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GENERATIONAL DIVERSITY: ABSENTEEISM EXAMINED THROUGH
PERCEPTIONS OF ORGANIZATIONAL JUSTICE
AND AUTHENTIC LEADERSHIP

A Dissertation
Presented to
The Faculty of the Department of Educational Administration, Leadership, and Research
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

By
Ebony Spencer-Muldrow

December 2020

GENERATIONAL DIVERSITY: ABSENTEEISM EXAMINED THROUGH
PERCEPTIONS OF ORGANIZATIONAL JUSTICE
AND AUTHENTIC LEADERSHIP

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Associate Provost for Research and Graduate Education

This dissertation is dedicated to my wonderful children, Tahjená, Kieryn, and Shandin. It has been your sacrifice, support, understanding, and unconditional love that has allowed me to pursue this dream. No one can truly understand the sacrifices you have endured while I have pursued this goal. I am forever grateful and indebted to you because without your love and support, achieving this goal would not have been possible. It is my hope this accomplishment makes you just as proud of me as I am of each of you! Allow this accomplishment to serve as a reminder to pursue your dreams EVERY DAY and to never give up! Continue to climb, but lift others as you climb. Always live in the moment, learn, love, and most importantly remember life is about enjoying the journey, not just arriving at the destination.

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This study explored the impact of authentic leadership (AL) on employee perception of organizational justice and employee propensity to engage in negligible absences—those that could be avoided by the employee but are not. The study sought an understanding into possible differences between the absence behaviors of the Millennial generation and Generation X. Data were collected from 214 participants primarily located in the Midwest United States. Participants were nearly equally distributed between the two target populations. Participants completed a comprehensive, web-based survey comprised of Colquitt's (2001) Organizational Justice Measure (OJM) and the Walumbwa et al. (2008) Authentic Leadership Questionnaire (ALQ), along with several self-report absence related questions. Results indicated most participants did not engage in negligible absences, with most reporting zero negligible absences during the last six months. A statistically significant relationship was found between authentic leadership and organizational justice, but neither predicted an employee's propensity to engage in avoidable absences. Further, the Millennial generation and Generation X were relatively similar in their perceptions of their leadership, fairness of their organization, and their lack of engagement in negligible absences.

CHAPTER I: INTRODUCTION

In many organizations throughout the United States, both small and large, there are as many as five distinct generations of employees in the workforce today (Anderson et al., 2017; Lanier, 2017; Lyons et al., 2012; Mhatre & Conger, 2011; Twenge et al., 2010). Currently employed generations include the Matures or Veterans; Baby Boomers; Generation X; Millennials (also known as Gen Y, nGen, or GenMe); and iGen/GenZ/Centennials. The Matures/Veterans generation represents one of the smallest groups of employees and includes those individuals born between the years of 1926 and 1945. These individuals have yet to retire or have re-entered the workforce after retirement. The next oldest generation, the Baby Boomers, are those individuals born between the years 1946 and 1964. Generation X, the next generation of employees in the workforce, are those individuals born between 1965 and 1980. The Millennials, also labeled as GenY, nGen, GenME but for the purposes of this study referred to as Millennials, comprise the largest generation of employees in the workforce today (Anderson et al., 2017; Fry, 2018). Millennials encompass individuals born between 1981 and 1997 (Fry, 2018; Twenge, 2010; Twenge et al., 2010;). Finally, just entering the workforce is the youngest of the five generations, iGen/GenZ/Centennials (hereafter referred to as iGen), which includes individuals born in the late 1990s through the mid 2010s (Cameron & Pagnattaro, 2017). As with earlier generations, the exact years vary depending on the author and literature under review. For the purposes of this study, the years 1998 to 2015 comprise the birth years for iGen workers.

The largest of the generations currently in the workforce today, the Millennials (Fry, 2018), have greatly affected and arguably been a “disruptive” force in how

organizations recruit, hire, and retain employees (Lyons et al., 2014). In studies on the Millennial generation, researchers have posited that this generation has a greater sense of entitlement (Laird et al., 2014) and are more interested in extrinsic values such as monetary rewards, flexible schedules, and time off (Twenge, 2010). According to Kuron et al. (2014), Millennials value working with and for good people more than what has been recorded from older generations. Lack of working for and with good people (i.e., ethical and authentic people) has led to turnover and lower job satisfaction (Laird et al., 2014) in employees from all generations.

Since the turn of the 21st century, corporate scandals and unethical leadership behaviors have become more prevalent and, thus, have changed the social and corporate landscape into what we observe in business practices today. Scandals such as the 2001 Enron debacle, the 2002 WorldCom fiasco, and Bernard Madoff's 2008 Ponzi scheme have consumed the literature on corporate scandals. Unfortunately, scandals and unethical leadership behaviors have persisted even after the exposure of these indiscretions. Unethical behaviors resulted in the 2010 BP oil spill disaster, the 2015 corruption scandal in the Fédération Internationale de Football Association (FIFA) organization, and most recently Wells Fargo receiving a \$1 billion fine in 2018 for deceitful and unethical practices.

As demonstrated herein, unethical behaviors have continued to thrive in the workplace today and have led both external stakeholders (i.e., stockholders) and internal stakeholders (i.e., employees) to demand more ethical and authentic leaders. Essentially, nearly all organization stakeholders, including employees, are demanding leaders they can trust to be authentic in their actions, decisions, and motives.

Statement of the Problem

A multitude of studies have been conducted on the various traditional leadership styles as antecedents and their subsequent effects on employee behavioral outcomes such as organizational citizenship behaviors (Humphrey, 2012); turnover intentions (Stouten et al., 2013); job satisfaction (Bass & Avolio, 1990); and overall job performance (Judge & Piccolo, 2004). Particularly, extensive studies have been conducted on transformational leadership (Burns, 1978, 2003); transactional leadership (Bass, 1990; Bass & Avolio, 1990; Humphrey, 2012); laissez faire or passive leadership (Lee & Jensen, 2014); servant leadership (Greenleaf, 1977); Leader Member Exchange (LMX) (Graen & Uhl-Bien, 1995); and ethical leadership (Stouten et al., 2013).

Characteristics of these leadership theories include the following: leading by example; altruism and utilitarian behaviors (Greenleaf, 1977); visionary leader and good listener (Burns, 1978, 2003); and the presence of trust and respect between the leader and the follower (Graen & Uhl-Bien, 1995). According to the literature, authentic leaders exhibit these traits. The aforementioned leadership styles, with the exception of laissez faire/passive leadership, share a close resemblance and have some overarching characteristics with the more recently introduced authentic leadership (AL) style. While somewhat similar in characteristics to the previously described traditional styles of leadership, AL is indeed a distinct construct and deserves further research and attention.

Purpose of the Study

Limited empirical research has been conducted on organizational leadership factors that may affect a younger generation employee's decision to be absent from work. More specifically, limited research has been published on AL and its subsequent effects on employees of different generations, particularly whether differences exist between

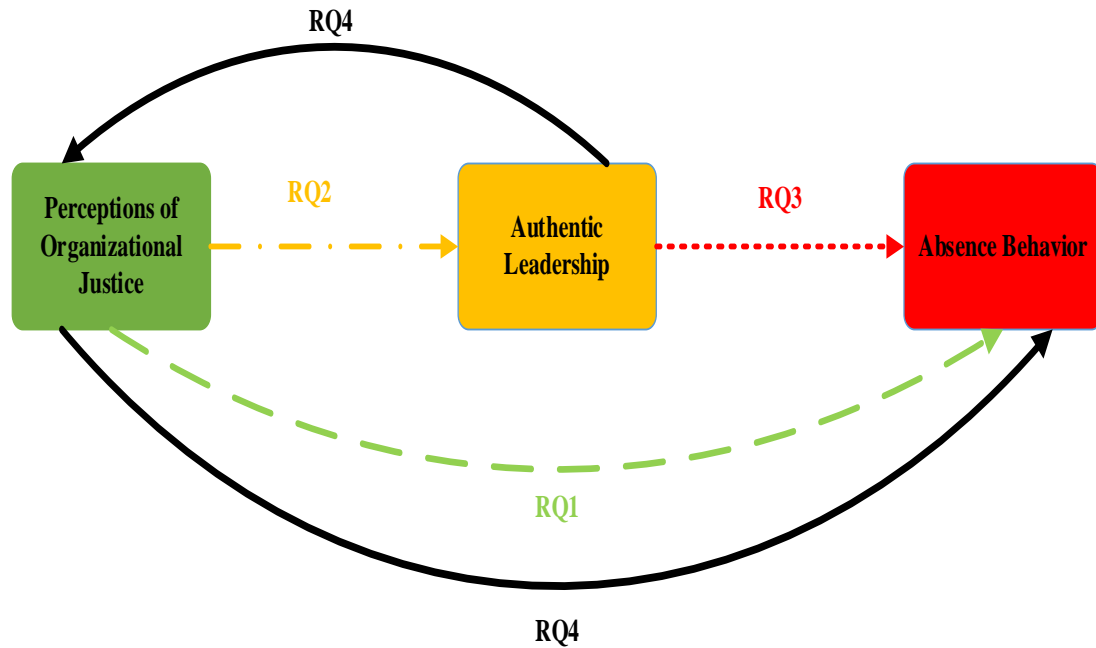
Generation X and the Millennial generation employees. For the purposes of this study, only the construct of AL was examined, as this study sought to advance the knowledge and literature regarding AL and the relationship between perceived organizational justice facets and employee absence behaviors of specific generation employees.

Similar to previous studies on various leadership styles and their subsequent effects on employee behavioral outcomes, organizational justice perceptions have been linked to various employee outcomes. A review of the literature revealed empirical studies related to justice literature and behavioral outcomes, including organizational citizenship behaviors (Bernerth, & Walker, 2012; Cropanzano et al., 2007); turnover intentions (Bernerth, & Walker, 2012; Choi, 2011; Tremblay, 2010); job satisfaction (Choi, 2011; Haar & Spell, 2009); and overall job performance (Colquitt et al., 2001) among others.

The purpose of this quantitative correlational research study was to examine the extent to which a relationship exists between (a) organizational justice and employee absence behaviors; (b) organizational justice and AL; (c) AL and absence behaviors; and (d) organizational justice, AL, and absence behaviors of the Generation X and Millennial generation members of a Midwestern association of young professionals in the US. With limited recent research available on the relationship between AL and young employees, this study sought to fill a gap in the literature that addressed the potential impact of an authentic leader if any, on Millennial generation employee absence behaviors as a result of their perception of organizational justice. Figure 1 is a visual depiction of the proposed interaction.

Figure 1

Proposed Relationship Framework of the proposed relationship between employee perception of organizational justice, AL, and employee absence behaviors



Research Questions

The primary guiding research question for this study was: What is the relationship between Millennial generation employee perceptions of organizational justice, AL, and employee absence behaviors? Four subset questions were established to further delve into the possible overarching relationship:

RQ1: To what extent, if any, is organizational justice related to employee absence behaviors?

RQ2: To what extent, if any, is organizational justice related to authentic leadership?

RQ3: To what extent, if any, is authentic leadership related to employee absence behaviors?

RQ4: Does the presence of authentic leadership influence Millennial generation employee perceptions of organizational justice and the propensity to engage in absence behaviors?

Using current research and identified gaps in the literature, the author attempted to address the research questions as outlined herein.

General Methodology

To learn more about the variables herein, a quantitative research study design has been chosen by the author. Specifically, a survey instrument was used to assess participant perceptions of organizational justice facets, the authenticity of their leader, and participant absence behaviors over the past six months. The survey instrument consisted of 49 items (Appendix A). The first nine items of the survey consisted of demographic related items such as age, race, gender, education level, familial status, marital status, employment industry, employment status, and tenure at their organization. The remaining 40 items consisted of 20 organizational justice questions, 16 AL related items, and four absence related items.

Using a Likert scale, each of the non-demographic survey items were assigned a value ranging from 1-5, with corresponding descriptors as follows: 1—strongly disagree; 2—disagree; 3—neither agree nor disagree; 4—agree; and 5—strongly agree. Additionally, participants had the opportunity to share impromptu comments at the end of the survey. The survey was designed to take no more than 20 minutes to complete, with the web link remaining open for invited participants initially for a period of two weeks. At the close of week one and again the day prior to the end of the survey period, a reminder e-mail to complete the survey was sent to invited participants.

Significance of the Study

The ultimate intent of this study was to contribute information that both practitioners and scholars could use in their respective fields. This study is significant for multiple reasons, with the first being its contribution to increase the knowledge and literature that may lead scholars and practitioners to more effective management and leadership practices regarding absence behaviors. According to the U.S. Centers for Disease Control and Prevention (CDC, 2015), at more than \$225 billion dollars annually, absence behaviors, particularly absenteeism, continue to be one of the most prevalent and costly issues employers face. Thus, knowing and understanding antecedents, determinants, and predictors may assist leaders and organizations alike in the pursuit of high employee morale and engagement, having a competitive advantage in the marketplace, and potentially decreasing absence behaviors.

The second reason this study is significant is because this particular research is different from prior studies on AL. Prior studies have used other mediating variables such as psychological safety and job engagement (Liu et al., 2018). This study sought to determine whether AL mediated the effects of organizational justice on employee absence behaviors. The intent was to contribute to the field of knowledge on AL and its importance and relevance in organizations today.

Delimitations

It is virtually impossible to be aware of and to prevent all limitations of a study. However, delimitations or those actions and factors within the researcher's control (Simon, 2011) were used to minimize the impact of the identified possible limitations. The following delimitations were used in this study.

Honesty–To promote honesty, integrity, and provide reassurance of lack of judgment, a clear statement of the confidential and anonymous nature of the responses was provided to participants (Appendix B). Additionally, participants were advised if they would like to receive a copy of the finished product with the results from their participation; they were welcome to request a copy (Appendix C).

Recall bias–To minimize recall bias, the researcher elected to use a shorter absence recall time frame as suggested by Brooke and Price (1989). This study uses six months as compared to the one year and 10 month’s recall period used in prior studies (i.e., Harrison & Shaffer, 1994; Jenkins, 2014).

Response rate–To increase the response rate of this web-based survey, participants were advised that for every 25 surveys completed and returned, those who desire to do so, were entered into a drawing for a gift card incentive. One gift card incentive was added for each set of 25 completed surveys received beyond that of the first 25.

Limitations

While an exhaustive list of limitations was unknown at the time of the study, a few known limitations were addressed. First, the self-reported absenteeism measure was addressed. While using a self-report measure of absenteeism was not the most favorable method of evaluation of absence data, due to the lack of access to employee archival data, the inability to gather peer reports, and the inability to observe employees in their environment, self-reported absentee data was used for parsimony purposes. Self-reported absentee data have been found to be correlated to administratively recorded absentee data

(Jenkins, 2014); thus, self-reported data are a viable substitute when other measures of absenteeism are unavailable (Harrison & Shaffer, 1994).

A second but related limitation identified was that this study heavily relied upon a person's memory recall of their absences. Additionally, the study operated under the assumption that participants were honest and trustworthy in providing responses to the best of their recollection. Prior research has shown that when absences are self-reported, individuals underreport absences inadvertently due to recall bias (Jenkins, 2014) or fear of negative perception (Harrison & Shaffer, 1994).

Definitions

For clarification purposes, operational definitions have been provided of certain terms used in this study, including absence behaviors, absenteeism, AL, organizational justice and its four dimensions, followed by generations and the primary components of that construct.

