Pepperdine University

Graduate School of Education and Psychology

AN EXPLORATORY STUDY OF EXECUTIVE TRANSFORMATIONAL

LEADERSHIP, WISDOM, AND EMOTIONAL INTELLIGENCE IN MANAGEMENT

PROCESS TURNAROUND SITUATIONS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Michael Paul Petran

April, 2008

Kay Davis, Ed.D. – Dissertation Chairperson

This dissertation, written by

Michael Paul Petran

under the guidance of a Faculty Committee and approve by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

July 11, 2007

_____

Kay Davis, Ed.D., Chairperson

_____

Kent Rhodes, Ed.D.

_____

Deborah Rosenbaum Smith, Ph.D.

_____

June Schmieder-Ramirez, Ph.D.
Associate Dean

_____

Margaret J. Weber, Ph.D.
Dean

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

DEDICATION

This dissertation is dedicated to one person who continuously supported throughout my life. While most people use this opportunity to thank their parents, I will not be any different. Specifically, my mother has throughout my entire life supported me in whatever endeavor I engaged in. Whether it was music, travel, or education, she was always my greatest cheerleader to pursue my passions. It was through her support that I developed the desire to continue the quest of life long learning.

ACKNOWLEDGEMENTS

Dawn Petran is my sister and best friend. I have the utmost respect and love for her. The situation surrounding my mother's illness allowed me to see Dawn's true colors, for it was my sister who showed me a new meaning of love and dedication that I knew existed, yet had never seen.

Jennifer Hallet provided me support and encouragement to find a dissertation topic. For it was literally on top of a mountain in Hawaii, that the foundation of this dissertation was identified and fleshed out. On a trip with her, I found myself at the Volcano House bookstore in Hawaii staring at a book entitled *Voices of Wisdom* by J.M. Harden. This book sent my mind reeling on the correlation between wisdom and transformational leadership. As a result, I scribbled some notes on a napkin which provided the framework for this work. The bottom line is that without that trip, I could still be struggling with selecting a topic (likened to John Nash in the movie *A Beautiful Mind*).

Larry Powers' friendship has been invaluable to me. His mantra, "just keep checking the boxes," kept me on course to complete this work.

My committee members, Dr. Kay Davis, Dr. Kent Rhodes, and Dr. Deborah Rosenbaum Smith, whose guidance and patience were absolutely necessary for me to complete this research.

I requested that numerous friends of mine always ask me how I was doing on my dissertation every time we talked. These people held me accountable to the task of completing this project, and without these individuals support, this project would not have been completed. This list of people, in no particular order, includes: Leslie

VITA

Michael P. Petran

EDUCATION

2008	Educational Doctorate (Ed.D.), Pepperdine Univeristy, Malibu, CA Emphasis: Organizational Leadership Dissertation area: Transformational Leadership, Wisdom, and Emotional Intelligence
1997	Masters of Science (M.S.), Pepperdine University, Malibu, CA Emphasis: Technology Management
1991	Bachelor of Arts (B.A.), California State University, Fullerton, CA Emphasis: Applied Mathematics with a Cognate in Philosophy
1990	Associate of Arts (A.A.), Orange Coast College, Costa Mesa, CA Emphasis: General Education

PROFESSIONAL EXPERIENCE

2005-2008	Adjunct Faculty, University of California, Irvine, Extension, Irvine, CA
2006-2007	Case Leader, Infosys Technologies, Limited, Plano, TX
2004-2005	Adjunct Faculty, Le Cordon Bleu, California School of Culinary Arts, Pasadena, CA
2001-2004	Senior Sales Research Analyst, Mattel, Inc., El Segundo, CA
1995-2001	System Administrator/Analyst, Mattel, Inc., El Segundo, CA
1991-1995	Database Administrator/System Analyst, Petran Unlimited, El Segundo, CA

PROFESSIONAL AFILLIATIONS

2006-2008	Los Angeles Count Sheriff, Mounted Search and Rescue Team
1994-2004	Toastmasters International, Advanced Toastmaster

PUBLICATIONS AND PRESENTATIONS

Chase, S. et al. (1995). *Construction materials processed using lunar stimulant in variable environments,* Shuttle Small Payloads Symposium proceedings of a symposium held at Camden Yards, Baltimore, Maryland, September 25-28, 1995

ABSTRACT

This mixed methods study explored the concept of executive transformational leadership, wisdom, and emotional intelligence in the context of turnaround situations. Here, a turnaround situation is a positive, substantial, and sustained change in the performance of the business. Eight executives were selected based on their transformational leadership scores on the Multifactor Leadership Questionnaire (MLQ); additionally, each executive had direct experience with a management process turnaround situation. The remaining quantitative data for this study were collected using a demographic worksheet, the Social Paradigm Belief Inventory (SPBI), and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). The qualitative data were collected through interviews, which were transcribed and coded based on a transformative framework of the MLQ (Bass & Avolio, 2004), SPBI (Kramer, Kahlbaugh, & Goldston, 1992), and MSCEIT (Mayer & Salovey, 1997).

The findings of this research suggested that executives involved in turnarounds demonstrated 8 dominant traits across the 3 constructs: transformational leadership, wisdom, and emotional intelligence. These executives also exhibited 2 transformational leadership traits related to charisma (idealized influence) which included the ability to (a) act in ways that build others' respect for them, and (b) talk about their most important values and beliefs. In addition, these leaders exhibited the trait of individualized consideration: the understanding that each individual has differing needs, abilities, and aspirations. Regarding the concept of wisdom, these executives demonstrated the dialectical trait of systemic interrelated awareness: the capacity to recognize that a change in one area impacts the entire organization. Furthermore, these executives applied the

following relativistic traits: the ability to recognize the uniqueness of individuals and

situations and the capacity to make pragmatic decisions. Finally, these executives were

skilled at accurately identifying and expressing their emotions (emotional perception

trait) as well as (a) engaging in and detaching from their own emotions and (b)

monitoring and managing their own emotions and those of and others (emotional

management traits).

CHAPTER 1: EXECUTIVE TRANSFORMATIONAL LEADERSHIP

Introduction

For the past 100 years, the discussions involving leadership have addressed a myriad of topics ranging from leadership qualities to leadership effectiveness as rated by followers. This, however, study focuses on the intersection of leadership with both wisdom and emotional intelligence. Specifically, the topics of leadership, wisdom, and emotional intelligence were outlined in broad terms followed by a discussion of specific theories relative to each topic: executive transformational leadership theory, dialectical thinking (wisdom), and the ability model (emotional intelligence) (Figure 1). Upon the foundation of these theories, this study used turnaround situations (management process) to provide a context for the research. In sum, this study explored executive transformational leadership with respect to wisdom and emotional intelligence in management process turnaround situations.
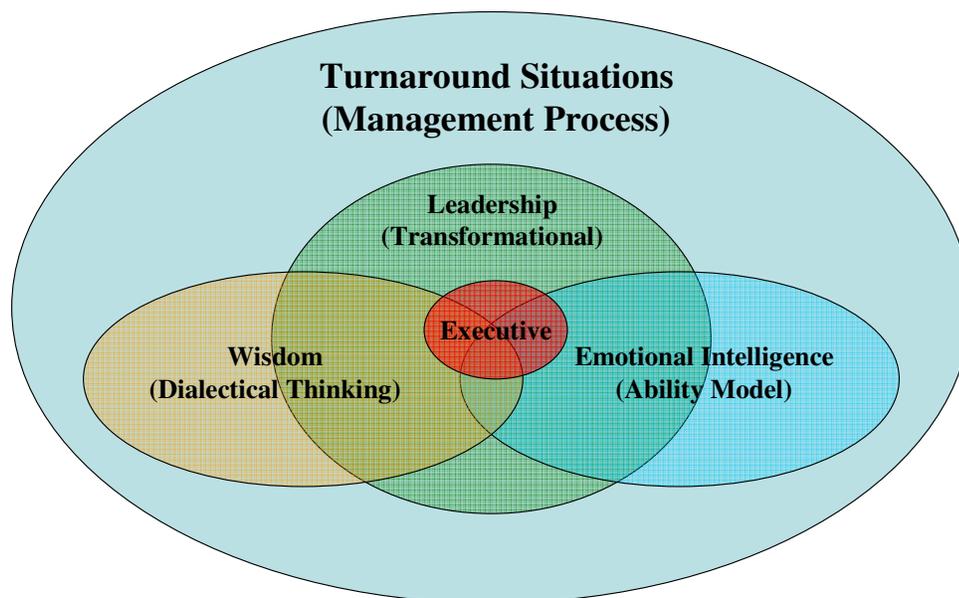
Figure 1. Graphic depiction of the intersection of theories within this study.

Beginning with transformational leadership, this integrative leadership theory was developed to identify people who demonstrate exemplary leadership abilities (Bass & Avolio, 2004). Specifically, these leaders maximize follower performance beyond expected levels by building emotional bonds between the followers, the leader, and a sense of the *greater good* (Avolio & Yammarino, 2002). This bond is formed through the leader's ability to demonstrate visionary, inspirational, intellectually stimulating, and developmentally—oriented behaviors (Bass & Avolio, 2004) while acting as an agent of change and arousing the followers' attitudes, beliefs, and motives to a higher level (Antonakis & House, 2002). Consequently, transformational leaders are more effective than other types of leaders, especially during times of change, since the followers are intrinsically motivated to achieve greater results that go beyond the followers' self-interests (Antonakis & House, 2002; Bass, 1998; Bass & Avolio, 1994, 2004). Transformational leadership is described as having five dimensions: Idealized Influence—Attributed (IA), Idealized Influence—Behavioral (IB), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC) (Bass & Avolio, 2004).

The executive transformational leader operates in a different context than the leaders at the lower echelons of an organization. While transformational executives have to cope with the day-to-day operations of the organization, at the same time they must reflect on long-term organizational issues (Bass, 1990), and evaluate the organization within a larger social system context (Ackoff, 1999). In turn, the executive transformational leader arouses a heightened awareness and interest in the organization by deemphasizing self-interests and rationalities via evoking, framing, and mobilizing the

followers' emotions (Gardner & Stough, 2002) with a compelling and meaningful vision (Mann, 1988). This vision provides a collective sense of purpose for the followers.

Within this study, wisdom will be conceived as postformal dialectical thinking, following the Piagetian tradition of formal operational thinking (Kunzmann & Baltes, 2003). Postformal dialectical thinking involves highly developed reasoning with special insight into human dilemmas (Kramer, 2000). A person exhibiting wisdom, as defined here, interacts with the environment and develops cognitive structures that allow abstract and hypothetical thinking while simultaneously addressing problems from multiple perspectives (Sternberg, Lautrey, & Lubart, 2003). Furthermore, this individual recognizes the integration, interdependence, evolution, and potential contradiction of various environmental variables as dynamic processes within the context of a unified whole (Kramer, 1990). The resulting dialectical system considers the ongoing tensions between the variables as momentary structures characterized by emergence and reciprocity (Kramer, Kahlbaugh, & Goldston, 1992), where emergence is defined as the ability to redefine and transcend various constituent elements, and reciprocity is defined as the interdependence of these elements within the underlying unity. Given the complexity and conflicts inherent in interpersonal relationships, the concept of dialectical thinking is useful in approaching a variety of problem-solving situations. Wisdom is described as having four dimensions: Formism (F), Mechanism (M), Relativistic (R), and Dialectical (D) (Kramer, 1990).

The concept of emotional intelligence emerged out of the psychological research examining the interactions between emotions and thought (Salovey, Brackett, & Mayer, 2004). This theory provided an organizing framework to synthesize the research on

affective phenomena. It also extended the traditional view of intelligence to include emotional systems that recognize differences in each individual's emotional competencies (Salovey & Pizarro, 2003). These emotional competencies are characterized by "the ability to perceive and express emotions accurately and adaptively, the ability to understand emotion and emotional knowledge, the ability to use these feelings to facilitate thought, and the ability to regulate emotions in oneself and in others" (p. 263). These competencies have been summarized into four distinct branches: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions (Mayer & Salovey, 1997), which have been operationalized into four dimensions: Emotional Perception (PEIQ), Emotional Integration (FEIQ), Emotional Understanding (UEIQ), and Emotional Management (MEIQ).

Finally, to focus this research, management process turnaround situations provided an interesting context since roughly 70% of these situations were caused by issues that management controlled (Bibeault, 1999). These management process turnaround situations are characterized by a substantial and sustained positive change in business performance, which can occur in small businesses as well as mature and professionally managed companies. The original source of the initial business decline is generally a result of any or all of the following: an autocratic style of management, lack of management depth or succession planning, inbred bureaucratic management, poor financial management, an unbalanced top management team, or an uninvolved board of directors. In order to navigate successfully though these turnaround situations, leaders must apply an appropriate mix of strategic visioning, changes in organizational structure, technological innovations (both organizational and product), and human resources

support systems (Kow, 2004). Additionally, executive transformational leaders provide a higher-order cultural change within an organization by facilitating changes in the attitudes, beliefs, values, and needs of the followers (Bass & Avolio, 2004).

Therefore, the context of the turnaround situation provided an excellent opportunity to explore the intersection of wisdom, emotional intelligence, and the dimensions of executive transformational leadership because these situations required effective leadership, thoughtful solutions to complex problems, and emotional commitment in order to be successful.

Rationale for the Study

The rationale for this study was twofold. First, the results of several recent studies correlating the dimensions of transformational leadership and emotional intelligence are not consistent. Specifically, while a number of studies found a positive correlation between transformational leadership and emotional intelligence (Duckett & Macfarlane, 2003; Gardner & Stough, 2002; Mandrell & Pherwani, 2003; Sosik & Megerian, 1999), two studies found no correlation between these two constructs (Barling, Slater, & Kelloway, 2000; Palmer, Walls, Burgess, & Stough, 2001). In neither case was a correlation found between emotional intelligence and the intellectual stimulation dimension within transformational leadership. Because of this discrepancy, this study proposed combining emotional intelligence with the construct of wisdom to provide a richer understanding of the transformational leadership process.

Second, the concepts "leadership" and "wisdom" have a long tradition of intellectual investigation; however, only in the past 100 years have researchers attempted to validate these concepts using scientific methods (Bass, 1990; Birren & Fisher, 1990).

The previously defined constructs of transformational leadership and wisdom have only

emerged within the past 30 years (Bass, 1990; Chandler & Holliday, 1990). Coinciding

with the development of these two constructs, emotional intelligence surfaced as a result

of psychological research into the interactions between emotions and thought conducted

during the 1980s. Emotional intelligence received its current definition in 1990 (Salovey

et al., 2004). Several subsequent studies have explored similar concepts related to these

general principles: leadership and turnaround executives (Muczyk & Steel, 1998);

transformational leadership and emotional intelligence (Barling et al., 2000; Duckett &

Macfarlane, 2003; Gardner & Stough, 2002; George, 2000; Mandrell & Pherwani, 2003;

Palmer et al., 2001; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003); executive critical

thinking (Bennis, 1995); cognition and emotion (Ashkanasy, 2002; Ashkanasy & Tse,

2000); transformational leadership and moral reasoning (Turner, Barling, Epitropaki,

Butcher, & Milner, 2002); transformational leadership, emotional intelligence, and moral

reasoning (Sivanathan & Fekken, 2002); transformational leadership and wisdom (Ahn,

2000; M. K. Morse, 1996); followers' emotional and cognitive bonds to a vision (Dvir,

Kass, & Shamir, 2004); and strategic leadership viewed from cognitive, emotional, and

behavioral dimensions (Voola, Carlson, & West, 2004)). In spite of this ample research,

however, no studies have specifically investigated the intersection of executive

transformational leadership, wisdom, and emotional intelligence in turnaround situations.

Many theories could have provided the backbone for this study. The model of

transformational leadership was chosen, in part, because it has gained a "significant level

of acceptance from amongst the many competing paradigms" (Jacques, 2002, p. 2). The

construct as used in this study is an integrated model of transformational leadership that

was initially described by James MacGregor Burns and further developed by Bernard Bass. The widespread acceptance of this paradigm, in combination with substantial amounts of validated research, makes its use in this study both relevant and timely.

Many turnaround situations require a leader to integrate a host of differing, competing and often contradicting sets of information to make decisions. As a result of this, it seemed logical to operationally wisdom both as dialectical thinking and as a trait within transformational leadership for the purposes of this study. Since such difficult executive decisions significantly impact followers, dialectical thinking in such situations should ideally revolve around making decisions that serve the *greater good*. Executives demonstrating wisdom in this way balance their decisions against a set of higher moral and ethical standards within the domain of human dilemmas (Kramer, 1990).

The leadership process and emotions are linked in complex ways, lending to this study's choice to explore the variable of emotional intelligence in transformational leadership (Connelly, Gaddis, & Helton-Fauth, 2002). One such linkage would be the emotional bond forged between leaders and followers. In order to be truly effective, leaders must have a great deal of expertise about the affective process, skillfully identifying, using, understanding, and managing their own and others' emotions. These leaders can accurately identify their own emotions, thereby improving their self-awareness. Additionally, this emotional clarity allows the leader to assess the emotions of their followers. By using their emotions, effective leaders motivate followers by capitalizing on the emotional content of symbolic management and storytelling to engage and align them with a specific vision. Such affective fluency allows a leader to gain "insight into the group, organizational, cultural, and individual norms and values. … [T]o

discern what another's experience might be" (Caruso & Salovey, 2004, pp. 121-122).

Perhaps most importantly, when leaders manage their emotions, they can cope with

failure, build relationships, and in extreme cases, inspire others in extraordinary ways

(Connelly et al., 2002).

Choosing to investigate turnaround situations based on management processes

provided a context in which to explore relationships between the constructs of

transformational leadership, wisdom, and emotional intelligence. Since the vast majority

of turnarounds are caused by poor management, these situations typically result in a

change in leadership (Bibeault, 1999). Moreover, in situations requiring leadership

changes, transformational leaders typically demonstrate greater effectiveness (Bass,

1990). These leaders must be able to clearly and confidently articulate a new vision for

the organization; one that provides goals and objectives which allow followers to

transcend their self-interests (Bass, 1998). In addition to the leadership change, three

other elements characterize turnaround situations: emergency actions, long-term business

restructuring, and organizational cultural changes (Bibeault, 1999; Burbank, 2005).

Again, transformational leadership confers the appropriate abilities to address these three

elements (Atwater & Atwater, 1994; Avolio & Bass, 1994; Bass, 1990, 1998). In the end,

transformational leaders must have both the cognitive capacities and emotional coping

mechanisms to successfully navigate these challenges. Hence, the turnaround situation

offers an ideal context to investigate the relationship between executive transformational

leadership and wisdom and emotional intelligence.

Purpose

This project utilized the context of management process turnaround situations to study the wisdom and emotional intelligence demonstrated by selected executives who have exhibited transformational leadership qualities.

Research Questions

The primary research question for this study was: In what ways do executives who demonstrate transformational leadership dimensions in turnaround situations exhibit the characteristics of wisdom and emotional intelligence?

This study explored executive transformational leadership in turnaround situations by addressing the following questions:

1. Using instruments from each of the respective theories and the normed data from these instruments, how do participants score regarding the dimensions of transformational leadership, wisdom, and emotional intelligence?

2. Based on interview data, are wisdom and emotional intelligence salient themes for executive transformational leaders within management process turnaround situations?

3. Based on the results of all data gathered, what is occurring within the intersections across the various dimensions? Specifically, what is occurring:

   a. between the dimensions of executive transformational leadership and wisdom?

   b. between the dimensions of executive transformational leadership and emotional intelligence?

Significance of Study

Described as the subject of one of the world's oldest intellectual pursuits, the construct of leadership continues to generate countless theories. Over time, various aspects of this quality have been explored: leadership successes and failures, competencies and ambitions, rights and privileges, and duties and obligations (Bass, 1990). More recently, however, researchers have attempted to scientifically define, qualify, and quantify the dimensions and development of leadership using one such theory that has emerged in the past several decades: transformational leadership. The significance of this study involving this model is twofold. First, this study extends the existing research on transformational leadership by adding clarity to its key dimensions. Second, this research provides practitioners with a better understanding of the key dimensions of transformational leadership for designing leadership development programs.

Transformational leadership is a well-researched theory with 300 studies (Bass & Avolio, 2004), including the purported relationships among transformational leadership and personality type, organizational culture, effectiveness, gender differences, wisdom, and emotional intelligence, among others. However, one pairing with mixed results is the relationship between transformational leadership and emotional intelligence (Barling et al., 2000; Palmer et al., 2001).

While most of the previous studies investigating transformational leadership and emotional intelligence demonstrated a correlation between the two constructs (Barling et al., 2000; Duckett & Macfarlane, 2003; Gardner & Stough, 2002; George, 2000; Leban & Zulauf, 2004; Mandrell & Pherwani, 2003; Palmer et al., 2001; Prati et al., 2003;

Sivanathan & Fekken, 2002; Sosik & Megerian, 1999), other studies offered mixed results. These studies investigated the correlations among the various dimensions of transformational leadership (Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC)) and the construct of emotional intelligence. One such study found a correlation among the transformational leadership dimensions, II, IM, and IC and the overall score on emotional intelligence; however, this study found no relationship between the transformational leadership dimension, IS, and the overall construct of emotional intelligence (Barling et al., 2000). Supporting these results, another study found that both II and IS did not correlate significantly with the emotional intelligence dimension of Emotional Management (MEIQ) (Palmer et al., 2001). Additionally, this study found only a moderate correlation between IM and MEIQ. Given these mixed results, one might assume that another influencing factor might be contributing to the expression of transformational leadership. The present study proposes that this additional influencing factor is wisdom.

By exploring the aspects of transformational leadership with respect to both wisdom and emotional intelligence, the information gleaned from this study may assist leadership development practitioners with increased insight into the inner processes associated with transformational leadership. Armed with an understanding of these internal processes, practitioners will better be able to capitalize on a specific leader's strengths while gaining insight into what may be contributing to his/her weaknesses. This research will also offer increased clarity into the dimensions of transformational leadership that lend themselves to successful turnaround situations, another benefit for leadership practitioners. Whether the turnaround has been caused by management

processes, economic or business cycles, competition, product breakthroughs, or legislation, these situations require leadership that rallies the followers toward a greater good (Bibeault, 1982). Additionally, leaders in these situations are usually confronted with limited resources, requiring the followers to perform beyond their expected standards. These two characteristics are among the hallmarks of transformational leadership.

<div align="center">Overview of Methods and Theoretical Context</div>

This sequential transformative, mixed methods, multiple-case study (Creswell, 2003) explored the dimensions of wisdom (defined as dialectical thinking) and emotional intelligence among selected executives exhibiting dimensions of transformational leadership (i.e. Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration) within the context of turnaround situations. By using the theoretical frameworks of wisdom, emotional intelligence, and transformational leadership to explicitly guide the problem definition, methodological design, data sources, analysis, interpretation, and reporting, the intention was to determine through triangulation whether there was a convergence of the dimensions of wisdom and emotional intelligence toward transformational leadership behaviors. Here, triangulation was defined as a process to corroborate evidence from multiple sources in order to shed light on any emerging themes (Creswell, 1998).

The Multifactor Leadership Questionnaire (MLQ) instrument served two functions. First, the MLQ was used to identify and recruit executives who exhibit transformational leadership dimensions to participate in the study. Second, the MLQ measured the type and level of transformational leadership dimensions these executives

displayed. The Social Paradigm Belief Inventory (SPBI) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) were the quantitative instruments used to measure the variables of wisdom and emotional intelligence, respectively.

The next step in the research included conducting a focused interview with each of the executives (Thomas, 2003). Utilizing a converging-question approach, the interview questions were framed around the participants' self-perceived leadership behaviors within the context of the turnaround situation. Each interview was subsequently transcribed and coded using the established dimensions of transformational leadership, wisdom, and emotional intelligence.

The results of the quantitative instruments and the analysis of the coded interview then were combined for each executive to create a within-case analysis (Creswell, 1998) in an attempt to see whether the three constructs proposed in the study converge. With the individual cases analyzed, next step used a cross-case analysis (Creswell, 1998) was then utilized to associate the variables of wisdom and emotional intelligence with the dependent variable of transformational leadership. This process took into account the combined results of all the instruments (MLQ, SPBI, and MSCEIT) across all of the cases. Additionally, this cross-case analysis combined all the interviews to identify any emerging themes among the participants. Finally, the cross-case analysis attempted to triangulate the results of the quantitative and qualitative data to extend the overall construct of transformational leadership.

Definition of Terms

Transformational Leadership: Transformational leadership fosters "performance beyond expected standards by developing an emotional attachment with followers and

other leaders, which is tied to a common cause, which contributes to the *greater good* or *higher collective*" (Avolio & Yammarino, 2002, p. xvii). Operationally, transformational leadership was measured across five dimensions, including Idealized Influence—Attributed (IA), Idealized Influence—Behavioral (IB), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC) (Bass & Avolio, 2004). The Multifactor Leadership Questionnaire (MLQ) was the instrument applied to measure these dimensions.

Wisdom: Wisdom "involves a highly developed form of thinking that is characterized by relativistic and dialectical reasoning, as well as exceptional insight into human dilemmas" (Kramer, 2000, p. 100). This study used the Social Paradigm Belief Inventory (SPBI) to measure wisdom with respect to the differing complexities of thought: Formism (F), Mechanism (M), Relativistic (R), and Dialectical (D) (Kramer, 1990).

Emotional Intelligence: Mayer, Caruso, & Salovey (1999) suggested that emotional intelligence:

> [R]efers to an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understanding the information of those emotions, and manage them. (p. 267)

In addition to their total emotional intelligence, participants were also evaluated with respect to the emotional intelligence dimensions of Emotional Perception (PEIQ), Emotional Integration (FEIQ), Emotional Understanding (UEIQ), and Emotional Management (MEIQ) (Mayer, Salovey, & Caruso, 2002) using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

Senior-Level Executive: Thomas & Gabarro (1999) defined a senior-level

executive as:

> Someone who is a corporate officer or a direct report of a corporate officer
> with responsibility for an integrated business unit (e.g., division president
> or vice president/general manager) or leader of a corporate function (e.g.,
> corporate controller or vice president for purchasing). (p. 7)

The participants in this study are senior-level executives.

Turnaround situation: "[A] corporate turnaround … [is] a substantial and

sustained positive change in the performance of a business" (Bibeault, 1982, p. 81). To

create a framework for this study, the participants were asked questions about their

leadership skills within the context of a turnaround situation. Prior to the interview, the

researcher and participant agreed on an appropriate turnaround situation based on the

above definition.

Summary

This study intended to add clarity to the mixed research regarding the intersection

of transformational leadership and emotional intelligence by exploring the additional

construct of wisdom. To narrow the focus of this study, the researcher investigated these

leadership dimensions within the specific context of turnaround situations. These

situations require transformational leadership because it provides the followers with the

necessary challenge, motivation, and vision to achieve exceptional results.

CHAPTER 2: LITERATURE REVIEW

Utilizing the existing literature, this chapter builds the case for linking executive transformational leadership in turnaround situations with wisdom and emotional intelligence. This review begins with a broad introduction to each of these three topics, followed by a discussion of the contemporary research and a narrowly defined review within each topic. The final portion of this chapter explores and discusses the intersections between wisdom and emotional intelligence with transformational leadership from the perspective of the literature.

Leadership

While the concept of leadership has existed for thousands of years and parallels the emergence of civilization, the development of a universally recognized definition of leadership still remains elusive (Bass, 1990). In 1978, James MacGregor Burns published his seminal book on leadership in which he identified more than 130 contemporary definitions of leadership (Burns, 1978). Bass (1990) exaggerates this claim even further, arguing that "there are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (p. 11). With so many definitions circulating around the topic of leadership, Northouse (2001) proposes a simple definition that corresponds nicely with the focus of this study, stating "leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3).

Leadership Research

At the start of the 20th century, the search for a scientific definition of leadership began in earnest. The research done during this time can be divided into three periods: the

trait period, the behavior period, and the contingency period (Chemers, 1984). The trait

period ranged from roughly 1910 through World War II and attempted to use *personality*

tests to identify traits that differentiated leaders from followers. Some of the measures

studied in this period included "dominance, social sensitivity, moodiness, masculinity,

[and] physical appearance" (p. 94), among others. Because the trait approach did not

sufficiently describe the attributes of leadership, the corresponding advances in the study

of behaviorism within psychology between the 1940s and the 1960s gave rise to

behavioral-style definitions of leadership. These leadership researchers used "rating

scales, interviews, and observations [that] attempted to identify the specific, concrete

behaviors in which leaders engaged" (p. 94). As with the trait period, this behavioral

research failed to identify any consistent leadership behaviors that would apply in all

situations and environments (Hersey & Blanchard, 1995).

Since neither of these two eras in leadership research yielded a satisfactory

definition of leadership that also accounted for organizational outcomes (e.g., group

productivity, follower satisfaction), subsequent theories of leadership began to focus on

either contingency theory (Chemers, 1984) or situational theory (Northouse, 2001).

Common among a number of contingency theories is the linking of behavioral

dimensions of style and decision-making processes to situational parameters, providing a

framework to match a leader's style with a specific type of situation. However, to

differentiate the contingency theories from the situational theories, contingency theories

specifically address placing the leader in the appropriate context; whereas, situational

theories imply that within a specific context, the leader will respond differently

depending on the demands of the situation. Again, the difference is whether the leader

matches the situation (contingency theory) or whether the leader adapts his/her behavior to match the situation (situational theory).

In contrast to the contingency and situational theories of leadership, another current yet more integrated theory of leadership has emerged, further expanding contemporary understanding of leadership (Antonakis & House, 2002). Known as the Full-Range Leadership Theory (FRLT), this integrated theory is currently used to identify exemplary leaders (Bass & Avolio, 2004) and has gained unprecedented acceptance within the domain of leadership research (Bass, 1998; Bass & Avolio, 1994). Central to FRLT's overwhelming acceptance is the fact that it was intentionally developed as an integrated leadership theory and has also been supported by empirical findings (Antonakis & House, 2002).

Full-Range Leadership Theory

The integrated nature of the Full-Range Leadership Theory (FRLT) addresses a continuum of leadership behaviors across three different axes: leader effectiveness, activity, and frequency (Figure 2) (Bass, 1998; Bass & Avolio, 1994; Northouse, 2001). Based on numerous empirical studies, the axis of effectiveness relates directly to leader performance (Antonakis & House, 2002; Bass, 1998; Bass & Avolio, 1994, 2003). The activity axis describes how much the leader interacts with followers to achieve a common goal and can range from a close working relationship to virtually no relationship at all. Whereas the activity axis is concerned with the leader-follower relationship, the frequency axis accounts for the regularity with which the leader actually demonstrates the specific leadership behaviors with followers.

Full-range Leadership Theory Continuum, Classes, and Dimensions

Classes	Transformational Leadership	Transactional Leadership	Avoidant/Passive Behavior
Axis	High ← ——— Effectiveness ——— → Low High ← ——— Activity ——— → Low High ← ——— Frequency ——— → Low		

Dimensions	Dimensions	Dimensions
Idealize Influence-Attributed (IA)	Contingent Reward (CR)	Management-by-Exception
Idealized Influence-Behavior (IB)	Management-by-Exception	Passive (MBEP)
Inspirational Motivation (IM)	Active (MBEA)	Laissez-faire (LF)
Intellectual Stimulation (IS)		
Individualized Consideration (IC)		

Figure 2. Full-range Leadership Theory continuum along with the classes, axes, and dimensions based on the concepts of Northouse, Bass, and Avolio.

Beyond the axes of effectiveness, activity, and frequency, the FRLT also describes a continuum that encompasses three main classes of leadership behaviors: transformational leadership, transactional leadership, and passive/avoidant behavior (Figure 2) (Antonakis & House, 2002; Bass, 1998; Bass & Avolio, 1994, 2003; Northouse, 2001). Transformational leadership behaviors foster "performance beyond expected standards by developing an emotional attachment with followers and other leaders, which is tied to a common cause, [and] which contributes to the 'greater good' or higher collective" (Avolio & Yammarino, 2002, p. xvii). This kind of leader acts as an agent of change by developing emotional relationships with followers, providing a vision

of what is possible, and elevating followers' attitudes, beliefs, and motivation (Antonakis & House, 2002). In other words, these leaders create a sense of purpose by encouraging followers to think critically (Walumbwa, Peng, Lawler, & Shi, 2004), building emotional bonds (Dvir et al., 2004), and intrinsically motivating followers beyond their self-interests (Antonakis & House, 2002; Bass, 1998; Bass & Avolio, 1994, 2004). In contrast to transformational leadership behaviors, transactional leadership behaviors entail the clarification of follower roles and tasks, setting clear objectives, and monitoring outcomes while providing performance-based positive or negative rewards (Antonakis & House, 2002; Bass & Avolio, 1994). These rewards are defined as an exchange process based on the contract between the leader and followers (Bass & Avolio, 2004). The final class of behaviors, passive/avoidant behavior, is defined as the absence or avoidance of leadership, which is clearly neither transformational nor transactional (Bass & Avolio, 1994).

To describe the details within the broad definitions of each of these classes, the developers subdivided the integrated FRLT into its constituent parts, identifying nine discrete leadership behaviors that cut across the FRLT continuum. This study will define these discrete leadership behaviors as the dimensions within each class (Figure 2). According to this model, the five dimensions of a transformational leader are Idealized Influence—Attributed (IA), Idealized Influence—Behavior (IB), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC) (Bass & Avolio, 2004). Because these five dimensions are at the core of this study, they will be discussed in greater detail below. The dimensions of transactional leadership include both Contingent Reward (CR) and Management-by-Exception: Active (MBEA). The

dimensions of passive/avoidant leadership include Management-by-Exception: Passive

(MBEP) and Laissez-Faire (LF). There will be no further definition of these dimensions.

It is important to note that leaders do not consistently demonstrate only one of the

leadership dimensions listed above. Rather, they demonstrate a range of behaviors in an

attempt to match the appropriate leadership dimension to a given situation (Antonakis &

House, 2002; Bass, 1998; Bass & Avolio, 1994, 2003). The FRLT recognizes and defines

this range of possible leadership behaviors; its strength lies in its ability to describe the

range of possible leadership responses to a variety of situations. Because of the constant

turmoil in today's society, leaders must expect and prepare for crises and rapid change

(Harland, Harrison, Jones, & Reiter-Palmon, 2005). The FRLT provides an integrated

theory to reframe these crises as developmental challenges, elevating the process of

leadership beyond mere goal attainment to generating a sense of higher meaning and

purpose among followers.

Furthermore, the FRLT outlines an optimal profile of leadership behaviors,

suggesting that leaders typically demonstrate behaviors from each of the classes of

leadership behavior. However, this optimal profile heavily favors the transformational

leadership class of dimensions. Furthermore, this profile suggests that through a

combination of actively participating in the leader-follower relationship as well as

frequently demonstrating the associated transformational leadership behavior,

transformational leaders are more effective than transactional and passive/avoidant

leaders (Figure 2). This study's focus on transformational leadership is in part a result of

the premium that the FRLT's optimal profile places on transformational leadership.

Attributes of Transformational Leadership

While the topic of Full-Range Leadership Theory (FRLT) has been described in broad terms, the specific topic of transformational leadership will be explored in greater detail. First, the discussion will review the relevance of status/rank in association with transformational leadership, including a section specifically referring to executive transformational leadership. Second, the role of transformational leadership in turnaround situations will be explored. The discussion will conclude with an examination of transformational leadership within the organizational culture, along with an exploration of organizational policies.

Transformational leadership, status and rank. Viewed together, the concepts of status and rank relate to the importance and worth of each member of a group in relation to the group and how each member is perceived outside the group (Atwater & Bass, 1994; Bass, 1998). As the status of a group member increases, so does that member's power and influence. A group member gains both rank and status through self-authorization, election, or by appointment (Bass, 1998). Of course, leaders emerge when their personal attributes match the needs of the situation, but self-authorized leaders take charge of the situation without having been elected or appointed by a greater power.

Elected or appointed leaders use different sources of power to influence others which according to the French and Raven Power Model includes expert, referent, legitimate, reward, and coercive power (as cited in Bass, 1990, 1998; Hughes, Ginnett, & Curphy, 1995; Yukl, 2002). Expert power suggests that leaders bring to challenges a degree of competence, information, knowledge, and wisdom that sets them apart from the group (Bass, 1990). Referent power relies on strong interpersonal ties between the leader

and the follower, wherein the leader demonstrates admirable qualities the follower likes (Hughes et al., 1995). Legitimate power derives from the leader's assigned role within an organization, defined by the organizational charter and the leader's job description (Yukl, 2002). Additionally, legitimate power is influenced by how consistently the leader's behaviors uphold the organization's basic values, principles, and traditions. Reward power is derived from control over desired resources. Leaders can use this control to influence followers by administering rewards that are appropriate to the situation and match the followers' desires (Hughes et al., 1995). Finally, coercive power is derived from a leader's ability to impose penalties for noncompliance. This form of power tends to appear in situations when followers are not performing satisfactorily, and the leader does not have the resources to reward correct performance (Bass, 1990). Although the French and Raven taxonomy has been criticized for its lack of parallelism or distinctiveness (Bass, 1990), this model has been used and researched extensively, and thus serves as a sufficient model for this study. Elected leaders tend to use either expert or referent power, whereas appointed leaders tend to generate their power through legitimate, reward, or coercive means (Bass, 1998). Given that elected and appointed leaders use varying styles of power, it is easy to see how the mechanism from which a leader derives power can impact his or her leadership style. All things being equal, elected leaders tend to be more transformational and appointed leaders tend to be more transactional (Atwater & Bass, 1994).

It is important to note that leadership can impact followers, including their rank and status, both directly and indirectly (Dvir, Eden, Avolio, & Shamir, 2002). Direct leadership is the relationship between the leader and his or her immediate followers.

Indirect leadership impacts followers who do not directly report to the leader. Senior

management usually exhibits indirect leadership by usually by creating organizational

norms and standards and setting expectations for lower-level managers (Sosik, Potosky,

& Jung, 2002). Regardless of whether the interaction is direct or indirect,

transformational leadership will impact followers' effectiveness if the leader and

followers share a strong bond (Dvir et al., 2002).

   Executive transformational leadership. Top-level executives are generally

expected to be transformational and concerned with the organization's ultimate purpose.

They are also required to develop a keen sense of awareness of the external environment

by reflecting on long-term issues (Bass, 1990). Operating with such foresight requires

that leaders understand the delicate balance between the conflicting organizational goals

of efficiency and adaptation (Pawar & Eastman, 1997). Whereas efficiency promotes

organizational stability, adaptation requires change, and all organizations cycle through

periods of stability interrupted by times requiring adaptation. Organizations with

transformational leaders function as purposeful and goal-seeking social systems. By

viewing the organization in this way, executives undertake responsibilities beyond

merely maximizing value for shareholders (Ackoff, 1999). High-level executives must

also account for how their organizational system functions within larger societal systems,

while lower-levels executives simply cope with intra-organizational objectives and

concerns.

   Executive transformational leaders must also be visionaries. They "share the

purpose with their followers and… use the power of that collective purpose to create

change. … [by] communicating a compelling, meaningful, [and] transforming vision"

(Mann, 1988, p. 19). This type of leader relies predominantly on three factors to disseminate his or her vision: personal characteristics, behaviors, and environmental conditions (Sashkin, 1995).

In terms of personal characteristics, the executive exhibiting transformational leadership must be able to develop visions requiring varying lengths of time to be accomplished, ranging from 10 weeks up to 10 years (Sashkin, 1995). In constructing a vision, the leader will apply a set of four hierarchical cognitive skills to accomplish four discrete actions. First, the leader must express the vision and convey that there is a sequence of actions required to make the vision real. Next, the leader will explain the vision and describe how, via a series linked step-by-step actions, the organization will accomplish the vision. Then the leader extends the vision by applying the aforementioned sequential actions to a variety of situations, demonstrating that the vision is not unique, but applicable to many organizational situations. Finally, the leader will further expand the vision demonstrating that the goals of the vision can be achieved by a variety of means, and not merely the initially described set of sequential actions.

Transformational executives also demonstrate the personal characteristic relates to conviction (Sashkin, 1995). Rather than simply *going through the motions*, these leaders act deliberately and with conviction. This attitude conveys self-confidence, the underlying belief that they can make a difference. In acting with conviction, leaders also show that they are "follower-centered," that is, they believe strongly in empowerment. Furthermore, leaders with conviction act in a principled manner, with a steadfast commitment to developing and supporting the organization's shared values (Dixon, 1998).

The quality of conviction is paramount to executive transformational leadership because it shows the leader's total commitment to achieving the organization's objectives. By taking risks and making sacrifices, these leaders serve as role models for the organization, which, in turn, builds trust among the followers (Kanungo, 1998). This is a great example of how the personal characteristics of transformational leaders translate into behaviors. Other executive transformational leadership behaviors include effective communication, acting with integrity and credibility, and the capacity to show both empathy and creativity (Dixon, 1998). Although the ability to communicate through a variety of media is rated as one of the distinguishing factors of successful leaders (Bass, 1990), most executives believe their most important and effective form of communication is direct face-to-face interaction. In order to effectively communicate a vision, a leader must rely on his integrity, but without attention to credibility, a message may be lost on the followers (Mann, 1988). Leaders establish a sense of credibility through their intelligence (thorough understanding of a situation), character (sincerity and courage), and goodwill (flexibility in identifying with the followers' needs and judgments). In showing empathy for a follower's needs, a leader clearly demonstrates a higher level of Individualized Consideration (Connelly et al., 2002). Seen as part of the interactive creative process, intellectually stimulating leaders act as catalysts in mobilizing and building support for new ideas by collaborating with others and enlisting champions, while also providing mechanisms to monitor and evaluate the implementation of these new ideas (Bass, 1990).

Executive transformational leaders do not operate in a vacuum; rather, they are profoundly impacted by environmental conditions, also known as the organizational

context. This environmental context can be divided into its outer and inner dimensions. The outer context includes the socioeconomic environment and the organization's external constituents, whereas the inner context includes the organizational culture, structure, and strategy (Pawar & Eastman, 1997).

Most organizations operate in a competitive environment, so executive transformational leaders must constantly scan the socioeconomic environment (Kanungo, 1998). The complexity of the external environment, composed of interrelated economic, political, social, legal, and technology influences, requires executives to continually reevaluate their organizations' position (Bass, 1990). Usually, economic influences present the most pressing contextual concern. Conditions such as economic recessions or loss of markets generally result in layoffs or reductions in compensation or benefits, which raises the security needs of followers. Each decade witnesses further changes in the political environment, which has a profound impact on organizational operation. For example, the antitrust period of the 1960s would have prevented executives from performing the types of mergers and consolidations of business that were common in the 1980s. The social influences executives must face when living and working within a specific community include the average educational level and income of the residents, religious affiliations, and gender and cultural diversity. With regard to legal influences, governmental regulatory agencies can be unpredictable or uncontrolled, impacting an organization's ability to plan and set goals. Finally, technological influences can either offer competitive advantages or negatively affect entire industries (e.g., the outsourcing of high technology jobs to India). The executive transformational leader must assess whether these influences are either opportunities or threats, then formulate and

communicate a strong vision to translate the situation into a competitive advantage while providing followers with a sense of security (Kanungo, 1998).

Executive transformational leaders must satisfy many constituents external to the day-to-day operations of the organization, especially key stakeholders. Stakeholders may include any and all of the following: owners, customers, investors, joint venture partners, or labor unions (Yukl, 2002). By listening to the requests and concerns of stakeholders, the executive may be able to identify appealing images, which, in turn, can assist the leader in developing a compelling vision.

It is also important to note that although an executive must address the needs of external stakeholders, the executive must also be attentive to the needs of the internal stakeholders. These internal stakeholders (e.g., other executives, employees) operate within the inner context, and the leader is obligated to listen to their values and concerns (Yukl, 2002). However, executive transformational leaders must balance and contrast these insights with other inner contextual issues (organizational culture, structure, and strategy) before determining a course of action (Pawar & Eastman, 1997).

With respect to organizational culture, executive transformational leaders must continually reinforce the primary cultural mechanisms of attention, reactions to crises, role modeling, allocation of rewards, and criteria for selection and dismissal (Schein, 1992; Yukl, 1994).

Organizational structures are the result of a leader's attempt to divide up and coordinate organizational tasks among the followers (Pawar & Eastman, 1997). Structure influences organizational processes because it determines how power is distributed throughout the organization, who is attracted to and retained by the organization, and the

members' attitude toward change. Keeping in mind that each organization is unique, one description of organizational structures argues that there are five ideal structural forms: machine bureaucracy, professional bureaucracy, divisional structure, adhocracy, and simple structure (Mintzberg, 1979). Machine bureaucracies coordinate the functions of individuals by standardizing work processes and tasks. This structure places an emphasis on efficiency, which requires the transformational executive to exercise certain aspects of transactional leadership (Pawar & Eastman, 1997). Specifically, this leader must identify and assess employee contributions while creating appropriate contingent reward structures. Professional bureaucracies are staffed by highly trained professionals with standardized skills who tend to be more committed to their profession than to their organization. In this type of organizational structure, executives must support and facilitate the members' activities while overcoming the lack of organizational commitment characteristic of bureaucrats, whose priorities may be interpreted as self-centered. As a result of this, the executive must meet the challenge to be motivational while simultaneously providing and enforcing an organizational vision. As the name implies, divisional structures are comprised of two fairly autonomous departments that are accountable to a governing headquarters. Executives at both the headquarters and the divisional levels are challenged with establishing a long-term vision that charts the direction of the respective organizations while at the same time meeting the specific operational goals of each division. In an adhocracy, the executive transformational leader and a group of professionals share a commitment toward the organization while also allowing the emergence of a collective vision. In contrast, the simple structure favors top-down promotion of a vision and gains the followers' commitment through top-down

processes. While all of these types of organizational structures allow for executive transformational leadership, the adhocracy and simple structure facilitate innovation and are more receptive to organizational change.

When it comes to the inner contextual issue of strategy, it is the responsibility of the executive transformational leader to use his or her appraisal of the external environment combined with an evaluation of internal resources to identify the appropriate organizational strategy. Again, in times of stability, the present strategy can remain in place. However, when a changing environment requires an organization to adapt, the executive transformational leader must be prepared to provide a new vision, be energetic, and offer a positive, action-oriented approach to implement major changes in strategy (Yukl, 2002). In such a situation, both transformational and strategic leaders focus on attaining greater effectiveness by reshaping the organizational forms and processes (Pawar & Eastman, 1997). However, the executive transformational leader will take this one step further by elevating the follower higher on Maslow's Hierarchy of Needs and/or by aligning the followers with the collective interests of the organization. As the significance of the problem increases and becomes more relevant to the followers, the leader must provide a vision, allowing the followers to rise above their self-interest to act as a cohesive group to transform the situation (Mann, 1988). Of course, if this were a turnaround situation, the executive transformational leader must have the ability to remain flexible and deal with the inherent uncertainties of the situation (Bass, 1990).

In sum, the executive transformational leader must be in a constant process of reevaluating the organization as a social system within a larger social-system context. Such an executive applies his or her personal characteristics and behaviors by reviewing

the environmental conditions to create a vision that is easily communicated, compelling, and meaningful. Consequently, by sharing this organizational purpose with the followers, this executive raises the level of needs and promotes a collective purpose for the followers.

Transformational leadership and turnaround situations. Within the context of turnaround situations, which are substantial and sustained positive change in business performance, turnaround leaders behave differently than custodial leaders (Bibeault, 1999). Custodial leaders are those individuals who run businesses by watching the margins and creating marketing campaigns; they are great at managing and maintaining the status quo in a business. Turnaround leaders, on the other hand, must understand there are many types of turnaround situations, all of which can vary in severity. These include management processes, economic or business cycles, competitive environments, product breakthroughs, and government-related influences. The most important of these situations is the management process since it accounts for the vast majority of turnarounds. In this type of situation, the success of a turnaround depends on a commitment to changing the entire corporate culture (Kow, 2004). Additionally, management process turnarounds can range in severity from threatened organizational extinction to mild performance issues affecting competitiveness and/or customer or employee satisfaction (Bibeault, 1982). Whether severe or mild, these situations threaten the viability of the organization and are characterized by ambiguity, requiring a leader who differs from a custodial leader in five key areas: leadership image, action orientation, decision-making techniques, use of authority, and performance standards and methods of evaluation (Bibeault, 1999).

During turnaround situations, leaders must present an image that conveys strength, confidence, risk taking, hard work, personal commitment, and the willingness to adopt a hands-on approach (Bibeault, 1999). Additionally, this hands-on approach requires relentless questioning of organizational operations as well as *impression management*. Turnaround situations demand intense, powerful, self-confident leadership (Bass, 1990). Since transformational leaders are risk takers (Antonakis & House, 2002), during a turnaround they are well-equipped to help followers transcend their immediate needs, fears, and reactions by arousing an intrinsic validity toward a higher purpose (Bass, 1990, 1998). By nature, transformational leaders work hard and consistently devise strategies aimed at defusing stressful situations and persuading followers to accept and implement these proposed strategies (Bass, 1990). Such leaders provide vision in the development of new organizational values, norms, beliefs, and rationalizations, thereby generating a new collective identity while creating new organizational rituals and cultural meanings. Using a hands-on approach, transformational leaders relentlessly question assumptions, find new opportunities, encourage unlearning of ineffective processes, and eliminate fixations on the past (Bass, 1998). These leaders constantly seek the greatest good for the greatest number of people by acting ethically and honestly, which in turn generates trust between them and their followers (Bass, 1997b). This mutual trust requires leaders to communicate authentically the facts of the situation. However, *impression management* suggests that leaders may soften the hard facts, providing hope and optimism without being deceitful or treacherous. In this way, *impression management* can prevent negative self-fulfilling prophecies from coming to pass during already trying times.

Another characteristic of leadership applicable to turnaround situations is action

orientation (Bibeault, 1999), marked by a persistent sense of restlessness and enthusiasm.

This quality motivates a leader to instill an organizational tone, quality, and follower

commitment to overcome adverse circumstances, in turn accomplishing bold purposes.

By role-modeling this restless and enthusiastic behavior, a transformational leader will

clarify and instruct the desired behaviors of the followers (Atwater & Atwater, 1994).

Additionally, a leader's enthusiasm can inspire and stimulate followers' enthusiasm,

allowing them to perceive the situation as challenging instead of stressful (Bass, 1998),

enabling and empowering them better tolerate ambiguity, uncertainty, and working in

unfamiliar circumstances. By articulating a bold organizational vision, a transformational

leader provides a clear and confident vehicle by which followers can create a sense of

identity within a social network of support, allowing them to transcend their self-interests

and thus better serve the organization (Bass, 1990).

Leaders in turnaround situations also have the common characteristic of specific

decision-making techniques. These leaders have a predilection for acting quickly, boldly,

and decisively, thereby showing their willingness to accept reasonable risks and even

failure in order to achieve their objectives (Bibeault, 1999). By explicitly setting the

operational focus, strategies, and priorities, the leader will determine which tasks are

important and manageable, ensuring the possibility for incremental successes along the

way to the ultimate goal. A transformational leader determines the tasks necessary for

navigating the turnaround in a variety of ways: by listening to the stakeholders;

restructuring poorly-conceptualized problems into concrete terms; reassuring followers

that once the root causes of the problems are identified, they can be corrected to achieve

the final goal; and, finally, by creating a *sense of becoming* within the organization that builds an emotional attachment to the leader's vision (Bass, 1994). Additionally, the aforementioned reframing of the situation as a challenge, along with an openness to others, allows the transformational leader to generate more ideas and therefore to make better decisions (Bass, 1990).

The use of authority and performance standards and methods of evaluation are two characteristics of turnaround situations that require a leader to exercise some transactional leadership qualities (Bibeault, 1999). It is important to remember that, within the leadership continuum, a transformational leader has the latitude to apply transactional factors when appropriate (Avolio & Bass, 2002). The adversity associated with turnaround situations requires leaders to assess how they will use their authority. In some cases, because of resource shortages and time constraints, the leader might need to assume a role of absolute authority within the organization (Bibeault, 1999). Through Management-by-Exception (MBE) and Contingent Reward (CR), these leaders can manipulate and/or control available resources to align followers with proposed changes. This may be accomplished by using managerial actions to reduce hierarchical layers and increase the span of control and delegation (Atwater & Atwater, 1994). Performance standards and methods of evaluation require that a leader courageously *act on people*, meaning that a CR leader must clearly differentiate levels and measures of performance within his or her reward system. This reward system must allow the followers to share the risks and benefits as well as to provide legitimate disciplinary measures for non-performers in keeping with the direction of the turnaround (Atwater & Atwater).

Turnaround leaders express their leadership image and action orientation through their motivation, charisma, entrepreneurialism, and self-confidence (Bibeault, 1982, 1999). Additionally, these leaders use their authority and decision-making skills to make bold and decisive moves quickly while accepting reasonable risks and occasional failures. They clearly outline reward systems to establish both the performance standards and methods of evaluation. In the end, the turnaround leader builds an emotional bond with the organization (Bibeault, 1982), which is one of the primary characteristics of transformational leadership.

