WOMEN LEADERS ACROSS THE GENERATIONS
THEIR LEADERSHIP JOURNEYS, SIMILARITIES AND DIFFERENCES
Introduction

It is our belief that women have always had leadership roles in society. In ancient literature, myths and stories, we can find exceptional women taking significant leadership roles for specific purposes. Greek and Roman Goddesses, and several female sages and seers are mentioned in the *Upanishads*, the philosophical part of the *Vedas* in Hindu religion. In Judaism, Christianity and Muslim holy books, you have exceptional women playing significant roles that further religious life and story. In the more informal structures of the day, and throughout the past centuries, women have played a vital role in the economic and family structure. All of this does not negate the issues women have faced throughout history.

You cannot look at the last 100 years of women’s leadership without acknowledging the feminist movement in the United States (Rampton, Tavanna, U.S. History). In large part, the success of the feminist movement was driven by a favorable confluence of economic and societal changes. During World War II, women entered the workforce to support the war effort and worked in many untraditional jobs to replace the men who were serving in the war. After World War II, the boom of the American economy outpaced the available workforce, making it necessary for women to fill new job openings. Meanwhile, as expectations for a comfortable middle-class lifestyle rose, having two incomes became critical to achieving this lifestyle, making women’s participation in the workforce still more acceptable.

In fact, the first, second and third wave of feminism in the United States runs parallel to the five generations of women born in the 20th century (Howe & Strauss), the four generations of women who are alive today, and the three generations that are in the workforce. The first wave of feminism focused on the suffrage movement which led to women attaining the right to vote in 1920. The Veterans Generation (born 1905 – 1924) and Silent Generation (born 1925 – 1945) were the recipients of this first wave of women suffrages. The second wave of feminism impacted the Baby Boomers (born 1946-1963) and Generation X (born 1964-1980). The second wave of feminism was concerned with the issues of social attitudes and economic, reproductive and educational equality between the genders and addressed the rights of female minorities. This movement spanned from 1963-1982 and explored economic equality, political power at all levels, professional equality, reproductive freedoms, sexuality, issues within the family, and educational equality, among many other issues (Rampton).

Previous standards on women’s research has seemed to center more on the feminist writers of the 60’s and 70’s with Betty Friedan’s book, *The Feminine Mystique*, addressing the frustrations of 38% of American women who worked in 1960 and were largely limited to jobs as teachers, nurses or secretaries. At that time, less than six percent of women were doctors, less than three percent were lawyers and less than one percent were engineers. Working women were routinely paid lower salaries than men and denied opportunities to advance (US History).

The third wave of feminism, revived in the 1990’s, is impacting the Millennials (born 1980-1996) and, to some extent, Gen X. It also has a reverberation back to the Baby Boomers. The women of the third wave have stepped onto the stage as strong and empowered, eschewing victimization and defining
feminine beauty for themselves as subjects instead of objects of sexist patriarchy. They challenge the very notion of gender and refuse to think in terms of “us-them” or in some cases, to identify themselves as feminists at all. This view sees differences in ethnicity, class, and sexual orientation as characteristics to be celebrated and to be recognized as dynamic, situational and provisional (Rampton). We are just starting to hear from the third wave—the millennial women who are now entering and establishing themselves in the workplace today. What we do know is that millennial women are more highly educated, more confident, and consider opportunities for career progression the most attractive trait in an employer. They see diversity and equality as a given. Work-life balance and flexibly drive their engagement and they see routine feedback as a part of the flow of work-life expectations (Flood).

Generational studies is a conceptual theory that William Strauss and Neil Howe presented to the public in a provocative analysis they published in a book entitled Generations in 1991. This theory uses US Census data, including birth cycles, to define a generation. Cultural, social, and economic events psychologically differentiate the generations as well. If we think about the waves of feminism in terms of cultural, social, and economic events that marked and surrounded the women of the Baby Boomer, Generation X, and Millennial value development, we can begin to see the shifts as a more holistic and integral movement, not just an ideology or theory (Twenge & Campbell).