Absences behaviors—Those actions an individual engages in to withdraw from the expected, normal activities. These behaviors include but are not limited to the following: not reporting to work at all or being present at work but spending work hours in activities outside the scope of the job (i.e., on personal telephone calls, surfing the internet, etc.).

Absenteeism—The prolonged and habitual lack of attendance on the job.

Authentic leadership (AL)—An individual's behavior that demonstrates they are aware of self. A sound, moral compass is used to guide themselves and others. These types of leaders are genuine in their interactions with others. They also understand the need to be transparent and honest in their interactions and communications with others.

Avoidable/negligible absences—Those absences that occur although the employee should have reported to work and did not have a plausible reason as to why he/she/they did not report to work as scheduled.

Organizational justice—The perception one has on the fairness of treatment within their organization. Within this concept there are four dimensions: distributive, procedural, interpersonal, and informational justice.

Distributive justice—A person's perception as to whether an organization and its assigned representatives allocate pay, work/workload, rewards, and punishments fairly, equally, and in a consistent manner for all employees throughout the organization.

Informational justice—A person's perception of whether an organization and its assigned representatives disseminate information equally, throughout the organization, and in a timely manner.

Interpersonal justice—A person's perception as to whether an organization and its assigned representatives interact with and treat organization members with the same dignity and respect throughout the organization.

Procedural justice—A person's perception as to whether an organization and its assigned representatives implement and employ the same, constant, and consistent policies and procedures for all members throughout the organization.

Generation—A cohort of individuals born within the same time frame of years. These individuals are defined by their experiences in music, historic events, clothing trends, values, etc. (Strauss & Howe, 1991; Twenge et al., 2010).

Veterans generation—The individuals born between the years of 1926-1945. This generation, also known as the Mature generation, includes the children of the GI

generation and grew up in the tough times of the Great Depression. Due to the time frame in which they grew up, individuals from this generation tend to have rigid work ethics, be stringent in saving behaviors, and frugal in spending habits.

Baby Boomer generation—Individuals born between 1946-1964. Most are the children of the Matures/Veterans generation. Until recently, this generation represented the largest number of employees in the workforce. Factors such as retirements greatly reduced the numbers. Characteristics of members of this generation include being results driven and loyal employees (Twenge et al., 2010).

Generation X—Individuals born between 1965-1980. The latchkey children of the Baby Boomer generation had to be independent because their Baby Boomer parents, both mother and father, worked in careers outside of the home.

Millennial generation—Individuals born between 1981-1997. This generation was shaped by post 9/11 events. They comprise the largest sector of employees in the workforce. Characteristically, they are more mobile in career changes than preceding generations (Lyons et al., 2012).

iGen generation—Individuals born between 1998-2015. This group was coined iGen generation because the majority of its members are unable to remember a time when technology was not readily and easily accessible. The generation has not only grown up with technology, but they also grew up being connected to the internet, to each other, and to the world at large 24 hours a day and seven days a week.

Summary

The concept of generations and whether similarities within or differences between a cohort of individuals born within the same time period has been a topic of debate

among scholars and practitioners alike. Generational diversity (the differences and similarities) impacts various aspects of organizations and employee behavioral outcomes such as employee absence behaviors. Research has shown many antecedents and predictors of absenteeism, including lack of job satisfaction (Goldberg & Waldman, 2000), pay, rewards, and work environment (Brooke & Price, 1989), as well as an employee's perception of justice within an organization (Gellatly, 1995). While employee perceptions of justice or fairness within an organization may impact employee absence behaviors, research has not demonstrated whether the presence of AL within the organization could alter or might mediate the effects on employee absence behaviors. This study further explored the effects of employee justice perceptions of the Generation X and Millennial generations when AL is present.

The literature review in Chapter II provides an in-depth analysis of the concepts on which this study is focused: AL, organizational justice and its four dimensions, absence behaviors, and absenteeism as defined in Chapter I. Finally, the underlying theoretical framework guiding the study is presented.

Chapter III focuses on the research methodology of this study. The research design and the guiding research questions are further explored, then the research hypotheses are presented. Study participants are introduced and the data collection and analysis methods are described. The chapter concludes with the presentation of ethical considerations and possible limitations of the study.

Chapter IV presents the findings from the research conducted through this study. Important statistical findings are discussed. Following the discussion of the findings from

the research, Chapter V presents the conclusions of the study. Additionally, Chapter V presents practical implications for practice and recommendations for future studies.

CHAPTER II: REVIEW OF THE LITERATURE

The purpose of this literature review is to discuss the relevant research on the constructs of organizational justice, AL, and absenteeism. The primary constructs are examined before exploring the generational construct, specifically through the perspective of the Millennial generation. Finally, in an attempt to ascertain the effects of the presence of an authentic leader on the Millennial employee perceptions, the chapter concludes with an examination of the theoretical framework of AL as made popular among practitioners by George (2003) and in academia by authors including Luthans and Avolio (2003) and Avolio et al. (2004).

Organizational Justice

Organizational justice, or more simply stated fairness in the workplace, is not a new construct but, rather, one that has tremendously grown in popularity over the past half century. Organizational justice has early roots in Adams' (1965) equity theory wherein it was theorized that workers exert an amount of productivity in their roles based on their perception of the rewards (i.e., compensation) they receive for doing the work. The premise of the equity theory is that an employee strives to balance inputs to outputs as to give no more to the employer than the employee perceives to receive from the employer.

Subsequent to Adams' (1965) research on workplace equity, researchers Thibaut and Walker (1975) and Leventhal (1980) introduced and expounded upon the theory that employees perceive organizational fairness based on how the organization and its leaders manage the processes of the organization. This research led to the foundation of procedural justice being the second dimension of organizational justice theory.

Organizational justice has since expanded from employee perceptions of equal inputs given for the outcomes and monetary rewards received to include how the processes and decisions of the organization are made, to a four-dimensional construct of distributive, procedural, interpersonal, and informational justice.

Built upon those seminal studies (i.e., Adams, 1965; Leventhal, 1980; Thibaut & Walker, 1975), Colquitt (2001) sought to expand the dimensions of organizational justice and to create and validate a comprehensive measure of the construct. In pursuit of expanding the organizational justice dimensions, Colquitt conducted two studies, one within a university setting and the other in a field setting. With 301 undergraduate students, the researcher sought to gain a greater understanding of the relationship between the justice facets and various outcome variables. The justice facets in these studies were distributive, procedural, informational, and interpersonal. The outcome variables used in this first study were “grade satisfaction, leader evaluation, rule compliance, and collective esteem” (p. 391).

The researcher tested four models: a one-factor model, a two-factor model, a three-factor model, and a four-factor model. Confirmatory factor analysis (CFA) was performed on the data. With a 90% confidence interval and an RMSEA being the closest to 0 of the models tested, the four-factor model was found to be statistically significant and the best fit to the data at “ $\chi^2(424, N = 301) = 883.01$, $\chi^2/df = 2.08$, IFI = .90, CFI = .90, RMSEA = .060, RMSEA confidence interval (.054, .066)” (p. 393). Additionally, nearly all correlations of the justice facets to the outcome variables (15 out of 16) were statistically significant. These findings led the researcher to profess that both construct

and discriminant validity had been demonstrated and to further determine the justice facets were indeed distinct from one another.

The second study performed by Colquitt (2001) included a sample of 337 participants from two different automobile manufacturing companies. The objective of this study was to investigate the relationship, if any, between the justice facets and the “outcome variables of instrumentality, group commitment, helping behaviors, and collective esteem” (p. 395). After performing a CFA, the researcher again determined the four-factor model to be a better fit to the data at “ $\chi^2(424, N = 337) = 1062.88, \chi^2/df = 2.50, IFI = .91, CFI = .91, RMSEA = .067, RMSEA \text{ confidence interval } (.062, .072)$ ” (p. 396). These findings contributed further support to the researcher’s supposition that the four justice facets are distinct constructs and consistently predict correlations of outcomes.

Since its introduction, the Colquitt (2001) Organizational Justice Measure (OJM) has been extensively used and affirmed by many researchers throughout the years (i.e., Cole et al., 2010; Dusterhoff et al., 2014; Greenbaum et al., 2015; Johnson et al., 2014; Reb et al., 2019) and has demonstrated considerable construct validity and reliability across the various studies. Authors in addition to Ambrose and Schminke (2009) (i.e., Hansen et al., 2013) have posited other theories of justice, such as overall justice (Ambrose & Schminke, 2009), and have developed similar organizational justice tools to measure workplace justice (i.e., Hansen et al., 2013). However, those theories and instruments stemmed from the original Colquitt OJM.

Ambrose and Schminke (2009) asserted that most research on organizational justice prior to Colquitt’s (2001) research on a four-dimensional construct examined

organizational justice as a three-dimensional model that did not separate the concepts of informational and interpersonal justice. Instead, those dimensions were previously grouped into a single dimension, interactional justice. While Ambrose and Schminke agreed that four distinct dimensions of organizational justice exist, they argued that to capture a greater understanding of the fairness perceptions, organizational justice should be examined holistically through the lens of overall justice. In their effort to gain a comprehensive understanding of fairness perceptions, the OJM was used to measure the individual justice facets first. However, it should be noted that for parsimonious purposes and because only a few prior studies actually separated the interpersonal and information constructs, the Ambrose and Schminke also chose to combine the latter two constructs into one.

To confirm their theory of overall justice, Ambrose and Schminke (2009) performed two studies examining the effects the four justice facets (distributive, procedural, informational, and interpersonal). Utilizing OJM, study 1 consisted of 330 participants in which overall justice mediated the effect of the antecedent justice facets on job satisfaction, job commitment, and an employee's turnover intentions (Ambrose & Schminke, 2009). The second study of 274 participants included 137 employees and 137 supervisors. Cronbach's alpha scores were as follows in study 1: distributive justice ($\alpha = .95$); procedural justice ($\alpha = .89$); and interactional justice ($\alpha = .95$). In study 2, Cronbach's alpha scores were: distributive justice ($\alpha = .95$); procedural justice ($\alpha = .90$); and interactional justice ($\alpha = .95$). Through a series of statistical analyses performed on these studies, researchers concluded that overall justice mediated the effect of the antecedent justice facets on supervisor evaluations of employee "organizational

citizenship behaviors, task performance, and organizational deviance” (p. 496). Finally, Ambrose and Schminke (2009) confirmed that the OJM scale possessed validity, as it measured the four distinct facets of organizational justice and reliably did so across studies, as in the two separate studies performed. It was determined the antecedent justice facets of distributive, procedural, and interactional (interpersonal and information) were significant predictors of overall justice and various employee outcome variables.

Hansen et al. (2013) recognized a need to not only develop a scale with similar “strong psychometric properties” (p. 220) like the original OJM, but also a measure that would be less lengthy than the original 20-item scale. The premise behind constructing a shorter scale was to increase the quality of responses and the response rate from participants. In developing the abridged scale, the authors set a goal to obtain a subscale item number that would be less time consuming than the 20-item measure. A systematic approach was taken to create the abridged scale. In this systematic approach, Hansen et al. used the original OJM measure as the foundation in the creation of their abridged measure of organizational justice. For this process, the authors first performed an extensive review of the justice literature that actually used the Colquitt (2001) measure. From information obtained in the literature review, Hansen et al. calculated the average alpha coefficients of the justice facets were as follows: distributive ($\alpha = .90$); procedural ($\alpha = .85$); informational ($\alpha = .91$); and interpersonal ($\alpha = .86$).

After performing the review of the literature, the Hansen et al. then conducted three studies. The first study used the original OJM by itself. In this study, the authors confirmed again, as not many researchers before, that the justice facets were indeed distinct constructs and their corresponding correlations were statistically significant with

Cronbach's alphas of the following: distributive ($\alpha = .94$); procedural ($\alpha = .88$); informational ($\alpha = .91$); and interpersonal ($\alpha = .89$) (Hansen et al., 2013). Based on the information from the literature review and the findings from the first study using the OJM, the authors determined the optimal number of subscale items was 12, which included three items from each justice facet. The theory was that a three-item subscale would be appropriate but yet maintain the original scale internal consistency and validity.

To test the theory, Hansen et al. (2013) then conducted a second study using both the original measure and the newly constructed abridged measure. In the second study of 173 full-time working adults, the researchers determined the abridged subscales demonstrated similar correlations to the original measure subscales. These findings led the authors to posit that based on being in alignment with the original measure, the abridged measure of organizational justice possessed both “construct and criterion related validity” (p. 230), as did the original measure. However, although a shorter, abridged version of the original OJM has been developed and went through multiple validity and reliability tests, the original measure was chosen for this study, as a more pervasive number of researchers have repeatedly noted the consistent validity and reliability demonstrated by the scale usage. The following section discusses the individual facets of the four-dimensional theory of organizational justice as refined by Colquitt et al. (2001).

Distributive Justice

The first organizational justice facet, distributive justice, has been defined as an employee's justification of fairness of outcomes, rewards, and benefits compared to the work one produces and their contribution to the organization (Colquitt, 2001; Tremblay et al., 2000). Seminal research has used the concept of distributive justice as the basis for

all organizational justice studies, as it was postulated that employees were primarily motivated by monetary rewards and benefits and only voiced feelings of injustice when the monetary rewards and benefits did not meet their expectations (Colquitt, 2001; Colquitt et al., 2001; Whitman et al., 2012). Colquitt's (2001) research on distributive justice was through the lens of "how participants viewed the appropriateness and proportionality of the outcomes" (p. 389) they received based on their input. Colquitt et al. (2001) conducted a meta-analytic review of 183 justice related studies. In this review of the literature, the researchers sought to determine if and how the justice facets were related to the other, as well as the strength of the relationships between these facets and selected outcomes.

Through a combination of all definitions of the justice facets, findings from the meta-analytic review revealed distributive and procedural justice to be strongly related ($r = .56$, $r_c = .67$). However, although related, these facets still measured different phenomena predictive of different outcomes. The Colquitt et al. (2001) found distributive justice to be highly correlated to various outcomes such as "job satisfaction ($r = .46$, $r_c = .56$) trust ($r = .48$, $r_c = .57$) and employee withdrawal ($r = -.41$, $r_c = -.50$); moderately correlated to evaluation of authority ($r = .53$, $r_c = .37$); and weakly correlated to performance ($r = .13$, $r_c = .15$)" (p. 434). Since these seminal works, organizational justice has evolved into the understanding that other constructs beyond distributive justice convey a presence, or lack thereof, of the comprehensive concept of organizational justice.

Procedural Justice

Thibaut and Walker (1975) theorized the second facet of organizational justice, procedural justice. It has been defined as the perception of consistent, fair, and unbiased application of policies and processes in the decisions made by the organization and its leaders. Procedural injustice occurs when one party perceives that the implementation and execution of organizational policies, procedures, and processes are inaccurate, discriminatory, and unequally applied. Through the fair process effect, Brockner et al. (2007) posited that individuals are more likely to support even unfavorable decisions when the procedural fairness through which the decision was made is considered to be just.

Blader et al. (2001) studied the effects of employee propensity to engage in retaliatory behaviors (i.e., withdrawal, work performance, and rule breaking) on an organization. In a study of 181 Taiwanese participants and 260 U.S. participants, the authors determined that once the definition of procedural justice was established and relational cultural differences were controlled, “there was a significant association between procedural justice and retaliation behaviors” (p. 304) in both samples. Thus, in both countries participants were less likely to engage in retaliatory behaviors against an organization when participants perceived that the organizational processes were fairly executed. These findings lend support to the idea that despite cultural differences, employees weigh procedural fairness when judging leaders and making behavioral decisions.