Transformational leadership and organizational culture and policies. The organizational culture provides the organization's source of identity, encompassing the distinctive competence that the organization has achieved through learned behaviors passed from generation to generation and. It includes shared values, assumptions, heroes, stories, and rituals (Bass, 1998). Additionally, organizational culture serves most prominently in a group's effectiveness by identifying, reinforcing, and aligning their basic purpose with the central mission, vision, or strategies (Atwater & Bass, 1994; Tichy & Devanna, 1990). Leaders embed and reinforce these cultural aspects through five primary mechanisms: attention, reactions to crises, role modeling, allocation of rewards, and criteria for selection and dismissal (Schein, 1992; Yukl, 1994). Attention refers to the leader's behaviors that emphasize their priorities, values, and concerns. Because crisis situations are often charged with emotion, a leader's reaction to the situation offers the follower insight to the leader's values. Effective leaders serve as role models by behaving in ways consistent with the organization's espoused values and expectations, in so doing demonstrating their credibility as well. By allocating unambiguous rewards and

presenting clearly defined criteria for the selection and dismissal of followers, leaders

visibly demonstrate both their values and those of the organization.

Because the nature of transformational leadership entails motivating people to

exceed original expectations, the organizational culture must allow for these

achievements to occur. The transformational leadership style tends to gain greater

acceptance in organizational cultures, generating both a "receptivity to change and a

propensity for risk taking" (Howell & Avolio, 1993, p. 893). Additionally,

transformational leaders are more likely to emerge when during periods of crisis or major

turbulence, using the opportunity to change, define, and serve as custodians of the

organizational culture (Antonakis & House, 2002; Bass, 1998). Specifically, a

transformational leader invents, introduces, and advances the organization's cultural

norms by defining the following relationships: group reporting structure, ideology,

morality, ethics, space, time, and human nature (Bass, 1985). Based on the

interdependence between the leaders and the followers, transformational leadership plays

a role in defining the culture by promoting a sense of purpose and shared fate and

developing long-term commitments (Bass, 1998). This is in direct opposition to the

actions of the transactional leader who merely accepts the organization as it currently

exists.

Dimensions of Transformational Leadership

It is important to note that transformational leadership does not operate

independent of other classes of leadership; rather, within the context of the Full-Range

Leadership Theory (FRLT), transformational leadership works in conjunction with other

classes of leadership when appropriate. Specifically, the FRLT relies heavily on the

transformational leadership behaviors elicited by the dimensions of Idealized Influence

(II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized

Consideration (IC) (Figure 3) while integrating elements from the other dimensions (e.g.,

Contingent Reward (CR), Management by Exception—Active (MBEA), Management by

Exception—Passive (MBEP)) (Bass & Avolio, 1994). Based on the research of the

FRLT, the optimal FRLT model emphasizes the transformational leadership behaviors

and minimizes the transactional and passive/avoidant leadership behaviors (Figure 2).
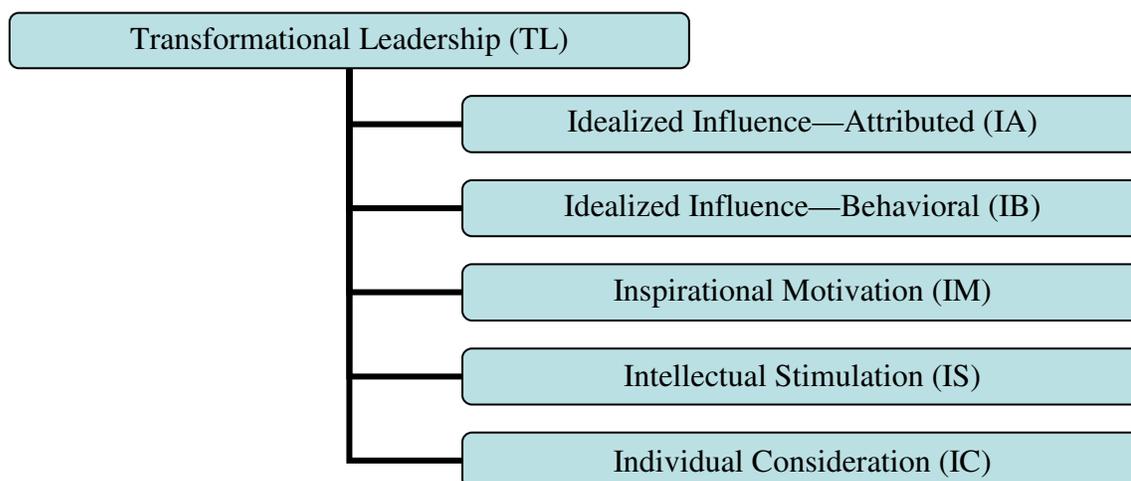
Figure 3. Graphic depiction of the dimensions of transformational leadership (Bass & Avolio, 2004).

Idealized Influence (II)

Idealized Influence (II) generates the greatest impact between the leader and the

followers because it causes followers to have the strongest positive emotional feelings for

their leader (Bass, Waldman, Avolio, & Bebb, 1987). These emotions are inspired by a

charismatic leader who displays conviction and courage, emphasizes trust and values,

highlights a sense of purpose and commitment, and passionately emphasizes the

consequences surrounding ethical decisions (Bass, 1997a). This type of leader instills

pride, faith, and respect among followers and effectively articulates the organization's

vision (Avolio & Bass, 1988). By consistently demonstrating high moral and ethical

standards, the charismatic leader becomes a role model for his or her followers (Avolio &

Bass, 2002).

Under the class of transformational leadership, Idealized Influence has two

different components: attributed charisma (Idealized Influence—Attributed (IA)) and

behavioral charisma (Idealized Influence—Behavioral (IB)) (Antonakis & House, 2002).

Attributed charisma refers to the followers' perceptions of the leader's power,

confidence, and transcendent ideals. This generates an emotional attachment between the

leader and followers and helps the followers transcend their self-interest in working

towards the vision put forward by the leader. As the name implies, behavioral charisma

refers to the specific leader's behaviors regarding the ability to talk about their values and

beliefs, emphasize a sense of purpose and mission, and consider the moral and ethical

consequences of their decisions. While these two components are conceptually different,

the constructs of attribution and behavior are not empirically distinct (Bass, 1997a). In

the end, the dimension of Idealized Influence reflects behaviors that emphasize a leader's

self-sacrifice and example-setting while maintaining high ethical standards (Kark &

Samir, 2002).

Inspirational Motivation (IM)

Directly linked and sometimes even combined with charismatic leadership (i.e.,

II), leaders who demonstrate Inspirational Motivation (IM) motivate and inspire by using

emotional arguments, symbols, optimism, and enthusiasm to create and effectively

communicate an attractive future vision, providing meaningful and challenging work for the followers (Bass, 1998; Bass & Avolio, 1994; Kark & Samir, 2002). Such a leader clearly articulates the belief that the his or her expectations can be achieved by generating team spirit and raising the followers' expectations beyond what they previously conceived as possible (Antonakis & House, 2002). A leader with high levels of IM will also convey sufficient optimism to result in a positive self-fulfilling prophecy (i.e., a Pygmalion effect) among the followers (Avolio & Bass, 2002). Idealized Influence is distinct from Inspirational Motivation in that II relates to the emotional identification of the follower with the leader, whereas IM involves the communication of a compelling vision, modeling appropriate behaviors, and focusing on follower effort (Yukl, 1994, 2002).

Intellectual Stimulation (IS)

Intellectual Stimulation (IS) addresses the follower's ideas and values. Specifically, leaders who demonstrate IS stimulate their followers by questioning old assumptions, reframing problems, and revisiting the particulars of problem situations (Antonakis & House, 2002; Bass, 1997a, 1998; Bass & Avolio, 1994; Bass et al., 1987). Leaders encourage followers to use their intellect to generate innovative and creative solutions to the problems confronting them (Antonakis & House, 2002). To foster this type of problem solving, the leader must allow the followers to take risks without public criticism, even when the solutions they develop may be contrary to the leader's point of view (Bass, 1998; Bass & Avolio, 1994). Intellectual Stimulation allows followers to develop their own problem-solving capabilities, which ultimately benefits both the leader and the organization (Bass et al., 1987).

Individualized Consideration (IC)

Via the dimension of Individualized Consideration (IC), leaders create developmental experiences for their followers by providing a supportive and encouraging environment (Yukl, 1994, 2002). In demonstrating this quality, a leader focuses his or her attention on an individual follower favoring equity rather than equality (Bass, 1990). Leaders show their emphasis on equity by, highlighting the different motivations and needs of each group member, thereby solidifying their relationship with their followers. Counter to the individualized nature of equity, equality refers to treating each person exactly the same, so by effectively listening and delegating meaningful and developmental tasks to the followers, leaders wind up relating to their followers less like an executive and more like a mentor or coach (Bass, 1998). This personalized interaction provides customized socio-emotional support for the followers, helping each person to become self-actualized (Antonakis & House, 2002).

The preceding sections should offer a better understanding of the many qualities specific to transformational leadership. Building on this understanding the following sections will address how transformational leadership is impacted by the qualities of wisdom and emotional intelligence.

Leadership and Wisdom

The link between leadership and wisdom becomes increasingly important as the leader moves up within an organization (Jaques & Clement, 1994). As they lead ever-growing groups, these leaders must be able to understand how their actions may affect both individuals and groups. For the purpose of this study, wisdom will be defined as "a highly developed form of thinking that is characterized by relativistic and dialectical

reasoning, as well as exceptional insight into human dilemmas" (Kramer, 2000, p. 100). Dialectical thinking refers to the process of coping with contradictory information. This cognitive ability is enables both individuals to manage their personal lives, and high level-executives to manage organizations and societies (Brookfield, 1995). Viewed as a particular form of critical thinking, dialectical thinking accounts for the "understanding and resolution of contradictions" (p. 387). Specifically, this type of thinking is used in addressing real-life problems that span many different disciplines (e.g., sociology, psychology) and domains. These problems often involve "opposing points of view and contradictory lines of reasoning" (Paul, 1985, p. 46). The solutions to such problems often involve an element of uncertainty, requiring effortful thinking to impose meaning on and define structure within a complex and chaotic situation (Resnick, 1987). Additionally, these solutions may rely not only on rational thought, but also on emotions by incorporating humanistic influences into the decision-making process (Helliwell, 2000).

Via the dialectical thinking process, leaders assess the strengths and weaknesses of differing points of view, cognitive domains, or frames of reference (Paul, 1993). Fusing elements of relativistic thought and universalistic thought, dialectical thinking involves the application of both contextual and general rules to the ongoing developmental process of identifying, making, and modifying judgments regarding matters surrounding human lives (Brookfield, 1995). This developmental process results from the recognition that truth is relative and emergent, not absolute, allowing the thinker to create order out of chaos. Truth is always defined within the context of an ever-changing reality. The social reality surrounding human judgment, complete with its

contradictions, biases, assumptions, and paradoxes, is dialectical in nature, thereby

providing a framework for defining wisdom (Gardin, 1997).

<div align="center">*Wisdom Research*</div>

The results of previous psychological research about wisdom conform to the

structure of two basic theories: implicit and explicit (Kunzmann & Baltes, 2003;

Sternberg, 1998). The implicit theorists approached their research by attempting to

identify who the general public considers to be wise and how they would define the

concept of wisdom. These studies focused on descriptions of wisdom from a lay

perspective, and while the results were based on empirical data without taking a *scientific*

approach, there were two essential outcomes (Kunzmann & Baltes, 2003). First, the

layperson clearly identifies the qualities of wisdom as uniquely distinct from other human

capacities. Second, the implicit theorists determined that the concept of wisdom is

multidimensional in nature. These studies found that laypeople consistently identify

several dimensions of wisdom, including cognitive, social, emotional, and motivational

capacities.

In contrast to this approach, the explicit theorists are exploring definitions of

wisdom "that allow the operationalization and measurement of wisdom related

performance" (Kunzmann & Baltes, 2003, p. 331) using past theoretical and empirical

research. Their primary conceptualizations of wisdom fall into three groupings:

personality development in adulthood, expanded forms of intelligence, and postformal

dialectical thinking. An example of the personality development conceptualization of

wisdom stems from the work of Erik Erikson. His sequential theory of personality

development identifies eight stages during the life-span, each of which requires an

individual to overcome a specific type of psychological struggle in order to develop a particular aspect of their personality (Goleman, 1988). Each stage of Erikson's model contains both a positive and negative component, and any failure to negotiate the task of a preceding stage can be rectified in a later stage (Elkind, 1970). Erikson asserts that the struggle during the eighth and final life stage involves the opposing concepts of ego integrity and despair. A person who successfully resolves of this stage is commonly recognized to have acquired the virtue of wisdom, in its most basic form (Erikson, 1993).

The next conceptualization of wisdom from the explicit theorists, expanded forms of intelligence, was developed by Sternberg as part of his triarchic theory of intelligence (Kunzmann & Baltes, 2003). In this theory, wisdom is understood as the balance of interpersonal (related to self-interest), intrapersonal (related to the interests of others), and extrapersonal (related to contextual aspects of the environment) concerns. This balance helps the wise individual to account for as wide a scope of factors as possible in resolving human problems (Sternberg, 1998). Furthermore, wisdom thusly conceptualized exceeds mere moral reasoning because human problems often require that a solution be made regardless of its moral implications.

Postformal dialectical thinking, the final explicit conceptualization of wisdom, has its genesis within the Piagetian tradition of cognitive development (Kunzmann & Baltes, 2003). Piaget believed that cognitive acts help an individual to organize their perceptions of their environment and adapt accordingly (Wadsworth, 1979). As cognitive structures develop and evolve, individuals begin to think abstractly and hypothetically, gaining the ability to address problems from multiple points of view (Sternberg et al., 2003). These evolved cognitive structures define postformal dialectical thinking. This

construction of cognitive structures serves as the foundation for the concept of wisdom used in this study.

<div align="center">*Dimensions of Wisdom*</div>

The Piagetian tradition suggests that adult cognitive development can be conceptualized in terms of formal and postformal operational thoughts (Kramer, 1983). Each type of operational thought encompasses two subtypes; formal thought consists of hypothetico-deduction (formism) and empirical verification (mechanism), and postformal thought can be divided into contextualism (relativism) and organicism (dialectical) synthesis. Correspondingly, the world views reflect a hierarchy of increasing complexity of cognitive development (Figure 4).
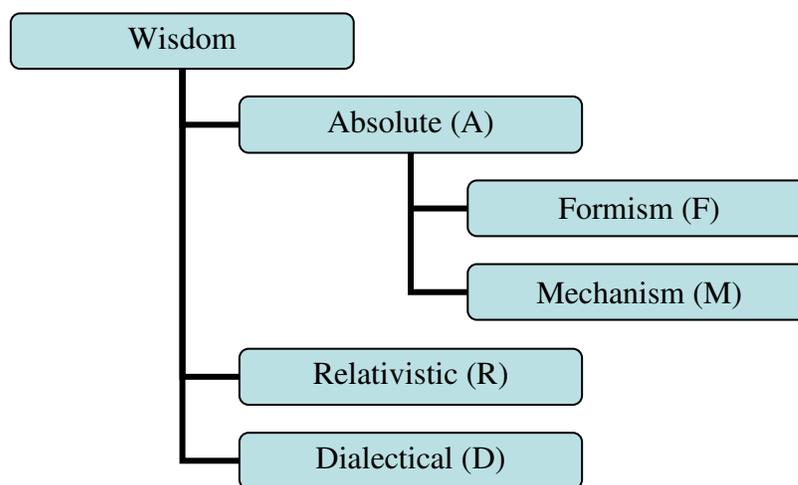
Figure 4. Graphic depiction of wisdom as dialectical thinking (Kramer, 1983; Kramer, 1990).

Formal Operational Thought

A construct derived from Aristotelian logic, formal thought reflects "mechanistic assumptions of linear causality, atomism, and determinism" (Kramer, 1983, p. 94). Also

known as absolute thinking, the formal thought process traces complex psychological thoughts back to their root environmental causes while thinking in terms of absolute principles and ideals (Kramer & Melchior, 1990). In other words, the formal worldview is stable and fixed, seeing everything within the "dualistic conceptions of right vs. wrong, truth vs. falsehood, weak vs. strong, etc." (Kramer et al., 1992, p. 181). As previously stated, formal operational thought encompasses two subtypes: formism and mechanism.

Formism (F). Formism is generated by hypothetico-deductive thought, which is logically deduced, internally consistent, and can be empirically tested (Kramer, 1983). The root metaphor for formism is similarity, and in this case, the facts are reviewed individually, outside the context of an overarching worldview.

Mechanism (M). Mechanism is the integrated second tier of formal operational thought (Kramer, 1983). Mechanistic thought can be likened to a machine that generates complete and predictable outcomes based on independent variables. These independent variables can be broken down into their individual components that can then be analyzed in a formistic manner. Mechanistic thought allows for the organization of "facts into a unified theory. … Thus it provides a foundation for convergent thinking within formal operations, allowing the thinker to determine which formally constructed hypothesis is most fitting to eliminate contradictions in knowledge" (p. 95).

Postformal Operational Thought

The two subtypes of postformal thought are contextualism (relativism) and organicism (dialectical; Kramer, 1983). These constructs can be traced back through history from the pre-Socratic traditions to the modern philosophies of Hegel and Marx.

Within the domain of postformal operational thought, common characteristics

agreed upon by most theorists include: "(1) an understanding of the relativistic, non-absolute nature of knowledge; (2) an acceptance of contradiction as part of reality, and (3) an integrative approach to thinking" (Kramer, 1983, pp. 91-92). Here, relativism refers to an awareness and acceptance of mutually incompatible systems of knowledge, as well as the conceptual tools to interpret knowledge in an ever-expanding social world. Contradictions that emerge from conflicting viewpoints cannot be discarded, but must instead be embraced. Integration involves the interrelatedness of experiences or synthesis of contradictions taken from a holistic perspective.

Contextualism/relativistic thought (R). Contextualism is the first tier of postformal operational thinking as well as the foundation for relativistic thought (Kramer, 1983). Contextualism can be compared to a dynamic event where everything is transient, novel, and subjectively perceived (Kramer et al., 1992). Contextualism is a type of divergent thinking (Kramer, 1983) that recognizes no absolutes. Rather, acceptable contradictions are an inherent part of these ever-changing events and contexts (Kramer & Melchior, 1990). Relativistic thinking involves an awareness of the subjective and arbitrary nature of knowledge, which lends itself to understanding ill-structured and/or unpredictable situations.

Organicism/dialectical thought (D). The second tier of the postformal operational framework is organicism (Kramer, 1983). Organicism represents an integrated worldview and is based on the dialectical synthesis. The process of dialectical synthesis forms a metasystem by integrating and organizing seemingly contradictory ideas toward convergent thought. Considered to be the highest form of thinking, dialectical synthesis is at once both "abstract, being the highest integration, and concrete, containing all its

particulars" (Kramer, 1983, p. 96). Additionally, dialectical thinking combines absolute

and relativistic concepts into an integrated and recurring cycle that develops dynamic

momentary structures (Kramer et al., 1992). Viewed in total, these momentary structures

create a dialectical whole characterized by emergence and reciprocity (Kramer et al.,

1992; Kramer & Melchior, 1990). Emergence is the novel feature that redefines and

transcends the various constituent elements. Reciprocity is the change in single influences

and is influenced by the other elements within the overall dialectical whole.

Transformational Leadership and Wisdom

A variety of theories and constructs link the concepts of transformational

leadership and wisdom. Self-actualization, as described by Maslow's hierarchy of needs,

is one such construct (Morse, 1996). Specifically, transformational leaders activate

Maslow's higher-ordered needs (love/belonging, esteem, and self-actualization) among

their followers (Yukl, 1994, 2002). Transformational leaders successfully navigate the

conflict between integrity and despair and apply coping skills to situations marked by

tension and conflict. These abilities further link transformational leadership to wisdom

via Erikson's stage theory of human development (Morse, 1996). More importantly,

transformational leadership:

> [O]perates from a foundation of positive transactional skills and common
> sense…(T)hat wisdom brings balance and enables the leader to "see" through the
> complexities of conflicting events and interpersonal relationships. In other words,
> to avoid charismatic excess, over-idealized communication, exclusive
> individualized consideration, and biased intellectual stimulation, the effective
> transformational leader understands and uses transactional skills and common
> sense. (pp. 23-24)

In the end, wisdom is a rich and complex construct that serves as an essential skill for an

effective transformational leader.

The next sections outline the four dimensions of transformational leadership as they relate to wisdom.

Idealized Influence/Charisma (II) and Wisdom

The Idealized Influence/Charisma (II) component of transformational leadership requires the leader to effectively communicate his or her vision to the followers. This occurs when leaders express their values and beliefs, using their self-confidence and moral conviction to serve as a role model for their followers (Connelly et al., 2002). In a sense, transformational leaders thus define reality for their followers (Morse, 1996). In order to be the guiding voice in transforming a given situation, this leader must understand the limitations, assumptions, and norms of a variety of aspects of the organization, including its socio-historical and cultural contexts, and the maturity, life tasks, ethnicity, and gender, of its members (Kramer, 1990; Morse, 1996). The ambiguous nature of problems and social systems requires the leader to communicate the vision and encourage change by using symbols and expressions that are familiar to the followers. By maturely integrating his or her own thoughts and feelings, a leader will accept the inevitability of change, and assist others in this process through the use of empathic communication (Kramer, 1990).

Inspirational Motivation (IM) and Wisdom

The Inspirational Motivation (IM) component of transformational leadership reflects on the leader's ability to make emotional appeals to the followers in the process of building awareness of his or her vision (Connelly et al., 2002). This emotional appeal, developed through cognition and affect, fosters cooperative and empathetic strategies and yields enhanced interpersonal interactions. This type of appeal also brings about

increased awareness and understanding of a variety of aspects of organizational

functioning, including multiple levels of communication, flexible role prescriptions,

cooperative conflict resolution strategies, and the ability to recognize and negotiate both

change and development (Kramer, 1990). Ultimately, the leader applies these

constructive strategies to account for others' often conflicting perspectives into solutions

that the followers will adopt.

Intellectual Stimulation (IS) and Wisdom

The Intellectual Stimulation (IS) component of transformational leadership

encourages followers to think outside the box, identifying alternative solutions to

problems (Connelly et al., 2002). With the exception of early brainstorming techniques,

intellectually stimulating leaders will critically analyze proposed solutions in the search

for the optimal resolution of a specific problem (Bass, 1994). These leaders will work

with followers, colleagues, or superiors to reformulate ill-structured, fuzzy problems into

more familiar and concrete terms. Of course, these leaders will apply their expertise at

resolving long-range issues (Morse, 1996) to address ambiguous human problems by

accounting for both the individual participants and context of a given situation while

recognizing the need for the situation to change (Kramer, 1990).

Individualized Consideration (IC) and Wisdom

The Individualized Consideration (IC) component of transformational leadership

recognizes that followers have differing needs (Connelly et al., 2002). This component

directly corresponds to the first process within the construct of wisdom: the recognition

of individuality. Specifically, by assessing the situation's context as well as the its

potentially conflicting needs, priorities, and expectations within the decision-making

process, a wise leader will make decisions free from oppositional influence and societal

conventions (Kramer, 1990). These decisions are made with respect to the integration of

both cognition and affect, accounting for both the leader's and others' repressed emotions

and projections. The awareness of these projections combined with dialectical thinking

yields the potential for healthier interpersonal interactions, assisting the leader's

navigation through the process of change.

<div align="center">Leadership and Emotional Intelligence</div>

There is a direct link between leadership and emotional intelligence. As defined

here, effective leadership uses the four emotional skills of perception, integration,

understanding, and management to build effective teams, plan and make decisions,

motivate others, communicate a strong vision, promote change, and establish good

interpersonal relationships (Caruso & Salovey, 2004). But most importantly, emotional

perception skills allow the leader to "establish and maintain supportive relationships with

others" (Prati et al., 2003, p. 25). A leader can be identified as a skilled emotional

integrator when he or she is able to predict the emotional reactions of others in different

situations. Although predicting reactions is valuable to a leader, understanding the

influence of emotions on others' behaviors is equally important (George, 2000).

Ultimately, a leader uses his or her facility with emotional perception, integration, and

understanding to manage both his or her own emotional responses and those of others

(Prati et al., 2003).

<div align="center">*Emotional Intelligence Research*</div>

Like the relationship between leadership and wisdom, Western philosophers have

explored the link between emotion and thought for thousands of years. However, it was

only at the beginning of the 20th century when psychologists attempted to empirically

correlate emotion and thought. Research in this field, later known as emotional

intelligence, is roughly divided into five distinct periods (Mayer, 2001).

Ranging from 1900–1969, this first period paved the way for subsequent work by

contributing to discrete research in the areas of emotions and intelligence (Mayer, 2001).

During this period no research was conducted on the relationship between these two

topics. The primary research on emotion sought to understand how emotions and

physiology interacted to produce behaviors. Essentially, this research attempted to

determine whether emotions dominated an individual's physiology in stressful situations,

or whether pure physiology was the driving factor behind behavior. Another facet of the

emotional research in this period endeavored to identify whether emotions were either

universal in nature or culturally determined. The research on intelligence during this time

focused primarily on identifying the various components of abstract reasoning while

attempting to explain the phenomenon of intelligence from a biological perspective.

The next period of research, which lasted from roughly 1970 to 1989, sought to

integrate the concepts of emotion and intelligence. During this period, Mayer (2001)

states that the integration of *cognition and affect* (i.e., thought and emotion) along with

the sporadic use of the term, *emotional intelligence* sought to define scientifically

emotional intelligence. This definition was based on research on psychologically

depressed individuals and artificial intelligence. However, this research only yielded

fragmented definitions of emotional intelligence. Additionally, this research also differed

from the work of Howard Gardner, who had previously developed a theory of multiple

intelligences. Gardner offered a more robust definition of intelligence as a "person's

ability to gain access to his or her own internal emotional life," and defined a variant of intelligence, interpersonal intelligence, as an "individual's ability to notice and make distinctions among other individuals" (Kihlstrom & Cantor, 2000, p. 365). Finally, this period saw the emergence of neurological studies that linked emotion and cognition (Mayer, 2001). All of this research served as the precursor to a formal, scientific definition of emotional intelligence.

This definition was established during the third period of emotional research, which began in 1990 and lasted until 1994. John Mayer and Peter Salovey served as the thought leaders in this formalized and systematic approach to the study of emotional intelligence (Matthews, Zeidner, & Roberts, 2002). Their 1990 article, "Emotional Intelligence," developed a scientific framework to integrate the varying constructs involving emotional processing and intellectual functioning (Salovey & Mayer, 1990).

The fourth period, which lasted from 1995 to 1997, was marked by the popularization of the concept of emotional intelligence. As a result of Daniel Goleman's (1995) best-selling book, *Emotional Intelligence*, this concept was introduced to the public. The growing popular appeal of emotional intelligence contributed to the establishment of scores of professional associations and consulting opportunities for both education and business. However, Goleman's popularized definition of emotional intelligence differed from the definition established by researchers Mayer and Salovey, and the resulting flurry of research and instrument development based on Goleman's work lacked the academic rigor of the scientific method (Matthews et al., 2002; Mayer, Ciarrochi, & Forgas, 2001).

The final period, which extends from 1998 to the present, is punctuated by often-conflicting perspectives on the topic of emotional intelligence arising from the myriad of both popular and scientific definitions floating about. During this period, three dominant and competing models of emotional intelligence have surfaced (Matthews et al., 2002; Mayer, Salovey, & Caruso, 2000a). The first two models are mixed in nature (Mayer, 2001). Presented by Goleman (1995) and Reuven Bar-On (1997), respectively, these two mixed models "describe a compound conception of intelligence that includes mental abilities and other dispositions and traits" (Mayer et al., 2000a, p. 399) The final model, described by Mayer and Salovey, defines emotional intelligence within the context of an ability model, focusing on the traditionally defined interactions between emotions and intelligence (Matthews et al., 2002; Mayer, 2001; Mayer et al., 2000a; Mayer, Salovey, & Caruso, 2000b; Salovey et al., 2004). This model provides an organized framework for extending the concept of intelligence to include emotional systems (Salovey & Pizarro, 2003).

<p align="center">*Dimensions of Emotional Intelligence*</p>

In 1997, Mayer and Salovey refined the ability model of emotional intelligence, dividing it into four components: (a) perception/appraisal/expression of emotion (Emotional Perception or PEIQ), (b) facilitating emotion in thought (Emotional Integration or FEIQ), (c) understanding emotion (Emotional Understanding or UEIQ), and (d) regulating emotion (Emotional Management or MEIQ) (Figure 5).

Emotional Perception (PEIQ)

Emotional perception occurs through the identification of emotions and emotional content (Mayer & Salovey, 1997). Emotional perception begins to develop in infancy,

when a baby learns to interpret facial expressions. This early ability to interpret

expressions takes place within the context of the infant's social surroundings and

continues to develop over the lifetime. As the complexity of experienced emotions

increases, at a certain point the ability to recognize one's own emotions extends to the

ability to recognize others' emotions. Additionally, as an individual develops, he

becomes better able of understanding abstract emotions expressed in a variety of ways

(architecture, paintings, metaphors, etc.). This lends itself to more authentic self-

expression of emotion in conjunction with a better sense of falsely expressed emotion.
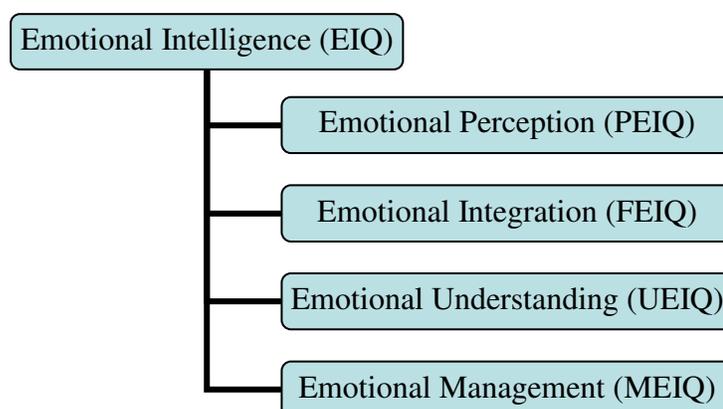
Figure 5. Graphic depiction of the emotional intelligence dimensions (Mayer & Salovey, 1997).

Emotional Integration (FEIQ)

Emotional integration essentially addresses the impact emotions have on

cognition (Mayer & Salovey, 1997). Emotions can help an individual to recognize

important changes in both him or herself and the environment. Furthermore, being able to

experience emotions as they occur and to understand their influence allows an individual

to access his or her "emotional theater of the mind" (p. 13) to generate, process, and examine the impact of an emotion. As a person rehearses in this emotional theater, he or she becomes better at making difficult life choices. Utilizing emotions in the thought process also helps an individual consider multiple perspectives when making decisions. Finally, taking mood into account can facilitate the processes of deductive and inductive reasoning. For example, a happy mood improves the ability to manage inductive reasoning task, and a sad mood supports deductive reasoning tasks (Salovey & Pizarro, 2003).

Emotional Understanding (UEIQ)

Emotional understanding begins in childhood when an individual begins to label and perceive the relationships along the continuum of emotional intensities (Mayer & Salovey, 1997). Through an emotional developmental process, a child starts to recognize the similarities and differences between subtle emotions, additionally linking emotions to situations. This yields an increased understanding of the meaning of emotions. Furthermore, as the individual develops and begins to understand that emotions can be both complex and contradictory, he or she begins to understand that multiple emotions can be blended or experienced at once. Finally, since emotions tend to follow predictable sequences, an individual who can emotionally reason through these sequential progressions is better able to function in interpersonal relationships.

Emotional Management (MEIQ)

Emotional management directly relates to the conscious regulation of emotions for emotional and intellectual growth (Mayer & Salovey, 1997). Throughout childhood, an individual develops and internalizes emotional control strategies that separate

emotions from behaviors. This allows the child to engage or disengage emotions in order to be socially appropriate in a given situation. Further emotional development in this domain results in a reflective metaexperience of emotions, taking the forms of metaevaluation and metaregulation. Metaevaluation claritifies and influences of emotions, while metaregulation modifies emotions. In the end, these metaexperiences help develop the coping skills associated with traumatic events.

Transformational Leadership and Emotional Intelligence

A number of studies demonstrate the correlation between the overall constructs of transformational leadership and emotional intelligence (Barling et al., 2000; Duckett & Macfarlane, 2003; Gardner & Stough, 2002; George, 2000; Leban & Zulauf, 2004; Mandrell & Pherwani, 2003; Palmer et al., 2001; Prati et al., 2003; Sivanathan & Fekken, 2002; Sosik & Megerian, 1999). Essentially, these studies all indicate that emotional intelligence underlies the excellent relational skills typical among transformational leaders (Mandrell & Pherwani, 2003). Beyond the baseline requirements of intellectual intelligence and technical skills, as a leader rises to the executive level, emotional intelligence also becomes a requirement for success (Dulewicz & Higgs, 2003; Mandrell & Pherwani, 2003).

Leaders must be able to identify and express their emotions to others, as well as accurately perceive their followers' emotions so they can set and/or raise expectations (Gardner & Stough, 2002). Additionally, leaders must integrate their own emotions when solving problems, and they must be able to effectively control their own emotional states. This ability to understand and manage their emotions demonstrates leaders' self-control and capacity to delay gratification. Thus, they serve as role models and fosters trust and

respect among their followers (Barling et al., 2000; Gardner & Stough, 2002; Mandrell & Pherwani, 2003). Leaders can positively manage their relationships with followers by behaving empathetically toward the positive and negative emotions they express and by managing their own emotions. This enables them to act appropriately in any given situation (Barling et al., 2000; Gardner & Stough, 2002). Transformational leaders are not only experts at perceiving and controlling emotions; they must also be skilled at communicating emotions as well. By using carefully crafted emotional appeals, leaders can inspire positive changes among their followers (Prati et al., 2003). Thus, a transformational leader must use emotional intelligence to accurately assess and constructively influence followers' emotions in order to stimulate organizational growth and development. Because emotionally intelligent leaders are more effective in handling stress and conflict (Mandrell & Pherwani, 2003), they feel more secure in their ability to control and influence life events, and are thereby better equipped to provide focus, intellectually stimulate, and motivate their followers (Brown & Moshavi, 2005; Sosik & Megerian, 1999).

In order to further operationalize the relationship between transformational leadership and emotional intelligence, it is now important to investigate how the dimensions of transformational leadership relate to and integrate with the constructs of the ability model of emotional intelligence: Emotional Perception (PEIQ), Emotional Integration (FEIQ), Emotional Understanding (UEIQ), and Emotional Management (MEIQ).

Idealized Influence/Charisma (II) and Emotional Intelligence

Beyond mere role modeling or impression management, leaders using Idealized Influence (II) will arouse strong emotional responses and reduce inhibitions to change among followers. By so compellingly conveying his or her vision for the future, the charismatic leader thus becomes idolized by the followers (Avolio & Bass, 1988). Needless to say, the ability to successfully communicate a vision is a critical leadership component for the success of any organization (Caruso & Salovey, 2004). For the followers to accept and align with the vision, a leader must infuse the vision with his or her values and opinions while still remaining sensitive to the concerns of others. This is accomplished in part due to the leader's emotional perception and integration skills (Jacques, 2002). Through the use of flexible planning, creative thinking, redirected attention, and focused motivation, a leader sets a powerful example of emotional understanding. The strength of the leader's example serves to inspire confidence among the followers and is fully realized when the leader draws attention to his or her most important values and aspirations. Finally, the Idealized Influence (II) leader will use emotional management to intensify and positively communicate his or her convictions to the followers.

Inspirational Motivation (IM) and Emotional Intelligence

Motivating others through displays of appreciation for accomplishments and celebrating community is the most explicitly emotional aspect of Inspirational Motivational (IM) leadership (Caruso & Salovey, 2004). Emotionally intelligent leaders are confident in their ability to influence life events, and this confidence attracts and motivates followers (Prati et al., 2003). The leader then uses emotional perception and

integration to motivate the followers, accurately interpreting their reactions and identifying their unique affective arousal mechanisms. Through the use of stories, inspirational speeches, and other rituals, the leader inspires and encourages the followers. Finally, the leader must manage the followers' emotional responses, depending on the various circumstances, events, and changes encountered (George, 2000). In the end, "the positive emotions of the leader elevates the team's emotional state, and inspires members to perform with more enthusiasm" (Prati et al., 2003, p. 26).

Intellectual Stimulation (IS) and Emotional Intelligence

Unlike the other categories of transformational leadership (II, IM, and IC), Intellectual Stimulation (IS) has been shown to correlate only minimally with emotional intelligence (Barling et al., 2000; Palmer et al., 2001). However, as mentioned above, creative thinking and flexible planning are parts of the emotional intelligence construct, and these two components are elements of IS (Palmer et al., 2001). As understood here, the emotionally intelligent leader encourages followers to break away from the old ways of thinking and question their values, beliefs, and expectations (Sivanathan & Fekken, 2002). In other words, a leader who implements IS is more likely to be open to novel experiences and differing perspectives, resulting in the ability to encourage others to be expressively creative and original (Popper & Ofra, 2002). With regard to emotional perception and integration, leaders must be sensitive to their as well as others' emotions to choose the appropriate time to challenge the status quo (Jacques, 2002). When the time comes to do so, emotional understanding guides the leader by providing consistent motivation in the face of obstacles. Finally, emotional management moderates the anxieties associated with change in both the leader and the followers.

Individualized Consideration (IC) and Emotional Intelligence

Consideration behavior, within leadership theory, identifies the ability to display concern for the welfare of the group's members as a key characteristic of good leadership. However, the refined definition of transformational leadership specifies that consideration behavior must be sensitive to the unique personality and situation of each follower (Chemers, 2002). In other words, the leader's behavior is considerate of the individual (e.g., Individualized Consideration (IC)), because special attention is paid to the followers' individual goals and developmental needs (Palmer et al., 2001). Additionally, IC applies to emotional perception and integration through the development of individual empathetic relationships (Jacques, 2002). The emotional understanding of an IC leader stems from the leader's ability to identify and work with the issues that are most relevant to individual followers. Finally, the leader using IC tailors and individuals the support he or she offers each follower, thus managing their emotions.

Transformational Leadership, Wisdom, and Emotional Intelligence

In order to be maximally effective, leaders must develop both their thinking and social-emotional skills (Bennis, 1995). When it comes to the specific intersection among transformational leadership, wisdom, and emotional intelligence, these leaders are considered intelligent and creative, with the ability to control/regulate their emotions (Ashkanasy & Tse, 2000). Additionally, within transformational leadership, there is a striking balance between cognitive and emotional skills (Tichy & Devanna, 1990). However, while several studies link transformational leadership and wisdom (Ahn, 2000; Morse, 1996), as well as transformational leadership and emotional intelligence (Duckett & Macfarlane, 2003; Gardner & Stough, 2002; George, 2000; Leban & Zulauf, 2004;

Mandrell & Pherwani, 2003; Palmer et al., 2001; Prati et al., 2003; Sivanathan & Fekken, 2002), no current research truly defines the intersection of these three discrete components, much less investigating these three components within the context of turnaround situations.

One of the aforementioned studies has discussed the individual components of transformational leadership, affect, and cognition, however this research only stated a number of theoretical propositions to be validated in subsequent empirical studies (Ashkanasy & Tse, 2000). These propositions ranged from emotional engagement of the followers, positive cognitive schema to communicate positive visions, a higher sensitivity to followers' needs, higher self-esteem, a closer relationship with the followers', emotional stability, intuitive problem solving, and greater affective commitment among the followers associated with improved productivity. Subsequent research has attempted to understand organizational behavior by investigating the underlying cognitive and affective processes of leadership (Ashkanasy, 2002).

Studies have also investigated the combinations of transformational leadership and moral reasoning (Turner et al., 2002), moral reasoning and emotional intelligence (Sivanathan & Fekken, 2002), and transformational leadership and wisdom (Ahn, 2000; Morse, 1996). While moral reasoning is a critical component of transformational leadership theory, cognitive moral development is just once piece of the more complex process of leadership. With respect to the research on transformational leadership and wisdom, these two studies reviewed historical prototypical leaders (i.e., Jesus Christ, Nelson Mandela).

Other research investigated the emotional bonds formed by transformational leaders with respect to affective commitment and cognition-focused continuance commitment (Dvir et al., 2004). This research focused on executive vision formation, which confirmed that visions with a high content of social-oriented values can create a higher level of affective/emotional commitment among the followers.

Of all the previously conducted research in this area, the study that most closely resembles this dissertation's intent focused on strategic leadership from cognitive, emotional, and behavioral perspectives, searching for which qualities yield a competitive advantage (Voola et al., 2004). While the Voola et al. research reviews leadership and its cognitive, emotional, and behavioral dimensions, which parallels this dissertation, there were two major differences between Voola et al. and this dissertation. First, while the Voola et al.'s research defines transformational leadership, the core of Voola et al.'s study focuses on the specifics of strategic leadership. Second, the authors present a conceptual framework of strategic leadership along with recommendations for future empirical studies. While the aforementioned research contained similar theoretical propositions, there were no specific studies that investigated executive transformational leadership with respect to the intersections of wisdom and emotional intelligence in the context of turnaround situations.

<center>Summary</center>

This chapter discussed the relevant literature surrounding the intersection between wisdom and emotional intelligence with respect to executive transformational leadership in turnaround situations. Specifically, this chapter was divided into four sections. The first section examined leadership alone, placing special emphasis on executive

transformational leadership. The second section explored leadership and wisdom, which was defined as dialectical thinking, and the third section discussed leadership and emotional intelligence. The final section outlined the intersection of the three theoretical constructs that lay the foundation for this dissertation.

CHAPTER 3: METHODOLOGY

This multiple-case study explored the intersection between wisdom and emotional intelligence among selected executives who exhibited the dimensions of transformational leadership within the context of turnaround situations. This exploration used a sequential, transformative, mixed-methods approach to determine, through triangulation, whether the dimensions of wisdom and emotional intelligence converged toward the dimensions of transformational leadership. A triangulation process that combined multiple sources of data was used to provide evidence supporting the concept that both wisdom and emotional intelligence are integral to transformational leadership.

Participants

The researcher used a purposeful sample (McMillian & Schumacher, 1997) to identify eight participants: executives with direct experience with turnaround situations. This sampling method was used because it minimized the expense and time, and assured the receipt of the needed information for this study.

The chosen executives held the rank of vice president or higher, and also held responsibility for an integrated business unit or a corporate function. This level of executive was selected because they have authority and directional control over their portion of the business. The size of the executives' organizations ranged from below 19 employees to over 500 employees.

Since this research did not investigate industry-specific details, the participant executives came from various sectors. There was no comparison or investigation of the leaders regarding the type of industry they worked in. Rather, the researcher was interested only in the basic process of transformational leadership with respect to the

variables of wisdom and emotional intelligence. The participants represented the

following industries: entertainment, government, healthcare, industry, and service.

To identify the individuals for this purposeful sample, the researcher used a

nomination process which included the following steps:

1. The researcher approached business associates, executive coaches, executive

    recruiters, Pepperdine's Alumni Resources, and faculty to identify potential

    participants. The researcher described the following three requirements to

    these nominators: (a) the executive was at least a vice president or above

    within their organization, (b) who exhibited transformational leadership

    behaviors, and (c) the executive had been involved in a management process

    turnaround. Based on these qualifications/criteria, a total of a total of eight

    individuals were identified by the nominators.

2. The nominators introduced the nominated executives and the researcher

    through phone calls or email.

3. Whether the initial contact was through a phone call, the researcher read the

    Initial Script for Participation in the Study to the nominated individuals

    (Appendix A). This script outlined the study and invited the nominees to

    participate in the research. Additionally, this script informed the nominees that

    their participation was completely voluntary with no penalty for non-

    participation.

4. When the participant initially agreed to participate in the study, to ensure the

    participation would be voluntary, the questionnaire package was sent out with

    the Questionnaire Package Cover Letter (Appendix B), the Letter of Informed

Consent (Appendix C), and the quantitative instruments. Directions in the

Questionnaire Package Cover Letter asked the participant to sign the Letter of

Informed Consent and return the letter with the Demographics Worksheet,

Multifactor Leadership Questionnaire (MLQ), Social Paradigm Belief

Inventory (SPBI), and the Mayer-Salovey-Caruso Emotional Intelligence Test

(MSCEIT). Each of the eight participants completed these materials and

returned them.

5. To validate each participant was a transformational leader; the participant had

to score greater than 3 on at least one of the five transformational leadership

dimensions on the MLQ.

Human Subjects Considerations

This study complied with federal regulations 45 CFR 46.101b which met the

University's Institutional Review Board (IRB) criteria for Expedited Review.

Specifically, this research did not use any members of the protected groups of

participants (i.e., fetuses, pregnant women, prisoners, mentally handicapped persons,

minors) and used established educational tests (MLQ, SPBI, and MSCEIT) free of

identifiers that could in any way divulge the participants' identity. To further assure

confidentiality, the demographics worksheet, MLQ, SPBI, MSCEIT, and the audio-

recorded interview tapes were assigned an identifying code (described below). Once the

interview was completed and transcribed, a copy was sent to the interviewee for review,

allowing him or her to confirm that the data collected did not contain information that

might in any way risk the participant's criminal or civil liability, financial standing,

employability, or reputation. Furthermore, at no time during the study did the researcher

apply deceptive techniques to gather data or coerce the participants in any way. Approval

from the University's GPS, IRB was received in April, 2006 and may be found in

Appendix D.

To ensure confidentiality of the participants, a master list was used to link the

participant with his or her associated data collected through a coded identity. Specifically,

the following items utilized this identity code:

- Demographic Worksheet

- Multifactor Leadership Questionnaire (MLQ)

- Social Paradigm Belief Inventory (SPBI)

- Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

- Audio taped Interview

- Transcribed Interview

- Summarized Interview

- Results of the MLQ, SPBI, and MSCEIT

- Individual Case Analysis

For each participant, the MLQ, SPBI, and MSCEIT answer sheets were pre-coded

for identity and confidentiality purposes. This process was outlined in the instructions in

the Questionnaire Package Cover Letter.

The audio taped face-to-face interviews presented the greatest risk to participant

confidentiality. To protect the participants' confidentiality, all of the research materials,

including the master list, were stored in a locked file cabinet accessible only to the

researcher. In compliance with the IRB's requirements, all research materials will be

destroyed within five years of the completed dissertation (i.e., paper data will be shredded, electronic data will be erased and/or deleted).

Participation in this study was voluntary with informed consent. During the process of data collection, the participants were informed that their participation in this study would be voluntary, both verbally through an invitation script and via the letter of informed consent. The Initial Script for Participation in this Study (Appendix A), the Questionnaire Package Cover Letter (Appendix B), and a Letter of Informed Consent (Appendix C) are included in this dissertation. Furthermore, each communication with a participant included a disclosure indicating that the decision to participate would be his or her choice, with no penalty for non-participation. Additionally, participants were made aware that their involvement in the study should not cause any psychological, physical, or emotional stress.

Every participant was informed of the purpose of the study along with the benefits of participating. Specifically, as a benefit, each participant received a copy of the results of the MLQ and the MSCEIT along with the commercially provided material to interpret their individual results. Copies of the MLQ and the MSCEIT were purchased from the publishers of these instruments for use in this study, and with this purchase, the researcher was authorized by the publishers to distribute these instruments, as well as include them in this dissertation. Additionally, the authorization to use the SPBI instrument can be found in Appendix E.

Data Collection Strategies & Procedures

By combining a sequential, transformative strategy with a mixed-methods, multiple-case research design, this study intended to determine whether the dimensions of

wisdom and emotional intelligence converge with the dimensions of transformational leadership. This design guided the research by using the theoretical frameworks of transformational leadership, wisdom, and emotional intelligence to explicitly filter all aspects of the research. In other words, the dimensions of each of these three topics provided the lens through which all the facets of this study were addressed, including the problem definition, methodological design, data sources, analysis, and interpretation, as well as all reporting done within the study (Creswell, 2003).

The data collected from each executive was treated as an individual case. This was done by applying the sequential, transformative strategy in a three-phase approach across both quantitative and qualitative tools. The application of the quantitative and qualitative tools provides the researcher the ability to triangulate the data from multiple perspectives. Once all the data were gathered and analyzed for the individual cases, then the data from individual cases were used in a cross-case analysis.

Individual Case Phase

The sequential, transformative research method allowed the data collection to occur across a period of time (Creswell, 2003), allowing the researcher to qualify the participants (MLQ), administer the other two quantitative tools (SPBI and MSCEIT), and conduct the one-hour semi-structured interview. The three phases of this study included: identifying whether the participant was qualified (whether or not they demonstrated executive transformational leadership in a turnaround situation), collecting additional quantitative data (wisdom and emotional intelligence), and the qualitative interview process (Figure 6).
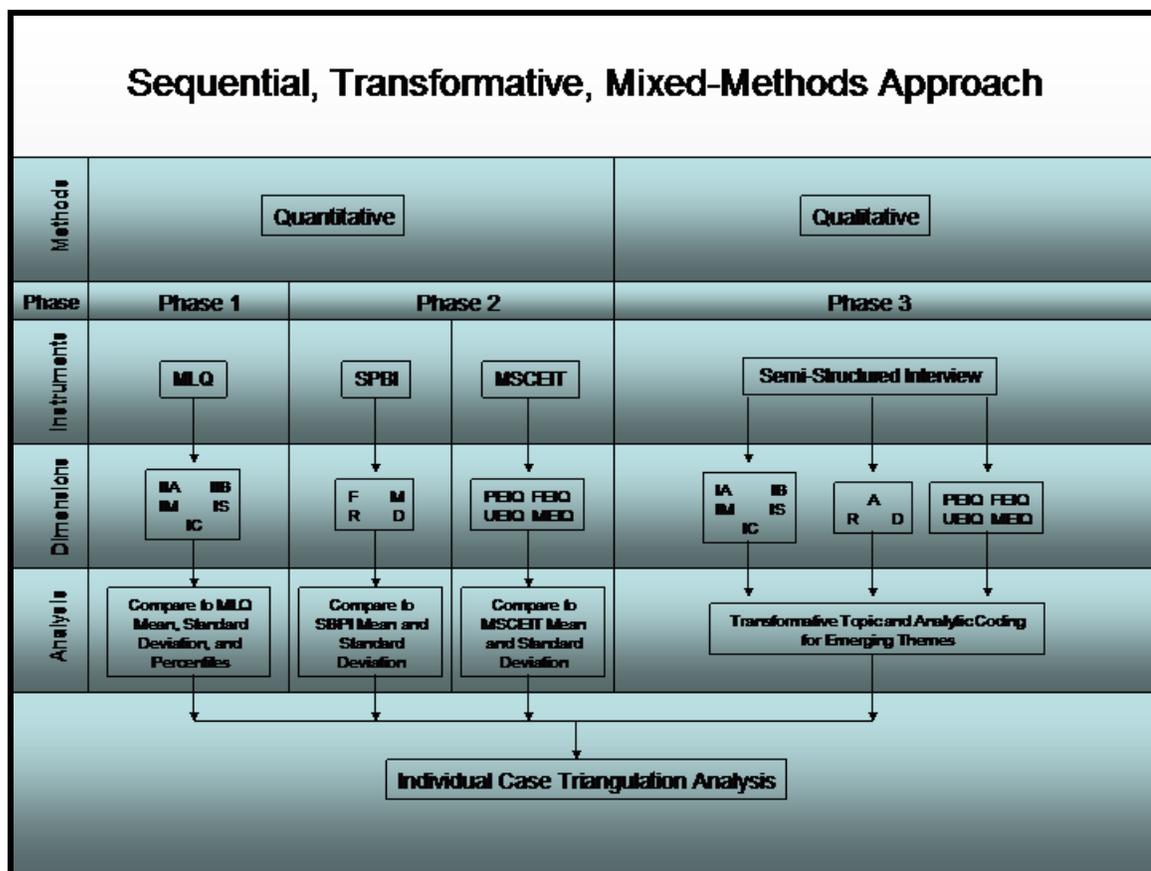
Figure 6. Graphic depiction of the sequential, transformative, mixed-methods approach used in this study.

Phase 1: Participant Qualification—Executive Transformational Leadership in a

Turnaround Situation

Specifically, there were two qualifying requirements for participation in this study. First, the candidate had to be an executive who had been actively involved in a turnaround situation. And second, after taking the self-reported Multifactor Leadership Questionnaire (MLQ Form 5x-Short), the candidate needed to score greater than 3 on one of the transformational leadership dimensions: Idealized Influence (IA and IB), Inspirational Motivation (IM), Intellectual Stimulation (IS), or Individualized Consideration (IC) (Bass & Avolio, 2004). The MLQ is a Likert-scaled instrument with a

range from 0 to 4; when a participant scores greater than 3 on the MLQ, it demonstrates that a particular dimension is present.

