikat, 2014; Dickson, 2015). Given the questionnaire structure and the method of participant selection, it is clear that if this research were to be repeated with the same participants now or in the future, the results would likely vary. Similarly, the interview questions were drafted, tested on ten participants, revamped, restructured, and scrutinized by three doctors before they were finalized. The questions were retested to ensure that they were not misinterpreted, which could result in responses irrelevant to the study. Like the questionnaire, the interview consisted of demographic and background questions before the research questions to gain insight into participants' past experiences that help

frame their present perspectives on situations. As Dickson (2015) and other scholars have advocated, people's past experiences determine their behavior and reactions to situations, and individuals within each generational cohort tend to react similarly (Amanath, 2021; Jones, 2018). Therefore, if test-retest reliability is to be conducted by interviewing the same participants now or later, the results may not vary.

As such, no measurement can be considered valid unless it is reliable, and it must be accurate and dependable before the results can accurately represent the research concept or phenomenon. It is believed that this research has ensured the validity and reliability of this project by verifying that all instruments, including the questionnaire and interview process and procedure, were followed. The methodology recommended for mixed-methods research by Creswell and Creswell (2018) was adhered to.

Results

This research uses Guyana's Public Sector as the case study to explore how the Generation Gap affects Leadership and Organizational Performance. It sets out to understand the live effects and challenges experienced by leaders and followers due to multigenerational factors and the impact it has on organizational performance and also to gain an understanding of how each of the three targeted generations - Baby Boomers, Generation X, and Millennials - perception of the others affects their performance and job satisfaction. Statistical or non-statistical methods were believed to be insufficient for understanding this phenomenon in depth. Instead, both were required to enhance, corroborate, substantiate, and complement each other. For this reason, the study employed the mixed-methods approach. As such, this study tested three hypotheses and

investigated three research questions, as stated earlier. The qualitative and quantitative analysis results will be presented thematically under the appropriate hypothesis and research question. They will be categorized under the following headings: Generation, Leadership, Organizational Culture, Job Satisfaction, and Organizational Performance, guided by hermeneutics. The hermeneutic phenomenological approach enabled a comprehensive understanding of participants' experiences related to the studied phenomena. The five broad themes were constructed with minor themes to iterate an enhanced process between the researcher and the participants (Suddick, Cross, Vuoskoski, Galvin, & Stew, 2020).

The interview, which consisted of five main questions with follow-up questions and demographic information, was transcribed on the spot. This was necessary because the participants, due to security and confidentiality concerns, were reluctant to participate if their names were recorded or if any audio or video recording was made. As such, the interviewees were given the interview transcript once it was completed for review. Once they were satisfied with the transcript of their responses, it was returned to the researcher. Given the various responses and the large number of interviews conducted, the data needed to be unified for a more straightforward analysis process. Furthermore, due to the large amount of comparison data, the unitized data cards were grouped into categories that addressed the researched questions and the thematic categories. This process promotes a thoughtful and timely analysis of the data (Guba & Lincoln, 1994). Over 30 days, 100 interviews were conducted, resulting in the compilation and preparation of data for analysis within the next 20 days. As such, the data followed a systematic process that moved from data collection to data analysis, allowing for an inductive-driven data analysis processing. Drawing on the understanding that hermeneutics aims to utilize historical texts to provide profound

guidance to its intended audience (Cur, Cur, & MSocSc, 2020), this study was guided by the principles of the Great Mahabharata, a Hindu Text (WincoInternational, 2011). Five key principles derived from the holy text guide this study. These were: 1. Fight out of duty and not for selfish reasons, which means that they should execute to the best of their ability for the holistic benefit of the organization, not for any selfish gain or benefit. The Godhead also warned that society will experience constant changes and old rules and customs need constant revamping to remain relevant; otherwise, they will become poisonous to society. 2. The Hindu text explains that leaders must model their behavior as they expect from others and lead by example; they should promote cooperation and harmony by understanding the perspectives of their followers. They should respect the uniqueness of every person, as the purpose of us is to serve the greater good and promote better well-being for society. 3. The Mahabharata teaches us to respect the unique talent of individuals and to nurture and maximize the use of that talent for the benefit of society or, in this case, the organization. It believes every individual has a unique skill, and the leader must help employees unleash their skills to benefit the organization without exploitation. 4. The holy text teaches about strategic intelligence, a vital component of any organization. It teaches about the significance of constantly acquiring information on development, allies, competitors, and internal and external environment, conducting analysis, and using the results to make informed strategic decisions. 5. It teaches that one should conduct their duties on moral and ethical grounds, without attachment, to achieve job satisfaction.

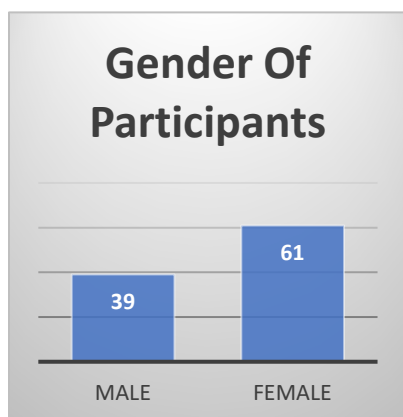
Results Illustration from Qualitative Interviews

The data collected from the interviews are graphically presented for more straightforward analysis and understanding under the Headings of Demographics, historical experiences, and the three research questions.

Demographic

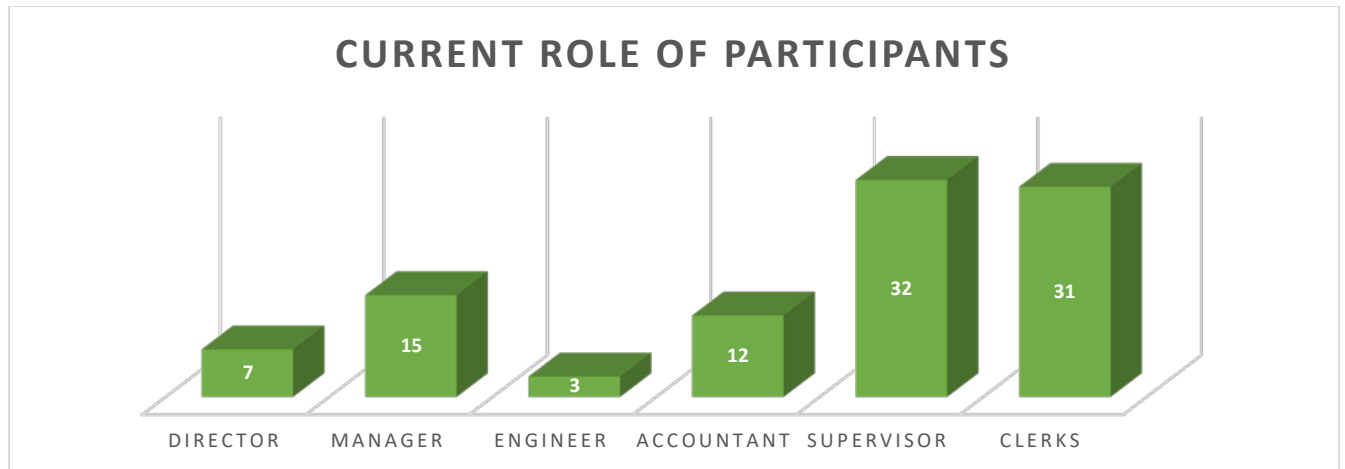
Diagram 1

Gender of Participants



Source – IBM SPSS (2023)

Diagram 1 illustrates the gender of the participants interviewed in this study. There were 100 participants, comprising 39 males and 61 females.

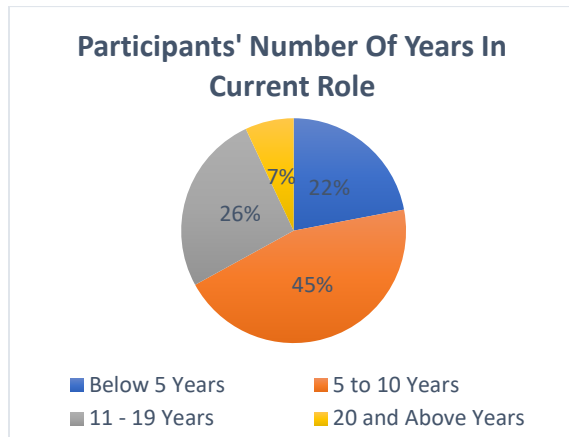
Diagram 2*Current Role of Participants*

Source – Nvivo Coding (2023)

Diagram 2 above displays the current positions the participants interviewed occupied at their organizations. It showed that the 100 participants comprised seven directors, 15 Managers, 3 Engineers, 12 Accountants, 32 Supervisors, and 31 Clerks. This composition of participants consisted of Senior Officers (Directors and Managers), Technical Officers (Engineers and Accountants), Middle Management (Supervisors), and Clerks. As such, it cohesively covered all relevant Organizational Employment Levels.

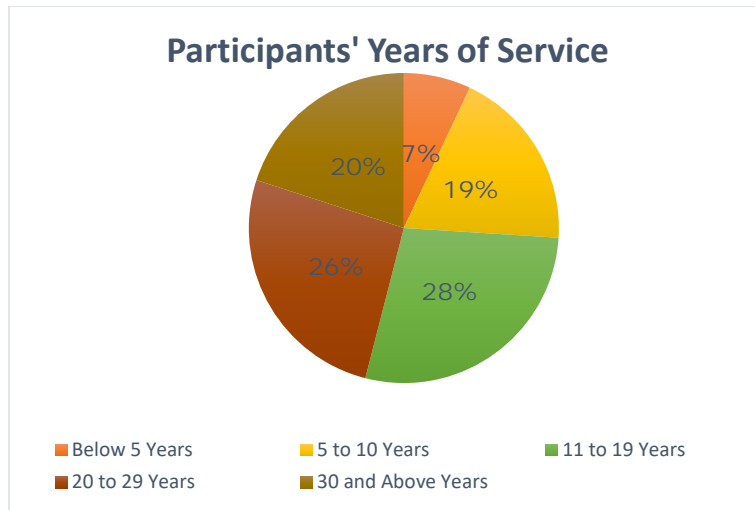
Diagram 3

Participants' Number of Years in Current Position



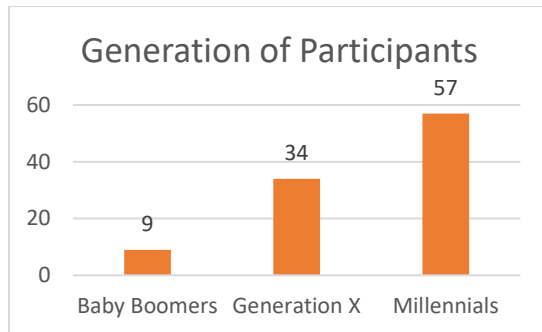
Source – IBM SPSS (2023)

Diagram 3 above gives a pictorial view of the year participants have occupied their current positions within their respective organizations in Guyana's public sector. This data is presented in four categories: Below 5 Years, 5-10 Years, 11-19 Years, and 20 Years and Above. According to the data collected, 45% of the interviewees reported holding their current positions for between 5 and 10 years, followed by 11 to 19 years, which accounted for 26% of the participants. 22% indicated they had been employed in their current role for less than 5 years, and 7% for 20 years or more. Therefore, while almost half the participants held positions between 5 and 10 years, it is worth noting that those who held positions for less than 5 years and between 11 and 19 years had a 4% difference. Nonetheless, 7% of the participants interviewed held positions for 20 years or more.

Diagram 4*Participants Years of Service*

Source – IBM SPSS (2023)

Diagram 4 gives a pictorial view of participants' total years of service. Out of 100 participants, 28% have between 11 and 19 years of service, followed by 26% who indicated that they have between 20 and 29 years of service with their organizations. While 20% reported having 30 years or more of service with their organizations, 19% indicated serving their organizations for between 5 and 10 years. Nonetheless, 7% of the participants appeared to have been recruited since they had served their organizations for less than five years. According to the chart, 93% of the participants were almost equally distributed across the four prominent categories of years of service, while only 7% were employed for less than five years.

Diagram 5*Generation of Participants*

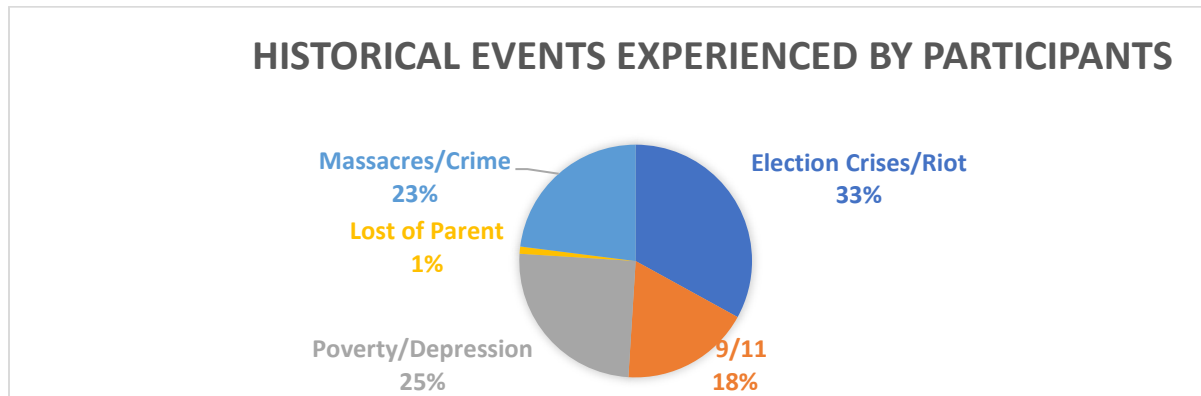
Source – IBM SPSS (2023)

Diagram 5 above graphically illustrates the generations of all participants interviewed. It showed that more than half the participants (57%) were Millennials, followed by Generation X with 34% and Baby Boomers. While efforts were made to have an equal number of participants for each generational category tested, it was challenging to recruit Baby Boomers for the interview, as they often held senior positions and used this to justify their unwillingness to participate. Generation X, however, were willing to cooperate since they understood the importance of this study. Nonetheless, the Millennials volunteered to join since it served as an escape from performing their duties. Hence, most of the participants came from the youngest generational cohort.

Historical Experiences

Diagram 6

Historical Events Experienced by Participants

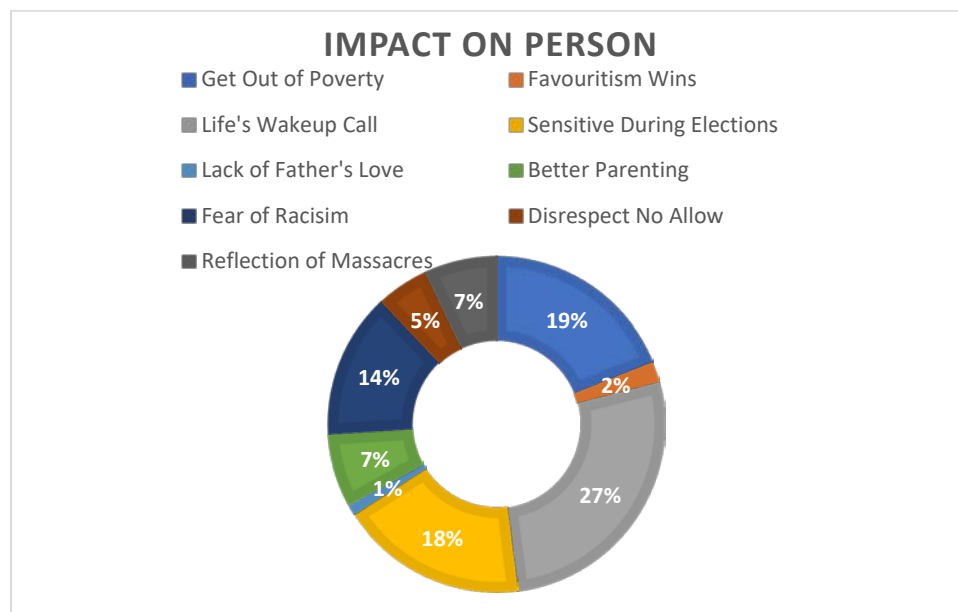


Source – Nvivo Coding (2023)

The historical events experienced by participants were categorized into five events, as shown in the chart in Diagram 6. Election crises and riots accounted for the largest contingent of participants (33%). This event was closely followed by Poverty/Depression at 25% and Massacres at 23%. Furthermore, while 18 participants reported experiencing an event on 9/11, one stated that their historical event was the loss of their father. The chart showed that the event with the most significant impact on people's history was related to election crises and riots. This event, coupled with economic poverty and depression, accounted for 58% of the historical events. While 9/11, Mass Shootings/crime, and loss of a Parent account for 42% of the participants, the crime rate and Mass Shootings/Crime category affect the lives of 23 participants. A close examination of these events suggested that their presence had a psychologically negative impact on the participants, prompting them to mention them as their respective historical events.

Diagram 7

Impact on Person



Source – Nvivo Coding (2023)

The Impact on Person chart revealed nine categories of historical events' impact on the participants' lives. Most participants (27) indicated that the historical events that impacted them were Life's wake-up call. They used the event as an eye-opener for all the possibilities of change in society and never take life for granted. 19% said the events caused them to want to Get Out of Poverty. Further, 18 participants were more sensitive during election time in Guyana as triggered by past experiences. Fourteen of the interviewees declared that based on the history of events in Guyana, they are afraid of Racism as this factor starts many racial tensions. Seven participants shared that past events have made them Better Parents today, and seven shared that they continued

to Reflect on the Massacres each year during that time and were traumatized. Five participants revealed that, based on their historical experiences, they do not tolerate any disrespect. Finally, while 2% of the interviewees believed that Favoritism wins based on their past experiences, 1% indicated that they lacked a Father's Love due to past events.

Diagram 8

Impact at Work

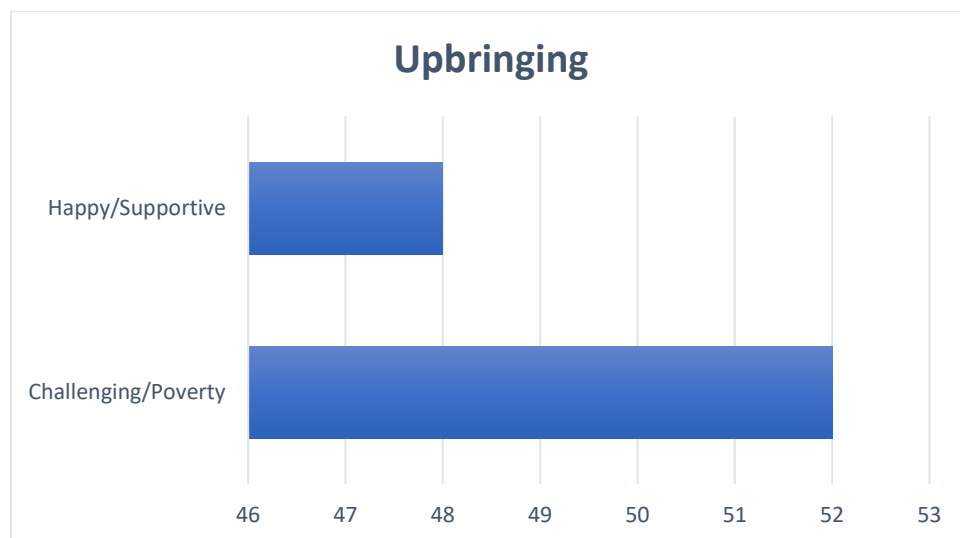


Source – Nvivo Coding (2023)

Diagram 8 gives a pictorial presentation of the historical events' impact on the participants at work. These are the impacts that transfer from participants' past events had on the working

environment. 27% of respondents reported that the working environment is usually tense during elections, while 16% stated that past events are the cause of workplace fraud and financial crimes. 15% of the participants believed that due to past events, the country's high inflation rate had caused some companies to retrench workers. Eight participants, however, indicated that some businesses closed due to the increased crime rate in the country, which impacted their business security and finances. However, owing to past events, 9% of the participants indicated that there is racism at work, and it is heightened during the election period.

Additionally, nine participants reported that, due to past events, they had opted to take one day at a time and live each day as if it were their last because there are always unexpected events that one cannot avoid. Based on past events, 8% of the interviewees promised to give their all to escape poverty, as it is the worst experience one can have as a child. 3% said that past events led to favoritism at work, where only the favorites are promoted and favored for any benefit while others have to work hard and toe the line. Lastly, 5% of the participants indicated that past events, such as elections, led to constitutional crises and disrupted rules and policies at work.

Diagram 9*Upbringing*

Source – IBM SPSS (2023)

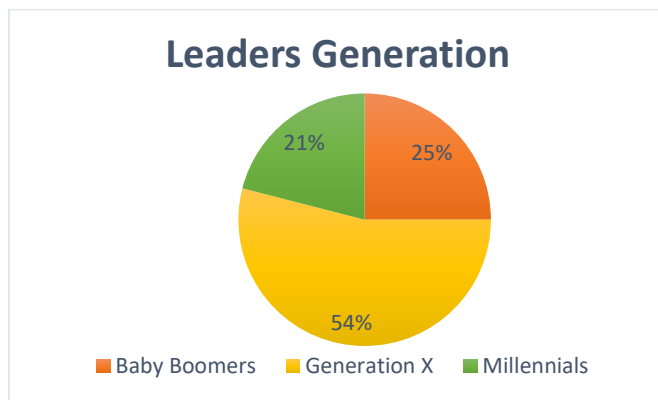
All participants were asked to describe their upbringing. 48% of the participants reported that their upbringing was happy, with supportive family and friends. However, as illustrated in Diagram 9, 52% of the participants reported having a challenging upbringing due to poverty and a lack of necessities, such as access to water and proper education. This category includes abuse and loss of parents, too.

Research Question 1 - To what extent do generational differences influence the adoption and practice of various leadership styles within organizations?

- Leaders Generation

Diagram 10

Generation of Leaders



Source – IBM SPSS (2023)

Diagram 10 depicts the generation to which each participant's leader belongs. It revealed that 21% of the leaders were from the youngest generation, the Millennials, and 25% were from the oldest generation, Baby Boomers. It also revealed that more than half of the leaders (54%) are from the middle generation, Generation X.

- Does your leader promote open-door policy inclusion in decision-making?

Diagram 11

Open-Door-Policy and Inclusion in Decision Making



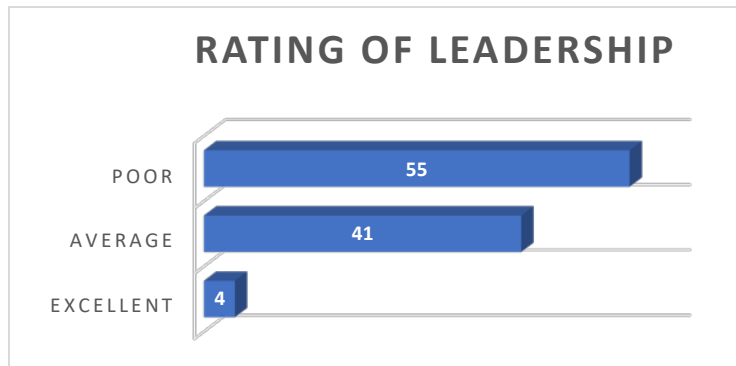
Source – IBM SPSS (2023)

Participants were asked whether their organization has open-door policies and allows employees to input their opinions in decision-making. While 59% indicated 'yes' to this question, 41% answered 'no' (Diagram 11). There was no explanation supply for this question.

- Rating of Leadership

Diagram 12

Rating of Leadership



Source – IBM SPSS (2023)

Participants were asked to rate their leaders' leadership, categorizing it as poor, average, or above average, and their responses are graphically illustrated in Diagram 12. It showed that 4% out of 100 participants said that their leadership is above average or excellent, while 41% indicated that their leadership at work is average. Nonetheless, the majority, 55%, rated their leadership poor. These results were further broken down as illustrated in Diagrams 13, 14, and 15.

Diagram 13*Poor Leadership Rating*

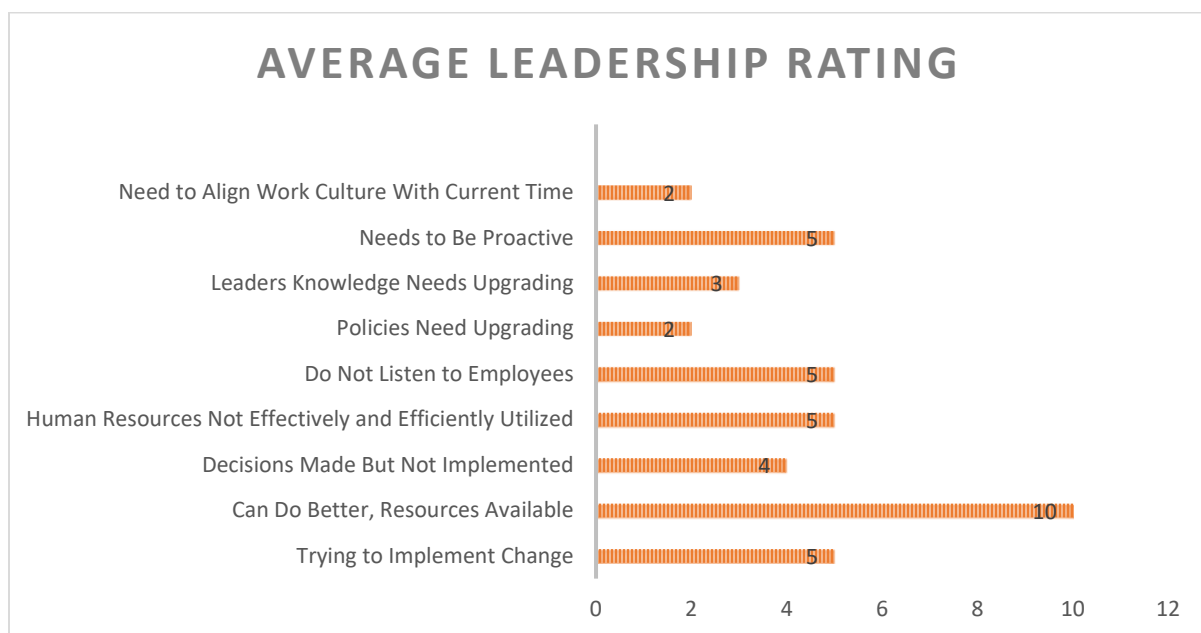
Source – Nvivo Coding (2023)

Out of 55 participants who declared that their organization was functioning under poor leadership, Diagram 13 gave the reasons for such a rating. Eight participants stated that lower-level employees are being neglected, and eight indicated that the leadership approach is outdated, suggesting that the leaders need to resign. Four said that the leadership is bureaucratic, they do whatever the government wants, and there is no independence. Four participants also reported that there was no succession planning within the organization and that lower-level employees were not included in decision-making. Furthermore, five participants noted that leadership is poor because skilled employees are often placed in roles where their skills cannot be utilized. Consequently, the organization fails to maximize the use of those skills. Seven persons revealed that employees are being mistreated, which includes being victimized due to favoritism and racism. Two participants

indicated that their leadership is poor because they lack initiative. The majority of participants who demonstrate inadequate leadership (12) are attributed to a dictatorship-style approach to leadership. Finally, five respondents stated that there is no systematic approach to leadership work.

Diagram 14

Average Leadership Rating



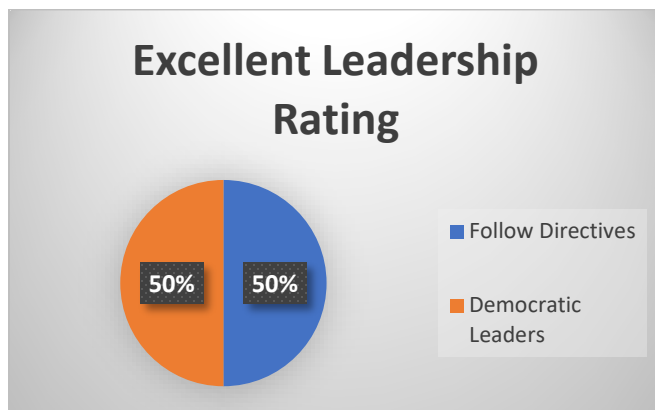
Source – Nvivo Coding (2023)

41 Participants rated their leadership average and explained their reasons for such rating as illustrated in Diagram 14. Two participants said that leadership needs to align the working culture with the current time. Five interviewees indicated that their leaders must be proactive when dealing with any situation. Three participants stated that their leaders need to upgrade their knowledge to enhance their organizational leadership approach. Two participants graded their leadership average

owing to the lack of upgraded policies. However, five participants indicated that their leaders do not listen to employees, which is reflected in their average leadership. Five participants believed that leadership does not effectively and efficiently utilize human resources. Four participants confessed that decisions are often made but never implemented; hence, leaders do not follow through with their plans. Moreover, most participants (10) in this category revealed that their leadership is average because resources are available; hence, leaders can improve their performance beyond their current level. Five participants believed their leaders were now trying to implement organizational changes.

Diagram 15

Excellent Leadership



Source – Nvivo Coding (2023)

Four out of 100 participants rated their leaders as excellent and above average. As depicted in Diagram 15, 50% of respondents give such a rating because they believe their leaders follow

directives. In comparison, the other 50% believe their leaders are democratic and lead in a modern manner.

Question 2 – How do employees from different generations perceive and evaluate various leadership styles?

Diagram 16

Motivation from Leaders



Source – Nvivo Coding (2023)

Diagram 16 depicts participants' responses on whether their leaders motivate them. 59% answered affirmatively in this question, while 41% indicated negative. Diagrams 17 and 18 give further explanations for their choices.

Diagram 17

Does Your Leader Motivate You? No, Why?



Source – Nvivo Coding (2023)

Diagram 17 graphically illustrates why participants believed their leaders did not motivate them. Out of 41 participants who indicated that their leaders do not inspire them, two explained that their leaders communicate with employees but do not motivate them. Thirty-one of them showed that their leaders display no form of motivation towards employees. The final eight said that they disciplined themselves to do what needed to be done, and it was not because they were motivated by their leaders.

Diagram 18

Does Your Leaders Motivate You? Yes



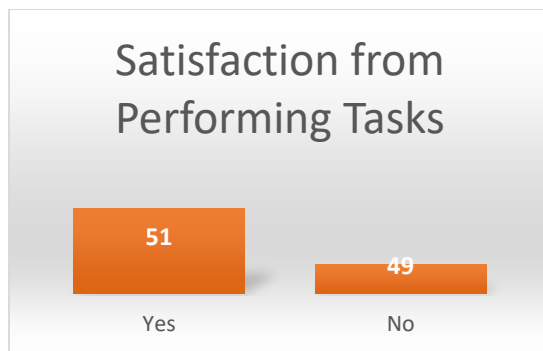
Source – Nvivo Coding (2023)

Diagram 18 graphically illustrates the various reasons participants explained why they believed their leaders motivated them. Of the 59 participants who answered this question affirmatively, two stated that their leaders are understanding and approachable. Three participants felt that their leaders provide a robust employee support system, which motivates them. Three participants believed their leaders practiced a participatory leadership style, incorporating the views of lower employees in decision-making. Eight participants indicated that their leaders provided training and development for employees who might have been lagging, motivating them to improve. Five participants added that their leaders provide moral support through talks to employees, encouraging them. Six said that their leaders are respectable. Eleven participants

explained that their inspirational leaders inspire employees to strive for improvement. Five of them declared that their leaders motivate them through effective communication. Finally, most of the participants (14) in this category experienced motivation from their leaders due to their leaders' recognition of their performance and support for studying.

Diagram 19

Satisfaction from Performing Tasks



Source – Nvivo Coding (2023)

Participants were asked whether they were satisfied with their performance of tasks. Their responses are illustrated in Diagram 19, where 51% responded affirmatively and 49% responded negatively. Diagrams 20 and 21, which followed, give reasons for the participants' choices.

Diagram 20

Are You Satisfied with How Your Tasks Are Executed? No



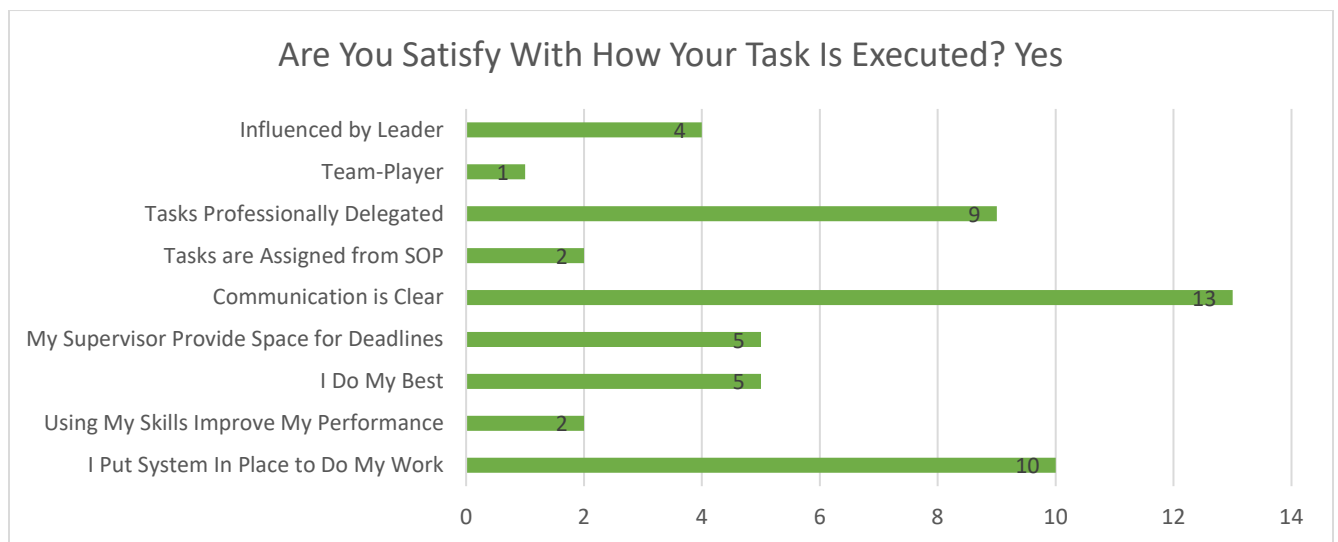
Source – Nvivo Coding (2023)

Forty-nine percent of the participants reported being unsatisfied with how they executed their tasks. Their reasons behind such responses are illustrated in Diagram 20. In this regard, nine participants stated that it was due to a lack of proper communication. Two participants explained that tasks that were supposed to be handled by other departments were assigned to them. Eleven participants reported that their leaders instruct them to perform their functions, which they find unsatisfying. There is also no systematic approach when giving tasks to employees, as indicated by two participants.

Furthermore, four participants reported being assigned more work with less compensation and expressed dissatisfaction with this arrangement. Work is never satisfying when no guidance is provided, as two participants have expressed. Three participants stated that there was zero appreciation for the effort, while three indicated that the tools required for executing the tasks were not provided. Six participants attributed their opinion to poor policy, while four stated that what they must do is outdated and does not significantly impact their work. Finally, although they were unsatisfied with performing their tasks, three participants indicated that they still performed the functions for which they were paid.

Diagram 21

Are You Satisfy with How Your Tasks Are Executed? Yes



Source – Nvivo Coding (2023)

To this question, 51% of the participants answered affirmatively. Their answers were influenced by the various reasons illustrated in Diagram 21. Four participants indicated that their satisfaction with executing tasks comes from the positive influence of their leaders. One participant suggested that their leader is a team player, while nine said that tasks are professionally delegated. Two participants noted that their tasks are assigned from their Standard Operating Procedure (SOP). Most participants (13) in this category reported satisfaction because the communication was clear and concise.

Further, five participants indicated that their supervisors provide some flexibility about meeting deadlines; hence, it is less pressing to execute tasks. However, five participants declared they did their best when performing their tasks. Two participants indicated that they utilized their skills to enhance their performance, thereby increasing their satisfaction with executing their tasks. Finally, ten participants stated that it is not a leader, but rather them putting a system in place to do their work.

Diagram 22

Satisfy with Performance Score

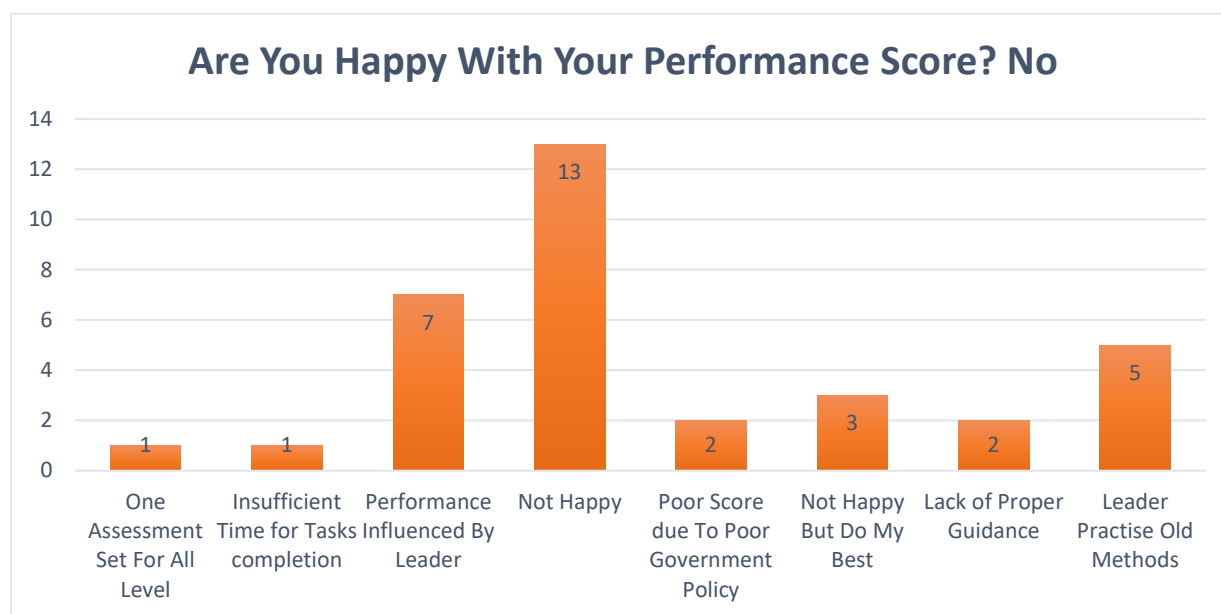


Source – Nvivo Coding (2023)

The participants were asked whether they were happy or satisfied with their performance scores at their organizations. Their answers to this question are represented in Diagram 22. 34% of the participants expressed dissatisfaction with their performance score, while 66% indicated that they were satisfied. Diagrams 23 and 24 illustrated the reasons for participants' choices.