The final two dimensions of organizational justice, interpersonal and informational justice, were once defined as a single construct of interactional justice

(Bies & Shapiro, 1987) and encompassed those aspects of justice related to the interactions between organizational authority figures and employees. It was not until Greenberg's (1993) early work that the interactional justice construct was separated into two distinct constructs; interpersonal justice and informational justice. In Greenberg's seminal studies (1990, 1993), it was postulated that while interpersonal justice and informational justice perceptions both involve interactive behaviors between authority figures and employees, these two concepts should be considered independently of one another.

Interpersonal Justice

Interpersonal justice, as defined in research, is the perception of fairness interactions through the treatment, display, and conveyance of dignity and respect from the leaders and the organization (Colquitt et al., 2001; Greenbaum et al., 2015; Greenberg, 1990). Interpersonal justice behaviors require leaders to have a level of sensitivity and poise. Interpersonal injustice actions and behaviors occur when employees perceive interaction with and treatment from authority figures lacks respect, compassion, and understanding in the implementation and execution of policies, procedures, and processes within an organization. From a meta-analytic review of 183 organizational justice studies, Colquitt et al. (2001) theorized that "interpersonal justice reflects the degree to which people are treated with politeness, dignity, and respect by authorities" (p. 427). Forms of interpersonal injustice can be inconspicuous, blatant, intentional, and unintentional.

Greenbaum et al. (2015) examined the effects of interpersonal justice in the form of a leader's actions not in alignment with their words (hypocritical leaders) and the

effects of these perceptions on employee turnover. A driving assumption for the study was “that subordinates who are undermined by their supervisor’s experience lower levels of self-efficacy and organizational commitment, and higher levels of somatic complaints and counterproductive work behaviors” (p. 930), which thereby result in higher turnover intentions.

In two separate experimental studies, the Greenbaum et al. (2015) hypothesized that the perception of leader hypocrisy would be positive when employee interpersonal justice expectations of the leader are high. The first study included 202 undergraduate students from a Midwestern university in the US. From this study, the researchers found that “interpersonal justice expectation moderated the relationship between supervisor undermining and perceptions of leader hypocrisy ($B = 1.25, t = 3.04, p < .01$)” (p. 941). Additionally, the researchers hypothesized that leader hypocrisy would be positively related to employee intent to leave the organization. Support for these hypotheses were found in both the first study and the second study of 312 working adults in the US. From data collected in the second study, the authors found support suggestive of a “positive and statistically significant relationship between the perceptions of leader hypocrisy and turnover intentions ($B = 0.22, t = 3.20, p < .001$)” (p. 946) and, furthermore, that the “perceptions of leader hypocrisy mediated the relationship between supervisor undermining and interpersonal justice expectation on turnover intentions” (Greenbaum et al., 2015, p. 946).

Informational Justice

The final construct within the organizational justice framework is informational justice. Informational justice as defined in research is the perception of fairness in the

dissemination and receipt of accurate and timely explanations of decisions (Colquitt, 2001; Colquitt et al., 2001; Greenberg, 1990). From a meta-analytic review of 183 organizational justice studies, Colquitt et al. (2001) posited that employees perceive informational injustice when pertinent information is intentionally or inadvertently delayed or withheld, or when dishonest information has been provided as it relates to the explanation of the implementation and execution of policies, procedures, and processes within an organization. Additionally, through meta-analytic regression analysis, the researchers found “informational justice was strongly related to trust ($r = .43$, $r_c = .51$), moderately related to outcome satisfaction ($r = .27$, $r_c = .30$) job satisfaction ($r = .38$, $r_c = .43$), organizational commitment ($r = .26$, $r_c = .29$), withdrawal ($r = .21$, $r_c = -.24$), and weakly related to performance ($r = .11$, $r_c = .13$)” (p. 434).

Negative organizational justice perceptions may result in employees exhibiting various behaviors. For example, lack of trust in a leader and/or an organization can result in negative behavioral outcomes. Outcomes like counterproductive or deviant workplace behaviors (Robinson & Bennett, 1997) have been defined as those voluntary employee behaviors occurring as a form of retaliatory behavior from a perceived injustice (Bennett & Robinson, 2000; Bernerth & Walker, 2012). Across three different studies, Bennett and Robinson (2000) received feedback from 611 employed participants on counterproductive work behaviors. Participants were asked to review, identify, and evaluate behaviors perceived to be counterproductive to the well-being of the workplace. After conducting three studies with different samples, the researchers determined 24 distinct workplace deviant behavior items. Of these 24 items, 16 correlated to actions against the organization (Organizational Deviance), which included but were not limited

to “working on personal matters instead of work, gossiping, and calling in sick when not ill” (p. 353). Eight items correlated to actions against the people of an organization (Interpersonal Deviance), which included but were not limited to “cursing at co-workers, being rude, and embarrassing others” (p. 353), all of which can be a result when an employee perceives an injustice from a person within the organization.

If the behaviors persist over time, they may be detrimental to the success and sustainability of the organization. Counterproductive workplace behaviors, as revealed in the literature, have led to decreased productivity, diminished employee morale, turnover, possible legal actions (Bennett & Robinson, 2000; Robinson & Bennett, 1997), as well as theft, retaliation, and withdrawal (Spector et al., 2006). To further contribute to the counterproductive workplace behavior literature, Spector et al. (2006) gathered data from three of their previous studies that used their 45-item Counterproductive Work Behavior Checklist. Twelve subject matter experts (SMEs) were recruited to analyze data and categorized each of the 45-item results into what the researchers considered five distinct dimensions of counterproductive workplace behaviors. The five subcategories were abuse, sabotage, withdrawal, production deviance, and theft.

Participant composition from the three Spector et al. (2006) studies respectively included working professionals from various industries in Chicago, IL, and Tampa, FL ($N = 169$); at least part-time employed students from the University of South Florida ($N = 291$); and at least part-time employed students from the University of South Florida ($N = 279$). Of the combined sample size, 440 participants responded to items correlated to organizational justice facets. Upon analysis and judgment, the SMEs decided to which category each item more closely corresponded based on the definitions provided by the

researchers. Spector et al. (2006) found that injustice, most notably procedural justice, was a potential reason in each of the five dimensions of counterproductive workplace behaviors (i.e., “abuse, production deviance, sabotage, theft, and withdrawal”) (p. 455).

Other potential consequences of negative perceptions of organizational justice include outcomes such as withdrawal and emotional exhaustion (Cole et al., 2010; Howard & Cordes, 2010). Cole et al. (2010) surveyed 869 military and civilian employees at 10 Air Force bases throughout the US. Researchers found “all four organizational justice types were negatively correlated with emotional exhaustion (r 's ranged between -0.28 and -0.35, $p < 0.01$)” (p. 376). Likewise, turnover has been associated as a consequence of organizational injustice (Byrne, 2005; Parker et al., 2011). In a study of 150 medical employee/supervisor matches from a hospital in the Western US, Byrne (2005) found through regression analysis that perception of organizational justice, particularly procedural and interpersonal justice, can reduce the effects of certain perceived organizational political behaviors on employee turnover intentions.

Absenteeism has been studied as another consequence of organizational injustice. In a study of 1,016 Israeli teachers, Shapira-Lishchinsky and Rosenblatt (2009) studied the effects of perceptions of organizational justice, particularly distributive and procedural justice, on teacher frequency of absences (voluntary) and duration of absences (involuntary). Through pairwise analysis, the authors found “a negative correlation between procedural justice and frequency of absences ($B = -0.09$, $p < 0.05$)” (p. 728). This finding suggests that when teachers perceive unjust application of the policies, procedures, and processes of the organization, they are likely to be unnecessarily absent when they could have reported to work. All of the aforementioned consequences are

costly to organizations; but for the purposes of this research, the focus was on the possible effects of perceptions of organizational justice on employee absence decisions.

Generational Diversity

Gone are the days when most people reached management or executive level solely due to tenure and service within an organization (Lane et al., 2017; Legas & Sims, 2011). Rarely do you find organizations that offer a pension for employees upon retirement or reaching a specified age (Greenhaus et al., 2010). Today, it is more common to find older workers delaying retirement or foregoing retirement altogether (Smith & Nichols, 2015). Just as times have changed and organizations have had to adapt to their ever-changing environments, employees have also changed over the years. However, the question remains whether this change in the workforce is due to shared beliefs and experiences of those born between the same periods of time (i.e., generations) or possibly to other unrelated phenomena.

People born during a certain span of time, approximately 15 years, are considered to belong to a generational cohort. An organization that employs more than one generation is known as a multi-generational organization. A multi-generational workforce exists when employees are born in more than one span or cohort of time. The debate is whether enough differences and similarities exist between the generations to warrant different treatment in recruiting, hiring, and retaining employees from different cohorts.

Through a thorough review of existing literature, Twenge et al. (2010) found a multitude of studies that were unable to clearly distinguish whether the differences are due to a generational cohort, the person's stage in his/her career, or simply the person's chronological age. In response to some of the critical literature on generational diversity

(i.e., Costanza & Finkelstein, 2015), researchers Lyons et al. (2015) posited that not only do intergenerational differences exist, but these differences are more complex than the surface-level stereotypes and thereby merit respect and recognition. To support their supposition, the authors refuted critical claims through a thorough review of the existing body of knowledge. On intergenerational differences, the authors then suggested these differences and similarities be used to resolve intergenerational conflicts and issues in the workplace.

Similarly, in a time lag study of high school seniors 15 years apart, Twenge et al. (2010) found differences between the generations in leisure values, “work centrality and work ethic,” (p. 1134) and pay expectations. Among the intergenerational differences identified, workplace values, employee behaviors, and mindsets appear to be the most prominent differences between the generations.

Veterans Generation

The Veterans generation birth cohort are those individuals born between 1926-1945 (Adams, 1998; Lyons et al., 2012). This generation has been characteristically known to be mature, loyal, well disciplined, and conscientious (Stark & Farner, 2015). Generally, these individuals value the type of legacy they will leave (Lyons et al., 2012). Having survived World War II and the Great Depression, they demonstrate a great respect for authority and a formal hierarchy (Al-Asfour & Lettau, 2014).

In a review of the literature, the Al-Asfour and Lettau (2014) found that due to the traumatic events the Veterans generation individuals experienced, they are “loyal to their organizations, conservative in spending habits, and possess a strong work ethic” (p. 61). Many members of this generation have completely retired from the workforce. For

various reasons, however, some of the Veterans generation members are on the cusp of retirement or have returned to the workforce after retirement. This generation, while small in numbers, is still found in the workforce today in such places as large retail stores (Al-Asfour & Lettau, 2014). Thus, the presence of this generation in the workforce contributes to the generational diversity phenomenon.

Baby Boomer Generation

As history has taught us, the Matures/Veterans generation fought in World War II. When they returned home from the war, there was a great influx of childbirths. The Baby Boomer generation, known to be the largest cohort of births, are those individuals born between 1946–1964. Most individuals in this generation are the children of the Matures/Veterans generation. They grew up during the decade of the 60s. Laws preventing discrimination, such as Title VII of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, were enacted during this decade of social change.

Baby Boomers have been characteristically known to possess a strong work ethic, be confident, are status conscious, and are materialistic (Twenge et al., 2010). In a study involving 113,704 participants, Kowske et al. (2010) first conducted a review of the theoretical literature on Baby Boomers and found the generation to be described as self-confident, dedicated, and “intellectually arrogant” (p. 267). According to a study by Gibson et al. (2009) of 5,057 working adults, Baby Boomers were found to be loyal employees, courageous, and workaholics. Twenge et al. (2010) also described these individuals as “results-driven and competitive” (p. 1120). Typically, this group possesses a majority of the leadership positions in organizations (Gibson et al., 2009) and until recently has represented the largest number of employees in the workforce (Fry, 2018).

The numbers of Baby Boomers in the workforce has declined primarily due to retirements.

Generation X

The Generation X birth cohort is often referred to as the “latchkey” generation (Al-Asfour & Lettau, 2014; Gibson et al., 2009). The term latchkey was coined to describe the children who were given keys to let themselves into their homes after school because their Baby Boomer parents were working outside of the home. The birth cohort has most often been defined as those individuals born between 1965–1980 (Lyons & Kuron, 2014). According to Al-Asfour and Lettau (2014), the generation is characteristically known to be “independent, straightforward, and progressive thinkers” (p. 63). In a review of the literature, Stark and Farner (2015) found the supporting characteristics of Generation X to be “skeptical, comfortable with change, comfortable with diversity, and technologically savvy” (p. 4). Additionally, Kowske et al. (2010) described Generation Xers as being “cynical, self-reliant, and incorrigible” (p. 267); but still yet, other researchers have depicted this generation as a fun-loving generation of individuals who value diversity (Stark & Farner, 2015).

Generation X was shaped by major events such as the end of the Cold War with the demolition of the Berlin Wall and world hunger being highly publicized. The generation became widely known as a generation of “slackers” or underachievers (Kowske et al., 2010) due to their sometimes-apatetic disposition and lack of political engagement. Unlike their Baby Boomer counterparts, Generation X individuals are characteristically known to be more inclined to seek work-life balances than promotions at work and are more likely to be loyal to themselves rather than to their organizations

(Gibson et al., 2009; Lyons et al., 2012). The aforementioned characteristic is similar to that found in many Millennials.

Millennial Generation

The Millennial birth cohort has been defined as those individuals born between 1981–1997 (Fry, 2018; Twenge, 2010; Twenge et al., 2010). This generation of individuals was shaped by The Great Recession of 2008 and terrorist events such as the September 11th (9/11) attacks and the Oklahoma City bombing. They have been defined as being optimistic (Al-Asfour & Lettau, 2014); self-centered (Gibson et al., 2009); entitled (Laird et al., 2014); and well compensated (Ng et al., 2010).

Millennials have been characterized as the generation of entitled, impatient, job mobile individuals who are motivated by pay and monetary rewards, rapid success, and recognition (Laird et al., 2014; Lyons et al., 2012; Ng et al., 2010; Twenge, 2010). In a review of empirical evidence from several time-lag studies, Twenge (2010) found an increase in narcissism and individualistic behaviors in Millennials, as opposed to prior generations. Additionally, the author reported Millennials “valuing salary” (p. 205) and a “work-life balance” (p. 203) more than previous generations have reported. Similarly, through a snowball convenience sampling method, Lyons et al. (2012) retrospectively examined the career patterns of 105 Canadian participants during the same time frames in their lives and careers. From this sample, the researchers reported 31% were Millennials who were more motivated by rapid job advancement, status, success, and were more job mobile than those participants from previous generational cohorts at the same time frame in their lives and careers.

In recent studies, international scholars (Kuron et al., 2014; Lyons et al., 2014; Lyons et al., 2015) have made vast contributions to the literature beyond that of the stereotypical, overgeneralizations of the demographics and work value differences of Millennials versus those from older generations. In a review of the literature, Lyons et al. (2015) asserted there is indicative evidential support of intergenerational differences. Kuron et al. (2014) sought to further understand these intergenerational differences, specifically the differences in work values (extrinsic, intrinsic, social, and prestige). For their study, 784 people, of whom 445 were Millennial-aged working adults, completed a survey measuring 25 distinct work values. Of the 25 values studied, Millennials were found to place more “value on the importance of salary, achievement, interesting work, and work-life balance” (p. 999). While Millennials in this study were found to be more susceptible to turnover tendencies, overall most respondents demonstrated having relatively stable work values over time.