The three generations of women in the workforce today consist primarily of the following: Baby Boomers (ages 51-68 in 2015), Generation X (ages 34-50 in 2015) and Millennials (ages 19-33 in 2015). Each of these generations of women share distinct historical events that create a unique cauldron of experiences that shape views related to gender at work and at home.

For example:

**Baby Boomers** – Although there were significant events that impacted this generation as a whole (Vietnam War, Watergate, and the assassinations of Martin Luther King and John F. Kennedy), several events impacted women specifically such as the passing of the Civil Rights Act, which provided gender equality as law in 1964, and the introduction of birth control, which provided reproductive control for women.

**Generation X** – This generation was marked by a technology boom and a period of civil and global change. The recession and layoffs of the 1980’s, the Gulf War, the Challenger Explosion, the falling of the Berlin Wall and the Cold War coming to an end were significant events for this generation. As latch key kids, women from this generation in general were raised to be
They experienced the outcomes of the feminist movement, which included Title IX and Roe vs Wade, as well as the struggle to balance work and home. The expectation for this generation was that they could do both and have it all.

**Millennial Generation** – Defining events for this generation include 9-11, Columbine shootings, Oklahoma City bombing, and the Iraq War. These events were laden with messages that not only was the world no longer safe, but our communities were no longer safe. Therefore, these women were watched over and protected by their parents who wanted and believed that only the best is good enough for their children. For women from this generation, a high bar of attainable perfections was created. While this generation brought savvy technology skills, a collaborative mindset and a group of women who were achievement oriented, it also brought about a deep anxiety around failure and a fear of not being ‘good enough’.

When we then look at the last 30 years of research on women’s leadership it gives a larger context to help understand changes and subtle shifts, as well as classic barriers, in women’s leadership development. Research institutes such as Pew and Gallop have been tracking trends in this area of women in the workforce for 30 years. Since 1990, we began to see research coming out of academic institutions looking at the phenomena of women leadership development, women leadership styles, and leadership gender bias. We believe the impetus of this research is that, despite the years of progress by women in the workplace (they currently hold more than 40% of all managerial positions in the US), within the C-suite they remain rare (Eagly & Carli). Most notably, only 2% of CEOs are women and only 15% of the seats on the boards of directors are held by women. In 1986, the Wall Street Journal published an article that coined the phrase ‘The Glass Ceiling’ for what women faced as they moved up the corporate ladder.

“Only 2% of CEOs are women and only 15% of the seats on the boards of directors are held by women”

The Harvard Business Review, and other research-centric publications, have studied women’s styles of leadership, women’s successes in leadership, and the barriers women face in leadership (DeRue & Ashford, Ely & Rhode, Ibarra & Petriglieri, Kolb, Ely, Ibarra & Kolb). Recently we have seen second-generation gender bias (Ibara, Ely, & Kolb) that arises from cultural assumptions and organization structures, practices and patterns. It is no wonder that it hasn’t been until the last decade or so that the bulk of research has surfaced on women in leadership. Sheryl Sandberg’s book *Lean In*, and Anne-Marie Slaughter’s provocative article *Why Women Still Can’t Have It All* in The Atlantic, both shared their personal experiences, their personal leadership journeys, and lessons they learned along the way. These two women, amid the storm of media attention and backlash, suggest that we are not even close to being done with the gender conversation.

Underneath all of this research and recorded experience are questions our team has been asking: What differences or similarities do the three generations of women in the work place have in common? Have the barriers changed? Have stereotypes shifted? How have the generational markers and cultural changes impacted the way women show up in the workplace? And what are the implications for the future?
Our Research

Interview Questions

With this in mind, we developed an interview guide for the generational women leaders we hoped to interview. We went out to a broad network of women leaders and began to look for women who we could interview that came from the three generations and represented the diversity we were looking for in our study. We then reached out to the various women who were brought to our attention and asked them if they would be willing to be interviewed.