Diagram 23

Are You Happy with Your Performance Score? No



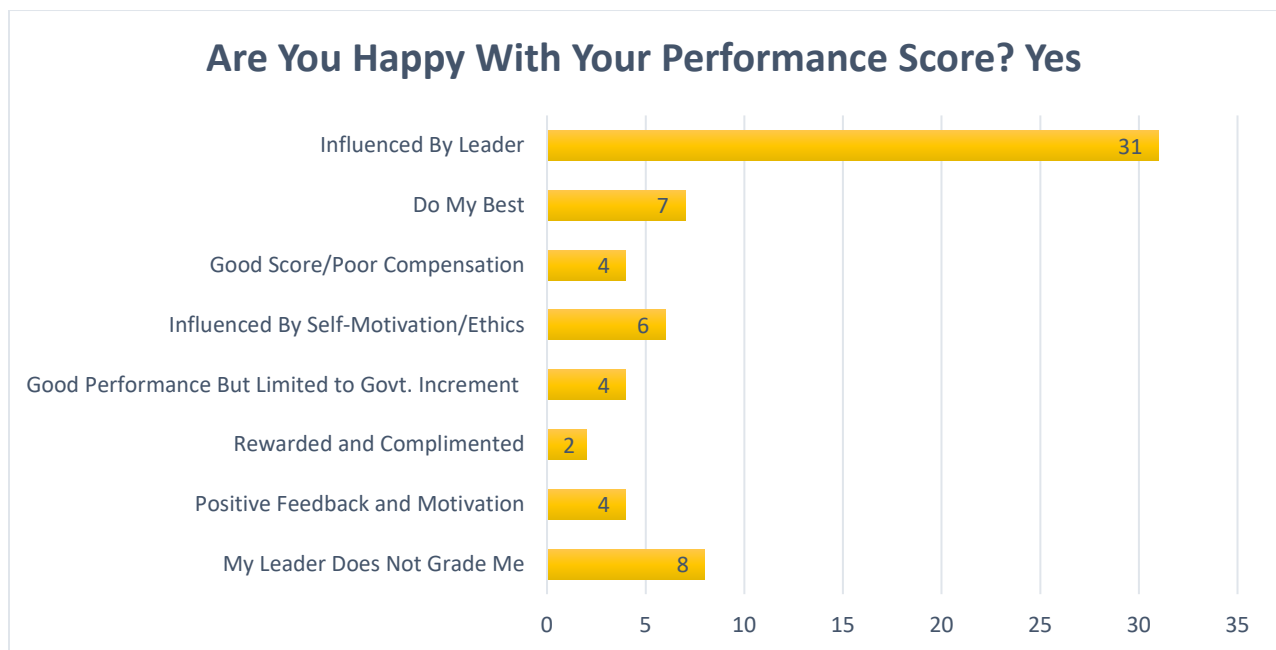
Source – Nvivo Coding (2023)

Thirty-four participants expressed dissatisfaction with their performance score and provided various reasons to support their decision. These reasons are illustrated in Diagram 23. One participant suggested that a single assessment form be designed for all levels of employees, which would put lower-level staff at a disadvantage since they are assessed under irrelevant

categories. Another participant stated that insufficient time is allocated for task completion, and when tasks are not completed or completed incorrectly, employees are penalized. Seven employees indicated that their leaders influence their performance scores, which is why they are so low. Most participants who indicated 'No' (13) stated that they were unhappy with their performance score. Two employees believed their poor scores were due to the poor governmental policies guiding their work. Although three participants were not pleased with their performance score, they indicated they did their best. The poor performance scores of the two participants are attributed to a lack of proper guidance from organizational leadership. Finally, five participants said that the poor performance score is due to the old methods practiced by corporate leaders, making it difficult for employees to work with them.

Diagram 24

Are You Happy With Your Performance Score? Yes



Source – Nvivo Coding (2023)

Sixty-six percent of the total participants interviewed indicated that they were satisfied with their performance score as given by their respective organizations and provided various reasons for their choice. Most satisfied participants (31) demonstrated that their leaders had a significant influence on their performance scores. Nonetheless, although seven participants noted that they were happy, they showed that they had done their best. Our participants said that although the scores may be good, the performance is poor because the policies are poor. Six participants noted that their performance scores are good, not because of their leaders, but due to self-motivation and working ethically. Four participants indicated that although their performance score is satisfactory, the compensation for such performance is limited to the government increment. Two participants reported being satisfied with their performance score because they were rewarded and complimented for their good work. Four participants indicated their excellent performance scores were due to their leaders' positive feedback and motivation. Lastly, eight participants indicated they are satisfied with their performance scores because their leaders do not grade them; their supervisors do.

Diagram 25

Does Your Skill Influence Your Performance Score?

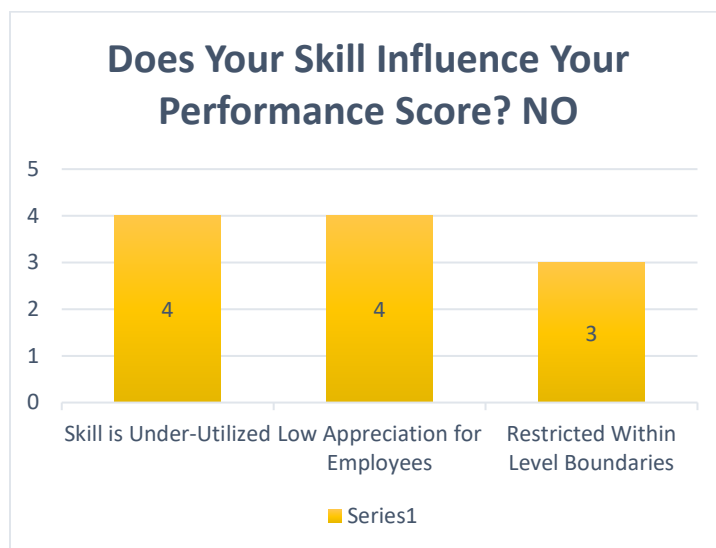


Source – Nvivo Coding (2023)

Participants were asked in the interview whether they believed that their skills influenced their performance score, to which 89 participants responded positively, and 11 responded negatively. This information is graphically illustrated in Diagram 25. These reasons to support the choices are explained in Diagrams 26 and 27.

Diagram 26

Does Your Skill Influence Your Performance Score? No



Source – Nvivo Coding (2023)

Eleven participants answered negatively to 'Does your skill influence your performance score?' and supplied three reasons for their respective choices. Four participants stated that their skills are underutilized, but they still perform the tasks assigned to them. Four other participants indicated that although there is a low appreciation for employees, their skills, whether used or

unused, do not influence their performance score. Finally, three participants said that their performance is restricted between the boundaries of their desks, but they do their best, and hence their performance score is not affected.

Diagram 27

Does Your Skill Influence Your Performance Score? Yes



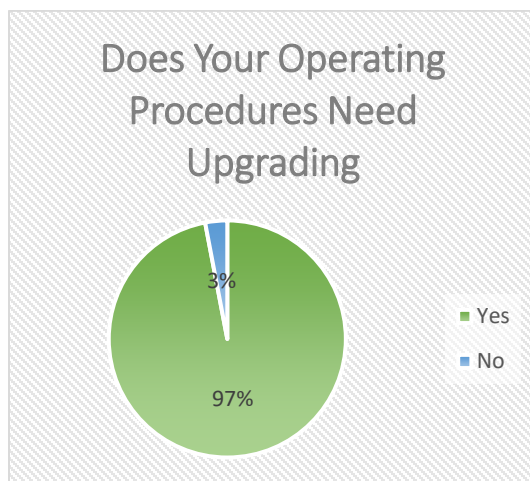
Source – Nvivo Coding (2023)

Eighty-nine participants indicated that their skills do influence their performance score. The reasons to support their claims are illustrated in Diagram 27. Twenty-seven percent of the participants who reported that their abilities affected their performance score stated that their skills enhanced organizational performance. Nine percent of the participants expressed their abilities make them appreciate their work more. Six percent reported that teams are being promoted due to the effective use of their skills within the organization.

Furthermore, nine percent of the participants stated that their skills are meaningfully utilized in the organization, which in turn influences their performance scores. Four percent of the participants indicated that they adapt quickly to the organization because they utilize their skills effectively. 20% of the participants indicate that they are satisfied with using their skills at work, which is reflected in their performance scores. Finally, 25% of the participants said that they perform more efficiently when they apply their skills at work, which they declared improves their performance score.

Diagram 28

Does Your Operating Procedures Need Upgrading?



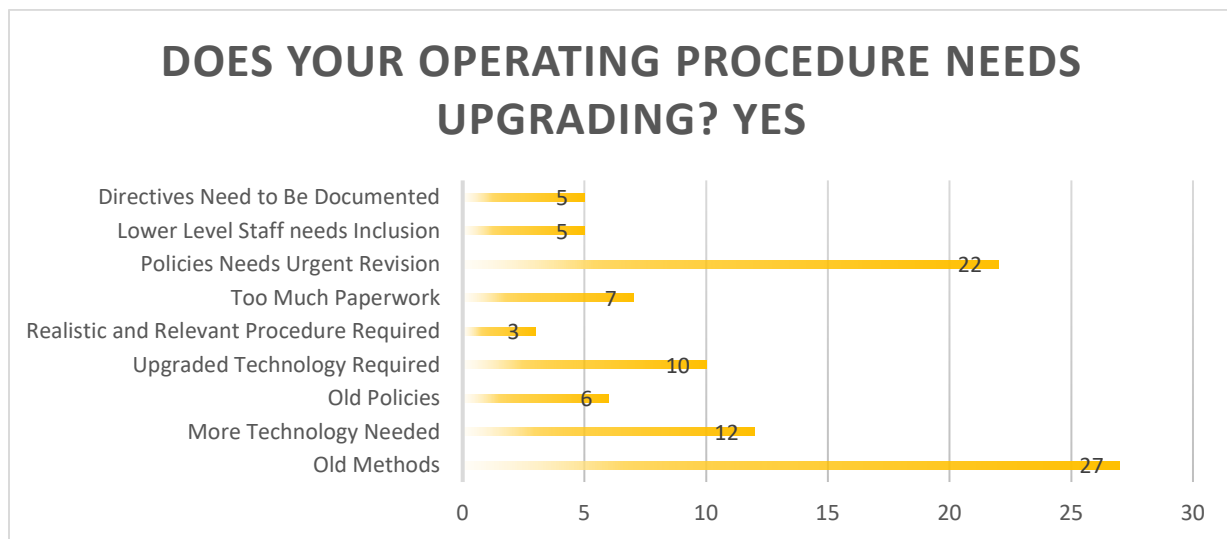
Source – Nvivo Coding (2023)

Participants were asked during the interview whether they believed that their operating procedures needed upgrading. Their answer is reflected in Diagram 28. Three participants answered this question negatively, indicating that the procedures are not aligned with the policies.

Nonetheless, 97 participants responded affirmatively to the need to upgrade operating procedures, and the reasons behind their answers are illustrated in Diagram 30.

Diagram 29

Does Your Operating Procedures Need Upgrading? Yes



Source – Nvivo Coding (2023)

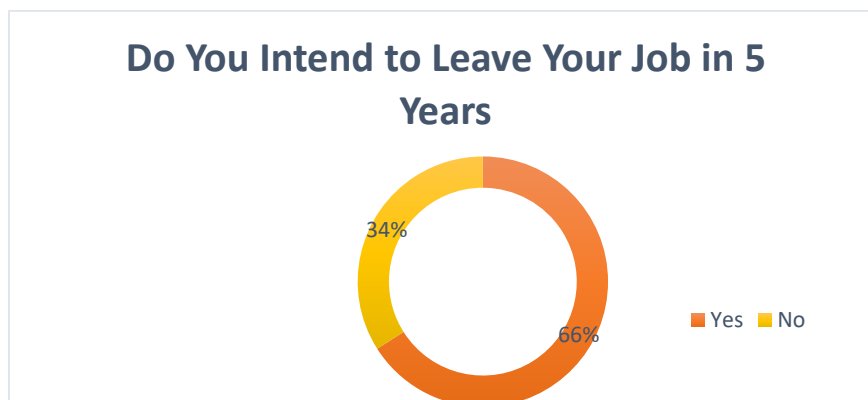
Ninety-seven participants believe that their organizational operating procedures need upgrading. Participants gave several reasons to support this choice, as illustrated in Diagram 29. Five participants indicated that directives must be documented because employees are now forced to follow directives not written by authority. As a result, there is no support for their actions when audit queries arise. Five participants also indicated that there is no inclusion of lower-level employees, which can be very helpful when providing feedback for strategic decision-making. As

such, there is a need for revamping the procedures. This is also supported by 22 participants who advocated that the organizational policies need urgent revision to align with modern times.

According to seven participants, the current operating procedures required too much paperwork, which needs to be revised to reduce time and cost. As such, the operating procedures need to be realistic and relevant, as suggested by three participants. Ten participants believed upgraded technology is required at many levels to reduce time and cost and increase efficiency. According to six participants, the operating procedures need to be upgraded due to outdated policies. Therefore, once the policies are updated, the procedures should be updated as well. Twelve participants believed that the organization needs to utilize more technology, as there is a significant amount of paperwork. However, most (27) participants thought the operating procedures required upgrading because too many old methods are still used in government organizations today.

Diagram 30

Do You Intend to Leave Your Job in 5 Years?

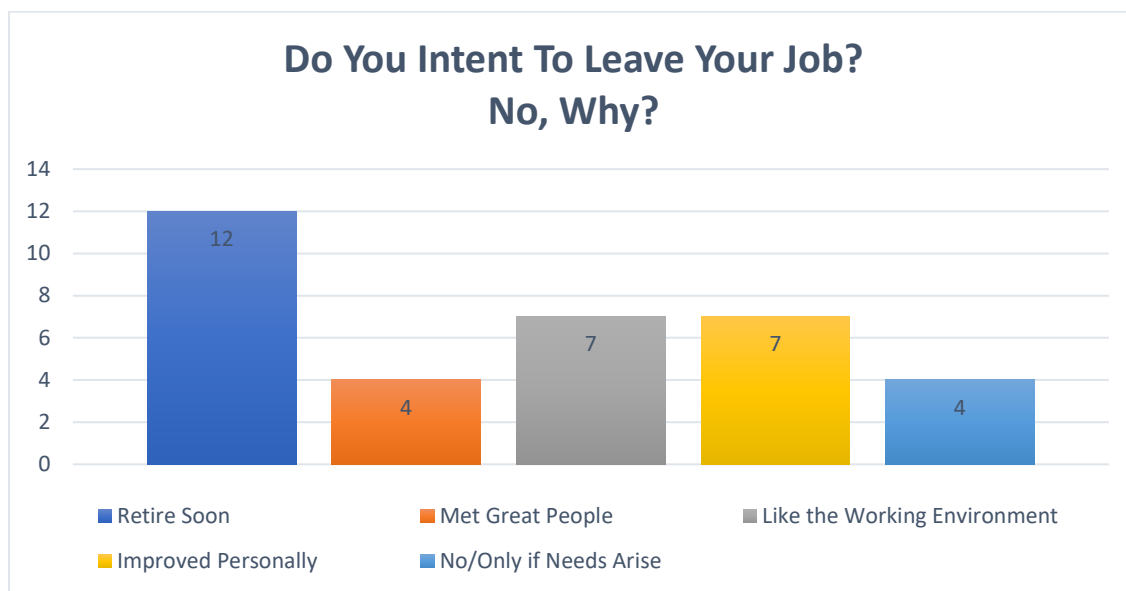


Source – Nvivo Coding (2023)

Participants were asked whether they intended to leave their jobs within the next five years, to which 34 responded "no," while 66 responded "yes." This information is illustrated in Diagram 30. Participants provided several reasons for their answers, which are displayed in Diagrams 31 and 32.

Diagram 31

Do You Intend to Leave Your Job? No, Why



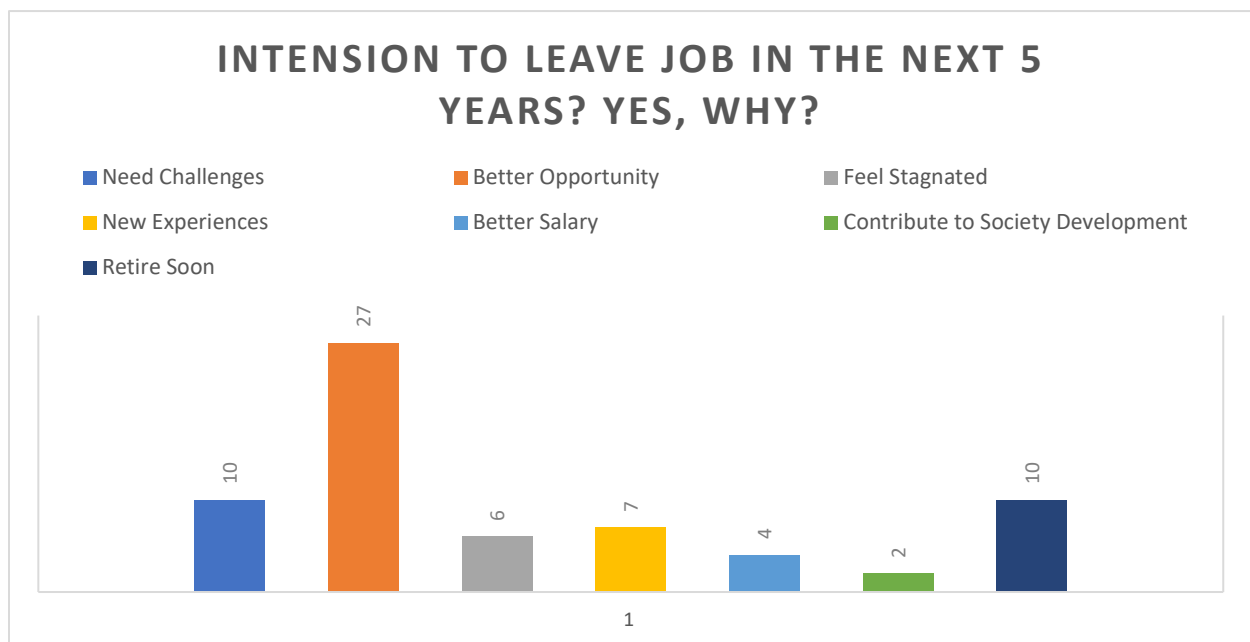
Source – Nvivo Coding (2023)

Thirty-four participants indicated that they may not leave their job within five years and provided several explanations for their choice, as illustrated in Diagram 31. Twelve participants stated that they do not intend to leave their jobs within five years because they plan to retire soon. However, four participants will stay because they met great people at the organization. Seven

participants remained in their jobs because they liked the working environment. Seven participants will also stay on their jobs because they contributed to their improvement. However, four participants stated that they would remain in their current careers and only consider moving on if necessary.

Diagram 32

Do You Intend to Leave Your Job in the Next 5 Years? Yes, Why



Source – Nvivo Coding (2023)

Sixty-six participants reported that they might leave their jobs within the next five years and provided several reasons for their decision, as illustrated in Diagram 32. Ten participants stated that they need challenging work, as their current job does not provide the challenges they seek. Most participants (27) indicated that they desired to leave their jobs due to better opportunities.

Six participants indicated that they feel stagnant in their organizations, which is why they intend to go. Nonetheless, seven participants wish to seek new experiences. Four participants quoted a better salary as their reason for wanting to quit their jobs. Two participants indicated that they desire to contribute to the development of society, and their organizations do not provide such an avenue. Finally, ten participants indicated their intention to leave within the next five years, but this was primarily due to retirement.

Question 3 - In what ways do diverse generational perspectives affect key aspects of organizational performance?

Diagram 33

Respect for Leaders



Source – Nvivo Coding (2023)

The interviewees were asked if they respected their leaders, and out of 100 participants, 11 responded negatively, while 89 responded positively. This information is illustrated in Diagram 33. The following two diagrams, 34 and 35, provide reasons that participants give to support their choices.

Diagram 34

Do You Respect Your Leader? No



Source – Nvivo Coding (2023)

Eleven participants indicated they do not respect their leaders and supplied several reasons for their choice, as illustrated in Diagram 34. Three participants stated that they do not respect their leader; respect must be earned. Six participants indicated that their leaders' approach to leadership is demanding. As such, they do not respect them. One participant said that they only have five

percent respect for their leader. The last participant indicated that they only respect their leader's office but not the leader.

Diagram 35

Do You Respect Your Leader? Yes



Source – Nvivo Coding (2023)

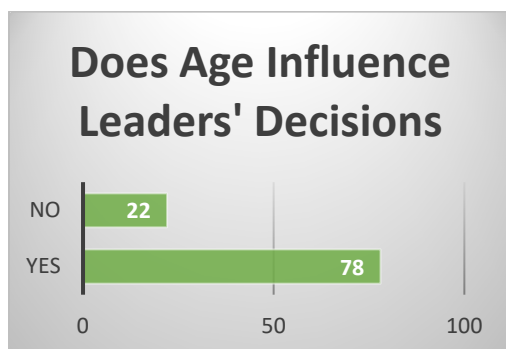
From the interview, 89 participants indicated that they respect their leaders and gave several justifications for their chosen choice, which is displayed in Diagram 35. One person said that he respected his leader, but his leader did not reciprocate the respect. One participant said that his leader is good and deserves respect. Four participants respect their leaders because they still have jobs. Eleven participants indicated that they appreciated their leaders' offices. Seven

participants stated that their leaders are very understanding, which is why they respect them. Due to the leaders' experience and professionalism, they are respected by three participants. According to 15 participants, they were taught to respect their leaders, which is why they respect them.

Similarly, 14 participants indicated that they respect everyone in a position of authority. Nine participants stated that they learned from their leaders and, as such, they appreciate them. Two participants indicated that their leaders are inspiring, which is why they have respect for them. Two respect their leaders because they have to; that is what people do. However, 17 participants indicated that they respect their leaders because they are respectable, provide guidance, and possess excellent leadership skills. The final three participants said they appreciate their leaders because leaders help with organizational growth.

Diagram 36

Does Age Influence Leaders' Decisions?



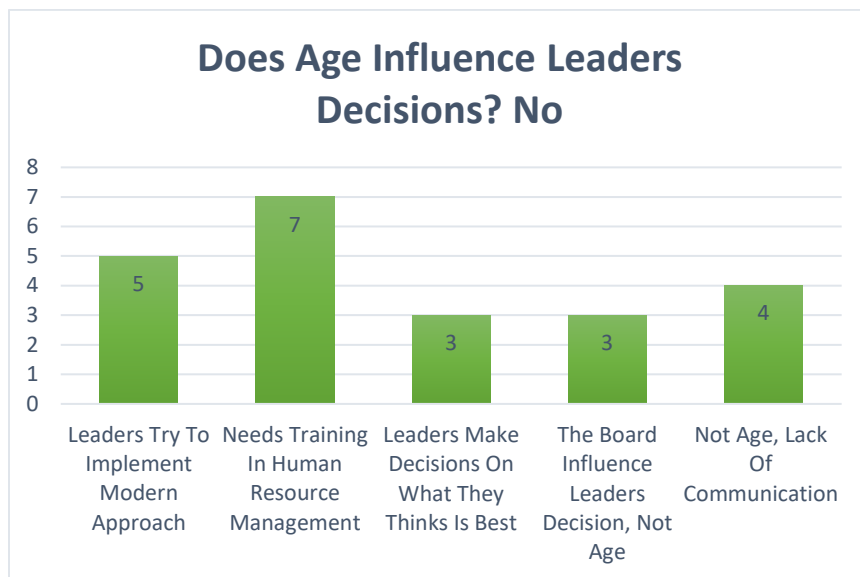
Source – Nvivo Coding (2023)

Participants were asked whether age influences leaders' decisions, to which 22 responded "No" and 78 responded "Yes." This information is graphically illustrated in Diagram 36. The

reasons the participants gave for making such choices are pictorially displayed in Diagrams 37 and 38.

Diagram 37

Does Age Influence Leaders' Decisions? No



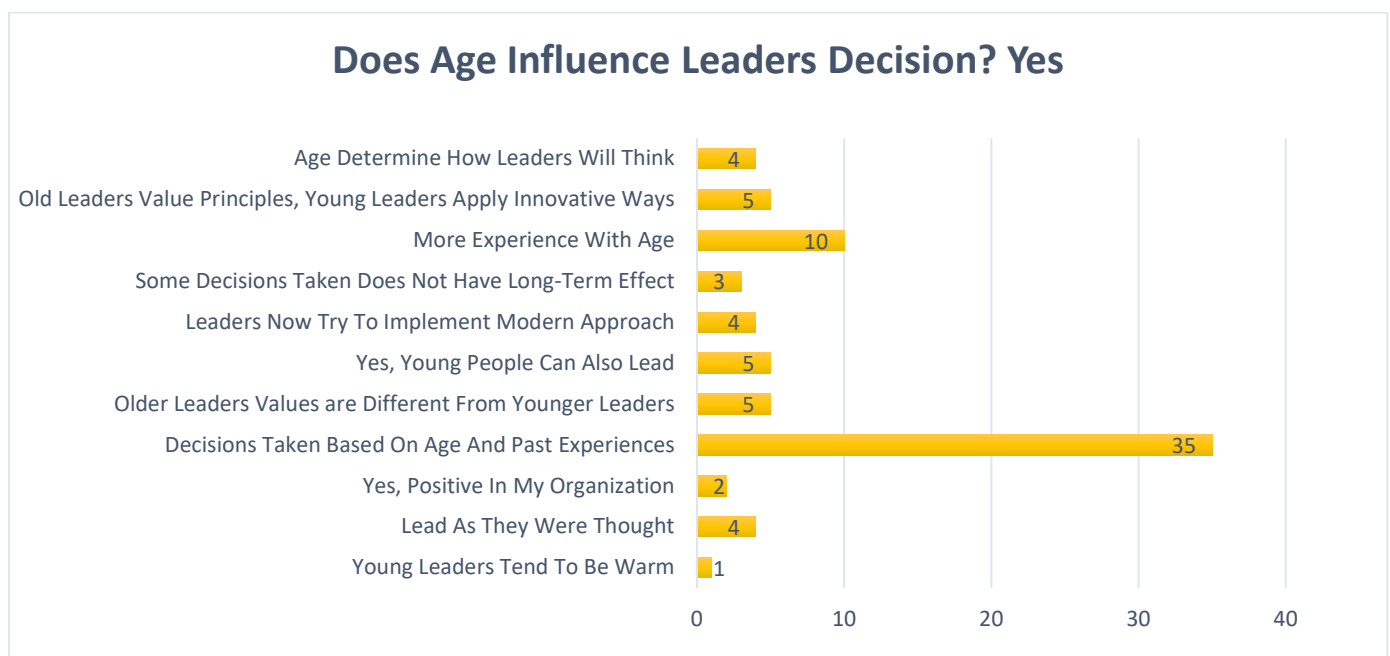
Source – Nvivo Coding (2023)

Twenty-two participants said that age does not influence leaders' decisions. They gave five reasons to substantiate the rationale behind their choice, which is illustrated in Diagram 37. Five participants stated that age does not influence their leaders' decisions, but rather, their leaders attempt to implement a modern approach to leadership. Another seven participants noted that although age does not affect their leaders' decisions, their leaders need training in human resources management. Three participants believed that leader's make decisions based on what they think is best, and their age does not influence that. Another three participants felt that the board influenced

leaders' decisions rather than leaders' age. Nonetheless, four participants indicated that age does not influence leaders' decisions, but rather their lack of communication with employees, which leads them to make poor decisions.

Diagram 38

Does Age Influence Leaders' Decisions? Yes



Source – Nvivo Coding (2023)

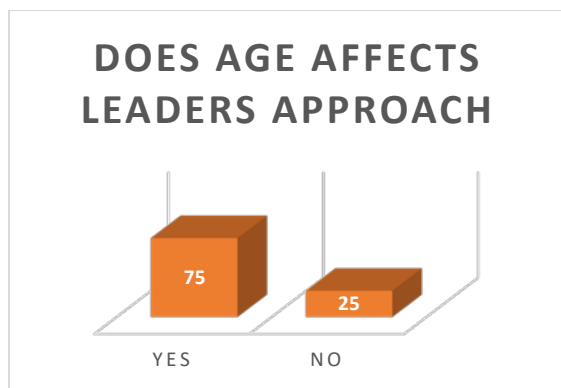
Seventy-eight participants indicated that age does influence leaders' decisions. These participants gave several reasons to justify their choice, illustrated in Diagram 38. Four participants believed that a leader's age determines his thinking. Five participants stated that old leaders value principles, while young leaders apply innovative ways of leading; therefore, age is an influential factor in leaders' decision-making processes. Ten persons indicated that leaders tend to become

more experienced with age, which in turn influences their decisions. Additionally, some decisions made do not have long-term effects, and these decisions will depend on the age of the leader who makes them. Four participants stated that some leaders in the sector attempt to implement a modern approach and are often perceived as being young.

Further, five participants specifically said that young people can also lead. Most of the participants who said yes (35) said that decisions taken are based on the age and past experiences of the leaders. Two participants indicated that leaders are positive at their organizations and are respected. Four participants said that their leaders lead as they were taught. Lastly, one participant noted that young leaders tend to be as warm as their leader is.

Diagram 39

Does Age Affect Leaders' Approach?



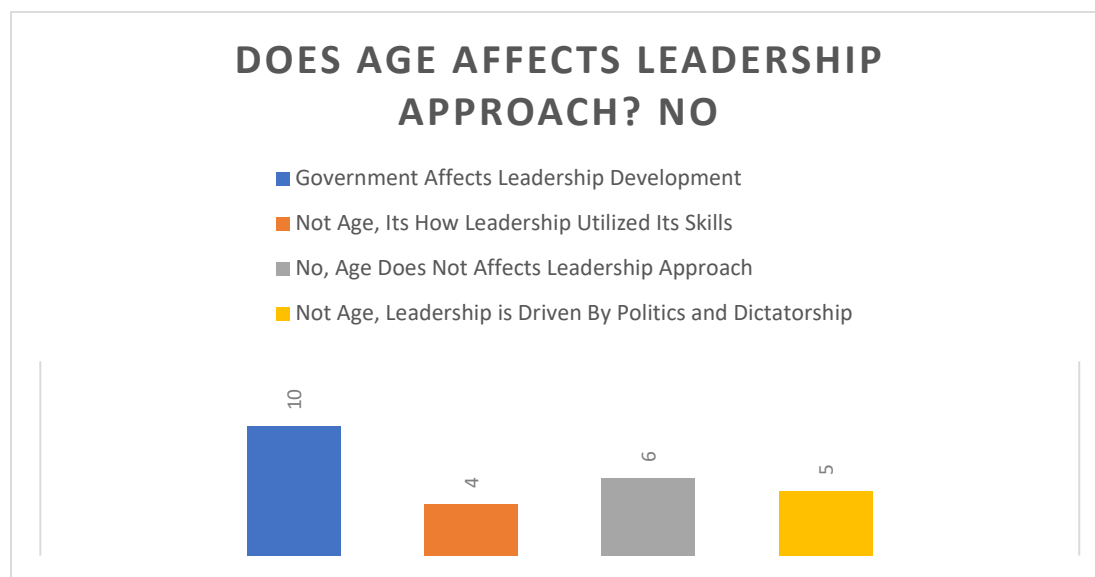
Source – Nvivo Coding (2023)

Participants were asked in the interview whether they think age affects the leadership approach of their leaders. Seventy-five agreed, while 25 responded negatively, as reflected in

Diagram 39. Furthermore, participants provided reasons for their choices, as illustrated in Diagrams 40 and 41.

Diagram 40

Does Age Affect Leadership Approach? No



Source – Nvivo Coding (2023)

Twenty-five participants responded negatively to the question of whether age affects leadership approaches within their organization. Four reasons were given for their responses, which are illustrated in Diagram 40. Ten participants said that it is not age that affects their leadership approach, but rather the government makes all the rules and regulations that govern the public sector. However, four participants said that how leaders utilize their leadership skills affects the organizations and not necessarily their age. Without further explanation, six participants stated

that age does not influence the leadership approach. Five participants believed that politics and dictatorship drive organizational leadership, not age.

Diagram 41

Does Age Affect Leadership Approach? Yes



Source – Nvivo Coding (2023)

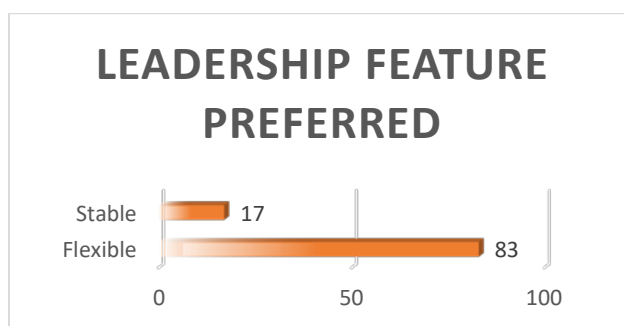
Responding to whether age affects the leadership approach at their organization, 75 participants said yes. Several reasons were given for their responses, which are presented in Diagram 41. Two respondents noted that young people possess excellent leadership skills; hence, age positively influences their leadership approach. Furthermore, four respondents stated that old leaders need to retire and allow younger leaders to take the lead. Three participants indicated that

leadership inefficiency is reflected when more senior leaders ignore current issues. Ten participants declared that age does affect leadership approach and in their organization in a positive way. Nine participants reported that their perception of leaders, framed by past experiences and age, will determine how they lead.

Similarly, most participants (14) believed that leaders' values and approaches are influenced by their age, which in turn determines how they lead. Eleven participants said old leaders lead in an old-fashioned way, while thirteen said leaders lead as they were taught. According to four participants, more senior leaders are believed to take an authoritative approach to leadership. Nonetheless, three participants said respectable decisions should be made regardless of age. One participant contended that leaders make all the decisions while human resources have no input. Lastly, one participant said older leaders are wiser due to their experience.

Diagram 42

Which Leadership Feature You Preferred?

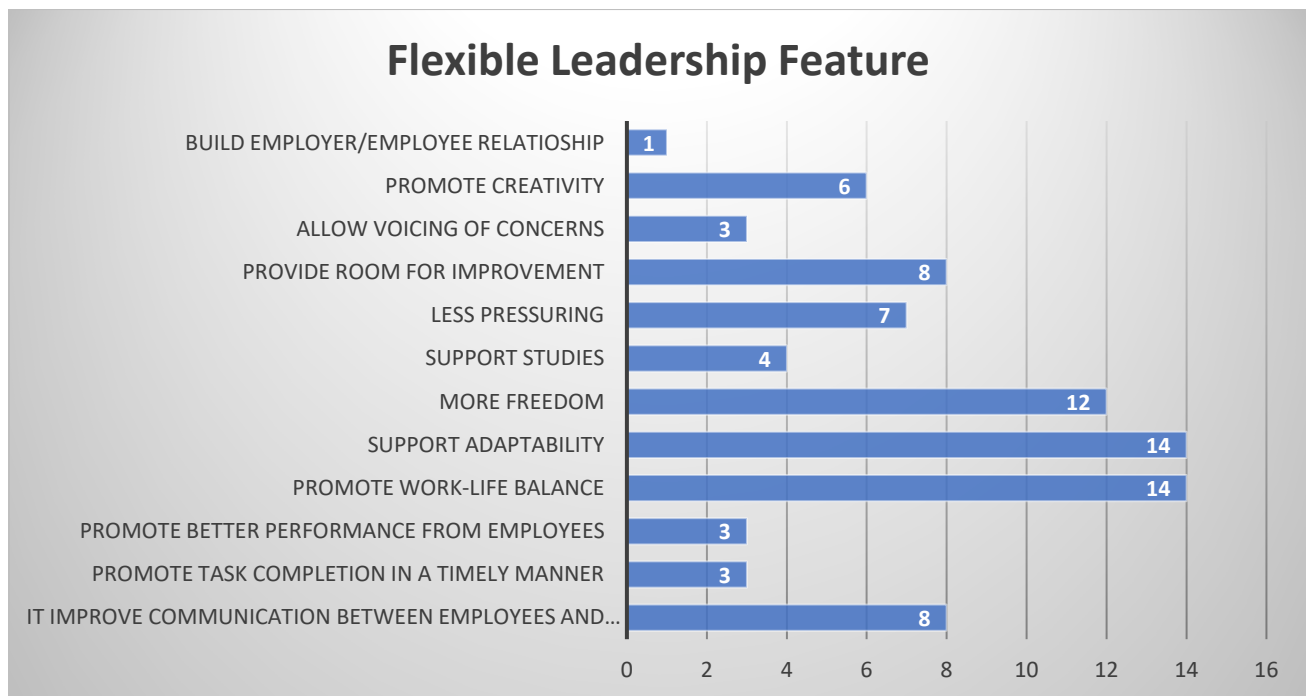


Source – Nvivo Coding (2023)

Participants were asked to choose which leadership feature they preferred between stable and flexible leadership. Out of 100 participants, 17 reported stability, while 83 reported flexibility, as illustrated in Diagram 42. The participants supplied many reasons for their leadership feature choice, as depicted in Diagrams 43 and 44.