Executives with turnaround situation experience. Since the potential participants were nominated using a set of specific criteria, they were a corporate officer, a direct report of a corporate officer, or a leader of a corporate function, which is in line with the definition of an executive in this study (Thomas & Gabarro, 1999). Additionally, during the initial phone contact with these executives, the researcher explained the requirements of the study and invited them to participate. Once this initial offer was accepted, the researcher defined the concept of a turnaround situation and determined if the turnaround was a substantial and sustained positive change in the business performance (Bibeault, 1982). Specifically, a management process turnaround situation was defined by the inclusion of three discrete criteria: a management change, emergency actions, and long-term restructuring efforts (Bibeault, 1999). The researcher asked the following questions to determine whether the participant had experienced the appropriate type of turnaround situation:

- Can you describe the turnaround situation with respect to the organization, your role, when it occurred, and how long it took?
- Were there any management changes as a result of the turnaround?
- Were any emergency actions taken?
- Were any long-term restructuring efforts made?

Given an agreement between the executive and the researcher that the turnaround situation was appropriate for the study and the executive's willingness to continue with the process, the next part of Phase 1 was the completion of the MLQ.

Transformational leadership: MLQ. At the conclusion of the initial conversation with the executive regarding the turnaround situation, the researcher sent the questionnaire package including a copy of the MLQ.

The Multifactor Leadership Questionnaire (MLQ Form 5x-Short) is a 45-question, paper-and-pencil, Likert-scale, self-reported inventory which takes approximately 15 minutes to complete. This instrument was developed by Bernard Bass and Bruce Avolio at the Center for Leadership Studies at Binghampton University in New York (Bass & Avolio, 2000). Originally copyrighted in 1995, with additional copyrights secured in 2000 and 2004, this instrument is published by Mind Garden, Inc., Redwood City, CA (Bass & Avolio, 1995, 2004).

The MLQ was selected for use in this study because of its association with Bass and Avolio, the thought leaders in the development of transformational leadership theory. Additionally, the selection was based on the following:

- The instrument's ability to discriminate between the discrete variables within the Full-Range Leadership Theory (FLRT), including Idealized Influence (IA and IB), Inspirational Motivation (IM), Intellectual Stimulation (IS), Individualized Consideration (IC), Contingent Reward (CR), Management by Exception—Active (MBEA), Management by Exception—Passive (MBEP), and Laissez-faire (LF) (Bass, 1998; Bass & Avolio, 1994). For the purposes of this research, only the dimensions related to transformational leadership (IA, IB, IM, IS, and IC) were reported.

- The fact that the MLQ has been used in nearly 300 research programs, doctoral dissertations, and master's theses around the globe. These research

programs have demonstrated this instrument to be both a valid and reliable

measure of the constructs of Full-Range Leadership Theory (Bass & Avolio,

2004).

- The commercial availability of the instrument.

MLQ validity. The self-administered MLQ 5x has gone through several iterations,

but the core questions were validated using the following four different methods based on

nine studies (N = 2,154) completed by the publisher of the instrument (Bass & Avolio,

2004). First, the authors used a pool of items, along with the results of the MLQ 5R (the

rater version of this instrument where a 360° measurement is made of the leader), to

select items for the MLQ. As a result, the selected items demonstrated both convergent

and discriminant validities. Second, the authors conducted a Partial Least Squares

analysis using an earlier version of the MLQ combined with the 1995 version of the

MLQ 5x to select the current items. Third, the authors recognized the need to expand the

definition of charismatic leadership within their instrument, so they developed and added

the dimensions of Idealized Influence—Attributed (IA) and the Idealized Influence—

Behavior (IB). Finally, six leadership scholars were asked to make recommendations for

modifications to the instrument based on the model presented.

MLQ reliability. With N = 27,285, the reliability coefficients across the Full-

Range Leadership Theory (FRLT) ranged from .69 to .83 (Bass & Avolio, 2004). The

transformational leadership dimensions with the FRLT ranged from .70 to .83.

MLQ scoring. The total score for the 45-question MLQ Form 5x-Short is

comprised of an average score for each dimension. To qualify as a transformational

leader, the participant must demonstrate at least one of the five transformational

leadership dimensions (IA, IB, IM, IS, or IC). Based on the MLQ's Likert-scale, which ranges from 0 to 4, a score greater than 3 on a dimension indicates the presence of that specific dimension. Since the primary focus of the study was on transformational leadership, only the transformational leadership dimensions within the FRLT were reported.

Phase 2: Collection of the Variable Data—Wisdom and Emotional Intelligence

Copies of the Demographics Worksheet (Appendix F), the SPBI, and the MSCEIT were included in the questionnaire package. These items were completed and returned by the eight participants, and were received by the researcher between April and September 2006. In addition to the scoring the variables on the MLQ, the quantitative component of this research measured the variables of wisdom and emotional intelligence via the Social Paradigm Belief Inventory (SPBI) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which are described below.

Wisdom: SPBI. The Social Paradigm Belief Inventory (SPBI-Likert-Form A) is a 56-question, paper-and-pencil, Likert-scaled instrument. Developed by Deirdre Kramer and Patricia Kahlbaugh, the SPBI measures the paradigm beliefs within the context of the social world (Kramer et al., 1992). Originally, the SPBI contained a forced choice within the three classifications, including absolute, relativistic, and dialectical; however, the Likert form was created to satisfy two specific criteria. First, this newer version generates a better understanding of the absolute paradigm by separating out the formistic and mechanistic items. Additionally, this Likert scoring allows for better assessment of each paradigm.

The primary reason that the SPBI-Likert-Form-A was selected is its ability to differentiate between the various levels of wisdom as defined by dialectical thinking. This instrument converts and quantifies these levels into the following variables: Formistic (F), Mechanistic (M), Relativistic (R), and Dialectical (D). Additionally, it takes only approximately 20 minutes to complete.

SPBI validity. To measure the convergent and discriminant validity of the SPBI, the authors used a battery of questionnaires, including the Organicism-Mechanism Paradigm Inventory (OMPI), the World Hypothesis Scale (WHS), the Rokeach Social Dogmatism Scale, the Bunder Intolerance of Ambiguity Scale, the Social Desirability Scale, and the second half of the WAIS Vocabulary Test (Kramer et al., 1992). The significant correlations among the two paradigm inventories, the OMPI and the WHS, and the SPBI demonstrated its convergent validity. The lack of significant correlations between the personality (Social Dogma, Intolerance of Ambiguity, and Social Desirability) and vocabulary (WAIS Vocabulary Test) instruments with the SPBI demonstrated the SPBI's discriminant validity.

With the convergent and discriminant validities satisfied, the construct validity was confirmed by counterbalancing the order of administration between 160 in-depth interviews and the SPBI (Kramer et al., 1992). The transcribed interviews were coded across the absolute, relativistic, and dialectical dimensions, and the correlation between the mean rating of the interviews and with the SPBI total score was .42 ($p < .0001$). This confirmed the SPBI as a valid indicator for resolving issues surrounding interpersonal problems.

To further confirm the validity of the SPBI, the researcher asked two expert judges with backgrounds in empirical and theoretical work on paradigm beliefs to categorize the SPBI questions along the absolute, relativistic, and dialectical dimensions (Kramer et al., 1992). The experts and the authors obtained a 93% agreement; the authors rewrote the three questions that generated any confusion.

SPBI Reliability. The reliability of the SPBI was confirmed using a test-retest approach across a 2-week interval, which was completed using the forced-choice version of the instrument (Kramer et al., 1992). With N = 43, the test-retest correlations for the total score was .77, and the scores for each dimension ranged from .78 to .83.

SPBI scoring. The SPBI provided a single-stage score indicating the dominant cognitive processing level of the participant (e.g. the definitive wisdom dimension) (Kramer et al., 1992). To arrive at a single-stage score, the SPBI was summed across the Formistic (F), Mechanistic (M), Relativistic (R), and Dialectical (D) dimensions, with the highest score determining the participant's overall classification.

Emotional Intelligence: MSCEIT. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT V2.0) is a 141-question, paper-and-pencil, self-reported inventory developed by John Mayer, Peter Salovey, and David Caruso (Mayer et al., 2002). This version was copyrighted in 2002 and is published by Multi-Health Systems, Inc., North Tonawanda, NY. This instrument takes approximately 40 minutes to complete.

The MSCEIT was selected for this study because it was developed by Salovey and Mayer, the thought leaders in the development of the Emotional Intelligence (EIQ) theory. Additionally, the selection was based on the following:

- The instrument's ability to discriminate between the discrete variables of

  Emotional Intelligence (EIQ), including Emotional Perception (PEIQ),

  Emotional Integration (FEIQ), Emotional Understanding (UEIQ), and

  Emotional Management (MEIQ).

- The instrument's derivation from psychometric development history using

  consensus and expert-referenced scoring systems and a normed sample of

  5,000 respondents (Mayer et al., 2002).

- The commercial availability of the instrument.

The following two sections discuss the validity and reliability of the MSCEIT

V2.0.

MSCEIT validity. The self-administered MSCEIT V2.0 has gone through several

iterations, and the authors took the initial 402-question survey and pared the survey down

to 141 questions (Mayer et al., 2002). The primary methods for determining the validity

of the MSCEIT V2.0 were twofold: consensus and expert scoring. First, the consensus

scoring included 5,000 recipients across three separate samples. Based on the MSCEIT

V1.1, one sample, which included a subset of the V2.0 questions, demonstrated a

correlation of $r = .96$ between V2.0 and V1. The other two samples specifically used

V2.0; however, one version was a paper-and-pencil booklet questionnaire whereas the

other utilized an online version of the questionnaire. Second, the expert scoring of the

MSCEIT V2.0 was done by 21 experts selected from the members of the International

Society for Research in Emotions (ISRE) convened at a 2000 meeting. The correlation

between the consensus and expert scoring for the total score and branch scores ranged

between .96 and .98.

MSCEIT reliability. To ensure the reliability of the MSCEIT V2.0, the developers of the instrument cite a test-retest study indicating the reliability for the MSCEIT to be $r = .86$ (Mayer et al., 2002). With $N = 62$, the total scores reliabilities ranged between .79 and .93 for the general scoring and expert scoring, respectively. Similarly, this study demonstrated the branch scores had reliabilities ranging between .76 and .91 for the general scoring and expert scoring, respectively.

MSCEIT scoring. Whereas the MLQ and the SPBI can be manually scored, the complexity associated with the MSCEIT requires the researcher to run the completed instruments through the publisher's software for scoring. This scoring included a total Emotional Intelligence (EIQ) score as well as scores across the dimensions of Emotional Perception (PEIQ), Emotional Integration (FEIQ), Emotional Understanding (UEIQ), and Emotional Management (MEIQ). Additionally, while the following task scores were supplied with the report for each participant, they were not included in the analysis for this study: Faces (PEIQ-F), Pictures (PEIQ-P), Facilitation (FEIQ-F), Sensations (FEIQ-S), Blends (UEIQ-B), Changes (UEIQ-C), Emotion Management (MEIQ-M), and Emotion Relationship (MEIQ-R).

Phase 3: Interview Process

In this final phase of each individual case study, the researcher conducted a semi-structured face-to-face interview with each of the eight participants using a converging-question approach. The interviews occurred during normal business hours in each participant's office, ensuring that the executive was in a comfortable setting for the interview. Prior to the interview, the researcher sent the participant a letter (Appendix G)

with an outline of the questions that would be asked so the participant could be prepared for the interview (Appendix H).

Interview Protocol. The interview used a converging-question approach (Thomas, 2003) in which the first questions were broad and open-ended, and were followed by more focused questions. In line with the transformative research design of this study, the questions were developed by applying the theoretical lens across the various dimensions of the study (Appendix H) (Creswell, 2003).

The first question explored the participants' self-perception of their general leadership style. Then, the questions turned to the specifics of the turnaround situation, including the conditions and organizational culture leading up to and following this event, creating a context for the subsequent discussion. The next questions investigated each of the dimensions of transformational leadership (II, IM, IS, and IC) from both a cognitive and emotional perspective. This structure allowed the participant to address each of the dimensions while also describing their thoughts and emotions. The final question asked the participant to describe any other leadership factors that may have contributed to the turnaround's success.

The interview data were collected using a tape recorder and were subsequently transcribed using a word-processing software package. The completed transcripts, accompanied by a cover letter, were sent (Appendix I) to the participants to clarify and/or delete any information they felt might compromise their confidentiality. Additionally, a letter (Appendix J) with a summary of the analysis was sent back to the participants so that they might validate the interpreted data.

Interview question validation. To validate both the content and structure of the questions, the researcher worked with two experts in qualitative methods in conjunction with a review by two executives. This expert review also prevented the use of leading or deceptive questions. Additionally, the interviewer conducted a pilot interview to check for any bias introduced by the interviewer, questions, or procedures.

Interview coding. The data from the interview were analyzed using the analytic coding process (Morse & Richards, 2002) where the codes were derived from the various instruments used in the study (MLQ, SPBI, and MSCEIT). The codes for the MLQ were created from the questions on the MLQ itself. Using these questions provided a direct link between the individual traits and their associated dimensions. The codes for the both the SPBI and the MSCEIT were extracted from traits associated with each dimension as defined in the literature directly related to the respective instruments.

Data Analysis Processes

The data analysis for this multiple-case study occurred in two phases. The first phase applied the sequential, transformative, mixed-methods approach for each participant, since they were considered individual cases. The second phase included a cross-case analysis, which analyzed the results of the three instruments across all of the participants, as well as the combined individual interviews to determine if there were any emerging themes within the group.

Individual Case Structure

The sequential, transformative, mixed-method approach allowed the researcher to gather data across a period of time using both quantitative and qualitative tools, giving data from each equal weighting in the research (Figure 6). Again, the transformative

nature of this method allowed the researcher to apply specific theoretical filters to the data for analytic purposes. The three steps in the individual case structure included: (a) an analysis of the quantitative data with respect to the demographic data and the MLQ, SPBI, and the MSCEIT; (b) the analysis of the qualitative data with respect to the topics of transformational leadership, wisdom, and emotional intelligence; and (c) the determination of any emerging themes resulting from the combined analysis of quantitative and qualitative tools.

Quantitative Analysis

The first step within the individual cases entailed reporting each participant's demographic data and scores on the MLQ, SPBI, and the MSCEIT for each dimension across these instruments. Additionally, the total scores for transformational leadership and emotional intelligence and the single-stage score for wisdom were reported.

Qualitative Analysis

The second step within the individual case structure involved the qualitative analysis of the data collected during the interview. The nature of the transformative model was valuable when analyzing the data; specifically, the application of the theoretical filter allowed for the creation of a coding structure (Appendix M).

Each transcribed interview was analyzed using qualitative analysis software, applying the analytic coding process (Morse & Richards, 2002). It should be noted that the dimensions of Formism (F) and Mechanism (M) were combined into an Absolute (A) dimension for coding purposes. The analytic coding used the underlying assumptions of each dimension for greater insight into the various dimensions (e.g., IM, with the assumption, IM001—talk optimistically about the future).

With the interview coded analytically, a qualitative software tool was used to analyze the data. This allowed the researcher to investigate the intersections among the three constructs to identify emerging themes, which were then documented and added to the individual case study file.

Triangulation Analysis Process

The last step in the individual case structure combined the results of both the quantitative and qualitative analyses. By using these multiple sources of analysis, the methodological triangulation applied in this case study offered the opportunity to investigate if there were any converging lines of inquiry (Yin, 1994). In particular, this triangulation of information was reviewed to determine if the dimensions of wisdom and emotional intelligence triangulate/converge toward the dimensions of transformational leadership. Any results were documented and added to the case file.

Cross-Case Analysis

The cross-case analysis applied the same structure used with the individual cases listed above, beginning with quantitative analysis. This also included a brief summary of the demographics of all the participants. In alignment with the individual case-study analysis, the mean and standard deviation for all the participants were compared to the mean and standard deviation across each dimension with respect to the MLQ, SPBI, and the MSCEIT. Taking into account the entire sample, the mean and standard deviation for the total scores of transformational leadership and emotional intelligence as well as the single-stage scores for wisdom were reported. Again, the MLQ percentile and MSCEIT demographic data were represented with respect to the entire sample.

The qualitative analysis combined all of the coded interviews into a master file. Then, the combined interviews were investigated at the analytical level to identify any significant findings among the various traits.

Similar to the individual case structure, the final analysis combined both the quantitative and qualitative results for all of the participants. Then, these combined results were analyzed to determine through triangulation if there were any emerging themes with regard to executive transformational leadership, wisdom, and emotional intelligence.

Internal Validity of Design

For the purpose of this study, the internal validity of design will be defined as "the extent of control over extraneous variables, [which] is strongest when the study's design (participants, instruments, and procedures) effectively controls possible sources of error so that those sources are not reasonably related to the study's results" (McMillian & Schumacher, 1997, p. 183). Within this study there are three mechanisms to minimize threats to internal validity, including participant selection, participant verification, and triangulation.

To minimize threats to internal validity with respect to participant selection, the researcher used a prescreening/nomination process to identify potential participants. The researcher validated the appropriateness of the candidates by verifying that each executive had experienced a management process turnaround situation. The final qualifying step included the administration of the MLQ. A participant who obtained a score greater than 3 on the MLQ exhibited at least one transformational leadership dimension and was thus a valid candidate for the study.

After the completed transcript of the interview had been reviewed, the researcher used a coding procedure, outlined below, to distill the main themes from the interview. A synopsis of these themes was sent to each participant to verify whether these themes were accurately represented (Creswell, 2003). Where discrepancies were identified, the researcher made the appropriate changes and used the modified data for both the individual case study and the cross-case analysis.

A key process in reducing threats to internal validity involved the research process of triangulation. The triangulation approach used the mixed-methods design to cross-validate and compare different data sources to see whether any patterns occur (McMillian & Schumacher, 1997).

<center>Underlying Assumptions</center>

This study relied on several underlying assumptions. First, the researcher assumed that the theoretical variables used to construct the items on the MLQ, SPBI, and the MSCEIT indeed accurately measure the dimensions of transformational leadership, wisdom, and emotional intelligence, respectively. The literature supported the content validity of these tools; however, with respect to the coding of the interview, the codes were based on the various traits as defined within the aforementioned tools.

A second important assumption is that the participant's use of these instruments resulted in an accurate description of their abilities, since these tools measured the attitudes and perceived values rather than actual behaviors. This assumption was based on the fact that the attitudes and perceived values were derived from self-reported data.

Finally, the design of the study required the participants to recall and recount their thoughts and feelings involving the turnaround situation. Although the researcher took

into consideration the timing of the turnaround situation in relation to when the data were collected, there is an assumption that the participants' memories and perceptions of what happened were both accurate and honest.

Summary

This sequential, transformative, mixed-methods, multiple-case study used purposeful sampling to identify executives who demonstrated transformational leadership in turnaround situations. Various measures were used to determine relationships among transformational leadership, wisdom, and emotional intelligence for each participant. Each executive was investigated as an individual case, concluding with a cross-case analysis of the group of executives.

The MLQ is a tool for measuring the dimensions of leadership within the Full-Range Leadership Theory (FRLT). For the purposes of this study, the MLQ provided the self-described leadership dimensions within the class of transformational leadership (Figure 2). These dimensions include Idealized Influence—Attributed (IA), Idealized Influence—Behavioral (IB), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC). The scores for each participant across each of these dimensions and the total transformational leadership score are reported along with the associated descriptive statistics (mean and standard deviation) for the MLQ (Bass & Avolio, 2004)

The SPBI is a tool for measuring paradigm beliefs within the context of the social world (Kramer et al., 1992). These beliefs are broken down into dimensions describing the following cognitive processes: Absolute (A) (comprised of Formism (F) and Mechanism (M)), Relativistic (R), and Dialectical (D). The scores for each participant

across these dimensions are reported along with the single stage score/dominant dimension for each participant. Additionally, the descriptive statistics for the all of the participants across the dimensions for the SPBI were compared with respect to the mean and standard deviation (Kahlbaugh & Kramer, 1995)

The MSCEIT is a tool for measuring emotional intelligence. For the purposes of this study, the MSCEIT measures the dimensions of Emotional Perception (PEIQ), Emotional Integration (FEIQ), Emotional Understanding (UEIQ), and Emotional Management (MEIQ). Additionally, this tool provides an overall Emotional Intelligence (EIQ) score. The scores for each participant are reported alongside the descriptive statistics, mean and standard deviation (Mayer et al., 2002).

Software was used to evaluate each participant's interview through an analytic coding technique. This coding was based on the individual traits outlined in Appendix M, within the dimensions of the individual constructs (transformational leadership, wisdom, and emotional intelligence). The results of this coding were reported in four distinct ways. First, for each participant, the number and percentages of occurrences per trait were tallied. Second, based on the highest percentages of occurrences, a representative quote from the participants' interview was included. Third, using the software, each participant was evaluated with respect to the statements that had overlapping traits. Specifically, the traits were reviewed within the overlapping constructs of transformational leadership and wisdom and transformational leadership and emotional intelligence.

Each participant was evaluated using both the quantitative and qualitative methods identified above, and the results of both of these methods were analyzed within

the context of each individual case. Once all of the participants' cases were completed,

the researcher reviewed both the quantitative and qualitative data using a cross-case

analytical approach.

CHAPTER 4: RESULTS

The research sample for this study included eight executives from eight different organizations and industries throughout the Southern California area. Data was gathered between April 2006 and September 2006. During this period, the participants were evaluated using the sequential, transformative, mixed-methods approach; each completed both the quantitative and qualitative components of the study. The quantitative data was gathered through the use of demographic worksheets, and the Multifactor Leadership Questionnaire (MLQ), Social Paradigm Belief Inventory (SPBI), and Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) instruments. The qualitative data was gathered through semi-structured interviews that were coded using the coding structure outlined in Appendix M. Using the results of the mixed-methods approach, the data for each executive is presented as an individual case, each of which includes a brief profile followed by a discussion of both of the quantitative and qualitative measures. After all of the individual cases were reviewed, a cross-case analysis was conducted, enabling the research questions to be answered.

Profile of Participant 1 (P1) – COO – Electronic Recycling Company

This participant was the Chief Operations Officer (COO) of a small electronic recycling company (20-99 employees) who was brought in by the CEO to make the existing start-up/entrepreneurial organization a more structured business. Specifically, the goal was to build the organization into a world-class organization; however, the electronic recycling industry is a new industry, and there were no companies from which to benchmark the business model and operations. The original company grew out of a garage, subsequently moving into commercial facilities when the COO was brought on

board. Over the span of nine months, the COO made significant management changes, took immediate steps to apply mature business processes to the organization, and established several long-term business changes that transformed the company into a profitable operation.

Briefly, the management changes included the hiring of two key individuals – a facilities supervisor and an accounting professional – to manage the day-to-day operations and financial components of the business. Hiring these two people offered senior management the opportunity to focus on the more strategic aspects of the business. The immediate steps taken by the COO to apply mature business practices were to develop metrics and document the processes for everything within the organization, whether right or wrong. The metrics provided measurements on what was being produced, and the processes were documented to set benchmarks for the business. Finally, the long-term business changes revolved around creating a franchise model, like McDonald's, that could be duplicated. During the COO's nine-month span of direction, the organization grew, its production increased over 300%, its capacity grew by two-thirds, and using the franchise model, they successfully opened a new facility in northern California.

Participant 1: Leadership Scores

On the MLQ, this executive scored highest on the dimensions *Idealized Influence—Behavioral (IB)* (score=3.3)*, Intellectual Stimulation (IS)* (score=3.3), and *Individualized Consideration (IC)* (score=3.3), and scored lowest on the dimension *Idealized Influence—Attributed (IA)* (score=2.8) (Table 1). Even though the lowest score *Idealized Influence—Attributed (IA)* was below the threshold for a transformational

leader, the *Total Score (TL)* (score=3.1), which is comprised of an average of all five dimensions, this executive's scores suggested that his perception of his overall leadership style was in the range of a transformational leader (i.e. a score above 3.0).

Table 1

Participant 1 – MLQ Scores

Dimensions	Participant Score
Total Score (TL)	3.1
Idealized Influence—Behavioral (IB)	3.3
Intellectual Stimulation (IS)	3.3
Individualized Consideration (IC)	3.3
Inspirational Motivation (IM)	3.0
Idealized Influence—Attributed (IA)	2.8

The interview data revealed one dimension with substantially more occurrences than the other four. Specifically, the dimension, *Idealized Influence—Attributed (IA)* (n=24/42% [Note: the first number indicates the number of occurrences for that trait and the second number references the percentage of those occurrences to the total number of occurrences for this specific theoretical construct]) had almost twice as many instances than the next most frequent dimension, *Inspirational Motivation (IM)* (n=13/22%) (Table 2). Within the *Idealized Influence—Attributed (IA)* dimension, the standout trait was *build respect (IA003)* (n=16/28%) along with two other traits that were substantially lower in terms of frequency, *sense of power (IA004)* (n=5/9%) and *beyond self-interest (IA002)* (n=3/5%). Also worth noting, the prominent traits for the dimension *Inspirational Motivation (IM)* were *express confidence in goals (IM004)* (n=7/12%) and *compelling vision of the future (IM003)* (n=4/7%). The other dimensions of *Intellectual Stimulation (IS)* (n=10/17%) and *Individualized Consideration (IC)* (n=7/12%) showed favoring of

some traits over others. These traits were *look at problems differently (IS003)* (n=5/9%)

and *differing needs (IC003)* (n=5/9%), respectively. Combined, these seven traits

accounted for approximately 79% of the overall transformational leadership statements

made during the interview. No traits within the dimension of *Idealized Influence—*

Behavioral (IB) were above n=2, so they were considered not significant.

Table 2

Participant 1 – Transformational leadership dimensions revealed through interview
(N=58)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Idealized Influence—Attributed (IA)			24	42%
Build respect (IA003)	16	28%		
Sense of power (IA004)	5	9%		
Beyond self-interest (IA002)	3	5%		
Instill pride (IA001)	0	0%		
Idealized Influence—Behavioral (IB)			4	7%
Talk about values (IB001)	2	3%		
Strong sense of purpose (IB002)	1	2%		
Collective sense of mission (IB004)	1	2%		
Moral and ethical consequences (IB003)	0	0%		
Inspirational Motivation (IM)			13	22%
Express confidence about goals (IM004)	7	12%		
Compelling vision of the future (IM003)	4	7%		
Optimistic about the future (IM001)	1	2%		
Enthusiastic about needs (IM002)	1	2%		
Intellectual Stimulation (IS)			10	17%
Look at problems differently (IS003)	5	9%		
Seek differing perspectives (IS002)	3	5%		
Suggest ways to complete assignments (IS004)	1	2%		
Re-examine critical assumptions (IS001)	1	2%		
Individualized Consideration (IC)			7	12%
Differing needs (IC003)	5	9%		
Develop others strengths (IC004)	2	3%		
Teaching and coaching (IC001)	0	0%		
Treat others as individuals (IC002)	0	0%		
Total	58	100%	58	100%

As an example of the *build respect (IA003)* trait, when describing his role in

creating a new facility in a different location, this executive stated:

> I just didn't stand there on a pedestal, pointing, saying do this and do that because everybody needed to work hard from sun to sun to be able to make it happen. And I got in there and I was moving stuff and tossing stuff around. Talking on the phone making arrangements, doing everything right there next to everybody else. I think that showed them that I'm not just an arrogant boss, I'm able to step in and do the work with them. (P1)

This executive displayed the *sense of power (IA004)* and confidence trait when he made two comments in particular. First, within a discussion about group decision-making, this executive stated his was only one opinion in the process; however, he exhibited his power when he felt strongly about a position, he overrode the group decision. Second, with respect to the sense of confidence, this executive articulated the point that this business was going to be successful, and the company only needed to create an infrastructure to make it better. He believed in his ability to make a difference with the organization, stating, "I think that I was able to clean it up, streamline it, make it more of a business system, as opposed to just an entity, I made it a business" (P1).

With these business processes in place, the executive was able to *express confidence about goals (IM004)* by actually setting realistic goals that were not only attained, but far exceeded. In fact, the executive commented that the productivity gains were so great that the employees easily exceeded the goals, resulting in a strong sense of accomplishment among the employees, and the executive's ability to set higher goals.

When getting others to *look at problems differently (IS003)*, this executive stated he would always try to get the employees to identify the root causes of a problem. Additionally, this executive would have daily or weekly staff meetings with all of the department representatives to discuss the successes and problems faced by each department. Within this forum, the executive encouraged all to participate in resolving the problems because, as he says, "We are all in this together" (P1).

As far as considering the *differing needs (IC003)* of each individual, this executive acknowledged the importance of working in a small organization that allowed him to get to know the employees. Because the organization was small, the executive could directly ask the individuals what they wanted. Examples of employees wants fulfilled by the executive included public recognition for good work, benefits, time off, lunches, and candy.

Participant 1: Leadership and Wisdom Scores

With respect to the SPBI, the single-stage score of the most dominant dimension was *Dialectical (D)* (score=58) (Table 3), indicating the definitive dimension of wisdom. Since the *Dialectical (D)* score is the highest cognitive process, this implied that the participant is capable of the highest form of thinking: one which allows for an integrated worldview by combining both abstraction and concrete thoughts when resolving problems (Kramer, 1990). The next highest score was *Relativistic (R)* (score=54) followed by *Mechanism (M)* (score=48). The participant scored the lowest on *Formism (F)* (score=36).

Table 3

Participant 1 – SPBI Scores

Dimensions	Participant Score
Dialectical (D)	58.0
Relativistic (R)	54.0
Absolute (A)	
Mechanism (M)	48.0
Formism (F)	36.0

The interview data revealed that the dimension of *Relativistic (R)* occurred the most frequently (n=37/59%) (Table 4). The *Dialectical (D)* dimension had the next

highest number of occurrences (n=24/38%), with the *Absolute (A)* (n=2/3%) dimension

accounting for a negligible amount of comments. Within the dimensions of *Relativistic*

(R) and *Dialectic (D)*, six traits were responsible for over 83% (n=52) occurrences of

wisdom dimensions. The top trait, accounting for 21% of the occurrences, was *every*

situation is unique (R005) (n=13/21%). Following this trait, in decreasing order of

frequency, were the *Relativistic (R)* traits, (a) *pragmatic decision-making (R001)*

(n=9/14%) and (b) *knowledge in a broader context (R003)* (n= 8/13%). Traits from the

Dialectical (D) dimension included (a) *all systems are characterized by reciprocity*

(D004) (n=8/13%), (b) *all life is systemic* (D002) (n=7/11%), and (c) *development occurs*

through adapted forms (D003) (n=7/11%).

Table 4

Participant 1 – Wisdom dimensions revealed through interview (N=63)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Absolute (A)			2	3%
Belief in absolute (A005)	2	3%		
Fixed traits and types (A001)	0	0%		
Inherent stability (A002)	0	0%		
Passive in environmental influence (A003)	0	0%		
Causality is linear (A004)	0	0%		
Belief in one-sided solutions (A006)	0	0%		
Knowledge is inherently noncontradictory (A007)	0	0%		
Relativistic (R)			37	59%
Every situation is unique (R005)	13	21%		
Pragmatic decision-making (R001)	9	14%		
Knowledge in a broader context (R003)	8	13%		
Knowledge is influenced by aspect (R004)	4	6%		
Unpredictability is central to reality (R006)	2	3%		
Contradiction is primary to reality (R007)	1	2%		
Change is basic to reality (R002)	0	0%		
Contrasting systems produce contradictory knowledge (R008)	0	0%		
Dialectical (D)			24	38%
All systems are characterized by reciprocity (D004)	8	13%		
All life is systemic (D002)	7	11%		
Development occurs through adapted forms (D003)	7	11%		
All phenomena imply their opposites (D001)	2	3%		
Total	63	100%	63	100%

When this executive came into the organization, he recognized that *every*

situation is unique (R005), and he needed to take some immediate actions based on his

background to improve the situation. Since the organization had no documented

processes or metrics, the executive reviewed, redefined, and documented all of the

organizations' processes and metrics. Additionally, this executive used a very direct

approach to determine what motivated each employee; specifically, he asked each

individual what he or she wanted. In having these conversations he felt that the

employees were excited about the opportunity to grow the organization and the

possibility of making more money.

In line with *pragmatic decision-making (R001)*, the executive described his

process as:

> I would bounce those [decisions] off the key objectives of becoming profitable
> and building a franchise system. So for me, I prioritized the problems as to how
> those problems measured up to those two things, becoming profitable and
> building a franchise. (P1)

He cited that hiring a facilities manager was an example of this decision-making process

because the company was able to begin working faster and more economically.

Furthermore, a facilities manager would always be available to "make decisions, solve

discrepancies, [and] deal with personnel issues, at that moment" (P1).

The executive recognized *knowledge in a broader context (R003)*; even though

his knowledge of organizational operations was extensive, he would pose problems to the

members of the organization to fix the problems as a group. Not only did this process

leverage off of the knowledge base of the group to identify more solutions, but it also

gave the executive an opportunity to promote teamwork, emphasizing the importance of

the contributions of every member of the team. As far as behavior in the broader context

is concerned, whether facing obstacles or meeting and celebrating goals, this executive

repeatedly stressed the importance of keeping the team members focused on becoming profitable and building the franchise.

To highlight the trait that recognizes *all systems are characterized by reciprocity (D004)*, the executive acknowledged the integration of the various systems within the organization and the impact that change in one aspect of the business had on other parts of the business. The leader pointed out that "every organization is a system [with] many different levels" (P1), also mentioning two systems on the human side of the business: the cultural and power systems. With an understanding of the interlinked nature of these and other systems, this executive successfully navigated the turnaround situation, transforming the organization into a non-entrepreneurial, profitable business system with the ability to franchise.

Beyond the scope of the organization, the executive showed an acute awareness that *all life is systemic (D002)*, acknowledging that emergence characterizes systems, and that in systems, the whole defines the part. The executive demonstrated this understanding by stating that "it was more than building an organization, it was really building an industry for this business" (P1). Because of the positive ecological implications (recycling of toxic electronic equipment) of creating a successful organization, the executive felt compelled to make this organization successful within the emerging industry. In turn, the executive defined and shared the bigger picture along with the employees, emphasizing the centrality of teamwork in growing the organization.

The executive also demonstrated his understanding that *development occurs through adapted forms (D003)*, discussing this trait with respect to organizational growth issues in the following manner:

> In a growing organization those cycles happen faster than in a larger organization where you use up a person's capabilities or the need for that person's capabilities faster than larger organization. So dealing with those changes are tough, difficult personal, personnel type of issues to deal with. (P1)

The cycles described here refer to the diverse and advanced employee skill sets that are required to operate a larger organization. In this instance, the executive felt that the founding employees' competencies were not sufficient to satisfy the new goals of the developing organization, yielding both profitability and the ability to franchise. A key example of this need for greater competencies was the fact that a facilities supervisor was brought in to allow the executive to focus on more strategic issues.

In terms of the intersection between dimensions of transformational leadership and wisdom within the interview, the intersection with the most occurrences was between *Idealized Influence—Attributed (IA)* and *Relativistic (R)* (n=13/27%) (Table 5). Other intersections were found, but were far less numerous: the intersections between (a) *Intellectual Stimulation (IS)* and *Relativistic (R)* (n=6/12%), (b) *Idealized Influence— Attributed (IA)* and *Dialectical (D)* (n=6/12%), and (c) *Inspirational Motivation (IM)* and *Dialectical (D)* (n=5/10%). Several trait pairings were also observed. The trait pairings with the highest percentages of occurrences were , (a) *differing needs (IC003)* and *every situation is unique (R005)* (n=4/8%) and (b) *build respect (IA003)* and *pragmatic decision-making (R001)* (n=3/6%) (Table O1).

Demonstrating an example of the intersection, where the software determined the traits to share the same comment, included the intersection between the traits *differing needs (IC003)* and *every situation is unique (R005)*, this executive made the following statement:

Table 5

Participant 1 – Intersection of the transformational leadership and wisdom dimensions as revealed through interview (N=49)

| | | Wisdom Dimensions | | | | | | Leadership Dimensions Total | |
| | | Absolute (A) | | Relativistic (R) | | Dialectic (D) | | | |
		# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	1	2%	13	27%	6	12%	20	41%
	Idealized Influence—Behavioral (IB)	0	0%	2	4%	3	6%	5	10%
	Inspirational Motivation (IM)	1	2%	4	8%	5	10%	10	20%
	Intellectual Stimulation (IS)	0	0%	6	12%	3	6%	9	18%
	Individualized Consideration (IC)	0	0%	4	8%	1	2%	5	10%
Wisdom Dimensions Total		2	4%	29	59%	18	37%	49	

[I]t's a small organization, so it was day-to-day interaction. Ah, I could really interface with them, I didn't have to do big surveys and stuff like that because it was a very small organization. We are working side-by-side on the day-to-day issues so I could pretty much see and handle it. (P1)

The following comment represents the intersection between the traits *build*

respect (IA003) and *pragmatic decision-making (R001)*:

I didn't think that would work, I didn't like that idea because we wouldn't be able to identify the low performers. But, you want to do that, great, okay, then here's our target and if you guys can hit that target, I don't care if one guy does it all. (P1)

Participant 1: Leadership and Emotional Intelligence Scores

On the MSCEIT, the participant scored the highest on the dimension of *Emotional*

Perception (PEIQ) (score=100), closely followed by *Emotional Understanding (UEIQ)*

(score=99) (Table 6). While the scores of the *Emotional Integration (FEIQ)* (score=92)

and *Emotional Management (MEIQ)* (score=92) dimensions were lower than the other

two dimensions, these scores, along with the *Total Score (EIQ)* (score=95) showed that

this executive has an average level of emotional intelligence (range 90-109).

Table 6

Participant 1 – MSCEIT Scores

Dimensions	Participant Score
Total Score (EIQ)	95
Emotional Perception (PEIQ)	100
Emotional Understanding (UEIQ)	99
Emotional Integration (FEIQ)	92
Emotional Management (MEIQ)	92

Of all the dimensions of emotional intelligence, *Emotional Management (MEIQ)*

(n=17/44%) occurred most frequently during the interview (Table 7). The dimension of

Emotional Perception (PEIQ) (n=10/26%) contributed just over half the total *MEIQ*

score; however, both *Emotional Integration (FEIQ)* (n=7/18%), and *Emotional Understanding (UEIQ)* (n=5/13%) were less than half as frequent as *Emotional Management (MEIQ)*. Among the dimensions *Emotional Management (MEIQ)*, *Emotional Perception (PEIQ)*, and *Emotional Integration (FEIQ)*, four specific traits occurred most often: (a) *manage emotion in oneself (MEIQ004)* (n=8/21%), (b) *identify emotion in one's feelings (PEIQ001)* (n=8/21%), (c) *emotions prioritize thinking (FEIQ001)* (n=6/15%), and (d) *monitor emotions in oneself (MEIQ003)* (n=5/13%).

Table 7

Participant 1 – Emotional intelligence dimensions revealed through interview (N=39)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Emotional Perception (PEIQ)			10	26%
Identify emotion in one's feelings (PEIQ001)	8	21%		
Identify emotions in others (PEIQ002)	2	5%		
Express emotions accurately (PEIQ003)	0	0%		
Discriminate accurate and inaccurate feelings (PEIQ004)	0	0%		
Emotional Integration (FEIQ)			7	18%
Emotions prioritize thinking (FEIQ001)	6	15%		
Emotions encourage problem approaches (FEIQ004)	1	3%		
Emotions aid judgment and memory (FEIQ002)	0	0%		
Mood swings change perspective (FEIQ003)	0	0%		
Emotional Understanding (UEIQ)			5	13%
Label emotions and emotional relations (UEIQ001)	2	5%		
Understand complex feelings (UEIQ003)	2	5%		
Interpret meanings that emotions convey (UEIQ002)	1	3%		
Recognize transitions among emotions (UEIQ004)	0	0%		
Emotional Management (MEIQ)			17	44%
Manage emotion in oneself (MEIQ004)	8	21%		
Monitor emotions in oneself (MEIQ003)	5	13%		
Stay open to feelings (MEIQ001)	2	5%		
Engage or detach from emotions (MEIQ002)	2	5%		
Total	39	100%	39	100%

This executive demonstrated the ability to *manage emotions in oneself (MEIQ004)* in the following statement:

> [W]hen the negative emotions surface, you deal with it and talk about the bright side, talk about what they can do to fix it. Give them tangible things they can do to make it better, on the negative side. On the positive side, when things are going

good you're always looking at the bigger picture. Hey this is great, we got this now let's keep pushing for that. (P1)

The ability to *identify emotion in one's feelings (PEIQ001)* was evidenced when the executive discussed how he would work side-by-side with the line workers. Instead of just ordering others around, he thoroughly enjoyed jumping in and "getting dirty" along with the team. Furthermore, he felt the camaraderie generated by the side-by-side work extended beyond the working hours into the evening, when team members would meet for dinner and drinks.

With respect to *emotions prioritizing thinking (FEIQ001)*, when minor goals were met along the way, this executive believed in celebrating the achievement, but still felt it was important to emphasize and stay focused on the bigger goals. Additionally, this leader felt strongly that it was important to include others in the decision-making process. His basic belief was that given all the appropriate facts, prudent people will make the same decision, and that decision will be correct. However, the executive was clear that some decisions were exclusively the purview of the leader, especially those the leader felt very strongly about.

Finally, this participant demonstrated the ability to reflectively *monitor emotions in oneself (MEIQ003)* and others when he discussed transforming the organization from a start-up to an established business and the complexities associated with the transition. Specifically, this leader credited the day-to-day interactions with the employees, afforded by the small size of the organization, as the way to best monitor the emotions of the employees during the turnaround.

In terms of the intersection of dimensions between transformational leadership and emotional intelligence during the interview, the highest occurrences were between

Inspirational Motivation (IM) and *Emotional Management (MEIQ)* (n=7/20%) (Table 8).

Just above half of these instances occurred between the three pairings of (a) *Idealized*

Influence—Attributed (IA) and *Emotional Management (MEIQ)* (n=4/11%), (b) *Idealized*

Influence—Attributed (IA) and *Emotional Integration (FEIQ)* (n=4/11%), and (c)

Idealized Influence—Attributed (IA) and *Emotional Perception (PEIQ)* (n=4/11%). It is

interesting to note that that the three preceding pairings all had the same number of

occurrences with the common transformational leadership dimension *Idealized*

Influence—Attributed (IA) across the other the emotional intelligence dimensions. Within

these dimensions, the specific trait intersections with the highest percentages of

occurrences were (a) *build respect (IA003)* and *identify emotion in one's feelings*

(PEIQ001) (n=4/11%), and (b) *express confidence about goals (IM004)* and *manage*

emotion in oneself (MEIQ004) (n=4/11%) (Table O2).

Representative of the intersection of the traits *build respect (IA003)* and *identify*

emotion in one's feelings (PEIQ001) the executive made the following comment, "I kind

of felt good, it felt great jumping in and helping out and getting dirty, being part of the

team. I enjoyed that, a lot. A lot more than I'd enjoy pointing and ordering people

around" (P1).

Additionally, the executive made the following statement, which corresponds to

the intersection of the traits *express confidence about goals (IM004)* and *manage emotion*

in oneself (MEIQ004):

> This is a minor setback this is just an obstacle what are going to do to get it out of
> the way. Okay, now let's keep moving forward or this is a sub-goal that we got to,
> woo-hoo let's celebrate it today, tomorrow we are going back toward this big
> goal…. [I] always needed to present the positive, you know, we can do this, the
> money setbacks are big, I know it's a problem, but you know what we can still get
> there. You know, always be positive about getting to the end state. (P1)

Table 8

Participant 1 – Intersection of the transformational leadership and emotional intelligence dimensions as revealed through interview (N=35)

		Emotional Intelligence Dimensions								Leadership Dimensions Total	
		Emotional Perception (PEIQ)		Emotional Integration (FEIQ)		Emotional Understanding (UEIQ)		Emotional Management (MEIQ)			
		# of Occur	% of Occur	# of Occur	% of Occur	% of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	4	11%	4	11%	2	6%	4	11%	14	40%
	Idealized Influence—Behavioral (IB)	1	3%	0	0%	1	3%	2	6%	4	11%
	Inspirational Motivation (IM)	0	0%	1	3%	2	6%	7	20%	10	29%
	Intellectual Stimulation (IS)	0	0%	2	6%	0	0%	2	6%	4	11%
	Individualized Consideration (IC)	0	0%	0	0%	0	0%	3	9%	3	9%
Emotional Intelligence Dimensions Total		5	14%	7	20%	5	14%	18	51%	35	

Participant 1: Summary

This participant's *Total Score (TL)* on the MLQ, which is the average across the transformational leadership dimensions, was above the required minimum for the ideal profile of a transformational leader. However, when the data from the MLQ was compared with the data from the interview there were conflicting results. First, while the dimension *Idealized Influence—Behavioral (IB)* was tied for the highest score with the two other dimensions, *Intellectual Stimulation (IS)* and *Individualized Consideration (IC)*, the data from the interview did not support this high score. In this case, during the interview there were no significant occurrences within the interview to support the MLQ score for this dimension. The next conflicting result dealt with the dimension *Idealized Influence—Attributed (IA).*This was the lowest score on the MLQ, whereas during the interview, this dimension had over twice as many occurrences than the next most frequent dimension.. The two other high number of occurrences among the traits within this dimension suggested that the participant displayed a *sense of power (IA004)* and confidence, and that he goes *beyond self-interest (IA002)* for the good of the group.

In direct contrast to the previous conflicts, the results between the MLQ and the interview data were similar for the dimensions, *Intellectual Stimulation (IS)* and *Individualized Consideration (IC)*. These two dimensions were tied for the highest scores on the MLQ and the interview data supported this result at both the dimension and trait levels. Specifically, for the dimension of *Intellectual Stimulation (IS)*, the dominant trait from the interview asked others to *look at problems differently (IS003)*. Similarly, *Individualized Consideration (IC)* had a dominant trait that related to understanding that each individual has *differing needs (IC003)*. One dimension, *Inspirational Motivation*

(IM), was not discussed because it was in line with the transformational leadership scores

on the MLQ and was in the middle of the range at both the dimension and trait levels. In

this area, the executive was skilled at both *expressing confidence in goals (IM004)* and

being able to articulate a *compelling vision of the future (IM003)*.

The highest single-stage wisdom dimension SPBI score was *Dialectical (D)*.

Although this dimension did not have the highest number of occurrences during the

interview, the dimension was the second highest. This dimension also accounted for three

of the top six traits: (a) *all systems are characterized by reciprocity (D004)*, where a

change in any one part affects the whole system; (b) emergence characterizes systems,

whereby the whole defines the part; *all life is systemic (D002)*; and (c) *development*

occurs via movement through increasingly adapted forms (D003). During the interview,

the most frequently occurring dimension was *Relativistic (R)*. Not only did this

dimension itself score the highest number of occurrences, but also traits associated with

this dimension were among the most frequent. In this case, the most frequently occurring

trait within the *Relativistic (R)* related to how the participant considered every person,

relationship, system, or *situation is unique (R005)*. The other traits associated with this

dimension that occurred during the interview dealt with (a) *decision-making based on*

pragmatic (R001), rather than absolute, criteria, and (b) *knowledge and behavior are*

embedded in a broader context (R003). There were no appreciable scores on the *Absolute*

(A) dimensions of *Mechanism (M)* and *Formism (F)* on either the SPBI or the interview.

In reference to the intersections between the transformational leadership and

wisdom dimensions, the data showed that the top four intersections were between

Idealized Influence—Attributed (IA) and *Relativistic (R)*, *Intellectual Stimulation (IS)* and

Relativistic (R), *Idealized Influence—Attributed (IA)* and *Dialectical (D)*, and

Inspirational Motivation (IM) and *Dialectical (D)*. Of these intersections, the relationship

between *Idealized Influence—Attributed (IA)* and *Relativistic (R)* occurred over twice as

often as the next highest intersection. At the trait level, the highest scoring trait

intersection was between *differing needs (IC003)* and *every situation is unique (R005)*.

This trait intersection implied that the executive understood and considered each

individual as having different needs, abilities and aspirations from others, which fit hand-

in-hand with the trait that recognizes the uniqueness of every person, relationship,

system, or situation. Another frequently occurring intersection at the trait level was

between *build respect (IA003)* and *pragmatic decision-making (R001)*. Exemplifying this

intersection, the participant made comments indicating that he acted in ways that built

respect for him, and was able to make pragmatic decisions based on incomplete and

possibly contradictory data.

In regard to the MSCEIT, this executive's scores fell within the average

emotional intelligence range with respect to all of the emotional intelligence dimensions,

including his *Total Score (EIQ)* for emotional intelligence. He scored the highest on the

emotional intelligence dimension of *Emotional Perception (PEIQ)* on the MSCEIT,

which was reflected by comments he made during the interview; this dimension

accounted for the second highest number of comments made. Two traits shared the

highest frequency score: one from the *Emotional Perception (PEIQ)* domain, the ability

to *identify emotion in one's physical states, feelings (PEIQ001)*, and one from the

Emotional Management (MEIQ) domain, the ability to *manage emotion in oneself*

(MEIQ004) and others by moderating negative emotions and enhancing pleasant ones,

without repression or exaggeration. However, it is important to note that results for the dimension *Emotional Management (MEIQ)* between the MSCEIT and the interview were not in alignment. The *Emotional Management (MEIQ)* score on the MSCEIT was tied for the lowest score with *Emotional Integration (FEIQ)*, but the interview data revealed that *Emotional Management (MEIQ)* obtained significantly more occurrences than the other three dimensions. Additionally, one other trait within the *Emotional Management (MEIQ)* domain was among the highest number of occurrences: the ability to reflectively *monitor emotions in relation to oneself (MEIQ003)* and others. Although *Emotional Integration (FEIQ)* was tied for the lowest score on the MSCEIT, this dimension was third out of the four dimensions. This dimension contained the trait with the second most number of occurrences for this participant, and this trait dealt with the ability for *emotions prioritize thinking (FEIQ001)* by directing attention to important information. Finally, the executive scored the second highest on the MSCEIT on the dimension of *Emotional Understanding (UEIQ)*, yet this dimension had the lowest number of occurrences among all the dimensions in the data resulting from the interview.

A review of the interview data suggested four notable intersections between the transformational leadership and emotional intelligence dimensions. Of these four intersections, the one with the greatest frequency occurred between *Inspirational Motivation (IM)* and *Emotional Management (MEIQ)*. The trait intersection which contributed to this high dimensional intersection was between (a) *expressing confidence that goals will be achieved (IM004)* and (b) the ability to *manage emotion in oneself (MEIQ004)* and others. Although the remaining dimensional intersections all had the same number of occurrences, the intersection between *Idealized Influence—Attributed*

(IA) and *Emotional Perception (PEIQ)* had a trait intersection that was just as frequent as the other highest intersection. Here, this trait intersection was between the ability (a) to act in ways that *built respect (IA003)* and (b) to *identify emotion in one's physical states, feelings (PEIQ001)*, and thoughts. The other two intersections between dimensions did not have any outstanding traits and they included (a) *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)* and (b) *Idealized Influence—Attributed (IA)* and *Emotional Integration (FEIQ)*.

Profile of Participant 2 (P2) – CEO/President – Dry Cleaning Company

The next participant was the Chief Executive Officer (CEO) and President of a dry-cleaning business (100-499 employees). The participant's grandfather, father, and uncle started the company, and over a period of 24 months, the participant executed a 100% buyout and thus came to his position as CEO and president. The expressed intention of this participant was to transition the operations from a tightly controlled owner/proprietor business to a more mature retail service business. While the company was always profitable, the participant wanted to expand its operations for greater profitability.

The management changes that occurred entailed replacing the existing family management structure with a professional management structure. The immediate steps taken included: renaming the company, changing the company and store color scheme, restructuring the marketing campaigns, and creating new cultural artifacts to distinguish the company as a new entity. With regard to long-term business changes, the new professional management team was delegated responsibilities that had previously been the domain of the ownership. The professional management team members were

empowered to run their respective portions of the business, ordering supplies, making deposits, and managing payroll and payroll structures. Other long-term business changes included the development of new educational programs (tuition reimbursement and English as a Second Language programs) and expansion into new geographic domains. From the beginning of the turnaround to the present time, the revenue growth for the business was in excess of 500%.

Participant 2: Leadership Scores

On the MLQ, this executive scored the highest on the dimension of *Intellectual Stimulation (IS)* (score=4.0) (Table 9). This is notable since 4.0 is the maximum score available for a dimension. The two other high scores were *Idealized Influence—Behavioral (IB)* (score=3.8) and *Individualized Consideration (IC)* (score=3.8). Although the lowest score was for the dimension of *Idealized Influence—Attributed (IA)* (score=3.3), this executive scored higher than 3.0 on all of the transformational leadership dimensions. As a result, this executive's *Total Score (TL)* (score=3.7) was well above the minimum threshold of 3.0 for a transformational leader.