We started with a series of background leadership questions and more specifically a series of questions that sought to explore women’s leadership experiences from a value shaping perspective more in line with generational shifts (Appendix A – Interview Questions).

Methodology

Our research used a qualitative research process with a phenomenological (lived experience) approach. We chose to interview 15 women who were presently in leadership positions in companies (both for-profit and non-profit) throughout the United States. We interviewed five women from each generation, including the cusp generations which encompass those who were born on the line of a generational shift. Each generation included a CEO/Executive Director, an entrepreneur and those in senior roles in companies. We looked for diversity in race and gender preference. The age range of our group was 25-72 years old. These interviews were recorded and transcribed verbatim. We used the transcripts to identify themes and patterns of both differences and similarities (Appendix B – Demographic Questions).

![Current Leadership Positions of Interviewees](chart.png)
As we began our interviews, several common themes became apparent. As the interviews progressed, those themes were affirmed in our continued conversations. The first common theme amongst all of the women from all three generations was their demonstration of a Learning Mindset. We define a learning mindset as a way of conceptualizing ideas and a willingness to learn from others. The second theme was Resiliency. We defined resiliency as the spirit of flexibility, elasticity—a suppleness that allows for quick recovery. The third was what we called Respect for Differences, which is defined as an intentional, purposeful decision the leaders made to surround themselves by people who were different from themselves. Finally, Stewardship is what we called this purposeful ethic that embodied the responsible planning and management of resources found to be common in all the leaders.

Below we share with you some of the statements across the generational leadership that support and emphasize the themes we identified.

**Learning Mindset**

When one leads from this place, one is willing to ask questions, learn from mistakes and make changes as needed. They glean knowledge and ideas from others and work to integrate these ideas into their work. As each of the leaders we interviewed emerged into leadership roles, they all shared ways in which they learned how to lead. This was true across the generations of women we interviewed.

For example, one women said, “I realized it was a mistake and learned from it.” Another stated, “I want to be around smarter people than me.” Yet another said, “I don’t want to be the smartest one in the room.” Finally, one of our interviewees described a learning mindset by saying, “While I want certainty and safety, I also strive for challenge. I realize that I am resourceful and I have the confidence to figure it out.”

“I don’t want to be the smartest one in the room.”

When asked about what she looks for in choosing people to be a part of her relationship circle, one interviewee stated, “One of the characteristics I look for is absolutely optimism. It really matters to me that people have a future-prospecting mind...that they are willing to look to future options and not be quick to point out reasons something cannot be done.”

Support that came through families and mentors encouraged the learning mindset. We found that across the generations, the women leaders expressed that they had come from supportive families.
or had mentors that encouraged them to do what they wanted to do in life as evidenced by the following examples:

“No matter what I did, my mom recognized there was value in it. When I went to work at the dude ranch, my mom said, ‘I bet that will be a terrific experience and you will learn a lot about people’ as opposed to saying ‘what the hell are you doing with your life?’ My mom has always been a very realistic champion.”

“I never heard ‘you can’t do that.’ I was taught that women had the freedom to be educated, freedom to choose, freedom to be wage earners. The message was not only ‘you can do it’ it was ‘you should be doing it because it is an important contribution to the world.’”

“I think my mom always told me that I could do great things and that I was a leader…She had always given me that self-confidence. But I just felt like it was because she was my mom and that was what she was supposed to say. When I was able to do those things and was successful at them, that’s when I realized it wasn’t just mom making me feel good. There was merit in the words she was giving me.”

They also expressed that they had mentors throughout their lives that helped them identify which direction they wanted to go on their leadership journey, as evidenced by the following statements:

“Mentors impacted my journey immensely. They gave me guidance, confidence, support and advocacy.”

“The two women who were my supervisors…to see their success and see what they were doing in executive roles was great. They then turned to me and said, ‘you can totally do this. You have the skills and the ability to take my place.’ I got the message that I could do that and grow into something more than what I was.”