Diagram 43

Flexible Leadership Feature



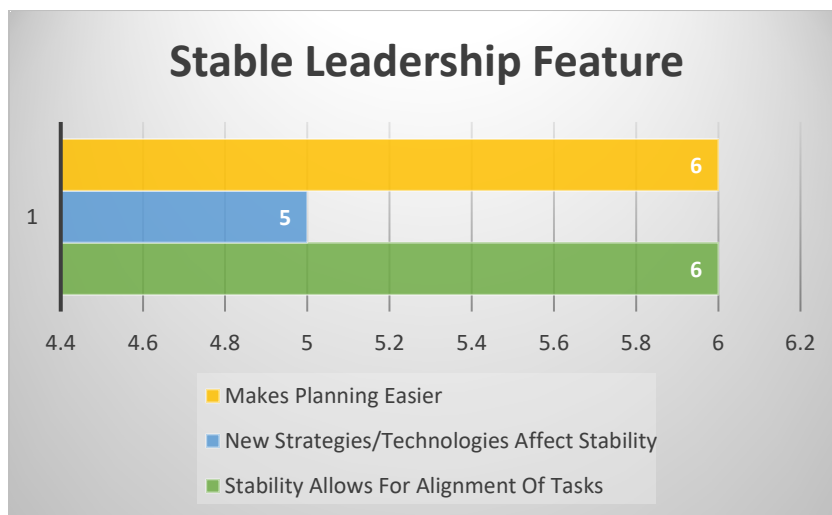
Source – Nvivo Coding (2023)

Eighty-three participants expressed a preference for flexible leadership over stable leadership, providing several supporting reasons, as illustrated in Diagram 43. One participant chose flexible leadership because it fosters strong relationships between employers and employees.

Six persons believed flexible leaders promote creativity. Three participants felt that flexible leaders enable all employees to express their concerns. Flexible leaders will allow the provision for improvement, according to eight participants. Seven participants indicated that flexible leadership is less pressuring for employees to work. Four participants commended flexibility for it supports employees who are studying. Twelve participants lauded flexibility because it gave them freedom. Fourteen believed that flexibility helps adaptability, while another 14 believed it promotes work-life balance. Three participants stated that it enables better employee performance, and three others indicated that flexibility ensures task completion on time. Lastly, eight participants believed that flexibility improves communication between employees and leaders.

Diagram 44

Stable Leadership Feature



Source – Nvivo Coding (2023)

Out of 100 participants, 17 preferred a stable leadership style over a flexible one. These participants gave three reasons for their choice, illustrated in Diagram 44. Six participants chose the stable leadership feature because it makes planning easier. Five participants believed that new strategies and technologies affect stability, which is unsuitable for organizations. Finally, six participants noted that stability enables the alignment of tasks.

Diagram 45

Leaders Appreciation for Upgraded Strategies and Talent

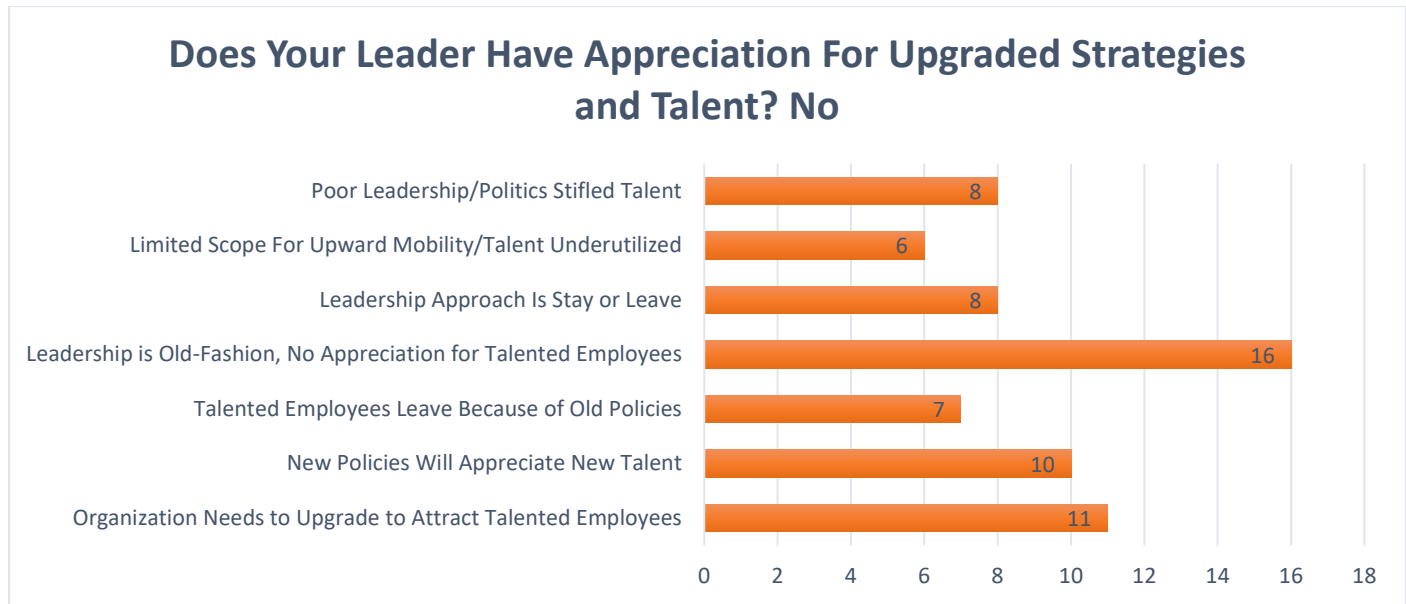


Source – Nvivo Coding (2023)

Participants were asked whether their leaders appreciate upgrade strategies and talent, with 34 responding "yes" and 66 responding "no." This information is illustrated in Diagram 45. Many reasons were given for their choices, presented in Diagrams 46 and 47.

Diagram 46

Does Your Leader Have Appreciation for Upgraded Strategies and Talent? No



Source – Nvivo Coding (2023)

Sixty-six participants stated that their leaders do not appreciate upgraded strategies and talents and provided several reasons to support their choice, as illustrated in Diagram 46. Eight participants said that their leaders do not appreciate talent and upgraded strategies because their leadership is poor, and with the involvement of politics, talent is stifled. Six participants stated that, given the limited scope for upward mobility, talent is underutilized. Additionally, talent is wasted with a leadership approach that focuses on staying or leaving. Most participants (16) stated that their leaders are old-fashioned and do not appreciate talent or innovative strategies.

Furthermore, seven participants stated that talented employees leave the organization because its policies are outdated. However, ten participants contended that new policies will attract

new talent. Eleven participants said that the organizations need to upgrade to attract talented employees.

Diagram 47

Does Your Leader Have Appreciation for Upgraded Strategies and Talent? Yes



Source – Nvivo Coding (2023)

Thirty-four participants indicated that their leaders appreciate upgrade strategies and talent. They give several reasons for their answers, illustrated in Diagram 47. Two participants stated that their leaders appreciate an upgraded strategy and talent, but effective communication between employers and employees remains necessary. Twelve participants believed their leaders enjoy upgraded strategy and talent at their organizations. Two participants said yes because their leaders allow participation from all employees regardless of their employment levels. Seven participants believed their leaders appreciate talent, but the strategies must be upgraded. Four participants said

their leaders always show appreciation for all employees' skills and talent. However, seven participants said their leaders could do more, although they agreed they appreciate talent and upgraded strategies.

Thematic Analysis for Qualitative Data

Thematic analysis for qualitative data examines the inner and outer aspects of psychology, yet it can be underappreciated in the literature (Lawhaishy, 2023). Because it is not limited to theories and epistemologies, thematic analysis is considered an extremely acceptable, diverse, and compatible tool with various methodologies (Braun & Clarke, 2006). It identifies, analyzes, and reports data patterns, systematically organizing and interpreting qualitative data to recognize common themes that emerge from the data. As such, it does not rely on existing theoretical frameworks but allows themes to emerge directly from the data. This research processed the qualitative data using a five-step systematic process (Creswell & Creswell, 2018).

Firstly, the responses were read, re-examined, and familiarized with the data to gain a comprehensive understanding of its content. Secondly, relevant data, such as sentences and paragraphs, were identified and labeled with codes representing ideas, concepts, and themes to capture essential pieces of the data. Thirdly, patterns within the coded data were determined by grouping similar codes and examining overarching themes that encompassed these codes. Fourthly, the themes were identified, reviewed, and refined to accurately capture the data. This was done by revisiting the original data to confirm the relevance of each theme. Lastly, each theme was defined and described in detail, outlining its meaning and significance in the research context. The names of each theme were concise, capturing its essence. Finally, the findings of the thematic

analysis were presented, which involved synthesizing the themes and illustrating them with supporting quotes from the data. The qualitative data was analyzed using NVivo, an analytical tool for analyzing qualitative data that offers excellent flexibility in coding (Zamawe, 2015).

To gain insight into the background of each participant and determine whether past experiences and events contributed to the perspectives they shared, demographic and historical experience questions were asked at the beginning of the interview. The demographic section consists of participants' employment details, including their current role, years in their current role, and years of service; participants' generations, such as Baby Boomers, Generation X, and Millennials; and Their Gender, categorized as male and female. There were two categories of participants' historical experiences: historical events, which consisted of the impact on a person, the impact on work, and the name of a historical event; and upbringing, which included challenges, poverty, and happiness and joy. The last three categories are directly related to the three research questions.

Each participant was asked to provide their leader's approximate age, categorized under three generations, as shown in Table 5.

Table 5

Number of Leaders from Each Generation

Names of Generations of Leaders	# of Leaders of Each Generation
Baby Boomers	25
Generation X	54
Millennials	21

Source – IBM SPSS (2023)

Participants were asked whether their organization has open-door policies and allow inclusion in decision-making. These were coded as 'yes,' and no other codes were used under the 'yes' and 'no' categories.

Table 6

Definition for 'Yes' and 'No'

Open-door Policies/ Inclusion in Decision Making		
Coded Categories	Definitions	Words Used in Data
No	'No' is used for negative responses	No
Yes	'Yes' is used to affirm or confirm positively	Yes

Source – IBM SPSS (2023)

Participants were asked to rate their leaders' leadership skills. This was categorized into three groups, as outlined in the table below.

Table 7

Definition for 'Excellent', 'Average', and 'Poor' for Rating of Leadership Skills

<i>Rating of Leadership Skills by Participants</i>		
<i>Coded Categories</i>	Definition	Words Used in Data
<i>Excellent</i>	A rating above average – 80%	Follow, Modern, Democratic
<i>Average</i>	Meeting expectation	Need, But, Can do, Trying
<i>Poor</i>	Unable to meet Expectations	Outdated, Neglect, Bureaucratic, Wrongly, Unfair, Dictatorship, Lack, No,

Source – NiVivo Coding (2023)

In attempting to gather data on how employees' perception of their leader affects their performance score, participants were asked six supporting questions about whether their leaders motivate them, if they are satisfied with performing their tasks, whether they are happy with their performance score, if the use of their skills affect their performance score, whether their operating procedures need upgrading, and if they will leave their jobs in five years. The data gathered from these six questions were coded separately, with each having two categories representing positive and negative responses. This information is expounded in the following table.

Table 8*How Employees' Perception Affects Their Performance*

How Employees' Perception of Their Leaders Affects Their Performance Score			
Coded Categories	Definitions	Emotions	Words Used In Data
Motivation	Direct behavior in achieving goals and satisfying needs	No, Why	No motivation, no form, do what needs to be done
		Yes, How	Understanding, approachable, firm support, participatory, training and development, moral support, respectable, inspirational, practical communication, recognition, encouragement.
Job Satisfaction		No, Why	Lack of communication, commanding, no system, more work, less compensation, no guidance, no appreciation, no tools provided, poor policy,

	Level of contentment and fulfillment one experienced with their job	Yes, How	outdated, do what is paid for Influenced by being a leader, team player, and professional, and having clear communication, task assignments, flexible deadlines, and utilizing my skills, I put systems in place.
Performance Score Satisfaction	Assessment of Employees' satisfaction with their score	No, Why	One Assessment Form for all levels, insufficient time given for tasks, score influenced by leader, not happy, poor score, lack of guidance, old methods
		Yes, How	Influenced by leaders, I strive to achieve sound scores, self-motivation, good performance, and rewards, and I appreciate compliments and positive feedback. My

			leader does not grade me.
Skills Impact Performance Score	How well Employees Skills align with tasks and affect Performance	No, How	Skills under-utilized, low appreciation for employees, restriction within levels
		Yes, Why	Skills enhance performance, making me appreciate my work, promote teamwork, and meaningfully utilize skills that are easily adapted, resulting in increased satisfaction and efficiency.
Upgrade Operating Procedures	Process of revising the operating Procedures to guide the organization	No, Why	Operating procedures align with policies
		Yes, Why	Directives need to be documented, involve low-level staff, necessitate an urgent revision of policies, and result in excessive paperwork. Realistic and relevant procedures are required, along with upgraded technology.

			Additionally, outdated policies and methods need to be replaced.
Job Turnover in 5 Years	Intention to leave the employment in 5 years	No, Why	Retire soon, meet great people, like the working environment, and improve personally only if needed.
		Yes, Why	I need challenges, better opportunities, to feel less stagnant, new experiences, a higher salary, to contribute to society's development, and to retire soon.

Source – Nvivo Coding (2023)

The data was gathered in responding to Research Question Three on the extent to which the generation gap affects leadership development; participants were asked five supporting questions about their respect for their leaders, whether age influences leaders' decisions, if age affects leaders' approach, whether they prefer stable or flexible leadership feature, and if their leader appreciate upgraded strategies and talent. The answers to these five questions provided valuable data, coded separately into two categories representing positive and negative responses,

except for leadership features, which use stable and flexible codes. This information is better explained in the table below.

Table 9

How Generation Gap Affects Leadership Development

What Extent Does Generation Gap Affect Leadership Development			
Coded Categories	Definitions	Emotions	Words Used In Data
Respect for Their Leader	The admiration, esteem, and deference displayed by individuals or groups towards those in leadership.	No, Why	Respect has to be earned. Demand leadership, 5% respect, and respect only in office.
		Yes, How	Respect my leader. A good leader deserves respect. I still have a job, and I respect the office. He is very understanding, experienced, and professional. He thoughtfully respects elders and everyone in authority. I learn from him, find him inspiring, and appreciate his guidance and outstanding leadership skills, which aid in organizational growth.

Age-Influenced Leaders Decisions	Leaders' characteristics, experiences, and the context in which leadership occurs	No, Why	Try to implement a modern approach. They need training in human resource management and should make a decision based on what they think is best. The Board should influence the decision, not age, and there is a lack of communication.
		Yes, How	Age influences how leaders think; older leaders tend to value principles, while younger leaders prioritize innovation, experience, and decisions with long-term implications, striving to implement modern approaches. Young people can lead; old and young leaders value differently, and decisions made based on age and experience can lead to positive outcomes. Young leaders are often warm.
Age Affects Leaders' Approach		No, Why	The government affects leadership

	Individual experiences, perspectives, and priorities evolve.		development; however, how leaders utilize their skills is not influenced by age. Politics and the nature of a dictatorship also influence leadership.
		Yes, How	Young people can lead, old leaders need to retire, Ignore current issues, positive influence, perception framed by experienced determines leadership, approach is based on age, old leaders are old fashion, leaders lead as thought, authoritative approach by old leaders, respectable decision should consider, leaders make all decisions, HR has no input, old leaders are wise due to experience.
Leadership Preferred	Feature	Stable	Easy planning, new strategies, and tech affect stability, stability support, and task alignment.
		Flexible	Support the employer-employee relationship,

	enables adaptability and thriving in the ever-changing world.		promote creativity, allow voicing of concerns, facilitate improvement, reduce pressure, support studies, offer more freedom, encourage adaptability, promote work-life balance, garner better support from employees, enhance task completion, and improve communication.
Leaders Appreciation for Upgraded Strategies and Talent	Demonstrating and appreciating upgraded strategies and talent fosters a culture of innovation, engagement, and continuous improvement.	No, Why	Poor leadership and politics stifled talent, which was underutilized, resulting in limited scope for upward mobility. Leaders often told employees to stay or leave, adopting old-fashioned leadership styles. There was also a lack of appreciation for talent, and outdated policies drove top talent away. New policies are needed to attract and

			retain talent, which necessitates an upgrade.
		Yes, Why	Clear communication is needed, appreciation of talent and upgraded strategies, allow participation from all levels, talent appreciated but strategies need upgrading, leaders display appreciation, leaders can do more.

Source – NVivo Coding (2023)

Table 10

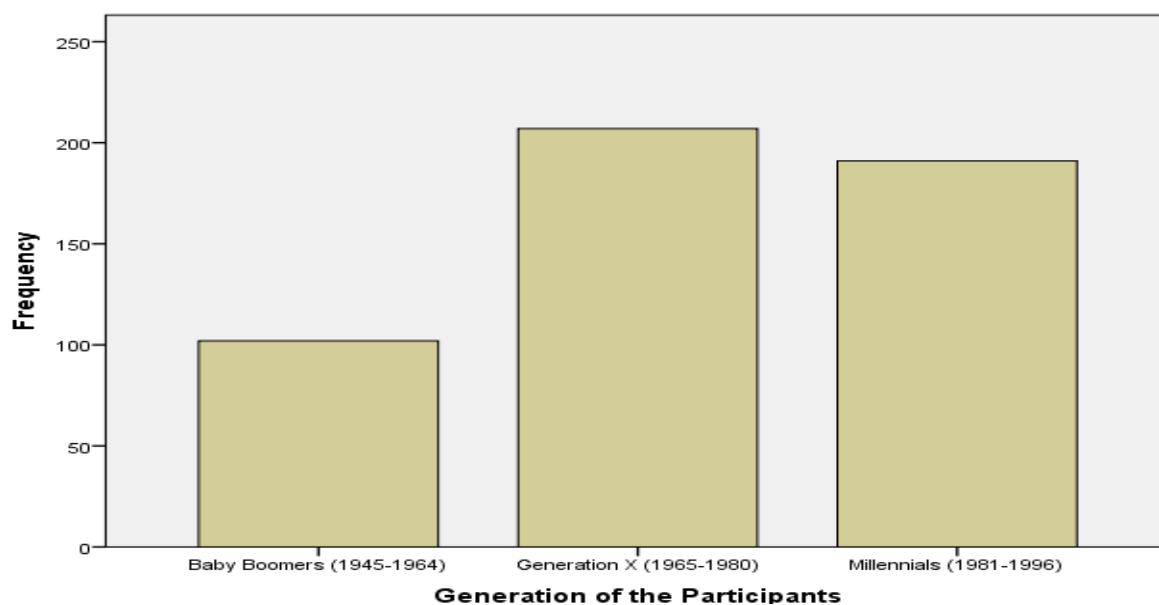
Generational Distribution of Participants

Results of Quantitative Data collected through Questionnaires

Descriptive Statistics

Participants' Generation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Baby Boomers (1945-1964)	102	20.4	20.4	20.4
	Generation X (1965-1980)	207	41.4	41.4	61.8
	Millennials (1981-1996)	191	38.2	38.2	100.0
	Total	500	100.0	100.0	

Source – IBM SPSS (2023)

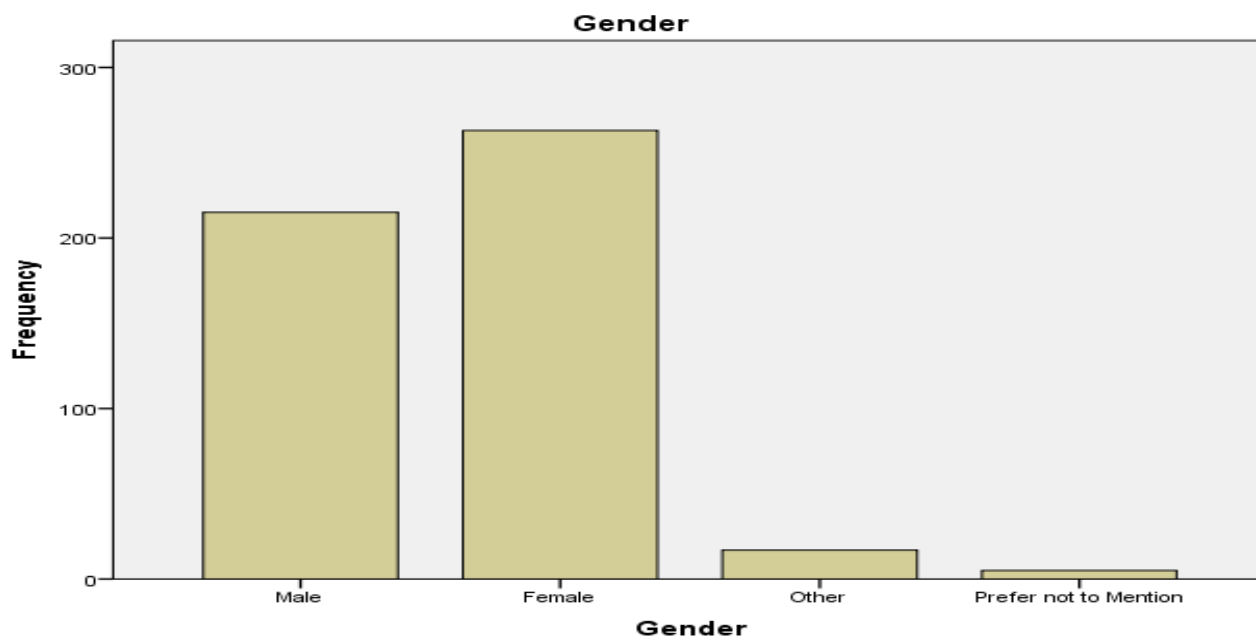
Graph 1*Generational Distribution of Participants*

Source – IBM SPSS (2023)

Table 11*Gender Distribution of Participants*

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	215	43.0	43.0	43.0
	Female	263	52.6	52.6	95.6
	Other	17	3.4	3.4	99.0
	Prefer not to Mention	5	1.0	1.0	100.0
	Total	500	100.0	100.0	
				0	

Source – IBM SPSS (2023)

Graph 2*Gender Distribution of Participants*

Source – IBM SPSS (2023)

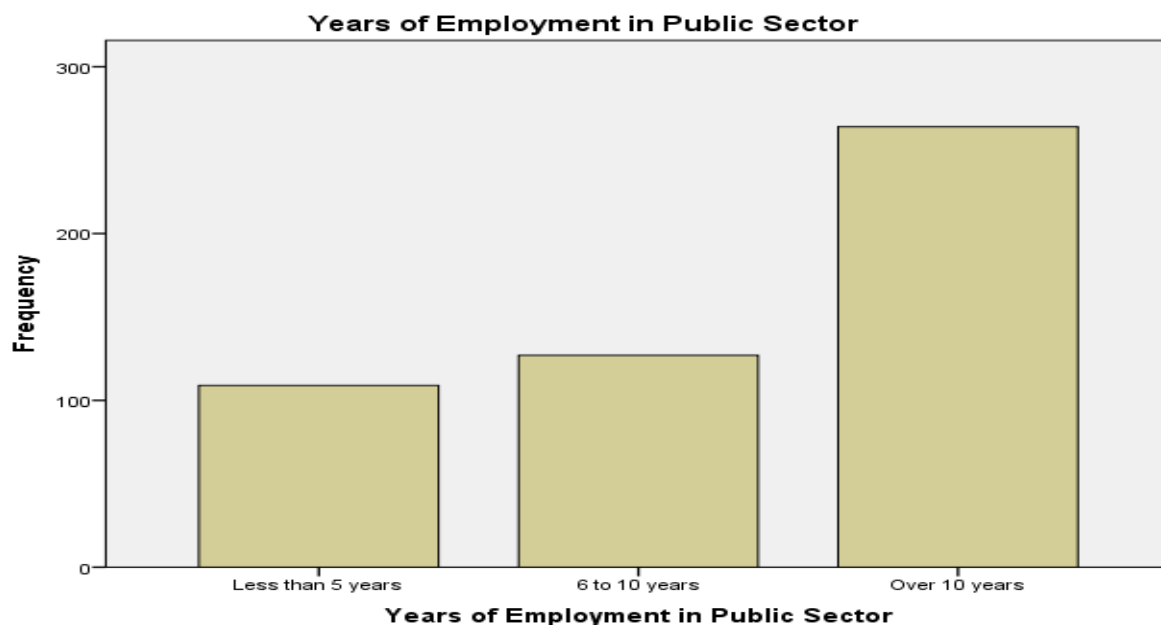
Table 12*Years of Employment in the Public Sector*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	109	21.8	21.8	21.8
	6 to 10 years	127	25.4	25.4	47.2
	Over 10 years	264	52.8	52.8	100.0
	Total	500	100.0	100.0	

Source – IBM SPSS (2023)

Graph 3

Participants Years of Employment in the Public Sector



Source – IBM SPSS (2023)

Table 13

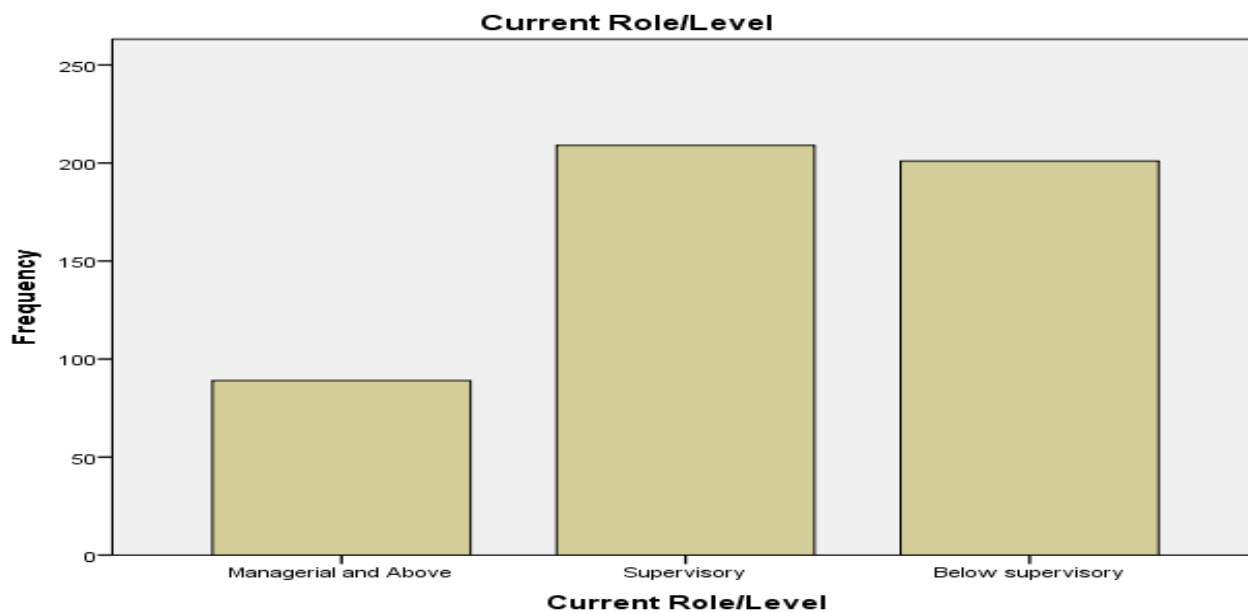
Distribution of Participants in Their Current Roles/Levels

Current Role/Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Managerial and above	89	17.8	17.8	17.8
	Supervisory	209	41.8	41.9	59.7
	Below supervisory	201	40.2	40.3	100.0
	Total	499	99.8	100.0	
Missing	0	1	.2	0	
Total		500	100.0		

Source – IBM SPSS (2023)

Graph 4

Distribution of Participants in Their Current Roles/Levels



Source – IBM SPSS (2023)

Table 14

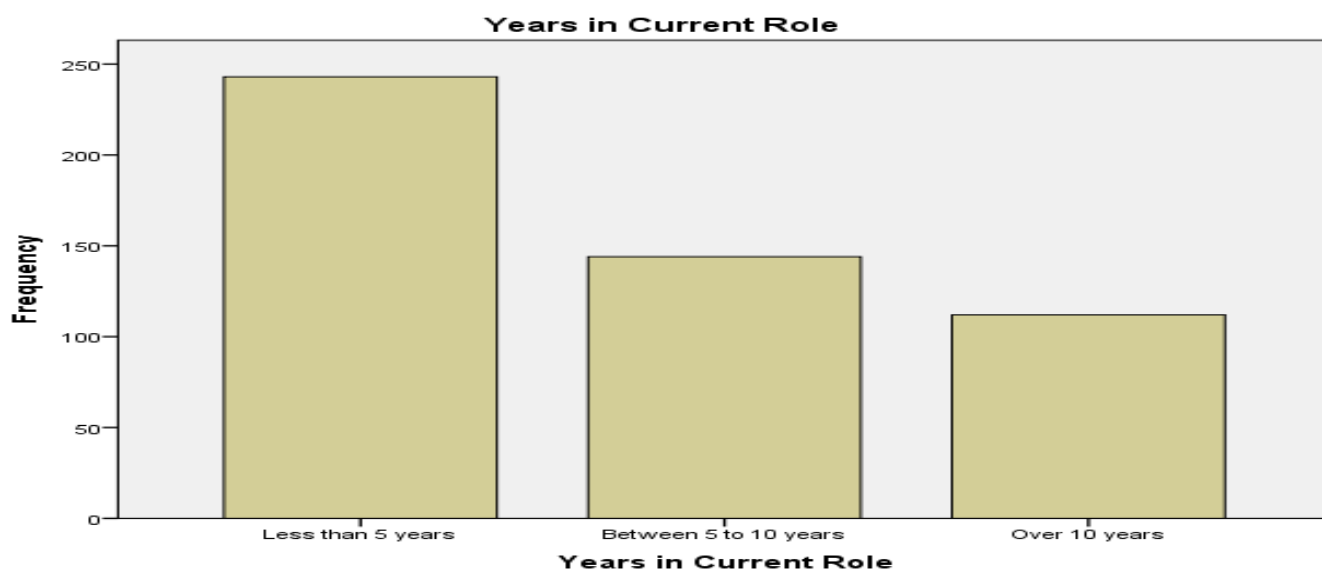
Distribution of Participants Based on Current Years in Current Role

Years in Current Role		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	243	48.6	48.7	48.7
	Between 5 to 10 years	144	28.8	28.9	77.6
	Over 10 years	112	22.4	22.4	100.0
	Total	499	99.8	100.0	
Missing	System	1	.2		
Total		500	100.0		

Source – IBM SPSS (2023)

Graph 5

Distribution of Participants Based on Their Years in Current Role



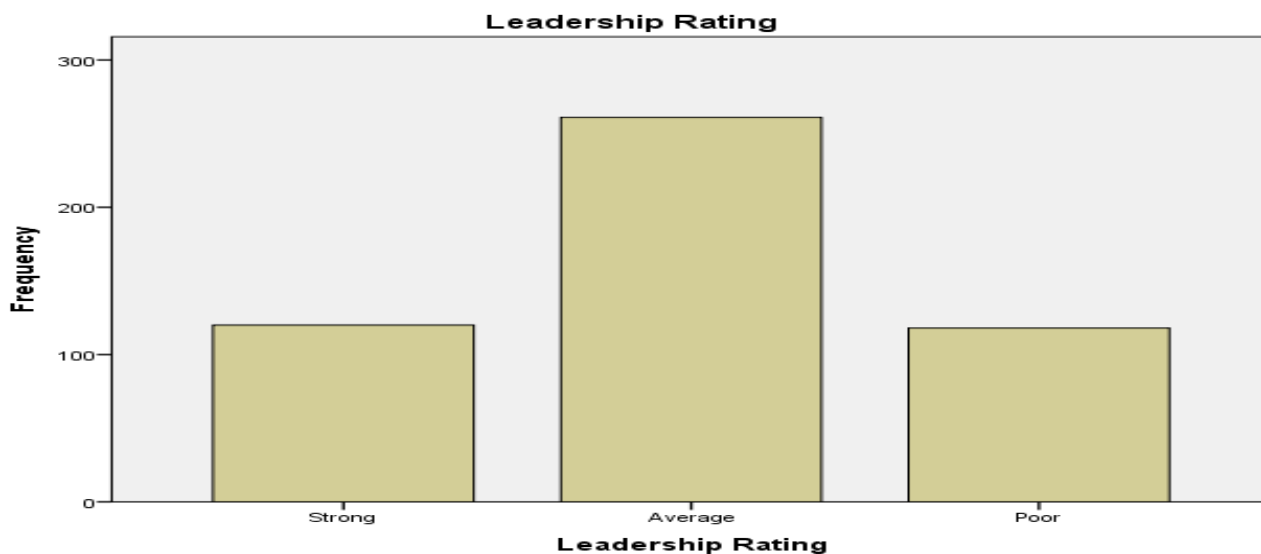
Source – IBM SPSS (2023)

Table 15

Participants Leadership Rating

Leadership Rating					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong	120	24.0	24.0	24.0
	Average	261	52.2	52.3	76.4
	Poor	118	23.6	23.6	100.0
	Total	499	99.8	100.0	
Missing	0	1	.2		
Total		500	100.0		
			0		

Source – IMB SPSS (2023)

Graph 6*Participants Leadership Rating*

Source – IBM SPSS (2023)

Table 16

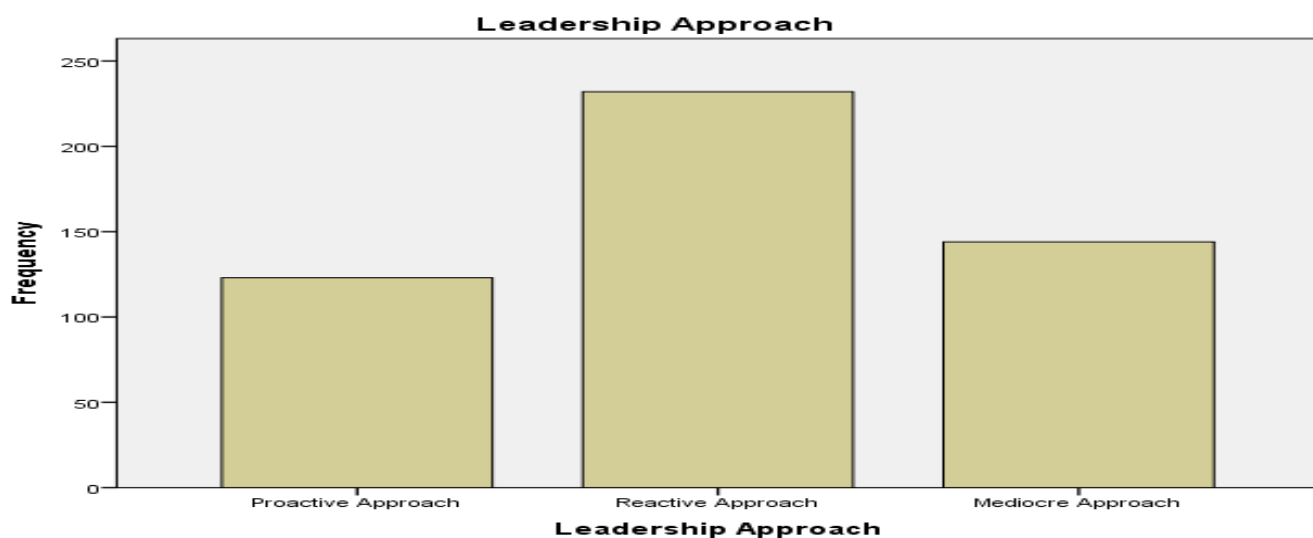
Participants Approach Influencing Their Leadership Rating

Leadership Approach					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Proactive Approach	123	24.6	24.6	24.6
	Reactive Approach	232	46.4	46.5	71.1
	Mediocre Approach	144	28.8	28.9	100.0
	Total	499	99.8	100.0	
Missing	0	1	.2		
Total		500	100.0		

Source – IBM SPSS (2023)

Graph 7

Distribution of Participants Approach Influencing Their Leadership Rating



Source – IBM SPSS (2023)

Table 17

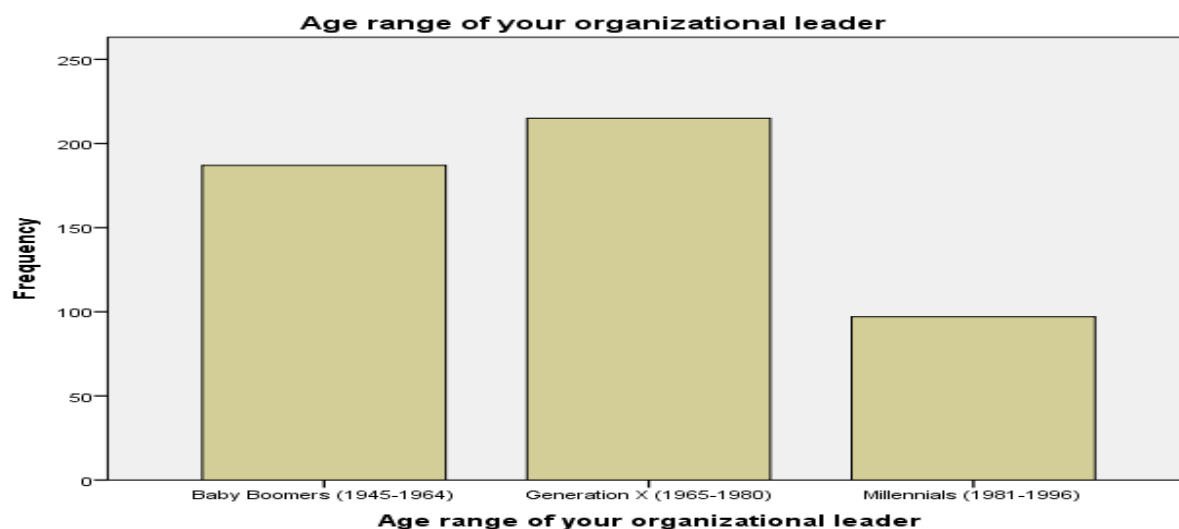
The Age Range of Guyana's Public Sector Leaders