Despite that a considerable amount of research has been conducted on intergenerational differences such as generational theory (Strauss & Howe, 1991); work centrality and work values (Twenge, 2010); narcissism and career stages (Twenge et al., 2010); and job mobility and rapid career advancement (Lyons et al., 2012), sparse empirical research has been published on the Millennial generation and how their interactions with authentic leaders potentially influence their perceptions of organizational justice and, thus, subsequent absence behaviors. Likewise, little research has been published on the comparison of these differences and similarities between Millennials and the prior generation, Generation X. Subsequently, there also appears to

be a gap in the literature regarding whether these traits may potentially influence absence behaviors.

In a study of 181 university-employed Resident Assistants, researchers Laird et al. (2014) postulated that Millennials' strong sense of entitlement, self-centered attitudes, and high career expectations influence their job turnover and decreased job satisfaction. In a study of 23,413 undergraduate students nearing the dawn of their careers, Ng et al. (2010) found that less than half of the Millennials surveyed planned to remain with the same organization throughout their career, yet more than two thirds of the survey participants expected to be promoted within their first 18 months on the job. High career expectations and the possibility for rapid advancement were reported as the most desirable work attributes of Millennials. These findings confirm other Millennial generation research indicating Millennials possess a mindset of entitlement (Giambatista & Hoover, 2018; Laird et al., 2014) and impatience for success (Laird et al., 2014; Twenge et al., 2010). Surprisingly, however, similar to the Baby Boomers generation, Millennial workers are motivated by traditional advancement opportunities and financial security (Kuron et al., 2014; Ng et al., 2010). Additionally, an interesting finding during this review of literature was that Millennials, in particular, rated working for and with good people as the second most attractive characteristic of a work environment. This finding may suggest that authentic leaders, being good people to work for, may reduce the employee propensity to become dissatisfied with an organization, to leave an organization, or to engage in absence behaviors.

iGen

The iGen generation, known as the digital native generation (Gayeski, 2015; Lanier, 2017; Schwieger & Ladwig, 2018), are extremely technology savvy and possess a

constant need to be connected with others, typically through social media avenues (i.e., Snapchat, Instagram). In a review of relevant literature, Schwieger and Ladwig (2018) gathered and synthesized the reported characteristics of iGen members. The authors determined iGens are also “pragmatic, self-sufficient, prefer personalization, value close-knit relationships with their counterparts, and value fairness and respect from their employers” (p. 49). Their known short attention spans drive their need to have everything quickly (i.e., via texting and video chatting) (Cameron & Pagnattaro, 2017; Gayeski, 2015). iGens are team oriented and often highly kinesthetic learners, so they prefer to learn by physically doing the work (Cameron & Pagnattaro, 2017; Schwieger & Ladwig, 2018); and they prefer stimulating and active engagement.

In the work environment, iGen employees are fastidious about their work arrangements, type of leaders, work policies, and procedures. Having been raised during a time of global recession (Lanier, 2017; Schwieger & Ladwig, 2018), they are “characteristically skeptical of their employers” (Gayeski, 2015, p. 10) and leaders. In a review of the literature, Schwieger and Ladwig (2018) found iGens to be competitive, creative, have an entrepreneurial spirit, and value workplace recognition and advancement. According to a review by Gubler et al. (2014) of the relevant literature, iGens prefer protean careers, those careers that are flexible, and ones they can create. Many are social justice advocates and expect diversity, including generational diversity within their workplaces. Similar to Generation X, they value safety and security but also highly value privacy (Lanier, 2017; Schwieger & Ladwig, 2018) and seek rapid raises and recognition (Tysiac, 2017). Additionally, Gayeski (2015) posited that “iGen

employees desire more personal attention and professional development opportunities above monetary benefits” (p. 10).

Absence Behaviors

Absence, the lack of attendance at work, is extremely costly to employers in the US. In 2015, the CDC reported that employee absences cost employers \$225.8 billion per year. These costs are a result of more than simply the worker’s wages paid while away, but they also represent funds paid to temporary employees who may fill in for the absent worker and resources lost in productivity, etc. Absenteeism, the prolonged and habitual lack of attendance from the job, is even more costly to organizations, as these absences occur repeatedly and are often an employee’s abuse of absence policies.

The seminal work of Steers and Rhodes (1978) presented a conceptual framework that worker absenteeism is predicated upon whether employees are motivated to attend and whether workers have the ability to attend. Brooke and Price (1989) further contributed to this framework and postulated that not only should worker motivation and ability to attend be taken into consideration, but also whether the worker was scheduled for work or not. Scheduled for work is defined in this study as the time frame during which a worker is expected to report to an organization to perform the duties and tasks assigned to his/her role. Scheduled non-attendance occurrences are further delineated into two types of absences: voluntary and involuntary.

Voluntary absences are scheduled non-attendance occurrences that are within the control of the individual (Driver & Watson, 1989; Shapira-Lishchinsky & Rosenblatt, 2009) and “frequently exploited for personal issues” (Shapira-Lishchinsky & Raftar-Ozery, 2018, p. 494). These absences are avoidable, yet the employee chooses to be

absent to avoid going to work. Examples of voluntary absences include but are not limited to illegitimate illness, no call, no show, job sourcing and interviewing, mental health days, and negative attitude toward the organization (Burton et al., 2002). For the purposes of this study, voluntary absences were categorized as avoidable, negligible absences. Conversely, involuntary absences are defined as those absences that are unavoidable. These types of absences are outside the control of the individual. Examples of involuntary absences include but are not limited to long-term illness (medical leave); work injuries; doctor's appointments; familial responsibilities (childcare, care/illness of a family member); and transportation issues.

Unscheduled for work was defined as the time frame during which a worker was not expected to report to an organization to perform duties and tasks assigned to his/her role. Unscheduled non-attendance occurrences are excluded from this examination of absences herewith, as these types of non-attendance occurrences are considered to have been previously scheduled and approved absences such as vacations, personal time, or civic duty. For the purposes of this study, scheduled non-attendance occurrences (absences), both voluntary and involuntary, were examined with the primary focus of attention being on the voluntary, avoidable/negligible absences.

Theoretical/Conceptual Framework

Authentic Leadership (AL), a positive form of leadership, stems from Greek philosophy ("to thine own self be true") and positive behavioral psychology (Luthans & Avolio, 2003; Seligman, 2002), but it is still a relatively new construct in the field of leadership. AL continues to evolve as scholars and practitioners alike conduct further research. Luthans and Avolio (2003) initially defined AL as "a process that draws from

both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development” (p. 243). Authentic leaders, through high self-awareness and transparency, exhibit ethical behaviors and actions that promote positive follower actions and self-development.

Made popular in practitioner literature by George (2003), the former CEO of Medtronic, and refined in scholarly literature by Luthans and Avolio (2003) and Avolio and Gardner (2005), AL is a multi-dimensional construct. A plethora of scholars thereafter (i.e., Ilies et al., 2005; Mitchie & Gooty, 2005; Shamir & Eilam, 2005) contributed to the shaping and development of AL as a theory. Ilies et al. (2005) proposed that AL should encompass four distinct factors including “self-awareness, unbiased processing, authentic behaviors, and authentic relational orientation” (p. 376). Mitchie and Gooty (2005) postulated that AL is grounded in the values (i.e., honesty, integrity) and emotions (appreciation, compassion) of leaders. Shamir and Eilam (2005) posited that AL stems from the life experiences of the leader; thus, decisions, actions, and behaviors are a result of what the leader has acquired through their life experiences and how, in turn, they process those experiences and outcomes.

With the existence of various definitions of AL, this author chose to follow the recommendation of Northouse (2019) that the theory of AL be viewed from interpersonal, intrapersonal, and developmental perspectives. Building on the formative AL research of Gardner et al. (2005), Luthans and Avolio (2003), and Ilies et al. (2005), researchers Walumbwa et al. (2008) defined AL as:

a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate to foster greater self-awareness, an internalized moral perspective, balanced processing of information, a relational transparency on the part of leaders working with followers, fostering positive self-development. (p. 94)

In this comprehensive, multidimensional theory, scholars fundamentally agree that through AL a leader is able to objectively gather and analyze data and situations before making decisions (balanced processing). Leaders are of high moral character and use their internal moral compass to regulate their behaviors and actions (internalized moral perspective). Leaders are transparent in their interactions with others and share information as appropriate (relational transparency). The final component in this model of AL theory is self-awareness, wherein such leaders are cognizant at all times of their views, talents, weaknesses, and potentials.

In an effort to create and validate a universal, multi-dimensional measure of AL, Walumbwa et al. (2008) conducted a study using samples from the US, China, and Kenya (Africa). Through the course of separate studies, with different samples in different industries and facilities, the authors worked to provide support for the Authentic Leadership Questionnaire (ALQ) and its latent factors.

In a study of 224 full-time employees at a manufacturing plant in the US and 212 full-time employees at a government organization in Beijing, China, Walumbwa et al. (2008) administered the 16-item ALQ measure. A CFA was performed to test whether the data fit a one-factor model, a first-order factor model, or a second-order factor model. In measuring internal consistency, the model produced Cronbach's alpha scores in the

U.S. sample of “self-awareness .92; relational transparency .87; internalized moral perspective .76; and balanced processing .81” (p. 98). Similarly, in measuring internal consistency, the model produced Cronbach’s alpha scores of “self-awareness .79; relational transparency .72; internalized moral perspective .73; and balanced processing .76” (p. 100) in the Chinese sample. Not finding a statistically significant difference between the U.S. and Chinese samples, the authors concluded the second-order factor model (higher-order model) was the best fit of the three models they analyzed and thereby the preferable model to use.

In a study of the direct and the mediating effects of AL on subordinate behaviors, Liu et al. (2018) contributed to the AL theory literature and use of the ALQ. In a study of 107 healthcare employees, the researchers found positive relationships between AL and supervisor identification ($r = .47, p < 0.01$); AL and psychological safety ($r = 0.46, p < 0.01$); AL and job engagement ($r = 0.46, p < 0.01$); and a negative relationship between AL and workplace deviance behavior ($r = -0.23, p < 0.05$), as employees were less likely to exhibit deviant behaviors at work with the presence of an authentic leader. Thus, the researchers contributed support to AL being a construct distinct from previously introduced forms of leadership.

Similar to the Liu et al. (2018) study, Walumbwa et al. (2010) used the ALQ measure to study the effect of AL on follower outcomes such as organizational citizenship behaviors, work engagement, identification with supervisor, and employee empowerment. Their study used 387 telecom employees and their 129 supervisors in China. Through CFA, the authors determined there to be discriminant validity among AL and the aforementioned variables. Through hierarchical linear modeling (HLM), results

further determined that “authentic leadership significantly predicted organizational citizenship behavior ($\beta = 0.20, p < 0.01$) and work engagement ($\beta = 0.26, p < 0.01$) [as well as] followers’ level of identification with supervisor ($\beta = 0.40, p < 0.01$) and empowerment ($\beta = 0.25, p < 0.01$)” (p. 909).

In revisiting the seminal work on the development of the ALQ measure, Avolio et al. (2018) used data from the original 2008 samples to reexamine the data through various analysis tests (CFA without modification indices), or more specifically the authors “correlated error residuals” (p. 401). The authors sought to examine how likely the higher-order model was to replicate the covariance in comparison to the alternative, more parsimonious and less parsimonious models. Again, it was confirmed that “most of the variance in the outcomes was explained at the higher order level” (p. 407). In doing so, they found adequate model fit, as some of the statistics only achieved minimal acceptable levels.

From the two samples from China and the US used in the original validation study (Walumbwa et al., 2008), the chi-square difference test indicated the higher-order model had a statistically significant better fit than both the single-factor model and the orthogonal models. Additionally, the authors found “the bi-factor model and the oblique first-order model both demonstrated better fit than the higher-order model” (p. 404). However, the higher-order factor model still had the ability to account for enough covariation to closely reproduce the necessary covariation among the four latent first-order factors. Thus, the higher-order model should be used instead of the four factors individually.

Summary

Through a review of the generation literature, the author has discussed researchers who agree that generational cohorts, those who share collective experiences, emotions, preferences, attitudes, temperaments (Stark & Farner, 2015), values, and attitudes (Kuron et al., 2014) do exist. Generational diversity, along with the constructs of absenteeism, organizational justice, and AL, provide support of the author's rationale for this study. The prevalence of unethical leadership behaviors and the number of multi-generational workplaces is fueling younger generations' increasing demands and expectation of authentic leaders at the forefront of organizations. The absence of authentic leaders and the perception of unfair, unjust actions within organizations may be the catalyst to negative employee outcomes becoming commonplace in organizations.

CHAPTER III: METHODOLOGY

In order to collect data from participants, this study encompassed a quantitative methods approach through use of a detailed survey constructed from a compilation of previously validated surveys. The proposed survey instrument consisted of the Walumbwa et al. (2008) 16-item ALQ; Colquitt's (2001) 20-item OJM, and four self-report questions to measure employee propensity to be voluntarily absent. In addition to the 40 items on the survey instrument, participants were asked for contextual demographic data including but not limited to their age, ethnicity, employment industry, and years of employment, among other variables. Contextual demographic data were used to identify to which generation respondents belonged and to enhance the findings of the survey results.

The final comprehensive survey instrument consisting of 49 items was administered to members of a select nonprofit professional networking association located in a mid-size, metropolitan city in the Midwestern US. Through the use of this population, it was desired that a substantial heterogeneous sample of Generation X and Millennial generation aged working adults would be included, with the majority of the respondents being from the Millennial generation. In an effort to reduce common source and common method bias, as recommended by Podsakoff et al. (2003), data were collected from diverse employees working at various entities throughout the region. This networking association consists of more than 1,000 professional members between the ages of 21-40 from various employment sectors in a metropolitan city of more than one million residents. In addition to the in-state members, there was a possibility that

respondents, who are also members of the organization, resided in a neighboring state just north of the city limits.

The employment sectors in this region from which the membership body comes includes but is not limited to small businesses; corporate and government entities; and for-profit and nonprofit organizations in the fields of education, medical, legal, and manufacturing. However, this networking chapter was primarily chosen as the sample for this study because the majority of its members are from the Millennial generation. With more than 90% of the membership body being within the Millennial generation, those born between 1980–1997 (Fry, 2018; Lyons et al., 2012; Twenge, 2010; Twenge et al., 2010), it was believed information obtained from this sample would provide insight as to the Millennials' views on factors directly related to the purposes of this study. It was hoped through the assurance of confidentiality that participants would be more willing to candidly share their experiences and perceptions of the study variables. Participants were reassured individual identifiers would not be used, and any information obtained during the course of this study would not be disseminated beyond the stated intent and purposes as outlined herein.

To reach the participants in a non-intrusive manner, the professional networking association agreed to allow a link to the survey to be posted on their website for the requested two-week duration. During this time, members of the organization were able to read the supporting documentation and then take the confidential survey online. At the end of the survey, participants were given the opportunity to provide impromptu, open comments prior to submitting the survey. To allow further expansion of the survey, study participants were asked to forward the survey link to others who they believed fit the

desired characteristics of the study. Using the snowball method of data collection as well, the goal was to also reach Generation X study participants who were not members of this professional association. Gaining input outside the professional organization further diversified the sample pool and provided the researcher more flexibility to generalize the findings.