Resiliency

Within the group of generational women, the theme of Resiliency arose. Resiliency is described as the spirit of flexibility, elasticity—a suppleness that allows for quick recovery. When faced with challenges, the women shared stories of how they sprung back from situations without surrendering or quitting. Again, across the generations we heard statements like, “I don’t get stuck in a world of what I can’t. I focus on what I can” and, “I believe strongly that the world is how you envision it. When someone tells me I can’t do something, it gives me more of a reason to figure out how to do it.”

When we asked our interviewees what kind of limiting messages might they have received, one women leader stated, “I just ignored them. I would not take it too personally.” We were quite surprised that very few interviewees expressed being given limiting messages that made a negative impact on their way of thinking or being. And, when they did hear these messages, it was typically in adulthood. These women leaders expressed that their response was to either 1) ignore these
messages and continue on their leadership journey or 2) listen to the negativity, and then choose to work harder to prove the message giver wrong. The following are examples of both responses:

“Limiting messages are more like challenges to figure out, a puzzle to solve.”

“I received limiting messages and I simply ignored them.”

“Several people said, ‘you’re stupid to do this, they’re (new employment company) not going to be around in five years,’ but taking that job was the best thing I ever did. That was in 1994. I have been there 20 years now.”

“Probably because of my intelligence, I have often figured out a way to go around whatever obstacle was created, whatever limit was put on me.”

“I have received limiting messages, but I was not raised to embrace them. I was raised to reject them and move on. I don’t waste time with them.”

Respect for Differences

The women we interviewed talked about how they seek to surround themselves with people that are different than them—different in the ways they think, learn, are motivated, and in things they value as well as different in cultural overlays, language, religion, economics, etc. When a person is open to learning, they are motivated to learn even from individuals who look or think differently than themselves. Throughout the generations, having a respect for differences has helped foster the ability to learn from and be inspired by a variety of perspectives and ideas.

In turn, the women’s leadership development was influenced by many and the breadth of their leadership skillset is present. Statements that emphasize this theme include:

“When I run across a difficult personality, I think to myself: what they are here to teach me?”

“I like a variety of people to inspire my thinking. Diversity is helpful for me.”

“Some of my employees have values that are strong and present that I don’t have and that’s helpful for me. It helps me raise the bar on what it would look like to cultivate those in myself.”

Stewardship

Stewardship can be defined as an ethic that embodies the responsible planning and management of resources. Many of the women expressed that when their staff or employees achieved a goal, they themselves felt great pride. They provided mentoring opportunities with the belief that they could be of service to their staff in order for their staff to then be of service to others. These leaders also expressed the many ways in which they provided opportunities for their staff in order to “give them a chance.” Additionally, in all the women leaders, we saw a strong desire to connect with others within their teams, staff, and communities.

One of the women leaders spoke to this notion by saying, “Everybody should have an opportunity and if they can’t match the level where you would like to see them or where they are trying
to get to, there is a place where they can fit and work, and if you can find that, it is a win/win. I feel very strongly about that.” Another mid-career leader mentioned, “There is a lot of value in seeing exactly who you are because people are going to work with people who they enjoy talking to and enjoy being around, and people who they trust. In order to build that trust you have to build that relationship. In the beginning, I didn’t understand that and may have been afraid of that, but now I know that relationship building is probably the most important part of being a leader in any capacity.”

Yet another mid-career leader expressed it this way, “I have never thought of what I do as anything more than working with a group to get something accomplished. When the experience is such that the group I am working with accomplishes a strategy we are working on, there is a sense of pride in that...a very much collaborative and work together to get it done environment. As much as I love being that leader, in some ways it is just another job in the organization, working alongside many other important jobs.”

One of the senior leaders stated, “I lead from my heart now... a lot more. I am still very analytical and my head is a part of the decision making process, but I have given myself freedom to lead from the heart. I truly enjoy the people that I work with. I built this team and love these people.”