The age range of your organizational leader					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Baby Boomers (1945-1964)	187	37.4	37.5	37.5
	Generation X (1965-1980)	215	43.0	43.1	80.6
	Millennials (1981-1996)	97	19.4	19.4	100.0
	Total	499	99.8	100.0	
Missing	0	1	.2		
Total		500	100.0		

Source – IBM SPSS (2023)

Graph 8

The Age Range of Guyana's Public Sector Leaders



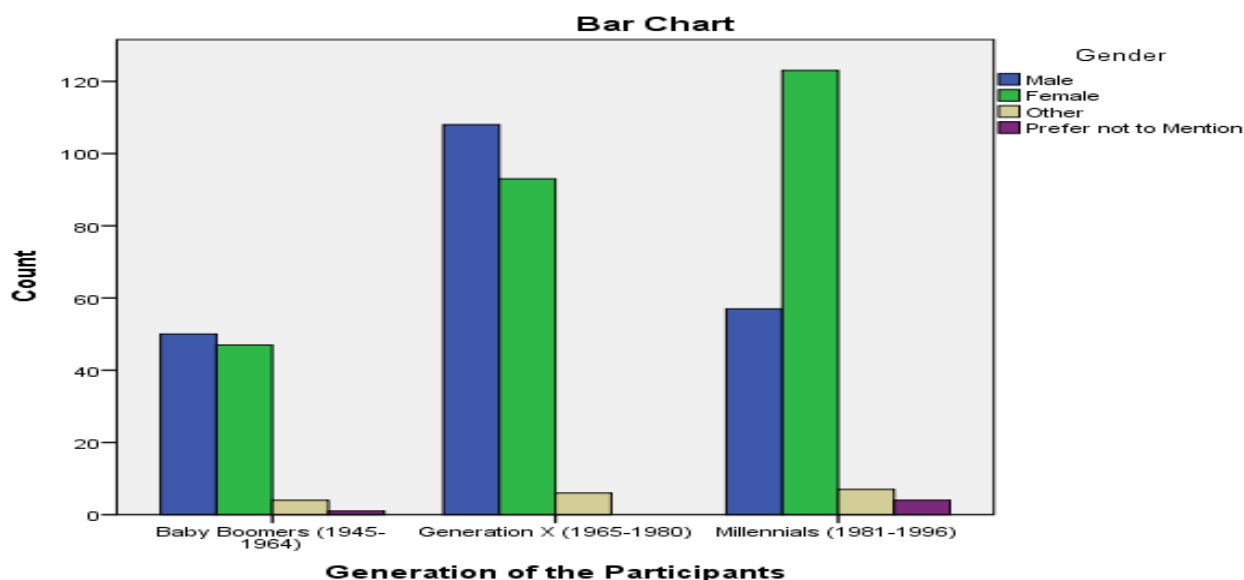
Source – IBM SPSS (2023)

Table 18

Gender Distribution Among the Generations of Participants

Generation of the Participants * Gender Cross-tabulation						
Count						
		Gender				Total
		Male	Female	Other	Prefer not to Mention	
Generation of the Participants	Baby Boomers (1945- 1964)	50	47	4	1	102
	Generation X (1965-1980)	108	93	6	0	207
	Millennials (1981-1996)	57	123	7	4	191
Total		215	263	17	5	500

Source – IBM SPSS (2023)

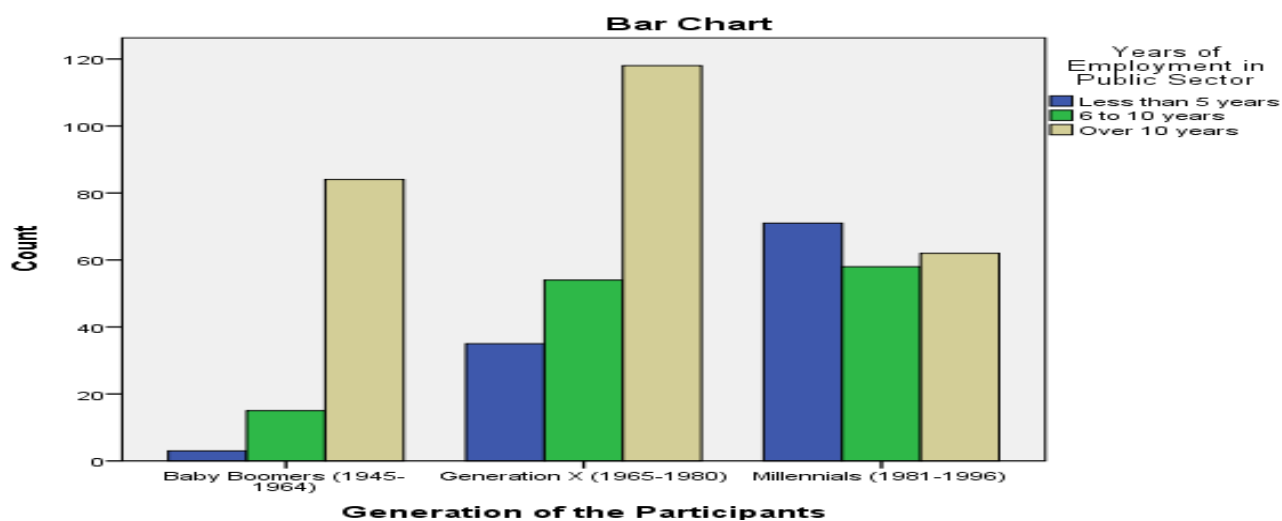
Graph 9*Gender Distribution Among Generations of Participants*

Source – IBM SPSS (2023)

Table 19*Generational Distribution Among Years of Employment*

Generation of the Participants * Years of Employment in Public Sector Cross-tabulation					
Count					
		Years of Employment in Public Sector			Total
		Less than 5 years	6 to 10 years	Over 10 years	
Generation of the Participants	Baby Boomers (1945-1964)	3	15	84	102
	Generation X (1965-1980)	35	54	118	207
	Millennials (1981-1996)	71	58	62	191
Total		109	127	264	500

Source – IBM SPSS (2023)

Graph 10*Generational Distribution Among Years of Employment*

Source – IBM SPSS (2023)

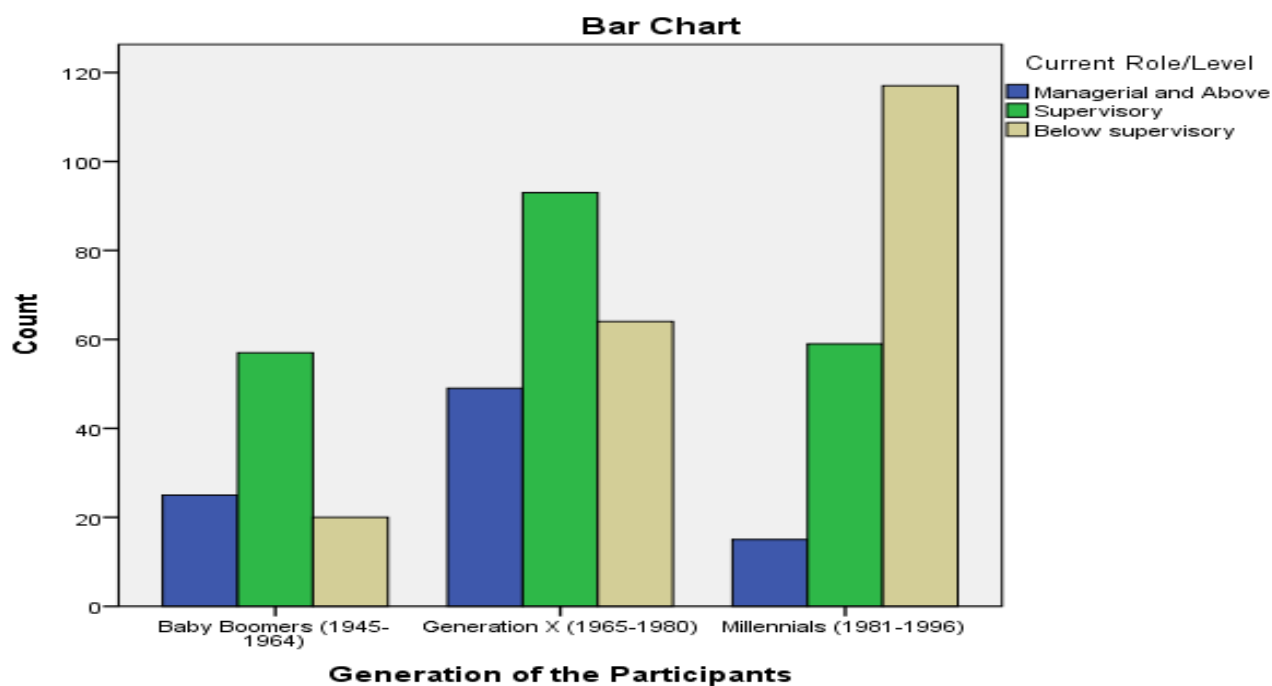
Table 20*Generational Distribution of Participants in Their Current Role/Level*

Generation of the Participants * Current Role/Level Cross-tabulation					
Count					
		Current Role/Level			Total
		Managerial and above	Supervisory	Below supervisory	
Generation of the Participants	Baby Boomers (1945-1964)	25	57	20	102
	Generation X (1965-1980)	49	93	64	206
	Millennials (1981-1996)	15	59	117	191
Total		89	209	201	499

Source – IBM SPSS (2023)

Graph 11

Generational Distribution of Participants and Their Current Role/Level



Source – IBM SPSS (2023)

Table 21

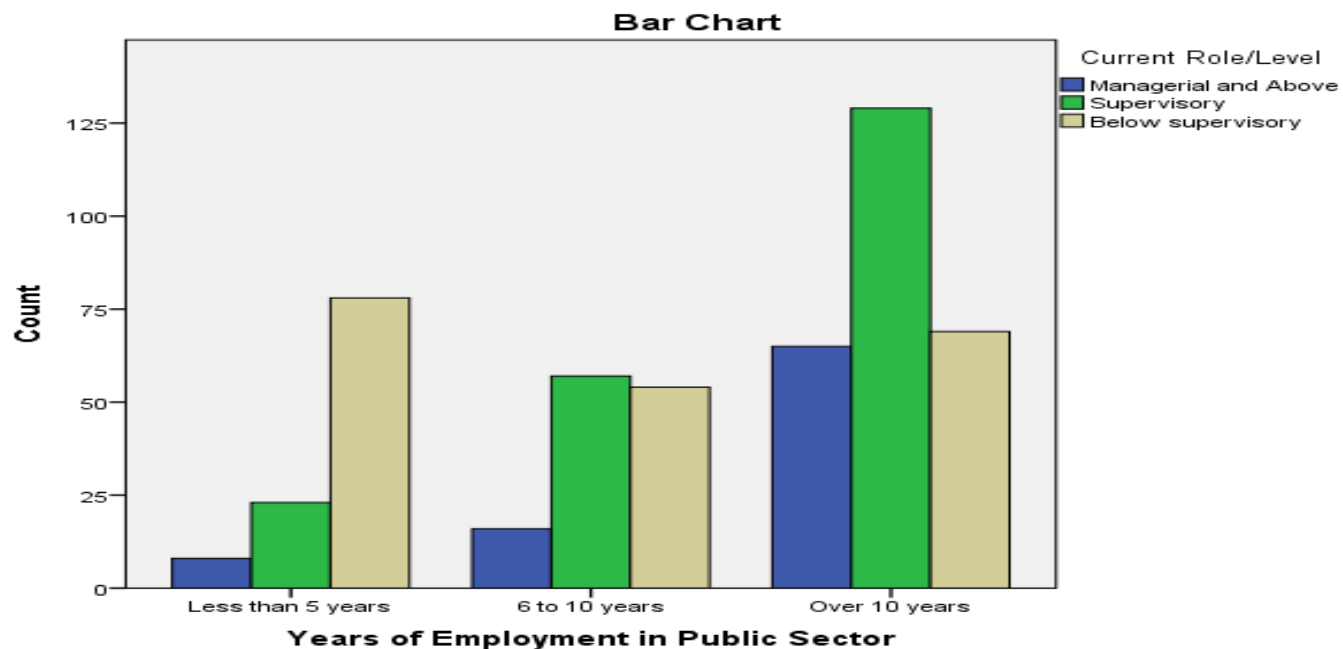
Relationship Between Years of Employment and Current Role/Level

Years of Employment in the Public Sector * Current Role/Level Cross-tabulation						
Count						
			Current Role/Level			Total
			Managerial and above	Supervisory	Below supervisory	
Years of Employment in Public Sector	Less than 5 years		8	23	78	109
	6 to 10 years		16	57	54	127
	Over 10 years		65	129	69	263
Total			89	209	201	499

Source – IBM SPSS (2023)

Graph 12

Relationship Between Years of Employment and Years in Current Role/Level



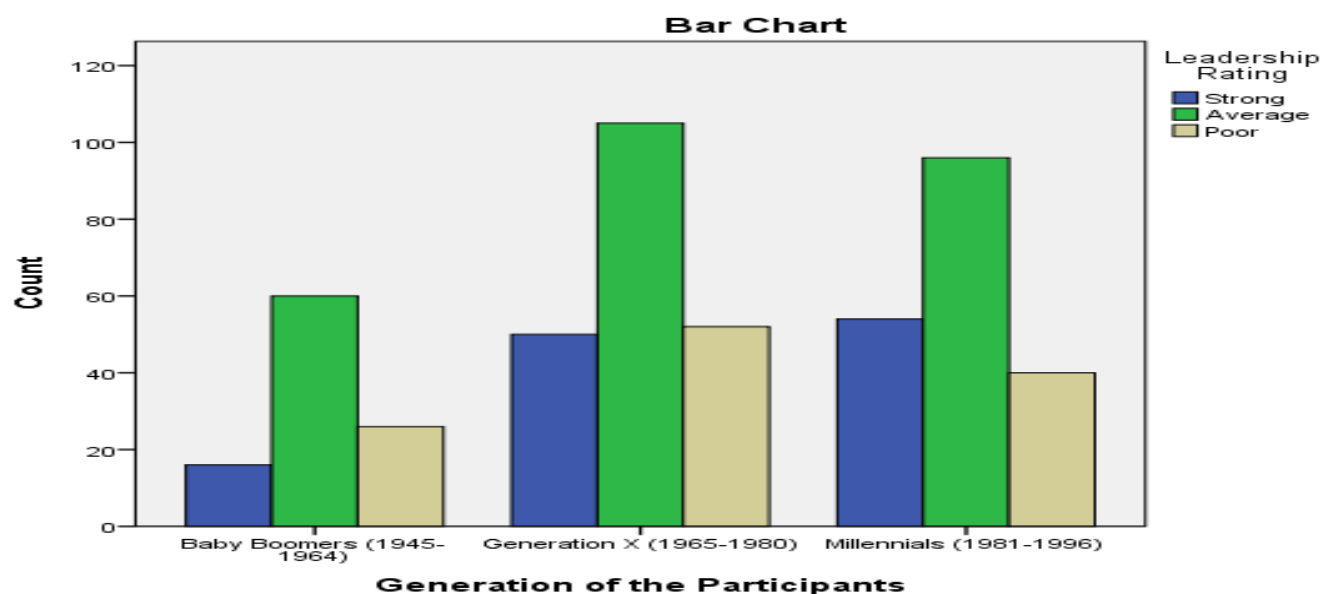
Source – IBM SPSS (2023)

Table 22

Generational Differences in Leadership Rating

Generation of the Participants * Leadership Rating Cross-tabulation						
Count						
		Leadership Rating			Total	
		Strong	Average	Poor		
Generation of the Participants	Baby Boomers (1945 and 1964)	16	60	26	102	
	Generation X (1965 and 1980)	50	105	52	207	
	Millennials (1981 and 1996)	54	96	40	190	
Total		120	261	118	499	

Source – IBM SPSS (2023)

Graph 13*Differences in Leadership Rating*

Source – IBM SPSS (2023)

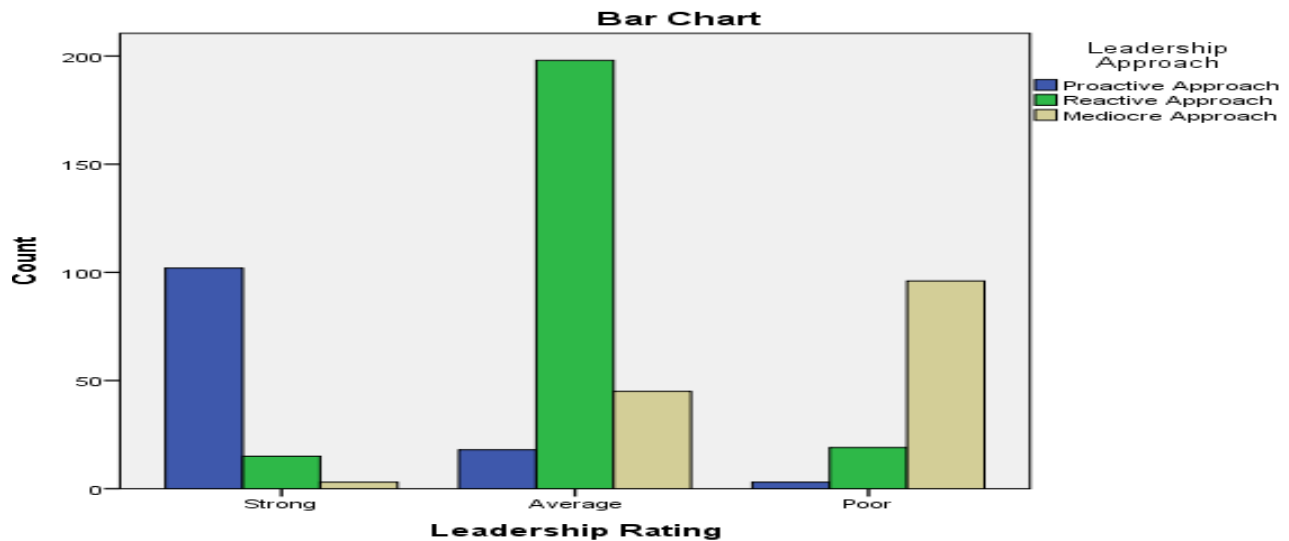
Table 23*Leadership Approach Prompting Leadership Rating Outcome*

Leadership Rating * Leadership Approach Cross-tabulation					
Count					
		Leadership Approach			Total
		Proactive Approach	Reactive Approach	Mediocre Approach	
Leadership Rating	Strong	102	15	3	120
	Average	18	198	45	261
	Poor	3	19	96	118
Total		123	232	144	499

Source – IBM SPSS (2023)

Graph 14

Leadership Approach Prompting Leadership Rating Outcome



Source – IBM SPSS (2023)

Table 24

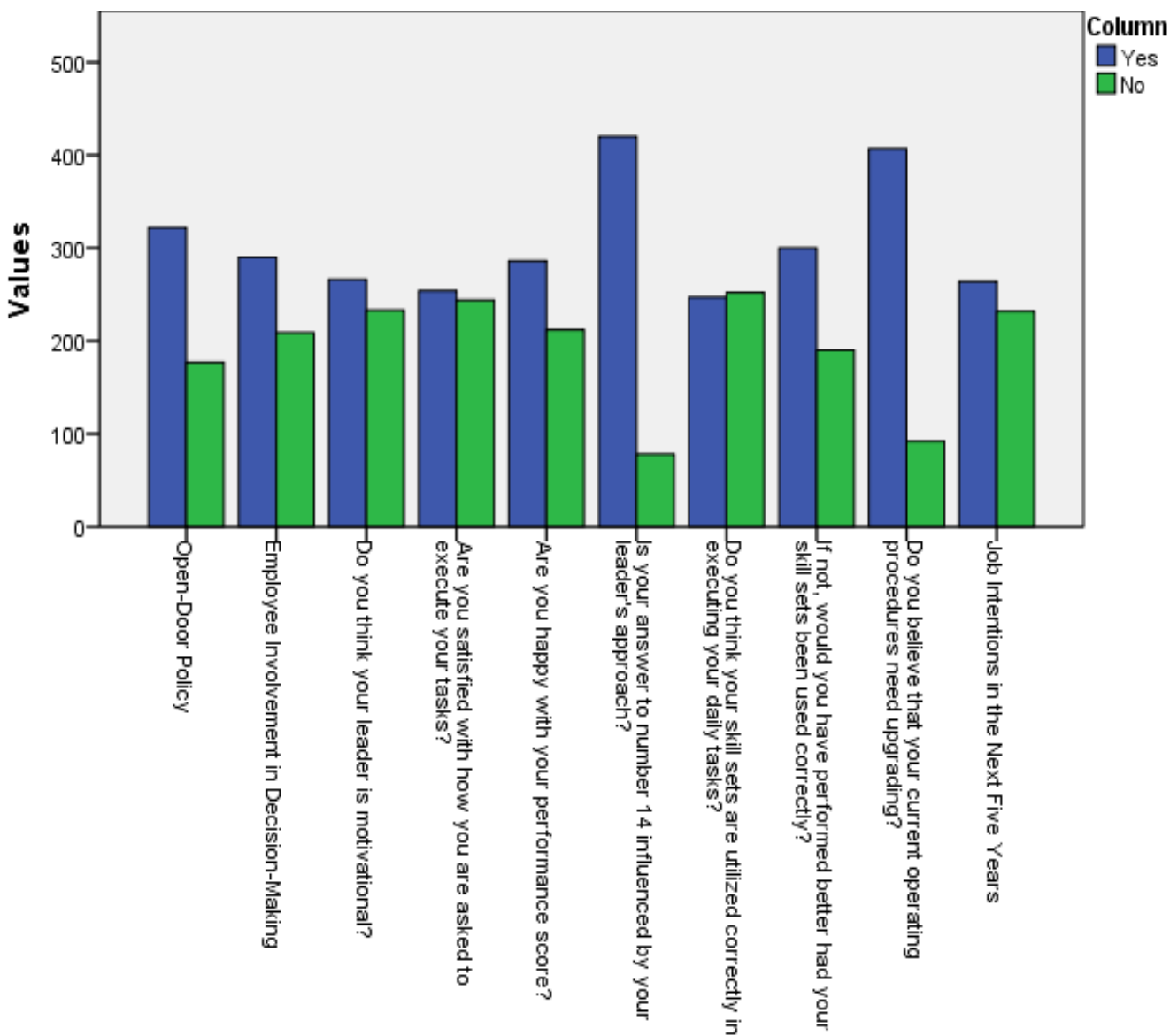
Evaluation of the Organizational Culture in Transparency and Perceived Approachability of Leadership

	Open-Door Policy	Employee Involvement in Decision-Making	Do you think your leader is a motivational leader?	Are you satisfied with how you are asked to execute your tasks?	Are you happy with your performance score?	Does your leader's approach influence your answer to number 14?	Do you think your skill sets are utilized correctly in executing your daily tasks?	If not, would you have performed better had your skill sets been used correctly?	Do you think your current operating procedures need to be upgraded?	Job Intentions in the Next Five Years
Yes	322	290	266	254	286	420	247	300	407	264
No	177	209	233	244	212	78	252	190	92	232

Source – IBM SPSS (2023)

Graph 15

Evaluation of Organizational Culture in Transparency and Perceived Approachability of Leadership

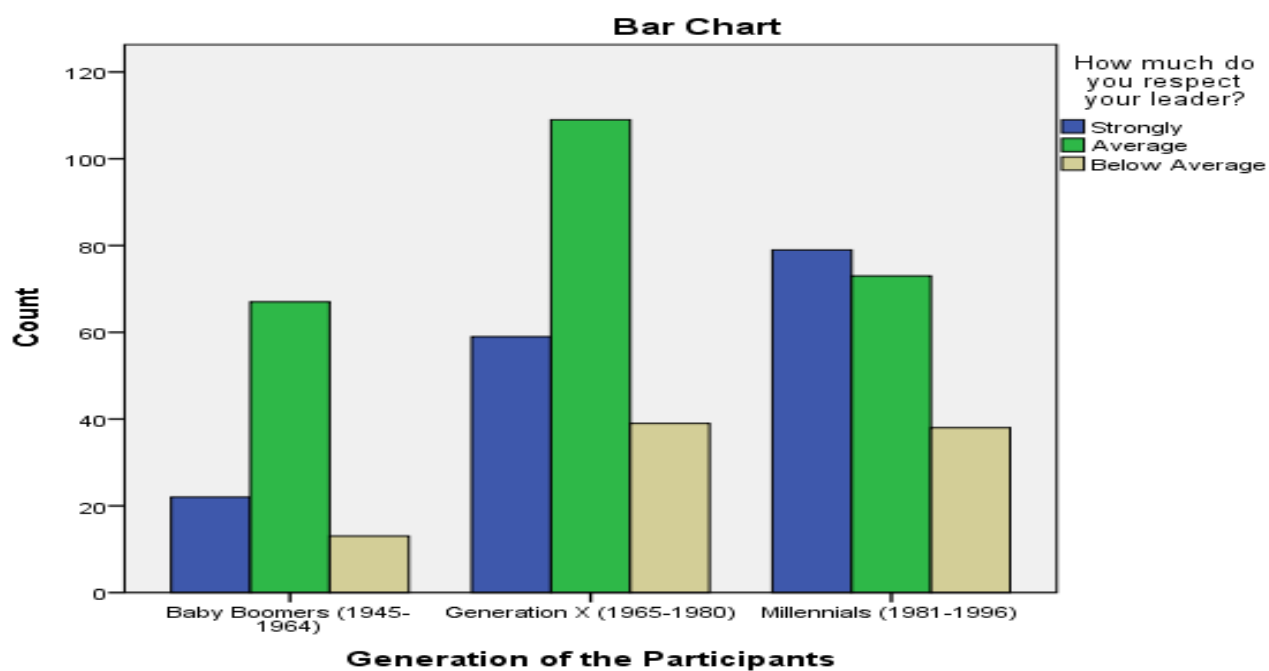


Source – IBM SPSS (2023)

Table 25*Level of Respect for Leaders of Different Generation*

Generation of the Participants * How much do you respect your leader? Cross-tabulation					
Count					
		How much do you respect your leader?			Total
		Strongly	Average	Below Average	
Generation of the Participants	Baby Boomers (1945-1964)	22	67	13	102
	Generation X (1965-1980)	59	109	39	207
	Millennials (1981-1996)	79	73	38	190
Total		160	249	90	499

Source – IBM SPSS (2023)

Graph 16*Level of Respect for Leaders of Different Generation*

Source – IBM SPSS (2023)

Table 26

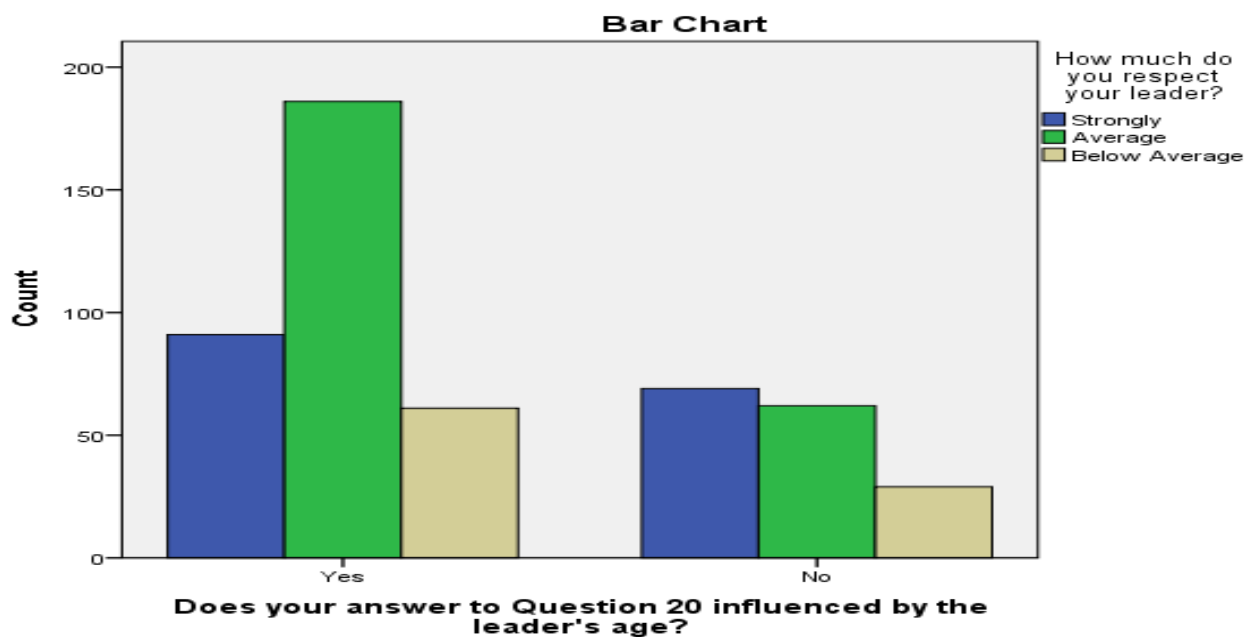
Determining Whether the Level of Respect for Leaders Depends on Leaders' Age

Does the leader's age influence your answer to Question 20? * How much do you respect your leader? Cross-tabulation					
Count					
		How much do you respect your leader?			Total
		Strongly	Average	Below Average	
Does the leader's age influence your answer to Question 20?	Yes	91	186	61	338
	No	69	62	29	160
Total		160	248	90	498

Source – IBM SPSS (2023)

Graph 17

Determine Whether the Level of Respect for Leaders Depends on Leaders' Age

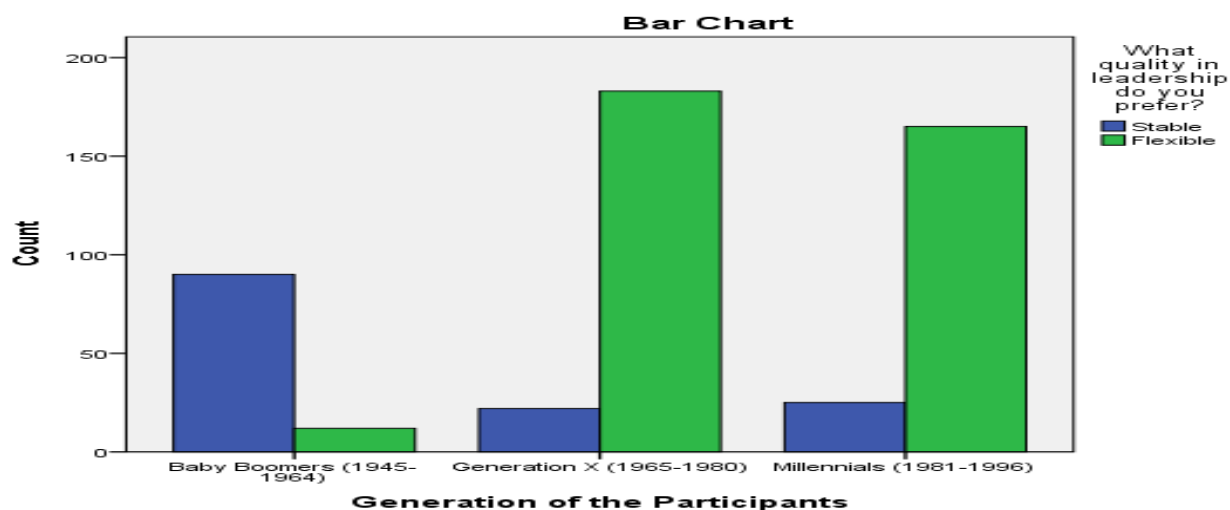


Source – IBM SPSS (2023)

Table 27*Quality of Leadership Preferred by Distinct Generation*

Generation of the Participants * What quality in leadership do you prefer? Cross-tabulation				
Count				
		What quality in leadership do you prefer?		Total
		Stable	Flexible	
Generation of the Participants	Baby Boomers (1945 and 1964)	90	12	102
	Generation X (1965 and 1980)	22	183	205
	Millennials (1981 and 1996)	25	165	190
Total		137	360	497

Source – IBM SPSS (2023)

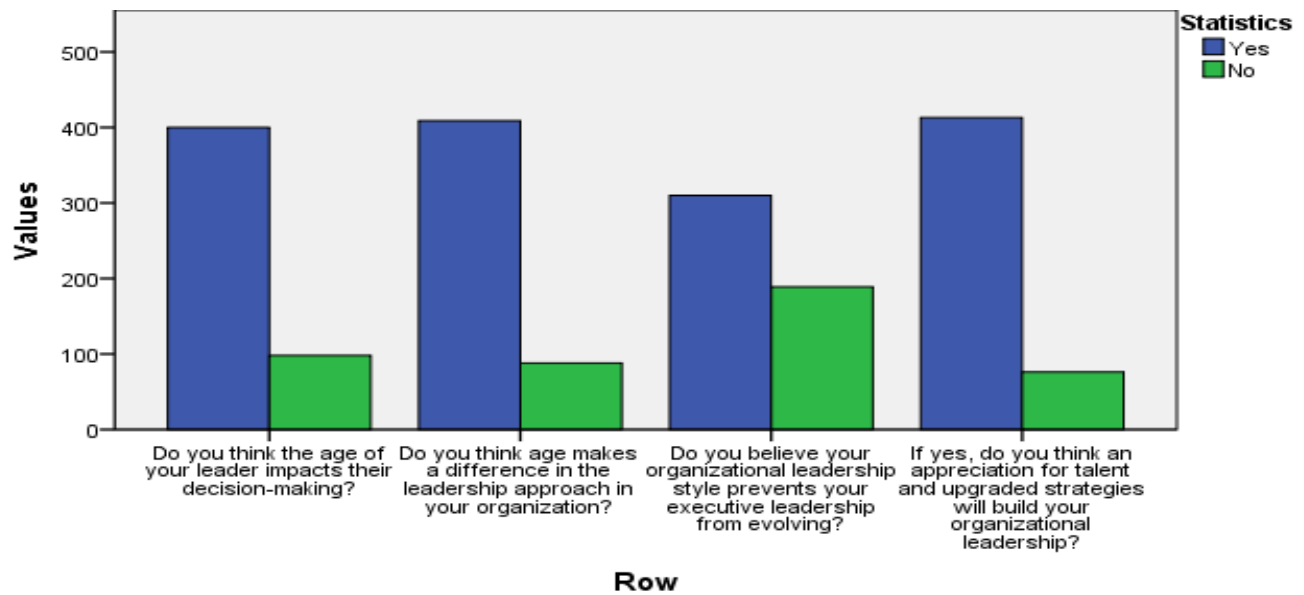
Graph 18*Quality of Leadership Preferred by Distinct Generation*

Source – IBM SPSS (2023)

Table 28*Leadership Perception*

	Do you think the age of your leader impacts their decision-making?	Do you think age makes a difference in the leadership approach in your organization?	Do you believe your organizational leadership style prevents your executive leadership from evolving?	If yes, do you think an appreciation for talent and upgraded strategies will build your organizational leadership?
Yes	400	409	310	413
No	98	88	189	76

Source – IBM SPSS (2023)

Graph 19*Various Leadership Perceptions*

Source – IBM SPSS (2023)

Descriptive statistics is the summary statistic that quantitatively describes the characteristics of specific information and gives an overall preliminary understanding of collected data without performing sophisticated tests (Green, Manski, Hansen, & Broatch, Descriptive statistics, 2023). Descriptive statistics primarily involve summarizing, organizing, and presenting data in a meaningful way. This entails observing the distribution, central tendencies, and variabilities.

In this study, descriptive statistics were employed to organize the collected data based on the responses, to draw meaning from the data, and to unravel the characteristics of the population under study. According to the descriptive analysis, the majority of participants (207) belonged to Generation X, followed by Millennials (191) and then Baby Boomers (102), as shown in Table 1. All genders were included in the study, as depicted in Table 2. However, most participants were female (263) and male (215). About 17 participants were categorized as others, while five preferred not to mention their gender.

Most employees have worked in Guyana's Public sector for over ten years (264). One hundred twenty-seven indicated that they have worked for 6 to 10 years, and 109 participants have worked for less than five years. Like any other organization, a small number of employees work as managers (89), while the others are in supervisory roles and below supervisory, with 209 and 201, respectively, as shown in Table 4. Guyana's Public sector embraces employee growth, hence rewarding them with promotions. Therefore, most employees have been in their current roles for less than 5 years (243), approximately 144 have worked between 5 and 10 years, and very few have served for over 10 years in their current roles.

Guyana's employees have various perceptions of leadership in the sector, with the majority rating it as average (261), 120 employees rating it as vital, and about 118 rating it as Poor. The distinct rating by various employees was influenced by the leadership approach they perceived in the organization. One hundred twenty-three employees perceived it as a proactive approach, the majority of the employees perceived the leadership in the organization as a reactive approach (232), and a few of them, 144, perceived it as mediocre.

Leaders from different generations head Guyana's public sector, mainly from Generation X (215) and Baby Boomers (187). Very few millennials, 97, hold leadership roles in the organization, as depicted in Table 8 and Figure 8. Further relational distribution analysis was conducted by cross-tabulating various variables to unravel the distribution of responses among the generations. The gender distribution analysis of the participants across generations revealed 50 males and 47 females among Baby Boomers, 108 males and 93 females among Generation X, and 57 males and 123 females among millennials in the organization.

The distribution of years of employment among the generations, as depicted in Table 10, shows that most Baby Boomers and Generation X have served the sector for over ten years, at 84 and 118 years, respectively, while most Millennials have served for less than five years (71). However, many millennials (62) have served more than ten years.