Table 9

Participant 2 – MLQ Scores

Dimensions	Participant Score
Total Score (TL)	3.7
Intellectual Stimulation (IS)	4.0
Individualized Consideration (IC)	3.8
Idealized Influence—Behavioral (IB)	3.8
Inspirational Motivation (IM)	3.5
Idealized Influence—Attributed (IA)	3.3

The interview data revealed one dimension that had substantially more occurrences than any other. This dimension, *Idealized Influence—Attributed (IA)* (n=28/35%), had nearly a third more occurrences than the next highest dimension, *Individualized Consideration (IC)* (n=21/26%), and twice that of the third highest dimension, *Idealized Influence—Behavioral (IB)* (n=14/17%) (Table 10). Each of the three most dominant traits reflected one of these dimensions: (a) *build respect (IA003)* (n=21/26%), (b) *differing needs (IC003)* (n=11/14%), and (c) *talk about values (IB001)*

Table 10

Participant 2 – Transformational leadership dimensions revealed through interview (N=89)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Idealized Influence—Attributed (IA)			28	35%
Build respect (IA003)	21	26%		
Sense of power (IA004)	5	6%		
Instill pride (IA001)	1	1%		
Beyond self-interest (IA002)	1	1%		
Idealized Influence—Behavioral (IB)			14	17%
Talk about values (IB001)	10	12%		
Collective sense of mission (IB004)	3	4%		
Moral and ethical consequences (IB003)	1	1%		
Strong sense of purpose (IB002)	0	0%		
Inspirational Motivation (IM)			7	9%
Enthusiastic about needs (IM002)	2	2%		
Compelling vision of the future (IM003)	2	2%		
Express confidence about goals (IM004)	2	2%		
Optimistic about the future (IM001)	1	1%		
Intellectual Stimulation (IS)			11	14%
Seek differing perspectives (IS002)	8	10%		
Look at problems differently (IS003)	2	2%		
Re-examine critical assumptions (IS001)	1	1%		
Suggest ways to complete assignments (IS004)	0	0%		
Individualized Consideration (IC)			21	26%
Differing needs (IC003)	11	14%		
Treat others as individuals (IC002)	7	9%		
Develop others strengths (IC004)	3	4%		
Teaching and coaching (IC001)	0	0%		
Total	89	100%	89	100%

(n=10/12%), respectively. These three traits comprised approximately 52% of the overall

transformational leadership statements with the standout trait of *build respect (IA003)*

represent over 26% of the total transformational leadership statements. The remaining

dimensions *Intellectual Stimulation (IS)* (n=11/14%) and *Inspirational Motivation (IM)*

(n=7/9%) accounted for only 23% of the occurrences; the only notable trait between these

two dimensions was the ability to *seek differing perspectives (IS002)* (n=8/10%). The

other traits within *Intellectual Stimulation (IS)* and *Inspirational Motivation (IM)*

(n=7/9%) had less than n=2, and thus they were not considered significant.

As an example of the trait *build respect (IA003)*, when describing an educational

reimbursement program that this executive established, he stated:

> Inasmuch as I really didn't do anything but give them an opportunity, they're the
> ones that did all the extra work in life, not me. But it's sort of funny how it breeds
> a certain sense of loyalty. It doesn't mean you can take advantage of that loyalty,
> but there is enough goodwill in the relationship where I can miss a beat,
> inadvertently hopefully, and still maintain the relationship because they know I
> have their best interest at heart, but I also have the company's best interest at
> heart. I think of them as being synonymous. You know, I mean the people are the
> company and the company is the people, and so you have to keep those things
> equally important to you in your mind, things should work out. (P2)

Regarding the trait *differing needs (IC003)*, this executive emphasized that he

would bend over backwards to support his employees. If an employee was trying to

advance his career through education or seeking promotion, this executive said he loved

"knowing what people want out of their careers and [the leader] will do whatever [he]

can to facilitate that whenever [he] can" (P2). Additionally, this participant indicated that

he provides freedom in the employees' schedules to allow them to cope with the

necessities of life, and he has set money aside to provide employees funds to address

short-term issues or for the purchase of a home.

This executive frequently discussed the values of integrity and honesty, exemplifying the trait *talk about values (IB001)*. In support of his values, he suggested that leading by example is critical; you have to walk the talk. In his words, "When something happens that is not right, we try to surface it, and drum it out of the company" (P2).

The executive illustrated his *seeking* of *differing perspectives (IS002)*, when he described his collaborative decision-making process. He stated that "It's more of, here's an opportunity, is this something we all believe in to invest ourselves to move forward with. So it's kind of a collaborative way of decision-making, and I think that is a value as opposed to it being a totalitarian regime" (P2).

Participant 2: Leadership and Wisdom Scores

With respect to the SPBI, the highest single-stage score for this executive was *Mechanism (M)* (score=59) (Table 11). This score implied that the executive generates complete and predictable outcomes based on independent variables where each variable is understood within an overarching worldview. This score was followed closely by the *Relativistic (R)* (score=57) dimension, and more distantly by the *Dialectical (D)* (score=52) and *Formism (F)* (score=50) dimensions.

Table 11

Participant 2 – SPBI Scores

Dimensions	Participant Score
Absolute (A)	
Formism (F)	50.0
Mechanism (M)	59.0
Relativistic (R)	57.0
Dialectical (D)	52.0

The interview data revealed that the *Relativistic (R)* (score=60/58%) dimension occurred the most frequently among the dimensions of wisdom. At nearly half the number of occurrences of the *Relativistic (R)* dimension was the *Dialectical (D)* (n=37/36%) dimension (Table 12). The *Absolute (A)* (score=7/7%) lagged far behind the other two dimensions. Within the dimensions of *Relativistic (R)* and *Dialectic (D)*, four traits contributed over 56% of the wisdom dimension trait occurrences. Tied for the top two traits were (a) *all systems are characterized by reciprocity (D004)* (n=17/16%) and (b) *every situation is unique (R005)* (n=17/16%). The other notable traits were (a) *pragmatic decision-making (R001)* (n=12/12%) and (b) *development occurs through adapted forms (D003)* (n=10/10%).

Table 12

Participant 2 – Wisdom dimensions revealed through interview (N=104)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Absolute (A)			7	7%
Causality is linear (A004)	3	3%		
Belief in absolute (A005)	2	2%		
Belief in one-sided solutions (A006)	1	1%		
Inherent stability (A002)	1	1%		
Fixed traits and types (A001)	0	0%		
Passive in environmental influence (A003)	0	0%		
Knowledge is inherently noncontradictory (A007)	0	0%		
Relativistic (R)			60	58%
Every situation is unique (R005)	17	16%		
Pragmatic decision-making (R001)	12	12%		
Knowledge is influenced by aspect (R004)	7	7%		
Knowledge in a broader context (R003)	6	6%		
Unpredictability is central to reality (R006)	6	6%		
Contrasting systems produce contradictory knowledge (R008)	6	6%		
Contradiction is primary to reality (R007)	4	4%		
Change is basic to reality (R002)	2	2%		
Dialectical (D)			37	36%
All systems are characterized by reciprocity (D004)	17	16%		
Development occurs through adapted forms (D003)	10	10%		
All life is systemic (D002)	7	7%		
All phenomena imply their opposites (D001)	3	3%		
Total	104	100%	104	100%

To highlight the trait associated with *all systems are characterized by reciprocity (D004)*, the executive acknowledged that many of his employees send money to relatives

living in other countries. Along with this realization and the current national debate on

immigration, the executive finds his role as a businessperson and the interdependence of

this topic at the macro and micro economic level very relevant and important.

The executive demonstrated his awareness that *every situation is unique (R005)*

during a discussion about the paradox of getting to know line-level subordinates:

> It is unfortunate that subordinates are intimidated by people that are a couple of pay grades above them because I love knowing what people want… [However,] [m]anagement tends to have the book on people, you know line management, in a way that forces the hierarchy out of the discussion to promote someone or they already have it in their mind, yeah that's the one of the people we are trying to cultivate their career a little bit…. [T]his group of people between you and them that basically see themselves as the gate keepers, to help someone's career. If there is someone they feel is worthy, then they are already working on it, if it is somebody that they feel is not worthy, then there is really nothing you are going to say that is going to help that. You don't want to step over that boundary, either, because that is just mucking it up for them and they are not going to get anywhere anyway. (P2)

This executive possessed the trait of *pragmatic decision-making (R001)*. He uses

a collaborative decision-making process, reflecting his understanding that everything has

a cause and effect. To that end, he commented:

> It's not just one person who has just been plugged in as the complete intellect of guiding us through, we are all bright, you know, I don't know if any of us is smarter than anyone else, maybe my risk tolerance is a little higher, but on the same behalf, let's all think this through and if someone feels this ain't the right direction, then by all means. (P2)

The executive showed his awareness that *development occurs through adapted*

forms (D003) in the following discussion:

> There has to be that kind of dynamic tension in order to drive things in a way you want to be driven. You don't want everybody to be just lock step following you because you don't have the answers anymore than anybody else does, so you want people to be discerning and questioning and maybe a little bit of fighting at times…. When you are in time one, here's what it looks like, but when you are at time three, where it was when you were at time one, thinking that was the end state, well that just moved. So you are just developing the muscles or the capacity

to traverse the terrain with each sort of incremental step. Almost like a murky stream, it might be getting a little clearer, you can never really see what the hell that image is down there, probably, but it's getting a little clearer and a little clearer and a little clearer. But you still don't know what it is that you are going after. I think when you do know what you are going after, it's a problem…. I wasn't concerned about the ambiguity in the game plan, but I thought we would be able to get from where we were to where I wanted to go. (P2)

With respect to the intersections between the dimensions of transformational leadership and wisdom, the highest occurrences were between (a) *Idealized Influence—Attributed (IA)* and *Relativistic (R)* (n=14/18%), (b) *Individualized Consideration (IC)* and *Relativistic (R)* (n=10/13%), (c) *Idealized Influence—Attributed (IA)* and *Dialectical (D)* (n=9/12%), (d) *Idealized Influence—Behavioral (IB)* and *Relativistic (R)* (n=8/11%), and (e) *Idealized Influence—Behavioral (IB)* and *Dialectical (D)* (n=8/11%) (Table 13). Within these dimensional intersections, the trait intersections with the highest percentages of occurrences were (a) *build respect (IA003)* and *every situation is unique (R005)* (6/8%), and (b) *build respect (IA003)* and *pragmatic decision-making (R001)* (4/5%) (Table O3).

An example of a comment made by this participant relating to both *build respect (IA003)* and *every situation is unique (R005)* was:

I told the guy when he was leaving, if you don't, at least, continue to have me as a resource in your life, because I don't want to see you fail. It doesn't do me any real good for you to go after working for me for 12 years and fail. In fact it kind of bothers me. It is not flattering to my ego, if you leave here after supposedly learning something, and fail. So use your resources, it is something people don't think of doing enough, and call me if you've got a legal document, if you have a particularly complex situation, or if you have some environmental issues that I have become very well versed in, call me. Consider me a resource. I don't like the fact that you are leaving, but I get it. You are leaving because this is where you think you are going to be able to create greater net worth for yourself and your family and that is first and foremost in your life and in my life and so I get that. (P2)

Table 13

Participant 2 – Intersection of the transformational leadership and wisdom dimensions as revealed through interview (N=76)

| | | Wisdom Dimensions | | | | | | Leadership Dimensions Total | |
| | | Absolute (A) | | Relativistic (R) | | Dialectic (D) | | | |
		# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	0	0%	14	18%	9	12%	23	30%
	Idealized Influence—Behavioral (IB)	2	3%	8	11%	8	11%	18	24%
	Inspirational Motivation (IM)	1	1%	2	3%	4	5%	7	9%
	Intellectual Stimulation (IS)	0	0%	7	9%	4	5%	11	14%
	Individualized Consideration (IC)	0	0%	10	13%	7	9%	17	22%
Wisdom Dimensions Total		3	4%	41	54%	32	42%	76	

The executive made a comment exemplifying the intersection between the traits

build respect (IA003) and *pragmatic decision-making (R001)*.

> [T]he vision I guess I have is for us to continue to do a good job for our customers and hope that they will appreciate that. And I hope they reward us by using us. The employees, I think come just underneath the customers, in terms of wanting to continue to think that we will add to the value of their life. So it is a watered down vision, more of a value than a vision, but my vision is not to strip mine it and sell it off piecemeal and make a lot of money. Because that is less appealing to me, then having something that everyone here can make their own life's contribution to feel good about what we are doing, more so than just doing it for money. (P2)

Participant 2: Leadership and Emotional Intelligence Scores

With respect to the MSCEIT, this participant's *Total Score (EIQ)* (score=99) fell

within the range of average emotional intelligence (90-109) (Table 14). This participant

scored the highest on the dimension of Emotional Perception (PEIQ) (score=111) well

above his score on the other dimensions, *Emotional Integration (FEIQ)* (score=97),

Emotional Management (MEIQ) (score=94), and *Emotional Understanding (UEIQ)*

(score=90).

Table 14

Participant 2 – MSCEIT Scores

Dimensions	Participant Score
Total Score (EIQ)	99
Emotional Perception (PEIQ)	111
Emotional Integration (FEIQ)	97
Emotional Management (MEIQ)	94
Emotional Understanding (UEIQ)	90

The interview revealed that the emotional intelligence dimension of *Emotional*

Management (MEIQ) (n=47/48%) occurred the most frequently (Table 15). The

dimension *Emotional Perception (PEIQ)* (n=27/28%) was responsible for roughly half

the number of occurrences generated by *Emotional Management (MEIQ).* was Between

Emotional Management (MEIQ) and *Emotional Perception (PEIQ)*, these two

contributed over 76% of the number of emotional intelligence statements. The

dimensions *Emotional Integration (FEIQ)* (n=12/12%) and *Emotional Understanding*

(UEIQ) (n=11/11%) were less than half as frequent as *Emotional Perception (PEIQ)*

statements. The three most frequent traits came from the dimensions of *Emotional*

Management (MEIQ) and *Emotional Perception (PEIQ)*. The *MEIQ* dimension supplied

the two traits: (a) *engage or detach from emotions (MEIQ002)* (n=18/19%) and (b)

manage emotion in oneself (MEIQ004) (n=18/19%) (Table 15). These two traits

accounted for a total of 40% of the emotional intelligence occurrences. Supplementing

these two traits, the *Emotional Perception (PEIQ)* trait of *express emotions accurately*

(PEIQ003) (n=14/14%) accounted for an additional 14% of the emotional intelligence

statements.

The executive demonstrated the ability to *engage or detach from emotions*

(MEIQ002) through the following statement:

> [W]ith regard to bringing on staff members to go ahead and spread the load. Because they always know so much more than everyone else, and guess what you are right. You know more than everyone else at that point, but so what, you are kind of like in your own way from a growth standpoint. You have got to be able to back up a little bit and let people make mistakes, let them do it a different way, and let them do it their own way, experiment, and tinker around a little bit, and kind of let them grow, even though growth can be costly, in terms of mistakes that get made. But there's no real other way, I think, to accommodate growth. If you are in it for the long-term, then to back out of it a little bit and let people kind of fill it in and learn themselves how to do it. (P2)

The ability to *manage emotion in oneself (MEIQ004)* was evidenced through the

discussion on bringing in new talent from outside of the organization.

Table 15

Participant 2 – Emotional intelligence dimensions revealed through interview (N=97)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Emotional Perception (PEIQ)			27	28%
Express emotions accurately (PEIQ003)	14	14%		
Identify emotions in others (PEIQ002)	8	8%		
Identify emotion in one's feelings (PEIQ001)	5	5%		
Discriminate accurate and inaccurate feelings (PEIQ004)	0	0%		
Emotional Integration (FEIQ)			12	12%
Emotions prioritize thinking (FEIQ001)	8	8%		
Emotions encourage problem approaches (FEIQ004)	3	3%		
Emotions aid judgment and memory (FEIQ002)	1	1%		
Mood swings change perspective (FEIQ003)	0	0%		
Emotional Understanding (UEIQ)			11	11%
Recognize transitions among emotions (UEIQ004)	5	5%		
Understand complex feelings (UEIQ003)	3	3%		
Label emotions and emotional relations (UEIQ001)	2	2%		
Interpret meanings that emotions convey (UEIQ002)	1	1%		
Emotional Management (MEIQ)			47	48%
Engage or detach from emotions (MEIQ002)	18	19%		
Manage emotion in oneself (MEIQ004)	18	19%		
Monitor emotions in oneself (MEIQ003)	7	7%		
Stay open to feelings (MEIQ001)	4	4%		
Total	97	100%	97	100%

> [W]e have had quite a bit of discussion on retreats, etc. on how do we grow when we can't from time to time bring somebody in that lends some new expertise or just to help us accelerate some of the things we are trying to accomplish here, if they are treated like some sort of parasite, if they have to be here for three years before they could be promoted from within. But I think what that speaks to is the value piece, what is speaks to is that there is a value there, and the value is sort of hard work and being honest and proving yourself to do a good job showing the people that you are capable of the standard that we feel is the one that we want to continue to maintain. So it is kind of a double edged sword. It is a value, though and it shows that the values are being not just espoused, but they are actually being carried out. But it is also a limitation, in terms of that particular case. But I think by in large, it works fine keeping the company what it is, but it could also be a limitation. (P2)

This executive showed his ability to *express emotions accurately (PEIQ003)* in

dealing with a number of creativity programs that he had initiated. In the early days of the

transition he was highly supportive of the programs in theory, yet he questioned their

usefulness from a practical standpoint. He admitted the exercises were fun, but he

questioned the value of the time spent in these activities. He did not consider his

company a creative company and stressed there are only so many ways to remove stains,

press pants, and to receive and distribute customers' clothes. However, he did not want to

trivialize these creativity activities because of their value in boosting the employees'

spirits.

When investigating the intersection of dimensions between transformational

leadership and emotional intelligence, the highest occurrences occurred between (a)

Idealized Influence—Attributed (IA) and *Emotional Management (MEIQ)* (n=13/18%),

(b) *Idealized Influence—Behavioral (IB)* and *Emotional Management (MEIQ)*

(n=10/14%), (c) *Individualized Consideration (IC)* and *Emotional Management (MEIQ)*

(n=9/13%), and (d) *Individualized Consideration (IC)* and *Emotional Perception (PEIQ)*

(n=8/11%) (Table 16). Within these dimensional intersections, the trait intersections with

the highest percentages of occurrences were (a) *differing needs (IC003)* and *express*

emotions accurately (PEIQ003) (n=5/8%), and (b) *build respect (IA003)* and *manage*

emotion in oneself (MEIQ004) (n=4/8%) (Table O4).

With regard to the intersection between the traits *differing needs (IC003)* and

express emotions accurately (PEIQ003), the participant made the following statement:

> I don't want to be self-aggrandizing but I think I have helped people that have
> kind of come up with me to help to grow the company. I've done everything I can
> to be there for them. In any way I could. Because they are the ones who are going
> to basically be and have been the ones who have helping to build the company.
> (P2)

Representing the intersection of the traits *build respect (IA003)* and *manage*

emotion in oneself (MEIQ004), this participant made the following statement when

discussing the importance of working with the operations group:

Table 16

Participant 2 – Intersection of the transformational leadership and emotional intelligence dimensions as revealed through interview (N=71)

| | | Emotional Intelligence Dimensions | | | | | | | | Leadership Dimensions Total | |
| | | Emotional Perception (PEIQ) | | Emotional Integration (FEIQ) | | Emotional Understanding (UEIQ) | | Emotional Management (MEIQ) | | | |
		# of Occur	% of Occur	# of Occur	% of Occur	% of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	3	4%	6	8%	0	0%	13	18%	22	31%
	Idealized Influence—Behavioral (IB)	0	0%	1	1%	3	4%	10	14%	14	20%
	Inspirational Motivation (IM)	0	0%	0	0%	1	1%	5	7%	6	8%
	Intellectual Stimulation (IS)	2	3%	1	1%	2	3%	5	7%	10	14%
	Individualized Consideration (IC)	8	11%	2	3%	0	0%	9	13%	19	27%
Emotional Intelligence Dimensions Total		13	18%	10	14%	6	8%	42	59%	71	

And that's worse than pissing off a staff member that may have a legitimate point of view, and you may agree with that point of view, and it may be the right thing to do, but to take on the operating unit for the sake of esoteric accounting methodology or a different way of approaching marketing, or a variety of different things that go on, even HR. (P2)

Participant 2: Summary

On the MLQ, the *Total Score (TL)* of this participant was well above the minimum score for the ideal profile of a transformational leader His highest score on the MLQ was with the *Intellectual Stimulation (IS)* dimension, however, when compared to the interview data, this same dimension ranked second lowest in number of comments. However, one of the most frequent traits belonged to dimension: the willingness to *seek differing perspectives (IS002)* when solving problems. The second highest dimension on the MLQ was *Individualized Consideration (IC)*, and this dimension contributed a trait whose frequency was in line with what would be expected given its position relative to the other dimensions: the ability to consider each individual as having *differing needs (IC003)*, abilities and aspirations from others. Tied for second place with respect to *Individualized Consideration (IC)* on the MLQ was *Idealized Influence—Behavioral (IB)*. With this dimension the corresponding interview results were among the highest number of occurrences at both the dimensional and trait levels where the trait related to the executive *talking about their most important values (IB001)* and beliefs. While the dimension of *Inspirational Motivation (IM)* ranked third highest on the MLQ and did generate a number of comments during the interview, this did not warrant any discussion. However, the dimension *Idealized Influence—Attributed (IA)* presented a paradox; it placed last among the other transformational leadership dimensions on the MLQ, but scored the highest in number of occurrences on the interview by over 25%. Additionally,

this dimension contained the most frequently occurring trait, which outranked the next most frequent trait by nearly 200%. This trait reflected this participant's ability to act in ways that *build others' respect (IA003)* for them.

On the SPBI, this participant had the highest single-stage score on the dimension related to *Mechanism (M)*. Although this dimension had the overall highest score, when combined with the other score within the *Absolute (A)* dimension, *Formism (F)*, this score was not the highest. This result was supported by interview data suggesting that were a minimal number of comments were *Absolute (A)* in nature. Rather, the *Relativistic (R)* dimension generated the actual highest score on the SPBI as well as the most occurrences in the interview, nearly twice that of the next most frequent dimension. Two traits associated with the *Relativistic (R)* dimension were among the three most frequently occurring traits. These traits dealt with how the participant considered (a) *every person, relationship, system, or situation is unique (R005)* and (b) *decision-making based on pragmatic (R001)*, rather than absolute, criteria. The final dimension, *Dialectical (D)*, contributed two traits that were among the most frequent during the interview: (a) *all systems are characterized by reciprocity (D004)*, where a change in any one part affects the whole system, and (b) *development occurs via movement through increasingly adapted forms (D003)*.

The top intersection between transformation leadership from the interview data was between *Idealized Influence—Attributed (IA)* and *Relativistic (R)*. This intersection contained the two top trait intersections: between *build respect (IA003)* and *every person, relationship, system, or situation is unique (R005)*, and between *build respect (IA003)* and *decision-making based on pragmatic (R001)*, rather than absolute, criteria. Other

significant dimensional intersections occurred between (a) *Individualized Consideration (IC)* and *Relativistic (R)*, (b) *Idealized Influence—Attributed (IA)* and *Dialectical (D)*, (c) *Idealized Influence—Behavioral (IB)* and *Relativistic (R)*, and (d) *Idealized Influence— Behavioral (IB)* and *Dialectical (D)*. However, among these remaining dimensional intersections, there were no trait intersections that were significant.

With respect to the MSCEIT, this participant had a *Total Score (EIQ)* that fell in the instrument's average range, and his dominant dimension was *Emotional Perception (PEIQ)*. This dimension was above the average range for the instrument and generated the second highest number of occurrences of comments in the interview. At the trait level for this dimension, this executive was able to demonstrate his ability to *express emotions accurately (PEIQ003)*, and to express needs related to those feelings. Although the dimension relating to *Emotional Management (MEIQ)* was ranked third among the MSCEIT dimensions, the data from the interview suggested that this was the most dominant dimension, generating nearly twice the number of comments related to *Emotional Management (MEIQ)* than that of *Emotional Perception (PEIQ)*. Additionally, two traits within *Emotional Management (MEIQ)* were tied for the greatest number of occurrences. These two related to the participant's ability to (a) reflectively *engage or detach from an emotion (MEIQ002)* and (b) *manage emotion in oneself (MEIQ004)* and others. The scores for both *Emotional Integration (FEIQ)* and *Emotional Understanding (UEIQ)* fell within the average range on the MSCEIT. However, when it came to the number of occurrences of related comments during the interview, neither was responsible for more than a quarter of those associated with *Emotional Management (MEIQ)*. As a result, there were no notable traits between these two lowest-scoring dimensions.

In terms of the intersections between dimensions during the interviews, the most frequently occurring intersection was between *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)*. The resulting trait within this intersection corresponded to the participant's ability to act in ways that *build others' respect (IA003)* for them while being able to *manage emotion in oneself (MEIQ004)* and others without modifying the information the emotions may convey. Although two other intersections generated a substantial number of comments, (a) *Idealized Influence—Behavioral (IB)* and *Emotional Management (MEIQ)* and (b) *Individualized Consideration (IC)* and *Emotional Management (MEIQ)*, the intersection containing the most frequent trait intersection was between *Individualized Consideration (IC)* and *Emotional Perception (PEIQ)*. The traits in question were the ability to understand that each individual his *differing needs (IC003)*, abilities and aspirations from others, and the ability to *express emotions accurately (PEIQ003)*, and to express needs related to those feelings.

Profile of Participant 3 (P3) – Vice President – Entertainment Company

This participant was the Vice President of a tax group within a small entertainment company (20-99 employees). According to the participant, the overall turnaround of the finance group was initiated in February 2005. She was brought into this position in Fall 2005 to restructure the tax group, addressing material weaknesses found under the federal Sarbanes-Oxley Act of 2002, passed in response to corporate accounting scandals like those that occurred at Enron and WorldCom. Operationally, the management changes that occurred to the finance group included the replacement of both the CFO and the Senior Vice President of Accounting. Additionally, this participant was brought in to replace the director of tax, fill the leadership gaps, and bring the appropriate

credentials, per the Sarbanes-Oxley Act, that were previously missing. The immediate steps taken included establishing rules and expectations for the staff: for example making it clear that being late with any fiduciary obligations would be unacceptable. The primary long-range change centered on the establishment and clarification of work processes that would reduce the resources necessary to meet the fiduciary obligations of the group. Based on the feedback from the participant, the tax group work flows have improved in both accuracy and timeliness.

<center>*Participant 3: Leadership Scores*</center>

This participant scored the highest on the transformational leadership dimensions *Idealized Influence—Attributed (IA)* (score=3.8), *Inspirational Motivation (IM)* (score=3.8), and *Intellectual Stimulation (IS)* (score=3.8) (Table 17). The lowest scores were shared by the dimensions of *Idealized Influence—Behavioral (IB)* (score=3.5) and *Individualized Consideration (IC)* (score=3.5). For this executive, the *Total Score (TL)* (score=3.7) was well above the minimum threshold for a transformational leader.

Table 17

Participant 3 – MLQ Scores

Dimensions	Participant Score
Total Score (TL)	3.7
Idealized Influence—Attributed (IA)	3.8
Inspirational Motivation (IM)	3.8
Intellectual Stimulation (IS)	3.8
Idealized Influence—Behavioral (IB)	3.5
Individualized Consideration (IC)	3.5

Upon reviewing the interview data, the transformational leadership dimension *Idealized Influence—Attributed (IA)* (n=14/36%) had the highest number of occurrences

(Table 18). The next highest number of occurrences of a dimension came from

Intellectual Stimulation (IS) (n=9/23%). Out of the remaining dimensions and occurring

at half the frequency of *Idealized Influence—Attributed (IA)*, *Individualized*

Consideration (IC) (n=7/18%) was the other dimension worth mentioning. Within these

dimensions, the standout traits were (a) *build respect (IA003)* (n=10/26%), (b) *differing*

needs (IC003) (n=5/13%), and (c) *re-examine critical assumptions (IS001)* (n=4/10%).

These traits accounted for 49% of the transformational leadership dimension occurrences.

Table 18

Participant 3 – Transformational leadership dimensions revealed through interview
(N=39)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Idealized Influence—Attributed (IA)			14	36%
Build respect (IA003)	10	26%		
Beyond self-interest (IA002)	2	5%		
Sense of power (IA004)	2	5%		
Instill pride (IA001)	0	0%		
Idealized Influence—Behavioral (IB)			4	10%
Talk about values (IB001)	2	5%		
Collective sense of mission (IB004)	2	5%		
Strong sense of purpose (IB002)	0	0%		
Moral and ethical consequences (IB003)	0	0%		
Inspirational Motivation (IM)			5	13%
Express confidence about goals (IM004)	3	8%		
Optimistic about the future (IM001)	1	3%		
Compelling vision of the future (IM003)	1	3%		
Enthusiastic about needs (IM002)	0	0%		
Intellectual Stimulation (IS)			9	23%
Re-examine critical assumptions (IS001)	4	10%		
Look at problems differently (IS003)	2	5%		
Suggest ways to complete assignments (IS004)	2	5%		
Seek differing perspectives (IS002)	1	3%		
Individualized Consideration (IC)			7	18%
Differing needs (IC003)	5	13%		
Treat others as individuals (IC002)	2	5%		
Teaching and coaching (IC001)	0	0%		
Develop others strengths (IC004)	0	0%		
Total	39	100%	39	100%

Although on the surface the following example deals with meeting an individual's needs, it also addresses this participant's ability to engage in behaviors that *build respect (IA003)* among her followers.

> I would say, making sure there was a good work-life balance within the parameters and goals we have to achieve in our obligations, but making sure we are cognizant of that. So for example, one gal, her nanny had to go back to Cambodia, and so she knew she was going to be short handed at home and had problems. So we were able to create an alternative work schedule, for her. And let her work within that and setup a portal where she could actually come in and pull files from the network and work on them and set them back into the network. But just try to be considerate and cognizant of everybody's obligations outside of the office. So that hopefully we could achieve a reasonable balance as we could, during that time. (P3)

Addressing the *differing needs (IC003)* of individual followers, this participant discussed the annual review process as the means of identifying and setting goals and expectations.

> Going through annual reviews, they hadn't been done in many years, so when we went through the annual review, obviously I couldn't give a lot of historical feedback. I could get comments from people who received work from them which I would incorporate, then setting clear measurable and definable goals and expectations and a few things were challenging them from outside the box to help them grow, individually. Such that there is a measurement that looks back at points in time and along the way at what has been achieved or what's shifted in terms of those goals, so that they have a clear understanding of what is available to them. (P3)

Furthermore, this executive demonstrates understanding the differing needs of her employees by stating:

> I try to know them, know some of their family circumstances, one on one. I'm fairly hands on in terms of interaction. I try to let them know that we are not rigid as to what is available to us. So the alternate work schedules or recognizing some of the work-life balances that they may have coming into play…. [M]y hope is that that makes them happier employees and to me that would be satisfying. To be able to provide a circumstance that is rewarding to the individual and meets their needs. It reduces conflicts, stress and those kinds of things in their life. (P3)

Finally, this participant exemplified her willingness to *re-examine critical*

assumptions (IS001) in the following statement:

> With problem solving, I ask them to kind of challenge a couple of things because there is a tendency to rely on how things were done in the past and expect that to plug and play. Well, our systems are changing, our organizational structure is changing, all these things are changing. So that doesn't always work. And certainly not seamlessly and at times that it may appear to work, that process was maybe wrong in the past. Because they maybe made some huge guesstimate, and they didn't have time, they maybe wanted to get something done, so they slapped something together so at least they were meeting a filing obligation, but the integrity of the numbers is not there. So challenging how it was done, not just relying on what was there before and if they are coming up with a particular problem, trying to take a step back. (P3)

Participant 3: Leadership and Wisdom Scores

On the SPBI, this executive scored the highest on the *Dialectical (D)* (score=60.0)

dimension (Table 19). This single-stage score implied that the participant was capable of

integrating and organizing seemingly contradictory ideas by combining both the elements

of abstract thought and concrete facts. The next highest score came from the *Relativistic*

(R) (score=55.0) dimension which was followed closely by *Mechanism (M)* (score=51.0).

The dimension with the lowest score was *Formism (F)* (score=37.0).

Table 19

Participant 3 – SPBI Scores

Dimensions	Participant Score
Dialectical (D)	60.0
Relativistic (R)	55.0
Absolute (A)	
Mechanism (M)	51.0
Formism (F)	37.0

The data from the interview revealed that the *Relativistic (R)* (n=31/79%)

dimension occurred the most frequently among the dimensions of wisdom (Table 20).

The remaining occurrences were all from the *Dialectial (D)* (n=8/21%) dimension, and it

is important to note that there were no occurrences of the *Absolute (A)* (n=0/0%)

dimension. However, within the *Relativistic (R)* dimension the traits (a) *every situation is*

unique (R005) (n=12/31%) and (b) *pragmatic decision-making (R001)* (n=9/23)

accounted for the greatest number of the occurrences of the overall wisdom traits.

Table 20

Participant 3 – Wisdom dimensions revealed through interview (N=39)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Absolute (A)			0	0%
Fixed traits and types (A001)	0	0%		
Inherent stability (A002)	0	0%		
Passive in environmental influence (A003)	0	0%		
Causality is linear (A004)	0	0%		
Belief in absolute (A005)	0	0%		
Belief in one-sided solutions (A006)	0	0%		
Knowledge is inherently noncontradictory (A007)	0	0%		
Relativistic (R)			31	79%
Every situation is unique (R005)	12	31%		
Pragmatic decision-making (R001)	9	23%		
Knowledge in a broader context (R003)	4	10%		
Change is basic to reality (R002)	3	8%		
Unpredictability is central to reality (R006)	2	5%		
Contrasting systems produce contradictory knowledge (R008)	1	3%		
Knowledge is influenced by aspect (R004)	0	0%		
Contradiction is primary to reality (R007)	0	0%		
Dialectical (D)			8	21%
Development occurs through adapted forms (D003)	4	10%		
All systems are characterized by reciprocity (D004)	4	10%		
All phenomena imply their opposites (D001)	0	0%		
All life is systemic (D002)	0	0%		
Total	39	100%	39	100%

When it comes to the trait of *every situation is unique (R005)*, this participant

provided an example with regard an employee's workload:

> Well, we have weekly meetings where we go through our project status, where we
> are. Where I also ask them to project what their timeline is, sort of a Ghant Chart
> of how much time do they think it is going to take. And maybe someone will
> make a comment, like I was hearing a lot of projects getting delegated to one
> person and I looked and I said to [employee], it looks like you have pretty broad
> shoulders, there, I'm not so sure. I asked are you comfortable, and she said I don't
> know how I would get all of that work done. So then trying to then recognize that
> and say, okay, let's look at our inventory, again, and shift this to help her out. Can
> we split it up differently to make sure that it is getting addressed? And if it is on a

technical issue, let me know. Take a look, take the time, look at the instructions, sometimes we call this date and check with the authorities to come up with a different conclusion. (P3)

The *pragmatic decision-making (R001)* trait was demonstrated by the following

comment:

Well, I would say trying to continue to investigate the information and try to validate it from various differing sources, try to independently validate it. For example, creating my own summaries of certain facts to get comfortable and gain better understanding. I would try to do some additional research to see if I could get more insights to then make a decision which one I am going to move forward with. Document it as to why I would reach that conclusion and if I had independent resources available to me, see if that feedback, if there was value in that feedback. If possible, reach consensus, try to set them all together with these differing viewpoints and try to understand maybe if there is a point that is causing the divergent. A fact that maybe there is some misinformation or a way that we can resolve it, that would be the ideal. But if it is sitting there unresolved, ultimately having to choose a position, and go with that and accept the results that come with it. (P3)

In terms of the intersection of dimensions between transformational leadership

and wisdom, the highest number of occurrences were between *Idealized Influence—*

Attributed (IA) and *Relativistic (R)* (n=14/33%) (Table 21). At exactly half of the

occurrences of the highest intersections were both (a) *Intellectual Stimulation (IS)* and

Relativistic (R) (n=7/17%) and (b) *Individualized Consideration (IC)* and *Relativistic (R)*

(n=7/17%). Within these dimensional intersections the trait intersections with the highest

percentages of occurrences was *build respect (IA003)* and *every situation is unique*

(R005) (n=5/12%) (Table O5). The two trait intersections with the next highest number of

occurrences each have one trait in common with the previous trait intersection.

Specifically, these intersections included: (a) *differing needs (IC003)* and *every situation*

is unique (R005) (n=4/10%), and (b) *build respect (IA003)* and *pragmatic decision-*

making (R001) (n=3/7%).

Table 21

Participant 3 – Intersection of the transformational leadership and wisdom dimensions as revealed through interview (N=42)

		Wisdom Dimensions						Leadership Dimensions Total	
		Absolute (A)		Relativistic (R)		Dialectic (D)			
		# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	0	0%	14	33%	2	5%	16	38%
	Idealized Influence—Behavioral (IB)	0	0%	3	7%	1	2%	4	10%
	Inspirational Motivation (IM)	0	0%	2	5%	3	7%	5	12%
	Intellectual Stimulation (IS)	0	0%	7	17%	2	5%	9	21%
	Individualized Consideration (IC)	0	0%	7	17%	1	2%	8	19%
Wisdom Dimensions Total		0	0%	33	79%	9	21%	42	

The following remark best demonstrated the intersection of the traits *build respect (IA003)* and *every situation is unique (R005)*:

> [A]t times, I would try to make light of things to encourage them. Recognizing some of their frustrations and some of the realities within a corporate organization, it is not always going to go smoothly, you've got politics, you've got attitudes to change, sometimes, try to encourage them and have an open door policy, so that they really have some avenues. But there are times that I am frustrated just from dealing with others within the group, senior management or whoever it might be. There are times when they have said, you having a bad day? Where again, sometimes I could say, I could point to something, you know it is not within what we are doing, but a push back from a political or my frustration we don't have more staffing to help all of us. Those types of things to explain where that is coming from. Or if it is from them, let them know it's from them, and if it is not from them, be able to say, its not here, it's this piece. (P3)

The executive made the following comment representing the intersection between the traits *differing needs (IC003)* and *every situation is unique (R005)*:

> I try to know them, know some of their family circumstances, one on one. I'm fairly hands on in terms of interaction. Try to let them know that we are not rigid as to what is available to us. So the alternate work schedules or recognizing some of the work-life balances that they may have coming into play. (P3)

The following statement offered the best account of the intersection between *build respect (IA003)* and *pragmatic decision-making (R001)* was:

> I would say, making sure there was a good work-life balance within the parameters and goals we have to achieve in our obligations, but making sure we are cognizant of that. So for example, one gal, her nanny had to go back to Cambodia, and so she knew she was going to be short handed at home and have problems. So we were able to create an alternative work schedule, for her. And let her work within that and setup a portal where she could actually come in and pull files from the network and work on them and set them back into the network. But just try to be considerate and cognizant of everybody's obligations outside of the office. So that hopefully we could achieve a reasonable balance as we could, during that time. (P3)

Participant 3: Leadership and Emotional Intelligence Scores

On the MSCEIT, this participant scored the highest on the dimension of *Emotional Perception (PEIQ)* (score=104) (Table 22). The dimension *Emotional*

Understanding (UEIQ) (score=100) generated the next highest score. The remaining

dimensions, *Emotional Management (MEIQ)* (score=95) and *Emotional Integration*

(FEIQ) (score=90), as well as the *Total Score (EIQ)* (score=99), all fell within the

average range for the MSCEIT (90-109).

Table 22

Participant 3 – MSCEIT Scores

Dimensions	Participant Score
Total Score (EIQ)	99
Emotional Perception (PEIQ)	104
Emotional Understanding (UEIQ)	100
Emotional Management (MEIQ)	95
Emotional Integration (FEIQ)	90

The interview data suggested that this executive had two dominant emotional

intelligence dimensions, *Emotional Management (MEIQ)* (n=18/50%) and *Emotional*

Perception (PEIQ) (n=14/39%) (Table 23). Furthermore, four traits accounted for 78% of

the occurrences within these dimensions. The most frequently occurring trait described

the ability to *manage emotion in oneself (MEIQ004)* (n=10/28%). Following this trait in

frequency were: (a) *monitor emotions in oneself (MEIQ003)* (n=7/19%), (b) *identify*

emotions in others (PEIQ002) (n=6/17%), and (c) *express emotions accurately*

(PEIQ003) (n=5/14%), respectively.

Showing her ability to *manage emotion in oneself (MEIQ004)*, the executive

stated:

> I tried to be very encouraging and kind of let them know an end result so that they
> could see, gosh we are really going to have to make a push, now, but at the end of
> this, we should have more control of our schedule, not working a lot of extra
> hours. Be more confident of the work we are doing and more complete that we
> have met, those needs, working as a team, so as people have had to work extra

hours, and they didn't particularly like that, I was here as well. So, it is not just, here is your role, tell me when you are done so I could review it. But really being part of process and also trying to keep it light where there were frustrations where you were looking at something or stuck on something, you are spinning your wheels, making a joke of it in some way, okay let's look at it from this way or trying to encourage them to change their thinking and expand what their thought process is to find a better solution and work more efficiently and work smarter, overall. (P3)

Table 23

Participant 3 – Emotional intelligence dimensions revealed through interview (N=36)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Emotional Perception (PEIQ)			14	39%
Identify emotions in others (PEIQ002)	6	17%		
Express emotions accurately (PEIQ003)	5	14%		
Identify emotion in one's feelings (PEIQ001)	3	8%		
Discriminate accurate and inaccurate feelings (PEIQ004)	0	0%		
Emotional Integration (FEIQ)			4	11%
Emotions prioritize thinking (FEIQ001)	2	6%		
Mood swings change perspective (FEIQ003)	2	6%		
Emotions aid judgment and memory (FEIQ002)	0	0%		
Emotions encourage problem approaches (FEIQ004)	0	0%		
Emotional Understanding (UEIQ)			0	0%
Label emotions and emotional relations (UEIQ001)	0	0%		
Interpret meanings that emotions convey (UEIQ002)	0	0%		
Understand complex feelings (UEIQ003)	0	0%		
Recognize transitions among emotions (UEIQ004)	0	0%		
Emotional Management (MEIQ)			18	50%
Manage emotion in oneself (MEIQ004)	10	28%		
Monitor emotions in oneself (MEIQ003)	7	19%		
Engage or detach from emotions (MEIQ002)	1	3%		
Stay open to feelings (MEIQ001)	0	0%		
Total	36	100%	36	100%

The following statement exemplified the participant's ability to *monitor emotions in oneself (MEIQ003)*:

So it is reminding them, again, think outside of the box a little more and look at the forest not just the trees. And also look at your materiality, is this one piece that integral to the ultimate end result. Where is your risk in this number, where is your risk in this piece if you are incorrect. How does that impact your overall piece? The end result could really be small. But sometimes when you are just focused on bits and pieces, every little tree, you don't see that if that tree burns down, it doesn't matter. At the end of the day. (P3)

The participant's capacity to *identify emotions in others (PEIQ002)* was

demonstrated by the comment:

> Currently, I think they are encouraged about all the progress that we have made. They are still feeling a little nervous about the work that we have set to accomplish, sort of our next milestone, and getting all of it done. But there clearly is a better mindset in understanding what is the universe, what do we need to accomplish, and seeing that once we are caught up, how much more manageable everything is going to be. And having better control of the information, better knowledge so there was more confidence in being able to continually improve the process, and have better control over their time and their expectations at meeting those, and not forfeiting achieving some goals because of outside, other influences. (P3)

Finally, regarding her ability to *express emotions accurately (PEIQ003)*, the

executive offered the following:

> But there are times that I am frustrated just from dealing with others within the group, senior management or whoever it might be. There are times when they have said, you having a bad day? Where again, sometimes I could say, I could point to something, you know it is not within what we are doing, but a push back from a political or my frustration we don't have more staffing to help all of us. Those types of things to explain where that is coming from. Or if it is from them, let them know it's from them, and if it is not from them, be able to say, its not here, it's this piece. (P3)

Regarding the highest number of intersections between dimensions of

transformational leadership and emotional intelligence occurred between the dimensions

of *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)* (n=7/18%)

(Table 24). Following this and sharing the same frequency were the intersections between

(a) *Idealized Influence—Attributed (IA)* and *Emotional Perception (PEIQ)* (n=6/16%),

and (b) *Individualized Consideration (IC)* and *Emotional Management (MEIQ)*

(n=6/16%). The final intersection of note was between *Intellectual Stimulation (IS)* and

Emotional Management (MEIQ) (n=5/13%). Within these dimensional intersections, the

traits intersections with the highest percentages of occurrences were (a) *build respect*

Table 24

Participant 3 – Intersection of the transformational leadership and emotional intelligence dimensions as revealed through interview (N=38)

		Emotional Intelligence Dimensions								Leadership Dimensions Total	
		Emotional Perception (PEIQ)		Emotional Integration (FEIQ)		Emotional Understanding (UEIQ)		Emotional Management (MEIQ)			
		# of Occur	% of Occur	# of Occur	% of Occur	% of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	6	16%	1	3%	0	0%	7	18%	14	37%
	Idealized Influence—Behavioral (IB)	1	3%	1	3%	0	0%	2	5%	4	11%
	Inspirational Motivation (IM)	2	5%	0	0%	0	0%	3	8%	5	13%
	Intellectual Stimulation (IS)	2	5%	1	3%	0	0%	5	13%	8	21%
	Individualized Consideration (IC)	1	3%	0	0%	0	0%	6	16%	7	18%
Emotional Intelligence Dimensions Total		12	32%	3	8%	0	0%	23	61%	38	

(IA003) and *manage emotion in oneself (MEIQ004),* (n=5/13%) and (b) *differing needs*

(IC003) and *monitor emotions in oneself (MEIQ003)* (n=3/8%) (Table O6).

The participant made the following statement that showed the intersection

between the traits *build respect (IA003)* and *manage emotion in oneself (MEIQ004)*:

> It's interesting, for a period of time there was minimal interaction between the other departments. Communication had broken down, and there was no real willingness to help out and pitch in. And we have been very fortunate that we have made great inroads in that area. And I can give you an example. We had an obligation, in this case it was a filing application that came up and it was over 200 items that needed to be filed within less than a week's time. Which meant the forms, which meant copying the forms, which meant a separate form for a check request, which meant separate certified to do that, copies of all that for our files, to the post office, stuffing, weighing everything. Just the pure volume was more than my two people could do at that time. We spoke with other people that were in other departments, and said, if you have some free time and could help us, we had 10 people come and help us and turned it around. We couldn't have done it without them. And at the end of the day, I ended up taking everybody to lunch, actually went to lobster for lunch, it was a little pricy, but it was actually one of the few times in this company that, I've been told other departments have pitched in for other groups. And we had tables set up and stacks of paper and I had the HR person take pictures of these people working together and put it in the employee newsletter and give kudos to people going above and beyond what needs to be done and they did. So there was a nice thank you, for these people as well. In terms of the other departments, it was critical, for us we have to gather information and we have to rely on other departments to get that information. So from a systematic point, I think we need to be cognizant of when you make requests for information, so you are cognizant of other people's deadlines and having them understand why you need it and you are not asking them to ask in terms of a run around of information or giving false deadlines on a repetitive basis. (P3)

An example of the participants comment relating to both *differing needs (IC003)*

and *monitor emotions in oneself (MEIQ003)* was:

> I would interact really on a daily basis and try to get a sense of what was going on. Also, talking to people outside my group to gauge maybe some of the interaction they are hearing because often times I would hear feedback where you guys have a lot of stuff that you are doing. Or try to get a sense for frustrations I am not hearing about. Or making sure their personal obligations are getting met and we are able to adjust…. Well, my hope is that that makes them happier employees and to me that would be satisfying. To be able to provide a

circumstance that is rewarding to the individual and meets their needs. It reduces
conflicts, stress and those kinds of things in their life. (P3)

Participant 3: Summary

This participant's MLQ scores were split between two values, both of which were

well above the minimum score for a transformational leader. Of course, this resulted in a

Total Score (TL) that was also well above the minimum. At the high end of the scores

were the three dimensions of *Idealized Influence—Attributed (IA)*, *Intellectual*

Stimulation (IS), and *Inspirational Motivation (IM)*. Of these dimensions, *Idealized*

Influence—Attributed (IA) generated the most comments during the interview. The

dominant trait from this dimension, *built respect (IA003),* had twice as many occurrences

as the next most frequent trait. Another trait worth mentioning, getting others to *re-*

examine critical assumptions (IS001) to question whether they are appropriate, came

from the *Intellectual Stimulation (IS)* dimension. Finally, the last significant dimension in

terms of occurrences, *Individualized Consideration (IC)*, had the trait associated with the

participant recognizing that each individual has *differing needs (IC003)*, abilities and

aspirations from others. Neither *Inspirational Motivation (IM)* nor *Idealized Influence—*

Behavioral (IB) had any notable traits.

The *Dialectical (D)* dimension generated the highest single-stage score for this

executive on the SPBI. This finding was also supported by number of comments made in

the interview. The *Relativistic (R)* dimension generated the second highest score on the

SPBI, accounting for the overwhelming number of occurrences of comments during the

interview by nearly four-fold. The two dominant traits that resulted from the interview

data suggested that this participant recognized that *every person, relationship, system, or*

situation is unique (R005), and that she practiced *decision-making based on pragmatic*

(R001), rather than absolute, criteria. The two *Absolute (A)* dimensions of *Mechanism (M)* and *Formism (F)* did not have appreciable scores on the SPBI, and the participant did not make enough comments related to these dimensions during the interview to warrant any discussion.

When the data for the interview was reviewed, the intersection between of dimensions transformational leadership and wisdom showed that the combination of *Idealized Influence—Attributed (IA)* and *Relativistic (R)* occurred twice as often as any other intersection. The trait *built respect (IA003)* intersected with the two *Relativistic (R)* traits (a) *every person, relationship, system, or situation is unique (R005)* and (b) *decision-making based on pragmatic (R001)*, rather than absolute, criteria. The intersection between *Individualized Consideration (IC)* and *Relativistic (R)* was tied for the second highest number of comments with *Intellectual Stimulation (IS)* and *Relativistic (R)*. The only other standout intersection of traits occurred between the recognition of each individual's *differing needs (IC003)*, and the awareness *every person, relationship, system, or situation is unique (R005)*.

All of this participant's dimensional MSCEIT scores fell within the average range for emotional intelligence. In fact the *Total Score (EIQ)* fell nearly at the dead center of this range. The *Emotional Perception (PEIQ)* dimension obtained the highest score on the MSCEIT. This dimension also accounted for the second highest number of comments during the interview, resulting in two traits with high occurrences. These two traits suggested that this executive was able to *express emotions accurately (PEIQ003)*, and *identify emotions in other people (PEIQ002)*, designs, artwork, etc., through language, sound, appearance, and behavior. Although the dimension of *Emotional Management*

(MEIQ) ranked third on MSCEIT, this dimension generated the greatest number of comments during the interview. The top trait related to this dimension demonstrated the ability to *manage emotion in oneself (MEIQ004)* and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey. This executive also exhibited the ability to reflectively *monitor emotions in relation to oneself (MEIQ003)* and others, such as recognizing how clear, typical, influential, or reasonable they are. The other two dimensions, *Emotional Understanding (UEIQ)* and *Emotional Integration (FEIQ)*, fell within the average scores for emotional intelligence; however, neither generated enough comments to merit analysis.

With regard to the intersections between the transformational leadership and emotional intelligence dimensions, this participant had the greatest number of occurrences between *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)*. Within this intersection was the trait intersection between acting in ways that *built respect (IA003)* and the ability to *manage emotion in oneself (MEIQ004)* and others. Another intersection with *Emotional Management (MEIQ)* was in relation to *Individualized Consideration (IC),* yielding a trait intersection that recognized each individual has *differing needs (IC003)* along with the ability to *monitor emotions in oneself (MEIQ003)* and others. The other two dimensional intersections were between (a) *Idealized Influence—Attributed (IA)* and *Emotional Perception (PEIQ)* and (b) *Intellectual Stimulation (IS)* and *Emotional Management (MEIQ)*. These two intersections did not result in any significant trait intersections.

Profile of Participant 4 (P4) – President – Optometric Retail Services Company

This participant was the President of an optometric retail business with 20-99 employees. He began his career as a practicing optometrist and began purchasing other optometric practices. Through this acquisition strategy he grew the business, acting as President.

The turnaround situation examined for this study concerned the purchase of an optometric office from two brothers that were optometrists. This office had been successfully staffed and operated for approximately 35 years. At the time of the interview, this specific situation was just beginning, and the participant was able to articulate three distinct aspects of this turnaround: management changes, immediate steps, and long-term changes.