Overview of Research Problem

AL is still a relatively new leadership construct with a growing body of literature; yet, it does not quite receive the same acknowledgment and recognition as the traditional styles of leadership (i.e., transformational, transactional, LMX). With AL being one of the newer leadership styles, it has not been extensively studied like transformational leadership (Bass, 1990; Bass & Avolio, 1990; Burns, 1978, 2003); transactional leadership (Bass, 1990; Bass & Avolio, 1990); and servant leadership (Greenleaf, 1977). Research has shown previous forms of leadership, including AL, to have effects on various employee outcomes including some detrimental effects (Holtz & Hu, 2017). Some of the leadership and employee outcomes have included but have not been limited to transformational leadership and employee cynicism (Avey et al., 2008); destructive leadership (i.e., laissez-faire), counterproductive workplace behaviors and workplace bullying (Thoroughgood et al., 2012); servant leadership and sense of community (Lansford et al., 2010); transactional leadership, follower motivation and activity (Judge & Piccolo, 2004; Rewold et al., 2015); ethical leadership and turnover intentions (Palanski et al., 2014); and AL and organizational commitment (Gatling et al., 2016). However, research is sparse on the effect of AL on employee absence behaviors, particularly those within the largest sector of employees, the Millennials. To the author's

knowledge, this was the first study to examine the possible relationship between organizational justice and absenteeism, with a specific age cohort identified and compared through the lens of AL theory.

According to some studies (i.e., Al-Asfour & Lettau, 2014; Dencker et al., 2008; Legas & Sims, 2011; Ng et al., 2010; Twenge, 2010), the impending mass exodus of the Baby Boomer cohort makes the need to study and understand intergenerational differences and similarities critical for not only the workforce of today, but also for the leaders of tomorrow. With five active generations in the current workforce (Parry & Urwin, 2011; Stark & Farner, 2015), it is imperative for organizations to understand the value of having a diverse, multi-generational workforce. It is equally as important for organizations to understand that having qualified, authentic leaders within the organization is no longer an added bonus, but it is an expectation from employees and society at large.

Research Questions

The primary guiding research question was: What is the relationship between Millennial generation employee perceptions of organizational justice, AL, and employee absence behaviors? The following subset research questions were designed to further direct this study:

RQ1: To what extent, if any, is organizational justice related to employee absence behaviors?

RQ2: To what extent, if any, is organizational justice related to authentic leadership?

RQ3: To what extent, if any, is authentic leadership related to employee absence behaviors?

RQ4: To what extent, if any, does the presence of authentic leadership influence Millennial generation employee perceptions of organizational justice and the propensity to engage in absence behaviors as compared to Generation X employees?

Research Hypotheses

The following hypotheses were used to gather support for the guiding research questions of the study:

- H1: Employee perceptions of organizational justice are negatively related to absence behaviors at work.
- H2: Authentic Leadership is positively related to employee perceptions of organizational justice.
- H3: Authentic Leadership is negatively related to absence behaviors of employees.
- H4: Authentic Leadership will moderate the relationship between Millennial employee perceptions of organizational justice and absence behaviors more than the interaction of Generation X employees.

Research Design

This research study was a quantitative methods study utilizing a comprehensive survey instrument. The survey instrument was a compilation of two previously tested and validated instruments along with several self-reported absence related questions. The final survey instrument consisted of a total of 49 survey items completed by participants.

Setting/Context

The survey was administered through an online web link powered by the Qualtrics platform. The link to the survey was initially accessed through the professional

association's website for a two-week time period. After the close of the two-week time frame, the survey was then e-mailed to members of the organization in hopes of connecting with those individuals who did not visit the website during the two-week period. The survey then remained open for another two weeks after the contact by e-mail, for a total three-week data collection period.

Participants

Target participants for this study were Millennial generation employees in various industries. The age group of participants ranged from 24 to 39 years. While this generation is no longer the youngest cohort of employees in the workforce now due to the recently employed iGen generation, it is the generation with the greatest number of employees in the workforce due to the exodus of the Baby Boomer generation (Al-Asfour & Lettau, 2014; Dencker et al., 2008; Legas & Sims, 2011; Ng et al., 2010; Twenge, 2010). Although the iGen generation outnumbers the Millennial generation, not all of this population is of employment age due to the youngest members of the generation being under 10 years.

The sample for this study came from members of a professional association located in the Midwestern US. Members of the organization have various roles within their respective organizations, ranging from executive to clerical, and encompass a myriad of industries. Industries represented within the professional association are logistics, manufacturing, education, business, medical, legal, and retail, just to name a few. With such a diverse population of members, it was hoped the sample population gained from this study would be a good representation of the organization's members.

Other Data Sources

Another potential source of data collected in this study came from using the snowball method. The snowball method of data collection occurs when participants of a study are asked to invite people with whom they are acquainted and who may fit the description of the target population to participate in the study (Fraenkel et al., 2019; Lodico et al., 2010). Thus, from the snowball method some participants were obtained from participant referrals. At the end of the survey, association members were asked to forward the link to people they knew who may possess the desired characteristics and who might be willing to participate in the study.

Instruments

This study was the combination of two survey instruments on AL and organizational justice, as well as several self-report questions related to employee absence behaviors. The following sections include a description of the measurements, along with the tested validity and reliability of each scale.

Authentic Leadership Questionnaire (ALQ)

Developing and validating research scales is a tedious process that involves multiple steps and studies across various samples and time intervals. In developing new measures, researchers seek to create scales that can be generalized across samples; thus, they seek to establish construct validity, content validity, predictive (criterion) validity, and discriminant validity if concepts are similar to another concept (Fraenkel et al., 2019).

In the development and validation of a universal authentic leadership measurement, Walumbwa et al. (2008) studied samples from the US, China, and Kenya

(Africa). Through the course of three separate studies, with different samples in different industries and facilities, the authors provided support for the use of the ALQ and its latent factors.

To establish initial support for content validity of the measure, the researcher asked faculty, graduate students, and doctoral students at a research university to provide desirable attributes of what they considered to be authentic leaders. From the input received from these groups, four distinct categories emerged. Faculty and doctoral students from the same research facility were then asked to assess and rate 22 statements deemed to be representative of the four AL factors. From this step in the process, these 22 items were reduced to the 16 items on the current ALQ. The distribution of the items on the previously identified latent factors were as follows: “self-awareness (4 items); relational transparency (5 items); internalized moral perspective (4 items); and balanced processing (3 items)” (p. 97).

Following content validation, the 16-item measure was administered to 224 full-time employees at a manufacturing plant in the US, as well as to 212 full-time employees at a government organization in Beijing, China. CFA was performed on the collected data to determine whether the best fit for the data would be through a one-factor model, a first-order factor model, or a second-order factor model. In the one-factor model, all survey items would load onto one factor, AL. The second method was a test of a first-order factor model wherein all items were permitted to load onto their respective factors (i.e., the four items determined to be related to self-awareness would be permitted to load onto self-awareness only and not the AL factor). The final method was to test a second-order factor model (or higher-order model) wherein all items were permitted to load onto

their respective factors as well as the AL factor (i.e., the self-awareness related items would be permitted to load onto the self-awareness factors as well as the AL factor). Through fit statistics, the researcher determined the best fitting model of the aforementioned models was the second-order factor model. The second-order factor model produced Cronbach's alpha scores in the U.S. sample of "self-awareness .92; relational transparency .87; internalized moral perspective .76; and balanced processing .81" (Walumbwa et al., 2008, p. 98). Similarly, in measuring internal consistency, the model produced Cronbach's alpha scores of "self-awareness .79; relational transparency .72; internalized moral perspective .73; and balanced processing .76" (p. 100) in the Chinese sample. Not finding a statistically significant difference between the U.S. and Chinese samples, the authors concluded the second-order factor model (higher-order model) was the best fit of the three models analyzed and thereby the preferable model to use.

To provide support for predictive and discriminant validity, Walumbwa et al. (2008) administered the measure in two additional studies using four different and independent samples. From these studies, support for discriminant validity was provided, as the authors determined that while the AL construct shares similarities to and is stated to be positively and significantly related to transformational and ethical leadership, the AL construct is, in fact, different from these other forms of leadership. Additionally, through further tests the researchers found extra support of discriminant validity by testing the correlation of variables following Venkatraman's (1989) method of constrained models (wherein the correlations of variables are set to 1.0) and "unconstrained measurement models wherein the correlations of variables are freely

estimated” (Walumbwa et al., 2008, p. 110). This test showed the unconstrained model fit the data better than the constrained model. The following were the outcomes of these tests:

ALQ and ethical leadership (unconstrained correlation, $\chi^2(298) = 629.77$; constrained correlation, $\chi^2(299) = 685.46$; $\Delta\chi^2 = 55.69$, $p < .01$) and authentic leadership and transformational leadership (unconstrained correlation, $\chi^2(458) = 1107.02$; constrained correlation, $\chi^2(459) = 1131.51$; $\Delta\chi^2 = 24$, $p < .01$). (p. 110)

These results showing the χ^2 in the unconstrained measurement model being significantly lower than in the constrained model indicate these variables are related but are yet distinguishable from one another. In other use of the ALQ, researchers Duncan et al. (2017) found through exploratory factor analysis that AL was a distinct and distinguishable construct from emotional intelligence (EI). This finding was reported even though self-awareness is identified as an overlapping factor in both the AL and EI constructs.

The ALQ has also been used with success to test multiple employee behavior outcomes. Liu et al. (2018) studied the direct and mediating effects of AL and subordinate behaviors of supervisor identification, psychological safety, job engagement, proactive behavior, and workplace deviant behavior. The results of this study supported positive relationships between AL and supervisor identification ($r = .47$, $p < 0.01$); AL and psychological safety ($r = 0.46$, $p < 0.01$); AL and job engagement ($r = 0.46$, $p < 0.01$); and a negative relationship between AL and workplace deviance behavior

($r = -0.23, p < 0.05$). Thus, the authors confirmed the ALQ to be a “valid measurement instrument” (p. 229) that could be used to measure AL’s influence on employee outcomes.

Since its introduction and widespread use, the ALQ survey instrument has received both acclaim (i.e., Liu et al., 2018) and criticism (i.e., Neider & Schriesheim, 2011). Despite criticisms of the ALQ instrument, the ALQ measure was used in the present study, as it has been most often successfully used to provide a working meaning of AL and its latent constructs. While common and popular in use since its publication in 2008, construct validation of the ALQ has since been questioned and scrutinized (i.e., Credé & Harms, 2015; Neider & Schriesheim, 2011). In criticism of the initial development and validations of the ALQ, subsequent researchers have noted that the original researchers, Walumbwa et al. (2008), did not appropriately report the use of model modification indices, nor did the initial researchers consistently report the degrees of freedom both with and without differentiation. Admittedly so, Avolio et al. (2018), some of the researchers from the original study, stated that “at times the degrees of freedom and the correlated errors were not reported at all” (p. 401).

In a further review and revisiting of the ALQ, Avolio et al. (2018) used data from the original 2008 samples to reexamine the data through various statistical analyses tests (CFA without modification indices), or more specifically, the authors correlated error residuals. The authors sought to examine how likely the higher-order model was to replicate the covariance in comparison to the alternative, more parsimonious and less parsimonious models. Again, it was confirmed that “most of the variance in the outcomes was explained at the higher order level” (p. 407). In doing so, they found adequate model

fit, as some of the statistics only achieved minimal acceptable levels. Subsequently, the researchers concluded that the “higher order factor could account for the reliable variation however, the bi-factor model is recommended for use as a more parsimonious and flexible approach to examine authentic leadership measures” (p. 405).

Overall, in the revisiting and clarification of the original ALQ 10 years after its first publication, Avolio et al. (2018) supported the validity of their seminal work. They further purported that construct validity and reliability have been confirmed with modifications and without modifications in innumerable samples, in multiple countries, and in various industries. Thus, depending on the context of the study, but for the explanation of the profundity of AL, the ALQ with the higher-order model should be used instead of the four factors individually.

Organizational Justice Measure

Building upon the suggestion of Greenberg (1993) of organizational justice being a four-dimensional theory, Colquitt (2001) sought to develop an organizational justice instrument that clearly delineated the four distinct dimensions of the organizational justice construct. Due to the lack of existence of a psychometric and comprehensive measurement tool, Colquitt developed and validated the OJM, which has been widely used in organizational literature today. The development and validation of this four-factor model was groundbreaking to the justice literature, as most of the research prior to this study used only the two-factor model, with distributive justice being one dimension and procedural justice being the other dimension.

The 20-item OJM is the culmination of recurrent themes found in justice literature. Based on the early research of Leventhal (1980), to assess equity and the extent

to which the outcomes received from the employer reflected the effort the employee put into the work, Colquitt (2001) developed four distributive justice-related survey items. Next, from the seminal works of Thibaut and Walker (1975) and Leventhal (1980) on procedural justice, Colquitt drafted seven survey items such as “Have the procedures at your place of employment been free of bias?” and “Have those procedures upheld ethical and moral standards?” (p. 389). Similar to the prior two dimensions, the third dimension of interpersonal justice survey items was created based on the research of Bies and Moag (1986). To assess the extent to which the respondent had been treated in a polite manner and with respect, the author developed four survey items. Finally, the fourth dimension of informational justice, derived from the research of Bies and Moag and Shapiro et al. (1994), was comprised of five survey items measuring the extent to which respondents received candid and timely information from their management.

To validate the survey instrument, Colquitt (2001) conducted two studies. In the first study of 301 undergraduate students, the author sought to gain understanding of the effect, if any, of the perceptions of the organizational justice facets on four outcomes of satisfaction, rule compliance, leader evaluation, and collective esteem. Through a CFA, the variables and data were analyzed based on how the variables loaded onto one-factor, two-factor, three-factor, and four-factor models. It was determined with a 90% confidence interval that the four-factor model significantly fit the data better than the other models tested $\chi^2(424, N = 301) = 883.01$, $\chi^2/df = 2.08$, IFI = .90, CFI = .90, RMSEA = .060, RMSEA confidence interval (.054, .066)” (p. 393), with Cronbach’s alpha scores as follows: distributive ($\alpha = .92$); procedural ($\alpha = .78$); interpersonal ($\alpha = .79$); and informational ($\alpha = .79$). Similarly, in a field study, Colquitt (2001) used 337

manufacturing plant employees to test the OJM. This study too demonstrated the four-factor model provided the best fit of the data, “ $\chi^2(424, N = 337) = 1062.88, \chi^2/df = 2.50$, IFI = .91, CFI = .91, RMSEA = .067 RMSEA confidence interval (.062, .072)” (p. 396), with Cronbach’s alpha as follows: distributive ($\alpha = .93$); procedural ($\alpha = .93$); interpersonal ($\alpha = .92$); and informational ($\alpha = .90$). These findings provided further discriminant, construct, and predictive validity support, as the study measured distinct constructs, what the tool claimed to measure, and provided a statistically significant prediction of the outcomes under examination.