As depicted in Table 11, the Generational distribution of the participants and their current role/level shows that most Baby Boomers and Generation X members currently work as supervisors, at 57 and 93, respectively, while most millennials (117) work in non-supervisory roles. Many Generation X employees (64) also work below supervisory roles. Most employees currently working as Managers and above are from Generation X (49).

According to career growth, employees are expected to advance their career levels within organizations based on the number of years of employment. Therefore, employees who have worked in an organization for a more extended period are expected to serve in higher roles. In this study, the relationship between years of employment and the current role/level, as depicted in Table 12, showed that most of the participants who are employed for less than five years are below supervisory level (78), employees who have worked for the sector for 6 to 10 years' work are working as supervisors (57) while most of the employees who have worked for over ten years are also working as supervisors (129). Interestingly, most employees who work as managers or above have been with the organization for over ten years.

The employees in Guyana's public sector have diverse perceptions of organizational leadership. Based on the generational difference in leadership rating analysis, most employees in all three generations rated the leadership as average, as depicted in Table 13. Additionally, most millennial employees rated the organizational leadership as strong (54), and most Generation X employees rated the leadership as poor (52). The leadership ratings by various participants were influenced by their distinct perceptions and approaches to leadership. According to the analysis of leadership approaches that prompted different leadership ratings, as shown in Table 14, most participants rated the leadership as vital. They had a proactive approach (102), and most participants rated the leadership as average, adopting a reactive approach (198). Finally, most participants who rated the leadership as poor perceived it as a mediocre approach (n = 96).

Based on the evaluation of the organizational culture in terms of transparency and perceived approachability of the leadership, as depicted in Table 15, 322 participants confirmed that their organization had adopted the open-door policy. Two hundred ninety employees agreed

that their leaders involved them in the decision-making process. Two hundred sixty-six participants confirmed that their leaders are motivational, and they are satisfied with how they are asked to execute their tasks. Two hundred eighty-six employees are impressed with their performance scores, while 212 are not. Four hundred twenty employees confirmed that their leader's approach influenced their choice of whether they were impressed by their performance scores. There is an equal perception among participants regarding whether their skills are well utilized in executing their tasks. Most employees who do not believe their skills are well used in performing tasks are optimistic that they would do better if their abilities were leveraged. Four hundred-seven participants confirmed that Guyana's operational procedures need to be upgraded. Over half the employees intend to leave the organization in the next five years.

Moreover, most Baby Boomers and Generation X participants averagely respect their leaders, 67 and 109, respectively. In contrast, most millennials appreciate their leaders firmly and on average (79 and 73, respectively), as shown in Table 16 and Figure 16. Of the participants, who, on average, respect their leaders, 186 agree that the leader's age has influenced them. Only 91 participants, who greatly respected their leaders, agreed to be influenced by the leader's age, as depicted in Figure 17.

The participants had different preferences for leadership qualities; most Baby Boomers preferred stable leadership, and most Generation X and Millennial participants preferred flexible leadership (183 and 165, respectively). Leadership perceptions in the organization were depicted by various variables, as shown in Table 19. Four hundred participants confirmed that age impacts decision-making in leaders. Approximately 409 participants believe that age makes a difference in the leadership approach within the organization. Three hundred ten employees feel that the

organizational leadership style can hinder an individual's executive leadership development. Similarly, 413 participants agree that talent and upgraded strategies are essential in building organizational leadership.

Explanatory Data Analysis

Research Question 1 – To what extent do generational differences influence the adoption and practice of various leadership styles within organizations?

Research Hypothesis H1 – Leadership's generational cohort correlates with the prevalence of specific leadership styles.

Research Hypothesis H01 - Leadership's generational cohort does not correlate with the prevalence of specific leadership styles.

Two tests were conducted for a detailed analysis and examination of the first research question and hypothesis: an ANOVA and a Chi-Square test involving two variables in each test. The ANOVA Test involved responses to questions 6 (Leadership Rating) and 7 (Leadership Approach). This test was conducted to unravel the participants' perceptions of organizational leadership. The Chi-Test involved responses to questions 1 (Generation of the participant) and 7 (Leadership Approach or Leadership Style). This test aimed to determine if there is a significant relationship between the generational gap and the leadership style adopted.

Table 26*Descriptive Statistics of Leadership Rating and Leadership Approach*

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Leadership Rating	Baby Boomers (1945-1964)	102	2.10	.637	.063	1.97	2.22	1	3
	Generation X (1965-1980)	207	2.01	.704	.049	1.91	2.11	1	3
	Millennials (1981-1996)	190	1.93	.701	.051	1.83	2.03	1	3
	Total	499	2.00	.691	.031	1.94	2.06	1	3
Leadership Approach	Baby Boomers (1945-1964)	102	2.23	.673	.067	2.09	2.36	1	3
	Generation X (1965-1980)	207	2.04	.746	.052	1.94	2.15	1	3
	Millennials (1981-1996)	190	1.94	.729	.053	1.84	2.05	1	3
	Total	499	2.04	.731	.033	1.98	2.11	1	3

Source – IBM SPSS (2023)

Table 29*Test of Homogeneity of Variance by Levene Statistics*

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Leadership Rating	.672	2	496	.511
Leadership Approach	.076	2	496	.927

Source – IBM SPSS (2023)

Table 30*ANOVA for Leadership Rating and Approach Among Participant's Generations*

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Leadership Rating	Between Groups	2.023	2	1.012	2.126	.120
	Within Groups	235.969	496	.476		
	Total	237.992	498			
Leadership Approach	Between Groups	5.331	2	2.665	5.069	.007
	Within Groups	260.786	496	.526		
	Total	266.116	498			

Source – IBM SPSS (2023)

The descriptive statistics revealed the mean ratings for each generation in both Leadership Rating and Leadership Approach. Baby Boomers had the highest mean Leadership Rating ($M = 2.10$), while Millennials had the lowest mean ($M = 1.93$). In the Leadership Approach, Baby

Boomers again had the highest mean ($M = 2.23$), while Millennials had the lowest mean ($M = 1.94$).

Homogeneity of Variances

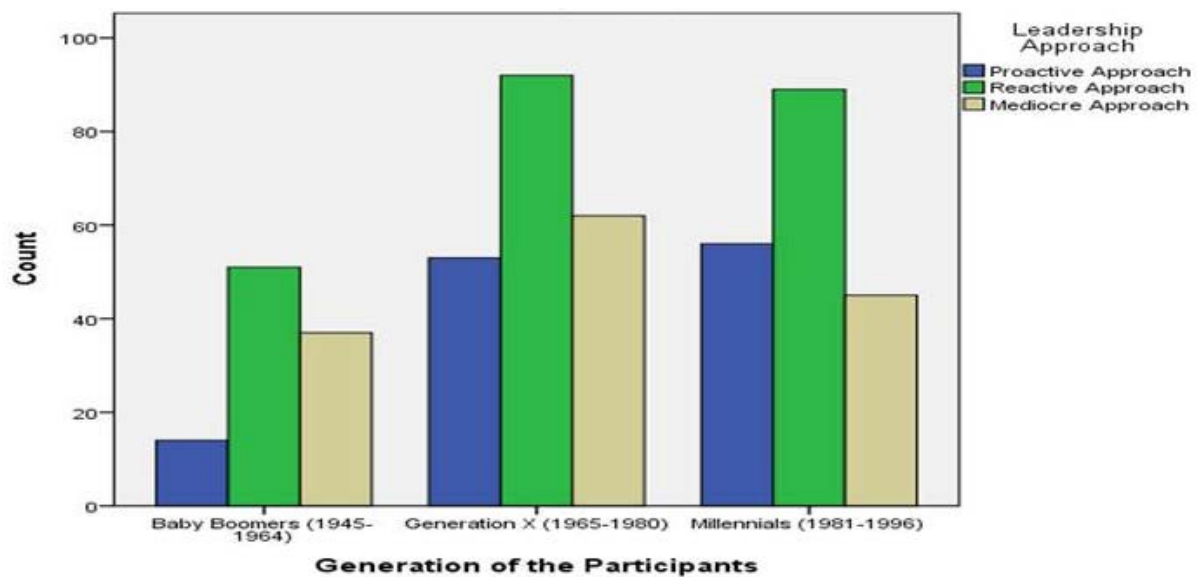
Levene's test for homogeneity of variances indicated that the variances for both Leadership Rating ($F(2,496) = 0.672, p = 0.511$) and Leadership Approach ($F(2,496) = 0.076, p = 0.927$) were not significantly different across the three generational groups.

A one-way ANOVA was conducted to assess the relationship between leadership approach and leadership rating. This test revealed no statistically significant difference in the mean between the leadership approach and leadership rating at the 0.05 level, $F(2, 496) = 2.126, p = 0.120$. For the Leadership Approach, however, a statistically significant difference in mean ratings was observed between the generational groups, $F(2,496) = 5.069, p = 0.007$.

Table 31*Generation of Participants and Leadership Approach Cross-Tabulation***Chi-Square Test**

Generation of the Participants * Leadership Approach Cross-tabulation					
Count					
		Leadership Approach			Total
		Proactive Approach	Reactive Approach	Mediocre Approach	
Generation of the Participants	Baby Boomers (1945-1964)	14	51	37	102
	Generation X (1965-1980)	53	92	62	207
	Millennials (1981-1996)	56	89	45	190
Total		123	232	144	499

Source – IBM SPSS (2023)

Graph 20*Generation of Participants with Different Leadership Approach*

Source – IBM SPSS (2023)

Table 32*Generation of Participants Leadership Approach Cross-Tabulation*

Generation of the Participants * Leadership Approach Cross-tabulation						
			Leadership Approach			Total
			Proactive Approach	Reactive Approach	Mediocre Approach	
Generation of the Participants	Baby Boomers (1945-1964)	Count	14	51	37	102
		Expected Count	25.1	47.4	29.4	102.0
	Generation X (1965-1980)	Count	53	92	62	207
		Expected Count	51.0	96.2	59.7	207.0
	Millennials (1981-1996)	Count	56	89	45	190
		Expected Count	46.8	88.3	54.8	190.0
Total		Count	123	232	144	499
		Expected Count	123.0	232.0	144.0	499.0

Source – IBM SPSS (2023)

Table 33*Chi-Square Test*

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.063 ^a	4	.026
Likelihood Ratio	11.871	4	.018
Linear-by-Linear Association	9.622	1	.002
N of Valid Cases	499		
a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 25.14.			

Source – IBM SPSS (2023)

Table 34*Symmetrical Measure Analysis*

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Phi	.149	.026
	Cramer's V	.105	.026
N of Valid Cases		499	
a. Not assuming the null hypothesis.			
b. Using the asymptotic standard error assuming the null hypothesis.			

Source – IBM SPSS (2023)

A chi-square test of independence was conducted to assess the relationship between the generation of participants and their reported leadership approach or style. The cross-tabulation presented the number of participants in distinct generations and their respective leadership approaches. The variables may be associated with the differences between observed and expected counts. The chi-square test revealed a statistically significant relationship between the generational gap and leadership style, $X^2(4, N = 499) = 11.063$, $p = 0.026$. This indicates that the distribution of leadership styles is not uniform across the generational groups.

Effect Size Measures

Phi coefficient: 0.149, $p = 0.026$

Cramer's V: 0.105, $p = 0.026$

These effect size measures provide additional insights into the power of the association. Phi and Cramer's V suggests a small to moderate association between the generational gap and leadership style. The analysis supports the hypothesis by revealing a significant relationship between the generational gap and the leadership style adopted by participants. The p-value of 0.026 is below the conventional significance level of 0.05, indicating that the association is unlikely due to chance. The effect size further characterizes the strength of this association.

Given that the findings of the hypothesis were favorable, the null hypothesis was rejected.

Research Question 2 - How do employees from different generations perceive and evaluate various leadership styles?

Research Hypothesis H2 – Different generations significantly differ in their perception and evaluation of leadership styles.

Research Hypothesis H02 - Different generations do not significantly differ in their perception and evaluation of leadership styles.

Two tests were performed to establish whether there is a relation between employees' perception of leadership and organizational performance: Correlation and ANCOVA. The Pearson correlation test was performed between responses to question 6 (Leadership style) and question 13 (performance score). A controlling factor was introduced to establish the relation between

organizational performance and employees' perception of leadership. To run this analysis, the ANCOVA test was performed using responses to questions 7 (Leadership style) and 13 (performance score) with question 6 as the controlling factor.

Table 35

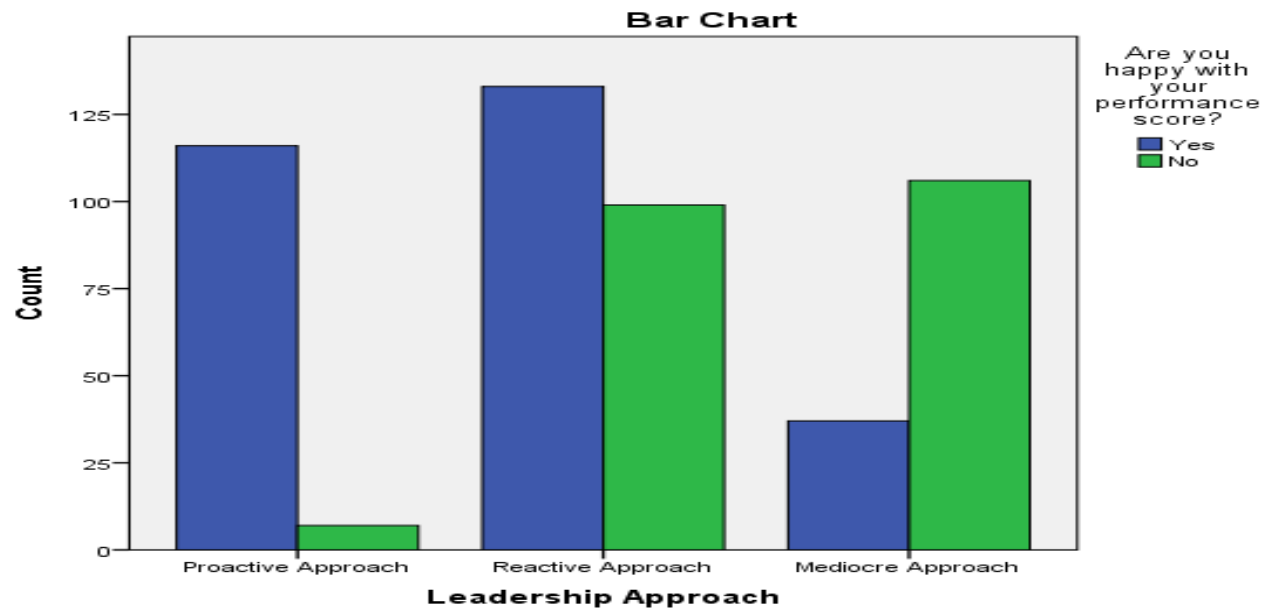
Cross-Tabulation Between the Leadership Approach and Satisfaction with Performance Score

Leadership Approach: Are You Happy with Your Performance Score? Cross-tabulation				
Count				
		Are you happy with your performance score?		Total
		Yes	No	
Leadership Approach	Proactive Approach	116	7	123
	Reactive Approach	133	99	232
	Mediocre Approach	37	106	143
Total		286	212	498

Source – IBM SPSS (2023)

Graph 21

Cross Tabulation Between Leadership Approach and Satisfaction with Performance Score



Source – IBM SPSS (2023)

Table 36

Cross-Tabulation Between Leadership Approach and Satisfaction with Performance Score

Correlations			
		Leadership Approach	Are you happy with your performance score?
Leadership Approach	Pearson Correlation	1	.504**
	Sig. (2-tailed)		.000
	N	499	498
Are you happy with your performance score?	Pearson Correlation	.504**	1
	Sig. (2-tailed)	.000	
	N	498	498
**. Correlation is Significant at the 0.01 level (2-tailed).			

Source – IBM SPSS (2023)

A Pearson correlation coefficient was calculated to assess the linear relationship between leadership style and performance score.

There was a positive correlation between the two variables, $r(58) = .054$, $p = .000$

The cross-tabulation table provided additional insights into the distribution of responses. Notably, participants who adopted a proactive approach to leadership reported higher happiness levels, as indicated by their performance score (116 out of 123). In contrast, those with a Mediocre Approach reported the lowest count of being happy (37 out of 143).

The cross-tabulation supported the correlation findings, highlighting the relationship between the Leadership Approach and satisfaction with performance scores. A significant positive relationship was found between the leadership approach and satisfaction with performance scores, suggesting that the perceived leadership style is associated with employees' satisfaction with their performance.

Table 37*Homogeneity of Regression Assumption Test***ANCOVA Test**

Tests of Between-Subjects Effects						
Dependent Variable: Are you happy with your performance score?						
Source	Type III Sum of Squares	f	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	55.972 ^a		11.194	83.980	.000	.461
Intercept	13.172		13.172	98.814	.000	.168
Which leadership approach prompts your answer to Question 7	.763		.381	2.861	.058	.012
Are you satisfied with how you are asked to execute your tasks	12.783		12.783	95.900	.000	.163
Which leadership approach prompts your answer to Question 7 * Are you satisfied with how you are asked to execute your tasks	.412		.206	1.547	.214	.006
Error	65.449	91	.133			
Total	1130.000	97				
Corrected Total	121.421	96				

a. R Squared = .461 (Adjusted R Squared = .455)

Source – IBM SPSS (2023)

Table 38*Homogeneity of Regression Assumption Test*

Tests of Between-Subjects Effects							
Dependent Variable: Are you happy with your performance score?							
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	55.559 ^a	3	18.520	138.628	.000	.458	
Intercept	15.198	1	15.198	113.760	.000	.187	
Are you satisfied with how you are asked to execute your tasks	24.854	1	24.854	186.042	.000	.274	
Which leadership approach prompts your answer to Question7	4.237	2	2.119	15.859	.000	.060	
Error	65.861	493	.134				
Total	1130.000	497					
Corrected Total	121.421	496					

a. R Squared = .458 (Adjusted R Squared = .454)

Source – IBM SPSS (2023)

Table 39*ANCOVA Model Summary*

Model Summary											
Model	Sum of Squares	df	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
						R Square Change	F Change	df1	df2	Sig. Change	F
1	539 ^a		.290	.289	.377	.290	202.615		495	.000	
a. Predictors: (Constant), Generation of the Participants											
b. Dependent Variable: What quality in leadership do you prefer?											

Source – IBM SPSS (2023)

Table 40*Analysis of Variance for the Model*

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.822	1	28.822	202.615	.000 ^b
	Residual	70.414	495	.142		
	Total	99.235	496			
a. Dependent Variable: What Quality in Leadership Do You Prefer?						
b. Predictors: (Constant), Generation of the Participants						

Source – IBM SPSS (2023)

Table 41*ANCOVA Analysis Coefficients*

Coefficients^a										
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations				Collinearity Statistics
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	1.020	.052		19.499	.000					
Generation of the Participants	.323	.023	.539	14.234	.000	.539	.539	.539	1.000	1.000
a. Dependent Variable: What Quality in Leadership Do You Prefer?										

Source – IBM SPSS (2023)

An analysis of covariance (ANCOVA) was conducted to investigate the effects of leadership approach and satisfaction with task execution on participants' happiness with their performance scores while controlling for the influence of generation as a covariate. The assumptions of homogeneity of regression were assessed.

The homogeneity of regression assumption was tested, indicating a significant interaction effect ($F(2, 495) = 2.861$, $p = .058$, partial $\eta^2 = .012$) between the leadership approach prompting responses to Question 7 and satisfaction with task execution. Therefore, the homogeneity of regression assumption was not fully met.

Tests of between-subject effects discovered a significant main effect of the covariate satisfaction with task execution ($F(1, 493) = 95.900$, $p < .001$, partial eta squared = .163) and a significant main effect of the leadership approach prompting responses to Question 7 ($F(2, 493) = 15.859$, $p < .001$, partial eta squared = .060) on participants' happiness with their performance

scores. The interaction effect was insignificant ($F(2, 493) = 1.547$, $p = .214$, partial eta squared = .006).

The model summary indicated that the predictors (Constant and Generation of the Participants) accounted for a substantial proportion of the variance in the dependent variable, Leadership style ($R = .539$, $R^2 = .290$, Adjusted $R^2 = .289$, $F(1, 495) = 202.615$, $p < .001$).

ANOVA results confirmed the significance of the regression model ($F(1, 495) = 202.615$, $p < .001$), indicating that the covariate, Generation of the Participants, significantly predicted the dependent variable.

The coefficients table revealed that the Generation of the Participants covariate had a significant positive effect on the dependent variable ($B = 0.323$, $t(495) = 14.234$, $p < .001$).

The ANCOVA results suggest that satisfaction with task execution and leadership approach significantly impact participants' happiness with their performance scores, with the covariate generation also contributing significantly to the model.

According to the findings, both Research Question 2 and Hypothesis H2 were supported, while the null hypothesis H02 was rejected.

Research Question 3 - In what ways do diverse generational perspectives affect key aspects of organizational performance?

Research Hypothesis H3 – Alignment between preferred and practiced leadership styles across generations positively impacts organizational performance.

Research Hypothesis H03 - Alignment between preferred and practiced leadership styles across generations does not impact organizational performance.

The degree to which the generational gap influences attitudes toward leadership development was determined by performing two tests: Regression analysis and multiple regression. The data source for the regression analysis was the responses to questions 1 (Generation of the participants) and 23 (Preferred quality of leadership) regarding attitudes toward leadership development. This analysis aimed to assess the impact of the generational gap on attitudes toward leadership development.

To determine the relationship between the generation gap and leadership style, a multiple regression analysis was executed between the generation of the participants and the leadership approach with the age range of the organizational leaders as the controlling variable. This analysis aimed to test if the generational gap uniquely contributes to explaining variation in leadership style when considering the generation of leaders.

Table 42*Linear Regression Model Summary*

Model Summary ^b									
Model		R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	539 ^a	.290	.289	.377	.290	202.615	1	495	.000
a. Predictors: (Constant), Generation of the Participants									
b. Dependent Variable: What quality in leadership do you prefer?									

Source – IBM SPSS (2023)

Table 43*ANOVA for the Linear Regression Model*

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.822	1	28.822	202.615	.000 ^b
	Residual	70.414	495	.142		
	Total	99.235	496			
a. Dependent Variable: What quality in leadership do you prefer?						
b. Predictors: (Constant), Generation of the Participants						

Source – IBM SPSS (2023)

Table 44*Linear Regression Coefficients*

Coefficients											
1	Mode	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
	(Constant)	1.020	.052		9.499	.000					
	Generation of the Participants	.323	.023	.539	4.234	.000	.539	.539	.539	1.000	1.000
a. Dependent Variable: What quality in leadership do you prefer?											

Source – IBM SPSS (2023)

A linear regression analysis was conducted to explore the impact of the generational gap on attitudes toward leadership development. The data source for this analysis included responses to Question 1 (Generation of the Participants) and Question 23 (Preferred Quality of Leadership) to assess attitudes toward leadership development.

The model summary revealed that the predictors (Constant and Generation of the Participants) accounted for a significant proportion of the variance in the dependent variable, Preferred quality of leadership ($R = .539$, $R^2 = .290$, Adjusted $R^2 = .289$, $F(1, 495) = 202.615$, $p < .001$).

ANOVA results indicated a significant regression model ($F(1, 495) = 202.615$, $p < .001$), demonstrating that the generational gap, as noted in the Generation of the Participants, significantly predicted attitudes toward leadership development.

The coefficients table further supported these findings, showing that the Generation of the Participants had a significant positive effect on attitudes toward leadership development ($B = .323$, $t(495) = 14.234$, $p < .001$).

Based on the linear regression results, the formulated linear model for predicting attitudes toward leadership development (dependent variable: preferred quality of leadership) based on the generational gap (independent variable: Generation of the Participants) is:

$$Y = 1.020 + 0.323X$$

Where:

Y = predicted attitudes toward leadership development

1.020 = is the intercept term

0.323 = is the coefficient for the Generation of the Participants variable (indicating the change in the predicted attitudes for each one-unit change in the generational gap).

This model suggests that as the generational gap represented by the Generation of the Participants increases (i.e., from Baby Boomers to Millennials), attitudes toward leadership development are predicted to increase by 0.323 units. The intercept of 1.020 represents the expected attitudes when the generational gap is zero.

According to the linear regression results, it is evident that the generational gap significantly influences the participant's attitudes toward leadership development. Similarly, there is a strong positive association between generational differences and preferences for specific leadership qualities. This is seconded by the positive standardized coefficient ($Beta = 0.539$). This predictive linear model can predict employees' attitudes toward leadership development based on the generational gap.

Table 45*Multiple Regression Model Summary***Multiple regression**

Model Summary b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df	df	Sig. Change
1	.187 ^a	.035	.031	.720	.035	8.968	2	496	.000
a. Predictors: (Constant), Age range of your organizational leader, Generation of the Participants									
b. Dependent Variable: Leadership Approach									

Source – IBM SPSS (2023)

Table 46*Multiple Regression Analysis Coefficients*

Coefficients									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	2.522	.119		21.233	.000			
	Generation of the Participants	-.115	.044	-.117	-2.617	.009	-.139	-.117	-.115
	The age range of your organizational leader	-.126	.045	-.127	-2.830	.005	-.147	-.126	-.125
a. Dependent Variable: Leadership Approach									

Source – IBM SPSS (2023)

Model Summary

The overall model demonstrated a statistically significant relationship ($F(2, 496) = 8.968$, $p < .001$), explaining a modest proportion of the variance in leadership style ($R^2 = .035$, Adjusted $R^2 = .031$, Std. Error of the Estimate = .720). The change statistics indicated that the inclusion of predictors significantly improved the model fit ($\Delta R^2 = .035$, $\Delta F(2, 496) = 8.968$, $p < .001$).

Predictors

The model's predictors included the age range of the organizational leaders and the participants' generation. The standardized coefficients (Beta) suggested that both predictors made unique contributions to the model.

Generation of the Participants: $Beta = -0.117$, $t(496) = -2.617$, $p = .009$.

The age range of your organizational leader: $Beta = -0.127$, $t(496) = -2.830$, $p = .005$.

Coefficients

The coefficients table revealed that the intercept was 2.522 ($t(496) = 21.233$, $p < .001$), indicating the expected leadership style when both predictors are zero.

The multiple regression analysis indicates that, while controlling for the age range of organizational leaders, the generational gap (Generation of the Participants) has a statistically significant negative relationship with leadership style ($Beta = -0.117$), suggesting that as the generational gap increases, there is a corresponding decrease in the preferred leadership approach. Additionally, the age range of organizational leaders also showed a negative relationship ($Beta = -0.127$), indicating that as the age range increases, the preferred leadership approach tends to

decrease. The model provides insights into the unique contributions of both predictors in explaining variation in leadership style.

In this context, the trend of the results indicates that, as one moves from Baby Boomers to Millennials, the preferred leadership Approach or style shifts from a mediocre approach to a Proactive approach.

Evaluation of Findings

Research Question 1: To what extent do generational differences influence the adoption and practice of various leadership styles within organizations?

Regarding this research question, the statistical analyses showed a significant relationship between the generation gap and leadership style in public sector organizations in Guyana. Thus, this outcome supports the hypothesis that generational cohorts are closely related to their views on leadership. Similar to previous studies (Dickson, 2015; Jones, 2018), these results imply that different age groups have diverse leadership styles due to their distinct values, experiences, and expectations. For instance, Millennials and Generation X tend to prefer more collaborative and participatory leadership styles, whereas Baby Boomers may favor a more traditional hierarchical leadership style (Dickson, 2015; Lowe, Barry, & Grunberg, 2020; Jones, 2018; Lyons, Urick, Kuron, & Schweitzer, 2015). Moreover, the significance of this research is clear: managers in organizations should acknowledge and recognize such differences and adjust their leadership styles accordingly. Boomers, Generation X, and Millennials are distinct generations whose desires

vary with age. Thus, the satisfaction of the desires will blend these generations well into their teams, depending on the age of the employees (Bass, 2019). Additionally, by adopting these concepts, organizations can experience more engaging work, improved performance, and enhanced productivity when operating in a more diverse market culture.

The results of the statistical analyses demonstrate that the findings regarding this research question are consistent with the literature review on the traditional difference in generational performance. Studies have revealed that leaders from the three significant generations exhibit distinct differences due to their personal needs and perceptions and that each generation can be divided into different subgroups (Dickson, 2015; Lowe, Barry, & Grunberg, 2020; Lyons, Urick, Kuron, & Schweitzer, 2015). For example, these investigations suggest that Baby Boomers may prefer stability and hierarchical structures. At the same time, Generation X and Millennials are more likely to be interested in transparency and participation. This research confirms a generational difference in leadership styles; hence, it is crucial to consider these differences when creating leadership development programs and organizational management strategies (Caillier, 2020). The study also highlights that if organizational leaders can identify these differences, they can make working environments where everyone feels included, supporting all employees regardless of age (Dickson, 2015; Maccoby & Cortina, 2017).

Research Question 2: How do employees from different generations perceive and evaluate various leadership styles?

The hypothesis was confirmed based on the analysis, which showed a significant relationship between leadership approaches, employee satisfaction, and performance scores. This means that how leaders lead public sector organizations in Guyana directly determines how employees perceive their leaders, which in turn affects their performance scores (Lyons, Urick, Kuron, & Schweitzer, 2015). As such, successful leaders will create conditions for high job satisfaction by communicating correctly with workers, empowering them, and being supportive (Maccoby & Cortina, 2017; Schinzel U. , 2019), whereas autocratic or indifferent leadership may lead to lower levels of employee satisfaction, thus decreasing performance scores (Caillier, 2020). Furthermore, this study emphasizes the importance of aligning leadership practices with organizational goals and meeting employees' needs to achieve enhanced performance in public sector organizations (Shala, Prebreza, & Ramosaj, 2021; Jones, 2018). Effective and responsible leadership enhances employee satisfaction, fostering a culture of engagement and productivity that leads to improved overall organizational performance and the attainment of strategic objectives (Schinzel U. , 2019). Therefore, investing in leadership development and cultivating positive leadership behaviors is crucial for success in public sector organizations in Guyana (Dickson, 2015).

Moreover, this finding is consistent with the existing literature, which underscores the role of leadership in shaping organizational performance outcomes (Northouse, 2016). Prior research has consistently demonstrated the positive effects of transformational leadership on various aspects

of organizational effectiveness, including employee commitment, productivity, and overall performance (Dess, McNamara, & Eisner, 2018). Transformational leaders are known to influence and motivate their followers, foster a sense of purpose and belongingness, and provide opportunities for growth and development (Northouse, 2016). Thus, under transformational leadership, employees are more likely to be highly satisfied with their jobs and committed to the organization's goals, as they are willing to use discretionary effort for success (Amanath, 2021; Herzberg, 2003). Hence, the strong relationship between leadership style and performance scores in public sector organizations in Guyana is consistent with established theoretical frameworks and empirical evidence, which validate that good leadership is central to driving organizational success (Maccoby & Cortina, 2017).

Research question 3: In what ways do diverse generational perspectives affect key aspects of organizational performance?

The research demonstrates that the generational gap can have a profound impact on attitudes toward leadership development in organizations due to the different preferences these separate groups have for leadership qualities and approaches, underscored in the literature review (Dickson, 2015; Lyons, Urick, Kuron, & Schweitzer, 2015). For instance, Baby Boomers who grew up during economic prosperity may prefer traditional top-down leadership styles characterized by apparent authority and structure. In contrast, newer generations, such as Generation X and the Millennials, who entered the labor market during a time of rapid technological change and globalization, prefer collaborative and inclusive leadership styles

characterized by flexibility and innovation (Jardine, 2019; Lyons, Urick, Kuron, & Schweitzer, 2015). Furthermore, prior research studies have presented generational differences in leadership development strategies as necessitating firm acknowledgment, or they will fail to develop future leaders effectively (Dickson, 2015; Jones, 2018; Schinzel U. , 2019). Therefore, based on the literature review, it was hypothesized that a significant relationship exists between the generation gap and attitudes towards leadership development within the public sector in Guyana. This was accurately predicted, as the analysis revealed a substantial connection between generational differences and attitudes toward leadership development. These findings contradict the null hypothesis, which assumes no relationship between generation gaps and leadership styles. They suggest that the generational gap plays a pivotal role in shaping different attitudes towards leadership in Guyana's public sector, as hypothesized in hypothesis one.

Furthermore, this highlights why organizational administrators must acknowledge the existence of these differences and implement necessary adjustments to the training programs' designs. Also, recognizing and accommodating generational differences allows an organization to make its leadership development initiatives applicable to all employees across the age divide (Dess, McNamara, & Eisner, 2018), which consequently marks a step toward a leader development approach that is a more comprehensive and efficient as well (Pratic, 2022; Schinzel U. , 2019). To understand how generational factors influence attitudes toward developing a career as a better leader, firms may tailor their organizational programs to meet the various expectations of the workforce, which can increase the overall effectiveness of business practices and potential growth opportunities (Maccoby & Cortina, 2017).

Table 47*Interpretation of the Results in Light of the Theory****Interpretation of the Results in Light of the Theory***

Theories	Theorists	Results
Generations: Baby Boomers Generation X Millennials	(Howe & Strauss, 1991), (Dickson, 2015), (Jones, 2018)	Stable Leadership, Structured Fierce Independence Self-absorbed, Egotistic
Leadership: Transactional Transformational Responsible	(Northouse, 2016), (Maccoby & Cortina, 2017), (Schinzel U. , 2019), (Bass, 2019)	style Employees dislike this style Employees like this modern Desired Ethical Leaders
Organizational Culture	(Daher, 2016)	Traditional Power Structure and Hierarchy but prefer more Flexibility
Strategic Intelligence	(Levine, Bernard, & Nagel, 2017)	Adaptability, Flexibility, Openness
Talent Management	(Ansar & Baloch, 2018), (Hongal & Kinange, 2020)	Poor work engagement, Poor Career Development
Job Satisfaction	(Herzberg, 2003), (Yousaf, 2020)	Poor job satisfaction, Unfair- treatment of Employees
Organizational Performance	(Dess, McNamara, & Eisner, 2018) (Amanath, 2021)	Poor productivity, Resistance to work, Dissatisfied Employees
Hermeneutics	(WincoInternational, 2011), (Cur, Cur, & MSocSc, 2020), (Schmidt, 2016)	Bias Leadership, Lack of Trust, Lack of Accountability, Inadequate use of Talent, Weak Strategy, Calls for Teamwork and Collaboration

Source – Findings of this Study Guided by Theories Applied (2024)

In light of the identified theories (Table 1) and conceptual frameworks, the findings help to understand leadership dynamics within the organizational context. In addition, it is essential to note that a significant link exists between the generational gap and leadership styles, aligning with various theories that suggest differing values, preferences, and expectations among different generations regarding their leaders (Patel, 2020). The findings align with transactional theory (Ken, 2015) and, to a lesser account, transformational leadership theory (Ken, 2015) within the public sector.

Nonetheless, the findings suggested that the call for more responsible leadership (Schinzel U. , 2019) was present. This finding aligns with such theories as generational theory, which suggests that individuals' attitudes and behaviors, including those related to leadership, are shaped by events experienced in society and societal cultural influences (Dickson, 2015; Lyons, Urick, Kuron, & Schweitzer, 2015), hence the alignment of organizational culture theory. Furthermore, regarding culture, the findings suggest that utilizing strategic intelligence may also benefit the sector by aligning the internal environment with the external (Levine, Bernard, & Nagel, 2017). Furthermore, the positive correlation between the style of leadership at work and an organization's performance is consistent with numerous models of leadership, such as transformational, transactional, responsible, and servant leadership (Hilton, Madilo, Awaah, & Arkorful, 2023; Schinzel U. , 2019; Northouse, 2016), which advocate for inspiring followers to reach organizational objectives. Additionally, attitudes toward developing leaders are influenced by generational gaps, thus highlighting the need for adaptive leadership approaches that address employee diversity across all age groups (Dickson, 2015). While the results support existing theoretical frameworks, they also revealed how dynamic leadership could advance and elevate

organizations (Pratic, 2022; Parikh, 2020; Suddick, Cross, Vuoskoski, Galvin, & Stew, 2020; Maccoby & Cortina, 2017).

The findings revealed employee dissatisfaction regarding employers' reluctance to manage talent effectively (Hongal & Kinange, 2020). As a result, the findings have exposed the effects of the generational gap, leadership style, organizational culture, strategic intelligence, and talent management on job satisfaction as employee performance is founded on these premises (Hilton, Madilo, Awaah, & Arkorful, 2023). Ultimately, and crucially, the composition of the listed components is necessary for effectively leading and managing organizational performance (Daher, 2016; Dess, McNamara, & Eisner, 2018).

Potential explanations for unexpected results

Unforeseen outcomes may be linked to the type of sample used. If there were more or fewer individuals from specific age groups in the sample, this might influence the results through either bias or variance. For example, if Baby Boomers and Millennials were overrepresented compared to other generations, it is possible that their viewpoints would dominate and skew the findings (Jones, 2018). Furthermore, job functions, departments, or the length of time spent with an organization within each cohort could shape how perceptions and attitudes about leadership are formed differently among generational cohorts. However, top management employees might view leadership differently than workers at lower levels of authority in organizations. Therefore, any differences in sample makeup across demographic and organizational categories may contribute to unforeseen outcomes or inconsistencies among these findings.

Unexpected results and inconsistent data can also arise due to measurement errors in a study. For example, operationalizing variables or measurement instruments might not adequately represent the constructs under investigation. Findings could be invalidated if survey questions were vague, leading to inconsistencies in respondents' replies. For instance, ambiguous inquiries about leadership style or those open to individual interpretation may elicit varying answers from different age groups, who often exhibit prejudices and preconceived notions (Parikh, 2020). Therefore, there is no doubt that if an excellent testing process had not been carried out on the instrument used to measure attitudes toward leader development, then the data collected might have been flawed, rendering it unable to demonstrate the genuine relationship between the generational gap and attitude toward leadership. Hence, ensuring that the measurement tools are unambiguous and provide for their validity and reliability is essential. This is a sure way to prevent such mistakes and make research trustworthy and new.