The management changes that were planned included transitioning ownership from the two previous owner/optometrists to the President's nephew who was also an optometrist over the period of a year. Based on an examination of the office staff, this leader felt that no further personnel changes would be necessary. In support of keeping the present employees, the executive held a private meeting with key staff members to highlight the changes that would be made. Based on feedback given to the participant, the staff walked away from the experience excited about the future of the office. The immediate steps taken included: extending the product line, offering exclusive products, adding other onsite services, and providing access to vision insurance programs that were not previously available. Each of these steps dramatically increased sales for the office. Finally, the primary long-term business change entailed a modification in the compensation program, specifically to how employee bonuses would be calculated.

Participant 4: Leadership Scores

This participant obtained the highest possible score on the following three dimensions of the MLQ: *Idealized Influence—Attributed (IA)* (score=4.0), *Inspirational Motivation (IM)* (score=4.0), and *Intellectual Stimulation (IS)* (score=4.0) (Table 25). The remaining two dimensions, *Idealized Influence—Behavioral (IB)* (score=3.8) and *Individualized Consideration (IC)* (score=3.8), scored well above the transformational leadership threshold of 3.0. This participant's MLQ *Total Score (TL)* (score=3.9) was nearly perfect.

Table 25

Participant 4 – MLQ Scores

Dimensions	Participant Score
Total Score (TL)	3.9
Idealized Influence—Attributed (IA)	4.0
Inspirational Motivation (IM)	4.0
Intellectual Stimulation (IS)	4.0
Idealized Influence—Behavioral (IB)	3.8
Individualized Consideration (IC)	3.8

The interview data revealed that three transformational leadership dimensions accounted for the bulk of this executive's occurrences – a total of 82%. The most occurrences were with the dimension *Idealized Influence—Attributed (IA)* (n=15/38%) (Table 26). The number of occurrences for *Idealized Influence—Attributed (IA)* was significantly higher than the next two highest dimensions, *Individualized Consideration (IC)* (n=9/23%) and *Idealized Influence—Behavioral (IB)* (n=8/21%). Within these dimensions, the standout traits were (a) *build respect (IA003)* (n=14/36%), (b) *talk about values (IB001)* (n=7/18%), and (c) *differing needs (IC003)* (n=5/13%).

Table 26

Participant 4 – Transformational leadership dimensions revealed through interview (N=39)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Idealized Influence—Attributed (IA)			15	38%
Build respect (IA003)	14	36%		
Instill pride (IA001)	1	3%		
Beyond self-interest (IA002)	0	0%		
Sense of power (IA004)	0	0%		
Idealized Influence—Behavioral (IB)			8	21%
Talk about values (IB001)	7	18%		
Moral and ethical consequences (IB003)	1	3%		
Strong sense of purpose (IB002)	0	0%		
Collective sense of mission (IB004)	0	0%		
Inspirational Motivation (IM)			4	10%
Optimistic about the future (IM001)	2	5%		
Express confidence about goals (IM004)	2	5%		
Enthusiastic about needs (IM002)	0	0%		
Compelling vision of the future (IM003)	0	0%		
Intellectual Stimulation (IS)			3	8%
Look at problems differently (IS003)	2	5%		
Suggest ways to complete assignments (IS004)	1	3%		
Re-examine critical assumptions (IS001)	0	0%		
Seek differing perspectives (IS002)	0	0%		
Individualized Consideration (IC)			9	23%
Differing needs (IC003)	5	13%		
Treat others as individuals (IC002)	3	8%		
Develop others strengths (IC004)	1	3%		
Teaching and coaching (IC001)	0	0%		
Total	39	100%	39	100

As an illustration of how this executive acted in ways that *build respect (IA003)*,

the executive described his work ethic and integrity:

> Here's what I do. I think expressing ideas on hard work mean nothing. I think the thing is showing them that you do it too. I'll give you an example, the other day we had a function to go to on a Sunday, we are open Sundays and my wife said to me, 'you have been doing this for along time can't you take off a Sunday.' I said, you know something, Sunday is a very busy day for us because people love to come in on Sunday. What I do is with the four doctors working, we each work one Sunday. The point is that I work my Sunday too. And you know something, if I work my Sunday, they are happy to work their Sunday. But I say to them that I am bigger than them, I own this company, I'm doing this and that, they might work, but they are not going to put the effort out. So what I really find is that with

a couple of real key people, one in particular that we haven't talked about yet, showing an example of what it is. When I am in the office and there is trash there, I'll take it out, if it is an evening, I will volunteer to work the evenings. So I show by example what I am doing. I think just talking to people your values, this and that, I think they have heard it, I think you have to do lead by example. I think to be honest you have to show honesty. You have to just show that you have to be totally honest by showing no pilfering in the office. You have to show you are not doing that, either. Somebody comes in and says here is a couple hundreds of dollars for some glasses and you have to write the receipt and you let everyone see that you are going to write the receipt. You don't put the money in your pocket and tell them all to be honest. It doesn't work. So I think you have to show more by example then just expounding morally what you think. (P4)

Building on the previous comment and with respect to his ability to *talk about values (IB001)*, the following statement emphasized the executive's belief in honesty:

[O]ne thing I feel in business, too, is never lying, always telling the truth. I think just for myself, I don't think it is a moral thing as such, but I find I never lie. Because I don't want to have to think of what I said to someone else, and it can really come back to bite you. (P4)

Representative of his consideration of each individual's *differing needs (IC003)*, the executive made the following comment:

[I]f you have somebody who is good, appreciate them. And so many people have people that are good and don't appreciate them, they take them for granted. You can't do that. There aren't that many really good people. And these people really make a difference. Someone like this will stay with you forever, if you treat them right. I don't mean just financially, I mean just letting them know that you are there for them. And that you really value what they are doing. I think in a situation where people are real successful, they have some key people that are doing a lot for them. These key people really have to have confidence in them. (P4)

Participant 4: Leadership and Wisdom Scores

This participant's highest single-stage SPBI score was with respect to the *Dialectical (D)* (score=67.0) dimension (Table 27), which implies that he has the capacity to use the highest form of thinking when resolving problems. The score for the other post-operational dimension, *Relativistic (R)* (score=64.0), was appreciably higher than

that of the two *Absolute (A)* dimensions, *Mechanism (M)* (score=57.0) and *Formism (F)*

(score=38.0).

Table 27

Participant 4 – SPBI Scores

Dimensions	Participant Score
Dialectical (D)	67.0
Relativistic (R)	64.0
Absolute (A)	
Mechanism (M)	57.0
Formism (F)	38.0

With respect to the interview data, this participant's most frequently occurring

dimension was *Relativistic (R)* (n=23/88%) (Table 28). Comments relating to the

Dialectical (D) (n=3/12%) dimension were considerably less frequent than the

Relativistic (R) dimension, and the *Absolute (A)* (n=0/0%) did not have any occurrences.

Within the *Relativistic (R)* dimension, there were two traits that accounted for 72% of the

occurrences: (a) *every situation is unique (R005)* (n=15/57%) and (b) *pragmatic decision-*

making (R001) (n=4/15%).

To show that *every situation is unique (R005)*, the executive stated:

What I find is, the reason people really leave jobs, do not do good at jobs, or are
not happy at jobs is not so much financial, they still have to be financially
remunerated for what they do, but that's important, but that's not the main thing.
The main thing I find is that they feel they are doing something that they feel they
have certain autonomy. (P4)

Within the context of the turnaround, this executive demonstrated that he applied

pragmatic decision-making (R001):

Now, what we proposed the first thing I feel is very important, in turnarounds and
everything else, don't come in and wholesale get rid of everybody. That is the
worst thing you can do. You have to go in, and I think the thing I really look at is

everybody has certain assets and certain detriments. And if you look at this negatively, at everyone's problems and you look at the negative part, you would fire everyone including yourself. So you have to look at that situation, and the great thing they have going is personality and the relationship they have with the patient and the relationship with the employees. (P4)

Table 28

Participant 4 – Wisdom dimensions revealed through interview (N=26)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Absolute (A)			0	0%
Fixed traits and types (A001)	0	0%		
Inherent stability (A002)	0	0%		
Passive in environmental influence (A003)	0	0%		
Causality is linear (A004)	0	0%		
Belief in absolute (A005)	0	0%		
Belief in one-sided solutions (A006)	0	0%		
Knowledge is inherently noncontradictory (A007)	0	0%		
Relativistic (R)			23	88%
Every situation is unique (R005)	15	57%		
Pragmatic decision-making (R001)	4	15%		
Change is basic to reality (R002)	2	8%		
Knowledge in a broader context (R003)	2	8%		
Knowledge is influenced by aspect (R004)	0	0%		
Unpredictability is central to reality (R006)	0	0%		
Contradiction is primary to reality (R007)	0	0%		
Contrasting systems produce contradictory knowledge (R008)	0	0%		
Dialectical (D)			3	12%
Development occurs through adapted forms (D003)	2	8%		
All systems are characterized by reciprocity (D004)	1	4%		
All phenomena imply their opposites (D001)	0	0%		
All life is systemic (D002)	0	0%		
Total	26	100%	26	100%

Regarding relationship between dimensions of transformational leadership and wisdom, the highest number of intersections occurred between *Idealized Influence—Attributed (IA)* and *Relativistic (R)* (n=14/38%) (Table 29). The intersection between *Idealized Influence—Behavioral (IB)* and *Relativistic (R)* (n=9/24%) occurred at a frequency roughly a third of the highest score. The last intersection of consequence arose between the *Individualized Consideration (IC)* and *Dialectical (D)* (n=7/19%) dimensions. All of the trait intersections associated with this relationship involved the trait *every situation is unique (R005)* (Table O7). Specifically, the combinations of (a) *build respect (IA003)* and *every situation is unique (R005)* (n=10/27%), (b) *talk about*

values (IB001) and *every situation is unique (R005)* (n=5/14%), and (c) *differing needs*

(IC003) and *every situation is unique (R005)* (n=4/11%) were notable.

The executive made the following comment that represented the intersection

between the traits *build respect (IA003)* and *every situation is unique (R005)*:

> [T]he reason people really leave jobs, do not do good at jobs, or are not happy at jobs is not so much financial, they still have to be financially remunerated for what they do, but that's important, but that's not the main thing. The main thing I find is that they feel they are doing something that they feel they have certain autonomy. (P4)

With regard to the traits *talk about values (IB001)* and *every situation is unique*

(R005), the participant made the following statement:

> And you never know who the person is that you have been with. We had a guy who came in, [who was the president of a local company] is a patient of ours [and] he came in on a Sunday and his glasses were totally mangled. We didn't know who he was. We fixed them for him, we went out of our way, no charge, we wouldn't take anything. He sent everyone in the company, he has been coming to us. He came in with old jeans and his wife, he said you didn't have any idea who I was, and he had never been treated like that. You guys went out of your way, it was a busy Sunday and you guys cleaned and fixed them within an hour, and you did whatever it was necessary to fix it. I was stuck, you fixed it and you wouldn't take any money. You know what, that's what I am saying. So I think that is really important in dealing with him. (P4)

Additionally, the executive exemplified the intersection of the traits, *differing*

needs (IC003) and *every situation is unique (R005)* in the following manner:

> [I]f you have somebody who is good, appreciate them. And so many people have people that are good and don't appreciate them, they take them for granted. You can't do that. There aren't that many really good people. And these people really make a difference. Someone like this will stay with you forever, if you treat them right. I don't mean just financially, I mean just letting them know that you are there for them. And that you really value what they are doing. I think in a situation where people are real successful, they have some key people that are doing a lot for them. These key people really have to have confidence in them. (P4)

Table 29

Participant 4 – Intersection of the transformational leadership and wisdom dimensions as revealed through interview (N=37)

| | | Wisdom Dimensions | | | | | | Leadership Dimensions Total | |
| | | Absolute (A) | | Relativistic (R) | | Dialectic (D) | | | |
		# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	0	0%	14	38%	1	3%	15	41%
	Idealized Influence—Behavioral (IB)	0	0%	9	24%	0	0%	9	24%
	Inspirational Motivation (IM)	0	0%	2	5%	0	0%	2	5%
	Intellectual Stimulation (IS)	0	0%	2	5%	1	3%	3	8%
	Individualized Consideration (IC)	0	0%	7	19%	1	3%	8	22%
Wisdom Dimensions Total		0	0%	34	92%	3	8%	37	

Participant 4: Leadership and Emotional Intelligence Scores

With regard to the MSCEIT, this participant obtained the highest score for the

dimension of *Emotional Integration (FEIQ)* (score=98) (Table 30). This score, along

with the results for *Emotional Management (MEIQ)* (score=92), were the only two that

fell within the range of average emotional intelligence (90-109). The dimensions

Emotional Perception (PEIQ) (score=88) and *Emotional Understanding (UEIQ)*

(score=78) scored below this range. Additionally, the *Total Score (EIQ)* (score=84) fell

below the average range.

Table 30

Participant 4 – MSCEIT Scores

Dimension	Participant Score
Total Score (EIQ)	84
Emotional Integration (FEIQ)	98
Emotional Management (MEIQ)	92
Emotional Perception (PEIQ)	88
Emotional Understanding (UEIQ)	78

Two results in particular distinguished this executive from all the other

participants. First, this executive made the fewest number of emotional intelligence

comments out of all the interview of executives in this study. The second result confirms

the unique finding of the first. During the interview, this executive emphasized that he is

not an emotional person.

The interview data indicated that the emotional intelligence dimension *Emotional*

Management (MEIQ) (n=12/57%) obtained the highest number of occurrences (Table

31). *Emotional Perception (PEIQ)* also achieved a notable score (n=7/33%). Falling

within these dimensions, the following four traits were the most prominent: (a) *manage*

emotion in oneself (MEIQ004) (n=5/24%), (b) *engage or detach from emotions*

(MEIQ002) (n=5/24%), (c) *identify emotions in others (PEIQ002)* (n=3/14%), and (d)

express emotions accurately (PEIQ003) (n=3/14%).

Table 31

Participant 4 – Emotional intelligence dimensions revealed through interview (N=21)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Emotional Perception (PEIQ)			7	33%
Identify emotions in others (PEIQ002)	3	14%		
Express emotions accurately (PEIQ003)	3	14%		
Identify emotion in one's feelings (PEIQ001)	1	5%		
Discriminate accurate and inaccurate feelings (PEIQ004)	0	0%		
Emotional Integration (FEIQ)			1	5%
Emotions prioritize thinking (FEIQ001)	1	5%		
Emotions aid judgment and memory (FEIQ002)	0	0%		
Mood swings change perspective (FEIQ003)	0	0%		
Emotions encourage problem approaches (FEIQ004)	0	0%		
Emotional Understanding (UEIQ)			1	5%
Interpret meanings that emotions convey (UEIQ002)	1	5%		
Label emotions and emotional relations (UEIQ001)	0	0%		
Understand complex feelings (UEIQ003)	0	0%		
Recognize transitions among emotions (UEIQ004)	0	0%		
Emotional Management (MEIQ)			12	57%
Engage or detach from emotions (MEIQ002)	5	24%		
Manage emotion in oneself (MEIQ004)	5	24%		
Monitor emotions in oneself (MEIQ003)	2	10%		
Stay open to feelings (MEIQ001)	0	0%		
Total	21	100%	21	100%

As an example of the ability to *manage emotion in oneself (MEIQ004)*, the

executive made the following statement:

> This works all the time. This is really important in any business. The main thing
> in any business is getting new people trained and what I find is that we really try
> to keep politics out of the office, but you always have it in the office. Every time a
> new person comes into the office, people are insecure with this new person, they
> don't want them to learn their job…. [N]ever worry about training someone to do
> your job because if you don't train somebody, you will be at that job for the rest
> of your life and one day that job will become obsolete. You are a much more
> valuable person when you train someone else to do your job and go on and do
> something else. (P4)

Demonstrating his capacity to *engage or detach from emotions (MEIQ002)*, the executive commented, "Sometimes you have to be a little careful, you get busy and you are in to something, and in your mind you think you are approachable, but you are not giving out those vibes" (P4).

This executive's skill at *identifying emotions in others (PEIQ002)* can be seen in the following statement:

> The key assumption that I looked at was who the staff was, who they were because it is really important to not do a wholesale changeover. This staff is perfect. They are motivated, they have been there a long time, they are happy working there, and that's the kind of situation…. I think it is going to be a really good situation. Everyone is happy with it and that is sort of the beginning of a turnaround. (P4)

While the following statement shows an example of this executive's willingness to *talk about values (IB001)*, it also demonstrates his ability to *express emotions accurately (PEIQ003)*:

> [O]ne thing I feel in business, too, is never lying, always telling the truth. I think just for myself, I don't think it is a moral thing as such, but I find I never lie. Because I don't want to have to think of what I said to someone else, it can really come back to bite you. (P4)

The highest number of intersections between the dimensions of transformational leadership and emotional intelligence, occurred between *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)* (n=10/30%) (Table 32). The intersection between *Individualized Consideration (IC)* and *Emotional Management (MEIQ)* (n=5/15%) had the next highest number of occurrences which was equivalent to half the number occurrences of the previous intersection. The final intersection worth noting occurred between *Idealized Influence—Attributed (IA)* and *Emotional Perception (PEIQ)* (n=3/9%). The most frequent trait intersections both involved this executive's ability to

Table 32

Participant 4 – Intersection of the transformational leadership and emotional intelligence dimensions as revealed through interview (N=33)

		Emotional Intelligence Dimensions								Leadership Dimensions Total	
		Emotional Perception (PEIQ)		Emotional Integration (FEIQ)		Emotional Understanding (UEIQ)		Emotional Management (MEIQ)			
		# of Occur	% of Occur	# of Occur	% of Occur	% of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	3	9%	1	3%	1	3%	10	30%	15	45%
	Idealized Influence—Behavioral (IB)	2	6%	0	0%	0	0%	1	3%	3	9%
	Inspirational Motivation (IM)	1	3%	0	0%	2	6%	1	3%	4	12%
	Intellectual Stimulation (IS)	0	0%	0	0%	0	0%	2	6%	2	6%
	Individualized Consideration (IC)	2	6%	2	6%	0	0%	5	15%	9	27%
Emotional Intelligence Dimensions Total		8	24%	3	9%	3	9%	19	58%	33	

build respect (IA003). Specifically, these intersections were (a) *build respect (IA003)* and

engage or detach from emotions (MEIQ002) (n=5/15%), and (b) *build respect (IA003)*

and *manage emotion in oneself (MEIQ004)* (n=5/15%) (Table O8).

The following comment exemplified the intersection between the traits *build*

respect (IA003) and *engage or detach from emotions (MEIQ002)*:

> [Employee] can be very emotional, and the way I deal with [employee] is this, she
> is as emotional as anybody. But the way I deal with her emotions is that you know
> [employee], you and I have this relationship and I have it with my wife. The way
> our relationship is that we can say anything we want to the other person. You'll
> notice with other people she would say you tell me this criticism but you won't
> tell other people the criticism you tell me. I say that is because I can say anything
> to you and I don't have to be on guard with you. If you want, I can change that,
> but that would mean the relationship would change. And I think, I have said, you
> can say anything you want to me, anything. And I think you have to work on that
> because I am not a real emotional person and I think she is much more emotional
> than I am and I think when you have someone running your office, you have to be
> able to really tell them. You can't think, what is she going to say because there are
> so many things going on that you have to talk about. So I have really have worked
> on this. The emotional thing with her is very difficult when she has these people
> living with her that could spend every penny she has. They would take everything
> she has. And I feel she is working so hard that I want to save for her so for
> retirement she will have something. It is important for me to invest for her. At
> times she kind of resents it, but I say if you want, here's your funds and you can
> do what you want, and she would say no, no, no. Do you see what I am saying? I
> think in the world you, the few people you say everything to, you have to reassure
> them that this is a great relationship and you can say anything you want and you
> are going to be totally honest with somebody, and that's it. If you get it across,
> you have a great relationship. And if you can't, then you have to deal with it like
> most people deal with it. There aren't that many people that I can say anything I
> want to in any way. I can do it with my wife, and I can do it with [employee] and
> that's about it. (P4)

This executive made a comment that typified the intersection of the traits *build*

respect (IA003) and *manage emotion in oneself (MEIQ004)*:

> This is really important in any business. The main thing in any business is getting
> new people trained and what I find is that we really try to keep politics out of the
> office, but you always have it in the office. Every time a new person comes into
> the office, people are insecure with this new person, they don't want them to learn
> their job. [Employee] many years ago worked for another company and she did

computer work and that kind of stuff. And what the guy she was working for at the time told her, never worry about training someone to do your job because if you don't train somebody, you will be at that job for the rest of your life and one day that job will become obsolete. You are a much more valuable person when you train someone else to do your job and go on and do something else. (P4)

Participant 4: Summary

This executive's scores Across all of the transformational leadership dimensions on the MLQ, including the *Total Score (TL)*, were well above the minimum for a transformational leaders. Moreover, this participant obtained perfect scores on three of these dimensions: *Idealized Influence—Attributed (IA)*, *Inspirational Motivation (IM)*, and *Intellectual Stimulation (IS)*. Among these dimensions, *Idealized Influence—Attributed (IA)* had the greatest number of comments within the interview. At the trait level for this dimension, this participant made comments that represented his ability to act in ways that *built respect (IA003)* for him. The participant scored well above the minimum on the remaining two dimensions of the MLQ: *Idealized Influence—Behavioral (IB)* and *Individualized Consideration (IC)*. These last two dimensions provided the second and third greatest number of occurrences of comments at both the dimensional and trait levels – the ability to *talk about their most important values (IB001)*, and to consider each person's *different needs (IC003)* – but were less than half as frequent as the most frequent trait.

With regard to the SPBI, this participant obtained the highest single-stage score on the *Dialectical (D)* dimension. Strangely, this score was minimally supported by the number of relevant interview comments. However, the *Relativistic (R)* dimension had the second highest single-stage score and generated the overwhelming number of interview comments at both the dimensional and trait levels. With over three times the number of

occurrences, this executive reported the trait where he recognized *every person,*

relationship, system, or situation is unique (R005). This participant's comments also

suggested that his *decision-making was based on pragmatic (R001)*, rather than absolute,

criteria. The SPBI for the *Absolute (A)* dimensions of *Mechanism (M)* and *Formism (F)*

were not significant, which was in line with the lack of any related comments during the

interview.

The dominant dimensional intersection found in the interview data occurred

between the dimensions *Idealized Influence—Attributed (IA)* and *Relativistic (R).*

Correspondingly, the related trait intersection between *build respect (IA003)* and *every*

situation is unique (R005) occurred at twice the frequency of the next most frequent trait

intersection. The second most frequent dimensional intersection was between *Idealized*

Influence—Behavioral (IB) and *Relativistic (R)*, and the associated trait intersection

occurred between *talk about values (IB001)* and *every situation is unique (R005).*

Although the final notable dimensional intersection was between *Individualized*

Consideration (IC) and Dialectical (D), the next most significant trait intersection

occurred between the transformational leadership dimensions *Individualized*

Consideration (IC) and *Relativistic (R)* trait: *differing needs (IC003) and every situation*

is unique (R005).

Regarding this executive's emotional intelligence, during the interview he stated

that he felt that he was not a very emotional person. This assertion and this was evident in

his MSCEIT scores. The *Total Score (EIQ)* on the MSCEIT was below the average

range, with two of the four dimensions (*Emotional Integration (FEIQ)* and *Emotional*

Management (MEIQ)) falling within the average range, and the remaining two

dimensions (*Emotional Perception (PEIQ)* and *Emotional Understanding (UEIQ)*) falling

below the average range. The dimension *Emotional Management (MEIQ)* generated the

highest number of comments during the interview. The corresponding traits included the

ability to *manage emotion in oneself (MEIQ004)*, and the ability to reflectively *engage or*

detach from an emotion (MEIQ002) depending upon its judged informativeness or utility.

The second greatest number of comments came from the dimension *Emotional*

Perception (PEIQ). The traits represented included the ability to *identify emotions in*

other people (PEIQ002), and the ability to *express emotions accurately (PEIQ003)*, and

to express needs related to those feelings.

With respect to the relationship between dimensions of transformational

leadership and emotional intelligence, the dominant intersection was between *Idealized*

Influence—Attributed (IA) and *Emotional Management (MEIQ)*. The two related trait

intersections both included the trait *build others' respect (IA003)*; the associated traits

were *engage or detach from emotions (MEIQ002)* and *manage emotion in oneself*

(MEIQ004), and each of the related intersections generated the same number of

occurrences. At half the frequency of the top intersection was that between the

dimensions *Individualized Consideration (IC)* and *Emotional Management (MEIQ)*.

Neither this intersection nor the remaining intersection, *Idealized Influence—Attributed*

(IA) and *Emotional Perception (PEIQ)*, generated any significant trait intersections.

Profile of Participant 5 (P5) – CEO/President – Mobile Imaging Company

This participant was the Chief Executive Officer (CEO) and President of a mobile

imaging company that operated mobile units across the United States with approximately

750 employees. The executive was brought in by a venture capital/leveraged buy-out firm

to replace the poorly performing management. Specifically, he was tasked to use his 20 years of running medical companies to return the company to profitability.

This company operated in a relatively new industry whose dynamics were changing at a rapid pace, accordingly. One critical component of the business was to provide hospitals with mobile imaging services on a schedule. However, the hospitals were beginning to purchase the imaging devices themselves rather than using contracted mobile services. Additionally, technological obsolescence was a major liability with this capital-intensive business model. As a result, although the industry enjoyed extreme growth for the first six years, these two factors – hospital equipment purchases and technological obsolescence – had already forced several competitors into bankruptcy. Since the board of directors of this company was not satisfied with the existing management's ability to contend with this dire situation, the participant was brought in to prevent a similar bankruptcy fate for this company.

The management changes for this turnaround included the immediate firing of two executives. The initial steps taken included: establishing adequate reporting metrics and financial controls (realistic forecasted profits and revenue), controlling expenses, reducing staff by 45%, and increasing the marketing effort. Long-term changes included modifying the sales compensation plan, restructuring the debt, and hiring a staff who directly managed the list of physicians that referred patients for imaging services. The overall results of these changes included a positive cash flow, a small operating profit, and $12 million in the cash.

Participant 5: Leadership Scores

This executive obtained his highest MLQ sub-score on the *Idealized Influence—Attributed (IA)* (score=4.0) dimension (Table 33). *The Inspirational Motivation (IM)* (score=3.8) and *Intellectual Stimulation (IS)* (score=3.8) domains achieved scores slightly below those for *Idealized Influence—Attributed (IA)*. The participant obtained the lowest score on the dimension *Individualized Consideration (IC)* (score=3.3). Obtaining scores above the 3.0 minimum for demonstrating transformational leadership for all of the dimensions as well as the *Total Score (TL)* (score=3.7), this participant was clearly a well-rounded transformational leader.

Table 33

Participant 5 – MLQ Scores

Dimensions	Participant Score
Total Score (TL)	3.7
Idealized Influence—Attributed (IA)	4.0
Inspirational Motivation (IM)	3.8
Intellectual Stimulation (IS)	3.8
Idealized Influence—Behavioral (IB)	3.5
Individualized Consideration (IC)	3.3

The interview data revealed that the dimension with the highest number of occurrences was *Idealized Influence—Behavioral (IB)* (n=12/26%) (Table 34). This dimension was closely followed by both *Idealized Influence—Attributed (IA)* (n=11/24%) and *Individualized Consideration (IC)* (n=11/24%). The trait with the most occurrences was *build respect (IA003)* (n=9/20%). The next highest occurrence at the trait level reflected the participant's ability to *talk about values (IB001)* (n=8/17%). The dimension *Individualized Consideration (IC)* contained three traits that each had an equal number of

occurrences, (a) *treat others as individuals (IC002)* (n=3/7%), (b) *differing needs (IC003)*

(n=3/7%), and (c) *develop others strengths (IC004)* (n=3/7%). One notable trait beyond

the three previously mentioned dimensions, *seek differing perspectives (IS002)*

(n=5/11%), fell within the dimension *Intellectual Stimulation (IS)*.

Table 34

Participant 5 – Transformational leadership dimensions revealed through interview (N=46)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Idealized Influence—Attributed (IA)			11	24%
Build respect (IA003)	9	20%		
Instill pride (IA001)	1	2%		
Sense of power (IA004)	1	2%		
Beyond self-interest (IA002)	0	0%		
Idealized Influence—Behavioral (IB)			12	26%
Talk about values (IB001)	8	17%		
Collective sense of mission (IB004)	4	9%		
Strong sense of purpose (IB002)	0	0%		
Moral and ethical consequences (IB003)	0	0%		
Inspirational Motivation (IM)			5	11%
Express confidence about goals (IM004)	3	7%		
Optimistic about the future (IM001)	1	2%		
Enthusiastic about needs (IM002)	1	2%		
Compelling vision of the future (IM003)	0	0%		
Intellectual Stimulation (IS)			7	15%
Seek differing perspectives (IS002)	5	11%		
Re-examine critical assumptions (IS001)	1	2%		
Look at problems differently (IS003)	1	2%		
Suggest ways to complete assignments (IS004)	0	0%		
Individualized Consideration (IC)			11	24%
Treat others as individuals (IC002)	3	7%		
Differing needs (IC003)	3	7%		
Develop others strengths (IC004)	3	7%		
Teaching and coaching (IC001)	2	4%		
Total	46	100%	46	100%

Upon taking the position and on the first days in the position as CEO of this

company, the executive acted in ways that *build respect (IA003)*, represented in the

following reflection:

When you get done with this first day or two of personal meetings with people, and people begin to trust relatively quickly that you really are looking for input from them, and that you are not a person who is going to make all decisions, or smart enough to make all decisions, you're going to make good decisions. So first base it in trust. Then, let's face it, you got to do the functional job. Sorting out who has the sound ideas, who can back them up, who can follow-through, who can make them work. (P5)

When *talking about values (IB001)*, this executive described the necessity of

maintaining a balance between people and profitability:

My management style is not really a balance between concern for people and concern for, say, profitability, but it's a style that tries not to balance them or even optimize them, but to maximize them…. I feel like I have the maximum concern for people within the realm of being fair to the stockholders and maximizing the return for the stockholders. And so as I mentioned before about my own career, I mean I would never be a people person to the exclusion of reaching our business goals, but I'd never reach our business goals at the expense of people…. There are a lot of ways to make money in companies that shortchange somebody, the customer and employees. There are a lot of ways to treat people that help the profit margin. But mistreat people, consciously mistreat people I am just not comfortable doing that and it influences definitely my dealings with people and definitely my business decisions. (P5)

This executive highlighted his skill at *treating others as individuals (IC002)*

during the first meeting with his new staff:

[O]ne of the things I had to do with my management group was get them to act and operate as individuals. Because the company was in so much trouble when I got there, they always hovered together. At break, every time you saw one, you saw four, you know, it's one of those kind of things. My first staff meeting was an absolute disaster. People are sitting around talking--literally side-talking--I called for a break after about 15 or 20 minutes. We came back and I said, "You know, I'm going to treat you guys as individuals. I see the way you operate." (P5)

This executive also kept in consideration the *differing needs (IC003)* of each

individual:

I mean it really came home to me that, you know, don't try to tempt ethical people with greedy motivations, or with greedy rewards. Or don't try to encourage greedy people to convert people. Don't try to motivate greedy people with the ethical reward. I mean, you can put it out there, but keep your expectations in check. So I think it's really important to find out what their motivations are going to be:

family, money, their religion, if they have one, leisure time, golf, or whatever that happens to be. (P5)

In regard to helping *develop others' strengths (IC004)*, this executive commented, "Whether it's just trying to maximize people's capabilities and helping them to utilize their strengths to get themselves as far along in their career as they could possibly go. That was something that I also strove to do." (P5)

As an example of *seeking differing perspectives (IS002)*, this executive suggested that:

> I tend to believe in consent. You know, I'm kind of a consensus manager, but as I've said literally to my staff at any number of companies, I believe in democracy up to a point. I mean there's no need on every decision to say I've thought about this and my decision is. I'd say many, if not most decisions can be made, not that you consult everybody on every decision, but multifunctional decisions that impact multiple functional areas I think it makes sense to bring these people together and talk about the issues. I'm a great one for getting up at the whiteboard--used to be blackboard--talking about the issue we're dealing with. You don't have to write down every alternative, but you know, by the time I get to that point everyone knows that particular issue is up for decision. And we talk about the pros and cons of each alternative. And reach a consensus decision if possible. Now obviously, I come into those meetings with a hypothesis. I think I know what the right decision is. But quite often you learn because you're talking to the people who are closest to the problem. You learn some things. And sometimes that makes you change your mind, sometimes it doesn't. In the final analysis, I still tell people this, the buck really, in fact, does stop at my door. And if we can't reach a decision on a problem, I'll make one. And you may win this time. Somebody else may win the next time. I may win the third time. But once we make a decision, I want everyone to understand why we made it. They may disagree with it. But once we make a decision, that's obviously it. I mean if it fails, it's my decision. (P5)

Participant 5: Leadership and Wisdom Scores

With respect to the SPBI, the highest single-stage score for this participant was *Mechanism (M)* (score=57.0) (Table 35). This score implies that the participant analyzes individual components of problems to eliminate contradictions and generate complete and predictable outcomes. The next highest score was in relation to the dimension,

Dialectical (D) (score=53.0). The other two dimensions obtained scores below 50.0:

Relativistic (R) (score=47.0) and *Formism (F)* (score=43.0).

Table 35

Participant 5 – SPBI Scores

Dimensions	Participant Score
Dialectical (D)	53.0
Relativistic (R)	49.0
Absolute (A)	
Mechanism (M)	57.0
Formism (F)	43.0

The most frequently occurring dimensions in this executive's interview were

Relativistic (R) (n=32/74%), followed by *Dialectical (D)* (n=10/23%) (Table 36). The

Absolute (A) (n=1/2%) dimension was only represented minimally in the interview data.

Between the dimensions of *Relativistic (R)* and *Dialectical (D)* three traits dominated the

others: (a) *every situation is unique (R005)* (n=17/40%), (b) *pragmatic decision-making*

(R001) (n=8/19%), and (c) *all systems are characterized by reciprocity (D004)*

(n=6/14%).

The following example shows this executive's recognition that *every situation is*

unique (R005):

> I don't like to think of myself as a micro-manager…. And I'm actually reasonably
> pleased over my entire career were the times that I've done that, and there are
> times when you need to get down to the nitty-gritty and perform a service to
> people and you also can perform a teaching process when you're doing that. But
> obviously you can't do that too often or you've got the wrong people. If you've got
> the right people you shouldn't be there. (P5)

The best example of this executive's *pragmatic decision-making (R001)* was also

related to the trait *treat others as individuals (IC002)*. In summary, this executive

believed in consensus management, albeit up to a point; if a decision needed to be made,

and a consensus was not possible, he would make the decision himself based on the

available facts.

Table 36

Participant 5 – Wisdom dimensions revealed through interview (N=43)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Absolute (A)			1	2%
Belief in absolute (A005)	1	2%		
Fixed traits and types (A001)	0	0%		
Inherent stability (A002)	0	0%		
Passive in environmental influence (A003)	0	0%		
Causality is linear (A004)	0	0%		
Belief in one-sided solutions (A006)	0	0%		
Knowledge is inherently noncontradictory (A007)	0	0%		
Relativistic (R)			32	74%
Every situation is unique (R005)	17	40%		
Pragmatic decision-making (R001)	8	19%		
Knowledge in a broader context (R003)	4	9%		
Knowledge is influenced by aspect (R004)	2	5%		
Contrasting systems produce contradictory knowledge (R008)	1	2%		
Change is basic to reality (R002)	0	0%		
Unpredictability is central to reality (R006)	0	0%		
Contradiction is primary to reality (R007)	0	0%		
Dialectical (D)			10	23%
All systems are characterized by reciprocity (D004)	6	14%		
Development occurs through adapted forms (D003)	3	7%		
All life is systemic (D002)	1	2%		
All phenomena imply their opposites (D001)	0	0%		
Total	43	100%	43	100%

The executive understood that *all systems are characterized by reciprocity*

(D004), describing the relationships in the organization thusly:

> The organization is really--I don't know if it's a matrix or just intertwining of
> functional aspects of the organization and people aspects. How they feel about
> themselves, their boss, the organization's mission, the way that mission's being
> accomplished. All of those things combine, I think, to form the fabric. I guess you
> could look at it as a system within that, for that organization. This goes back to
> my compression hosiery days. You can't stretch it in one direction without
> influencing the other--that, I guess we'll call it a piece of fabric. You can't pull it
> in one direction without it influencing the other directions. (P5)

In terms of the intersection of dimensions between transformational leadership

and wisdom, the top two highest occurrences were between (a) *Idealized Influence—*

Attributed (IA) and *Relativistic (R)* (n=8/17%), and (b) *Individualized Consideration (IC)* and *Relativistic (R)* (n=8/17%) (Table 37). Other notable intersections with the *Relativistic (R)* dimension occurred between *Idealized Influence—Behavioral (IB)* (n=7/15%) and *Intellectual Stimulation (IS)* (n=6/13%). Another intersection of note occurred between *Idealized Influence—Behavioral (IB)* and *Dialectical (D)* (n=5/11%). The trait intersection between *build respect (IA003)* and *pragmatic decision-making (R001)* (n=5/11%). generated the greatest number of occurrences. The following intersections were all responsible for the same number of occurrences (n=3/7%): (a) *build respect (IA003)* and *every situation is unique (R005)*, (b) *talk about values (IB001)* and *all systems are characterized by reciprocity (D004)*, and (c) *express confidence about goals (IM004)* and *every situation is unique (R005)* (Table O9).

The following participant statement best represented the intersection between the traits *build respect (IA003)* and *pragmatic decision-making (R001)* was:

> When you get done with this first day or two of personal meetings with people, and people begin to trust relatively quickly that you really are looking for input from them. And that you are not a person who is going to make all decisions, or smart enough to make all decisions. You're going to make good decisions. So first base it in trust. Then, let's face it, you got to do the functional job. Sorting out who has the sound ideas, who can back them up, who can follow-through, who can make them work (P5)

The statement that offered the best example of the intersection between *build respect (IA003)* and *every situation is unique (R005)* was:

> So on a day-to-day basis, that's the way I would express my concern for people. But I'm trying to think of any other good examples. I guess I would say that regardless of the situation that I might have been dealing with people under, whether it was my role as president and putting a challenge out there for the group to met, or having to deliver some bad news for whatever reason, I really did try to put myself in their position and to try to get the most out of their efforts. And some might say "Well aren't you really conning the group? Your real objective is making a profit." I try to get people to understand what the benefits were to the

Table 37

Participant 5 – Intersection of the transformational leadership and wisdom dimensions as revealed through interview (N=46)

		Wisdom Dimensions						Leadership Dimensions Total	
		Absolute (A)		Relativistic (R)		Dialectic (D)			
		# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	0	0%	8	17%	2	4%	10	22%
	Idealized Influence—Behavioral (IB)	0	0%	7	15%	5	11%	12	26%
	Inspirational Motivation (IM)	0	0%	3	7%	2	4%	5	11%
	Intellectual Stimulation (IS)	0	0%	6	13%	1	2%	8	17%
	Individualized Consideration (IC)	0	0%	8	17%	3	7%	11	24%
Wisdom Dimensions Total		0	0%	32	70%	13	28%	46	

business being successful. Which was a real way of building committment. And I think in the end, I had a hard time, I have a hard time now distinguishing how I dealt with that people side of my management style versus the operating side. Because I really felt that they'd kind of come together in the confluence of those two major aspects of my responsibility. (P5)

This executive made the following statement that typifies the intersection between the traits *talk about values (IB001)* and *all systems are characterized by reciprocity (D004)*:

The organization is really--I don't know if it's a matrix or just intertwining of functional aspects of the organization and people aspects. How they feel about themselves, their boss, the organization's mission, the way that mission's being accomplished. All of those things combine, I think, to form the fabric. I guess you could look at it as a system within that, for that organization. This goes back to my compression hosiery days. You can't stretch it in one direction without influencing the other--that, I guess we'll call it a piece of fabric. You can't pull it in one direction without it influencing the other directions. (P5)

With regard to the traits *express confidence about goals (IM004)* and *every situation is unique (R005)*, the participant made the following statement:

So put some goals out there and then reporting on those things, you know, meeting, after meeting, after meeting, or memo, after memo, or whatever. I think that's how people came to realize rather quickly, frankly. People, I think, are a lot smarter sometimes than others give them credit for. But I think getting them to understand where we'd been and then being able to show where we are, to show them that progress. You know, nothing succeeds like success, as the old saying goes. (P5)

Participant 5: Leadership and Emotional Intelligence Scores

On the MSCEIT, the participant scored the highest on *Emotional Perception (PEIQ)* (score=117) (Table 38), placing this executive well above the average range (90-109) for this instrument. The remaining scores for this participant all fell within the average range: *Emotional Understanding (UEIQ)* (score=103), *Emotional Integration (FEIQ)* (score=99), and *Emotional Management (MEIQ)* (score=96). The *Total Score (EIQ)* (score=107) fell at the top end of the average range.

Table 38

Participant 5 – MSCEIT Scores

Dimensions	Participant Score
Total Score (EIQ)	107
Emotional Perception (PEIQ)	117
Emotional Understanding (UEIQ)	103
Emotional Integration (FEIQ)	99
Emotional Management (MEIQ)	96

In reference to the interview data, the emotional intelligence dimension *Emotional*

Management (MEIQ) (n=17/59%) accounted for the majority of occurrences (Table 39).

The net most prominent dimension was *Emotional Perception (PEIQ)* (n=10/34%). Five

traits from these dimensions distinguished themselves in frequency: (a) *manage emotion*

in oneself (MEIQ004) (n=7/24%), (b) *monitor emotions in oneself (MEIQ003)*

(n=5/17%), (c) *engage or detach from emotions (MEIQ002)* (n=5/17%), (d) *identify*

emotions in others (PEIQ002) (n=5/17%), and (e) *identify emotion in one's feelings*

(PEIQ001) (n=4/14%).

The ability to *manage emotion in oneself (MEIQ004)* was evidenced in this

participant's discussion about bringing in new talent from outside the organization.

> These may not all be emotions that you can just toss out, well I'm saying not
> emotions, but I think a high level of understanding not really of emotions, I guess,
> but, however, an understanding of what the situation is. Urgency is definitely an
> emotion they need to feel. Because once, at least, they understand how bad things
> are, and they're not getting better, and we were just not on a track to get better and
> getting nothing but worse, urgency in making that happen as soon as possible.
> Responsibility, in the fact that, when we do what we have to do downsize the
> organization. As I said, one of these three situations was not a downsizing
> problem. It was basically an efficiency problem. And we, fortunately, had enough
> attrition that we didn't hire people from the outside for the first two or three years
> that I was there, and I was there nine years all together. And the fact that when we
> make these tough decisions and take your friends out of their jobs and take good
> and nice people out of their jobs we're going to treat them humanely. We're going

to treat them professionally, and we're going to be as generous as the company can afford to be. Other part of that is that we're doing this to make the company solvent, profitable, but we're doing it for the survivors. It's that, you know, "enlightened self-interest." So if we do this I get to keep my job. But really again, understand that it's true if we don't do this, nobody will have a job. So I don't think fear is a particularly good emotion. But there is the old saying, "Fear is a powerful motivator." It's kind of hard to manage on the basis of fear when your goal is really to maximize and have a maximum concern for people. So I wouldn't include fear in that, but to be honest, a little bit of fear in the background is probably not a bad thing. (P5)

Table 39

Participant 5 – Emotional intelligence dimensions revealed through interview (N=29)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Emotional Perception (PEIQ)			10	34%
Identify emotions in others (PEIQ002)	5	17%		
Identify emotion in one's feelings (PEIQ001)	4	14%		
Express emotions accurately (PEIQ003)	1	3%		
Discriminate accurate and inaccurate feelings (PEIQ004)	0	0%		
Emotional Integration (FEIQ)			2	7%
Mood swings change perspective (FEIQ003)	2	7%		
Emotions prioritize thinking (FEIQ001)	0	0%		
Emotions aid judgment and memory (FEIQ002)	0	0%		
Emotions encourage problem approaches (FEIQ004)	0	0%		
Emotional Understanding (UEIQ)			0	0%
Label emotions and emotional relations (UEIQ001)	0	0%		
Interpret meanings that emotions convey (UEIQ002)	0	0%		
Understand complex feelings (UEIQ003)	0	0%		
Recognize transitions among emotions (UEIQ004)	0	0%		
Emotional Management (MEIQ)			17	59%
Manage emotion in oneself (MEIQ004)	7	24%		
Engage or detach from emotions (MEIQ002)	5	17%		
Monitor emotions in oneself (MEIQ003)	5	17%		
Stay open to feelings (MEIQ001)	0	0%		
Total	29	100%	29	100%

The representative statement from the participant that demonstrated his ability to

reflectively *monitor emotions in oneself (MEIQ003)* was as follows:

After that second restructuring, and I'd been there four years by that time, I had enough confidence in them--it took a long time frankly--to have enough confidence in them to have them come and make presentations at the board meetings. They loved it. They loved the exposure. By that time, the one's that had been there had kind of shaken their interdependency. The one with the speech

problem, he became a great storyteller. They really enjoyed going home and telling their wives, girlfriends, husbands, or whatever they made a presentation to the board today. These people are spread all over the country. None of the regional VPs were based at headquarters. They were people out in the field. So they really felt like we had it together. (P5)

With regard to the ability to *engage or detach from emotions (MEIQ002)*, the

representative comment reflecting this trait was:

I'd first look at the source, as sort of a rough screen. And then I would ask a lot of questions of the multiple sources. Whether it was two sources or five sources. Trying to find out which information source was it based on. Absolute facts all the way to a gradient of total emotional or gut feelings. Get to the bottom of it. Get to the facts. (P5)

The executive made the following comment highlighting his ability to *identify*

emotions in others (PEIQ002):

By the end, I would say it probably took a good [year]. I would say they started warming up at the one year mark. By the end of two years the relationship was pretty good, and it probably got nothing but better from there on out. At the end, I think they'd literally run their head through a wall for me. (P5)

The ability to *identify emotion in one's feelings (PEIQ001)* was evidenced by the

following statement, which also included references to his ability to *talk about values*

(IB001):

I believe, I honestly believe, that they are in direct reflection of my values. I wish I could say that 100 percent of my time, since I've started running companies around 30 years ago, I've made decisions that I absolutely know to be [muffled] I am a Christian. And I have a strong belief in the Judeo-Christian and the non-radical Christian fundamentalist values. And that's how I try to manage. And again, you can apply that to profit motive. There are a lot of ways to make money in companies that shortchange somebody, the customer and employees. There are a lot of ways to treat people that help the profit margin. But mistreat people, consciously mistreat people I am just not comfortable and it influences definitely my dealings with people and definitely my business decisions. (P5)

The highest number of intersections between dimensions of transformational

leadership and emotional intelligence occurred between *Individualized Consideration*

(IC) and *Emotional Management (MEIQ)* (n=8/18%) followed closely by the intersection

between *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)*

(n=7/16%) (Table 40). Beyond these two intersections the other notable dimensions all

have the same number of occurrences (n=5/11%): (a) *Idealized Influence—Behavioral*

(IB) and *Emotional Management (MEIQ)*, (b) *Individualized Consideration (IC)* and

Emotional Management (MEIQ), (c) *Idealized Influence—Behavioral (IB)* and *Emotional*

Perception (PEIQ), and (d) *Individualized Consideration (IC)* and *Emotional Perception*

(PEIQ). Within these dimensions, the highest number of trait intersections occurred

between (a) *build respect (IA003)* and *manage emotion in oneself (MEIQ004)* (n=4/9%),

(b) *collective sense of mission (IB004)* and *manage emotion in oneself (MEIQ004)*

(n=3/7%), and (c) *talk about values (IB001)* and *identify emotion in one's feelings*

(PEIQ001) (n=3/7%) (Table O10).

    Demonstrating the intersection between the traits *build respect (IA003)* and

manage emotion in oneself (MEIQ004), the participant made the following statement:

> When you get done with this first day or two of personal meetings with people, and people begin to trust relatively quickly that you really are looking for input from them. And that you are not a person who is going to make all decisions, or smart enough to make all decisions. You're going to make good decisions. So first base it in trust. Then, let's face it, you got to do the functional job. Sorting out who has the sound ideas, who can back them up, who can follow-through, who can make them work. (P5)

    This participant was able to manage others' emotions by taking charge of the

situation, demonstrating the intersection between the traits *collective sense of mission*

(IB004) and *manage emotion in oneself (MEIQ004)*.

> I think once people understand that we now have a plan, taking action, and it's obviously not easy to make the tough decisions and the person on top is leading that charge. I saw a real feeling of camaraderie develop. Not the kind I saw among the top management group initially. They were comrades because they see

Table 40

Participant 5 – Intersection of the transformational leadership and emotional intelligence dimensions as revealed through interview (N=44)

		Emotional Intelligence Dimensions								Leadership Dimensions Total	
		Emotional Perception (PEIQ)		Emotional Integration (FEIQ)		Emotional Understanding (UEIQ)		Emotional Management (MEIQ)			
		# of Occur	% of Occur	# of Occur	% of Occur	% of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	1	2%	2	5%	0	0%	7	16%	10	23%
	Idealized Influence—Behavioral (IB)	5	11%	0	0%	0	0%	5	11%	10	23%
	Inspirational Motivation (IM)	1	2%	0	0%	0	0%	4	9%	5	11%
	Intellectual Stimulation (IS)	0	0%	1	2%	0	0%	5	11%	6	14%
	Individualized Consideration (IC)	5	11%	0	0%	0	0%	8	18%	13	30%
Emotional Intelligence Dimensions Total		12	27%	3	7%	0	0%	29	66%	44	

others standing out there by themselves and getting their heads lopped off, mistreated or whatever. But when you're in this together you start seeing a little bit of improvement, achieving as a team. (P5)

The executive made the following statement, exemplifying the intersection between the traits *talk about values (IB001)* and *identify emotion in one's feelings (PEIQ001)*:

> I believe, I honestly believe, that they are in direct reflection of my values. I wish I could say that 100 percent of my time, since I've started running companies around 30 years ago, I've made decisions that I absolutely know to be (garbled) am a Christian. And I have a strong belief in the Judeo-Christian and the non-radical Christian fundamentalist values. And that's how I try to manage. And again, you can apply that to profit motive. There are a lot of ways to make money in companies that shortchange somebody, the customer and employees. There are a lot of ways to treat people that help the profit margin. But mistreat people, consciously mistreat people I am just not comfortable and it influences definitely my dealings with people and definitely my business decisions. (P5)

Participant 5: Summary

This executive scored well above the minimum dimensional scores and *Total Score (TL)* on the MLQ, indicating that he was a well-rounded transformational leader. Notably, the participant made a perfect score on the *Idealized Influence—Attributed (IA)* dimension, which this score was supported at both the dimensional and trait levels in the interview data. This dimension obtained the second highest number of comments at the dimensional level, and contained the most frequently occurring trait: *build respect (IA003)*. The dimensions *Inspirational Motivation (IM)* and *Intellectual Stimulation (IS)* tied for the second highest score on the MLQ. Although *Inspirational Motivation (IM)* did not generate a noticeable number of comments during the interview, *Intellectual Stimulation (IS)* had the third highest number of comments at both the dimension and trait levels. The associated trait for this dimension was the ability to *seek differing perspectives (IS002)* when solving problems. The dimension, *Idealized Influence—*

Behavioral (IB), achieved the third highest score on the MLQ. Additionally, a trait from

this dimension, *talk about their most important values (IB001),* generated the second

highest number of interview comments. Even though the final transformational

leadership dimension, *Individualized Consideration (IC),* had the lowest score on the

MLQ, it still ranked above the minimum score. This dimension had the second highest

number of comments during the interview, which were equally distributed among three

traits: (a) *treat others as individuals (IC002*, (b) consider the *different needs (IC003)* of

each individual, and (c) *help others develop their strengths (IC004).*

　　　　The dimension *Mechanism (M)* generated the highest single-stage SPBI score for

this executive, while the other *Absolute (A)* dimension, *Formism (F)*, was responsible for

the lowest single-stage score. The two *Absolute (A)* dimensions generated the lowest

number of interview comments and were not significant in the overall number of wisdom

comments. The second highest single-stage score, on the SPBI, belonged to the

Dialectical (D) dimension. Correspondingly, this dimension also shared the second

highest number of interview comments, and at the trait level, this executive made a

number of comments relating to his recognition that *all systems are characterized by*

reciprocity (D004), where a change in any one part affects the whole system. Although

the *Relativistic (R)* dimension's single-stage score ranked only third place, this dimension

generated the overwhelming number of occurrences of comments during the interview,

more than three times greater than the *Dialectical (D)* dimension. Additionally, the

Relativistic (R) dimension had two traits whose frequency both exceeded that of the

aforementioned *Dialectical (D)* trait: *every person, relationship, system, or situation is*

unique (R005), and *decision-making was based on pragmatic (R001)*, rather than absolute, criteria. The former trait was more than twice as frequent as the latter.