And finally a young leader said, “Believing that I can make an impact and help others...that’s what fuels me.”

Differences

Now that we have provided examples of the commonalities among the different generations of women leaders (Learning Mindset, Resiliency, Respect for Difference and Stewardship), let’s look closer at the differences. Prior to beginning the interviews, we assumed one large difference among the different generations would be that the Baby Boomers (the oldest generation of women still in the workforce) received more limiting messages and had to fight harder for inclusion in the workplace than generations younger than them. That safe assumption turned out to be incorrect. As stated before, the women spoke of few limiting messages. This is not to say that limiting messages were not present, but just that when these messages were received, they did not make a marked impact on the leader’s journey.

A theme that was noted as being a difference among the generations and how they show up in the workplace was that even though the millennial women leaders interviewed had less leadership work experience (for obvious age reasons), when they entered the workforce, they were not fearful of asking for leadership positions. They all spoke of having a desire for a leadership position, then simply asking
for it. One young leader told us, “I am at the point now that I know that I have to speak up about my strengths. Even if I’m not feeling as secure about things, I have to keep talking about what I am good at and what I am capable of and ask for what I want.” Another young millennial leader told us, “I left my previous job because I knew that I wanted a job where I could not only be a peer leader, but also a manager. At my current employer, I have the opportunity to have direct reports. Sometimes my age makes it difficult. I want my reports to respect me, but I am really close in age to a lot of them, so I am trying to balance that—being respected for my position, but also having a relationship with them as colleagues.”

Comparatively speaking, women leaders in the Baby Boomer and Gen X generations did not share stories of asking for leadership positions upon entering the workforce. Their shift into leadership roles seemed to come after working their way up the corporate ladder.

Barriers, Stereotypes and Cultural Shifts

As a part of this research project, we were curious if the barriers and stereotypes for women had shifted across these three generations and if generational markers and cultural shifts had made a difference in how women are perceived in the workplace. It is interesting to note that women leaders from all three generations shared experiences of ageism, racism, and sexism in the workplace. This being said, cultural shifts have not taken place as fast as we had hoped. These were factors that did play a part in their leadership journeys, however, each of these women leaders recognized the messages they were receiving and made conscious choices to focus on what they could offer in their position and keep their focus on their goals.

The women in our leadership study are working in advertising, engineering, law, manufacturing, service industry, armed forces, construction, law enforcement, and finance. They are from non-profit and for-profit organizations as well as big, medium and small businesses. They are from both corporate and entrepreneurial businesses. Some of these areas of work have been predominately male
dominated businesses. Across the generations, these leaders shared the bias they experiences in their work worlds. Here are a few examples:

“I notice in networking situations that it can sometimes be tricky. The men have this manly comradery and I won’t have that with them because of my gender. It is an uphill battle of being taken seriously and I’m not here to flirt with you.”

“There is definitely gender bias in the world. I don’t like to say that, but I do believe it. I love that phrase ‘mansplaining’. If a woman says something people may not hear it, but if a man says it, the people will definitely hear it. It doesn’t help to get upset about it, but to bring attention to it will hopefully help drive change.”

“With African American women in leadership in general, our greatest challenge is the stereotype of the ‘angry black female’. It’s a struggle. That is a label that people are quick to place on us.”

“Now I find that one of the things I am beginning to experience is being discounted because of my age. And I really feel that is more about age than being female.”

Research Implications

Leadership Journey

Generational Similarities and Differences

One question we asked all of the women who participated in our research was, “When did you know they were a leader?” Almost unanimously the response was that they always knew they were a leader. Some women shared that they possibly didn’t recognize it until later, but they always demonstrated leadership qualities even in childhood. The shared traits of Learning Mindset, Resiliency, Appreciating Differences and Stewardship are similar to other research studies that looked at identifiers of women leaders. In the Caliper report entitled Women Leadership, resilience, energy and empathy were the drivers they identified in successful women leaders and what supports their ability to overcome obstacles. These attributes are necessary leadership attributes in general and especially needed in a business environment full of increased volatility and change.