Unexpected or conflicting results from this study might be attributable to other internal factors in the organizational environment. This indicates that the organization's uniqueness, culture, and policies differ in the personnel's perception of leadership across diverse age groups. For instance, a drastic change, such as a radical overhaul or the creation of new leadership, can create a perception of leadership development among different generational groups of workers (Moro, Ramos, & Rita, 2021). Besides, in the job environment, other factors, such as the economic situation and societal events, might have led to some people having different feelings toward their bosses. This is also country-specific, as it defines how different age groups perceive and react to various approaches employed by someone who identifies himself as a leader. Therefore, broadened

organizational and environmental contexts must be included when examining leadership dynamics, enabling one to interpret the meaning of such findings more accurately.

Moreover, the analysis may lead to unexpected or contradictory results if unaccounted-for interaction effects between variables are not considered. On the other hand, it might not be as straightforward as this: the analysis only examined the relationship between generational gaps and attitudes toward leadership development. For instance, organizational climate and communication style influence career opportunities for leadership development, as well as a generational gap in job opportunities. One such example is when there is a favorable organizational climate that fosters open communication and increases the chances of career growth, thereby reducing the influence of generational differences on attitudes towards these matters. This would mean less attention might be paid to generational issues concerning leadership development beliefs. Thus, if an organization has poor communication channels and restricts employees' opportunities for upward mobility, this will heighten the distinction among people of different generations about who should lead them (Martin, 2020). Examining the probable interactions between variables within organizations and their contributions to attitudes regarding leadership development can help understand what comprises leadership culture, particularly during times of transition (Maccoby & Cortina, 2017).

In their study, social desirability bias may have affected the participants, particularly in sensitive areas, and influenced their perceptions of the nature of their organization and leadership performance. Therefore, the respondents may have opted for socially acceptable and positive answers rather than being honest about their perception or attitude regarding this issue. This self-esteem push contributes to the gap between the actions that the research participants think they do

or do and those that are reported in the research cases. Therefore, the research outcomes can become less accurate and reliable than they should be. For example, the fear of worsening the situation by expressing discontent with the authorities or fellow workers might inhibit employees from speaking their minds (Lowe, Barry, & Grunberg, 2020).

Moreover, employees sometimes exaggerate their approval of particular management styles or practices within an organization, allowing an employer to respond in a way that is perceived as mean to employees. Other than that, one remedy to such a bias would be to place more emphasis on alternative methodologies, such as concealing the person's identity and conducting less intrusive interrogations. Additionally, involving various sources when collecting information or employing a mixed-methods approach will provide valuable insights from multiple viewpoints, facilitate the confirmation and expansion of findings, and reduce biases. There may have been some missing variables or factors not included in the analysis, which would have significantly affected the outcomes. For instance, personal characteristics of individuals, such as openness to change and tolerance for ambiguity, may affect how respondents perceive leadership styles and their attitudes toward leadership development programs.

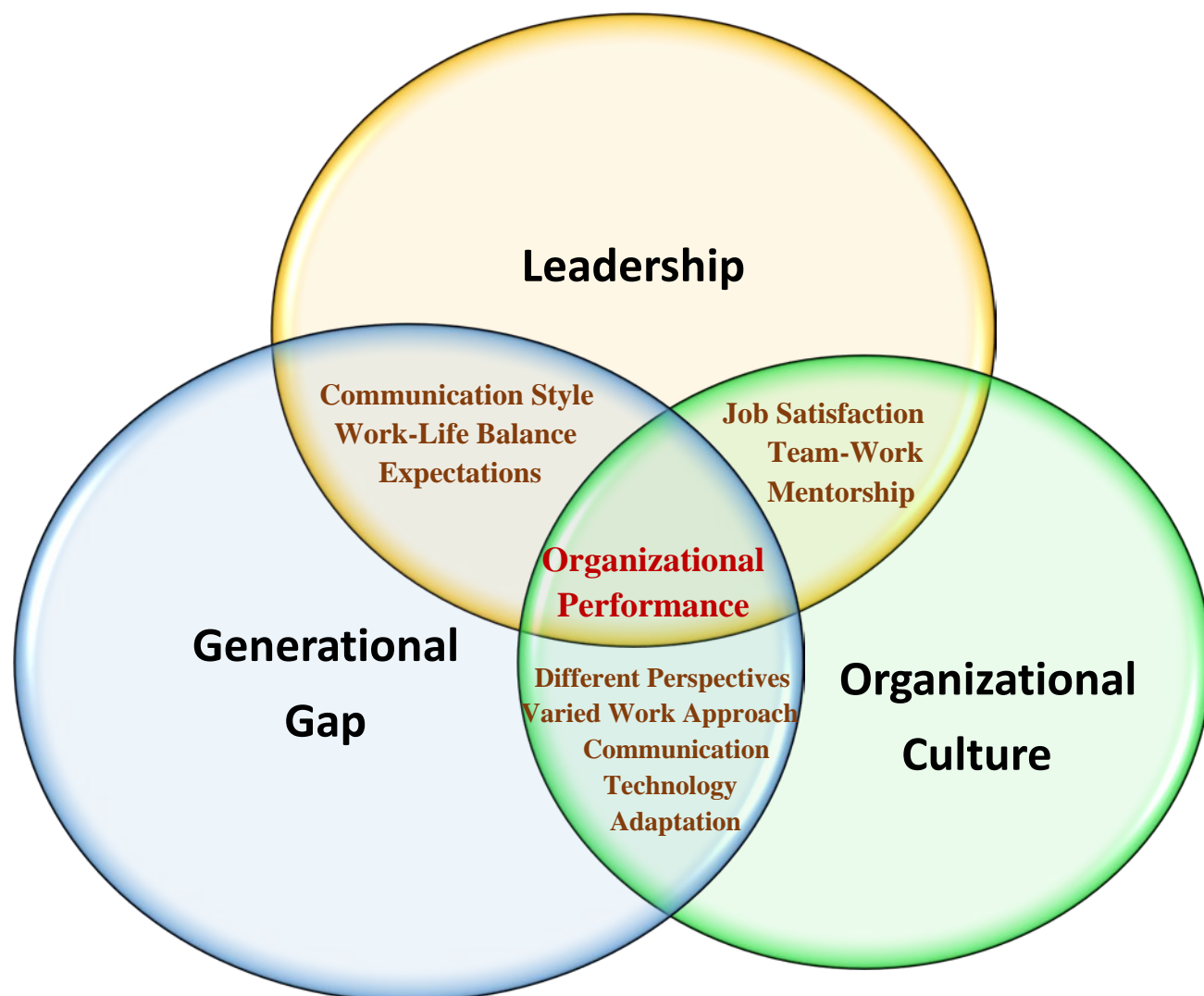
Similarly, previous experiences imply that meeting effective or ineffective leaders can influence an individual's attitude and expectations concerning leadership development (Shala, Prebreza, & Ramosaj, 2021). Organizational culture, in terms of its norms, values, and communication patterns, profoundly impacts how employees perceive and interact within the workplace (Dess, McNamara, & Eisner, 2018; Minkov & Kaasa, 2021). In particular, sensitivity towards trust in leadership, organizational support for career growth, and open decision-making procedures could, directly and indirectly, cause shifts in attitudes, even though these aspects were

neither measured nor controlled by this inquiry (Dess, McNamara, & Eisner, 2018; Amanath, 2021). Conducting qualitative interviews or focus groups might help uncover any hidden dynamics.

Summary

Figure 1

Summary of the Findings



This chapter focused on the findings of the Study (Figure 2). Research Question 1 and Hypothesis 1 investigated the correlation between the generational gap and leadership style in public sector organizations in Guyana. Some statistical tests used included ANOVA and Chi-Square to determine this relationship. Various studies, among others, have demonstrated a significant relationship between the generational gap and leadership style, indicating that different age cohorts have distinct leadership expectations (Dickson, 2015; Jones, 2018). This suggests that, like other companies, there will not be a uniform leadership style across the board but rather a format that is thoroughly thought out and capable of meeting the needs of different generations (Jardine, 2019). The outcome of such a study is similar to that of past studies, which have pointed out distinctive preferences among generational cohorts (Lyons, Urick, Kuron, & Schweitzer, 2015). Additionally, the participant interviews yielded clues on the issues, providing qualitative support for these charges, as the views of one generation leader differed sharply from those of another. For public sector organizations in Guyana to be active and responsive to age group differences and motivations, it is necessary to incorporate Research Question 1 and Hypothesis 1, which highlight distinct differences in generational leadership practices.

In Chapter 4, Research Question 2 and Hypothesis 2 investigate the relationship between leadership style and organizational performance in Guyana's public sector. The data were analyzed using Pearson correlation and ANCOVA tests to answer this question. The findings showed a significant positive relationship between leadership styles, employee satisfaction, and performance scores. In particular, effective communication, empowerment, and support, among other factors, are linked to higher levels of employee satisfaction, leading to improved performance (Sioutou, Kriemadis, Travlos, & Verdis, 2022). This validates earlier studies, which have consistently held

that poor management can adversely affect an organization's prosperity (Shala, Prebreza, & Ramosaj, 2021; Dess, McNamara, & Eisner, 2018). Moreover, qualitative information obtained from participant interviews also substantiated these results by exposing how managers' ways of doing things shape employees' role perceptions within such organizations. Research question two has shown how vital leaders are when it comes to achieving organizational goals; thus, it is imperative for all individuals involved in various organizations, especially those working in public sector organizations like Guyana's Public Sector Organization, to encourage good management behaviors leading towards increased happiness and output in workers at every level (Dickson, 2015; Herzberg, 2003).

Chapter four discussed the impact of age differences on attitudes towards leadership development in public sector organizations in Guyana, while research questions three and hypotheses 3 examined this theme. The study employed a relational analysis to identify significant relationships between these variables. The generational gap had a considerable positive effect on staff attitudes towards leadership development, contrary to what was expected from the null hypothesis. Thus, the age group an individual is born into directly impacts their attitude regarding such projects within an organization. Learning about and understanding the diversity within different generations can lead to the development of customized leadership courses tailored to various segments (Son, Kim, & Kim, 2021).

Moreover, it highlights why leaders should combine and not ignore generational diversity when creating strategic ideas and techniques to develop people in coping with challenges related to succession planning (Dess, McNamara, & Eisner, 2018; Jones, 2018). As a rule, the research question in the third and subsequent hypotheses reveals a critical factor of generational dynamics

in data contexts. This also implies different leadership development strategies, including identifying the preferences of each band within a diverse population.

The results of this research underscore the necessity for leadership coaching to align with the dynamic composition of a multifaceted workforce. For example, training interventions can be combined with lessons as a result of this study, enabling leaders to prepare more effectively to lead genetically and generationally diverse teams effectively (Dickson, 2015). Examples of training techniques include interactive workshops and role-plays, which can be incorporated to help leaders learn how to mobilize employees from the older to the younger generation using practical strategies (Hilton, Madilo, Awaah, & Arkorful, 2023). This affects managers' capacity for knowledge and skills; they become aware of the dynamics and age groups within themselves and acquire the ability to change how they lead from the moment they examine specific courses. Furthermore, staff who supervise older individuals, whether they lead blended age groups or directly manage older participants, should also include cultural empathy, inclusivity, and sensitivity amongst the training topics, in addition to the paths leading to a truly inclusive environment where both younger and older individuals are treasured, valued, and empowered enough (Dess, McNamara, & Eisner, 2018).

The research findings provide robust insights to help organizational leaders develop tangible suggestions for managers now tasked with managing multi-generational teams. One of the foremost endorsements is to promote open communication channels throughout the firm, allowing frank and open discussions between managers and workers of different generations. It can also help people better understand, tolerate, and cooperate in bridging the generation gap. Moreover, various leadership styles should accommodate the preferences and needs of employees

from different generational cohorts; hence, this may involve using adaptable leadership styles that allow personalization based on idiosyncratic differences between employees (Suddick, Cross, Vuoskoski, Galvin, & Stew, 2020). Further, mutual understanding is fostered through encouraging intergenerational collaboration and knowledge sharing (Dickson, 2015). For instance, team assignments, learning programs, or cross-generational mentorship opportunities provided by their supervisors could serve as an impetus for ongoing training and innovation. These practical suggestions highlight the importance of acting proactively when implementing management strategies.

Regarding the contribution of organizational culture, the research finds that leadership style significantly determines the overall type of organizational culture and climate. In essence, successful management of people is more than just influencing employee attitudes and behaviors; it is also a determinant of the collective state of mind within the entire organizational setting (Schinzel U. , 2019). Leaders who can understand and accommodate the diverse outlooks, lifestyles, hobbies, and interests of employees across different generations within an organization create a visionary and inclusive culture that supports both organizational goals and individual growth (Saputra, 2021). To attract and engage employees who are valued regardless of their origin and culture, particularly when diverse team members with their own distinctive skills work in concert, it is essential for leaders to identify opportunities in these contexts. Meanwhile, they can achieve the organization's goals by fostering unity through good examples set while communicating; thus, teamwork is also enhanced among employees of different ages.

The study has identified critical issues for further research related to leadership and generational gaps. It could be conducive to conducting a longitudinal research project that explores

the impact of generational leadership gaps on organizational outcomes, such as staff turnover, job satisfaction, and production efficiency (Yousaf, 2020; Herzberg, 2003). While scientists document and analyze shifts in leadership perceptions over time, they will have vital insight into how intergenerational transitions work in these organizational environments. Likewise, it can be investigated whether the inter-generational gap directly correlates with leadership styles in different sectors and industries. Consequently, various factors contribute to and influence the situation.

It is essential to note that management styles and employees' perceptions differ across organizational settings (Lyons, Urick, Kuron, & Schweitzer, 2015). This given fact can offer some insights into the suitable steps and interventions to address within such contexts. Besides these cultural factors interacting with the leaders' perceptions, they would uncover new ways of cross-generational and multi-cultural connection that the leadership development issues are likely to have (Jones, 2018). The proper management approach involves considering cultural norms and values, as well as highlighting generational differences.

It is apparent that the study's outcomes also have many practical implications that can lead to organizational improvements in the public sector in Guyana. They could likely contribute to organizational policy related to human resources and organizational development by emphasizing their role in understanding and addressing generational differences when considering leadership style. Considering that knowledge is power, public-sector leaders can now design policies and practices harmonious with the different age groups and their preferences. With this in mind, engagement, creativity, and productivity on the job increase (Green, Manski, Hansen, & Broatch, Descriptive statistics. In B. Elsevier, 2023). Alternatively, the experience and outcomes of this

study provide some practical guiding principles for designing and implementing leadership development programs that specifically target public sector organizations. Organizations must understand the leadership approach people expect from their managers at a particular career stage to strengthen their training programs and effectively develop and advance employees. Public sector establishments should foster a conducive and influential culture that enables people to have good work experiences and encourages them to return to work in such a competitive environment.

The study found that leadership style determines employee engagement in organizations. Workplaces where leaders value trust, cooperation, and empowerment, have been linked to improved employee engagement, resulting in higher job satisfaction, loyalty, and productivity (Yousaf, 2020; Herzberg, 2003). Appreciating and adapting to these generational differences in organizational leadership preferences will create a conducive environment that makes employees feel meaningful, inspired, and motivated to put their best effort forward (Dess, McNamara, & Eisner, 2018). This implies that the public sector organizations in Guyana should adopt various leadership practices that resonate with different generations to boost overall engagement levels. This is achieved when leaders develop trustworthy relationships with their teams, open communication lines, and provide development opportunities (Cur, Cur, & MSocSc, 2020). Additionally, those at the helm must assign responsibility for work output to workers while allowing them to participate in decision-making, thereby sharing the responsibility and being accountable for it all (Herzberg, 2003). Public sector entities can foster organization-wide resilience and enhance performance outcomes by implementing effective leadership practices that prioritize employee engagement.

Conclusion

In conclusion, Chapter 4 presents a comprehensive analysis of the research findings on how the generational gap influences leadership styles and organizational performance within Guyana's public sector. Utilizing SPSS and NVivo software, the study confirmed a significant relationship between generational differences and leadership styles, highlighting how diverse cohorts perceive and enact leadership differently. The integration of quantitative and qualitative data illuminated the nuanced ways in which generational dynamics impact employee satisfaction and overall organizational effectiveness. The study emphasized the necessity for organizations to acknowledge and adapt to these differences by refining their communication, motivation, and inclusive practices to be tailored to each cohort's values. While the findings suggest that strategic leadership initiatives aligned with generational preferences can enhance organizational performance, the impact remains variable and context-dependent. The insights gained underscore the importance for policymakers and organizational leaders to foster an environment of mutual respect, collaboration, and inclusivity, thereby improving cohesion and productivity. Ultimately, this chapter contributes to the understanding of generational influences on leadership and performance, emphasizing the need for ongoing research to develop effective management strategies that address the evolving multigenerational workforce in diverse organizational settings.

CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

Introduction

The central problem addressed in this study was the influence of the generational gap on leadership styles and organizational performance within Guyana's public sector. This issue becomes more relevant as Baby Boomers, Generation X, and Generation Y enter the workplace. The gap leads to mistrust, challenges to leadership style, and significant organizational issues. The research lacked any studies on how generational differences affect leadership effectiveness and ultimate organizational outcomes on a regional basis. Although several global studies have examined the differences between generational workers in the workplace, this was not the case locally. For example, neither this nor other practical strategies for managing generational conflicts in leadership structures, based on centrally sourced evidence, are available for Guyana. This, however, set the stage for a study that examines generational perceptions and experiences to determine their impact on organizational success.

This research aimed to investigate the impact of the generational gap on leadership styles and organizational performance in the public sector of Guyana. For instance, the study aimed to understand how various generational cohorts perceive leadership and national effectiveness and how these perceptions affect organizational dynamics. Moreover, it examined how opportunities could be identified to utilize these differences productively. This research explored the generational perspectives on collaboration, examining its challenges and opportunities. The study aimed to propose novel context specifications and contribute further to a growing body of research that explores the role of generational dynamics in shaping leading theories and organizational

development. The findings will aid future public policy, training frameworks, and leadership development programs. This research aimed to bridge the generations for more decisive leadership and effective organizations.

The research employed a mixed methods design to gain a comprehensive understanding of the problem at hand. The study used a combination of qualitative and quantitative data collection methods, including interviews and a questionnaire administered to 600 participants from various government ministries and public entities. The design employed in the research allowed for the recording of statistical trends and personal narratives among Baby Boomers, Generation X, and Generation Y employees. The integration of methods provided a holistic view, thereby triangulating the findings for greater validity. Finally, qualitative data revealed lived experiences and perceptions, and quantitative responses broadly allowed generalization. The mixed methods approach enabled the formulation of practical and culturally appropriate recommendations. This study was aligned with the intention of understanding human and organizational behavior across generational lines.

Several limitations to the study could have influenced the interpretation of the findings. The study did not include Generation Z, which was in the formative stage of the workforce and, therefore, had a limited impact on leadership control at the time of the study. Furthermore, cultural and organizational biases within each public entity might influence participant responses. Survey data was self-reported; hence, social desirability bias was possible. One example of the limited breadth of perspectives from top leadership is restricted access to some high-ranking public officials. Furthermore, the research only examined Guyana's public sector, thereby limiting the

applicability of these findings to the private sector and other national contexts. When applying the findings to broader populations or institutions, these limitations must be taken into account.

In all cases, this research was conducted within an ethical framework to ensure the safeguarding and upholding of the dignity of participants. The data collected also received ethical clearance before collection, and participants were duly informed of their right to participate voluntarily and opt-out at any time. Informed consent forms were given to ensure confidentiality and anonymity in the interviews and surveys. Data was collected and reported; no personal information that could identify any person was taken. Cultural and organizational sensitivities in the Guyanese public sector were also taken into consideration for the study. Authorized researchers stored and accessed data, and the ethical concerns with participants helped build trust and credibility in the findings.

This chapter highlights the importance of understanding the impact of the generational gap on leadership style and organizational performance within Guyana's public sector. It highlights the study's purpose to provide meaningful insights, practical recommendations, and a foundation for future research by addressing the challenges and opportunities arising from intergenerational dynamics. The chapter also emphasizes the importance of ethical considerations, acknowledges the study's limitations, and sets the stage for discussing the implications and strategies that can foster more cohesive and effective leadership in a rapidly evolving demographic landscape.

Implications

Theoretical Implications

Research Question 1 - To what extent do generational differences influence the adoption and practice of various leadership styles within organizations?

The potential limitations of this study, including the exclusion of Generation Z, organizational biases, and limited access to high-ranking officials, may have impacted the interpretation of the findings by restricting the scope and generalizability of the results. Nevertheless, the study offers valuable insights into how generational differences shape leadership styles in Guyana's public sector, directly addressing the influence of generational perspectives on leadership practices. The findings highlight the extent to which different generations perceive and enact leadership, thus influencing organizational effectiveness. These results support the study's conceptual framework that underscores the importance of understanding generational theory in leadership dynamics. Additionally, this regional, context-specific evidence fills a notable gap in the existing literature, which often focuses on global or developed economies, thereby enriching our understanding of how generational differences impact leadership in emerging contexts. Despite the limitations, the study underscores the significant role that generational differences play in shaping leadership styles and practices within organizations, with implications for policy

development and leadership training aimed at enhancing organizational resilience and effectiveness.

Research Question 2: How do employees from different generations perceive and evaluate various leadership styles?

Potential limitations of this study, such as a narrow sample size, cultural biases, and reliance on self-reported data, may have influenced the interpretation of how employees from different generations perceive and evaluate leadership styles, potentially affecting the depth and accuracy of their assessments. Despite these constraints, the findings provide valuable insights into how generational perceptions shape employee evaluations of leadership within Guyana's public sector. The results underscore the significance of factors such as trust, fairness, and leader-employee relationships in shaping employees' attitudes, motivation, and perceptions of leadership effectiveness. These insights are consistent with social exchange, organizational justice, and psychological contract theories, illustrating how perceptions of fairness and mutual obligations impact employee engagement and organizational behavior. Furthermore, the study contributes context-specific evidence from a developing country, enriching the understanding of cultural and organizational influences on generational appraisals of leadership styles. Although limited by certain methodological constraints, the findings highlight the importance of addressing perceptions of fairness, trust, and engagement to improve employee evaluations and organizational commitment in the Guyanese public sector.

Research Question 3: In what ways do diverse generational perspectives affect key aspects of organizational performance?

The potential limitations, including limited sample size, cultural biases, and reliance on self-reported attitudes, may have influenced the interpretation of how generational differences impact key aspects of organizational performance. Nonetheless, the findings offer valuable insights into how diverse generational perspectives influence organizational attitudes related to leadership development, talent management, and overall climate, directly addressing the impact of the generational gap on organizational outcomes. The results support and extend theories such as Generational Theory, Social Learning Theory, Organizational Learning Theory, and the Life-Course Perspective by illustrating how differing values, experiences, and expectations among generations shape engagement with leadership initiatives and development strategies. For example, older generations may prioritize stability and mentorship, while younger generations focus on innovation and growth, which in turn impact organizational culture, learning, and performance. The study emphasizes that organizations that recognize and adapt to these varying perspectives through tailored talent management, cross-generational mentoring, and inclusive learning environments are better equipped to foster continuous improvement, knowledge sharing, and innovation. In the context of Guyana's public sector, these findings highlight the importance of cultivating a culture that values learning across all generations to enhance leadership effectiveness and organizational resilience. Despite some constraints, the results underscore the importance of designing flexible, culturally sensitive strategies that capitalize on generational strengths to enhance overall organizational performance.

Research Hypothesis H1 – Leadership's generational cohort correlates with the prevalence of specific leadership styles.

The limited sample size, demographic biases, and reliance on self-reported data may have influenced the interpretation of the relationship between leadership's generational cohort and leadership styles. Despite these constraints, the findings provide meaningful insights that directly support Hypothesis H1, indicating a significant association between generational cohorts and the leadership styles they adopt. The results suggest that leaders' behaviors and preferences are shaped by their generational experiences, values, and expectations, aligning with frameworks such as Generational Leadership Theory and adaptive leadership models (Lyons, Urick, Kuron, & Schweitzer, 2015). These findings contribute to the evolution of leadership theory by emphasizing the role of generational dynamics as a key factor influencing leadership styles, thereby enriching existing literature. Additionally, the implications highlight the importance for organizations to consider generational diversity when designing leadership development programs, succession planning, and strategies for intergenerational collaboration, elements integral to enhancing organizational effectiveness. Incorporating these insights into leadership models can help develop responsible, adaptable, and culturally aware leaders capable of managing multigenerational teams effectively. While acknowledging the study's limitations, these findings underscore the importance of understanding how generational cohorts influence leadership styles, fostering more inclusive and dynamic leadership practices in diverse organizational settings. They also support the need for future longitudinal and intersectional research to explore further how generational influences on leadership styles evolve.

H01 - Leadership's generational cohort does not correlate with the prevalence of specific leadership styles.

Potential limitations of this study, including limited sample size, potential demographic biases, and reliance on self-reported data, may have impacted the interpretation of whether leadership's generational cohort correlates with specific leadership styles. Despite these constraints, the findings provide insights that challenge the null hypothesis (H01), which posits that there is no significant relationship between generational cohorts and leadership styles. The results suggest that, in this context, leadership behaviors and preferences are indeed influenced by generational experiences, values, and expectations, supporting the alternative hypothesis that such a correlation exists. These findings align with theoretical frameworks, such as Generational Leadership Theory and adaptive leadership models, indicating that different generational cohorts tend to exhibit distinct leadership styles. While acknowledging the study's limitations, the evidence suggests a meaningful association between generational cohort and leadership style, highlighting the importance of considering generational differences in leadership development and organizational practices.

Research Hypothesis H2 – Different generations significantly differ in their perception and evaluation of leadership styles.

Sample bias, regional or organizational context constraints, and reliance on self-reported data may have impacted the interpretation of how different generations perceive and evaluate leadership styles. Despite these potential constraints, the findings provide important implications that directly relate to Hypothesis H2, which suggests that generational differences lead to varied

perceptions and evaluations of leadership styles. The results indicate that perceptions of leadership, such as transformational or responsible styles, differ significantly across generations, aligning with models like the Effective Leadership Model and Contingency Theories of Leadership (Jones, 2018). These differences underscore the influence of situational and cultural factors, including organizational climate, industry norms, and generational values, on the perception and effectiveness of leadership styles. The evidence suggests that attributes such as emotional intelligence, adaptability, and visionary thinking are perceived differently by generational cohorts, which in turn influences their engagement and motivation within organizations. Moreover, the findings underscore the importance of aligning leadership approaches with generational expectations and organizational culture to foster environments that enhance performance and satisfaction. The study also advocates for longitudinal and cross-cultural research to further explore how perceptions of leadership evolve across generations and contexts, emphasizing the need for tailored leadership development programs. While acknowledging the study's limitations, these insights underscore the importance of understanding generational variations in the perception and evaluation of leadership styles for developing effective and inclusive leadership strategies.

H02 - Different generations do not significantly differ in their perception and evaluation of leadership styles.

Sample bias, regional or organizational context constraints, and reliance on self-reported data may have influenced the interpretation of whether different generations significantly differ in their perception and evaluation of leadership styles. Despite these constraints, the findings provide evidence that challenges the null hypothesis (H02), which suggests that there are no significant

differences among generations in how they perceive and evaluate leadership styles. The results indicate that generational differences do impact perceptions and assessments of leadership, supporting the alternative hypothesis that notable distinctions exist across age groups. These differences align with theories on generational values and leadership perceptions, highlighting that each cohort may prioritize different leadership behaviors and attributes based on their unique experiences. While recognizing study limitations, the evidence underscores the importance of understanding these generational variations to tailor leadership approaches effectively within organizations.

Research Hypothesis H3 – Alignment between preferred and practiced leadership styles across generations positively impacts organizational performance.

The restricted sample size, regional or cultural biases, and reliance on self-reported perceptions of leadership practices may have influenced the interpretation of how the alignment between generational leadership preferences and actual leadership behaviors affects organizational performance. Despite these limitations, the findings offer valuable insights that substantiate Hypothesis H3, indicating that greater congruence between what different generations prefer in leadership styles and what is practiced leads to improved organizational outcomes. The results support the theoretical frameworks of Leadership Congruence Theory and the Effective Leadership Model, which posit that when leadership behaviors align with followers' expectations and values, factors such as motivation, engagement, and productivity are enhanced, resulting in improved overall performance.

Furthermore, the findings emphasize the importance of adaptive and situational leadership approaches that recognize and accommodate generational differences, suggesting that effective leadership must be contextually sensitive and responsive to diverse generational needs (Lyons, Urick, Kuron, & Schweitzer, 2015). The study also highlights the importance of developing leadership competencies that align with generational preferences, such as communication styles, values, and expectations, which can strengthen leader–employee relationships and foster a positive organizational culture. It encourages longitudinal research to examine how these alignments evolve and influence long-term performance, with the understanding that sustained misalignment may hinder organizational success.

Ultimately, the implications highlight the significance of leadership development programs designed to bridge generational gaps, fostering authentic and responsible leadership practices that are culturally and generationally inclusive. Despite some constraints, these findings contribute to a broader understanding that intentionally aligning leadership behaviors with generational expectations can serve as a critical driver of organizational resilience and high performance in diverse, multigenerational workplaces.

H03 - Alignment between preferred and practiced leadership styles across generations does not impact organizational performance.

The regional or cultural biases, as well as the reliance on self-reported perceptions, may have influenced the interpretation of whether the alignment between preferred and practiced leadership styles across generations impacts organizational performance. Despite these constraints, the findings provide evidence that challenges the null hypothesis (H03), which posits

that there is no significant effect of alignment between leadership preferences and practices on organizational outcomes. The results suggest that when there is greater congruence between the leadership styles preferred by different generations and those implemented, organizational performance tends to improve. These findings support the notion that aligned leadership practices promote higher motivation, engagement, and productivity, ultimately yielding better organizational outcomes. While acknowledging the limitations, the study underscores the importance of intentionally aligning leadership behaviors with generational expectations to enhance overall organizational effectiveness.

Practical Implications

Research Question 1 - To what extent do generational differences influence the adoption and practice of various leadership styles within organizations?

This study highlights that generational differences significantly influence the adoption and practice of leadership styles, especially in Guyana's public sector. Practically, organizations should tailor leadership development programs to address the distinct values, communication preferences, and expectations of each generation. Initiatives such as generational leadership training and cross-generational mentorship can foster collaboration, leverage diverse perspectives, and enhance organizational cohesion. However, the study's limitations—such as a small sample size, regional focus, and reliance on self-reported data—may restrict the generalizability of these findings. Despite these constraints, the results underscore the importance of implementing feedback mechanisms, like surveys and focus groups, to continuously assess perceptions of

leadership across generations and adapt practices accordingly. Recognizing that leadership perceptions impact employee engagement and retention, organizations should foster cultures of inclusivity, transparency, and collaboration that resonate across all age groups. Additionally, aligning leadership development and succession planning with generational expectations can facilitate smoother leadership transitions and enhance organizational effectiveness. While cautious about the scope and limitations of this research, these insights underscore the need for culturally sensitive, flexible leadership approaches that accommodate generational differences—ultimately supporting sustainable performance and organizational resilience in Guyana’s evolving work environment.

Research Question 2: How do employees from different generations perceive and evaluate various leadership styles?

The findings on how employees from different generations perceive and evaluate leadership styles provide valuable practical implications for organizations in Guyana’s public sector. These insights suggest that targeted leadership training focused on developing skills such as effective communication, emotional intelligence, and conflict resolution can help leaders better connect with employees across generations, thereby improving perceptions and motivation. Additionally, implementing systems for ongoing feedback and performance evaluation allows organizations to monitor leadership effectiveness, address concerns proactively, and foster a culture of transparency and accountability. Recognition and reward systems that highlight positive leadership behaviors can further strengthen employee trust and engagement, leading to improved organizational performance.

Despite these benefits, the study has limitations, including a regional focus and a relatively small sample size, which may restrict the generalizability of the findings to other contexts. Reliance on self-reported data could also introduce biases in the perceptions measured. Nevertheless, a significant strength of the study is its emphasis on the connection between leadership perceptions and organizational outcomes, highlighting that positive perceptions are associated with higher levels of employee engagement and productivity. To maximize these benefits, organizations should ensure that continuous feedback mechanisms are embedded into their leadership practices and adapt accordingly based on evolving workforce expectations. Overall, these insights support the development of inclusive, transparent leadership approaches that can enhance both employee satisfaction and organizational effectiveness.

Research Question 3: In what ways do diverse generational perspectives affect key aspects of organizational performance?

The findings on how diverse generational perspectives influence organizational performance have important practical implications. Organizations can develop tailored leadership programs that address the unique needs of each generation, utilizing a mix of in-person workshops, online courses, and mentorship opportunities to accommodate different learning styles (Dess, McNamara, & Eisner, 2018). Cross-generational mentoring initiatives promote knowledge sharing, support leadership development for younger employees, and enable experienced staff to pass on valuable insights. Flexible learning pathways, including on-the-job training and self-directed learning, allow employees to pursue development at their own pace, aligning with their individual career goals (Maccoby & Cortina, 2017). Hosting intergenerational forums encourages

mutual understanding and collaboration. Conducting needs assessments helps identify specific leadership development priorities among different age groups, ensuring initiatives are relevant and practical. Promoting inclusive leadership practices that value diverse perspectives fosters a culture of mutual respect and enhances trust across generations. Recognizing contributions from all age groups through awards, testimonials, and leadership opportunities reinforces their value, fostering engagement and a sense of belonging. However, limitations include potential regional bias and the challenge of truly capturing the complexity of generational differences. Despite this, the findings support the importance of inclusive and flexible strategies to harness generational strengths and enhance organizational performance in Guyana's public sector.

Research Hypothesis H1 – Leadership's generational cohort correlates with the prevalence of specific leadership styles.

The positive findings supporting Hypothesis 1, that leadership's generational cohort correlates with specific leadership styles, have several practical implications. Organizations can implement targeted leadership training programs that address the diverse leadership preferences of different generations. Mentorship and knowledge-sharing initiatives can bridge generational gaps, fostering communication and the transfer of skills across age groups (Dickson, 2015). Developing customized leadership development plans tailored to each generation's characteristics can enhance overall leadership effectiveness and ensure smoother succession planning, considering the unique leadership needs and values of each generation (Jones, 2018). Promoting diversity and inclusion initiatives enables organizations to harness the strengths of multi-generational teams by valuing diverse leadership styles and perspectives (Lyons, Urick, Kuron, &

Schweitzer, 2015). Flexible work arrangements, such as remote or adaptable schedules, support diverse work-life balance preferences across generations and can improve leadership engagement. Cross-generational collaboration projects foster mutual understanding and respect, enhancing team cohesion and performance (Dickson, 2015). Regular feedback mechanisms enable organizations to adapt leadership strategies in response to evolving generational dynamics, ensuring continuous improvement (Dess, McNamara, & Eisner, 2018).

However, limitations include possible regional biases and the challenge of accurately capturing complex generational differences. Despite these, the strength of the findings lies in their actionable insights, emphasizing the importance of adaptive, inclusive leadership strategies that harness generational diversity, ultimately driving organizational resilience and success.

H01 - Leadership's generational cohort does not correlate with the prevalence of specific leadership styles.

The findings suggesting a correlation between leadership's generational cohort and specific leadership styles challenge the null hypothesis (H01), which posits no such relationship. If this null hypothesis were true, organizations might not see differences in leadership approaches across generations. However, the results indicate that tailoring leadership development programs, mentorship initiatives, and diversity strategies to address generational differences can enhance leadership effectiveness and engagement. These findings imply that organizations should consider generational influences when designing training, succession plans, and inclusive practices to foster better communication, knowledge sharing, and team cohesion (Dickson, 2015; Lyons, Urick, Kuron, & Schweitzer, 2015). Despite potential limitations, such as regional bias and the inherent

complexity of measuring generational differences, the data support the idea that leadership styles do vary by generation, which can significantly impact organizational resilience and success.

Research Hypothesis H2 – Different generations significantly differ in their perception and evaluation of leadership styles.

The findings supporting Hypothesis 2 that different generations significantly differ in their perceptions and evaluations of leadership styles, have important practical implications. Organizations should tailor leadership development and training programs to address these generational differences, ensuring leaders adopt styles that resonate with diverse employee groups. When selecting and promoting leaders, assessing their leadership styles against these generational preferences can improve effectiveness and cultural fit (Dess, McNamara, & Eisner, 2018). Regular performance evaluations should include feedback on leadership style and its impact on organizational outcomes, guiding leaders toward more adaptable and engaging approaches. Cultivating a leadership culture that supports diverse and flexible styles fosters employee engagement, satisfaction, and motivation, which are crucial for organizational success (Herzberg, 2003). Effective change management also requires leaders to adapt their styles during organizational transformations, taking into account diverse generational expectations.

Furthermore, strong leadership aligned with these preferences enhances succession planning by grooming future leaders who are well-suited to evolving organizational needs. Lastly, the leadership style of top executives influences external perceptions and brand reputation, making it vital to promote ethical and relatable leadership approaches. Despite limitations such as a regional scope and reliance on self-reporting, the findings emphasize the importance of

understanding generational differences to foster inclusive and effective leadership that drives sustainable growth.

H02 - Different generations do not significantly differ in their perception and evaluation of leadership styles.

The findings, which reject the null hypothesis (H02)—that different generations do not significantly differ in their perceptions and evaluations of leadership styles—highlight critical practical implications. Organizations should recognize that generational differences substantially influence how leadership styles are perceived and valued. Consequently, tailoring leadership development and training programs to address these diverse perceptions can enhance effectiveness and promote a more inclusive organizational culture. When selecting and encouraging leaders, assessing their leadership styles in relation to generational preferences can enhance culture fit and team cohesion (Dess, McNamara, & Eisner, 2018). Regular performance evaluations should include feedback on the effectiveness of leadership styles across generational groups, encouraging leaders to adopt flexible and adaptive approaches. Cultivating leadership practices that align with generational expectations fosters higher engagement, satisfaction, and motivation, all of which are critical for organizational success (Herzberg, 2003). Furthermore, understanding these differences enhances change management efforts and succession planning, ensuring that future leaders are well-equipped to meet the evolving needs of both the organization and its various generations. Despite limitations such as a regional focus, these findings highlight the importance of recognizing generational variations in developing inclusive and effective leadership that can sustain long-term growth.