Two intersections between dimensions of transformational leadership and wisdom were responsible for the majority of occurrences. The first of these intersections was between *Idealized Influence—Attributed (IA)* and *Relativistic (R)*. The most frequent corresponding trait intersection was between the two traits *build respect (IA003)* and *pragmatic decision-making (R001),* which was closely followed by the intersection between *build respect (IA003)* and *every situation is unique (R005)*. Other significant intersections between dimensions occurred between (a) *Individualized Consideration (IC)* and *Relativistic (R)*, (b) *Idealized Influence—Behavioral (IB)* and *Relativistic (R)*, (c) *Intellectual Stimulation (IS)* and *Relativistic (R)*, and (d) *Idealized Influence—Behavioral (IB)* and *Dialectical (D)*. Of these intersections, only the last contained a significant trait intersection: between *talk about their most important values (IB001)* and beliefs, and *all systems are characterized by reciprocity (D004)*. The final notable trait intersection reflected the dimensions *Inspirational Motivation (IM)* and *Relativistic (R)*: between the traits *expressing confidence about goals (IM004)* and *every situation is unique (R005)*.

This executive's MCCEIT *Total Score (EIQ)* was at the top end of the average range, but *Emotional Perception (PEIQ)* was the most significant dimension identified by this instrument, scoring well above its average range. Supporting this high score, this dimension also generated the second highest number of interview comments. The resulting traits within this dimensions emphasized that the participant was able to *identify emotions in other people (PEIQ002)*, designs, artwork, etc., through language, sound, appearance, and behavior and *identify emotion in one's physical states, feelings*

(PEIQ001), and thoughts. The dimensions *Emotional Understanding (UEIQ)* and *Emotional Integration (FEIQ)* obtained the second and third highest MSCEIT scores, respectively. Although the dimension *Emotional Management (MEIQ)* generated the lowest MSCEIT score, it still fell within the average range. However, this dimension had the highest number of interview comments. Notably, three of the four traits associated with this dimension were among the most frequent of all traits demonstrated: *manage emotion in oneself (MEIQ004)* and others, *monitor emotions in relation to oneself (MEIQ003)* and others, and reflectively *engage or detach from an emotion (MEIQ002)*.

During the interview, the most frequent intersection between dimensions of transformational leadership and emotional intelligence occurred between *Individualized Consideration (IC)* and *Emotional Management (MEIQ)*. The second most frequent intersection, between *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)*, contained the trait intersection with the greatest number of occurrences: between *build respect (IA003)* and *manage emotion in oneself (MEIQ004)*. Two of the four dimensional intersections, (a) *Idealized Influence—Behavioral (IB)* and *Emotional Management (MEIQ)*, and (b) *Idealized Influence—Behavioral (IB)* and *Emotional Perception (PEIQ)*, tied for the third highest number of comments, and both of them generated notable trait intersections. These included: (a) a *collective sense of mission IB004)*, and (b) *identify emotion in one's feelings (PEIQ001)* and *talk about values (IB001)*. The remaining dimensional intersections (between (a) *Individualized Consideration (IC)* and *Emotional Management (MEIQ)* and (b) *Individualized Consideration (IC)* and *Emotional Perception (PEIQ)*) tied for the third highest number of comments, but did not generate any significant trait intersections.

Profile of Participant 6 (P6) – CEO/President – Software Services Company

This participant was the Chief Executive Officer (CEO) and President of a software services company specializing in a suite of web-based productivity applications. Founded in 1995, this company saw tremendous growth with the development of the Internet and was able to survive the dot-com bust through staff reductions, technology efficiency gains, and service fee restructuring. This organization's turnaround focused on recovery from the boom and bust within the dot-com industry.

The management changes resulted from the combination of burnout and the failed promise of the dot-com era Initial Public Offering (IPO). Eventually, a few senior executives, including the Chief Technology Officer (CTO), left the company. Immediate steps taken included reducing the staff from a maximum of 35 to under 20 employees. This was aided by the automation of many of the existing processes, where the participant even went as far as to state "One of our mottos in this company is only 10% of our employees are human, the rest are technology" (P6). The primary long-range change in the business was the restructuring of the service fee structure. As opposed to large annual contracts, the revision to the fee structure moved to a rental per user per day basis. The results of these changes enabled the company to weather the tough times after the dot-com bubble burst.

Participant 6: Leadership Scores

On the MLQ, four of the five dimensions were tied for the highest score: *Idealized Influence—Attributed (IA)* (score=4.0), *Idealized Influence—Behavioral (IB)* (score=4.0), *Inspirational Motivation (IM)* (score=4.0), and *Individualized Consideration (IC)* (score=4.0) (Table 41). The other dimension, *Intellectual Stimulation (IS)*

(score=3.3), scored well below the other dimensions, but still was above the minimum

value required for consideration as a transformational leadership trait (greater than 3.0).

More importantly, the *Total Score (TL)* was nearly perfect (score=3.9).

Table 41

Participant 6 – MLQ Scores

Dimensions	Participant Score
Total Score (TL)	3.9
Idealized Influence—Attributed (IA)	4.0
Idealized Influence—Behavioral (IB)	4.0
Inspirational Motivation (IM)	4.0
Individualized Consideration (IC)	4.0
Intellectual Stimulation (IS)	3.3

The interview data revealed one dimension that was significantly more frequent

than the other dimensions, *Idealized Influence—Behavioral (IB)* (n=14/38%) (Table 42).

The other two dimensions that occurred frequently were *Idealized Influence—Attributed*

(IA) (n=9/24%) and *Intellectual Stimulation (IS)* (n=8/22%). Three traits required

recognition: *talk about values (IB001)* (n=9/24%), *build respect (IA003)* (n=6/16%), and

seek differing perspectives (IS002) (n=5/12%).

The following statement shows this executive's willingness to *talk about values*

(IB001):

> [T]here are three things that if somebody doesn't have, I do not consider them a
> good employee, honesty, thoroughness, and dependability. Honesty is such that
> we say to people if you lie to our customers, even if it's for the betterment of the
> company, your fired. So if a customer calls up and says did you guys screw that
> up and you lie, you're fired. You've got to say yes, we screwed that up. Because
> by having that kind of pressure on you, you make sure that you do your work
> right to begin with. Thoroughness, because the fact is that you know a half done
> job or a half baked cookie or something does nobody good. You know my kid
> once got 87% on his test and we were talking about it and he goes you know 87%
> is pretty good it's pretty close to a hundred, and I said great, next time you want

Table 42

Participant 6 – Transformational leadership dimensions revealed through interview (N=37)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Idealized Influence—Attributed (IA)			9	24%
Build respect (IA003)	6	16%		
Sense of power (IA004)	2	5%		
Beyond self-interest (IA002)	1	3%		
Instill pride (IA001)	0	0%		
Idealized Influence—Behavioral (IB)			14	38%
Talk about values (IB001)	9	24%		
Collective sense of mission (IB004)	3	8%		
Moral and ethical consequences (IB003)	2	5%		
Strong sense of purpose (IB002)	0	0%		
Inspirational Motivation (IM)			0	0%
Optimistic about the future (IM001)	0	0%		
Enthusiastic about needs (IM002)	0	0%		
Compelling vision of the future (IM003)	0	0%		
Express confidence about goals (IM004)	0	0%		
Intellectual Stimulation (IS)			8	22%
Seek differing perspectives (IS002)	5	14%		
Look at problems differently (IS003)	3	8%		
Re-examine critical assumptions (IS001)	0	0%		
Suggest ways to complete assignments (IS004)	0	0%		
Individualized Consideration (IC)			6	16%
Treat others as individuals (IC002)	2	5%		
Differing needs (IC003)	2	5%		
Teaching and coaching (IC001)	1	3%		
Develop others strengths (IC004)	1	3%		
Total	37	100%	37	100%

to buy a video game I'll take you three blocks down you can wave at the video game store that's pretty close isn't it? And he goes oh I never thought about that, and I said next time try to go for a hundred percent. Because pretty close isn't quite there. So thoroughness is pretty important. And dependability it's extremely important because as much as we have this policy that nobody is indispensable, every point is handled by a person and everybody else lines up in support of that person, every point has to be equally dependable like if you have a trestle bridge or if you have chain your as weak as the weakest link. So if we have everybody in this company involved in the company's success, we're not like a pyramid structure where some people are involved and some people are distance. Everybody in this company is involved, so were we're weak as the weakest person is in this company, which is why we interview all day long to not hire weak people. So dependability is the most important thing, if you are the most genius [income subject] but I cannot depend on you to be at the right place at the

right time to give your comments on your useless. Okay, where if you're a genius in a subject and you're not thorough and you give me half the answer you're useless. And if you're not honest you're useless. So honesty, thoroughness and dependability those are the three things that I absolutely require in every employee. And in fact if I find that an employee doesn't have it in any which way across the board I try to get them out of here. Because they're going to ruin the team. Those are the personal values. (P6)

This executive also acted in ways that *built respect (IA003)* for him:

Now my job is to stay at the higher level and see the global picture so that one micro problem here and another micro problem there don't conflict with one another. But in reality you enable people by saying hey you're the closet to the problem, you recommend. And when people realize that they are being you know, given authority as well as responsibility, they absolutely rise to the challenge they shoot up like a balloon. It is really interesting, because most often people are not given authority just responsibility so they actually hide away from getting more responsibility which is typical in a big pyramid structure. So in our latter structure when people know that "hey I'm the God at this point" and all the other points are lining up in support of me they actually raise to the challenge and that's when we get the most out of them. (P6)

As an example of *seeking differing perspectives (IS002)*, this executive suggested

that:

I encourage people I say if I have a bad idea and you think it sucks I want you to say it sucks I don't want you to say with all due respect please consider another alternatives just say it sucks and when they feel that they can say that and their that open you know the emotions come back in check because there's no internal fighting as to how do I present this or how do I go at this…. Because it shows there're looking at it as the collective that the power of the group is stronger than any one person or the magnitude. And that's how it goes. In fact the opposite is true, when we have a meeting and I bring up an idea and I get people's opinion. When people are quiet about it and don't say a thing I don't say anything, but internally I kind of get pissed off about that. Like you know is it not important enough for you to comment about it? So I actually solicit them one by one, I go around the room and ask what do you think? What do you think? And I force them to speak about it. Because I want to know what they think. It's like your internal beta group, your internal test group, your internal focus group, you'd be stupid not to take advantage of if. And yet, I see so many people not doing it. It is so weird. (P6)

Participant 6: Leadership and Wisdom Scores

The executive obtained the highest single-stage SPBI score on the *Dialectical (D)*
(score=60.0) dimension (Table 43). The second highest score related to the dimension
Mechanism (M) (score=48.0) with the third highest score going to the *Relativistic (R)*
(score=44.0) dimension. *Formism (F)* generated the lowest score (score=37.0).

Table 43

Participant 6 – SPBI Scores

Dimensions	Participant Score
Dialectical (D)	60.0
Relativistic (R)	44.0
Absolute (A)	
Mechanism (M)	48.0
Formism (F)	37.0

The *Relativistic (R)* dimension generated the most interview comments
(n=32/76%). The score for the next most frequent dimension, while the *Dialectical (D)*
(n=10/24%), was less than a third of the *Relativistic (R)* dimension (Table 44). There
were no *Absolute (A)* (n=0/0%) occurrences for this executive. Since the *Relativistic (R)*
accounted for the majority of the occurrences, it is logical to assume that the most
frequent traits would derive from this dimension, and this was in fact the case. The trait
with the most occurrences was *every situation is unique (R005)* (n=12/29%) followed by
knowledge in a broader context (R003) (n=9/21%). Not far behind the preceding trait was
pragmatic decision-making (R001) (n=7/17%), followed by *all systems are characterized
by reciprocity (D004)* (n=4/10%).

The following example shows this executive's understanding that *every situation
is unique (R005)*:

Oh yeah exactly, so for each problem that you have you need to openly discuss so they understand the withem/dimin ("what's in it for me"/"does it threaten me"). And they can make a decision to become their battle, their commitment. And sure some people do it out of friendship for you, some people do it out of admiration and love for you, but those are short lived. You need them to come in because they want to, not because they have to. And nobody here looks at our position as a job. I often tell them this is not a job, this is a job cooperative. Meaning that we're not made of money if money doesn't come in, money doesn't go out. So we work at a cooperative to make sure enough money comes in so you guys can take enough money out. And you know that's why people belong to us you know they belong here your basically it's your battle and that's how you have commitment. (P6)

Table 44

Participant 6 – Wisdom dimensions revealed through interview (N=42)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Absolute (A)			0	0%
Fixed traits and types (A001)	0	0%		
Inherent stability (A002)	0	0%		
Passive in environmental influence (A003)	0	0%		
Causality is linear (A004)	0	0%		
Belief in absolute (A005)	0	0%		
Belief in one-sided solutions (A006)	0	0%		
Knowledge is inherently noncontradictory (A007)	0	0%		
Relativistic (R)			32	76%
Every situation is unique (R005)	12	29%		
Knowledge in a broader context (R003)	9	21%		
Pragmatic decision-making (R001)	7	17%		
Unpredictability is central to reality (R006)	4	10%		
Change is basic to reality (R002)	0	0%		
Knowledge is influenced by aspect (R004)	0	0%		
Contradiction is primary to reality (R007)	0	0%		
Contrasting systems produce contradictory knowledge (R008)	0	0%		
Dialectical (D)			10	24%
All systems are characterized by reciprocity (D004)	4	10%		
All phenomena imply their opposites (D001)	3	7%		
Development occurs through adapted forms (D003)	3	7%		
All life is systemic (D002)	0	0%		
Total	42	100%	42	100%

Demonstrating his recognition that *knowledge* exists *in a broader context (R003)*,

the executive made the following comment:

I firmly believe this is the whole thing about personality and attitude I firmly believe it's the attitude that makes people succeed. I could teach a dog tricks, I could teach you know I say to people that you know that if you don't know how to program a python or use UNIX or what we do, I could teach you that. But if you're a genuine asshole, if your mom couldn't fix you I sure as hell can't fix you. So the personality and the attitude is the portion that is most important to me

because the portion I feel I have the least amount of control over. The knowledge and the aptitude is the portion I have the most control over cause I could teach you stuff all day long. But I cannot teach you to be generous; I cannot teach you to be kind I cannot teach you to be driven. The best that I can do if you have those traits in you microscopically to be a catalyst to bring it out. That's the best I can do but I can't teach you that. So that's why you hire the team in a way that they have those elements in them so you can bring them out in them. (P6)

Within the context of the turnaround, this executive demonstrated that he practices *pragmatic decision-making (R001)*:

[Y]ou know the idea of doing something like Vonage, was something we thought about way before Vonage, before Vonage was there. But Vonage is spending somewhere upwards of eight hundred million dollars a year or something like that to get their customer base, and they're losing something like four hundred million dollars a year on that, and I don't know the numbers but it's way up there. So we wouldn't have the wherewithal to do that. Cause we don't have the VC (venture Capital) backing to spend eight hundred million dollars to begin with right? So we look at the macro and work in conjunction with what we could do. And we did the opposite way too, meaning that I went after VC and I presented some of ideas to them and then you know said you can do this, this, this, and that, or we can become this and that, but that turned out to be rather futile too, cause you spend a lot of time, and obviously we weren't able to get the VC dollars, cause you know we wouldn't be talking about it so much. So the macro level you know that how you know you look at the trends and everything like that and prioritize it. (P6)

The following comment illustrates this executive's recognition that *all systems are characterized by reciprocity (D004)*:

Now my job is to stay at the higher level and see the global picture so that one micro problem here and another micro problem there don't conflict with one another. But in reality you enable people by saying hey you're the closet to the problem, you recommend. And when people realize that they are being you know, given authority as well as responsibility, they absolutely rise to the challenge they shoot up like a balloon. It is really interesting, because most often people are not given authority just responsibility so they actually hide away from getting more responsibility which is typical in a big pyramid structure. So in our latter structure when people know that "hey I'm the God at this point" and all the other points are lining up in support of me they actually raise to the challenge and that's when we get the most out of them. (P6)

The highest number of intersections between dimensions of transformational leadership and wisdom occurred between *Idealized Influence—Behavioral (IB)* and

Relativistic (R) (n=13/27%) (Table 45). The next most frequent intersection occurred

between *Idealized Influence—Attributed (IA)* and *Relativistic (R)* (n=10/20%) with the

intersection between *Intellectual Stimulation (IS)* and *Relativistic (R)* (n=9/18%)

generating nearly the same number of occurrences. Below half of the highest number of

occurrences were the intersections between (a) *Idealized Influence—Behavioral (IB)* and

Dialectical (D) (n=6/12%) and (b) *Individualized Consideration (IC)* and *Relativistic (R)*

(n=5/10%). At the trait level, this participant did not have a single dominant intersection;

rather, four intersections all produced the same number of occurrences: (a) *build respect

(IA003)* and *every situation is unique (R005)* (n=3/6%), (b) *talk about values (IB001)* and

every situation is unique (R005) (n=3/6%), (c) *seek differing perspectives (IS002)* and

pragmatic decision-making (R001) (n=3/6%), (d) and *seek differing perspectives (IS002)*

and *knowledge in a broader context (R003)* (n=3/6%) (Table O11).

The following participant comment demonstrated the intersection between the

traits *build respect (IA003)* and *every situation is unique (R005)*:

> There are several times when we had a big project and stuff like that and
> developers say we are going to work late tonight. Sometimes I don't have
> anything to do with the project at all, but I stay with them till midnight, 1:00am,
> 4:00am, 5:00am, whatever it is, and I say at this juncture I am not the CEO, I'm
> your flunky and I'm going to work for you, what can I do to help, can I test what
> you are doing, can I brainstorm some ideas, do you want me to get you a Pepsi or
> coffee or milk. (P6)

With respect to the intersection of the traits, *talk about values (IB001)* and *every situation

is unique (R005)*, the representative statement was discussed the previously where the

participant outlined his thoughts on being a good employee (e.g. honesty, thoroughness,

and dependability).

Table 45

Participant 6 – Intersection of the transformational leadership and wisdom dimensions as revealed through interview (N=49)

		Wisdom Dimensions						Leadership Dimensions Total	
		Absolute (A)		Relativistic (R)		Dialectic (D)			
		# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	0	0%	10	20%	2	4%	12	24%
	Idealized Influence—Behavioral (IB)	0	0%	13	27%	6	12%	19	39%
	Inspirational Motivation (IM)	0	0%	0	0%	0	0%	0	0%
	Intellectual Stimulation (IS)	0	0%	9	18%	1	2%	10	20%
	Individualized Consideration (IC)	0	0%	5	10%	3	6%	8	16%
Wisdom Dimensions Total		0	0%	37	76%	12	24%	49	

Illustrating the intersection between the traits *seek differing perspectives (IS002)*

and *pragmatic decision-making (R001)*, the participant made the following statement:

> I encourage people I say if I have a bad idea and you think it sucks I want you to
> say it sucks I don't want you to say with all due respect please consider another
> alternatives just say it sucks and when they feel that they can say that and their
> that open you know the emotions come back in check because there's no internal
> fighting as to how do I present this or how do I go at this and I've worked at other
> places where there are people who didn't work for three days trying to figure out
> how could they tell their boss that they don't like the guy sitting next to them.
> Three days of work is lost over this [muffled] just go say I don't like the guy next
> to me your not suppose to be in love with everybody the reality is you know some
> people get along with each other and some people don't so it the boss job to
> divide the teams with like kinds can work together and the kinds that can't or each
> one brings out the best in each other and I don't know how [each situation is
> different] so that's what we did. Emotionally we are a very healthy company
> because the communication is open it's like a family that talks to each other
> verses a dysfunctional family that kind of bundles it in and then somebody goes
> postal one day. (P6)

The following statement corresponds to the intersection between the traits *seek*

differing perspectives (IS002) and *knowledge in a broader context (R003)*:

> Because it shows there're looking at it as the collective that the power of the
> group is stronger than any one person or the magnitude. And that's how it goes. In
> fact the opposite is true, when we have a meeting and I bring up an idea and I get
> people's opinion. When people are quiet about it and don't say a thing I don't say
> anything, but internally I kind of get pissed off about that. Like you know is it not
> important enough for you to comment about it? So I actually solicit them one by
> one, I go around the room and ask what do you think? What do you think? And I
> force them to speak about it. Because I want to know what they think. It's like
> your internal beta group, your internal test group, your internal focus group, you'd
> be stupid not to take advantage of it. (P6)

Participant 6: Leadership and Emotional Intelligence Scores

With regard to the MSCEIT, this participant scored the highest on the dimension

Emotional Integration (FEIQ) (score=112) (Table 46). This score is above the average

range (between 90-109) for the MSCEIT. The dimension *Emotional Perception (PEIQ)*

(score=107) fell at the high end of the average range. The dimensions *Emotional*

Understanding (UEIQ) (score=104) and *Emotional Management (MEIQ)* (score=99) also

fell within the average range. Because of the weighted average applied to MSCEIT

scoring, this participant earned a *Total Score (EIQ)* (score=110), just above the range for

average emotional intelligence.

Table 46

Participant 6 – MSCEIT Scores

Dimensions	Participant Score
Total Score (EIQ)	110
Emotional Integration (FEIQ)	112
Emotional Perception (PEIQ)	107
Emotional Understanding (UEIQ)	104
Emotional Management (MEIQ)	99

With respect to the interview data, the results suggested that the *Emotional*

Management (MEIQ) (n=14/44%) was the dominant dimension (Table 47). Far behind

Emotional Management (MEIQ) in terms of number of occurrences was *Emotional*

Perception (PEIQ) (n=9/28%). The most frequent trait, *monitor emotions in oneself*

(MEIQ003) (n=7/22%), was followed closely by *manage emotion in oneself (MEIQ004)*

(n=6/19%). The final trait of consequence was the ability to *identify emotion in one's*

feelings (PEIQ001) (n=6/19%).

The following statement demonstrates the participant's ability to *monitor*

emotions in oneself (MEIQ003):

> I think that they, in the case of a couple of people got burnt out. The issue was
> that there was a certain expectation of growth, there are certain expectations of an
> event. Whether you get purchased or go public or whatever. So if you say to
> people you do this you do that, we'll go to the super bowl if you will if you do
> these things and if you win 13 games in a row and your high about yourself and
> everything like that and even if you go all the way to the super bowl and win 16 in
> a row and at super bowl you lose you never think of yourself as someone who

Table 47

Participant 6 – Emotional intelligence dimensions revealed through interview (N=32)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Emotional Perception (PEIQ)			9	28%
Identify emotion in one's feelings (PEIQ001)	6	19%		
Express emotions accurately (PEIQ003)	2	6%		
Identify emotions in others (PEIQ002)	1	3%		
Discriminate accurate and inaccurate feelings (PEIQ004)	0	0%		
Emotional Integration (FEIQ)			6	19%
Emotions prioritize thinking (FEIQ001)	2	6%		
Mood swings change perspective (FEIQ003)	2	6%		
Emotions encourage problem approaches (FEIQ004)	2	6%		
Emotions aid judgment and memory (FEIQ002)	0	0%		
Emotional Understanding (UEIQ)			3	9%
Interpret meanings that emotions convey (UEIQ002)	3	9%		
Label emotions and emotional relations (UEIQ001)	0	0%		
Understand complex feelings (UEIQ003)	0	0%		
Recognize transitions among emotions (UEIQ004)	0	0%		
Emotional Management (MEIQ)			14	44%
Monitor emotions in oneself (MEIQ003)	7	22%		
Manage emotion in oneself (MEIQ004)	6	19%		
Engage or detach from emotions (MEIQ002)	1	3%		
Stay open to feelings (MEIQ001)	0	0%		
Total	32	100%	32	100%

won 16 games you think of yourself as the biggest loser because you lost the super bowl. You think of yourself lower than the team who finished the whole season without a single win. You forget about the 16 wins that you had. So we had to challenge that because we had people who we "quote unquote" considered lesser than us in terms of technology or even their approach that were either bought by somebody or gone public and made more money so their was a problem that we went to the super bowl and why aren't' we winning we had some fortune to help us to alleviate that. You see these awards…. Those actually really helped, because it reminded the people we were doing something right. So emotionally some people felt empty, because we didn't go public or get bought. But the rest of the people didn't feel so empty, they felt wow we won 16 games in a row and you know we'll get our turn, were just going to have to continue this good thing and there will be more around. So there are mixed feelings in terms of how the emotion is. There's no denying the fact that when you work your butt off, relentlessly on a given goal, if that goal doesn't appear the way you think it suppose to appear even if it's all for the good there is disappointment. (P6)

As an example of the ability to *manage emotion in oneself (MEIQ004)*, the

executive made the following comment:

[W]e're very tight with each other in terms of being able to feel what the other person feels. And when you're that tight those frustrations come out especially when you worked long hours you kind of work and live together. It's not like you work 9 to 5 and you go home then you have a completely different life. You need other people to be sensitive to your feelings and understand it. Let's say 50% or 60% of the hours that you're awake and somebody is insensitive to your feelings your life is hell. It's not a life. So we make sure that everybody is fits well everybody works together well and we do these kind of, go out with each other and lunch and stuff and the thing is open company policy and I think that really helps because my door is open everybody can come and talk to me and I tell people flat out, sales people, development sales, support, anybody and say you have a fight with your girlfriend , with your wife or whatever your pissed off your wife cheated on you or whatever and you come to the office close the door come yell at me get your anger out at me and then go inside because you know I'm your friend I'll let you take it out it's ok but we want the work environment to be healthy cause you know we want everybody to be in the same boat likewise with positive stuff like ego I think ego is a great thing if you put it into right energy because it gives you that drive. But if you have it as a negative energy it gives you nothing but trouble so we jokingly say to everybody the reason this parking lot is so big is so we can park our big egos and come upstairs egoless. (P6)

The ability to *identify emotion in one's feelings (PEIQ001)* was evidenced by the

executive's statement:

[I]f you want to talk about a mistake in management if you will, is that if I could put one flaw on my abilities to run this company is that I was never able to attract big venture capital money. And as a result we do organic growth and you always grow slowly and this market moves very fast, so when you grow slowly, you may have the best solution out there, but you may not be well known, you may not grow to you fullest potential. And there are friends of mine who went after the venture capitol and the venture capitol made them go bankrupt, because you know it was strategy de jour depending on who put money into the company. And they are always telling me "your lucky you didn't take the money" but there is always to sides to the coin. You know had we had more money we would have been able to do it differently. (P6)

The highest number of intersections between dimensions of transformational

leadership and emotional intelligence occurred between *Idealized Influence—Behavioral*

(IB) and *Emotional Management (MEIQ)* (n=7/17%) (Table 48). For this participant, just

three dimensional intersections contributed the next most frequently occurring

intersections: (a) *Idealized Influence—Behavioral (IB)* and *Emotional Perception (PEIQ)*

(n=6/15%), (b) *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)*

(n=5/12%), and (c) *Individualized Consideration (IC)* and *Emotional Management*

(MEIQ) (n=5/12%). Within these dimensions, the most frequent trait intersections

occurred between (a) *build respect (IA003)* and *manage emotion in oneself (MEIQ004)*

(n=3/7%), and (b) *collective sense of mission (IB004)* and *monitor emotions in oneself*

(MEIQ003) (n=3/7%) (Table O12).

With regard to the intersection between the traits *build respect (IA003)* and

manage emotion in oneself (MEIQ004), the participant made the following statement:

> I feel if people are never informed regardless of what you do your going to feel emotionally empty. It's like you sitting on a bus you don't know where the driver of the bus is taking you, your only thought in you mind is to get off the bus. They may take you to Disneyland or to hell, it doesn't matter. You don't know where that bus is going; you want to get off the bus. So as a result, I operate the company completely differently. Everything except for people's salary and stock options is open. Not one secret in the company. So I brought everyone into the company and here's where we are here's how much money were going to make and here's the problem with this money that were making and we may lose it, we may win it whatever and one month we may not get it one month we may get it here's the structure I'm planning to do and here's the benefit of it and here's the downside of it, and while concessions really lead to paralysis's and you don't really want to have to build on everything because you can get a hung jury if you will and you bring it up to them and you ask them and you let them be involved in it. (P6)

The following comment demonstrated the intersection between the traits

collective sense of mission (IB004) and *monitor emotions in oneself (MEIQ003)*:

> I think that they, in the case of a couple of people got burnt out. The issue was that there was a certain expectation of growth, there are certain expectations of an event. Whether you get purchased or go public or whatever. So if you say to people you do this you do that, we'll go to the super bowl if you will if you do these things and if you win 13 games in a row and your high about yourself and everything like that and even if you go all the way to the super bowl and win 16 in a row and at super bowl you lose you never think of yourself as someone who won 16 games you think of yourself as the biggest loser because you lost the super bowl. You think of yourself lower than the team who finished the whole season without a single win. You forget about the 16 wins that you had. So we

Table 48

Participant 6 – Intersection of the transformational leadership and emotional intelligence dimensions as revealed through interview (N=41)

| | | Emotional Intelligence Dimensions | | | | | | | | Leadership Dimensions Total | |
| | | Emotional Perception (PEIQ) | | Emotional Integration (FEIQ) | | Emotional Understanding (UEIQ) | | Emotional Management (MEIQ) | | | |
		# of Occur	% of Occur	# of Occur	% of Occur	% of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	1	2%	3	7%	0	0%	5	12%	9	22%
	Idealized Influence—Behavioral (IB)	6	15%	4	10%	2	5%	7	17%	19	46%
	Inspirational Motivation (IM)	0	0%	0	0%	0	0%	0	0%	0	0%
	Intellectual Stimulation (IS)	1	2%	2	5%	0	0%	4	10%	7	17%
	Individualized Consideration (IC)	0	0%	1	2%	0	0%	5	12%	6	15%
Emotional Intelligence Dimensions Total		8	20%	10	24%	2	5%	21	51%	41	

had to challenge that because we had people who we "quote unquote" considered lesser than us in terms of technology or even their approach that were either bought by somebody or gone public and made more money so their was a problem that we went to the super bowl and why aren't' we winning we had some fortune to help us to alleviate that. You see these awards…. Those actually really helped, because it reminded the people we were doing something right. So emotionally some people felt empty, because we didn't go public or get bought. But the rest of the people didn't feel so empty, they felt wow we won 16 games in a row and you know we'll get our turn, were just going to have to continue this good thing and there will be more around. So there are mixed feelings in terms of how the emotion is. There's no denying the fact that when you work your butt off, relentlessly on a given goal, if that goal doesn't appear the way you think it suppose to appear even if it's all for the good there is disappointment. (P6)

Participant 6: Summary

On the MLQ, this executives' *Total Score (TL)* was nearly perfect; only one of the five transformational leadership dimensions, *Intellectual Stimulation (IS)*, did not produce a perfect score. Regarding the interview, the dimension *Idealized Influence—Behavioral (IB)* generated the top number of occurrences of comments. The most frequently occurring trait within this dimension suggested that this participant *talked about his most important values (IB001)* and beliefs. The dimension *Idealized Influence—Attributed (IA)* generated the next highest number of comments at the dimensional level, and its associated trait, *build respect (IA003)*, was the second most frequently occurring trait. The dimension *Intellectual Stimulation (IS)* produced the third highest number of comments, and the trait associated with this dimension, *seek differing perspectives (IS002)*, was also the third most frequent trait.

This participant obtained his highest single-stage SPBI score with the *Dialectical (D)* dimension; this score was also considerably higher than the second place single-stage score. This dimension also generated the second highest number of interview comments, and one of the most frequent traits, *all systems are characterized by reciprocity (D004)*,

was also associated with this dimension. The two *Absolute (A)* dimensions, *Mechanism (M)* and *Formsim (F)*, were ranked second and fourth most frequent, respectively, although the *Absolute (A)* dimension did not generate any relevant comments. The *Relativistic (R)*, dimension, ranked third on the SPBI, however, it dominated the interview comments by threefold. This dimension also accounted for the top three most frequent traits: (a) *every person, relationship, system, or situation is unique (R005)*, (b) *knowledge and behavior are embedded in a broader context (R003)*, and (c) *decision-making was based on pragmatic (R001)*, rather than absolute, criteria.

Resulting from the interview data, the top intersection between dimensions of transformational leadership and wisdom occurred between *Idealized Influence—Behavioral (IB)* and *Relativistic (R)*. Connected with this dimensional intersection was the trait intersection between *talking about values (IB001)* and *every situation is unique (R005)*. Another top dimensional intersection occurred between *Idealized Influence—Attributed (IA)* and *Relativistic (R),* yielding the trait intersection between *build respect (IA003)* and *every situation is unique (R005)*. The dimensional intersection between *Intellectual Stimulation (IS)* and *Relativistic (R)* generated the third highest number of comments, and the resulting trait intersections occurred between (a) *seek differing perspectives (IS002)* and *pragmatic decision-making (R001)* and (b) *seek differing perspectives (IS002)* and *knowledge in a broader context (R003)*. Interestingly, all of this executive's trait intersections produced the same number of occurrences. The final two significant dimensional intersections, (a) *Idealized Influence—Behavioral (IB)* and *Dialectical (D)* and (b) *Individualized Consideration (IC)* and *Relativistic*, did not result in any significant trait intersections.

This executive's MSCEIT *Total Score (EIQ)* was at the top end of the average range, driven by the above-average score associated with the dimension *Emotional Integration (FEIQ).* Oddly, there were no comments supporting *Emotional Integration's* high score in the interview data. The dimension *Emotional Perception (PEIQ)* produced the second highest MSCEIT score, as well as the second highest number of interview comments. When viewed at the trait level, this executive exhibited the most frequent trait where he could *identify emotion in one's physical states, feelings (PEIQ001)*, and thoughts. The next most frequent dimension, *Emotional Understanding (UEIQ)*, scored within the average range, but generated no significant dimensional or trait comments. The dimension *Emotional Management (MEIQ)* had the lowest score among the dimensions, although it still was near the mid-point of the average range. Although this dimension obtained the lowest MSCEIT score, is generated the greatest number of interview comments. The two most frequent traits from this dimension included (a) the ability to reflectively *monitor emotions in relation to oneself (MEIQ003)* and others, and (b) the ability to *manage emotion in oneself (MEIQ004)* and others.

The top intersections between dimensions of transformational leadership and emotional intelligence were all found in a small number of comments. The highest number of intersections happened between the dimensions *Idealized Influence— Behavioral (IB)* and *Emotional Management (MEIQ).* This most frequent trait intersection associated with this relationship involved (a) having a *collective sense of mission (IB004)* and (b) the ability to *monitor emotions in oneself (MEIQ003).* The next most frequent dimensional intersection between *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)* produced a trait intersection between *build respect*

(IA003) and *manage emotion in oneself (MEIQ004).* The two other dimensional

intersections with a high number of occurrences were (a) *Idealized Influence—Behavioral*

(IB) and *Emotional Perception (PEIQ)* and (b) *Individualized Consideration (IC)* and

Emotional Management (MEIQ). The first of these two dimensional intersections had a

trait intersection with a notable number of occurrences, *talking about values (IB001)* and

identify emotion in one's physical states, feelings (PEIQ001), and thoughts. The second

dimensional intersection did not have any outstanding trait intersections.

Profile of Participant 7 (P7) – Managing Director – Software Training Company

This participant was the Managing Director and Senior Vice President of Global

Franchising for an international software training company with more than 500

employees. He was brought in to turn around the franchise portion of the business during

dramatic changes in the landscape of the computer training industry.

The participant was faced with a downturn resulting from a confluence of: a

decline in new technology introductions, changes in the marketplace and buyer behavior,

post 9/11 issues, and the changing dynamics of instructor led versus online training. This

participant had to deal with a franchise network that was struggling with these issues, in

addition to a great deal of discontent, disrespect, lack of confidence, in-fighting, and

conflict among the franchisees.

The participant's addition to the organization was the primary management

change for this turnaround. The immediate steps taken included layoffs, challenging

existing employees to identify the value they added to the organization, and where

necessary, reestablishing the employees' priorities. The long-range changes implemented

included the creation of a roundtable format for the franchisees to work through their

problems in a confidential forum, the implementation of best practice symposiums, and the establishment of an international conference. Over the past two years of this participant's tenure, the business revenues have grown 2% and 8% year-over-year, respectively.

Participant 7: Leadership Scores

Three of the five transformational leadership dimensions, *Idealized Influence—Behavioral (IB)*, *Inspirational Motivation (IM)*, and *Individualized Consideration (IC)* resulted in maximum his MLQ scores (score=4.0) for this executive (Table 49). The next highest-scoring dimension, *Intellectual Stimulation (IS)* (score=3.5), was still above the minimum threshold for transformational leadership. However, the dimension with the lowest score, *Idealized Influence—Attributed (IA)* (score=2.5), did not meet this minimum threshold (score greater than 3.0). Overall, the *Total Score (TL)* (score=3.6) was still above the minimum.

Table 49

Participant 7 – MLQ Scores

Dimensions	Participant Score
Total Score (TL)	3.6
Idealized Influence—Behavioral (IB)	4.0
Inspirational Motivation (IM)	4.0
Individualized Consideration (IC)	4.0
Intellectual Stimulation (IS)	3.5
Idealized Influence—Attributed (IA)	2.5

The review of the interview results indicated that *Idealized Influence—Behavioral (IB)* (n=11/31%) was the dominant dimension (Table 50). *Inspirational Motivation (IM)* (n=7/20%) was the next most frequent dimension, but it only obtained a third as many

Table 50

Participant 7 – Transformational leadership dimensions revealed through interview (N=35)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Idealized Influence—Attributed (IA)			6	17%
Build respect (IA003)	5	14%		
Beyond self-interest (IA002)	1	3%		
Instill pride (IA001)	0	0%		
Sense of power (IA004)	0	0%		
Idealized Influence—Behavioral (IB)			11	31%
Talk about values (IB001)	8	23%		
Collective sense of mission (IB004)	3	9%		
Strong sense of purpose (IB002)	0	0%		
Moral and ethical consequences (IB003)	0	0%		
Inspirational Motivation (IM)			7	20%
Compelling vision of the future (IM003)	3	9%		
Express confidence about goals (IM004)	2	6%		
Optimistic about the future (IM001)	1	3%		
Enthusiastic about needs (IM002)	1	3%		
Intellectual Stimulation (IS)			5	14%
Seek differing perspectives (IS002)	3	9%		
Re-examine critical assumptions (IS001)	2	6%		
Look at problems differently (IS003)	0	0%		
Suggest ways to complete assignments (IS004)	0	0%		
Individualized Consideration (IC)			6	17%
Treat others as individuals (IC002)	3	9%		
Differing needs (IC003)	3	9%		
Teaching and coaching (IC001)	0	0%		
Develop others strengths (IC004)	0	0%		
Total	35	100%	35	100%

occurrences as *IB*. Both *Idealized Influence—Attributed (IA)* (n=6/17%), and

Individualized Consideration (IC) (n=6/17%) tied for third place in terms of frequency.

Within these dimensions, five traits merited discussion. The two most frequent of these

traits were (a) *talk about values (IB001)* (n=8/23%) and (b) *build respect (IA003)*

(n=5/14%). The next four traits all shared the same number of occurrences (n=3/9%): (a)

collective sense of mission (IB004), (b) *compelling vision of the future (IM003)*, (c) *treat*

others as individuals (IC002), and (d) *differing needs (IC003)*. Although *Intellectual*

Stimulation (IS) was not one of the top ranked dimensions a trait associated with it, *seek differing perspectives (IS002)*, was just as frequent as the previously mentioned traits (n=3/9%).

Demonstrating his propensity to *talk about values (IB001)*, this executive made the following comment:

> I would say very open, very communicative, I strongly disagree with a lot of hierarchy. I like a flat organization and the whole notion of working together rather than working for each other, where I work for a person, it's a team. It is absolutely at team effort and we work together. To me the leader provides direction, inspiration, enthusiasm, intelligence, and energy. And I think that is really important and what they contribute to the operation. I wouldn't say that I am overly hands on, I don't look over people's shoulders…. [I]f you ultimately have guiding values and principles what's right usually overrules what is easiest. Because people often want to jump to what's the easiest way to get there versus what is right. And if you are creating a program or foundation around what is right, ultimately it will be easier for everybody because everybody is going to be onboard. The trick is getting to that because people can be all over the map when it comes to what's right. Some of that could be fundamentally to their own upbringing on sometimes what are their values and ethics and that type of thing. I am a big believer if you drive, because I believe people generally know right from wrong. (P7)

This executive acted in ways that *built respect (IA003)* for him, as evidenced by the following description:

> It's the old empowerment type thing that I firmly believe in. Give people everything that they need to succeed and do what you can to help them succeed. So I am always preaching strong core values and that we don't have selective ethics. In other words, its' all about, if you are honest all the time, you never have to back track. People may not like what they hear, but at least you are being honest. One thing that I am known for is that I am very direct, as well. Very direct, open, candid, honest, and I think that they respect me as a result. I think it is really important to realize the first thing to do is to gain respect for anybody to follow, if you will. Of course, using that leadership thing, and I think that I work hard to do that, to gain respect first. (P7)

When addressing how he created a *collective sense of mission (IB004)* this executive made the following statement:

I think based on a whole series of things. We start with creating an overall vision and mission and then we go into what are the strategic imperatives. And the strategic imperatives comes out of the mission is, so if the mission dictates that we want to do X, then the imperatives, and again it is always the most important things because a lot of imperatives can be broken down into a bunch of actions. So the actions that can drive to a point to achieve a strategic imperative. Here's an example, a strategic imperative would be to continue to expand the English language program and then you have goals and actions to go with that strategic imperative that all roll up. But ultimately you are trying to achieve and succeed on that imperative that then relates back to the mission. It sounds textbook, but at the end of the day, it actually works and it works pretty well. So it helps us in terms of our tracking to our plan and we are big on planning. (P7)

This participant articulated a *compelling vision of the future (IM003)* within the

following comment:

Talk about it, meet with people frequently within the franchise system. For example, our vision in this company is to be the global leader in IT (Information Technology) training and if I am the customer, I say so what. That doesn't mean anything to me, I don't care if you are the biggest, I don't care if you are the best, can you solve my problem. So my vision for the company is to be the most innovative and respected training company in the world. Take out IT because we are doing a lot of other stuff than IT, so I want to be respected. And as a company, and you are respected, people like to do business with respected companies. And innovation is a very important piece as well because people like to work with people in companies that are innovative, really bleeding edge, or leading edge types of solutions and I think that is something that is very powerful. So I spend a lot of time talking about them, kind of coalescing people around that thinking and I think that it is helpful, it gets the word out. (P7)

The following quote emphasizes how this executive *treated others as individuals*

(IC002):

I am not a micro manager. So I would have to say that it probably got more, but it was more to the extent of helping them succeed, being available. I think that a leader's role is to be available. Probably one of the most important we can do is be available to help somebody, to answer a question, to give them a source to go to, to be a sounding board, to debating, but be available and not be gone. So even though I am on the road, they know how to get in touch with me. Because I think it is very important in a franchise organization to be out in the field and I want to see our franchisees as frequently as possible. (P7)

Furthermore, this next quote shows how this executive considered the *differing*

needs (IC003) of each individual:

> Well, first of all, as I mentioned earlier, I treat everybody as a distinct individual, so recognizing that they have different passions, different interests, different likes and dislikes, different structure on how they operate as an individual. All of which I try to take into account, so I will ask a lot about how would you like to do it, what makes you the most comfortable, do you need to come in late, tomorrow, fine, go ahead and do that, I'm assuming that the work is going to get done. You are going to get it done the way you want. So I wouldn't say that I am overly structured from the standpoint that I am trying to put the old square peg into the round hole, or square peg in a square hole, in every case. It is often times giving everybody a little bit of latitude to do what they want, but recognizing that when you come together as a group, you need to help work the dynamic of those individual behaviors and differences to everybody's advantage. I think that that can be done and I think that is absolutely a better mechanism, then a bunch of people that are all the same. Because then I think you loose a lot of creativity with a lot of intimidation. So if I can get the most out of every individual, I will have done my job. (P7)

The following comment shows this executive's tendency to *seek differing*

perspectives (IS002):

> I think it really important in meetings to be, we have every other week meetings, just a staff meeting to give quick updates as to where we are and talk through what are the challenges and we debate and I am a big believer in vigorous debate, but being respectful. Some people can't handle that but we are trying to create and cultivate an environment where we can do that, for those that can't handle it, maybe this is not the right place for them. I think we are a better company as a result of the debate because of the strong opinions that come to the table….I believe in multiple points of view because it makes me think, it make the group think, the more ideas on the table, the better. Because then we can narrow them down, so we do Mind Mapping, I don't know if you have seen the software, its fantastic, so we use this software and we will branch that thing out forever. And then we can come back to narrowing it down to three…. You use the Mind Mapping, that's terrific. We try to start from a clean slate without obstacles and barriers and different things. Just close the doors and keep an open mind about the what-if's versus we have got these constraints and these problems. Because I'm a believer, if you create a solution, you will figure out a way to get there, even if there are constraints or barriers in the way, that you can do it. You can do it if you keep an open mindset. That Mind Mapping is a great way to do it, and it is really an exceptional way to get you thinking completely out of the box. (P7)

Participant 7: Leadership and Wisdom Scores

Regarding the SPBI, this participant scored highest on the dimension *Mechanism (M)* (score=58.0), and second highest on *Dialectical (D)* (score=53.0) (Table 51). The scores for the final two dimensions, *Formism (F)* (score=48.0) and *Relativistic (R)* (score=47.0), fell within a very narrow range.

Table 51

Participant 7 – SPBI Scores

Dimensions	Participant Score
Absolute (A)	
Mechanism (M)	58.0
Formism (F)	48.0
Dialectical (D)	53.0
Relativistic (R)	47.0

The interview data revealed that *Relativistic (R)* (n=29/73%) occurred the most frequently among the wisdom dimensions (Table 52). The next most frequent dimension, *Dialectical (D)* (n=11/28%), was nearly three times less frequent than the previous dimension. It is important to recognize that there were no occurrences of the *Absolute (A)* (n=0/0%) dimension. The most frequent trait, *every situation is unique (R005)* (n=17/43%), was followed by *knowledge in a broader context (R003)* (n=7/18%), which was less than half as frequent as the next most frequent trait. The other two notable traits included *all systems are characterized by reciprocity (D004)* (n=6/15%) and *pragmatic decision-making (R001)* (n=4/10%).

The following example emphasizes this executive's belief that *every situation is unique (R005)*:

I think I really value people and that may sound strange but I value them as individuals because I think you need to treat each and everybody as an individual. I do that with my children. I think that it is really important that you give them a sense of belonging and a sense of where could this all be, I am spending so much of my life at work, how can this be of great value to me…. I am realistic that not everyone is going to share my values. Does it make me feel good, sure, it makes me feel good, but ultimately it is more of a passion. A passion that I realize that the whole world is not going to come along with that same vision, but I think a great leader is one that helps bring people and build a coalescence around that and hopefully that thinking, that's what I get a charged about. We are a team and we are in sync and we feel passionate about and that is where I come from. (P7)

In discussing some new elements added during the turnaround, this participant

demonstrated his understanding that *knowledge* exists *in a broader context (R003)*:

Table 52

Participant 7 – Wisdom dimensions revealed through interview (N=40)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Absolute (A)			0	0%
Fixed traits and types (A001)	0	0%		
Inherent stability (A002)	0	0%		
Passive in environmental influence (A003)	0	0%		
Causality is linear (A004)	0	0%		
Belief in absolute (A005)	0	0%		
Belief in one-sided solutions (A006)	0	0%		
Knowledge is inherently noncontradictory (A007)	0	0%		
Relativistic (R)			29	73%
Every situation is unique (R005)	17	43%		
Knowledge in a broader context (R003)	7	18%		
Pragmatic decision-making (R001)	4	10%		
Change is basic to reality (R002)	1	3%		
Knowledge is influenced by aspect (R004)	0	0%		
Unpredictability is central to reality (R006)	0	0%		
Contradiction is primary to reality (R007)	0	0%		
Contrasting systems produce contradictory knowledge (R008)	0	0%		
Dialectical (D)			11	28%
All systems are characterized by reciprocity (D004)	6	15%		
All life is systemic (D002)	2	5%		
Development occurs through adapted forms (D003)	2	5%		
All phenomena imply their opposites (D001)	1	3%		
Total	40	100%	40	100%

So it was regaining trust, and the way we did that was bringing people together on a more regular basis. We created a program called roundtable. It is similar to the Forum in the YPO (Young Presidents Organization). The Forum is bringing together 10-15 owners in a roundtable format, in a total confidential, safe environment where they can share best practices, work through problems between them, and it is complete closed door. Everything that is said in that room, doesn't leave the room. And that has really helped build the continuity back with the

franchise system. And we have small groups meeting all of the time across the country. And we have done symposiums, these are best practice sessions where we do hands on sessions about some of the things we are doing in various markets that can help other markets and other owners improve their business. Then we do conferences, we do an international conference where 1000 people come together from all over the world, it is basically a big party. Strategy planning, education, and what we are looking for next year. We also have to do business planning meetings in the fall where we bring the owners together to build their business plans. All of that was new to the organization to help create more of collaboration, trust, teamwork, and all that. So a combination of creating a team here at the corporate operation and creating a team in the franchise operation because I think helped in the turnaround. (P7)

The following comment illustrates this executive's understanding that *all systems are characterized by reciprocity (D004)*:

It goes back to teamwork. If you are all working in isolation, and I would have to say that was really the case when I first got here and I would say that we still have room to go. People work in silos and it is a system. I think that the best companies in the world are the ones that have cracked the code on working collaboratively, on working as a team, and have a distinctive culture. With the culture driving people to want to work here even more. (P7)

Within the context of the turnaround, this executive demonstrated that he practiced *pragmatic decision-making (R001)*, as evidenced by the following statement:

Another thing I preached up front was I think in threes. You get more than three, it gets complex, so it really helped people start to narrow things down. So what are your priorities, 1, 2, and 3. You get more than that, it is too much. So that was an over accentuation of that concept, but that concept helped everybody get focused. Because the whole notion of focus and reducing what you are trying to do and do it really well, you end up doing a much better job and adding value across the board. So that is some of the things I did. (P7)

The highest number of intersections between dimensions of transformational leadership and wisdom occurred between *Idealized Influence—Behavioral (IB)* and *Relativistic (R)* (n=10/25%) (Table 53). Two dimensional intersections shared the second highest number of occurrences, (a) *Idealized Influence—Attributed (IA)* and *Relativistic (R)* (n=6/15%) and (b) *Individualized Consideration (IC)* and *Relativistic (R)* (n=6/15%).

Table 53

Participant 7 – Intersection of the transformational leadership and wisdom dimensions as revealed through interview (N=40)

		Wisdom Dimensions						Leadership Dimensions Total	
		Absolute (A)		Relativistic (R)		Dialectic (D)			
		# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	0	0%	6	15%	1	3%	7	18%
	Idealized Influence—Behavioral (IB)	0	0%	10	25%	4	10%	14	35%
	Inspirational Motivation (IM)	0	0%	5	13%	3	8%	8	20%
	Intellectual Stimulation (IS)	0	0%	3	8%	2	5%	5	13%
	Individualized Consideration (IC)	0	0%	6	15%	0	0%	6	15%
Wisdom Dimensions Total		0	0%	30	75%	10	25%	40	

The other two significant intersections included (a) *Inspirational Motivation (IM)* and *Relativistic (R)* (n=5/13%), and (b) *Idealized Influence—Behavioral (IB)* and *Dialectical (D)* (n=4/10%). The most frequent trait intersection occurred between *talk about values (IB001)* and *knowledge in a broader context (R003)* (n=4/10%). The remaining notable trait intersections all shared the same number of occurrences (n=3/8%): (a) *build respect (IA003)* and *every situation is unique (R005)* (n=3/8%), (b) *talk about values (IB001)* and *every situation is unique (R005)* (n=3/8%), (c) *treat others as individuals (IC002)* and *every situation is unique (R005)* (n=3/8%), and (d) *differing needs (IC003)* and *every situation is unique (R005)* (n=3/8%) (Table O13).