The biggest differentiator we found was between the millennials and their previous generations. The millennial leaders spoke consistently to their need to have a voice, to speak up for themselves, and to ask directly for what they wanted when entering the workforce. They demonstrated an intuitive
attitude of empowerment which differed from other generations. Further reading and research on women of this generation confirms that they are bolder in their requests for position and opportunity than previous generations (PWC, Restauri).

Addressing Bias

It became apparent to us as we completed this research project that the barriers and stereotypes have not shifted as much as we had hoped. Gender bias (and bias in general) is much more difficult to address because it is hidden within the systems and within our cultural responses. Ibarra, Ely and Kolbe (2013) have defined this as second-generation gender bias. Second-generation gender bias is subtle and oftentimes creates invisible barriers that arise from cultural assumptions and organizational structures, practices and patterns of style.

In a recent report published by PWC, it was confirmed that millennial women are concerned about gender bias in the workplace and, in fact, many of these women believe that organizations are too male dominated when it comes to attracting, developing and retaining female employees. It is interesting to note that globally the female millennial is achieving a higher proportion of college degrees and are entering the workforce in larger numbers than any of their previous generations (UNESCO).

Organizationally

As organizations, we feel that in order to expand our companies, we need to expand our leadership models and the competencies that we look for in leaders. We can do this by blending what we consider to be both masculine and feminine power, by embracing and promoting both vertical business skills and horizontal relationship skills. Business Leadership Modeling has recently gained a great deal of attention and the research data points are evidence of long term business success using a blended model of leadership for competency development (DeRue, Twenge).

It is imperative that organizations address the need for long term innovation and sustainability. In order to address this need, we need to capitalize on the workforce before us. Half of the workforce is women and currently two thirds of all college graduates are women. How we capitalize on this workforce depends on a purposeful, intentional awareness of our individual and organizational bias.

Recently, we have seen gender bias surface in several corporate projects with Align Leadership, LLC. In one instance, a senior executive asked his hiring manager to hire more men because he felt there were too many women on staff. In another situation, one of the partners at Align Leadership, LLC, was asked by a top male executive firm why we were a women owned business and wondered if we didn’t like working with men. Finally, we witnessed a leadership presentation given by a regional manager to his 130 employees in which he gave examples of character leadership using video clips; the
six clips he used were either from war movies – “Unbroken, Black Hawk Down, and Braveheart” or sports-themed movies – “Remembering the Titans, Hoosiers, and Karate Kid”. All of these clips depicted men overcoming obstacles by demonstrating leadership characteristics.

In order to begin to elicit awareness and change, you may want to ask yourself the following organizational questions.

**Organizational Questions:**

1) Where do you see second-generational bias surfacing in your organizations? How do you address it?
2) In developing your leadership competency maps, how have you gone about developing a talent structure that enables the women talent segments to thrive?
3) What processes have you implemented to manage employees with different needs, aspirations and experiences from those of our own generation?
4) Do you have the right role models in place to attract and retain female employees?
5) What might you do to enable objective talent, performance management and career progression systems and processes?

**Culturally**

Individuals mindfully acting as advocates and allies can demonstrate powerful ways of bringing attention and awareness to unconscious bias whenever it is heard. For example, advocating for women in leadership could be as simple as saying, “That has not been my experience when working with women, I actually find them...” when he or she has made a disparaging comment about a fellow colleague by referencing her gender.