Research Hypothesis H3 – Alignment between preferred and practiced leadership styles across generations positively impacts organizational performance.

The findings related to Hypothesis H3, that alignment between preferred and practiced leadership styles across generations has a positive impact on organizational performance, have significant practical implications. Organizations should prioritize developing leadership practices that reflect the diverse preferences and expectations of different generations to enhance effectiveness. This can be achieved through tailored leadership development programs, including workshops, online courses, and mentorship opportunities that foster mutual understanding and alignment (Dess, McNamara, & Eisner, 2018). Implementing cross-generational mentoring and feedback mechanisms enables leaders to adapt their styles in real time, ensuring greater congruence with employees' expectations, which can lead to improved engagement and performance. Conducting needs assessments helps identify gaps between preferred and actual leadership behaviors within each generation, guiding targeted interventions that address these gaps. Promoting inclusive leadership practices that value diverse perspectives enhances trust and collaboration across age groups. Recognizing contributions in ways that resonate with different generations, from awards to testimonials, further reinforces alignment and engagement. Despite potential limitations, such as regional bias and the complexity of capturing all generational dynamics, these strategies support the idea that aligning leadership styles with generational expectations leads to better organizational outcomes, especially in Guyana's public sector, by fostering a culture of continuous improvement and effective leadership.

H03 - Alignment between preferred and practiced leadership styles across generations does not impact organizational performance.

The findings, which challenge the null hypothesis (H03) that alignment between preferred and practiced leadership styles across generations does not impact organizational performance, highlight critical practical implications. If the null hypothesis were true, aligning leadership styles with generational preferences would have little or no effect on organizational outcomes. However, the evidence suggests that organizations should prioritize developing leadership practices that reflect diverse generational expectations to improve effectiveness. This can be achieved through tailored leadership development programs, including workshops, online courses, and mentorship initiatives that promote mutual understanding and alignment (Dess, McNamara, & Eisner, 2018). Implementing cross-generational mentoring and feedback mechanisms enables leaders to adapt their styles in real time, ensuring greater congruence with employee expectations, which can enhance engagement and performance. Conducting needs assessments helps identify gaps between preferred and actual leadership behaviors within each generation, guiding targeted interventions that address these gaps. Promoting inclusive leadership that values diverse perspectives enhances trust and collaboration. Despite limitations such as regional bias and the complexity of capturing all generational differences, these strategies support the view that aligning leadership styles with generational expectations can positively influence organizational performance, particularly in Guyana's public sector, by fostering continuous improvement and effective leadership.

The Influencer – Generational Gap

Figure 2

Showing the Effect of Generation Gap on the Organization



Source – Generated by this Study (2024)

Many studies have examined leadership from the perspective of the organizational head; however, this study focuses on the factors that influence the organizational head and their performance. The findings of this study have revealed that generational gaps and differences influence leadership, shaped by leaders' past experiences and events. For a simple illustration, Figure 3 shows a spiral of Generational effects, beginning with the Generational Gap, followed by Leadership, Strategic Intelligence, and Talent Management, which form the organizational culture from which job satisfaction is derived and, ultimately, organizational performance.

Hermeneutics Principles

The theories for each component in Figure 1 are examined in Chapter Two, literature review. Still, this study explores the transactional leadership style as it is practiced by Guyana's Public sector and responsible leadership, which may be more rewarding and fulfilling than transactional leadership (Schinzel, 2022). Furthermore, this study's hermeneutics were derived from the Hindu holy text, The Mahabharata (WincoInternational, 2011). This sacred text laments that life is rooted in compassion and justice, underscoring the significance of selfless service to others rather than being inspired and motivated by personal desires (Kosuta, 2020), a sentiment echoed by responsible leaders (Schinzel U. , 2019). On this premise, six relevant principles were extrapolated to guide this study, as explained in Table 46.

Table 48*Theoretical/Practical Implications Assess Against Hermeneutic Principles*

<i>Hermeneutic Principles</i>	Theoretical/Practical Implications
<i>Generation Differences</i>	Firstly, regarding generation, it is stated that in a constantly changing society, traditional rules and customs, once overused, will become outdated and, therefore, require rapid evaluation for relevance and applicability in the current environment (Patel, 2020). This study revealed that the preferences of younger generations differ significantly from traditional leadership practices, as evidenced by their resistance to cooperation in their responses. As such, considering this tremendous influential factor will build a firm support system in an organization.
<i>Leadership</i>	Secondly, regarding leadership, the Mahabharata teaches that life's ultimate goal is to serve and promote the greater good and well-being of society (WincoInternational, 2011). This study also revealed, in the findings, the dissatisfaction expressed by many participants regarding the poor leadership practices at their organization. Therefore, leaders should strive to prioritize and practice the greater good for employees, create a supportive organizational culture that inspires and motivates the interests of all individual generations, and be open to feedback from all stakeholders (Schinzel U. , 2019).
<i>Transactional Leadership</i>	Thirdly, regarding the transactional leadership style, the Mahabharata expresses the significance of fairness, accountability, loyalty, and justice in leadership (Parikh, 2020). Nonetheless, more than a transactional leadership style, these qualities seem to be aligned with responsible leadership, which supports ethics, the embodiment of

	<p>morality and truth (Schinzel U. , 2019). This study revealed that, in most cases, public organizations lack accountability, loyalty, and fairness. These qualities, highlighted in the qualitative analysis, symbolized resistance to the current leadership style and a call for one that is compassionate, supportive, and inclusive.</p>
<p><i>Talent Management</i></p>	<p>Fourthly, the Holy Text emphasizes the importance of recognizing exceptional skills in individuals and providing training and development to enhance such talent, thereby helping them unleash their full potential to benefit the organization (WincoInternational, 2011). It suggests that with each employee's unification of these exceptional skills, organizational performance can be optimized when appropriately positioned and wisely utilized. The qualitative analysis revealed that skilled individuals are often placed in the wrong positions, which is frustrating to employees and undermines the system. Therefore, talent must be managed adequately to realize organizational optimization.</p>
<p><i>Strategic Intelligence</i></p>	<p>Fifthly, the Mahabharata emphasizes the importance of assessing both external and internal environments by constantly gathering information about all occurrences within and outside the organization to inform decision-making (Parikh, 2020). This enables the strategic level to assess the organization's weaknesses and strengths concerning existing opportunities and threats. This study revealed that many employees want to leave their jobs for better opportunities and challenges. As such, the strategic intelligence framework will be able to detect this system weakness, which the strategic level must address (Levine, Bernard, & Nagel, 2017). Additionally, in this regard, the Mahabharata also emphasizes inclusivity, advocating that critical stakeholders should be consulted</p>

	before making important decisions and that long-term success is always prioritized over short-term gains (WincoInternational, 2011).
<i>Job Satisfaction</i>	Finally, the Mahabharata discussed job satisfaction, which involves employees' satisfaction with their tasks. This satisfaction involves ethics, morals, collaboration, and teamwork. It recommends that employees be assigned tasks that match their skills to achieve job satisfaction (WincoInternational, 2011). The text emphasized that employee satisfaction can be achieved when people are treated with respect, fairness, and kindness (WincoInternational, 2011). The findings of this study showed that a larger fraction of participants were dissatisfied with their work treatment. Therefore, organizations must acknowledge that positive job satisfaction feedback leads to healthy organizational performance.

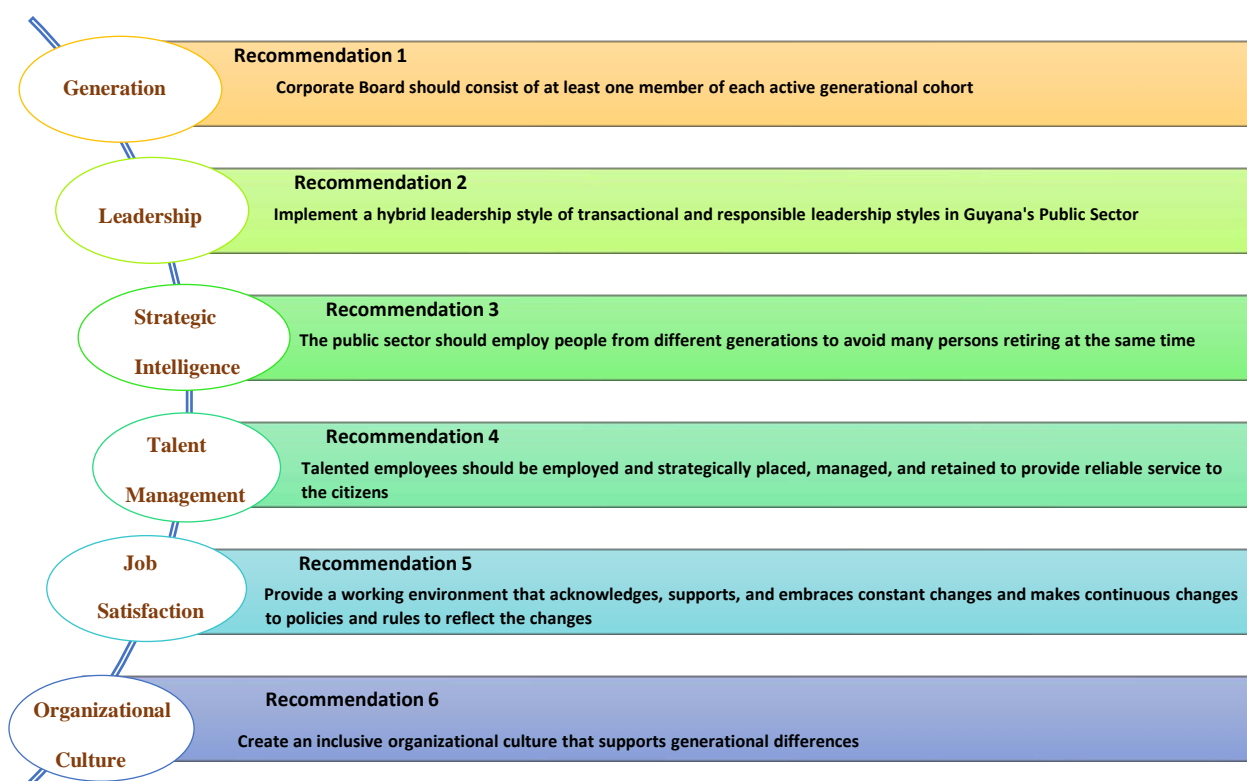
Source – Implications of this Study Guided by the Mahabharata Principles (2024)

Recommendations for Application

After careful deliberation of the study's findings, guided by relevant theories and hermeneutics, six recommendations were generated. Figure 4 below summarizes the six recommendations generated from this study, along with their corresponding details.

Figure 3

Recommendations of this Study



Source – Recommendations Generated by this Study (2024)

Recommendation 1

Based on the findings from this study, the first recommendation is deliberated from the generation theories. Theories have lamented that the behavior, attitudes, and decisions of individuals from each generational cohort are shaped by experiences and events (Dickson, 2015; Kampf, Lorincová, Hitka, & Stopka, 2017). Nonetheless, the hermeneutics exploration regarding this phenomenon has revealed that the Hindu Holy Text "The Mahabharata" states that due to the constant changes in society, traditional customs and rules will become overused and, hence, poisonous to society, and therefore, their applicability and relevance within society's current settings may be misfit (WincoInternational, 2011; Patel, 2020). According to the findings of this study, the participants' expectations of their organization regarding rules and policies are that they urgently need upgrading to withstand and reflect current times. They stressed their disapproval of doing much manual work that could have been completed swiftly with contemporary technology and programming.

Moreover, the participants from the three tested cohorts criticized each other's leadership qualities, stating that they are not flexible, do not have an open-door policy, or do not include employees in decision-making. The evidence also suggests that the preferences, leadership styles, and expectations of younger generations differ from those practiced at work. As such, considering these factors supported by the theories and hermeneutics, this study recommends that the **Corporate Board should consist of at least one member from each active generational cohort**, similar to the Corporate Governance Policy of having one-third of board members be female (CorporateGovernanceCode, 2015). Notably, gender equality and the generation gap are both

demographic issues. Although the gender code is mandatory for listed companies, which differs from the generation gap, applying a similar approach will build trust and confidence and strengthen transparency and accountability in the public sector if adopted. Implementing such a code is paramount because the government is responsible for the welfare of its people.

A multigenerational board in the public sector can contribute significant benefits to effective governance, decision-making, and deliverables. For instance, the uniqueness of each generation's insights, perspectives, and experiences on board can bring a range of views to consider in decision-making, leading to a more comprehensive and informed decision. The benefit of having a multigenerational board is that it promotes inclusivity and ensures that all interests are considered, thereby fostering a sense of belonging and representation of citizens, which in turn garners public trust in the decision-making process. Additionally, by supporting a multigenerational board, the organization will benefit from having a board of diverse professionals with contemporary skills, thereby enabling interdisciplinary problem-solving approaches that address complex issues from multiple angles and ultimately lead to more innovative solutions. This approach to the board will facilitate the transfer of valuable institutional knowledge from the older members while serving as mentors to the younger generation, thereby helping preserve the organization's memory and strengthening the leadership capacity for future generations. This board will be ideal for responding to the various preference groups in society, thereby considering all perspectives. It can then design policies that support intergenerational equity and social cohesion. Significantly, public sector organizations serve diverse populations with varying demographic profiles. As such, having a multigenerational board can enhance the organizational ability to

engage stakeholders of all ages and ensure that their voices are heard and their concerns are addressed.

Furthermore, a multigenerational board can serve as an organizational tool, as it is better equipped to engage in long-term strategic planning that considers the interests of both current and future generations. This helps public organizations prepare for demographic shifts, technological upgrades, and other long-term trends. Overall, a multigenerational board will bring a wealth of benefits to the sector, as explained above, and enhance public trust and legitimacy. As such, by leveraging the strengths of each generation in the public sector, organizations can better serve society's needs and achieve their mission of promoting the public good.

Recommendation 2

After deliberating on the findings of this study, along with theories and guidance from hermeneutics regarding leadership, the second recommendation was generated. Various studies have referred to leadership as an influential process of leading, inspiring, motivating, and guiding followers to achieve their goals (Rodney, 1981; Schinzel U. , 2019; Northouse, 2016). Furthermore, while transactional leadership, currently adopted by the public sector, exchanges service for compensation and attracts penalties for noncompliance, responsible leadership emphasizes leading ethically, with compassion and respect for compliance, accountability, and transparency (Schinzel U. , 2019). These theorists believe that leaders should prioritize the well-being of society while supporting employees and fostering a rich organizational culture that transcends individual generations. In support of this view, the Mahabharata asserts that the ultimate

goal of life is to serve and promote the well-being of society for the greater good (WincoInternational, 2011). The study's findings gathered through interviews, have expressed the willingness and readiness of participants to be part of an inclusive system. Still, the leaders and the longstanding policies have denied this. As such, after examining the findings of this study regarding leadership styles and hermeneutics, the second recommendation is to implement a hybrid leadership style that combines transactional and transformational leadership approaches **in Guyana's Public Sector**. The integration of transactional and transformational leadership styles can benefit the public sector in many ways. It supports public organizations in efficiently achieving their objectives while upholding ethical standards and promoting public well-being.

While the transactional style involves setting clear goals, monitoring performance, and supporting public organizations' service to the people, the responsible style ensures that the fairness of service delivery is achieved in a transparent, accountable, and equitable manner that addresses the needs of all individuals (Schinzel U. , 2019). Additionally, this style will enhance accountability and transparency in decision-making processes while building public trust and confidence in government institutions. The integration will also ensure that public agencies collaborate effectively with citizens, communities, and other stakeholders to address their needs and concerns. Furthermore, because responsible leadership promotes ethical behavior, integrity, and honesty when combined with a transactional style, the focus on ethics will help prevent corruption, fraud, and misconduct, thereby ensuring that public resources are utilized responsibly and ethically. This hybrid system will promote innovation and continuous improvement in the public sector by encouraging experimentation, learning, and adaptation to changing societal needs.

Regarding social responsibility and sustainability factors, combining these two leadership styles will have a long-term positive impact on policies and programs related to society and the environment; government organizations can contribute to sustainable development and the well-being of future generations. Notably, with the implementation of hybrid leadership, the system will earn public trust and confidence, as citizens will perceive public institutions as fair, ethical, and accountable. Both leadership styles will ensure that performance targets align with organizational values and moral standards, while providing a feedback mechanism that not only focuses on individual performance but also on how actions align with organizational values and societal expectations. Lastly, the combined system will enable public sector organizations to identify, assess, and mitigate risks effectively; thus, by considering ethical, social, and environmental hazards, government agencies can proactively anticipate and address potential challenges. Therefore, by adopting a balanced approach that combines these two leadership styles, the public sector can better manage and serve the needs of citizens by improving service, accountability, transparency, and innovation through ethical management while earning public trust and confidence.

Recommendation 3

The deliberation of the findings with strategic intelligence and hermeneutics theories yields the third recommendation. The findings of this study revealed that most employees want to leave their jobs for better opportunities, challenges, and retirement, an internal weakness that should have been detected had strategic intelligence been present. Strategic intelligence constantly gathers information to help organizations assess their internal environment's weaknesses and strengths, as well as the opportunities and threats in the external environment, to aid informed decision-making processes (Levine, Bernard, & Nagel, 2017). The hermeneutics guidance from the Mahabharata regarding strategic intelligence is that information on allies and opponents should constantly be gathered to assess strengths and weaknesses and develop effective strategies (WincoInternational, 2011; Patel, 2020). After considering the findings, theories, and hermeneutics regarding strategic intelligence, the third recommendation was formulated, which is that the public sector should employ people from different generations to avoid a large number of **persons retiring at the same time**.

Adopting this third advantage can significantly benefit the public sector, for instance, by mitigating mass retirement challenges to ensure smooth operations. Additionally, suppose the industry employs people from multiple generations. In that case, it can contribute to developing a robust succession plan to ensure the continuous flow of talent ready to assume leadership positions as retirees exit, thereby preventing service disruptions and maintaining institutional knowledge. The older employees will possess valuable institutional knowledge, insights, experiences, and expertise in various fields that can be transferred to the younger generation by working alongside

them, thereby preserving organizational memory and mitigating skill gaps. Additionally, each generation brings unique perspectives, experiences, and approaches to the working environment; thus, employing people from different generations will foster a diversity of thoughts, promoting more innovative solutions, better decision-making, and enhanced problem-solving capabilities. Integrating a multigenerational workforce will promote inclusion and equity, ensuring that employment and development opportunities are accessible to individuals of all ages. This will go a long way in fostering a more inclusive and equitable organizational culture.

Nonetheless, with various generations comes varied comfort levels regarding technology, ever-changing work practices, and societal trends; thus, the different generations will ensure that the organization remains adaptable and responsive to the changing environments and expectations. Furthermore, a multigenerational approach can leverage the strengths and perspectives of each generation through collaboration and teamwork, thereby uniting individuals with diverse backgrounds and experiences to foster a culture of mutual respect, understanding, and cooperation. Lastly, employing individuals from various generations will enhance recruitment and retention, enabling organizations to attract a broader talent pool and foster a more inclusive and supportive work environment. Therefore, by embracing generational diversity, public organizations can better adapt to changing demographics, technological advancements, and societal shifts, thus ultimately enhancing the sector's effectiveness and impact.

Recommendation 4

According to the findings of this study, participants revealed that talent is not effectively managed in the Guyana Public Sector, as skilled individuals are often placed in roles where their specific skills are not utilized, leading to talented employees leaving the sector due to a lack of job satisfaction. Talent management refers to identifying, developing, and retaining talented and skilled persons (Hongal & Kinange, 2020). It includes recruiting, performance management, career planning, and succession planning processes (Hongal & Kinange, 2020). Further, a significant strength of talent management is that it ensures that organizations retain the right people with the right skills. Regarding hermeneutics on talent management in this study, the Mahabharata emphasizes that it is crucial to recognize individuals' exceptional skills, develop and strengthen those talents, and place them in a position where maximum benefit can be realized (WincoInternational, 2011). The Holy Text lamented that harmoniously utilizing those skills provides optimized benefits once strategically positioned. Therefore, based on the findings, theories, and hermeneutics on talent management, the fourth recommendation is that **talented employees should be employed and strategically placed, managed, and retained to provide reliable service to the citizens.**

Talent management will help the sector implement a robust recruitment process that attracts the highest-caliber talent with the relevant experience and qualifications for each role. Recruiting agencies can be utilized to attract the best talent, as they draw from a diverse pool of candidates who demonstrate technical proficiency that aligns with the organization's values, mission, and goals. The public sector can conduct regular assessments to identify talent gaps and

anticipate future needs, developing strategic plans to acquire and retain adequate talent. Additionally, align workforce efforts with strategic objectives, ensuring that talent investments support vital initiatives. Furthermore, talented employees should be matched with roles that align with their skills, interests, and career aspirations. This can be achieved by utilizing competency assessments, performance evaluations, and employee feedback to identify individuals' strengths and areas for development, then provide opportunities for employees to gain diverse experiences through job rotations, cross-functional projects, and special assignments. Organizations should offer continuous professional development programs to enhance employees' competencies, including workshops, coaching, and mentoring that cater to diverse learning and learning preferences. It should be designed to help employees develop their individual career goals in alignment with organizational needs, ensuring they have the relevant resources and support to succeed.

Additionally, a performance management system should be created and implemented to provide regular feedback, recognition, and rewards for employees, set performance expectations and goals that align with the organizational objectives, and then review progress and provide feedback. Celebrating and recognizing employees' successes and small wins is essential for fostering a culture of motivation and appreciation. In light of cultural motivation, a collaborative workforce can emerge, leading to knowledge sharing, teamwork, shared communication, and ultimately, through interdepartmental collaboration, the breaking down of silos, and the leveraging of different expertise and perspectives. When organizations can prioritize employee engagement and satisfaction, their well-being will be protected. Nonetheless, to gain a comprehensive understanding of the multifaceted workforce, the public sector requires employee feedback, which

can be facilitated through various means, such as surveys and focus groups, to identify areas of concern. They need to include programs that cater to work-life balance, health and wellness, inclusion, recognition, and appreciation in their support system, as these are the desires of current generations. Overall, talent management can benefit the public sector in many ways, as discussed earlier in this recommendation. Once applied and utilized strategically, optimal satisfaction can be achieved, as it will help attract, develop, and retain top talent, ensuring that the public sector has the capabilities and capacity needed to deliver high-quality services and outcomes for citizens.

Recommendation 5

The findings regarding job satisfaction in this study were overwhelming, as over 60% of the participants indicated dissatisfaction with their jobs. Although the reasons varied, there were many overlapping factors, including poor working conditions, the absence of current technologies, outdated policies, a lack of open-door policies, exclusion, a power distance leadership culture, and politically driven policies. According to previous studies, job satisfaction refers to employees' emotional feelings and approach to executing their tasks, which will depend significantly on their norms, values, and upbringing (Coetzee & Stoltz, 2015; Bitsani, 2013). Herzberg (2003) argued that even brilliant management skills can fail to stimulate employees, which can lead to depression unless they are given engaging, challenging, and relevant responsibilities. Furthermore, the hermeneutics guidance from the Mahabharata suggests that satisfaction involves ethics, morals, collaboration, teamwork, listening, and understanding (Patel, 2020). Satisfaction can be achieved when tasks are aligned with a person's skills (WincoInternational, 2011). As such, based on the findings, theories, and hermeneutics, the fifth recommendation is to **provide a working**

environment that acknowledges, supports, and embraces constant changes and makes continuous modifications to policies and rules to reflect the changes.

The fifth recommendation will help the public sector to improve productivity and effectively serve the needs of citizens in many ways. For instance, the industry can implement an agile policy-making process that provides swift adaptability to emerging challenges rather than rigid, inflexible policies and prioritize policies responsive to evolving needs and situations. Establish mechanisms to regularly review and evaluate existing policies, rules, and procedures in light of current occurrences and solicit feedback from stakeholders to identify areas for improvement, updating policies accordingly. Aim to promote a flexible and adaptable culture in the sector that will support employees in embracing change and innovation and provide the resources to help them adapt to change effectively. Additionally, employees' investment in continuous learning and development will enhance their potential to navigate, problem-solve, and manage changes successfully, thereby building their resilience. To effectively manage change, it is crucial to maintain transparent, open, and informed communication between employers and employees regarding rules, policies, and justifiable reasons, allowing for employee input and questions. At this point, it should be acknowledged that, unlike older generations who complied with instructions without asking questions, younger generations ask questions, require justifiable reasons, share their emotions and opinions, and make suggestions. Therefore, the sector should promote collaboration so inter-discipline and interdepartmental teamwork can occur, which will help bridge generational gaps. The industry should also encourage experimental and pilot tests for new ideas and innovation to empower employees to feel a sense of purpose and relevance to the organization. Again, small wins should be celebrated, and employees should be recognized for

their efforts, which will significantly support the constantly changing environment. Nonetheless, leadership plays a vital role in facilitating change in the sector; thus, they should actively support and provide resources for continuous change and improvement through modeling their behavior and actions. Overall, embracing change and continually adopting strategies to manage the public sector effectively will help public organizations thrive in an ever-evolving world, ensuring the satisfaction of all employees.

Recommendation 6

According to the study's findings, the participants report a poor organizational culture within the public sector, citing poor leadership, political interference, a lack of transparent communication, and the need for updated policies and advanced technology. Organizational culture refers to the norms, values, and beliefs that employees share, comprising the workforce (Na'Dash, 2015). Organizational culture includes its structures, policies, functions, and leadership. This study nonetheless found Hofstede's six dimensions of cultural theory (Minkov & Kaasa, 2021) to apply to Guyana's case. The hermeneutics guidance provided by the Mahabharata suggests that organizations should promote ethics, righteousness, and moral principles through collaboration and teamwork and support one another to achieve organizational objectives (WincoInternational, 2011). Therefore, by considering the findings of this study, along with the theories and hermeneutics, the sixth recommendation is to **create an inclusive organizational culture that supports generational differences.**

The final recommendation is essential for the sustainability and success of organizations in the public sector. With generational diversity comes a wealth of varied perspectives,

experiences, and ideas. With an inclusive culture, all generations will be able to contribute their unique viewpoints, leading to more innovative solutions and better decision-making. Additionally, older generations possess valuable institutional knowledge and experience, while younger generations often bring fresh insights and technological savvy. Thus, an inclusive culture fosters an environment of knowledge sharing among generations, allowing expertise to be passed down and embracing new ways of thinking to be achieved organically. In addition, flexibility in working conditions, such as working offsite, should be addressed in the public sector as it brings significant benefits, for instance, during the COVID-19 pandemic. An inclusive culture promotes collaboration and teamwork among employees of all generations by valuing the contributions of each generation, fostering mutual respect, and creating interconnected teams working effectively to achieve common goals.

Furthermore, the sector should foster open and respectful communication across generations to reduce misunderstandings and promote effective dialogue. This will encourage employee engagement and make them feel valued for their unique contributions, thus improving their morale, satisfaction, and retention. Generational diversity will foster adaptability and resilience within the sector, enabling organizations to navigate change and uncertainty more effectively by embracing diverse perspectives. This approach will help them become agile in the face of evolving challenges and opportunities. Moreover, the public sector organizations exist to serve the different communities with varying needs and preferences. With an inclusive culture that embraces generational differences, the organization can rest assured that services are designed and delivered in a way that resonates with all population segments, thereby enhancing public trust and satisfaction. In summary, fostering an inclusive organizational culture will support

multigenerational organizations in the public sector and enable them to thrive in today's diverse and dynamic environment. Additionally, by embracing generational diversity, the public sector can unlock the full potential of its workforce, enhance collaboration and communication, and better meet the needs of its citizens.

Recommendations for Future Research

Figure 4

Summary of Recommendations for Future Research



Source – Generated from this Study (2024)

Recommendation 1

The first recommendation was that the corporate Board should consist of at least one member of each active generational cohort. The findings of this study reveal that employees are dissatisfied with their jobs and disappointed with the decisions leaders make, with many of these decisions being outdated. Therefore, based on this recommendation, several exciting avenues for future research are generated. For instance, investigate how diverse generational perspectives on the organizational Board influence decision-making, including how the generational cohorts manage risk, innovation, strategic planning, and corporate governance (Dickson, 2015). Explore how representatives from multiple generations impact board dynamics and effectiveness, especially in communication styles, conflict resolution strategies, and the ability to facilitate collaboration and consensus across generational lines (Dess, McNamara, & Eisner, 2018). Additionally, it examines the impact of multigenerational diversity on innovation by exploring whether boards comprising diverse age groups are more effective in driving innovation, adapting to market changes, and positioning the company for long-term success.

Additionally, governance practices and policies that promote generational diversity on corporate boards can be examined by evaluating the effectiveness of initiatives, including age diversity targets, mentorship programs for emerging leaders, and recruitment strategies (Schinzel U. , 2019). Researchers may want to explore how organizations can support talent from multiple generational cohorts to ensure smooth leadership transitions and effective succession planning by examining best practices for developing and retaining leaders from various age groups, as well as developmental strategies to foster intergenerational mentorship and knowledge transfer. It will be interesting to investigate how stakeholders, including investors, employees, customers, and the

broader community, perceive and value generational diversity on the organizational Board and explore the relationship between board composition, organizational reputation, and stakeholder trust, as well as how it potentially impacts financial performance and market valuation. Moreover, considering how cultural differences and regional variations might affect the dynamics of generational diversity on corporate boards, researchers can compare board practices and attitudes toward age diversity across different countries and sectors by factoring in cultural norms, regulatory frameworks, and societal expectations (Minkov & Kaasa, 2021). Nonetheless, the conducting of longitudinal studies to track the impact of generational diversity on organizational boards over time will be interesting, specifically if changes are examined in the composition of the Board, corporate governance practices, and organizational results over multiple years so that researchers can gain insights into the evolving role of age diversity that shapes corporate governance (Maccoby & Cortina, 2017). As such, research in these areas could provide valuable insights into the benefits and challenges of promoting generational diversity on corporate boards, informing strategies for fostering more inclusive and effective governance practices within organizations.

Recommendation 2

The second recommendation was to implement a hybrid leadership style that combines transactional and transformational leadership styles in Guyana's Public Sector. This recommendation can lead to several exciting future research avenues, such as investigating how adopting a hybrid leadership style will impact leadership effectiveness and organizational

performance within the Guyana Public Sector by examining key performance indicators like employee satisfaction, productivity, service delivery, and financial sustainability (Dess, McNamara, & Eisner, 2018). Additionally, it discusses the role of leadership in driving cultural change within the Guyana Public Sector by investigating how leaders can effectively communicate and implement changes to organizational structures, processes, and systems that align with the hybrid leadership approach. Further, it discovers how a hybrid leadership style may influence employee engagement, motivation, and job satisfaction in Guyana and how effective transactional and responsible leadership practices are in promoting employee empowerment, accountability, and commitment to organizational goals (Glass, 2007) (Schinzel U. , 2019). Moreover, it examines the influence of a hybrid leadership style on ethical leadership and governance practices in the Guyana Public Sector and how leaders can incorporate principles of responsible leadership, such as transparency, integrity, and stakeholder engagement, into their decision-making processes and organizational culture (Maccoby & Cortina, 2017). Researchers can investigate strategies for developing and training leaders to practice a hybrid leadership style in the Guyana Public Sector by exploring the effectiveness of leadership development programs, mentoring initiatives, and coaching interventions in nurturing the skills and competencies required for transactional and responsible leadership (Schinzel U. , 2019). Scholars may find it interesting to explore the role of leadership in fostering collaboration and partnerships with stakeholders in the Public Sector by examining leadership engagement with diverse stakeholders, including government agencies, civil society organizations, private sector partners, and local communities, to address complex challenges and promote sustainable development. In addition, researchers may want to understand the implications of adopting a hybrid leadership style for public policy formulation and regulatory

frameworks in Guyana, which may be possible by exploring how policymakers can support and incentivize responsible leadership practices through legislation, regulatory guidelines, and performance evaluation criteria (Dess, McNamara, & Eisner, 2018). They may also want to conduct comparative studies to benchmark Guyana's Public Sector against other countries or regions that have successfully implemented hybrid leadership approaches, if any, to identify best practices, lessons learned, and success factors that could inform the design and implementation of leadership reforms in Guyana. By addressing these research recommendations, practitioners can enhance their knowledge and understanding of how a hybrid leadership style can be effectively implemented and leveraged to drive positive change in Guyana's public sector or similar settings.

Recommendation 3

The third recommendation was that the public sector employ people from different generations to avoid the simultaneous retirement of many people. Thus, employing people from different generations within the public sector is essential for mitigating the potential effects of simultaneous retirements and maintaining organizational continuity and effectiveness. Therefore, some further recommendations for future research may include investigating strategies for integrating multigenerational workforce planning and succession management practices within the public sector by focusing on developing comprehensive workforce plans that identify current and future skill gaps, succession leeway, and strategies for recruiting and retaining employees from diverse age groups (Dickson, 2015; Levine, Bernard, & Nagel, 2017; Lyons, Urick, Kuron, & Schweitzer, 2015). Another future recommendation is the exploration of instruments used for facilitating

knowledge transfer and retention across generations within the sector by examining the effectiveness of mentoring programs, knowledge-sharing platforms, and intergenerational collaborative initiatives in preserving institutional knowledge and expertise as experienced employees transition into retirement (Minkov & Kaasa, 2021; Dess, McNamara, & Eisner, 2018). Furthermore, researchers can assess the impact of multigenerational workforce diversity on employee engagement, inclusion, and organizational culture within the public sector. This assessment can help leaders gain insight into the sense of belonging and collaboration among employees from different age groups while addressing potential generational differences in work preferences, communication styles, and values. Scholars may want to examine the role of training and professional development programs in supporting career progression and skill development for employees of all generations while evaluating the effectiveness of training interventions tailored to different age group preferences and strategies for promoting lifelong learning and continuous skill upgrades (Herzberg, 2003). Another area for future research might be to investigate the implementation of flexible work arrangements and work-life balance initiatives to accommodate the diverse needs and preferences of employees across different generations within the public sector and to explore the impact of flexible scheduling, telecommuting options, and family-friendly policies on employee satisfaction, productivity, and retention (Dickson, 2015).

Moreover, an assessment of leadership development and succession planning efforts aimed at cultivating a pipeline of leaders from diverse age groups within the public sector will be significant, primarily if it examines the effectiveness of leadership development programs, coaching, and mentoring initiatives, and talent management strategies in preparing employees of all generations for future leadership roles (Northouse, 2016). In addition, evaluating the impact of

age-inclusive policies and practices on organizational performance, innovation, and resilience within the public sector may be fruitful, particularly by exploring the alignment between Human Resource policies, performance management systems, and organizational culture in promoting diversity, equity, and inclusion across different age groups. Lastly, the conducting of longitudinal studies and benchmarking analyses to track demographic trends, workforce dynamics, and generational shifts within the public sector over time may be able to identify emerging challenges and opportunities associated with workforce aging, retirement patterns, and generational turnover, as well as effective practices for managing workforce diversity and renewal. Therefore, if these research recommendations are considered, policymakers, Human Resource practitioners, and organizational leaders can develop evidence-based strategies for building a resilient, adaptive, and inclusive public sector workforce that leverages the strengths and contributions of employees from different generations.

Recommendation 4

The fourth recommendation was that talented employees should be employed, strategically placed, managed, and retained to provide reliable service to citizens. This recommendation may have triggered many future recommendations, such as investigating effective strategies for identifying and recruiting talented individuals for the public sector by exploring innovative recruitment methods, employer branding initiatives, and targeted outreach efforts to attract top talent from diverse backgrounds and skill sets (Hongal & Kinange, 2020). Also, explore approaches to strategic workforce planning that align talent management efforts and organizational

goals by focusing on developing predictive analytics models, scenario planning techniques, and workforce forecasting tools to anticipate future talent needs and gaps. Additionally, assessing the role of performance management systems and recognition programs in motivating and retaining talented employees will be enjoyable, as well as exploring best practices for setting clear performance expectations, providing regular feedback, and rewarding exceptional performance (Dess, McNamara, & Eisner, 2018; Hongal & Kinange, 2020). Researchers can investigate leadership development and succession planning initiatives aimed at grooming talented employees for future leadership roles in the public sector. They can also assess the effectiveness of leadership competency models, succession planning frameworks, and training programs in developing capable leaders who drive organizational performance and innovation (Northouse, 2016). Scholars can explore the relationship between employee engagement, well-being, and service delivery outcomes in the public sector. They can investigate factors that contribute to employee engagement, such as job satisfaction, work-life balance, and opportunities for career development, as well as their impact on service quality, citizen satisfaction, and organizational performance (Lyons, Urick, Kuron, & Schweitzer, 2015). They can assess the importance of diversity and inclusion in talent management practices within the public sector. Research could examine the benefits of diverse teams, inclusive leadership behaviors, and equitable human resources (HR) policies in fostering innovation, creativity, and responsiveness to the needs of diverse communities and stakeholders.

Additionally, scholars can examine knowledge management and organizational learning practices that support the retention and transfer of institutional knowledge among talented employees in the public sector. They could also explore the role of knowledge-sharing platforms

and communities of practice, which foster collaboration and drive continuous improvement (Herzberg, 2003). Lastly, for future recommendations, researchers can investigate opportunities for public-private partnerships and talent mobility programs to attract, develop, and retain talented employees in the public sector (Hongal & Kinange, 2020). They can explore secondment arrangements, cross-sector collaborations, and talent exchange programs facilitating knowledge transfer, skills development, and professional networking across different organizations and sectors. Therefore, if these future recommendations are to be explored, public sector organizations may benefit from developing evidence-based strategies for attracting, developing, and retaining talented employees dedicated to providing reliable and high-quality services to citizens.