The following description illustrates the intersection between the traits *talk about values (IB001)* and *knowledge in a broader context (R003)*:

> I don't know if you are looking for any particular framework, but I would say very open, very communicative, I strongly disagree with a lot of hierarchy. I like a flat organization and the whole notion of working together rather than working for each other, where I work for a person, it's a team. It is absolutely at team effort and we work together. To me the leader provides direction, inspiration, enthusiasm, intelligence, and energy. And I think that is really important and what they contribute to the operation. I wouldn't say that I am overly hands on, I don't look over people's shoulders. (P7)

The intersection of the traits *build respect (IA003)* and *every situation is unique (R005)* was revealed by the following quote:

> So you have to be realistic, but ultimately I think we can make this a tremendous company. I am a big believer in the good to great. Another thing I value is humility. In "Good to Great" it is professional will and personal humility who are the best leaders. Not the leaders who are out to be in the spot light and get all of the rewards and all that, I would rather see the team get the rewards and help everybody feel that they are part of a great thing. (P7)

This participant quote represents the intersection between the traits *talk about values (IB001)* and *every situation is unique (R005)*:

Integrity, trust, strong work ethic, honesty, openness. I think I really value people and that may sound strange but I value them as individuals because I think you need to treat each and everybody as an individual. I do that with my children. I think that it is really important that you give them a sense of belonging and a sense of where could this all be, I am spending so much of my life at work, how can this be of great value to me. (P7)

Illustrating the intersection between the traits *treat others as individuals (IC002)* and *every situation is unique (R005)*, this executive made the following comment:

I think I am a really good read on people. I have been accused of having a high emotional intelligence quotient. I don't know if your evaluations will come out that way, but the reality is I think you really have to dig inside of people and either help them through the emotional aspect of the change. Change is probably the most difficult thing we do as individuals and that comes down to just caring. Just absolutely caring and knowing that they know that you care for who you are and what you do. I am very flexible in terms of their work time and what they need to do, if they need to take the kids to school, or do this or that, I don't care. Because to me it is all about a strong work ethic, so the importance of work ethic is a very important thing to me. And it is not necessarily how long you work, how smart you work, its' how you get your job done. Its' how you focus on doing the right things with the right resources and all that. So it is a whole series of things that have contributed to our evolution as a team and the emotional side of how we treat each other with dignity and respect. (P7)

Additionally, the executive made the following statement, which corresponds to the intersection between the traits *differing needs (IC003)* and *every situation is unique (R005)*:

Well, first of all, as I mentioned earlier, I treat everybody as a distinct individual, so recognizing that they have different passions, different interests, different likes and dislikes, different structure on how they operate as an individual. All of which I try to take into account, so I will ask a lot about how would you like to do it, what makes you the most comfortable, do you need to come in late, tomorrow, fine, go ahead and do that, I'm assuming that the work is going to get done. You are going to get it done the way you want. So I wouldn't say that I am overly structured from the standpoint that I am trying to put the old square peg into the round hole, or square peg in a square hole, in every case. It is often times giving everybody a little bit of latitude to do what they want, but recognizing that when you come together as a group, you need to help work the dynamic of those individual behaviors and differences to everybody's advantage. I think that that can be done and I think that is absolutely a better mechanism, then a bunch of people that are all the same. Because then I think you loose a lot of creativity with

a lot of intimidation. So if I can get the most out of every individual, I will have done my job. (P7)

Participant 7: Leadership and Emotional Intelligence Scores

On the MSCEIT, this executive scored the highest on the dimension *Emotional Integration (FEIQ)* (score=109) (Table 54). The next most frequent dimension, *Emotional Management (MEIQ)* (score=97), was closely followed by *Emotional Perception (PEIQ)* (score=96). The dimension *Emotional Understanding (UEIQ)* (score=92) obtained the lowest score on the MSCEIT. This executive's *Total Score (EIQ)* (score=99) fell in the middle of the average range (90-109).

Table 54

Participant 7 – MSCEIT Scores

Dimensions	Participant Score
Total Score (EIQ)	99
Emotional Integration (FEIQ)	109
Emotional Management (MEIQ)	97
Emotional Perception (PEIQ)	96
Emotional Understanding (UEIQ)	92

The dimensions *Emotional Management (MEIQ)* (n=15/47%) and *Emotional Perception (PEIQ)* (n=14/44%) accounted for the greatest number of interview comments (Table 55). The most frequently referenced traits came from these two dimensions and included: (a) *manage emotion in oneself (MEIQ004)* (n=10/31%), (b) *identify emotion in one's feelings (PEIQ001)* (n=8/25%), (c) *express emotions accurately (PEIQ003)* (n=5/16%), and (d) *monitor emotions in oneself (MEIQ003)* (n=4/13%).

The following statement showed this executive's ability to *manage emotion in oneself (MEIQ004)*:

Table 55

Participant 7 – Emotional intelligence dimensions revealed through interview (N=32)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Emotional Perception (PEIQ)			14	44%
Identify emotion in one's feelings (PEIQ001)	8	25%		
Express emotions accurately (PEIQ003)	5	16%		
Identify emotions in others (PEIQ002)	1	3%		
Discriminate accurate and inaccurate feelings (PEIQ004)	0	0%		
Emotional Integration (FEIQ)			2	6%
Emotions prioritize thinking (FEIQ001)	1	3%		
Emotions encourage problem approaches (FEIQ004)	1	3%		
Emotions aid judgment and memory (FEIQ002)	0	0%		
Mood swings change perspective (FEIQ003)	0	0%		
Emotional Understanding (UEIQ)			1	3%
Interpret meanings that emotions convey (UEIQ002)	1	3%		
Label emotions and emotional relations (UEIQ001)	0	0%		
Understand complex feelings (UEIQ003)	0	0%		
Recognize transitions among emotions (UEIQ004)	0	0%		
Emotional Management (MEIQ)			15	47%
Manage emotion in oneself (MEIQ004)	10	31%		
Monitor emotions in oneself (MEIQ003)	4	13%		
Engage or detach from emotions (MEIQ002)	1	3%		
Stay open to feelings (MEIQ001)	0	0%		
Total	32	100%	32	100%

You see that plaque right there, "yes you can" and "if you have to pick an attitude, pick a good one," I talk about that all the time and there is no room for negativity. I am very, very direct on that, I will not put up with that. I will drill into somebody's dialogue when is going so far south, it's the glass halve empty, kind of thing, and ask them if there is something going on here. Why is there such a negative feel on this versus more of a constructive, positive way of looking at it? You know, often times it could be the person who might have something going on at home or something in their personal life, but I think that it is important to get that out versus letting go. So in other words, if I see something in terms of how somebody is treating the situation, let's just say its that they are afraid to talk something or some issue, that is either bothering them, I will dig in and I will try to get into what is it. Let's talk through the issue; let's even role-play how we can handle it, the situation with a franchisee or that type of thing. That's hard, that's a hard piece. (P7)

This executive described his ability to *identify emotion in one's feelings*

(PEIQ001) in the following manner:

I am always preaching strong core values and that we don't have selective ethics. In other words, its all about, if you are honest all the time, you never have to back

track. People may not like what they hear, but at least you are being honest. One thing that I am known for is that I am very direct, as well. Very direct, open, candid, honest, and I think that they respect me as a result. I think it is really important to realize the first thing to do is to gain respect for anybody to follow, if you will. Of course, using that leadership thing, and I think that I work hard to do that, to gain respect first. (P7)

The following quote showed this executive's ability to *express emotions*

accurately (PEIQ003):

I talk about attitude a lot. I talk about never quitting. I talk about the notion that we can be a world class and fantastic leading company by everybody believing and having hope that there is a great future ahead of us. So it is more about a constant sense of talking about this stuff and the feelings. If you really feel it and you really believe it, it is easy to articulate, and it is easy to talk about and the feelings are just there versus being half in to it and trying to tell people that you really believe in it, it doesn't work. You are either in or you are not. Authenticity is the word that describes this perfectly. (P7)

The participant made a statement that demonstrated his ability to *monitor*

emotions in oneself (MEIQ003):

Well, first of all, as I mentioned earlier, I treat everybody as a distinct individual, so recognizing that they have different passions, different interests, different likes and dislikes, different structure on how they operate as an individual. All of which I try to take into account, so I will ask a lot about how would you like to do it, what makes you the most comfortable, do you need to come in late, tomorrow, fine, go ahead and do that, I'm assuming that the work is going to get done. You are going to get it done the way you want. So I wouldn't say that I am overly structured from the standpoint that I am trying to put the old square peg into the round hole, or square peg in a square hole, in every case. It is often times giving everybody a little bit of latitude to do what they want, but recognizing that when you come together as a group, you need to help work the dynamic of those individual behaviors and differences to everybody's advantage. I think that that can be done and I think that is absolutely a better mechanism, then a bunch of people that are all the same. Because then I think you loose a lot of creativity with a lot of intimidation. So if I can get the most out of every individual, I will have done my job (P7)

The highest number of intersections between dimensions of transformational

leadership and emotional intelligence occurred between *Idealized Influence—Behavioral*

(IB) and *Emotional Perception (PEIQ)* (n=7/21%) (Table 56). The next two most

Table 56

Participant 7 – Intersection of the transformational leadership and emotional intelligence dimensions as revealed through interview (N=34)

		Emotional Intelligence Dimensions								Leadership Dimensions Total	
		Emotional Perception (PEIQ)		Emotional Integration (FEIQ)		Emotional Understanding (UEIQ)		Emotional Management (MEIQ)			
		# of Occur	% of Occur	# of Occur	% of Occur	% of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	2	6%	0	0%	1	3%	3	9%	6	18%
	Idealized Influence—Behavioral (IB)	7	21%	1	3%	0	0%	3	9%	11	32%
	Inspirational Motivation (IM)	3	9%	0	0%	0	0%	4	12%	7	21%
	Intellectual Stimulation (IS)	2	6%	1	3%	0	0%	1	3%	4	12%
	Individualized Consideration (IC)	2	6%	0	0%	0	0%	4	12%	6	18%
Emotional Intelligence Dimensions Total		16	47%	2	6%	1	3%	15	44%	34	

frequent intersections shared the same number of occurrences: (a) *Inspirational Motivation (IM)* and *Emotional Management (MEIQ)* (n=4/12%), and (b) *Individualized Consideration (IC)* and *Emotional Management (MEIQ)* (n=4/12%). The only significant trait intersections, occurred between: (a) *talk about values (IB001)* and *identify emotion in one's feelings (PEIQ001)* (n=4/12%), and (b) *build respect (IA003)* and *manage emotion in oneself (MEIQ004)* (n=3/9%) (Table O14).

The following comment demonstrated the intersection between the traits *talk about values (IB001)* and *identify emotion in one's feelings (PEIQ001)*:

> Another thing I preached up front was I think in threes. You get more than three, it gets complex, so it really helped people start to narrow things down. So what are your priorities, 1, 2, and 3. You get more than that, it is too much. So that was an over accentuation of that concept, but that concept helped everybody get focused. Because the whole notion of focus and reducing what you are trying to do and do it really well, you end up doing a much better job and adding value across the board. So that is some of the things I did. (P7)

Regarding the intersection of the traits *build respect (IA003)* and *manage emotion in oneself (MEIQ004)*, the participant made this illustrative comment:

> I'm okay if the long term, if there is not barriers to truly succeed. Often times I find that there are barriers and that is where the frustration comes into play because I am pretty convinced of where I want to go, and our team, I think is pretty convinced of where we want to go, but often times we are held up through whatever external forces or things that make it potentially difficult. Even internal forces, whether it is the board of director or whatever financial restraints/ constraints. So you have to be realistic, but ultimately I think we can make this a tremendous company. I am a big believer in the good to great. Another thing I value is humility. In "Good to Great" it is professional will and personal humility who are the best leaders. Not the leaders who are out to be in the spot light and get all of the rewards and all that, I would rather see the team get the rewards and help everybody feel that they are part of a great thing. (P7)

Participant 7: Summary

This executive's MLQ *Total Score (TL)* was above the minimum threshold for transformational leadership. Additionally, he obtained perfect scores on three of the five

transformational leadership dimensions: *Idealized Influence—Behavioral (IB)*,

Inspirational Motivation (IM), and *Individualized Consideration (IC).* These dimensions,

as well as their corresponding traits, generated the most interview comments. Regarding

traits from the dimension *Idealized Influence—Behavioral (IB)*, the participant *talked*

about his most important values (IB001) and emphasized the importance of having a

collective sense of mission (IB004). Within the dimension *Inspirational Motivation (IM)*,

this participant articulated *compelling vision of the future (IM003)*. The last of these top

dimensions, *Individualized Consideration (IC)*, generated two traits referenced frequently

by this participant: (a) *treat others as individuals (IC002)*, and (b) consider the *different*

needs (IC003) of each individual. Although *Intellectual Stimulation (IS)*, did not generate

a high number of occurrences of comments at the dimensional level, at the trait level this

executive demonstrated his ability to *seek differing perspectives (IS002)* when solving

problems. One contradictory result between the MLQ and the interview related to the

dimension *Idealized Influence—Attributed (IA)*. The *Idealized Influence—Attributed (IA)*

score on the MLQ was below the minimum threshold for transformational leadership

(minimum of 3.0), however, this dimension generated a notable number of occurrences of

comments during the interview and managed to have the trait with the second highest

number of occurrences, *build respect (IA003)*.

This participant obtained the highest single-stage SPBI score on the dimension

Mechanism (M). Along with the other *Absolute (A)* dimension, *Formism (F),* which

achieved the third ranked score on the SPBI, neither of these dimensions generated any

comments during the interview. The second highest single-stage score belonged to the

Dialectical (D) dimension, which also placed second in number of comments. At the trait

level for this dimension, this participant demonstrated the capacity to understand that *all systems are characterized by reciprocity (D004)*, where a change in any one part affects the whole system. The *Relativistic (R)* dimension produced the third highest single-stage score for this participant, however, this dimension generated had the greatest number of comments by a large margin. The significant traits for this dimension included (a) *every person, relationship, system, or situation is unique (R005)*, (b) *knowledge and behavior are embedded in a broader context (R003)*, and (c) *decision-making was based on pragmatic (R001)*, rather than absolute, criteria.

The highest number of intersections between dimensions of transformational leadership and wisdom occurred between *Idealized Influence—Behavioral (IB)* and *Relativistic (R)*. Two trait intersections within this relationship were highlighted during interview: (a) *talk about values (IB001)* and *knowledge in a broader context (R003),* and (b) *talk about values (IB001)* and *every situation is unique (R005)*. The second most frequent intersection at the dimension level occurred between *Idealized Influence—Attributed (IA)* and *Relativistic (R),* with the corresponding trait intersection occurring between *build respect (IA003)* and *every situation is unique (R005)*. Another dimensional intersection, *Individualized Consideration (IC)* and *Relativistic (R),* generated two notable trait intersections: (a) *treat others as individuals (IC002)* and *every situation is unique (R005),* and (b) *differing needs (IC003)* and *every situation is unique (R005)*. The remaining dimensional intersections with a significant number of comments occurred between (a) *Inspirational Motivation (IM)* and *Relativistic (R)* and (b) *Idealized Influence—Behavioral (IB)* and *Dialectical (D)*.

This executive's MSCEIT *Total Score (EIQ)* fell in the middle of the average range, as did the score for each individual emotional intelligence dimension. This participant obtained the highest MSCEIT dimensional score on *Emotional Integration (FEIQ)*; however, it did not generate any significant interview comments. The dimension *Emotional Management (MEIQ)* produced the second highest MSCEIT and the greatest number of interview comments. Two of the most frequent traits associated with *Emotional Management (MEIQ)* included: (a) *manage emotion in oneself (MEIQ004),* and (b) *monitor emotions in relation to oneself (MEIQ003).* Although *Emotional Perception (PEIQ)* only produced the third highest dimensional MSCEIT score, it generated a significant number of comments related to two of the top traits: (a) *identify emotion in one's physical states, feelings (PEIQ001)*, and (b) *express emotions accurately (PEIQ003).* The lowest scoring dimension on the MSCEIT, *Emotional Understanding (UEIQ),* generated no significant comments.

The highest number of intersections between dimensions of transformational leadership and emotional intelligence occurred between *Idealized Influence—Behavioral (IB)* and *Emotional Perception (PEIQ),* producing the dominant trait intersection between *talk about values (IB001)* and *identify emotion in one's feelings (PEIQ001).* The intersections between (a) *Inspirational Motivation (IM)* and *Emotional Management (MEIQ)* and (b) *Individualized Consideration (IC)* and *Emotional Management (MEIQ)* were tied for second most frequent intersection but neither resulted in any significant trait intersections. One significant trait intersection, between *build respect (IA003)* and *manage emotion in oneself (MEIQ004)*, did not have a high number of occurrences at its corresponding dimensional intersection.

Profile of Participant 8 (P8) – Program Manager – Business Incubator

This participant was the Program Manager for a government-run technology business incubator with 15 employees, which supported entrepreneurs by providing facilities, support services, and training. He was brought into the organization to restructure its operations. Specifically, he was tasked with enforcing and/or establishing policies because, in his words, the organization "was running itself, in a sense" (P8). Examples of this operation's inefficiency of before the turnaround included the entrepreneurial tenants not paying rent and phone bills, and lack of support services provided to tenants.

The resulting management changes were drastic; not only did the participant fill the management gap from the previous administration, but also over the period of the turnaround the entire staff was replaced. Immediate steps taken by the participant included instituting new collection policies, setting clear employee goals, establishing direct reporting and accountability standards, creating new business practices, and bringing in services necessary for tenants to grow their businesses. Long-range changes included extending the incubator's services to entrepreneurs outside the walls of the physical facility. Results of these changes included awards from the business incubator association (for best practices and average revenue increase per tenant firm) and the Department of Housing and Urban Development (HUD) (for best use of HUD funds).

Participant 8: Leadership Scores

On the MLQ, this executive scored the highest on two dimensions: *Inspirational Motivation (IM)* (score=4.0) and *Individualized Consideration (IC)* (score=4.0), obtaining the highest possible score for a transformational leadership dimension (Table 57). The

next highest score, *Idealized Influence—Attributed (IA)* (score=3.8), was followed by

both *Idealized Influence—Behavioral (IB)* (score=3.5) and *Intellectual Stimulation (IS)*

(score=3.5). The *Total Score (TL)* (score=3.8) was well above the minimum score for a

transformational leader.

Table 57

Participant 8 – MLQ Scores

Dimensions	Participant Score
Total Score (TL)	3.8
Individualized Consideration (IC)	4.0
Inspirational Motivation (IM)	4.0
Idealized Influence—Attributed (IA)	3.8
Idealized Influence—Behavioral (IB)	3.5
Intellectual Stimulation (IS)	3.5

A review of the interview data revealed that the dimension *Idealized Influence—*

Attributed (IA) (n=12/40%) was responsible for the highest number of comments (Table

58). Lagging far behind this dimension, and nearly 25% less frequent than the most

frequent dimension, were *Individualized Consideration (IC)* (n=8/27%) and *Intellectual*

Stimulation (IS) (n=7/23%). The traits associated with these dimensions included: (a)

build respect (IA003) (n=9/30%), (b) *differing needs (IC003)* (n=5/17%), (c) *treat others*

as individuals (IC002) (n=3/10%), (d) *re-examine critical assumptions (IS001)*

(n=3/10%), and (e) *seek differing perspectives (IS002)* (n=3/10%).

As an example of acting in ways that *build respect (IA003)*, this participant stated:

I usually go to their desks since pulling them into your office puts you in a power
situation; you are less likely to get some good information, rather than going to
their desk and sitting down. You know, if I want to play the power play and I
have a problem, I will bring them in here. Or if I want to seem more relaxed I will
go to their office. Sometimes I will ask them, where do you want to go? Do you
want to have a meeting in your office or mine? It means we have to talk about

something, but when I am there, it is a little more relaxed because they are behind their desk with a little protection and it gives them a chance to be in the power seat. (P8)

Table 58

Participant 8 – Transformational leadership dimensions revealed through interview (N=30)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Idealized Influence—Attributed (IA)			12	40%
Build respect (IA003)	9	30%		
Instill pride (IA001)	1	3%		
Beyond self-interest (IA002)	1	3%		
Sense of power (IA004)	1	3%		
Idealized Influence—Behavioral (IB)			2	7%
Talk about values (IB001)	2	7%		
Strong sense of purpose (IB002)	0	0%		
Moral and ethical consequences (IB003)	0	0%		
Collective sense of mission (IB004)	0	0%		
Inspirational Motivation (IM)			1	3%
Enthusiastic about needs (IM002)	1	3%		
Optimistic about the future (IM001)	0	0%		
Compelling vision of the future (IM003)	0	0%		
Express confidence about goals (IM004)	0	0%		
Intellectual Stimulation (IS)			7	23%
Re-examine critical assumptions (IS001)	3	10%		
Seek differing perspectives (IS002)	3	10%		
Look at problems differently (IS003)	1	3%		
Suggest ways to complete assignments (IS004)	0	0%		
Individualized Consideration (IC)			8	27%
Differing needs (IC003)	5	17%		
Treat others as individuals (IC002)	3	10%		
Teaching and coaching (IC001)	0	0%		
Develop others strengths (IC004)	0	0%		
Total	30	100%	30	100%

The following comment demonstrates this executive's consideration of each

individual's *differing needs (IC003)*:

We do talk about process a lot in terms of jobs. I ask them what do you like to do? What don't you like to do? Part of the annual review process is what do you want to be? What do you want to learn what do you want to do? How can we help you? If moving out of here and taking another job is your goal, then how can I help you achieve that? I want to help them as a person, not just as an employee. That's part of our annual review process. Maybe I didn't think of it that way. I usually try to

think of it more continuously, and I am not very good at that or as good as I should be. It is part of the annual review, what is it you really want to do, do you want to stay here or do you want other things to learn other things to do, do you have goals for the next year. Ask them, it is part of an annual review and I always felt I should do it more, and I don't. (P8)

The executive showed how he *treated others as individuals (IC002)* when he

made the following statement:

Early on it was high and as my confidence level in their abilities increased, the daily contact decreased. That's true of every employee. If people can fly, let them fly. Who wants to hold someone back? If you have a stallion, let him run, if you have an eagle, let him fly. Let them go, let them do their thing. Maybe it is my preferred work style, too. If I am given a task, I like going and doing it, and getting it done. And I think I like to hire people who are self-motivated, and I have that here. If you are self-motivated, you need less supervision and it makes my life easy. Very Collinesk (reference to author, Collins), you know getting everybody in the right seat on the bus and that is what it's about. If we go someplace, great. (P8)

This quote illustrates the participant's the ability to *re-examine critical*

assumptions (IS001):

Everybody should question the status quo. I have sent them something, I think it is called the bill of rights. You have the right to make your own decisions, you have the right to say no, and a bunch of things. I forgot what it was called, it was somewhat tongue and chick. It was very good about empowerment and that is what it is about. They should question everything. If it is not done right, let's fix it. You need to be able to communicate and if they are afraid to communicate to me, then I am doing something wrong. (P8)

As an example of his tendency to *seek differing perspectives (IS002)* when

solving problems, this executive suggested:

I generally am not faced with contradictory information, rather ambiguous information. It just suits this situation better. I am comfortable with ambiguous situations. When you have conflicting information, you are looking to dig more and find out more. If they are conflicting, obviously one is not right or maybe they are not based in facts. What are the facts? I will always go back to what I think it is, when we have conflicting information, go back to a fact and what is a fact. For me, I think a fact is repeatable, and I think you can record it. Maybe visually or oratory or whatever it is, it could be visually repeated. But that is how I think of a fact. Otherwise, everything else is just hearsay. And I try to dig down

that way. I cut to the bottom or maybe some of the conflicting information is unimportant. I guess it comes back to your decision-making, what do you do with information and who do you make decisions. Sometimes there is a garbage can where questions are looking for answers and answers looking for questions and you throw them in the hopper and hope they find one another. (P8)

Participant 8: Leadership and Wisdom Scores

This participant earned his highest single-stage SPBI score on the *Dialectical (D)* dimension (score=54.0) (Table 59). Closely behind this score was the other post-formal operational thought dimension, *Relativistic (R)* (score=53.0). The lowest-scoring dimensions were *Mechanism (M)* (score=45.0) and *Formism (F)* (score=36.0).

Table 59

Participant 8 – SPBI Scores

Dimensions	Participant Score
Dialectical (D)	54.0
Relativistic (R)	53.0
Absolute (A)	
Mechanism (M)	45.0
Formism (F)	36.0

Of the wisdom dimensions, *Relativistic (R)* (n=30/83%) was the most frequently occurring during the interview, and was four times more frequent than the next most frequent dimension, *Dialectical (D)* (n=6/17%) (Table 60). Additionally, this executive did not have any occurrences of the *Absolute (A)* dimension (n=0/0%). The notable traits from these dimensions were (a) *every situation is unique (R005)* (n=18/50%), (b) *knowledge in a broader context (R003)* (n=8/22%), and (c) *all systems are characterized by reciprocity (D004)* (n=5/14%).

Table 60

Participant 8 – Wisdom dimensions revealed through interview (N=36)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Absolute (A)			0	0%
Fixed traits and types (A001)	0	0%		
Inherent stability (A002)	0	0%		
Passive in environmental influence (A003)	0	0%		
Causality is linear (A004)	0	0%		
Belief in absolute (A005)	0	0%		
Belief in one-sided solutions (A006)	0	0%		
Knowledge is inherently noncontradictory (A007)	0	0%		
Relativistic (R)			30	83%
Every situation is unique (R005)	18	50%		
Knowledge in a broader context (R003)	8	22%		
Pragmatic decision-making (R001)	2	6%		
Change is basic to reality (R002)	2	6%		
Knowledge is influenced by aspect (R004)	0	0%		
Unpredictability is central to reality (R006)	0	0%		
Contradiction is primary to reality (R007)	0	0%		
Contrasting systems produce contradictory knowledge (R008)	0	0%		
Dialectical (D)			6	17%
All systems are characterized by reciprocity (D004)	5	14%		
Development occurs through adapted forms (D003)	1	3%		
All phenomena imply their opposites (D001)	0	0%		
All life is systemic (D002)	0	0%		
Total	36	100%	36	100%

This executive used the following example to emphasize that *every situation is unique (R005)*:

> In this particular situation, they didn't know what to expect from me, so there was a little nervousness of how to talk to your boss, what are their expectations. You just need to make it clear, and I think it is the same thing that occurs in a private turnaround situation, as well. You need to come in and do your diagnosis, what's going on, what's wrong, people don't like knowing what's wrong, they like knowing what's right. No one likes to be told they made a mistake, doing something wrong or things like that. They want to know what they do right, so I always thought the focus should be on we have to fix what's wrong and we have to do a diagnosis, but what are we doing right that maybe we can make better. And that's a philosophy that I like. I talked about matching skills, what is it that you like to do, what is it that you hate to do. That's one of the things when we do have staff meetings that I like to talk about. What is it, is there something in your job you hate to do, maybe somebody else doesn't mind doing it. What is it that you like to do and we can trade things around and we don't have to be stuck in the same old rut, everyday. (P8)

Recognizing that *knowledge is in a broader context (R003)*, this executive made

the following comment:

> I would sometimes write it out and ask their opinion. This is what I have been
> working on, what do you think? That's generally how, and I would ask them how
> it should work. Talk about a particular process or issue in terms of an overall
> view. Just communications, sit in their office or sit in here and ask them about
> different things. What do you think is the best way to work, how should we do
> this, what do you think works, what doesn't work, why doesn't it work, what
> could we do better? (P8)

The following description illustrates the executive's understanding that *all*

systems are characterized by reciprocity (D004):

> I always think that the system can grow. If I was to think of the incubator in terms
> of a business, really coming back to my original thought, the customer is the
> center of the universe in any business. And my question is, who is my customer?
> My customers are my tenants and my affiliates. And my job as a business is to
> help the customer, to help the affiliates. And how do I do that. Well, I try to
> surround them with all the resources, everything they could possibly need to help
> their business grow, and then eventually move out. That's the process, that's the
> system. So that's how I think of the system. The system will include money, and
> access to funds, access to interns, there is a whole lot of orbits circling my
> customer. What is it that my customer wants and how can I keep them satisfied.
> (P8)

Two intersections between dimensions between transformational leadership and

wisdom were tied for most frequent: (a) *Idealized Influence—Attributed (IA)* and

Relativistic (R) (n=8/26%), and (b) *Individualized Consideration (IC)* and *Relativistic (R)*

(n=8/26%) (Table 61). Other significant intersections included those between (a)

Intellectual Stimulation (IS) and *Relativistic (R)* (n=6/19%), and (b) *Idealized Influence—*

Attributed (IA) and *Dialectical (D)* (n=5/16%). Within these dimensional relationships,

the most frequent trait intersections occurred between (a) *build respect (IA003)* and *every*

situation is unique (R005) (n=5/16%), and (b) *differing needs (IC003)* and *every situation*

is unique (R005) (n=5/16%) (Table O15).

Table 61

Participant 8 – Intersection of the transformational leadership and wisdom dimensions as revealed through interview (N=31)

		Wisdom Dimensions						Leadership Dimensions Total	
		Absolute (A)		Relativistic (R)		Dialectic (D)			
		# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	0	0%	8	26%	5	16%	13	42%
	Idealized Influence—Behavioral (IB)	0	0%	1	3%	1	3%	2	6%
	Inspirational Motivation (IM)	0	0%	1	3%	0	0%	1	3%
	Intellectual Stimulation (IS)	0	0%	6	19%	1	3%	7	23%
	Individualized Consideration (IC)	0	0%	8	26%	0	0%	8	26%
Wisdom Dimensions Total		0	0%	24	77%	7	23%	31	

The following statement which corresponds to the intersection of the traits *build respect (IA003)* and *every situation is unique (R005)*:

> I usually go to their desks since pulling them into your office puts you in a power situation; you are less likely to get some good information, rather than going to their desk and sitting down. You know, if I want to play the power play and I have a problem, I will bring them in here. Or if I want to seem more relaxed I will go to their office. Sometimes I will ask them, where do you want to go? Do you want to have a meeting in your office or mine? It means we have to talk about something, but when I am there, it is a little more relaxed because they are behind their desk with a little protection and it gives them a chance to be in the power seat. (P8)

Illustrating the intersection between the traits *differing needs (IC003)* and *every situation is unique (R005)*, the executive made the following comment:

> We do talk about process a lot in terms of jobs. I ask them what do you like to do? What don't you like to do? Part of the annual review process is what do you want to be? What do you want to learn what do you want to do? How can we help you? If moving out of here and taking another job is your goal, then how can I help you achieve that? I want to help them as a person, not just as an employee. That's part of our annual review process. Maybe I didn't think of it that way. I usually try to think of it more continuously, and I am not very good at that or as good as I should be. It is part of the annual review, what is it you really want to do, do you want to stay here or do you want other things to learn other things to do, do you have goals for the next year. Ask them, it is part of an annual review and I always felt I should do it more, and I don't. (P8)

Participant 8: Leadership and Emotional Intelligence Scores

Regarding the MSCEIT, this executive scored highest on the *Emotional Management (MEIQ)* dimension (score=105) (Table 62). The other two dimensions fell near the middle of the average range (between 90-109): included *Emotional Understanding (UEIQ)* (score=102) and *Emotional Integration (FEIQ)* (score=98). The only dimension to fall outside this average range was *Emotional Perception (PEIQ)* (score=84). In spite of this low-scoring dimension, the *Total Score (EIQ)* (score=95) fell within the average range.

Table 62

Participant 8 – MSCEIT Scores

Dimensions	Participant Score
Total Score (EIQ)	95
Emotional Management (MEIQ)	105
Emotional Understanding (UEIQ)	102
Emotional Integration (FEIQ)	98
Emotional Perception (PEIQ)	84

The dimension *Emotional Perception (PEIQ)* (n=20/57%) generated the most

comments during the interview (Table 63). The other dimension to generate a significant

number of comments was *Emotional Management (MEIQ)* (n=13/43%). From these two

dimensions, the trait with the highest number of occurrences was *identify emotion in*

Table 63

Participant 8 – Emotional intelligence dimensions revealed through interview (N=35)

Dimensions	# of Occurrences	# of Occurrences	# of Occurrences	% of Occurrences
Emotional Perception (PEIQ)			20	57%
Identify emotion in one's feelings (PEIQ001)	10	29%		
Express emotions accurately (PEIQ003)	7	20%		
Identify emotions in others (PEIQ002)	3	9%		
Discriminate accurate and inaccurate feelings (PEIQ004)	0	0%		
Emotional Integration (FEIQ)			0	0%
Emotions prioritize thinking (FEIQ001)	0	0%		
Emotions aid judgment and memory (FEIQ002)	0	0%		
Mood swings change perspective (FEIQ003)	0	0%		
Emotions encourage problem approaches (FEIQ004)	0	0%		
Emotional Understanding (UEIQ)			0	0%
Label emotions and emotional relations (UEIQ001)	0	0%		
Interpret meanings that emotions convey (UEIQ002)	0	0%		
Understand complex feelings (UEIQ003)	0	0%		
Recognize transitions among emotions (UEIQ004)	0	0%		
Emotional Management (MEIQ)			15	43%
Manage emotion in oneself (MEIQ004)	7	20%		
Monitor emotions in oneself (MEIQ003)	6	17%		
Engage or detach from emotions (MEIQ002)	2	6%		
Stay open to feelings (MEIQ001)	0	0%		
Total	35	100%	35	100%

one's feelings (PEIQ001) (n=10/29%). Tied for second greatest number of occurrences

were: (a) *express emotions accurately (PEIQ003)* (n=7/20%) and (b) *manage emotion in*

oneself (MEIQ004) (n=7/20%). Finally, the last significant trait was *monitor emotions in*

oneself (MEIQ003) (n=6/17%).

The ability to *identify emotion in one's feelings (PEIQ001)* was evidenced by this

statement:

> I was warned coming in that there were issues here and as I said earlier, management didn't know the significance of the issue or how much it was. There were other issues not addressed in terms of deal flow. We needed to get companies coming in. We have a building to keep full. And there are the right kinds of companies; we couldn't just get any company. If it was any company, you could fill it up, but we are running an incubator and it is a special purpose facility. So there was no strategic plan, there was no marketing plan. Really it was a shell. And I didn't know the extent to which there was nothing. So I had set up my board, which was very different than it was then. Rather than spending the time writing a strategic plan, I created a plan on index cards. I had marketing, I had relationships, and I had operations and just spread out the categories of the things that I needed to get done. Once I thought through everything I needed to get done, I rearranged it a little bit in terms of priorities. There are a couple of pictures I could paint for you. I don't know if you the Ed Sullivan show? Maybe let's use the circus. You see this guy with the poles with the plates spinning on them. Well the problem is that I am only one person, and I was that guy spinning the plates. My object was to go to the slowest spinning plate, so in all of the things I had to get done because there was really a shell here and it was an ongoing business, you have to go to the slowest spinning plate, so that the plates don't fall. And that is what my job was. You keep going and eventually once you get the right staff in you can let go of some of those plates, you can remove those poles until other people are worrying about the spinning plates and making them manageable. The guy makes it look like he is running around, he knows it is manageable because he knew he could do it. I didn't know if it was manageable or not. What that a good picture? On the other hand you have to play politics too. Because it is owned by the government and everyone wants a say in it and everybody punts things down and you know were you are on the food chain. And I was not at the top of the food chain. I'm pretty far down and I am the one who has to deal with the complaints and problems. If a complaint went in and it came from a high person, they would send it down and say take care of it because they don't want to hear about it any more. (P8)

The following description illustrates the executive's ability to *express emotions accurately (PEIQ003)*:

> I am probably weakest at that. I am a little slow to spot emotional changes and other things going on. I see it in performance rather than see it in behaviors and other things first. So it is probably my major weakness. I am just bad at asking questions, I guess. That's probably one of my biggest weaknesses is in spotting emotional issues going on with someone else. I usually see it in performance first, and then see what's going on. Often if there is something external to work, there may not be an answer there, but maybe over time. If someone is performing well and then performance declines, you have to wonder if something else is going on there. So I'm trying to improve. (P8)

The participant illustrated his ability to *manage emotion in oneself (MEIQ004)* in the following comment:

> (A) lot of the work that didn't get done was because people didn't like the type of work they were doing. So while [male employee] was doing certain things and the admin [female employee] was doing certain things, she was responsible for the billing. [Female employee] was doing the billing, but she hated to do it, she hated numbers, she hated finance, but she was very good artistically and very good in some other things. I needed to find the right match of skills to job and that is one of the things I did to start the turnaround. [Female employee] hated financials and I took it away from her, in fact we had the intern do it. The one who was having the research going back, she did a marvelous job of doing the billing. She was OK with that, in fact she liked the responsibility. [Female employee], who hated the billing; we gave her some other responsibilities, in particular more on the artistic side, to do some marketing collateral material. Also to redo our website and she really took to it with a zeal and started to do well. One of the things that took a little longer to turnaround was matching skills to the right tasks, people were in the wrong jobs. (P8)

The following quote represents the participant regarding the ability to *monitor emotions in oneself (MEIQ003)*:

> I usually go to their desks since pulling them into your office puts you in a power situation; you are less likely to get some good information, rather than going to their desk and sitting down. You know, if I want to play the power play and I have a problem, I will bring them in here. Or if I want to seem more relaxed I will go to their office. Sometimes I will ask them, where do you want to go? Do you want to have a meeting in your office or mine? It means we have to talk about something, but when I am there, it is a little more relaxed because they are behind

their desk with a little protection and it gives them a chance to be in the power seat. (P8)

Two dimensional relationships tied for the highest number of intersections between dimensions between transformational leadership and emotional intelligence: (a) *Idealized Influence—Attributed (IA)* and *Emotional Perception (PEIQ)* (n=7/22%), and (b) *Individualized Consideration (IC)* and *Emotional Management (MEIQ)* (n=7/22%) (Table 64). The next most frequent intersection occurred between *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)* (n=6/19%), followed by the intersection between *Intellectual Stimulation (IS)* and *Emotional Perception (PEIQ)* (n=5/16%). The notable trait intersections occurred between (a) *build respect (IA003)* and *express emotions accurately (PEIQ003)* (n=4/13%), and (b) *build respect (IA003)* and *manage emotion in oneself (MEIQ004)* (n=3/9%) (Table O16).

As an example of the intersection between the traits *build respect (IA003)* and *express emotions accurately (PEIQ003)*, this executive made the following statement:

> I'm not sure I checked them. I had a vision of where I wanted this place to be, so there were very little assumptions I was given from management. In that sense it was a blessing. But then again, I created some issues that took some time to put in place and other assumptions. Number one, for example the only assumption they gave me coming in, other than not being able to know the ropes and not being able to change that, was that this place needed to break even. In the first year I was very fortunate because I had all of those collections from those things that they weren't billing. That was an easy one, a no brainer. The second year, I actually also broke even. (P8)

Additionally, the following description illustrates the intersection between the traits *build respect (IA003)* and *manage emotion in oneself (MEIQ004)*:

> Well, wins are important, celebrations, pats on the back, accolades. When somebody does something special, we try to reward that in one way or another. Here, as I mentioned, I have duel styles of leadership. If there is someone that you need to keep a tight leash on, you do that, however if somebody performs well, you don't have to worry so much about them…. You don't dock time, you take

Table 64

Participant 8 – Intersection of the transformational leadership and emotional intelligence dimensions as revealed through interview (N=32)

		Emotional Intelligence Dimensions								Leadership Dimensions Total	
		Emotional Perception (PEIQ)		Emotional Integration (FEIQ)		Emotional Understanding (UEIQ)		Emotional Management (MEIQ)			
		# of Occur	% of Occur	# of Occur	% of Occur	% of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	7	22%	0	0%	0	0%	6	19%	13	41%
	Idealized Influence—Behavioral (IB)	1	3%	0	0%	0	0%	0	0%	1	3%
	Inspirational Motivation (IM)	0	0%	0	0%	0	0%	1	3%	1	3%
	Intellectual Stimulation (IS)	5	16%	0	0%	0	0%	2	6%	7	22%
	Individualized Consideration (IC)	3	9%	0	0%	0	0%	7	22%	10	31%
Emotional Intelligence Dimensions Total		16	50%	0	0%	0	0%	16	50%	32	

what you need to do what you need to do. If we could provide some awards, we use to have some, the only one now that I can offer is that I could give someone a day for something special. Now, one of my admins, for example, we got a call that the phone system was down, there was a power outage in the area, and the phone system went down and didn't come back up. I got the call, and I called her. She ended up meeting the telephone guy here at midnight, and then came back at two o'clock in the morning to make sure that the phones were up and running so that when the tenant came in the following day, that they would have phone service. I mean that is above and beyond the call of duty, I was able to get her a day off for that but the fact is that you spread the word that someone does that, goes above and beyond, the bosses know that. (P8)

Participant 8: Summary

This participant earned a MLQ *Total Score (TL)* that was well above the

minimum requirement for demonstrating transformational leadership qualities. Perfect

scores on the dimensions *Inspirational Motivation (IM)* and *Individualized Consideration*

(IC) contributing to the high *Total Score (TL)*. Of these two dimensions, only

Individualized Consideration (IC) generated a high number of interview comments. The

two traits supporting this dimension included: (a) *differing needs (IC003)* and (b) *treating*

others as individuals (IC002). The second highest MLQ score belonged to the dimension

Idealized Influence—Attributed (IA), which generated the greatest number of comments,

many of which related to the trait *build respect (IA003)*. The last two transformational

leadership dimensions, *Idealized Influence—Behavioral (IB)* and *Intellectual Stimulation*

(IS), both scored above the minimum on the MLQ. However, *Intellectual Stimulation (IS)*

was among the top dimensions with respect to interview comments. In this case the two

supporting traits were (a) getting others to *re-examine critical assumptions (IS001),* and

(b) *seeking differing perspectives (IS002)* when solving problems.

This executive's earned his highest single-stage SPBI score on the *Dialectical (D)*

dimension, which generated the second highest number of interview comments. The

dominant trait from this dimension emphasized the participant's understanding that *all systems are characterized by reciprocity (D004)*, where a change in any one part affects the whole system. The *Relativistic (R)* dimension closely followed *Dialectical (D)* on the SPBI, however, this dimension generated the overwhelming number of interview comments occurrences by an astounding 500%. The two traits associated with this high-scoring dimension were (a) *every person, relationship, system, or situation is unique (R005)*, (b) *knowledge and behavior are embedded in a broader context (R003)*. The two *Absolute (A)* dimensions, *Mechanism (M)* and *Formism (F)* were the lowest-scoring dimensions and did not generate any comments during the interview.

Two intersections between dimensions between transformational leadership and wisdom were tied for most frequent in the interview data: (a) *Idealized Influence—Attributed (IA)* and *Relativistic (R)* and (b) *Individualized Consideration (IC)* and *Relativistic (R)*. The related trait intersections were tied for most frequent and included: (a) *build respect (IA003)* and *every situation is unique (R005),* and (b) *differing needs (IC003)* and *every situation is unique (R005)*. The remaining two top dimensional intersections occurred between (a) *Intellectual Stimulation (IS)* and *Relativistic (R)* and (b) *Idealized Influence—Attributed (IA)* and *Dialectical (D),* neither of which had any associated significant traits.

This executive's emotional intelligence MSCEIT *Total Score (EIQ)* fell within the average range; he earned his highest dimensional score on the *Emotional Management (MEIQ)* dimension, which also fell within the average range and was supported by a great number of interview comments. The two traits in alignment with this dimension included: (a) *manage emotion in oneself (MEIQ004),* and (b) reflectively *monitor emotions in*

relation to oneself (MEIQ003) and others. The scores for *Emotional Understanding (UEIQ)* and *Emotional Integration (FEIQ)* both fell within the average range on the MSCEIT, yet neither generated a notable number of interview comments. The dimension *Emotional Perception (PEIQ)* generated differing results when measured by the MSCEIT and the interview data; this dimension's MSCEIT fell below the average range, but it also generated the greatest number of interview comments. Additionally, two traits associated with this dimension were also significant (a) *identify emotion in one's physical states, feelings (PEIQ001)*, and thoughts and (b) *express emotions accurately (PEIQ003)*.

Two intersections between dimensions between transformational leadership and emotional intelligence were tied for most frequent in the interview data: (a) *Idealized Influence—Attributed (IA)* and *Emotional Perception (PEIQ)* (which produced the top trait intersection between *build respect (IA003)* and *express emotions accurately (PEIQ003)*), and (b) *Individualized Consideration (IC)* and *Emotional Management (MEIQ)*. Neither the latter intersection nor the third most frequent intersection, between *Intellectual Stimulation (IS)* and *Emotional Perception (PEIQ)*, produced a significant number of comments. The second highest number of occurrences at both the dimensional and trait levels belonged to the intersection between *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)*, the corresponding trait intersection occurring between *build respect (IA003)* and *manage emotion in oneself (MEIQ004)*.

Cross-Case Analysis

Each of the eight participants held a different title within his or her organization (Table 65). Of these participants three were considered both Chief Executive Officers (CEO) and President, one participant was a President only, and one was a Chief

Operations Officer (COO). Although the remaining three played different roles, each still had significant responsibilities during the turnover situation in his or her organization. The size of businesses represented in this sample ranged from fewer than 20 to over 500 employees. The average participant age was 53.25. The gender breakdown of participants consisted of seven men and one woman. With regard to ethnic background, seven participants identified themselves as Caucasians and one self-identified as Persian. Finally, all participants reported a graduate level education except for one who did not report an education level.

Table 65

Participant Roles & Size of Organization (N =8)

Characteristic	N	%
Title		
Chief Executive Officer (CEO)/President	3	37.5%
President	1	12.5%
Chief Operations Officer (COO)	1	12.5%
Vice President	1	12.5%
Managing Director	1	12.5%
Program Manager	1	12.5%
During the turnaround:		
Number of employees for entire business:		
1 – 19	2	25.0%
20 – 99	3	37.5%
100 – 499	1	12.5%
500 and above	2	25.0%
Industry:		
Entertainment	1	12.5%
Government	1	12.5%
Healthcare	2	25.0%
Industry	1	12.5%
Service	3	37.5%

Cross-Case Analysis: Leadership Scores

The MLQ *Total Score (TL)* (score=3.67) mean among all of the participants was above the minimum threshold (score=3.00) for a transformational leader, as well as the MLQ instrument's mean and standard deviation (Table 66). Similarly, for this group of

executives, the resultant mean and standard deviation for each transformational leadership dimension was above its associated MLQ norm as well as the minimum threshold for a transformational leader. The dimension with the highest mean was *Inspirational Motivation (IM)* (score=3.76); four of the executives obtained the maximum dimensional score (score=4.00). This dimension was closely followed by *Individualized Consideration (IC)* (score=3.70), in which three executives obtained perfect scores. The means for *Idealized Influence—Behavioral (IB)* (score=3.66) and *Intellectual Stimulation (IS)* (score=3.65) ranked third and fourth among the transformational leadership dimensions. Additionally, two executives obtained perfect scores on these two dimensions. Finally, the lowest-ranking dimension was *Idealized Influence—Attributed (IA)* (score=3.52). Although three executives earned perfect scores on this dimension, two executives' scores were below the minimum threshold for transformational leadership (Note: these were the only sub-threshold scores across all of the dimensional scores for all participants).

Table 66

All Participants – MLQ Scores (Bass & Avolio, 2004)

	Participants										MLQ Norms	
Dimensions	1	2	3	4	5	6	7	8	Mean (N=8)	SD	Mean (N=3,275)	SD
Total Score (TL)	3.10	3.65	3.70	3.90	3.70	3.90	3.60	3.80	3.67	0.25	2.70	0.90
Inspirational Motivation (IM)	3.00	3.50	3.80	4.00	3.80	4.00	4.00	4.00	3.76	0.35	3.04	0.59
Individualized Consideration (IC)	3.30	3.75	3.50	3.75	3.30	4.00	4.00	4.00	3.70	0.30	3.16	0.52
Idealized Influence— Behavioral (IB)	3.30	3.75	3.50	3.75	3.50	4.00	4.00	3.50	3.66	0.25	2.99	0.59
Intellectual Stimulation (IS)	3.30	4.00	3.80	4.00	3.80	3.30	3.50	3.50	3.65	0.29	2.96	0.52
Idealized Influence— Attributed (IA)	2.80	3.25	3.80	4.00	4.00	4.00	2.50	3.80	3.52	0.60	2.95	0.53

Across all of the participants, the interview data revealed that *Idealized Influence—Attributed (IA)* (n=119/33%) generated the highest number of occurrences of transformational leadership comments, accounting for a third of the all of comments made (Table 67). This particular dimension had the highest number of occurrences for five of the eight participants, the second highest for two of the participants, and the third highest for the remaining participant. Additionally, the most frequently occurring trait, *build respect (IA003)* (n=90/25%), was associated with this dimension. This trait

Table 67

All Participants – Transformational leadership dimensions revealed through interview (N=365)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Idealized Influence—Attributed (IA)			119	33%
Build respect (IA003)	90	25%		
Sense of power (IA004)	16	4%		
Beyond self-interest (IA002)	9	2%		
Instill pride (IA001)	4	1%		
Idealized Influence—Behavioral (IB)			69	19%
Talk about values (IB001)	48	13%		
Collective sense of mission (IB004)	16	4%		
Moral and ethical consequences (IB003)	4	1%		
Strong sense of purpose (IB002)	1	0%		
Inspirational Motivation (IM)			42	12%
Express confidence about goals (IM004)	19	5%		
Compelling vision of the future (IM003)	10	3%		
Optimistic about the future (IM001)	7	2%		
Enthusiastic about needs (IM002)	6	2%		
Intellectual Stimulation (IS)			60	16%
Seek differing perspectives (IS002)	28	8%		
Look at problems differently (IS003)	16	4%		
Re-examine critical assumptions (IS001)	12	3%		
Suggest ways to complete assignments (IS004)	4	1%		
Individualized Consideration (IC)			77	21%
Differing needs (IC003)	39	11%		
Treat others as individuals (IC002)	23	6%		
Develop others strengths (IC004)	10	3%		
Teaching and coaching (IC001)	3	1%		
Total	365	100%	365	100%

garnered the most occurrences with six of the participants; for the other two participants it was the second most common trait. The dimension *Individualized Consideration (IC)* (n=77/21%) was responsible for the second highest number of occurrences at the dimensional level was with the. This dimension was second highest scoring dimension for four of the participants, and third highest for two other participants. Associated with this dimension was the third most frequent trait among all of the participants, *differing needs (IC003)* (n=39/11%), which was among the four most frequent traits for seven of the eight participants. The third-ranked top dimension, *Idealized Influence—Behavioral (IB)* (n=69/19%), ranked in the top three dimensions for five of the participants. Correlated with this dimension was the second highest-ranked trait, *talk about values (IB001)* (n=48/13%).

<div align="center">*Cross-Case Analysis: Leadership and Wisdom Scores*</div>

For all of the executives, the SPBI means for all dimensions fell within the standard deviation for this instrument (Table 68). The *Dialectical (D)* (score=57.1) dimension produced the highest mean single-stage SPBI score for all of the participants. Additionally, five of the eight participants earned the highest score on this dimension. The three remaining participants earned their highest single-stage scores on the *Mechanism (M)* (score=52.9) dimension. This dimension was tied for the second highest mean single-stage score with the *Relativistic (R)* (score=52.9) dimension. The lowest single-stage score mean was on the *Formism (F)* (score=40.6) dimension.

Table 68

All Participants – SPBI Scores (Kahlbaugh & Kramer, 1995)

Dimensions	Participants										SPBI Norms	
	1	2	3	4	5	6	7	8	Mean (N=8)	SD	Mean (N=40)	SD
Dialectical (D)	58.0	52.0	60.0	67.0	53.0	60.0	53.0	54.0	57.1	5.1	58.4	6.1
Relativistic (R)	54.0	57.0	55.0	64.0	49.0	44.0	47.0	53.0	52.9	6.3	56.9	6.7
Absolute (A)												
Mechanism (M)	48.0	59.0	51.0	57.0	57.0	48.0	58.0	45.0	52.9	5.5	51.4	6.7
Formism (F)	36.0	50.0	37.0	38.0	43.0	37.0	48.0	36.0	40.6	5.7	40.7	7.3

The combined interview data revealed the highest number of wisdom comments

was associated with the *Relativistic (R)* (n=274/70%) dimension (Table 69); this

dimension generated the most wisdom comments for each participant. Two traits that

contributed to this dimension's dominance included (a) *every situation is unique (R005)*

(n=121/25%) and (b) *pragmatic decision-making (R001)* (n=55/14%). The first of these

traits, *every situation is unique (R005)*, earned over twice the number of comments than

Table 69

All Participants – Wisdom dimensions revealed through interview (N=393)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Absolute (A)			10	3%
Belief in absolute (A005)	5	1%		
Causality is linear (A004)	3	1%		
Belief in one-sided solutions (A006)	1	0%		
Inherent stability (A002)	1	0%		
Fixed traits and types (A001)	0	0%		
Passive in environmental influence (A003)	0	0%		
Knowledge is inherently noncontradictory (A007)	0	0%		
Relativistic (R)			274	70%
Every situation is unique (R005)	121	31%		
Pragmatic decision-making (R001)	55	14%		
Knowledge in a broader context (R003)	48	12%		
Unpredictability is central to reality (R006)	14	4%		
Knowledge is influenced by aspect (R004)	13	3%		
Change is basic to reality (R002)	10	3%		
Contrasting systems produce contradictory knowledge (R008)	8	2%		
Contradiction is primary to reality (R007)	5	1%		
Dialectical (D)			111	28%
All systems are characterized by reciprocity (D004)	51	13%		
Development occurs through adapted forms (D003)	32	8%		
All life is systemic (D002)	17	4%		
All phenomena imply their opposites (D001)	9	2%		
Total	393	100%	393	100%

the next highest-scoring trait, and was the top trait for every participant. The latter trait, *pragmatic decision-making (R001)*, was among the top four traits for seven of the eight participants. The *Dialectical (D)* (n=111/28%) dimension ranked second for all of the executives, and was overwhelmingly represented by the occurrence of the trait *all systems are characterized by reciprocity (D004)* (n=51/13%), which was among the top four traits for six of the eight participants. The final dimension, *Absolute (A)* (n=10/3%), was only marginally represented in the interview comments.