Holtz and Hu (2017) used Colquitt’s (2001) OJM in a study of 192 respondents. Through CFA, the researchers also determined the six variables being analyzed in this study were indeed distinct constructs measuring different components. Not only were distinct factors recognized, but the researchers also determined their hypothesized model of these constructs was an excellent fit to the data “($\chi^2(75) = 99.73, p < 0.05$; CFI = 0.99; RMSEA = 0.04)” (Holtz & Hu, 2017, p. 124). The researchers further tested the data through both a full and a partially mediated model and determined the partially mediated model to be a “significantly better fit to the data ($\Delta\chi^2(4) = 16.11, p < 0.01$)” (p. 125), wherein all justice facets with the exception of distributive justice demonstrated a significant indirect relationship to the construct of passive leadership through trust. The author’s research and postulation added further validity in support of the use of Colquitt’s OJM.

Absenteeism Measure

The chosen method for collection of absence behavior data for this study was through that of self-report data provided by study participants. Through a series of

questions, participants were asked to report how many days they were absent over the past six months due to reasons that could have been avoided, versus those absences that were unavoidable and absences that were planned. Examples of avoidable absences included but were not limited to a lack of desire to work, interviewing for another job, and illegitimate illness (not really sick). Examples of unavoidable absences included but were not limited to legitimate illness, doctor's appointments, and familial responsibilities (i.e., sick child). Examples of planned absences included but were not limited to previously planned vacation days and personal development days.

While historical data from company archive records would have been the preferred method because these records contain the reported reasons for the absences at the time the absence was taken, obtaining this data on the participants in this study would have been unrealistic for multiple reasons. First, study participants were not employed by the same organization; rather, they were connected by membership in the same professional organization. Second, it would have been a daunting task of securing signed consent forms from each participant and then getting employers to comply and release only selected records. Third, in an effort to increase honesty and participation in this study, one of the stated assurances was to provide participants the utmost level of anonymity. Having participants identify themselves might have led to questions and concerns as to whether they could potentially have been identified and matched to their survey responses. Finally, one of the goals of this study was to be able to differentiate between absences that resulted from unplanned and unavoidable reasons, versus those absences that stemmed from avoidable and/or planned reasons. Thus, for the aforementioned reasons, despite the weaknesses and disadvantages of self-report

measures such as diminished recall, inflated positive image, etc., as posited by Podsakoff and Organ (1986), self-report questions were used for this study.

Procedures

The survey was accessed through an e-mail invitation to the survey website link. The survey link was also accessible to members through the professional association's website. Participants were advised their participation in this study was strictly voluntary and all information submitted therein would be confidential and used only for the purposes of this study. Participants acknowledged agreement before being permitted to continue into the survey. Respondents were notified they could withdraw their participation in the survey by terminating the survey or by notifying the researcher, in writing, of their intent to withdraw participation.

Data for this study were administered and collected on line through the Qualtrics survey platform. Upon receipt of the completed surveys, all data were reviewed and any individually recognizable information were redacted and removed to ameliorate the likelihood participants or their respective leaders might have been identifiable. For uniformity purposes and ease of tabulation and extrapolation for the entire survey, a Likert scale was used for all item responses. The Likert scale is a commonly used scale of agreement in which the participant selects the number value that corresponds with the answer that best matches the strength of their agreement with the statement (Fraenkel et al., 2019; Lodico et al., 2010). While originally developed as a 6-point (choice) scale, for this study a 5-point (choice) scale was used. The five points used were as follows: 1—strongly disagree; 2—disagree; 3—neither agree nor disagree; 4—agree; and 5—strongly agree.

Data Management and Analysis

Responses from the survey were kept on an external, password-encrypted hard drive. Only the researcher had access to this encrypted hard drive that was securely stored in the home office of the researcher. Participants received notification prior to taking the survey that all information collected through the course of this study would be secured on an encrypted hard drive and stored in the locked home office of the researcher. Due to the location and security of the hard drive, only the researcher had access to the data collected. All survey data will be kept for a period of three (3) years following the conclusion of the study.

Ethical Considerations

Participants in this study were informed as to how their data would remain secure and confidential. With the reassurance of anonymity and confidentiality, the author attempted to minimize the fear of participant identification and information inadvertently being communicated to employers or other undisclosed parties. In an attempt to further minimize ethical concerns, the author underwent CITI Program Social and Behavioral Research courses regarding the use of human subjects in research. Finally, a study proposal along with the survey items administered to participants was properly vetted and approved by the Institutional Review Board (IRB) of the author's granting institution (Appendix D).

Limitations

The first possible limitation encountered during this research was a low response rate due to the survey being administered through a web-based platform. Due to the typical low response rate of online surveys, to incentivize individuals, participants could

submit their contact information for inclusion in a drawing for a \$25 gift card. The number of gift card incentives (\$25) increased for every 25 participants.

The second possible limitation was the potential lack of a comparison sample group. Given the professional association membership was primarily comprised of Millennial generation members, there was no other sample group large enough to compare the answer responses. However, given there are members in the professional association that are older than that of the target population, there was some data from other generations to consider. Additionally, it was desired that the snowball method of data collection would yield enough responses from Generation X for comparison to Millennial generation responses.

Summary

In summary, this quantitative research study used a comprehensive survey tool comprised of 49 items from two well-known and widely used tools of measurement, as well as a set of self-report questions, to measure employee absenteeism. Through completion of this comprehensive 49-item measure, the goal was to gain insight into how these constructs, both independently and collectively, influenced Millennial generation employee absence behaviors compared to those from Generation X. Inferences were made from the data collected to provide implications as to how human resource professionals and organizations alike may potentially incorporate these constructs in the leadership and development of their workforce.

CHAPTER IV: RESULTS

The purpose of this quantitative correlational research study was to examine the possible impact of justice perceptions on employee absence behaviors when an authentic leader is present. The study first acknowledged possible differences that exist between generational cohorts. Next, differences in Generation X and Millennial generation employee perceptions of organizational justice, AL, and any subsequent effects of these perceptions on employee absence behaviors were examined. Understanding these relationships could potentially provide leaders and organizations with valuable insight that could minimize negligible and thereby avoidable employee absences.

To contribute to the literature on generational diversity through gathering information on these relationships, a comprehensive survey consisting of 49 items was made available to members of an urban, young professionals networking association with more than 1,000 members. Survey recipients were asked to complete the survey and then share the survey link with their networks of colleagues, family, and friends, etc. Additionally, the professional association and any recipients were asked to share the survey on their respective social media web pages.

A total of 357 surveys were received, but only 245 of the surveys were determined completed sufficiently to be included in survey data analysis. Of the 245 complete surveys, 24 respondents were removed from the sample pool, as one respondent fell in the 20-year-old and under age category, and 23 respondents fell in the 56-74-year-old age category. Finally, it was determined that 214 respondents' surveys were absolutely complete and appropriate for use as the sample for this study. Table 1 reveals that of the 214 survey respondents, 93 (slightly more than 43%) were from the primary

target population of Millennials, while 121 respondents (more than 56%) were from the Generation X population, which was used for comparison. Through a series of personal questions, additional demographic data were collected from all respondents.

Table 1

Respondents by Generation

Generation	Frequency	Percent	Cumulative
Millennial	93	43.46	43.46
GenX	121	56.54	100
Total	214	100	

As presented in Table 2, more female individuals responded in both samples, with 83 female Millennials and 116 Generation X females, as opposed to 10 Millennial and five Generation X males, respectively. Table 3 provides additional demographic data illustrating that 42% of respondents were single, while nearly 55% of respondents were either married (41%) or divorced (14%). Further, demographic data illustrated in Table 4 indicate that overall the sample was relatively well educated, with 93% of respondents holding a bachelor's degree or greater. Of those 199 degreed individuals, 148 possess an advanced (master's level) or terminal degree (PhD; EdD, MD, etc.). Additionally, 85% of participants have been with their current employers for at least one year (Table 5).

Table 2

Respondents by Gender and Generation

Gender	Generation				Total
	Millennial	Percent	GenX	Percent	
Male	10	66.67	5	33.33	15
Female	83	41.71	116	58.29	199
Total	93	43.46	121	56.54	214

Table 3

Respondents by Marital Status

Marital Status	Frequency	Percent	Cumulative
Single	90	42.06	42.06
Married	87	40.65	82.71
Separated	7	3.27	85.98
Divorced	29	13.55	99.53
Widowed	1	0.47	100
Total	214	100	

Table 4

Generation by Level of Education

Generation	Level of Education						Total
	Term	Advan	Bachelor	Assoc	Some College	High School	
Millennial	6	46	32	0	8	1	93
GenX	15	81	19	3	2	1	121
Total	21	127	51	3	10	2	214

Table 5

Generation by Years of Employment

Generation	Years of Employment						Total
	<1	1-5	6-10	11-15	16-20	21+	
Millennial	19	45	18	8	3	0	93
GenX	14	35	23	19	17	13	121
Total	33	80	41	27	20	13	214

Research Questions

The primary guiding research question was: What is the relationship between Millennial generation employee perceptions of organizational justice, AL, and employee absence behaviors? Four research questions were used to guide this study. Those four research questions were as follows:

RQ1: To what extent, if any, is organizational justice related to employee absence behaviors?

RQ2: To what extent, if any, is organizational justice related to authentic leadership?

RQ3: To what extent, if any, is authentic leadership related to employee absence behaviors?

RQ4: To what extent, if any, does the presence of authentic leadership influence Millennial generation employee perceptions of organizational justice and the propensity to engage in absence behaviors as compared to Generation X employees?

To gather information for this study, the full ALQ (Walumbwa et al., 2008) was used along with the complete OJM (Colquitt, 2001) and four self-report absence related questions.

Descriptive Statistics

For approximately four weeks, between the months of March and April 2020, data were collected through surveys made available to members of a young professionals networking association in a mid-sized, metropolitan city located in the Midwest US. After data collection, survey items from respondents were exported into a spreadsheet for evaluation and then input into the STATA statistical software package for analysis. Descriptive statistics such as the frequencies, means, and standard deviations for each scale and subscale were run on the complete dataset. The Cronbach's alpha reliability coefficients were gathered to ascertain the reliability for each of the subscales and the overall scale. Table 6 illustrates the descriptive statistics for the ALQ scale ($\alpha = .95$) and revealed the following Cronbach's alpha scores for the subscales (transparency = .84; moral/ethical reasoning = .87; balanced processing = .83; and self-awareness = .90), which proved to be consistent with prior research (i.e., Walumbwa et al., 2008) and, thus, illustrated good internal reliability. Table 7 illustrates the descriptive statistics, including the Cronbach's alpha scores for the OJM scale ($\alpha = .93$) and subscales (distributive = .92; procedural = .90; interpersonal = .92; and informational = .91), which also proved to be consistent with prior research (i.e., Ambrose & Schminke, 2009; Colquitt, 2001) and demonstrated good internal reliability.

Table 6

Reliability Scores for ALQ Scale

AL Scale						
Variables	<i>N</i>	<i>M</i>	<i>SD</i>	Min	Max	α
Transparency	214	3.69	0.9722	1.00	5.00	0.8357
Moral/Ethical Reasoning	214	3.80	1.0132	1.00	5.00	0.8656
Balanced Processing	214	3.63	1.1353	1.00	5.00	0.8311
Self-awareness	214	3.63	1.1208	1.00	5.00	0.8956
ALQ Scale	214	3.70	0.969	1.00	5.00	0.9546

Table 7

Reliability Scores for OJM

Organizational Justice Measure						
Variables	<i>N</i>	<i>M</i>	<i>SD</i>	Min	Max	α
Distributive	214	2.76	1.2998	1.00	5.00	0.9244
Procedural	214	3.31	0.9967	1.00	5.00	0.8965
Interpersonal	214	4.32	0.9847	1.00	5.00	0.9180
Informational	214	3.80	1.0908	1.00	5.00	0.9087
OJM Scale	214	3.52	0.8369	1.00	5.00	0.9320

Upon analysis of the descriptive statistics, it was determined that of the 214 participants, the sample was nearly equally distributed between two generations, the Millennials and Generation X. From the Millennial generation, there were 93 participants and 121 participants from Generation X. For comparison of these two subsamples, *t*-test analyses were run on the datasets for both the AL variable and the organizational justice variable. At a 95% confidence interval, the *t*-test analysis revealed relatively similar means in AL variable values between generational cohorts. The Millennial respondents' mean value was found to be 3.71, while Generation X respondents' value was 3.69

(Table 8). A statistically significant difference ($p < .05$) between the two samples was not found, $t(212) = .17, p = .87$.

Table 8

Two-Sample T-test AL by Generation

Group	Obs	<i>M</i>	Std. Err.	<i>SD</i>	95% Conf. Interval	
Millennial	93	3.71	0.10	0.97	3.51	3.91
Generation X	121	3.69	0.09	0.97	3.51	3.86
Combined	214	3.70	0.07	0.97	3.57	3.83

Upon review of the *t*-test analysis performed on the dataset for the organizational justice variable, a slight variation was noticed. At a 95% confidence interval, the *t*-test analysis revealed a larger difference in means between the subsamples than the difference found in the AL variable values. The Millennial respondents' mean value was found to be 3.56, while Generation X's mean value was lower at 3.49 (Table 9). However, a statistically significant difference ($p < .05$) between the two samples was not found, $t(212) = .63$ at $p = .53$.

Table 9

Two-Sample T-test Organizational Justice by Generation

Group	Obs	<i>M</i>	Std. Err.	<i>SD</i>	95% Conf. Interval	
Millennial	93	3.56	0.08	0.74	3.41	3.71
Generation X	121	3.49	0.08	0.91	3.32	3.65
Combined	214	3.52	0.06	0.84	3.41	3.63

Further review of the data gathered revealed a large percent of participants (79%) reported zero avoidable absences (i.e., no plausible reason to miss work), while 15% of

participants reported having missed only one to two days from work that were avoidable. Of the remaining 13 participants, nine reported five or fewer avoidable days missed, with the remaining four respondents having reported six or more avoidable absences. The data on these absences were paramount to this study because the avoidable absence variable served as the dependent variable.

Findings for Research Question 1

Given there were nearly equal participants in the Millennial generation cohort as in the Generation X cohort, findings were analyzed for both generations and are reported herewith for comparison in each research question. The first research question examined the relationship between organizational justice and employee negligible absence behaviors, those avoidable absences but made by choice. To gain further understanding of the relationship in this research question, hypothesis H1 was developed.

H1: Employee perceptions of organizational justice are negatively related to absence behaviors at work.

A correlation between organizational justice and avoidable/negligible absences was not found in neither the Generation X sample ($r = -0.02, p = 0.97$) nor in the Millennial generation sample ($r = 0.00, p = 1.0$). Through a regression analysis of avoidable/negligible absences and organizational justice, it was determined that a statistically significant relationship did not exist in the Millennial generation ($t(92) = -0.26, p = 0.79$) (Table 10). Similarly, a statistically significant relationship was not found in the Generation X sample either, as ($t(120) = -0.71, p = 0.48$) (Table 11). Hence, regression analysis findings did not support a predictive relationship, positively or

negatively, between organizational justice perceptions on avoidable/negligible absences.

Tables 10 and 11 illustrate the lack of finding a statistical significance in either sample.

Table 10

Regression of Negligible Absences and Organizational Justice of Millennial Generation

Employees (N = 93)

Negligible Absences	Coef.	Std. Err.	t	P > t	95% Conf. Interval	
OJM	-0.52	1.98	-0.26	0.79	-4.46	3.41
_cons	1.38	6.39	0.22	0.83	-11.31	14.07

Table 11

Regression of Negligible Absences and Organizational Justice of Generation X

Employees (N = 121)

Negligible Absences	Coef.	Std. Err.	t	P > t	[95% Conf. Interval	
OJM	-.27	0.37	-0.71	0.49	-1.01	0.47
_cons	1.24	1.09	1.14	0.26	-.91	3.40

Findings for Research Question 2

Research Question 2 examined a possible correlation between employees' perceptions of organizational justice and AL. In an effort to learn more about this possible relationship, the following hypothesis was developed:

H2: Authentic Leadership is positively related to employee perceptions of organizational justice.