Also, when a male leader has only used masculine examples of leadership, explain to him that he is excluding half of the people in his audience who are women. Perhaps ask if he has ever seen the movies Bend It like Beckham, Erin Brockovich, The Hunger Games, Vera Drake, Norma Rae, Brave, or Elizabeth.” These movies provide examples of feminine bravery and strength, and provide clear-cut examples of feminine leadership. Additionally, when working with executive leaders and young emerging leaders, ask them how they advocate for differences on their teams. These differences could be in regards to gender, race, age or learning styles.
Shifting cultural bias is not an easy task. We believe that in the future it will be up to a collective awareness that includes advocates and allies, both women and men, to speak into the system regarding these stereotypes and advocate for change. There are examples of this advocacy within our culture by exceptional individuals. However, the question that remains is how do we move from exceptional to ordinary and expected ways of interacting in an increasingly diverse country, nation, and world? According to census data, women in leadership are becoming more of a standard and a reality of our future (World Bank 2012). Acting as advocates and allies will become increasingly necessary for organizational growth and sustainability to occur.

**Cultural Questions:**

1) How am I personally involved in breaking unconscious bias?
2) When and where do I see these cultural bias impacting me? My family? My friends?
3) In the last six months has there been a situation in which you have seen cultural bias play out in a conversation? If so, how did you respond? How might you respond in the future?

Align Leadership, LLC, supports organizations in developing universal leadership principles with their core leadership capabilities. We refer to this as Organizational DNA. We support women peer groups through our PEER Technology® Cohort model which we have successfully used with women and young emerging millennial leaders. We also work with corporate cultures by introducing the next generation of diversity education that we call WE Technology™. If you are interested in hearing more about any of these programs please contact us.

www.AlignLeadership.com
Lead Authors

Dr. Mary Shippy
Align Leadership - Managing Partner

Christine Watkins
Align Leadership - Researcher

Interview Team

Christine Watkins
Align Leadership - Lead Interviewer

Christy Uffelman
Align Leadership – Partner

Christina Barr
Align Leadership - Partner
Appendix A

Interview Questions:

○ Tell me about your leadership journey
  • When did you first realize that you were a leader?
  • In what ways did that inform your education? Your job choices / career decisions?

○ Who have been your mentors and teachers along the way?
  • What were/are their messages to you regarding being a women leader?
  • In what ways did those messages impact your journey? Can you give me an example?
  • In what ways do those message impact your leadership choices today? Can you give an example?

○ Where there any limiting leadership messages you received? If so, can you share what they were?
  • What impact did those message have on any of your choices? For example: Education? Job choices? Career decisions?

○ What are the guiding values, beliefs and practices that you hold as a leader of others?
  In what ways do you bring these values, beliefs and practices into your work life?
  • How do they inform your decisions?

○ Is there a pivotal event in your life that was transformational in changing your direction, or giving you a specific vision of what you were to do? If so, would you share that experience/story with me?

○ Tell me how your leadership journey has influenced:
  • Your personal and professional development and practices?
    ▪ In what ways do these practices support or not support you at work?
  • Your relationships personally and professionally?
    ▪ In what ways do your relationships support or not support you at work?

○ Tell me what you look for in choosing people to be a part of your relationship circle.
  • What characteristics or traits do you value in these relationships?
  • How do these relationships impact your learning, your values and your choices?
  • How do you maintain your relationships?
Appendix B

Survey Monkey Questions

1) Which of the following best describes your role in your company
   - CEO/President/Suite
   - Director Level
   - Manager Level
   - Entrepreneur
   - Other

2) What is the primary industry or line of business of your company?

3) Are you an Entrepreneur or single proprietor, LLC?
   - If you answered yes to the question above, approximately what is your billing rate a year?

4) Does your company have more than one location in the US?
   - If you answered yes to the questions above what is the approximate total number of employees your company has at all the US locations.

5) Please indicate the Generation you identify with?
   - Silent Gen
   - Cusp 1 – Between Silent and Baby Boomer
   - Baby Boomer
   - Cusp 2 – Between Baby Boomer and X-Gen
   - X-Gen
   - Cusp 3 – Between X-Gen and Millennial
   - Millennial Gen

6) What is the highest level of school you have completed or the highest degree you have received?

7) Ethnic Origin (Race): Please Specify

8) Do you consider yourself to be heterosexual, gay or lesbian, bisexual or something else?
Bibliography