Recommendation 5

The fifth recommendation was to provide a working environment that acknowledges, supports, and embraces constant change and continuously updates policies and rules to reflect these changes. This recommendation has triggered numerous subsequent recommendations, as it is essential for fostering organizational agility and innovation. For instance, investigating the effective strategies for managing organizational change in dynamic environments within the public and exploring change management frameworks, communication strategies, and stakeholder engagement approaches that facilitate successful transitions and minimize resistance to change (Herzberg, 2003). Researchers can also examine the role of agile governance structures and decision-making processes in enabling organizations to respond rapidly to changing circumstances and emerging challenges and explore alternative governance models, decentralized decision-

making frameworks, and agile project management methodologies that promote flexibility, adaptability, and responsiveness (Dess, McNamara, & Eisner, 2018; Maccoby & Cortina, 2017). They can assess policy development and implementation approaches, prioritizing agility and responsiveness to changing needs and priorities. Research could examine iterative policy-making processes, regulatory sandboxes, and experimental policy design techniques that enable policymakers to test and refine policies in real-world settings before scaling up implementation. Scholars may consider exploring mechanisms for promoting organizational learning and knowledge sharing in a constantly changing environment (Minkov & Kaasa, 2021). They could also investigate the role of learning networks and knowledge management systems in capturing lessons learned, disseminating best practices, and facilitating continuous improvement. At this stage, and based on the findings of this study, it will be interesting to investigate the impact of flexible work arrangements and talent management practices on organizational agility and employee engagement within the public sector (Herzberg, 2003). It could also examine the effectiveness of remote work policies, flexible scheduling options, and talent mobility programs in attracting, retaining, and motivating a diverse and skilled workforce.

Further, as relating to the young generations, studies can be conducted on the role of technology adoption and digital transformation initiatives on how to enable organizations to adapt to change and also explore the implementation of digital platforms and data analytics solutions that enhance operational efficiency, decision-making agility, and service delivery effectiveness (Dickson, 2015; Lyons, Urick, Kuron, & Schweitzer, 2015). Exploring strategies for building organizational resilience and managing risks in volatile and uncertain environments is a fascinating study, as is investigating the resilience-building techniques, scenario planning exercises, and risk

mitigation strategies that help organizations anticipate and prepare for potential disruptions while maintaining operational continuity. Lastly, studies into the potential of cross-sector collaboration and partnerships in fostering agility and innovation will make a significant contribution to this field, as well as exploring collaborative governance models, public-private partnerships, and multi-stakeholder initiatives that leverage the collective expertise, resources, and networks of diverse actors to address complex challenges and drive positive change (Minkov & Kaasa, 2021; Lyons, Urick, Kuron, & Schweitzer, 2015). As such, the research on these openings may significantly contribute to this study.

Recommendation 6

The final recommendation was to create an inclusive organizational culture that supports generational differences. This recommendation can initiate several exciting areas for future research. For instance, explore how to promote workplace diversity, equity, and belonging. Additionally, research is needed to deepen the understanding of generational differences in attitudes, values, and work preferences within the public sector, as well as socioeconomic background, life experiences, and technological influences that shape the perspectives and behaviors of employees from different generations (Dickson, 2015; Minkov & Kaasa, 2021). Investigate the inclusive leadership practices that foster collaboration, respect, and appreciation for generational differences, as well as research and examine leadership behaviors that promote psychological safety, empower diverse voices, and create opportunities for intergenerational mentorship and knowledge sharing (Lyons, Urick, Kuron, & Schweitzer, 2015). As

communication has been identified as a weak area in this study, further exploration of effective communication and collaboration strategies for bridging generational divides at work will make a significant contribution, as well as research preferred communication channels, feedback mechanisms, and team-building activities that facilitate meaningful interactions and mutual understanding among employees from different age groups (Herzberg, 2003).

Moreover, it assesses the impact of flexible work arrangements and work-life integration initiatives on generational diversity and inclusion. Research exploring how policies such as telecommuting, flexible scheduling, and parental leave support employees of all ages in balancing their personal and professional responsibilities (Dickson, 2015). Interestingly, scholars may explore the design and delivery of training and development programs that address the learning needs and career ambitions of employees from different generations while evaluating the effectiveness of cross-generational training initiatives, leadership development workshops, and skill-building opportunities in promoting career progression and talent retention (Herzberg, 2003). Studies investigating strategies for resolving intergenerational conflicts and promoting constructive dialogue in the workplace will be beneficial in this field as there is a gap in the mediation techniques, conflict resolution workshops, and diversity training programs that help employees navigate differences in communication styles, work expectations, and problem-solving approaches (Dickson, 2015). Additionally, examine the fairness and inclusivity of performance management systems and recognition practices across different generations and research the alignment between performance criteria, evaluation processes, and organizational values to ensure that performance assessments are equitable and transparent for employees of all ages. Finally, researchers can evaluate the impact of diversity and inclusion policies on promoting generational

diversity within the public sector while analyzing the effectiveness of recruitment practices, promotion criteria, and diversity metrics in attracting, retaining, and advancing employees from diverse age groups (Hongal & Kinange, 2020; Lyons & Kuron, 2013). Based on the sixth recommendation, as discussed above, this study has generated several exciting suggestions for future research, which could significantly contribute to understanding generational differences if further explored.

Reflection

This research on generational gaps and leadership was significant for me because it focused on a key issue I have observed at work: the divide between leaders of various generations and its impact on how the company operates. The profound research revealed a mutual correspondence between a generation's identity and that generation's leadership approach, and being aware of this correlation can transform modern organizations. The primary reason was to illustrate how the wisdom in the Mahabharata can address today's leadership challenges. The study's revelation that younger generations increasingly resist traditional leadership practices highlights an urgent need for organizational adaptation, which resonates deeply with my commitment to fostering more effective workplaces.

The professional significance of this study extends far beyond academic circles, addressing urgent practical needs in today's multi-generational workforce environments. Human resource management associations would find particular value in the study's findings regarding talent management strategies that accommodate generational preferences and strengths. Leadership development organizations could leverage the research to create more targeted, specific, and

compelling training programs tailored to the needs of different generational cohorts. The study's emphasis on responsible leadership as potentially more fulfilling than transactional approaches would be of significant interest to professional ethics organizations and corporate governance bodies seeking to promote sustainable business practices. Public sector management associations would benefit from understanding the specific challenges identified in Guyana's public sector, particularly those related to leadership practices that fail to inspire younger generations.

The problem statement identified at the outset of this research—the lack of understanding regarding how generational differences impact leadership effectiveness and organizational performance—has been substantively addressed through the study's findings and recommendations. A considerable body of research established conclusively that generational differences impact leadership styles, which, in turn, influence organizational performance through intermediary factors such as strategic intelligence and talent management. The study significantly advances by rejecting the three null hypotheses, which posits that they are opposed to the three alternative hypotheses. I aim to disseminate this research through various academic and professional mediums to the appropriate audiences. I plan to submit condensed versions of the findings to the *Journal of Leadership Studies*, *Human Resource Management Review*, and *Cross-Cultural Management: An International Journal*, targeting diverse scholarly audiences on various aspects of the research. The Society for Human Resource Management, the International Leadership Association, and the Academy of Management also host professional conferences where findings can be presented to practitioners who can implement the recommendations. As a next step, I will establish practical workshops for organizations that engage with the six

recommendations from the study, providing valuable tools to address generational challenges in leadership development.

Conclusions

This study has thoroughly examined the intricate relationship between generational gaps and leadership styles, organizational performance, and employee well-being within the public sector of Guyana. The overarching objectives were to elucidate how generational differences influence leadership perceptions and practices and to identify strategic approaches that facilitate the effective management of a diverse, multigenerational workforce. The research questions aimed to understand the nature and extent of these influences, with a particular emphasis on how leadership styles aligned with generational values impact organizational outcomes, including employee satisfaction, talent management, strategic intelligence, and overall performance.

Fundamentally, the hypotheses posited that significant correlations existed between generational differences and leadership styles and that these disparities directly influence organizational performance. The findings robustly support these propositions, demonstrating that generational identities shape preferences for particular leadership approaches, which in turn affect key organizational metrics. The use of SPSS and NVivo software enabled detailed quantitative and qualitative analysis, thereby reinforcing the validity of these conclusions. The results indicated that leaders from different generations favor distinct leadership methods shaped by their unique historical contexts, social experiences, and cultural influences. For instance, Baby Boomers tend to lean toward transactional and authoritative styles, emphasizing stability and formal hierarchy. At the same time, Millennials and Generation X exhibit a greater openness to transformational,

participative, and inclusive leadership approaches that emphasize flexibility, innovation, and collaboration.

The research revealed that these generational preferences have a significant influence on organizational facets, including strategic intelligence, talent management, job satisfaction, and overall performance. For example, organizations that recognize and adapt their leadership development and succession planning to account for these differences tend to experience higher engagement, better performance outcomes, and improved staff retention. Conversely, neglecting these generational nuances can lead to miscommunication, decreased motivation, and conflict, thereby undermining organizational cohesion and effectiveness.

One of the most profound insights is how traditional leadership paradigms must evolve to meet the needs of a diverse and rapidly changing workforce. The findings suggest that organizations should develop cross-generational mentoring programs and succession planning strategies that are tailored to the unique needs, experiences, and expectations of different generations. Such initiatives can bridge the knowledge and value gaps, promote mutual understanding, and facilitate knowledge transfer across cohorts. Furthermore, flexible work practices, inclusive policies, cross-generational collaboration projects, and regular feedback mechanisms are critical in cultivating an environment where all generations feel valued, respected, and motivated.

In alignment with these findings, the study draws valuable lessons from hermeneutic principles exemplified by the teachings of the Mahabharata. These ancient principles emphasize the importance of continually evaluating traditional practices for contemporary relevance, seeking the greater good, and practicing fairness, accountability, and respect in leadership. They advocate

for strategic assessment of internal and external environments, talent recognition, and fostering job satisfaction through fairness and skill alignment. These culturally embedded insights underscore the importance of responsible and adaptive leadership models that prioritize the well-being of employees and the sustainable growth of organizations. They advocate a shift from transactional, rule-based approaches to more accountable, ethical, and transformational paradigms that are attuned to the diverse needs of a multigenerational workforce.

The key recommendations derived from this research are multi-layered and practical. First, organizations, especially in the public sector of Guyana, must enhance leadership development programs that incorporate generational awareness. Training modules should address the unique traits, communication preferences, motivational drivers, and leadership expectations of each cohort. Leaders should be equipped with the skills to facilitate inclusive and flexible work environments that foster innovation and collaboration. Second, succession planning must deliberately incorporate generational considerations to ensure continuity and preserve institutional knowledge, especially as older cohorts approach retirement. Through mentorship and targeted development initiatives, organizations can prepare emerging leaders who are culturally competent and adept at managing generational diversity. Third, organizations should foster ongoing dialogue, effective feedback mechanisms, and participatory decision-making processes that uphold the values of transparency, fairness, and mutual respect. These practices will contribute to higher employee satisfaction, retention, and organizational resilience.

Future research and policy implementations should consider the broader implications of demographic shifts, technological advancements, and cultural transformations. The study emphasizes that understanding and managing generational differences is not a one-time

intervention but a continuous process vital for organizational sustainability. As Guyana advances toward economic diversification and development, the public sector must leverage these insights to build adaptive, innovative, and inclusive institutions. The integration of hermeneutic and cultural principles into leadership models ensures that practices remain ethically grounded, culturally resonant, and aligned with the broader societal good.

From a theoretical perspective, this research contributes to the expanding body of knowledge on leadership and organizational behavior by reaffirming the significance of generational analysis and cultural context in shaping effective management practices. It highlights that leadership effectiveness in modern organizations hinges on the ability to adapt leadership styles to diverse generational perspectives while fostering a shared understanding of organizational goals and values.

Practically, the findings advocate for a paradigm shift towards responsible and transformational leadership models that are flexible, ethical, and culturally sensitive. Such approaches emphasize the importance of fairness, accountability, inclusivity, and respect—values that are deeply aligned with hermeneutic principles and traditional wisdom from texts like the Mahabharata. Implementing these models can foster a cohesive organizational culture capable of harnessing the diverse strengths of a multigenerational workforce. This not only enhances employee engagement, satisfaction, and retention but also promotes innovation, adaptability, and sustainable growth within Guyana's public sector. Additionally, by continuously evaluating traditional practices and aligning them with contemporary organizational challenges, policymakers and leaders can build resilient institutions responsive to societal needs. Overall, embracing these insights creates a forward-looking, inclusive framework for leadership that nurtures talent, drives

performance, and upholds ethical standards—paving the way for more effective governance and societal advancement in Guyana and similar contexts worldwide. This study highlights the importance of ongoing research and dynamic leadership development as key pillars for fostering organizational excellence in a rapidly evolving, diverse global landscape.

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APPENDICES – CHAPTERS 4 AND 5

Appendix A (I): REFDS-DS



REFAF_DS - Version 3.3 AP



UNICAF UNIVERSITY RESEARCH ETHICS APPLICATION FORM DOCTORAL STUDIES		UREC USE ONLY: Application No: _____ Date Received: _____
Student's Name:	Geeta Sewsankar	
Student's E-mail Address:	geetasukhdeo@yahoo.com	
Student's ID #:	R1909D9274595	
Supervisor's Name:	Dr. Ursula Schinzel	
University Campus/Program:	Unicaf University Zambia: DBA Doctorate of Business Administration ▼	
Research Project Title:	Generation Gap and Its Impact on Leadership and Organisational Performance: The Case of Guyana	
1. <u>Please state the timelines involved in the proposed research project:</u> Estimated Start Date: 30-Jun-2022 Estimated End Date: 30-Jun-2024		
2. <u>External Research Funding (if applicable):</u> 2.a. Do you have any external funding for your research? <div style="display: flex; align-items: center; gap: 10px;"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div> <p style="margin-left: 20px;">If YES, please answer questions 2b and 2c.</p>		
2.b. List any external (third party) sources of funding you plan to utilise for your project. You need to include full details on the source of funds (e.g. state, private or individual sponsor), any prior / existing or future relationships between the funding body / sponsor and any of the principal investigator(s) or co-investigator(s) or student researcher(s), status and timeline of the application and any conditions attached. <div style="border: 1px solid black; padding: 5px; min-height: 30px;"> Scholarship from Unicaf University </div>		
2.c. If there are any perceived ethical issues or potential conflicts of interest arising from applying for and/or receiving external funding for the proposed research then these need to be fully disclosed below and also further elaborated on, in the relevant sections on ethical considerations later on in this form. <div style="border: 1px solid black; padding: 5px; min-height: 30px;"> No, there is no perceived ethical issues or potential conflicts of interest arising from the funding agency regarding this research project. </div>		

3. The research project

3.a. Project Summary:

In this section fully describe the purpose and underlying rationale for the proposed research project. Ensure that you pose the research questions to be examined, state the hypotheses, and discuss the expected results of your research and their potential.

It is important in your description to use plain language so it can be understood by all members of the UREC, especially those who are not necessarily experts in the particular discipline. To that effect ensure that you fully explain/define any technical terms or discipline-specific terminology (use the space provided in the box).

Being a member of the Guyana Public Sector employment for 20 years and observing the daily challenges facing the sector as well as the Private sector, I believe that many of these challenges can be pinned to perspective differences resulting from age gaps. Some of these differences have caused delays in many core decisions that also impact the performance of the private sector. As such, this study aimed to examine the Generation Gap and its Impact on Leadership and Organizational Performance in the Public Sector of Guyana. In exploring this topic, this study attempts to answer three questions:

1. To what extent is each generation affected by their perception of leadership at the Public Sector Organization in Guyana?
2. How does employees' perception of leaders in Public Sector Organizations in Guyana relate to their performance scores?
3. To what degree does the difference in the Generational Gap influence attitudes toward leadership development within the Public Sector of Guyana?

Question 1 aims to investigate what the participants' perspective of leadership is as compared to that of their current leaders in the Public Sector.

Question 2 sets out to understand how participants' perceptions of their current leaders affect their work performance in the Public Sector.

Question 3 put Questions 1 and 2 together to attempt to understand the extent to which the generational gap affects current leaders from developing and strengthening leadership in the Public Sector.

During the analysis, this study will test the Hypothesis - H1 – There is a strong correlation between Generation-Gap and Leadership. This is because studies conducted in other countries revealed that there is a strong relationship between the two variables. As such, this study will now determine whether the same applies to Guyana. Assuming that the result is the same in Guyana's case, this study will contribute to the literature in the same field, it will help leaders to identify and understand the impact of Generational Gap on leadership and Organizational Performance, and it will recommend ways to Human Resource management on how to curb this phenomenon.

3.b. Significance of the Proposed Research Study and Potential Benefits:

Outline the potential significance and/or benefits of the research (use the space provided in the box).

This study is significant to Guyana for many reasons including:

- To educate leaders on the impact Generation Gap has on organizational performance.
- Helping each generation to appreciate each other value and contribution. to society
- Contribute to the existing literature by adding the Guyanese context
- Providing a systematic guideline for leaders and managers in Generation Gap, related issues to follow.
- Making recommendations to Human Resource Management on how to manage generation gap issues.

Once the recommendations of this study is correctly understood and applied, the issue and impact that Generational Gap has on Leadership and Organizational Performance in Guyana should significantly be reduced.

4. Project execution:

4.a. The following study is an:

- ☒ experimental study (primary research)
- ☐ desktop study (secondary research)
- ☐ desktop study using existing databases involving information of human/animal subjects
- ☐ Other

If you have chosen 'Other' please Explain:

4.b. Methods. The following study will involve:

- ☐ a Quantitative methodology
☐ a Qualitative methodology
☒ a mixed methods approach

If you have chosen mixed methods please state below whether you are going to proceed with triangulation or not.

☒ YES ☐ NO

4.c. Please state below which tools you are going to use:

A	B	C
Select the tools to be used in your study	Select how the tools selected in column A will be administered (select one or more)	Select what types of questions will be included in the tools previously selected in column A (select one or more)
Interviews <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online with camera (synchronous live discussion with camera) <input checked="" type="checkbox"/> Audio only (synchronous live discussion without camera, i.e., via phone)	<input checked="" type="checkbox"/> Open-ended questions <input type="checkbox"/> Close-ended questions <input checked="" type="checkbox"/> Includes section related to demographics
Focus Groups <input type="checkbox"/>	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Online with camera (synchronous live discussion with camera) <input type="checkbox"/> Audio only (synchronous live discussion without camera, i.e., via phone)	<input type="checkbox"/> Open-ended questions <input type="checkbox"/> Close-ended questions <input type="checkbox"/> Includes section related to demographics
Questionnaire <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Face-to-face self – administered questionnaire <input type="checkbox"/> Online, i.e., via phone or any other platform. The researcher reads the questions to the participants <input checked="" type="checkbox"/> Online asynchronous self-administered questionnaire (i.e., via email)	<input type="checkbox"/> Open-ended questions <input checked="" type="checkbox"/> Close-ended questions <input checked="" type="checkbox"/> Includes section related to demographics

A	B	C
Select the tools to be used in your study	Select how the tools selected in column A will be administered (select one or more)	Select what types of questions will be included in the tools previously selected in column A (select one or more)
Experiments <input type="checkbox"/>	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Online with camera (synchronous live discussion with camera) <input type="checkbox"/> Audio only (synchronous live discussion without camera, i.e., via phone) <input type="checkbox"/> Asynchronously via any online platform	<input type="checkbox"/> Open-ended questions <input type="checkbox"/> Close-ended questions <input type="checkbox"/> Includes section related to demographics
Tests <input type="checkbox"/>	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Online with camera (synchronous live discussion with camera) <input type="checkbox"/> Audio only (synchronous live discussion without camera, i.e., via phone) <input type="checkbox"/> Asynchronously via any online platform	Provide a brief description of the test in the box 'Other' below.
Other		

5. Participants:

5 a. Does the Project involve the recruitment and participation of additional persons other than the researcher(s) themselves?

☒ YES If YES, please complete all following sections.

☐ NO If NO, please directly proceed to Question [7](#).



5 b. Relevant Details of the Participants of the Proposed Research

State the number of participants you plan to recruit, and explain in the box below how the total number was calculated.

Number of participants

According to Braithwaite (2022), Guyana's Public Sector employed approximately 30,000. As such, this study will utilized two percentage as participants where 500 will participate by questionnaires and 100 by interviews. This percentage is considered reasonable given the constrains of time, cost, and resources. Notable, a large number of public servants are located in the outline areas and are unreachable in short time, hence this sample size.

Describe important characteristics such as: demographics (e.g. age, gender, location, affiliation, level of fitness, intellectual ability etc). It is also important that you specify any inclusion and exclusion criteria that will be applied (e.g. eligibility criteria for participants).

Age range From To

Gender ☒ Female
☒ Male

Eligibility Criteria:

- Inclusion criteria
- Exclusion criteria

Disabilities/Disorders: You should only include the participants who can provide informed consent for themselves. Individuals who have a mental disability and are not in a position to provide their own consent should not participate in the study. Please provide information for any other disabilities/disorders the participants may have:

Other relevant information (use the space provided in the box):

5 c. Participation & Research setting:

Clearly describe which group of participants (described in 5b) is completing/participating in the material(s)/tool(s) described in 4c above (use the space provided in the box)

500 participants from the Guyana's Public Sector between the ages of 23 and 78 and holding positions ranging from Junior to Executive Levels will participate via questionnaires.

100 participants from the Guyana's Public Sector between the ages of 23 and 78 and holding positions ranging from Junior to Executive Levels will participate via interviews.

5 d. Recruitment Process for Human Research Participants:

Clearly describe how the potential participants will be identified, approached and recruited (use the space provided in the box).

The Head of the organization will be written to regarding the study, the filling of questionnaires and conducting of interviews. Permission will be sought to interview the participants and select participants who satisfy the criteria, then issue the questionnaires. The questionnaires will be collected by the researcher and suitable arrangement for interviews will be discussed and decided by both the interviewer and interviewees.

5 e. Research Participants Informed Consent.

Select below which categories of participants will participate in the study. Complete the relevant Informed Consent form and submit it along with the REAF form.

Yes	No	Categories of participants	Form to be completed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Typically Developing population(s) above the maturity age *	Informed Consent Form
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Typically Developing population(s) under the maturity age *	Guardian Informed Consent Form

* Maturity age is defined by national regulations in laws of the country in which the research is being conducted.



5 f. Relationship between the principal investigator and participants.

Is there any relationship between the principal investigator (student), co-investigators(s), (supervisor) and participant(s)? For example, if you are conducting research in a school environment on students in your classroom (e.g. instructor-student).

☐ YES ☒ NO

If YES, specify (use the space provided in the box).

6. Potential Risks of the Proposed Research Study.

6 a. i. Are there any potential risks, psychological harm and/or ethical issues associated with the proposed research study, other than risks pertaining to everyday life events?

☐ YES ☒ NO

If YES, specify below and answer the question 6 a.ii.

6 a.ii Provide information on what measures will be taken in order to exclude or minimise risks described in 6.a.i.

6 b. Choose the appropriate option

	Yes	No
i. Will you obtain a written informed consent form from all participants?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii. Does the research involve, as participants, people whose ability to give free and informed consent is in question?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii. Does this research involve participants who are children under maturity age? If you answered YES to question iii, complete all following questions. If you answered NO to question iii, do not answer Questions iv, v, vi and proceed to Questions vii, viii, ix and x.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iv. Will the research tools be implemented in a professional educational setting in the presence of other adults (i.e. classroom in the presence of a teacher)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
v. Will informed consent be obtained from the legal guardians (i.e. parents) of children?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vi. Will verbal assent be obtained from children?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vii. Will all data be treated as confidential? If NO, explain why confidentiality of the collected data is not appropriate for this proposed research project, providing details of how all participants will be informed of the fact that any data which they will provide will not be confidential.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
viii. Will all participants/data collected be anonymous? If NO, explain why and describe the procedures to be used to ensure the anonymity of participants and/or confidentiality of the collected data both during the conduct of the research and in the subsequent release of its findings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Yes	No
ix. Have you ensured that personal data and research data collected from participants will be securely stored for five years?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
x. Does this research involve the deception of participants? If YES, describe the nature and extent of the deception involved. Explain how and when the deception will be revealed, and who will administer this debrief to the participants:	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6 c. i. Are there any other ethical issues associated with the proposed research study that are not already adequately covered in the preceding sections?

☐ Yes ☒ No

If YES, specify (maximum 150 words).

6.c.ii Provide information on what measures will be taken in order to exclude or minimise ethical issues described in 6.c.i.

6 d. Indicate the Risk Rating.

☐ High ☒ Low



7. Further Approvals

All researchers are advised to check the regulations pertaining to research and General Data Protection Regulation (GDPR) of the country in which the research will take place as each country may have different restrictions on conducting research. **Are there any other approvals required (i.e., from a ministry or public agency in the country, in addition to ethics clearance from UREC) in order to carry out the proposed research study?**

☐ YES

☒ NO If YES, specify.

8. Application Checklist

Mark ✓ if the study involves any of the following:

- ☐ Children and young people under 18 years of age, vulnerable populations such as children with special educational needs (SEN), racial or ethnic minorities, socioeconomically disadvantaged persons, pregnant women, elderly, malnourished people, and ill people.
- ☐ Research that foresees risks and disadvantages that would affect any participant of the study such as anxiety, stress, pain or physical discomfort, harm risk (which is more than is expected from everyday life) or any other act that participants might believe is detrimental to their wellbeing and/or has the potential to / will infringe on their human rights / fundamental rights.
- ☐ Risk to the well-being and personal safety of the researcher.
- ☐ Administration of any substance (food / drink / chemicals / pharmaceuticals / supplements / chemical agent or vaccines or other substances (including vitamins or food substances) to human participants.
- ☐ Results that may have an adverse impact on the natural or built environment.

9. Further documents

Check that the following documents are attached to your application:

		ATTACHED	NOT APPLICABLE
1	Recruitment advertisement (if any)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Informed Consent Form / Guardian Informed Consent Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Research Tool(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Gatekeeper Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Any other approvals required in order to carry out the proposed research study, e.g., institutional permission (e.g. school principal or company director) or approval from a local ethics or professional regulatory body.	<input type="checkbox"/>	<input checked="" type="checkbox"/>



10. Final Declaration by Applicants:

- (a) I declare that this application is submitted on the basis that the information it contains is confidential and will only be used by Unicaf University for the explicit purpose of ethical review and monitoring of the conduct of the research proposed project as described in the preceding pages.
- (b) I understand that this information will not be used for any other purpose without my prior consent, excluding use intended to satisfy reporting requirements to relevant regulatory bodies.
- (c) The information in this form, together with any accompanying information, is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- (d) I undertake to abide by the highest possible international ethical standards governing the Code of Practice for Research Involving Human Participants, as published by the UN WHO Research Ethics Review Committee (ERC) on <http://www.who.int/ethics/research/en/> and to which Unicaf University aspires to adhere.
- (e) In addition to respect any and all relevant professional bodies' codes of conduct and/or ethical guidelines, where applicable, while in pursuit of this research project.



I agree with all points listed under Question 10

Student's Name: **Geeta Sewsankar**

Supervisor's Name: **Dr. Ursula Schinzel**

Date of Application: **03-Jul-2023**

Important Note:

Save your completed form (we suggest you also print a copy for your records) and then submit it to your UU Dissertation/project supervisor (tutor). **In the case of student projects, the responsibility lies with the Faculty Dissertation/Project Supervisor.** If this is a student application, then it should be submitted via the relevant link in the VLE. Please submit only electronically filled in copies; **do not** hand fill and submit scanned paper copies of this application.

Appendix A (II): UREC Decision


UREC Decision, Version 2.0



Unicaf University Research Ethics Committee Decision	
Student's Name:	Geeta Sewsankar
Student's ID #:	R1909D9274595
Supervisor's Name:	Dr Ursula Schinzel
Program of Study:	UUZ: DBA Doctoral of Business Administration
Offer ID /Group ID:	O59816G64405
Dissertation Stage:	3
Research Project Title:	Generation Gap and Its Impact on Leadership and Organizational Performance: The Case of Guyana
Comments:	No comments.
Decision*:	A. Approved without revision or comments
Date:	29-Aug-2023

*Provisional approval provided at the Dissertation Stage 1, whereas the final approval is provided at the Dissertation stage 3. The student is allowed to proceed to data collection following the final approval.

Appendix A (IV): Informed Consent Form – Debriefing of Participant



UU_IC - Version 2.1
☐

Informed Consent Form	
Part 1: Debriefing of Participants	
Student's Name:	Geeta Sewsankar
Student's E-mail Address:	geetasukhdeo@yahoo.com
Student ID #:	R1909D9274595
Supervisor's Name:	Dr. Ursula Schinzel
University Campus:	Unicaf University Zambia (UUZ) ▼
Program of Study:	DBA: Doctorate of Business Administration
Research Project Title:	Generation Gap and Its Impact on Leadership and Organisational Performance: The Case of Guyana
	Date: 05-Jul-2023
<p>Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).</p> <div style="border: 1px solid black; padding: 10px; min-height: 100px;"> <p>The purpose of this study is to understand whether Generation Gap exists in Guyana and how it impact the working environment. As such, the study aims to capture the extent to which generational gap impacts leadership and organizational performance in Guyana's Public Sector, and to make suitable recommendations to assist Leaders and Human Resource Managers in addressing this phenomenon. Therefore, participants of this study should satisfy the following criteria: -Guyanese, Born between 1945-2000 and employed by the Public Sector of Guyana</p> </div>	
<p>The above named student is committed to ensuring participant's voluntarily participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.</p> <p>Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.</p> <p>All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.</p>	
<p>I, Geeta Sewsankar, ensure that all information stated above is true and that all conditions have been met.</p>	
Student's Signature:	Geeta Sewsankar

Appendix A (V): Informed Consent Form – Certificate Of Consent



UU_IC - Version 2.1

Informed Consent Form

Part 2: Certificate of Consent

This section is mandatory and should to be signed by the participant(s)

Student's Name:	Geeta Sewsankar
Student's E-mail Address:	geetasukhdeo@yahoo.com
Student ID #:	R1909D9274595
Supervisor's Name:	Dr. Ursula Schinzel
University Campus:	Unicaf University Zambia (UUZ)
Program of Study:	DBA:Doctorate of Business Administration
Research Project Title:	Generation Gap and Its Impact on Leadership and Organisational Performance: The Case of Guyana

I have read the foregoing information about this study, or It has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation in this study. I understand that my data will remain anonymous and confidential, unless stated otherwise. I consent voluntarily to be a participant in this study.

Do you consent to be a participant involved in this study? ☐

Date:

Appendix A (VI): Research Tools -Questionnaire

QUESTIONNAIRES

Questionnaire Guide - Questionnaire

Opening Comments

Thank you for agreeing to participate in this survey. This study is focused on learning about the live experience of people from the Baby Boomers, Gen Xers, and Millennials generations and how they perceived these experiences impacting leadership and organizational performance in the Guyana Public sector. As a background to the topic selection, the following provides relevant details to help frame your understanding:

- Baby Boomers born between 1945 and 1964 have a larger generational cohort than Generation X, with many Boomers continuing to work for various political, economic, and social reasons.
- Generation X, born between 1965 and 1980, is the smallest generational cohort but is still relevant in the workforce.
- Millennials born between 1981 and 2000 are the largest generational cohort dominating the workforce today. The literature suggested that this cohort is very different in their value system, work preference, and motivation than Baby Boomers and Generation X.

The questions I am about to ask you can be answered from your experience and perspective in your current role. Please note that this record will only be available to me and the university.

Your involvement is voluntary; you may decline to respond to any question asked and have the right to withdraw from the project at any time without consequence. Should you withdraw, you may specify that any information you have provided is also removed from the study.

Do you consent to be a participant involved in this study?

☐

Questionnaire

Demographic Information

1. What year were you born?

☐ (1945-1964) ☐ (1965-1980) ☐ (1981-1996)

2. What gender do you identify with?

☐ Male ☐ Female Other ☐ Prefer not to Mention ☐

3. Nationality?

☐ Guyanese ☐ Non-Guyanese

4. How many years have you been employed by Guyana's Public sector?

☐ Less than 5 Years ☐ 6 to 10 Years ☐ Over 10 Years

5. What is your current role/level?

☐ Below Supervisory ☐ Supervisory ☐ Managerial and Above

6. How many years have you been employed in your current role?

☐ Less than 5 years ☐ Between 5 to 10 years ☐ Over 10 Years

- **To what extent do generational differences influence the adoption and practice of various leadership styles within organizations?**

1. How would you rate leadership at your organization?

☐ Poor ☐ Average ☐ Strong

2. Which leadership approach prompts your answer to Question 1?

☐ Mediocre Approach ☐ Reactive Approach ☐ Proactive Approach

3. What is the age range of your organizational leader?

☐ Years 1945 to 1964 ☐ Years 1965 to 1980 ☐ Years 1981 to 1996

4. Does your organization have an open-door policy?

☐ Yes ☐ No

5. Does your leader allow contributions from employees in decision-making?

☐ Yes

☐ No

- **How does employees' perception of leaders in the Public Sector Organizations in Guyana relate to their performance scores?**

1. Do you think your leader is motivational?

☐ Yes

☐ No

2. Are you satisfied with how you are asked to execute your tasks?

☐ Yes

☐ No

3. Are you happy with your performance score?

☐ Yes

☐ No

4. Is your answer to number (3) influenced by your leader's approach?

☐ Yes

☐ No

5. Do you think your skill sets are utilized correctly in executing your daily tasks?

☐ Yes

☐ No

6. If not, would you have performed better had your skill sets been used correctly?

☐ Yes

☐ No

7. Do you believe that your current operating procedures need upgrading?

☐ Yes

☐ No

8. Do you intend to leave your job in the next five years?

☐ Yes

☐ No

- **In what ways do diverse generational perspectives affect key aspects of organizational performance?**

1. How much do you respect your leader?

☐ Strongly

☐ Average

☐ Below Average

2. Does your answer to Question 1 influenced by the leader's age?

☐ Yes

☐ No

3. Do you think the age of your leader impacts their decision-making?

☐ Yes

☐ No

4. Do you think age makes a difference in the leadership approach in your organization?

☐ Yes ☐ No

5. What quality in leadership do you prefer?

☐ Flexible ☐ Stable

6. Do you believe your organizational leadership style prevents your executive leadership from evolving?

☐ Yes ☐ No

7. If yes, do you think an appreciation for talent and upgraded strategies will build your organizational leadership?

☐ Yes ☐ No

Appendix A (VII) : Research Tools - Interview

INTERVIEWS

Interview Guide

Opening Comments

Thank you for agreeing to participate in this interview. This study is focused on learning about the live experience of people from Baby Boomers, Gen Xers, and Millennials generations and how they perceived these experiences impacting leadership and organizational performance in the Guyana Public sector. As a background to the topic selection, the following provides relevant details to help frame your understanding:

- Baby Boomers born between 1945 and 1964 have a larger generational cohort than Generation X, with many Boomers continuing to work for various political, economic, and social reasons.
- Generation X, born between 1965 and 1980, is the smallest generational cohort but is still relevant in the workforce.

- Millennials born between 1981 and 2000 are the largest generational cohort dominating the workforce today. The literature suggested that this cohort is very different in their value system, work preference, and motivation than Baby Boomers and Generation X.

The questions I am about to ask you can be answered from your experience and perspective in your current role. In this interview, I will record our discussion in writing so that I do not miss any relevant details, and I may also write some notes on things that I would like to follow up on. With this next step, I have two identical copies of an informed consent form for you. To participate, please take a few minutes to read these and sign both copies; one copy will belong to me and the other is for your records. (*I will pause and wait for the participant to read and sign both documents; answer any questions.*) As noted in the informed consent form, the record will only be available to me and an external transcriptionist, who will be briefed and sign a statement on the confidentiality of the collected information. Your involvement is voluntary; you may decline to respond to any question asked and have the right to withdraw from the project at any time without consequence. Should you withdraw, you may specify that any information you have provided to me be removed from the study as well.

Interviewed Questions

Demographic Information

1. What year were you born?
2. What gender do you identify with?
3. What is your nationality?
4. How long have you been employed by Guyana's Public sector?

5. What is your current role/level?
6. How many years have you been employed in your current role?

Historical Experience

1. Describe your upbringing.
2. What was it like growing up?
3. Do any particular historical events stand out in your mind?
4. If yes, what impact did those events have on you as a person?
5. Are there any particular past events (either social, political, or economic) that have influenced your behavior in the workplace? Describe

- **To what extent do generational differences influence the adoption and practice of various leadership styles within organizations?**

1. What is the approximate age of your organizational leader?
2. How would you rate leadership at your organization, and why that rate?
3. Does your organization have an open-door policy?
4. Does your leader allow contributions from employees in decision-making?

- **How does employees' perception of leaders in the Public Sector Organizations in Guyana relate to their performance scores?**

1. How does your leader motivate you?
2. How satisfied are you with how you are asked to execute your tasks? Explain
3. How happy are you with your performance score, and is it influenced by your leader's approach?
4. Do you believe correctly utilizing your skill set in executing your tasks influences your performance, and if so, how?
9. Do you believe that your current operating procedures need upgrading? If so, in what way?
10. Do you intend to leave your job in the next five years, and why?

- **In what ways do diverse generational perspectives affect key aspects of organizational performance?**

1. Do you respect your leader, and why?
2. Do you believe that the age of your leader influences their decision-making and your perspective of them? Explain
3. Do you think the age of your leader affects the leadership approach of your organization? Describe
4. Do you enjoy flexible or stable leadership, and why?
5. In terms of the appreciation for talented employees and upgraded strategies, how would you grade your organization and why?