Analysis illustrated in Table 12 revealed a positive correlation between the organizational justice and AL variables ($r(213) = .57, p < .05$) for the entire sample.

Further examination of findings showed organizational justice and AL to be weakly

correlated ($r = .48$) in the Millennial generation (Table 13) and positively correlated in the Generation X generation ($r = .64$) (Table 14). Regression analysis of organizational justice and AL found a statistically significant relationship in both the Millennial generation ($t(92) = 5.26, p < 0.05$) and ($t(120) = 8.99, p < 0.05$) in Generation X. Conclusively, correlation, regression, and paired t -test (Table 15) analysis findings provided support for H2, as a positive relationship was found between AL and organizational justice in the entire sample, as well as in each of the generational samples.

Table 12

Correlation of ALQ and OJM (N = 214)

Variable	ALQ	OJM
ALQ	1.0000	
OJM	0.5744	1.0000

Table 13

Correlation of ALQ and OJM of Millennial Employees (N = 93)

Variable	ALQ	OJM
ALQ	1.0000	
OJM	0.4828	1.0000

Table 14

Correlation of ALQ and OJM of Generation X Employees (N = 121)

Variable	ALQ	OJM
ALQ	1.0000	
OJM	0.6358	1.0000

Table 15

Two-Sample T-Test ALQ by OJM

Variable	Obs	<i>M</i>	Std. Err.	<i>SD</i>	[95% Conf. Interval]	
ALQ	214	3.70	0.07	0.97	3.57	3.83
OJM	214	3.52	0.06	0.84	3.41	3.63
Difference	214	0.18	0.06	0.84	0.06	0.29

Given the independent variables were determined to be moderately correlated, modeling Sendjaya et al. (2016) to rule out the variables as constructs with possible bias regression estimates, the variance inflation factor (VIF) analysis was also performed. Finding a VIF score of 1.72, which was below the recommended threshold of 10 (Gujarati, 2003; Stevens, 1992), signified that multicollinearity did not bias the study findings. Table 16 demonstrates the variables were not too closely related as to prevent finding a statistical significance in regression analyses and between variables.

Table 16

Multicollinearity Analysis of ALQ and OJM Variables (N = 214)

Variable	VIF	1/VIF
ALQ	1.72	0.582449
OJM	1.72	0.582449
Mean VIF	1.72	

Findings for Research Question 3

Research Question 3 sought to ascertain whether a possible relationship exists between AL and employee absence behaviors. After determining whether a relationship exists, Hypothesis 3 (H3) was formulated in an effort to learn more about the strength of the relationship.

H3: Authentic Leadership is negatively related to absence behaviors of employees.

A correlation was not found in neither the Generation X sample ($r(120) = -0.024$, $p = 0.797$) nor in the Millennial generation sample ($r(92) = 0.062$, $p = 0.546$). Through a regression analysis of negligible absences and AL, it was determined that a statistically significant relationship did not exist ($t = 0.06$, $p = .96$) (Table 17). Similarly, a statistically significant relationship was not found in the Generation X cohort either ($t = -0.84$, $p = 0.40$) (Table 18). Thus, from these findings, it is concluded that AL does not predict negligible absences. At least there was not any evidence found from this sample to suggest AL predicts these types of absences in either of the groups within the sample.

Table 17

Regression of Negligible Absences and AL of Millennial Generation Employees (N = 93)

Negligible Absences	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
ALQ	.09	1.67	0.06	0.96	-3.23	3.42
_cons	1.38	6.39	0.22	0.83	-11.31	14.07

Table 18

Regression of Negligible Absences and AL of Generation X Employees (N = 121)

Negligible Absences	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
ALQ	-.27	0.32	-0.84	0.40	-.91	0.37
_cons	1.24	1.09	1.14	0.26	-.91	3.40

Findings for Research Question 4

Research Question 4 examined whether the presence of AL influences Millennial generation employee perceptions of organizational justice and the propensity to engage in absence behaviors, as well as how the behaviors of that generation compare to those

behaviors of Generation X employees. After each independent variable's relationship was analyzed with the dependent variable of negligible absences, the goal was to ascertain what affect, if any, the presence of both independent variables had on the dependent variable. To further investigate this relationship, Hypothesis 4 (H4) was created.

H4: Authentic Leadership will moderate the relationship between Millennial employee perceptions of organizational justice and absence behaviors more than the interaction of Generation X employees.

Through a regression analysis as reported in Table 19, neither AL ($p = .96$) nor Organizational Justice ($p = .79$) predicted negligible absences of Millennial generation employees. Similar results were found (Table 20) in the regression analysis for Generation X with AL ($p = .40$) and Organizational Justice ($p = .48$). As indicated in both analyses, the presence of one independent variable (ALQ or OJM) did not depend on the presence of the other variable to predict absences. There still was not a statistical significance found with the interaction of AL removed.

Table 19

Regression of Negligible Absences and AL and Organizational Justice of Millennial Generation Employees (N = 93)

Negligible Absences	Coef.	Std. Err.	t	P > t	95% Conf. Interval	
ALQ	.092	1.67	0.06	0.96	-3.23	3.42
OJM	-.52	1.98	-0.26	0.79	-4.46	3.41
C.ALQ#C.OJM	.08	0.49	0.16	0.87	-.89	1.05
_cons	1.38	6.39	0.22	0.83	-11.31	14.07

Table 20

*Regression of Negligible Absences and AL and Organizational Justice of Generation X**Employees (N = 121)*

Negligible Absences	Coef.	Std. Err.	t	P > t	95% Conf. Interval	
ALQ	-.27	0.32	-0.84	0.40	-.91	0.37
OJM	-.27	0.37	-0.71	0.48	-1.01	0.47
C.ALQ#C.OJM	.079	0.10	0.81	0.42	-.11	0.27
_cons	1.24	1.09	1.14	0.26	-.91	3.40

Summary

Analysis of the data revealed employee perceptions of authentic leaders within their organization and employee perceptions of their organization's fairness of treatment of employees. The goal was to determine whether the aforementioned perceptions influenced avoidable absences (i.e., negligible absences) of employees and then to determine whether a difference existed between the two identified generation cohorts. Analysis of the data determined that valuable information was gathered from not only the targeted Millennial generation, but also from the preceding Generation X (GenX), which served as the comparison group. With close to an equal number of participants from both generations, it was determined that both samples could be used for comparison and identification of possible differences, if any, between generational cohorts.

Through isolation of the subsamples, comparison of the data revealed not much difference existed between the generation's perceptions of AL and Organizational Justice. Statistical analysis of the data showed that neither generation had a high number of avoidable or negligible absences. In fact, the data revealed that most participants

reported zero avoidable absences, while a good percentage of participants reported two or less avoidable absences.

Avoidable absences or negligible absences were described to participants to be those absences wherein the individual could have reported to work but decided not to report to work (i.e., no call/no show, didn't want to go, etc.). Negligible absences served as the dependent variable whereby each research question sought to ascertain whether there was any type of relationship between the specific independent variable and the dependent variable. Through regression analysis, it was determined that a statistically significant relationship was not found between AL and negligible absences, nor between organizational justice and negligible absences. It was also determined that the presence of AL did not impact the interaction of organizational justice to negligible absences, as a statistically significant prediction was still unfounded. Finding low numbers of negligible absences from participants may have contributed to the lack of finding full support of any of the study hypotheses.

CHAPTER V: DISCUSSION

One of the primary goals of business operations is to increase profits and reduce expenses. One of the major expenses organizations seek to reduce and control is employee absence. Employee absences from work are far costlier to organizations beyond that of the widely known monetary value of the employee's pay. When employees are absent for reasons beyond planned absences and legitimate illness, in the long term these costs can prove to be detrimental to organizations. Organizations may experience a reduction in productivity, diminished morale, loss of competitive advantage, and eventually employee turnover. The purpose of this quantitative, non-experimental study was to seek understanding of a possible relationship between organizational justice, AL, and employee absence behaviors, particularly avoidable absences. Through finding a relationship and seeking understanding of this relationship, organizations may be able to reduce or eliminate adverse costs.

AL theory, as posited by Walumbwa et al. (2008), was used as the framework for this research study. The AL theory served as the framework through which this study analyzed the relationship between organizational justice and absence behaviors. The interesting revelation found in this study was that most participants perceive their leaders to be relatively authentic, as the mean score recorded for the ALQ scale was 3.70 out of a possible 5.0.

Discussion of Findings

The positive mean score on the ALQ was not the only interesting finding in this study. Through the course of research for this study, both hypothesized and unanticipated

findings were realized. The following sections revisit the research questions of the study and then discuss the major findings for each question as presented in Chapter IV.

Discussion of Research Question 1

Research Question 1 explored the relationship between organizational justice and employee absence behaviors, particularly avoidable/negligible absences. Employees were asked to rank their supervisor's organizational justice behaviors using a 5-point scale. The 5-point scale consisted of the following rankings with 1 being the lowest and 5 being the highest score: 1—strongly disagree; 2—somewhat disagree; 3—neither agree nor disagree; 4—somewhat agree; and 5—strongly agree.

Findings for the OJM (Colquitt, 2001) and each subscale are reported in Table 7. Overall, employees rate their supervisor's organizational justice behavior as relatively fair on the OJM scale. In comparison of the two generations, Generation X and the Millennial generation, the Millennial generation rated their supervisors slightly higher on the OJM than Generation X. However, not finding a statistically significant difference between the two groups suggests the generations viewed their organization leaders similarly as it relates to organizational justice.

How study participants view organizational justice was important to this research question, as it served as one of the independent variables of the study, with avoidable/negligible absences being the dependent variable. After determining the correlation coefficients for both Generation X and Millennials, it was realized that, at best, there was a weak relationship between the two variables. The knowledge that correlation is not the same as causation, as well as finding a very weak relationship between the variables, led to conducting a regression analysis. A regression analysis was

conducted on the variables to determine how strong a predictor, if at all, organizational justice was on avoidable/negligible absences. This analysis also found that although both generations rated organizational justice high and absences low, the presence of organizational justice did not predict avoidable/negligible absences. Subsequently, the likelihood of this relationship existing in the population of this sample is extremely low or nonexistent. Thus, although support was not found for H1, this finding does not imply a relationship does not exist at all. It is possible this finding could have been a result of the overwhelmingly high number of zero reported avoidable/negligible absences from participants.

Discussion of Research Question 2

Research Question 2 explored the possible relationship between the two independent variables, organizational justice and AL. Respondents rated their leaders relatively high on both the ALQ and the OJM; these variables were found to be positively correlated ($r = .57, p < .05$). Consequently, as hypothesized, a positive relationship was expected and found between these two variables, indicating support for H2.

Positive organizational justice perceptions denote that employees view their organizational leaders as fair and ethical in their policies, procedures, information, interactions, pay, and rewards. Likewise, positive AL perceptions of organizational leaders indicate that employees essentially view their leaders as ethical, transparent, and impartial in their interactions, policies, procedures, etc. A positive relationship between organizational justice and AL can be advantageous for organizations and its employees.

Organizations rated high in organizational justice by their employees may experience lower turnover rates (Bernerth & Walker, 2012; Choi, 2011; Tremblay, 2010);

low instances of theft (Spector et al., 2006); high job satisfaction (Choi, 2011; Haar & Spell, 2009); and high job commitment (Ambrose & Schminke, 2009). Organizations with leaders rated high in AL may experience high job engagement, high organizational citizenship behaviors among employees, and lower rates of counterproductive workplace behaviors (Liu et al., 2018; Walumbwa et al., 2010). Additionally, while not statistically supported in this study, these organizations may experience lower instances of avoidable and negligible absences, as employees are more likely to report to work when they have a leader who walks the talk and an organization that is fair and ethical in its relations.

Discussion of Research Question 3

Research Questions 3 explored the relationship between the independent variable of AL and the dependent variable of employee avoidable/negligible absences. Employees were asked to rank their supervisor's AL behaviors using a 5-point scale. As with the OJM (Colquitt, 2001), the 5-point scale consisted of the following rankings with 1 being the lowest and 5 being the highest score: 1—strongly disagree; 2—somewhat disagree; 3—neither agree nor disagree; 4—somewhat agree; and 5—strongly agree.

Findings for the ALQ (Walumbwa et al., 2008) and each subscale were reported in Table 6. Overall, employees rated their supervisor's AL behaviors as relatively high on the ALQ scale. In a comparison of the two generations, Generation X and the Millennial generation, the generations were nearly the same. The Millennial generation rated their supervisors slightly higher on the ALQ than Generation X. Again, a statistically significant difference between the two groups was not found thereby suggesting the generations viewed their organization leaders similarly as it relates to AL.

Participants' perceptions of AL were central to this research question, as AL served as one of the independent variables of the study, with avoidable/negligible absences again being the dependent variable. After determining the correlation coefficients for both Generation X and Millennials, it was realized that, at best, there was a weak to nonexistent relationship between these two variables. Based on these findings, the decision was again made to conduct a regression analysis on the variables to determine how strong a predictor, if at all, AL was on avoidable/negligible absences. Similar to organizational justice, the regression analysis indicated that although both generations rated AL high and absences low, the presence of AL did not predict avoidable/negligible absences. Subsequently, the likelihood this relationship exists in the population of this sample, is extremely low or nonexistent. While support for H3 was not found, this should not infer that the presence of authentic leaders in organizations does not have a positive impact on the behavioral decisions of employees. It does, however, mean that for this study, as designed, there was insufficient evidence found to support an assertion. Similar to the organizational justice variable, it is possible this finding resulted from the overpoweringly high number of zero reported avoidable/negligible absences from participants.

Discussion of Research Question 4

Research Question 4 explored how the presence of AL influences Millennial generation employee perceptions of organizational justice and their propensity to engage in avoidable/negligible absences as compared to Generation X employees. Findings from prior research questions herein did not support a correlation between organizational justice or AL (independent variables) and avoidable/negligible absences (dependent

variable). Findings also did not support organizational justice or AL as predictors of avoidable/negligible absences. Additionally, regression analysis determined that the presence of AL did not change the interaction of organizational justice and avoidable/negligible absences. These findings were consistent across both generational samples but the purpose of RQ4 was to examine how the findings in one generation, the Millennial generation, compared to those of Generation X.

Results from regression of both generations, organizational justice and AL collectively, on avoidable/negligible absences indicated a minor difference in Millennial and Generation X generations. This difference was not a significant difference to definitively support H4. While support was not found for H4, this finding is not surprising as a consequence of the similar scale ratings given by participants, as well as the lack of absences reported. Again, it is believed the overwhelmingly high number of avoidable/negligible absences skewed the data for all research questions.

Limitations

There are a few known limitations of this study that may have impacted the findings. The first of these limitations occurred during the course of data collection as the world faced unprecedented times when a global pandemic altered lives and the normal course of business throughout the US. Social distancing requirements resulted in many employees, including potential survey participants, being laid off, furloughed, or forced to work from home. Changes such as these, in the daily lives of people and how organization leaders handled the pandemic, may have impacted participant recall and participant response rate. Low response rates after the first two weeks of survey dissemination and posting on the website and social media pages of the networking

organization led to the survey window being extended longer than originally planned. To increase the participation rate, organization members and survey participants were asked and reminded to post and share the survey link on their respective social media pages. The prolonged data collection window and the social media reminder led to a substantial increase in the number of completed surveys.

Given the drastic increase in completed surveys after the social media boost, it became nearly impossible to attribute study findings solely to the membership body of the Midwestern professional networking association. While this outcome was fortuitous, receiving participants from throughout the US was welcomed and appreciated. Having respondents from outside the proposed sample area lends support to generalizability of findings, as it indicates the responses are not a result of an unidentified geographic phenomenon.

Another limitation that may have impacted the findings of this study was the decision by the professional networking association to not e-mail or promote the survey and survey link after the originally agreed upon dissemination schedule. This decision allowed for the original dissemination posting, one follow-up e-mail, and one repost on their social media websites. Lack of promotion and subsequent support may have resulted in lower response rates from the actual association members.

Implications for Practice

The current study did not find support for organizational justice and AL perceptions as predictors of avoidable and negligible absences. Though statistically significant support was not found in this sample, this does not necessarily preclude these perceptions as precursors in an employee's propensity to be absent. Absenteeism is an

outward indicator of an underlying issue. Authentic leaders should leverage their strengths such as sincerity and integrity to create environments conducive to trust and accountability, which in turn will help redirect and develop employees.

From this study, one may even surmise that given employees in this sample perceived their leaders to be authentic and fair overall, this may be the reason self-reported employee absences were low or non-existent. Therefore, it is also recommended that organizations strive to maintain communicative environments with fair policies, procedures, pay and rewards systems with leaders in place who are authentic in their interactions and practices with all employees.

Equipping organizational leaders with AL skills and practices such as being transparent in the timely and appropriate sharing of information helps to build trust and conveys value and importance to employees. Thus, leaders should practice and hone skills like self-awareness and impartiality, which increase employee engagement and loyalty. For organizations with high absenteeism rates, getting to the root cause behind the absences is paramount to rectifying the issue. Through self-awareness, balanced processing, moral and ethical reasoning, and transparency, authentic leaders create environments of sincerity, efficacy, trust, and accountability that are beneficial in the identification and redirection of employees with high absences.

Finally, while there was no statistically significant difference found between the two generations in this study, this research has shown that as younger employees enter the workforce, there may be certain traits and behaviors that justify a leader being intentional in leading a younger workforce differently. However, there is still work and research to be done.

Recommendations for Future Study

The lack of finding evidentiary support does not imply this study was unsuccessful, as this outcome could have been attributed to one of a multitude of possibilities. The size of the sample, the interpretation of the survey items, or the limited number of absences employees have at their disposal are just a few of these possibilities. Based on the aforementioned possibilities, the following recommendations as presented herewith may yield alternate findings.

To increase the probability of yielding alternate survey findings, it is recommended this study be replicated using employees and their supervisors from organizations large enough that will allow generalizable inference to be made. Also, having a generationally diverse sample within the same organization may unveil more accurate leadership styles of organization leaders, as well as more accurate employee perceptions of leaders. Furthermore, it would be expected that with the use of a cooperative organization as the sample, the researcher would have knowledge of the organization's absence policies and would also have access to employee absence data for accuracy and comparison to the self-reported data provided by participants.

While the sample size in this research included more than 200 responses, a larger number of responses would have resulted in more data collected. Additional data could possibly indicate a trend in absences or a lack thereof. Perhaps utilizing mixed methodology, including both quantitative and qualitative research methods like focus groups, interviews, narrative analysis, or Q-sort methodologies, a study may yield more informative results than the survey method alone, especially in the examination of behavioral outcomes. Incorporating a qualitative research design along with a

quantitative research design could allow the researcher to probe further and then create a narrative based on the information uncovered. Conducting a strictly quantitative research study when seeking to learn more about the subject's behavior and decision-making process does not provide a comprehensive depiction of the phenomenon.

Conclusion

Employee absence from work continues to be a costly expense for employers in the US. Absences from work, particularly negligible absences that are those avoidable by the employee but are taken by choice, could possibly be manageable or perhaps preventable, if understood. Understanding intergenerational differences and similarities can potentially bridge the gap between organization leadership and employees in the workplace. In an effort to contribute to the literature on AL theory and generational diversity, this study sought to examine the perceptions of leadership between two generations, Generation X and the Millennial generation. Through an exhaustive review of related literature, it appears that various characteristics such as values, motivating factors, and expectations are progressively changing as young workers enter the workforce. For example, Generation X was the first generation to be known to value a work/life balance and to value their personal lives more than their careers or their employers. Since this generation, Millennials have been characteristically known to place an even greater emphasis on a work/life balance and to have even less loyalty to their organizations. It is anticipated that as time continues to evolve, the iGen generation will become known for this characteristic as well.

Although it is difficult to definitively extricate the differences and similarities that can be attributed to generational diversity, what appears to be consistent is that more

increasingly employees seek and are more receptive to authentic leaders who say what they mean and mean what they say. Organizations who employ these types of leaders, specifically authentic leaders, are in a better position to recruit, hire, and retain the best and most qualified workers. By doing so, these organizations may thereby prevent avoidable absences and create a competitive advantage that may be lucrative for the organization and, subsequently, its employees.

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APPENDIX A: COMPREHENSIVE SURVEY

14/2020

Qualtrics Survey Software

Demographics: Indicate the response that best describes your current situation.



IMPLIED CONSENT DOCUMENT

Project Title: Survey of employee attitudes toward organizational fairness
Investigator: Ebony Spencer-Muldrow, Educational Leadership Doctoral Program; e-mail: ebony.spencer-muldrow@spencer.wku.edu

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your agreement to participate in this project.

You must be 18 years old or older to participate in this research study.

A basic explanation of the project is written below. Please read this explanation and email the researcher with any questions you may have. If you then decide to participate in the project, please continue to the survey. You should keep a copy of this form for your records.

- Nature and Purpose of the Project:** The purpose of this study is to learn whether having an authentic leader alters employee absence behaviors.
- Explanation of Procedures:** You are invited to participate in an online survey. The survey consists of 50 items and should take less than 10 minutes to complete.
- Discomfort and Risks:** There are no known or anticipated risks associated with the completion of this anonymous survey.
- Benefits:** Survey results shall contribute to the literature on organizational justice and authentic leadership theories. Additionally, survey results may be used to suggest practical approaches organizational leaders can utilize in leading diverse workforces.
- Confidentiality:** No items on the survey make it possible to identify survey respondents; thus responses will remain anonymous. Records will be viewed, stored, and maintained in private, secure files only accessible by the P.I. for three years following the study, after which time they will be destroyed.
- Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Your continued cooperation with the following research implies your consent.

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Robin Pyles, Human Protections Administrator
TELEPHONE: (270) 745-3360

(Revised August 2018)

2. Age

3. Gender

4. Marital Status

5. Do you have any children

6. Highest level of education completed

7. Employment Status

8. Number of years with your current employer

9. Industry segment you currently work in

10. Please specify your race/ethnicity

Authentic Leadership Questionnaire

11. Instructions:

The following survey items refer to your leader's style, as you perceive it. Judge how frequently each statement fits his or her leadership style using the following scale:

My Leader:

	Authentic Leadership				
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Says exactly what he or she means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admits mistakes when they are made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages everyone to speak their mind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tells you the hard truth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays emotions exactly in line with feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates beliefs that are consistent with actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Authentic Leadership				
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Makes decisions based on his or her core values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks you to take positions that support your core values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes difficult decisions based on high standards of ethical conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solicits views that challenge his or her deeply held positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes relevant data before coming to a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens carefully to different points of view before coming to conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks feedback to improve interactions with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately describes how others view his or her capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows when it is time to reevaluate his or her position on important issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows he or she understands how specific actions impact others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. NOTE: The Authentic Leadership Questionnaire (ALQ) has been used with written permission from the original authors. Copyright © 2007 Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa. All rights reserved in all medium. Published by Mind Garden, Inc. www.mindgarden.com.

Organizational Leadership

13. Distributive Justice

In answering the following statements, indicate the extent to which you perceive fairness in the outcomes resulting from workplace related decisions your department leader/immediate supervisor makes.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Does your compensation (pay/monetary rewards) reflect the effort you have put into your work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is your compensation (pay/rewards) appropriate for the work you have completed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your compensation (pay/monetary rewards) reflect what you have contributed to the organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is your compensation (pay/monetary rewards) justified, given your performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Procedural Justice

In answering the following statements, indicate the extent to which you perceive fairness in the processes, policies, and procedures your department leader/immediate supervisor makes.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Have you been able to express your views and feelings during those procedures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you had influence over the decisions arrived at by those procedures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have those procedures been applied consistently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have those procedures been free of bias?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have those procedures been based on accurate information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you been able to appeal the decisions arrived at by those procedures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have those procedures upheld ethical and moral standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Interpersonal Justice

In answering the following statements, indicate the extent to which you perceive your department leader/immediate supervisor (person who enacts procedures) shows concern for employees in regard to the consequences of workplace related decisions.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Has (he/she) treated you in a polite manner?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has (he/she) treated you with dignity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has (he/she) treated you with respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has (he/she) refrained from improper remarks or comments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Informational Justice

In answering the following statements, indicate the extent to which you perceive your department leader/immediate supervisor (person who enacts procedures) provides you with the necessary information regarding policies, procedures, and changes, etc. in the workplace.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Has (he/she) been candid in (his/her) communications with you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has (he/she) explained the procedures thoroughly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Were (his/her) explanations regarding the procedures reasonable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Has (he/she) communicated details in a timely manner?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has (he/she) seemed to tailor (his/her) communications to individuals' specific needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Note. The Organizational Justice Measure is copyrighted by Colquitt, Jason A. (2001) Used with permission.

Absenteeism

18. Absence Behaviors:

Please answer the following questions regarding your absences from work during the past 6 months.

19.

During the past 6 months, how many total days have you missed from your job? Do NOT include scheduled time off for vacation, holidays, etc.

20.

During the past 6 months, how many days have you missed from your job due to transportation or childcare/family responsibilities?

21. During the past 6 months, how many legitimate and unavoidable days have you missed from your job due to illness or injury?

22. During the past 6 months, how many days have you missed from your job due to personal and avoidable reasons (i.e. job search, call in, no call/no show, didn't feel like working)?

Block 4

23. With completion of this survey, you are eligible to enter a raffle drawing for one of several \$25 gift cards. To enter, please provide your name and e-mail address. All personally identifiable information will be destroyed after the raffle winners are selected and will not be used for any other purposes or shared with anyone other than the principal investigator.

APPENDIX B: WKU IMPLIED CONSENT DOCUMENT



IMPLIED CONSENT DOCUMENT

Project Title: Survey of employee attitudes toward organizational fairness

Investigator: Ebony Spencer-Muldrov, Educational Leadership Doctoral Program; e-mail:
ebony.spencer-muldrov@topper.wku.edu

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your agreement to participate in this project.

You must be 18 years old or older to participate in this research study.

A basic explanation of the project is written below. Please read this explanation and email the researcher with any questions you may have. If you then decide to participate in the project, please continue to the survey. You should keep a copy of this form for your records.

1. **Nature and Purpose of the Project:** The purpose of this study is to learn whether having an authentic leader alters employee absence behaviors.
2. **Explanation of Procedures:** You are invited to participate in an online survey. The survey consists of 50 items and should take less than 10 minutes to complete.
3. **Discomfort and Risks:** There are no known or anticipated risks associated with the completion of this anonymous survey.
4. **Benefits:** Survey results shall contribute to the literature on organizational justice and authentic leadership theories. Additionally, survey results may be used to suggest practical approaches organizational leaders can utilize in leading diverse workforces.
5. **Confidentiality:** No items on the survey make it possible to identify survey respondents; thus responses will remain anonymous. Records will be viewed, stored, and maintained in private, secure files only accessible by the P.I. for three years following the study, after which time they will be destroyed.
6. **Refusal/Withdrawal:**
Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Your continued cooperation with the following research implies your consent.

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Robin Pyles, Human Protections Administrator
TELEPHONE: (270) 745-3360

(Revised August 2018)

APPENDIX C: E-MAIL INVITATION

Dear Participant,

My name is Ebony Spencer-Muldrow, a doctoral candidate at Western Kentucky University. I am conducting a research study regarding workplace fairness perceptions and behaviors. The purpose of this study is to gain further insight into the factors that contribute to workplace decisions. Your responses may provide useful insights to organization leaders.

The online survey should take 10 minutes or less to complete. Your responses to this study will remain anonymous and confidential as only aggregate data will be reported. Consent to participate in the study is determined by the completion and submission of the survey. For your participation in this study, you can elect to submit your name and e-mail address for entry into a random raffle drawing for \$25 gift cards. If you choose to be entered into the random drawing, your contact information will not be associated with your responses.

Should you have any questions about this study, please contact me at ebony.spencer-muldrow@topper.wku.edu. If you have additional concerns regarding this research or study, please contact Dr. Antony Norman (Dissertation Chair) at tony.norman@wku.edu.

Follow this link to take the survey:

https://wku.co1.qualtrics.com/jfe/form/SV_bjyqS7aZpirKB6Z

Thank you in advance for your time and participation in this study!

Sincerely,

Ebony Muldrow, MBA, MA
Educational Leadership Doctoral Candidate
Western Kentucky University
ebony.spencer-muldrow@topper.wku.edu

APPENDIX D: IRB APPROVAL LETTER



*INSTITUTIONAL REVIEW BOARD
OFFICE OF RESEARCH INTEGRITY*

DATE: March 12, 2020

TO: Ebony Spencer-Muldrow, Ed.D
FROM: Western Kentucky University (WKU) IRB

PROJECT TITLE: [1572953-1] Generational diversity: Absenteeism examined through the Millennial generation's perception of organizational justice and authentic leadership.

REFERENCE #: IRB 20-229
SUBMISSION TYPE: New Project

ACTION: APPROVED
APPROVAL DATE: March 12, 2020

REVIEW TYPE: Exempt Review

Thank you for your submission of New Project materials for this project. The Western Kentucky University (WKU) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Exempt Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by an *implied* consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a MINIMAL RISK project.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Robin Pyles at (270) 745-3360 or irb@wku.edu. Please include your project title and reference number in all correspondence with this committee.

APPENDIX E: AUTHENTIC LEADERSHIP QUESTIONNAIRE PERMISSION

Ebony Spencer-Muldrow



To whom it may concern,

This letter is to grant permission for Ebony Spencer-Muldrow to use the following copyright material for his/her research:

Instrument: *Authentic Leadership Questionnaire (ALQ)*

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

Copyright: *2007 by Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa*

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "F. Walumbwa", written over a light blue horizontal line.

Mind Garden, Inc.
www.mindgarden.com

APPENDIX F: ORGANIZATIONAL JUSTICE MEASURE PERMISSION



Organizational Justice Measure Version Attached: Full Test

Note: Test name created by PsycTESTS

PsycTESTS Citation:

Colquitt, J. A. (2001). Organizational Justice Measure [Database record]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t03634-000>

Instrument Type:
Test

Test Format:
5-point scale with anchors of 1 = to a small extent and 5 = to a large extent.

Source:
Colquitt, Jason A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, Vol 86(3), 386-400. doi: 10.1037/0021-9010.86.3.386

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