The intersection between dimensions of transformational leadership and wisdom that generated the highest number of interview comments occurred between *Idealized Influence—Attributed (IA)* and *Relativistic (R)* (n=87/24%) (Table 70). This intersection represented the highest-ranked intersection for six of the participants and second-ranked intersection for the remaining two participants. This dimensional intersection's dominance was mainly the result of two of the three most frequent trait intersections: (a) *build respect (IA003)* and *every situation is unique (R005)* (n=36/10%) and (b) *build respect (IA003)* and *pragmatic decision-making (R001)* (n=22/6%) (Table O17). The first trait intersection ranked among the top two for seven of the participants, whereas the second trait intersection ranked in the top four for seven of the participants. The second most frequent dimensional intersection occurred between *Individualized Consideration (IC)* and *Relativistic (R)* (n=55/15%), which was among the top five most frequent intersections for six of the participants. The most notable trait intersection for this dimensional relationship occurred between *differing needs (IC003)* and *every situation is unique (R005)* (n=26/7%), which was among the top two trait intersections for five of the participants and was present for all the participants. The final dimensional intersection of

Table 70

All Participants – Intersection of the transformational leadership and wisdom dimensions as revealed through interview (N=370)

		Wisdom Dimensions						Leadership Dimensions Total	
		Absolute (A)		Relativistic (R)		Dialectic (D)			
		# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	1	0%	87	24%	28	8%	116	31%
	Idealized Influence—Behavioral (IB)	2	1%	53	14%	28	8%	83	22%
	Inspirational Motivation (IM)	2	1%	19	5%	17	5%	38	10%
	Intellectual Stimulation (IS)	1	0%	46	12%	15	4%	62	17%
	Individualized Consideration (IC)	0	0%	55	15%	16	4%	71	19%
Wisdom Dimensions Total		6	2%	260	70%	104	28%	370	

note occurred between *Idealized Influence—Behavioral (IB)* and *Relativistic (R)* (n=53/14%), which was present in all the participants' interviews. However, this final intersection did not generate any trait intersections that were referenced by all participants.

Cross-Case Analysis: Leadership and Emotional Intelligence Scores

There are two ways to analyze data obtained from the MSCEIT. The first method of analysis involves determining the mean and standard deviation for the participants' standard MSCEIT scores; the mean fell within an average range (90-109) determined by the creators of the MSCEIT. The second method of analysis involved comparing the participants' means to the MSCEIT means. This comparison was based on the participants' percentile scores, which were provided by the same software that generated the participants' standard scores. Then, a percentile mean and standard deviation were calculated across all of the participants. Overall, the standard score mean for all of the participants fell within the average range (90-109) for the *Total Score (EIQ)* (standard score mean=98.5) and all of the emotional intelligence dimensions (Table 71). While this mean fell within the average range, several individual standard scores stood out. Two of the participants' *Total Scores (EIQ)* were in opposition to each other; one participant's score was at the top of the average range, while another participant had a *Total Score (EIQ)* below the average range. It is important to note that the participant with the *Total Score (EIQ)* below the average range acknowledged during his interview that he was not an emotional person. The dimension *Emotional Perception (PEIQ)* (standard score mean=100.9) produced the widest span of scores (between 84.0 and 117.0), including two individuals who scored above and two individuals who scored below the average range.

One participant scored above the average range on the *Emotional Integration (FEIQ)* (standard score mean=99.4) dimension, and one participant scored below the average range on *Emotional Understanding (UEIQ)* (standard score mean=96.4). Finally, every participant's *Emotional Management (MEIQ)* (standard score mean=96.0) score fell within the average range.

In addition to the *Total Score (EIQ)* (participant percentile mean=46.2), three of the four dimensions fell within the standard deviation for the MSCEIT (Table 71): *Emotional Perception (PEIQ)* (participant percentile mean=52.1), *Emotional Integration (FEIQ)* (participant percentile mean=48.1), and *Emotional Management (MEIQ)* (participant percentile mean=40.1). The remaining dimension, *Emotional Understanding (UEIQ)* (participant percentile mean=41.7), fell below the percentile standard deviation on the MSCEIT.

The combined interview data for all of the executives revealed that the dimension *Emotional Management (MEIQ)* (n=155/48%) (Table 72) generated the greatest number of emotional intelligence comments, accounting for nearly half of the total number of comments; this was the top ranked emotional intelligence dimension for seven of the eight participants, and second ranked for the remaining participant. Two traits contributed to this dimension's dominance: (a) *manage emotion in oneself (MEIQ004)* (n=71/22%) and (b) *monitor emotions in oneself (MEIQ003)* (n=43/13%), the former of which was among the top two ranked traits for all eight participants, and the latter of which was among the top four ranked traits for all participants. The next highest-ranked dimension, *Emotional Perception (PEIQ)* (n=111/35%) had a similar trend; although it was the highest-ranked dimension for one of the participants, and the second highest-ranked

Table 71

All Participants – MSCEIT Scores (Mayer et al., 2002)

Dimensions	Participants											MSCEIT Norms	
	1	2	3	4	5	6	7	8	Mean (N=8)	Percentile Mean (N=8)	Percentile SD	Percentile Mean (N=5,000)	SD
Total Score (EIQ)	95.0	99.0	99.0	84.0	107.0	110.0	99.0	95.0	98.5	46.2	18.4	51	6
Emotional Perception (PEIQ)	100.0	111.0	104.0	88.0	117.0	107.0	96.0	84.0	100.9	52.1	26.0	52	10
Emotional Integration (FEIQ)	92.0	97.0	90.0	98.0	99.0	112.0	109.0	98.0	99.4	48.1	19.0	48	8
Emotional Understanding (UEIQ)	99.0	90.0	100.0	78.0	103.0	104.0	92.0	102.0	96.4	41.7	19.2	55	8
Emotional Management (MEIQ)	92.0	94.0	95.0	92.0	96.0	99.0	97.0	105.0	96.0	40.1	11.1	45	8

dimension for the remaining seven participants. Two traits that contributed to this dimension's scores – (a) *identify emotion in one's feelings (PEIQ001)* (n=45/14%) and (b) *express emotions accurately (PEIQ003)* (n=37/12%) – were ranked among the top four comments for five of the eight participants.

Table 72

All Participants – Emotional intelligence dimensions revealed through interview (N=321)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Emotional Perception (PEIQ)			111	35%
Identify emotion in one's feelings (PEIQ001)	45	14%		
Express emotions accurately (PEIQ003)	37	12%		
Identify emotions in others (PEIQ002)	29	9%		
Discriminate accurate and inaccurate feelings (PEIQ004)	0	0%		
Emotional Integration (FEIQ)			34	11%
Emotions prioritize thinking (FEIQ001)	20	6%		
Emotions encourage problem approaches (FEIQ004)	7	2%		
Mood swings change perspective (FEIQ003)	6	2%		
Emotions aid judgment and memory (FEIQ002)	1	0%		
Emotional Understanding (UEIQ)			21	7%
Interpret meanings that emotions convey (UEIQ002)	7	2%		
Understand complex feelings (UEIQ003)	5	2%		
Recognize transitions among emotions (UEIQ004)	5	2%		
Label emotions and emotional relations (UEIQ001)	4	1%		
Emotional Management (MEIQ)			155	48%
Manage emotion in oneself (MEIQ004)	71	22%		
Monitor emotions in oneself (MEIQ003)	43	13%		
Engage or detach from emotions (MEIQ002)	35	11%		
Stay open to feelings (MEIQ001)	6	2%		
Total	321	100%	321	100%

The most frequent intersection between dimensions of transformational leadership and emotional intelligence during the interview occurred between *Idealized Influence— Attributed (IA)* and *Emotional Management (MEIQ)* (n=55/17%) (Table 73); this intersection was ranked among the top three for all of the participants. Associated with this dimensional relationship, the trait intersection between *build respect (IA003)* and *manage emotion in oneself (MEIQ004)* (n=31/9%) (Table O18) generated the most

Table 73

All Participants – Intersection of the transformational leadership and emotional intelligence dimensions as revealed through interview (N=328)

| | | Emotional Intelligence Dimensions | | | | | | | | Leadership Dimensions Total | |
| | | Emotional Perception (PEIQ) | | Emotional Integration (FEIQ) | | Emotional Understanding (UEIQ) | | Emotional Management (MEIQ) | | | |
		# of Occur	% of Occur	# of Occur	% of Occur	% of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	27	8%	17	5%	4	1%	55	17%	103	31%
	Idealized Influence—Behavioral (IB)	23	7%	7	2%	6	2%	30	9%	66	20%
	Inspirational Motivation (IM)	7	2%	1	0%	5	2%	25	8%	38	12%
	Intellectual Stimulation (IS)	12	4%	8	2%	2	1%	26	8%	48	15%
	Individualized Consideration (IC)	21	6%	5	2%	0	0%	47	14%	73	22%
Emotional Intelligence Dimensions Total		90	27%	38	12%	17	5%	183	56%	328	

comments. This trait intersection was the highest-ranked for five of the participants and second highest-ranked for the remaining three. The dimensional intersection between *Individualized Consideration (IC)* and *Emotional Management (MEIQ)* (n=47/14%), was represented in top three intersections for all the participants; the dominant trait intersection representing this relationship occurred between *differing needs (IC003)* and *monitor emotions in oneself (MEIQ003)* (n=11/3%) were among the top-ranked for all of the participants. Seven of the eight participants had occurrences of the dimensional intersection between *Idealized Influence—Behavioral (IB)* and *Emotional Management (MEIQ)* (n=30/9%). However, this intersection was ranked only in five participants' top three intersections, and it did not yield any trait intersections that significantly spanned the participants. Instances of the dimensional intersection between *Idealized Influence— Attributed (IA)* and *Emotional Perception (PEIQ)* (n=27/8%) occurred across all of the participants, five of whom had this intersection among their top four; however, like the previous dimensional intersection, no trait intersections were represented by a significant number of participants. Although nearly all of the participants had instances of the dimensional intersections between (a) *Intellectual Stimulation (IS)* and *Emotional Management (MEIQ)* (n=26/8%), and between (b) *Inspirational Motivation (IM)* and *Emotional Management (MEIQ)* (n=25/8%), again, neither yielded any standout trait intersections. The same was true for the dimensional intersection between *Idealized Influence—Behavioral (IB)* and *Emotional Perception (PEIQ)* (n=23/7%).

Cross-Case Analysis: Summary

The MLQ *Total Score (TL)* mean for all participants was well above the minimum threshold for transformational leadership, and beyond the standard deviation for the

MLQ. The means for the transformational leadership dimensions also fell above the minimum threshold and were ranked in the following descending order: *Inspirational Motivation (IM)*, *Individualized Consideration (IC)*, *Idealized Influence—Behavioral (IB)*, *Intellectual Stimulation (IS)*, and *Idealized Influence—Attributed (IA)*.

Although the dimension *Idealized Influence—Attributed (IA)* had the lowest MLQ participant mean, the interview data revealed this dimension generated the highest number of transformational leadership comments; it ranked among the top three dimensions for all of the participants. Correspondingly, this dimension contained the top trait among all of the transformational leadership traits, *built respect (IA003),* which was among the two top traits for all of the participants. The dimension *Individualized Consideration (IC)* generated the next highest number of occurrences at the dimensional level and was linked, with the third highest ranked trait, *different needs (IC003)*, which was common to seven of the eight participants. The third-ranked dimension, *Idealized Influence—Behavioral (IB),* also accounted for the second highest ranked trait, *talk about their most important values (IB001)*.

Unlike the MLQ, the participants' mean SPBI scores fell within the instruments standard deviation for all of the dimensions. The *Dialectical (D)* dimension earned the highest participant single-stage mean among the wisdom dimensions. For five of the eight participants, this was their highest scoring dimension. The remaining three participants had *Mechanism (M)* as their highest scoring dimension. The second highest mean single-stage score was shared between the dimensions *Mechanism (M)* and *Relativistic (R),* with *Formism (F)* earning the lowest mean single-stage score.

Although the *Relativistic (R)* dimension was tied for the second highest single-stage score on the SPBI, the combined interview data revealed that this trait generated the greatest number of wisdom comments overall, as well as for each of the executives. This dimension contained the top trait among all of the participants, *every person, relationship, system, or situation is unique (R005)*, which earned more than twice the number of comments as the second place trait. The second trait, *decision-making based on pragmatic (R001)*, rather than absolute, criteria, was among the top four traits for seven of the eight participants. The *Dialectical (D)* dimension generated next highest number of wisdom comments at the dimensional level. Associated with this dimension was the trait *all systems are characterized by reciprocity (D004)*, which was among the top four traits for six of the eight participants. Finally, the *Absolute (A)* dimension only had marginal representation of comments during the interview.

Regarding the relationship between dimensions between transformational leadership and wisdom, The intersection between *Idealized Influence—Attributed (IA)* and *Relativistic (R)* produced the highest number of interview comments and ranked in the top two intersections among all of the participants. This dimensional intersection was supported by two main trait intersections, between (a) *build respect (IA003)* and *every situation is unique (R005),* and (b) *build respect (IA003)* and *pragmatic decision-making (R001)*. For seven of the eight of the participants, the first of these trait relationships was ranked among the top two trait intersections; whereas the second trait intersection was ranked among the top four trait intersections all of the participants. Six participants had the dimensional intersection *Individualized Consideration (IC)* and *Relativistic (R)* among their top five intersections. This relationship was supported by the trait

intersection between *differing needs (IC003)* and *every situation is unique (R005)*, which five of the participants had in their top two intersections. The final dimensional intersection of note occurred between *Idealized Influence—Behavioral (IB)* and *Relativistic (R)*, although it was not supported by any trait intersections that significantly spanned the participants

On the MSCEIT, the participants' standard score mean for both the *Total Score (EIQ)* and each of the dimensions all fell within the average range. However, one participant's *Total Score (EIQ)* was not in the average range was below the range. Of the four dimensions, *Emotional Perception (PEIQ)* had the highest mean as well as the widest variance of scores among the participants: two individuals scored above and two individuals scored below the average range. For the second and third-ranked dimensions, *Emotional Integration (FEIQ)* and *Emotional Understanding (UEIQ)*, all participants but one scored within the average range. Every participant scored in the average range for the lowest-ranked emotional intelligence dimensions, *Emotional Management (MEIQ)*.

When reviewing the participants' percentile mean scores on the MSCEIT, the only dimension that did not fall within the percentile standard deviation was *Emotional Understanding (UEIQ)*. However, this one dimension did not cause the *Total Score (EIQ)* mean to deviate beyond its associated standard deviation.

The greatest number of emotional intelligence comments during the analysis of the interview data came from the dimension *Emotional Management (MEIQ),* which was the top ranked dimension for seven of the eight participants. The most notable traits, both of which ranked among the top trait occurrences for all participants, were: *manage emotion in oneself (MEIQ004)* and others, and *monitor emotions in relation to oneself*

(MEIQ003) and others. The second highest ranked dimension was *Emotional Perception (PEIQ)*, which was supported by the traits (a) *identify emotion in one's physical states, feelings (PEIQ001)*, and thoughts and (b) *express emotions accurately (PEIQ003)*, and to express needs related to those feelings.

During the interview between the most frequent intersection between dimensions of transformational leadership and emotional intelligence top intersection occurred between *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)*; this relationship was ranked within all participants' the top three. This dimension contained the highest-ranking trait intersection, between *build respect (IA003)* and *manage emotion in oneself (MEIQ004)*, which ranked in the top three for all of the participants. The dimensional intersection between *Individualized Consideration (IC)* and *Emotional Management (MEIQ)* also ranked in the top three occurrences for every participant, with its associated trait intersection, *differing needs (IC003)* and *monitor emotions in oneself (MEIQ003)* represented during seven of the eight participant interviews. The remaining notable dimensional intersections did not yield any significant traits that spanned the participants. These intersections included those between: (a) *Idealized Influence— Behavioral (IB)* and *Emotional Management (MEIQ)*, (b) *Idealized Influence—Attributed (IA)* and *Emotional Perception (PEIQ)*, (c) *Intellectual Stimulation (IS)* and *Emotional Management (MEIQ)*, (d) *Inspirational Motivation (IM)* and *Emotional Management (MEIQ)*, and (e) *Idealized Influence—Behavioral (IB)* and *Emotional Perception (PEIQ)*.

Summary

This chapter began by discussing each participant individually, as a case study. Each of these was broken down into several different components including a review of

the leadership scores, the leadership and wisdom scores, and the leadership and emotional intelligence scores. First, the section on the leadership scores discussed the participants' results on the Multifactor Leadership Questionnaire (MLQ), and then reviewed and discussed the analyzed interview data at both the dimensional and trait levels. The interview data was analyzed using qualitative analysis software and an analytic coding process in order to count the number of comments related to traits of transformational leadership within the interview. Examples of the most prominent traits were then given for each participant. Second, the discussion of leadership and wisdom scores started with a report on the participants' Social Paradigm Belief Inventory (SPBI) scores. Then, the analytical software was used to review the interview data with respect to wisdom dimensions and traits. Again, examples of dominant wisdom traits were presented. The final portion of this section examined the intersections between the dimensions and traits of both transformational leadership and wisdom. The best examples of the dominant trait intersections were included. Third, the discussion of the leadership and emotional intelligence scores started with a review of the participants' scores on the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Using the analytical process described above, the interview data was assessed at both the dimensional and trait levels, along with their intersections, with corresponding examples provided. The chapter concluded with a cross-case analysis of the data, which followed the format of the individual cases. This analysis examined the mean data while highlighting individual scores that fell outside the average ranges for the various instruments. The combined interview data were also reviewed to identify any emerging themes among the participants.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Over the past several decades, the theory of transformational leadership has emerged as one of the most researched contemporary leadership theories. The primary reason for this great number of studies is the theory's multidimensionality. Additionally, these studies have shown that the behaviors associated with transformational leadership – Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration – are effective in a variety of settings including industry, military, non-profit, and others (Bass & Avolio, 2004).

Other studies have expanded the theory's multidimensionality by investigating the relationships between transformational leadership and: organizational performance (Bass, Avolio, Jung, & Yair, 2003); emotional intelligence (Barling et al., 2000; Duckett & Macfarlane, 2003; Gardner & Stough, 2002; George, 2000; Mandrell & Pherwani, 2003; Palmer et al., 2001; Prati et al., 2003); moral reasoning (Turner et al., 2002); emotional intelligence and moral reasoning (Sivanathan & Fekken, 2002); and wisdom (Ahn, 2000; Morse, 1996). Although one study examined the relationships of leadership viewed from cognitive, emotional, and behavioral perspectives (Voola et al., 2004), it was done with a focus on strategic leadership and not on transformational leadership, which is the focus of the current research.

Purpose

This project utilized the context of management process turnaround situations to study the wisdom and emotional intelligence demonstrated by selected executives who have exhibited transformational leadership qualities (Figure 7).
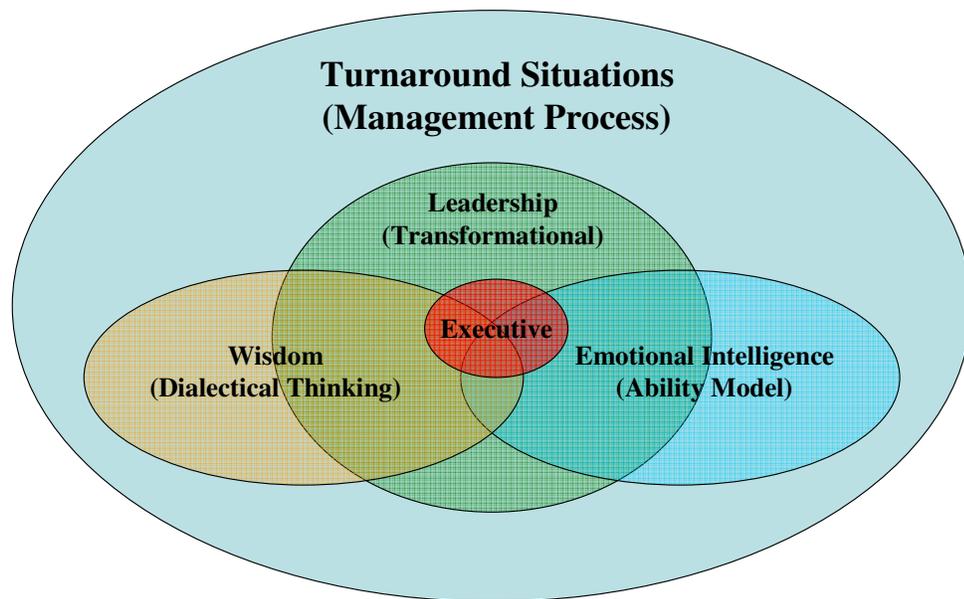
Figure 7. Graphic depiction of the intersection of theories within this study

Research Questions

The primary research question for this study was: How do executives who demonstrate dimensions of transformational leadership in turnaround situations exhibit the characteristics of wisdom and emotional intelligence?

This study explored executive transformational leadership in turnaround situations by answering the following questions:

1. Using the instruments from each of the respective theories and the normed data from these instruments, what are the participants' scores across the dimensions of transformational leadership, wisdom, and emotional intelligence?

2. Based on the interview, are wisdom and emotional intelligence salient themes for executive transformational leaders within management process turnaround situations?

3. Based on the results of all of the data gathered, what types of intersections are occurring across the various dimensions, specifically:

   a. between the dimensions of executive transformational leadership and wisdom?

   b. between the dimensions of executive transformational leadership and emotional intelligence?

Theories

In today's complex society, executives are challenged with many difficult responsibilities. One specific responsibility involves handling turnaround situations, which require executives to balance the needs of the organization with the needs of the followers. Because of this balancing act, these situations provide an interesting context in which to explore executive leadership, wisdom, and emotional intelligence.

Turnaround Situations

Turnaround situations are the result of organizational failures, including social, economic, legal, or managerial failures (Bibeault, 1999). However, roughly 70% of these situations are caused by problems that could be controlled through proper management. Therefore, executives must engage in management process turnarounds, which are substantial and sustained positive changes in business performance. Turnaround situations are characterized by three distinct qualities: management changes, emergency actions, and long-term restructuring efforts. Because of the high frequency of management failures in turnarounds, this research used the context of turnarounds to explore the relationships between transformational leadership, wisdom, and emotional intelligence.

Transformational Leadership

The Bass and Avolio model of transformational leadership represents an integrated leadership theory of exemplary leadership behaviors (Bass & Avolio, 2004). According to this model, leaders build emotional bonds with their followers to maximize performance, especially during times of change (Antonakis & House, 2002; Avolio & Yammarino, 2002; Bass, 1998; Bass & Avolio, 1994, 2004). The integrated model of transformational leadership is comprised of four dimensions: Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC).

Idealized Influence (II)

Idealized Influence (II) is associated with charismatic leadership which evokes strong positive emotions from the followers (Bass et al., 1987). This leadership behavior is characterized by two distinct types of charisma: attributed and behavioral (Antonakis & House, 2002). Idealized Influence—Attributed (IA) suggests that followers admire leadership behaviors associated with power and confidence (Bass, 1997a). Idealized Influence—Behavioral (IB), on the other hand, refers to the leader's displays of conviction, values, and sense of purpose.

Inspirational Motivation (IM)

Via Inspirational Motivation (IM), leaders inspire their followers by using emotional arguments, symbols, optimism, and enthusiasm (Bass, 1998; Bass & Avolio, 1994; Kark & Samir, 2002). A leader who uses Inspirational Motivation communicates a compelling vision, provides meaningful work for followers, articulates the belief that followers can exceed previously conceived expectations (Antonakis & House, 2002), and

creates a sense of a self-fulfilling prophecy (i.e., a Pygmalion effect) among the followers (Avolio & Bass, 2002).

Intellectual Stimulation (IS)

A transformational leader who displays Intellectual Stimulation (IS) questions the followers' assumptions and reframes their problems (Antonakis & House, 2002; Bass, 1997a, 1998; Bass & Avolio, 1994; Bass et al., 1987). Additionally, these leaders encourage followers to take risks in order to resolve complex problems.

Individualized Consideration (IC)

The final dimension of transformational leadership, Individualized Consideration (IC), describes leaders who focus attention on individual followers and favor equity over equality (Bass, 1990). A leader who demonstrates equity tailors his interactions with each follower based on his understanding of that follower's individual needs and motivations. Such personalized interactions provide customized socio-emotional support for the followers, helping each follower become self-actualized (Antonakis & House, 2002).

<center>*Executive Transformational Leadership*</center>

Although transformational leadership can occur at all levels within an organization, executives at the higher echelons of organizations are expected to be transformational leaders (Bass, 1990). These executives are in a unique position since they must cope with day-to-day operations, long-term organizational issues, and their organization's impact within a larger social context (Ackoff, 1999; Bass, 1990). Additionally, the executive must address the concerns and objectives of both the organization itself and its members (Ackoff, 1999). In turn, these leaders must create a

sense of shared purpose as well as communicate "a compelling, meaningful, [and] transforming vision" (Mann, 1988, p. 19).

Wisdom

It is particularly important that executives dealing with the inherent complexity of turnarounds have a highly developed form of reasoning at their disposal. To address this notion, this study applied the dialectical thinking model of wisdom, which involves a form of reasoning that resolves "emotional, interpersonal, and existential dilemmas" (Kramer, 2000, p. 84). For example, leaders who think dialectically consider contextual concerns through highly developed cognitive structures that enable them to address problems from multiple perspectives (Sternberg et al., 2003). Additionally, these leaders can skillfully handle potentially interdependent yet contradictory information (Kramer, 1990). This dialectical model of hierarchical cognitive development includes the following types or dimensions of thinking: Absolute (A) (both Formism (F) and Mechanism (M)), Relativistic (R), and Dialectical (D) thinking.

Absolute Thinking (A)

At the most basic level of cognitive development, leaders who apply Absolute (A) thinking reduce complex thoughts to their root causes while thinking in terms of universal principles and ideals (Kramer & Melchior, 1990). In other words, these leaders see the world as stable and fixed, viewing all situations in terms of "right vs. wrong, truth vs. falsehood, weak vs. strong, etc." (Kramer et al., 1992, p. 181). Absolute thinking contains two sub-levels of cognitive process, Formism (F) and Mechanism (M). Thoughts characterized by Formism (F) are logically deduced, internally consistent, and can be empirically tested (Kramer, 1983). A leader demonstrates Formism (F) by reviewing the

facts individually, outside the context of an overarching worldview. A leader exhibiting

Mechanism (M), on the other hand, generates thoughts that are both complete and

predictable, whose outcomes are based on independent variables, each of which can be

broken down into its individual components and analyzed in a Formistic manner.

Mechanism allows for the organization of facts into a theory that eliminates any

contradictions in the facts (Kramer, 1983).

Relativistic Thinking (R)

In contrast to absolute thinking, a leader who applies Relativistic Thinking (R)

assumes that there are no absolutes; rather, there are acceptable contradictions inherent

within ever-changing contexts (Kramer & Melchior, 1990). Additionally, these leaders

are aware of the subjective and arbitrary nature of knowledge, also understanding that

situations can often be ill-structured and/or unpredictable.

Dialectical Thinking (D)

Considered to be the highest form of thinking, Dialectical Thinking (D) is at once

both concrete (i.e. absolute thinking) and abstract (i.e. relativistic thinking) (Kramer,

1983). This integration of absolute and relativistic thinking allows the formation of a

metasystem by organizing seemingly contradictory ideas within dynamic momentary

structures characterized by novelty and change. Such novelty redefines and transcends

the other existing elements; change refers to the influence of one element on the other

elements within the dialectical whole (Kramer et al., 1992; Kramer & Melchior, 1990).

<center>*Emotional Intelligence*</center>

Because there is a complex link between transformational leadership and

emotions (Avolio & Yammarino, 2002), leaders can inspire others in extraordinary ways

when they manage their emotions, cope with failure, and build relationships (Connelly et al., 2002). To understand this link, this study used the ability model of emotional intelligence, which defined emotional competencies with respect to affective phenomena and the traditional view of intelligence (Salovey & Pizarro, 2003). These emotional competencies are divided into four distinct dimensions: Emotional Perception (PEIQ), Emotional Integration (FEIQ), Emotional Understanding (UEIQ), and Emotional Management (MEIQ).

Emotional Perception (PEIQ)

Leaders who are competent in Emotional Perception (PEIQ) can easily identify their own and others' emotions (Mayer & Salovey, 1997). First developed in infancy, the ability to correctly interpret facial expressions develops over a lifetime. As the complexity and abstraction of human emotions increase over time, the recognition of one's own emotions extends to the recognition of others' emotions. Therefore, a leader with excellent Emotional Perception skills can authentically express his/her emotions and correctly perceive the nature and authenticity of other people's expressed emotions.

Emotional Integration (FEIQ)

Emotional Integration (FEIQ) addresses the impact emotions have on a leader's thoughts (Mayer & Salovey, 1997). By facilitating of thoughts in an "emotional theater of the mind" (p. 13), a leader finds a forum in which he or she can realistically rehearse emotions, resulting in better decision-making. This integration of thoughts and emotions assists a leader in managing of deductive and inductive reasoning affected by moods. For example, happy moods improves the ability to manage inductive reasoning tasks, and sad moods supports deductive reasoning tasks (Salovey & Pizarro, 2003).

Emotional Understanding (UEIQ)

A leader with a great deal of Emotional Understanding (UEIQ) has the ability to label and understand the vast continuum of human emotions (Mayer & Salovey, 1997). In early childhood, an individual develops the ability to recognize the similarities and differences between subtle emotions, as well as the ability to link emotions to specific situations. Additionally, an individual learns that emotions can be complex, contradictory, and compounded, and that they tend to follow predictable sequences (Caruso & Salovey, 2004). A leader who can utilize his understanding of emotions to navigate through these sequential progressions is better able to manage interpersonal relationships.

Emotional Management (MEIQ)

Emotional Management (MEIQ) refers to the conscious regulation of emotions within oneself and others for emotional and intellectual growth (Mayer & Salovey, 1997). Individuals can develop and internalize emotional control strategies that separate affect from behavior, allowing the individual to appropriately engage or disengage their emotions depending on the situation. Leaders who can manage their emotions thusly understand the powerful influence emotion have on both themselves and their followers. This ability to manage emotions also assists leaders in helping followers to cope with traumatic events.

<center>Method</center>

This multiple-case study explored executive transformational leadership, wisdom, and emotional intelligence within the context of turnaround situations. To gain a better

understanding of the relationships between these constructs of leadership, a sequential, transformative, mixed-methods approach was applied to each of the eight executives.

Participants

To identity the executives (N=8) with turnaround experience, the researcher used a purposeful sample (McMillian & Schumacher, 1997). This sampling method was selected since it controlled expenses and time, and assured the receipt of the needed information for this study. The executives held positions of at least vice president or higher within their organizations at the time of the turnaround (Table 74). These executives came from various industries with organizations differing in size. The average age of the participants was 53.25 with a total of seven men and one woman. There were seven Caucasians and one Persian, and all reported having a graduate education except one, who declined to provide education information.

Table 74

Participant Roles & Size of Organization (N =8)

Characteristic	N	%
Title		
Chief Executive Officer (CEO)/President	3	37.5%
President	1	12.5%
Chief Operations Officer (COO)	1	12.5%
Vice President	1	12.5%
Managing Director	1	12.5%
Program Manager	1	12.5%
During the turnaround:		
Number of employees for entire business:		
1 – 19	2	25.0%
20 – 99	3	37.5%
100 – 499	1	12.5%
500 and above	2	25.0%
Industry:		
Entertainment	1	12.5%
Government	1	12.5%
Healthcare	2	25.0%
Industry	1	12.5%
Service	3	37.5%

Procedures

This study applied a sequential, transformative, mixed-method, multiple-case approach to gather the data for each executive. This research was sequential because the data was gathered in three separate phases (Creswell, 2003). The transformative research design entailed the analysis of the data through its associated theoretical lens. This approach was a mixed-methods one because both quantitative and qualitative data were gathered. To conform to a multiple-case approach, the researcher reviewed each executive's data as an individual case, and then applied a cross-case analysis for all of the participants.

The first phase of this sequence entailed qualification of potential study candidates. In this phase, each nominated participant was screened to determine if he or she met the three requirements of the study. The first two requirements required these participants to be executives (holding the equivalent title of vice-president or higher) who exhibited transformational leadership qualities. To determine whether or not the executive demonstrated transformational leadership behaviors, each subject was given the self-reported Multifactor Leadership Questionnaire (MLQ). If the executive scored greater than 3 on at least one of the five dimensions of transformational leadership, the executive was asked to participate in the study. The third qualification required the executive to have direct experience with a turnaround situation that was characterized by three distinct qualities: management changes, emergency actions, and long-term restructuring efforts.

The second phase of the research involved gathering additional other quantitative data. For convenience purposes this phase was combined with the first phase of the

research. In other words, during the qualification process, each participant was also given the other quantitative instruments: the Demographics Worksheet, the Social Paradigm Belief Inventory (SPBI), and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

The third phase of the study involved gathering the qualitative data using a converging-question approach interview format in which the first questions were broad and open-ended, followed by more focused questions (Thomas, 2003). Once completed, the interviews were then transcribed.

The researcher addressed the transformative aspect of this study by analyzing the data through a theoretical lens that incorporated discrete components of each of the three overarching theories (transformational leadership, wisdom, and emotional intelligence) (Creswell, 2003). The MLQ, SPBI, and the MSCEIT provided the quantitative data at a dimensional level for their respective theories. To obtain the qualitative data, the interviews were coded using special software based on the most recent theoretical literature. Specifically, this coding structure was defined by certain identified traits associated with each dimension, and provided two levels of data for analysis, dimensional and trait.

The mixed-methods approach gave the data richness and depth. The quantitative data provided metrics that could be analyzed across all of the participants, as well as data that could be compared to descriptive statistics provided by the other instruments. The qualitative data provided extensive content about the executives' experiences within their turnarounds.

Using a multiple-case approach, the data for each executive was analyzed as an individual case, and then the results of each of the individual cases were combined into one multiple-case. This multiple-case methodology provided the structure to determine emerging themes across all the participants from both the quantitative and qualitative data.

Measures

The four instruments used to gather the quantitative data for this study included: the Demographic Worksheet, the Multifactor Leadership Questionnaire (MLQ Form 5x-Short), the Social Paradigm Belief Inventory (SPBI-Likert-Form A), and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT V2.0). The qualitative data was collected though interviews with each of the participants, which were subsequently transcribed and then coded and analyzed using software and the transformative approach.

Demographic Worksheet

The Demographic Worksheet asked for basic information about the participants. Specifically, it requested the participants' title, age, gender, ethnicity, education level, and the size and industry of their organization.

Transformational Leadership

The Multifactor Leadership Questionnaire (MLQ Form 5x-Short) is a 45-question, Likert-scale, self-reported inventory (Bass & Avolio, 2000). This instrument served two purposes in this study; first, it served a primary measure for qualifying candidates to participate the study. Second, it provided self-reported information about the participants' transformational leadership qualities. These qualities were divided into five main dimensions: Idealized Influence—Attributed (IA), Idealized Influence—

Behavioral (IB), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC). Although this instrument also provides information regarding transactional leadership and passive/avoidant leadership, neither of these classes of leadership were discussed in the study.

Wisdom

The Social Paradigm Belief Inventory (SPBI-Likert-Form A) is a 56-question, Likert-scaled, self-reported instrument (Kramer et al., 1992) which measured the participants' paradigmatic beliefs within the context of the social world, quantifying wisdom into differentiated levels of thinking: Formistic (F), Mechanistic (M), Relativistic (R), and Dialectical (D).

Emotional Intelligence

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT V2.0) is a 141-question self-reported inventory of emotional intelligence (Mayer et al., 2002). This instrument measures emotional intelligence based on the ability model, which defines four dimensions of emotional intelligence: Emotional Perception (PEIQ), Emotional Integration (FEIQ), Emotional Understanding (UEIQ), and Emotional Management (MEIQ).

Converging-question Interview

The interview used a converging-question approach (Thomas, 2003) in which the first questions were broad and open-ended, and were followed by more focused questions.

Results

This study used a combination of instruments to identify emerging themes across

the theoretical concepts of transformational leadership, wisdom, and emotional

intelligence. A summary of the results of this study's quantitative (MLQ, SPBI, and

MSCEIT) and qualitative instruments (the converging-question interview) is outlined

below.

The first research question addressed the results of the quantitative instruments

(MLQ, SPBI, and MSCEIT). Beginning with the MLQ, the resulting *Total Score (TL)*

(TL=3.67) mean for all of the participants was well above the mean and the standard

deviation for the MLQ (Table 75). Similarly, for this group of executives, the resultant

means and standard deviations for each transformational leadership dimension (IA, IB,

IM, IS, and IC) fell above their associated MLQ dimensional means and standard

deviations.

Table 75

All Participants – MLQ Scores (Bass & Avolio, 2004)

| Dimensions | Participants | | | | | | | | | | MLQ Norms | |
	1	2	3	4	5	6	7	8	Mean (N=8)	SD	Mean (N=3,275)	SD
Total Score (TL)	3.10	3.65	3.70	3.90	3.70	3.90	3.60	3.80	3.67	0.25	2.70	0.90
Inspirational Motivation (IM)	3.00	3.50	3.80	4.00	3.80	4.00	4.00	4.00	3.76	0.35	3.04	0.59
Individualized Consideration (IC)	3.30	3.75	3.50	3.75	3.30	4.00	4.00	4.00	3.70	0.30	3.16	0.52
Idealized Influence—Behavioral (IB)	3.30	3.75	3.50	3.75	3.50	4.00	4.00	3.50	3.66	0.25	2.99	0.59
Intellectual Stimulation (IS)	3.30	4.00	3.80	4.00	3.80	3.30	3.50	3.50	3.65	0.29	2.96	0.52
Idealized Influence—Attributed (IA)	2.80	3.25	3.80	4.00	4.00	4.00	2.50	3.80	3.52	0.60	2.95	0.53

On the SPBI, the *Dialectical (D)* dimension (D=57.1) earned the highest mean

single-stage score for the group of participants (Table 76) which was aligned with the

highest single-stage mean of the SPBI, *Dialectical (D)*. Additionally, the group means for each wisdom dimension (F=40.6, M=52.9, R=52.9, and D=57.1) all fell within each respective dimensional standard deviation on the SPBI instrument.

Table 76

All Participants – SPBI Scores (Kahlbaugh & Kramer, 1995)

	Participants										SPBI Norms	
Dimensions	1	2	3	4	5	6	7	8	Mean (N=8)	SD	Mean (N=40)	SD
Dialectical (D)	58.0	52.0	60.0	67.0	53.0	60.0	53.0	54.0	57.1	5.1	58.4	6.1
Relativistic (R)	54.0	57.0	55.0	64.0	49.0	44.0	47.0	53.0	52.9	6.3	56.9	6.7
Absolute (A)												
Mechanism (M)	48.0	59.0	51.0	57.0	57.0	48.0	58.0	45.0	52.9	5.5	51.4	6.7
Formism (F)	36.0	50.0	37.0	38.0	43.0	37.0	48.0	36.0	40.6	5.7	40.7	7.3

The MSCEIT provided two ways to analyze the data, the first of which used the instrument's standard scoring system, which was based on a mean of 100 for the *Total Score (EIQ)* and for each dimension (PEIQ, FEIQ, UEIQ, and MEIQ). Additionally, the standard scoring established an average range (90-109) for each of the aforementioned scores. As a group, the participant mean for all of the dimensions fell within this average range (EIQ=98.5, PEIQ=100.9, FEIQ=99.4, UEIQ=96.4, and MEIQ=96.0) (Table 77). The second method of analysis used percentiles to describe the *Total Score (EIQ)* and each dimension (PEIQ, FEIQ, UEIQ, and MEIQ). The following scores were within the standard deviation of the MSCEIT: *Total Score (EIQ)* (participant percentile mean=46.2), *Emotional Perception (PEIQ)* (participant percentile mean=52.1), *Emotional Integration (FEIQ)* (participant percentile mean=48.1), and *Emotional Management (MEIQ)* (participant percentile mean=40.1) (Table 77). The exceptional percentile mean was for *Emotional Understanding (UEIQ)* (participant percentile mean=41.7), which was below the percentile standard deviation on the MSCEIT.

Table 77

All Participants – MSCEIT Scores (Mayer et al., 2002)

Dimensions												MSCEIT Norms	
	1	2	3	4	5	6	7	8	Mean (N=8)	Percentile Mean (N=8)	Percentile SD	Percentile Mean (N=5,000)	SD
Total Score (EIQ)	95.0	99.0	99.0	84.0	107.0	110.0	99.0	95.0	98.5	46.2	18.4	51	6
Emotional Perception (PEIQ)	100.0	111.0	104.0	88.0	117.0	107.0	96.0	84.0	100.9	52.1	26.0	52	10
Emotional Integration (FEIQ)	92.0	97.0	90.0	98.0	99.0	112.0	109.0	98.0	99.4	48.1	19.0	48	8
Emotional Understanding (UEIQ)	99.0	90.0	100.0	78.0	103.0	104.0	92.0	102.0	96.4	41.7	19.2	55	8
Emotional Management (MEIQ)	92.0	94.0	95.0	92.0	96.0	99.0	97.0	105.0	96.0	40.1	11.1	45	8

In reference to the second research question regarding salient themes that emerged from the qualitative data, the interview data across all of the participants revealed that the dimension *Idealized Influence—Attributed (IA)* (n=119/33%) accounted for the highest number of transformational leadership comments (Table 78). Additionally, the highest-ranking trait, *build respect (IA003)* (n=90/25%), was associated with this dimension. The second highest number of occurrences at the dimensional level was

Table 78

All Participants – Transformational leadership dimensions revealed through interview (N=365)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Idealized Influence—Attributed (IA)			119	33%
Build respect (IA003)	90	25%		
Sense of power (IA004)	16	4%		
Beyond self-interest (IA002)	9	2%		
Instill pride (IA001)	4	1%		
Idealized Influence—Behavioral (IB)			69	19%
Talk about values (IB001)	48	13%		
Collective sense of mission (IB004)	16	4%		
Moral and ethical consequences (IB003)	4	1%		
Strong sense of purpose (IB002)	1	0%		
Inspirational Motivation (IM)			42	12%
Express confidence about goals (IM004)	19	5%		
Compelling vision of the future (IM003)	10	3%		
Optimistic about the future (IM001)	7	2%		
Enthusiastic about needs (IM002)	6	2%		
Intellectual Stimulation (IS)			60	16%
Seek differing perspectives (IS002)	28	8%		
Look at problems differently (IS003)	16	4%		
Re-examine critical assumptions (IS001)	12	3%		
Suggest ways to complete assignments (IS004)	4	1%		
Individualized Consideration (IC)			77	21%
Differing needs (IC003)	39	11%		
Treat others as individuals (IC002)	23	6%		
Develop others strengths (IC004)	10	3%		
Teaching and coaching (IC001)	3	1%		
Total	365	100%	365	100%

Individualized Consideration (IC) (n=77/21%), with the coinciding trait *differing needs (IC003)* (n=39/11%) which ranked third highest among the traits. The final notable dimension was *Idealized Influence—Behavioral (IB)* (n=69/19%), and the second highest ranked trait, *talk about values (IB001)* (n=48/13%) was associated with this dimension.

The combined interview data revealed that the *Relativistic (R)* (n=274/70%) dimension generated the most comments (Table 79). The two traits contributing to this dimension's dominance were (a) *every situation is unique (R005)* (n=121/25%) and (b) *pragmatic decision-making (R001)* (n=55/14%). The *Dialectical (D)* (n=111/28%) dimension ranked second in number of comments. The trait that with the most occurrences for this dimension was that *all systems are characterized by reciprocity (D004)* (n=51/13%).

Table 79

All Participants – Wisdom dimensions revealed through interview (N=393)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Absolute (A)			10	3%
Belief in absolute (A005)	5	1%		
Causality is linear (A004)	3	1%		
Belief in one-sided solutions (A006)	1	0%		
Inherent stability (A002)	1	0%		
Fixed traits and types (A001)	0	0%		
Passive in environmental influence (A003)	0	0%		
Knowledge is inherently noncontradictory (A007)	0	0%		
Relativistic (R)			274	70%
Every situation is unique (R005)	121	31%		
Pragmatic decision-making (R001)	55	14%		
Knowledge in a broader context (R003)	48	12%		
Unpredictability is central to reality (R006)	14	4%		
Knowledge is influenced by aspect (R004)	13	3%		
Change is basic to reality (R002)	10	3%		
Contrasting systems produce contradictory knowledge (R008)	8	2%		
Contradiction is primary to reality (R007)	5	1%		
Dialectical (D)			111	28%
All systems are characterized by reciprocity (D004)	51	13%		
Development occurs through adapted forms (D003)	32	8%		
All life is systemic (D002)	17	4%		
All phenomena imply their opposites (D001)	9	2%		
Total	393	100%	393	100%

When combined for all of the executives, the interview data revealed that the dimension Emotional Management (MEIQ) (n=155/48%) generated the greatest number of emotional intelligence comments, accounting for nearly half of all the emotional intelligence comments made (Table 80). Two traits contributed to this phenomenon: (a) manage emotion in oneself (MEIQ004) (n=71/22%) and (b) monitor emotions in oneself (MEIQ003) (n=43/13%). At the dimensional level, Emotional Perception (PEIQ) (n=111/35%) generated the second highest number of comments. Supporting this dimension were the two traits (a) identify emotion in one's feelings (PEIQ001) (n=45/14%), and (b) express emotions accurately (PEIQ003) (n=37/12%).

Table 80

All Participants – Emotional intelligence dimensions revealed through interview (N=321)

Dimensions	# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
Emotional Perception (PEIQ)			111	35%
Identify emotion in one's feelings (PEIQ001)	45	14%		
Express emotions accurately (PEIQ003)	37	12%		
Identify emotions in others (PEIQ002)	29	9%		
Discriminate accurate and inaccurate feelings (PEIQ004)	0	0%		
Emotional Integration (FEIQ)			34	11%
Emotions prioritize thinking (FEIQ001)	20	6%		
Emotions encourage problem approaches (FEIQ004)	7	2%		
Mood swings change perspective (FEIQ003)	6	2%		
Emotions aid judgment and memory (FEIQ002)	1	0%		
Emotional Understanding (UEIQ)			21	7%
Interpret meanings that emotions convey (UEIQ002)	7	2%		
Understand complex feelings (UEIQ003)	5	2%		
Recognize transitions among emotions (UEIQ004)	5	2%		
Label emotions and emotional relations (UEIQ001)	4	1%		
Emotional Management (MEIQ)			155	48%
Manage emotion in oneself (MEIQ004)	71	22%		
Monitor emotions in oneself (MEIQ003)	43	13%		
Engage or detach from emotions (MEIQ002)	35	11%		
Stay open to feelings (MEIQ001)	6	2%		
Total	321	100%	321	100%

The third research question explored the intersections between dimensions of transformational leadership and wisdom, as well as the intersections between dimensions of transformational leadership and emotional intelligence. Regarding the relationship between dimensions of transformational leadership and wisdom, the intersection of *Idealized Influence—Attributed (IA)* and *Relativistic (R)* (n=87/24%) produced the highest number of interview comments (Table 81). Two of the top three dominant trait intersections were related to this dimensional intersection: (a) *build respect (IA003)* and *every situation is unique (R005)* (n=36/10%), and (b) *build respect (IA003)* and *pragmatic decision-making (R001)* (n=22/6%) (Table O17). The second highest-ranking dimensional intersection occurred between *Individualized Consideration (IC)* and *Relativistic (R)* (n=55/15%). An example trait of supporting this dimension intersection was between the traits *differing needs (IC003)* and *every situation is unique (R005)* (n=26/7%). The final dimensional intersection of note was between *Idealized Influence—Behavioral (IB)* and *Relativistic (R)* (n=53/14%). Associated with this dimension were the two trait intersections: (a) *talk about values (IB001)* and *every situation is unique (R005)* (n=14/4%), (b) *talk about values (IB001)* and *knowledge in a broader context (R003)* (n=13/4%).

Within the combined interview results, the highest-ranking transformational leadership/emotional intelligence intersection occurred between *Idealized Influence—Attributed (IA)* and *Emotional Management (MEIQ)* (n=55/17%) (Table 82). The highest-ranking trait intersection – between *build respect (IA003)* and *manage emotion in oneself (MEIQ004)* (n=31/9%) – was associated with this dimensional relationship (Table O18). The dimensional intersection between *Individualized Consideration (IC)* and *Emotional*

Table 81

All Participants – Intersection of the transformational leadership and wisdom dimensions as revealed through interview (N=370)

		Wisdom Dimensions						Leadership Dimensions Total	
		Absolute (A)		Relativistic (R)		Dialectic (D)			
		# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	1	0%	87	24%	28	8%	116	31%
	Idealized Influence—Behavioral (IB)	2	1%	53	14%	28	8%	83	22%
	Inspirational Motivation (IM)	2	1%	19	5%	17	5%	38	10%
	Intellectual Stimulation (IS)	1	0%	46	12%	15	4%	62	17%
	Individualized Consideration (IC)	0	0%	55	15%	16	4%	71	19%
Wisdom Dimensions Total		6	2%	260	70%	104	28%	370	

Table 82

All Participants – Intersection of the transformational leadership and emotional intelligence dimensions as revealed through interview (N=328)

		Emotional Intelligence Dimensions								Leadership Dimensions Total	
		Emotional Perception (PEIQ)		Emotional Integration (FEIQ)		Emotional Understanding (UEIQ)		Emotional Management (MEIQ)			
		# of Occur	% of Occur	# of Occur	% of Occur	% of Occur	% of Occur	# of Occur	% of Occur	# of Occur	% of Occur
Leadership Dimensions	Idealized Influence—Attributed (IA)	27	8%	17	5%	4	1%	55	17%	103	31%
	Idealized Influence—Behavioral (IB)	23	7%	7	2%	6	2%	30	9%	66	20%
	Inspirational Motivation (IM)	7	2%	1	0%	5	2%	25	8%	38	12%
	Intellectual Stimulation (IS)	12	4%	8	2%	2	1%	26	8%	48	15%
	Individualized Consideration (IC)	21	6%	5	2%	0	0%	47	14%	73	22%
Emotional Intelligence Dimensions Total		90	27%	38	12%	17	5%	183	56%	328	

Management (MEIQ) (n=47/14%) produced the third-highest ranking trait intersection between *differing needs (IC003)* and *monitor emotions in oneself (MEIQ003)* (n=11/3%). Both the dimensional intersections between (a) *Idealized Influence—Behavioral (IB)* and *Emotional Management (MEIQ)* (n=30/9%), and between (b) *Idealized Influence— Attributed (IA)* and *Emotional Perception (PEIQ)* (n=27/8%), were high-ranking, yet neither yielded any trait intersections that significantly spanned the participants. Additionally, the dimensional intersections between (a) *Intellectual Stimulation (IS)* and *Emotional Management (MEIQ)* (n=26/8%), and between (b) *Inspirational Motivation (IM)* and *Emotional Management (MEIQ)* (n=25/8%) were represented in nearly all of the participants' interviews, however, neither yielded any trait intersections that were among the highest-ranked intersections. The same was true for the dimensional intersection between *Idealized Influence—Behavioral (IB)* and *Emotional Perception (PEIQ)* (n=23/7%).

Discussion

As leaders in turnaround situations, the executives in this study demonstrated the key leadership characteristics of strength, confidence, risk-taking, hard work, personal commitment, and a hands-on approach (Bibeault, 1999). These behaviors were not unexpected since the sample of executives for this study contained only transformational leaders and, as a group, these leaders demonstrated a high level of competence across all of the transformational leadership dimensional behaviors. Although their MLQ scores suggested these leaders were capable of effectively exhibiting a variety of leadership behaviors, their narratives highlighted several specific skills. These leaders demonstrated that they were able to (a) articulate and role model their core values, (b) be sensitive to

the follower's needs, and (c) apply cognitive skills to analyzing problems in a disciplined manner (Yukl, 1994).

The participants displayed attributes of the two transformational leadership dimensions associated with charisma; *Idealized Influence—Behavioral (IB)* and *Idealized Influence—Attributed (IA)*. The executives in this study both articulated and role modeled their core values; this quality supports the fact that charismatic leaders often emerge in crisis situations during which they build trust by offering their followers relief from feelings of hopelessness, anxiety, and frustration (Bass, 1998), Because these leaders *talked about their most important values (IB001)* and beliefs (Bass & Avolio, 2004), they were able to reorient the previously established organizational beliefs by creating a new set of values and beliefs that embedded the change within the organization (Bass, 1990). Supporting these new values, these executives role modeled their behaviors in ways that *built others' respect (IA003)* for them (Bass & Avolio, 2004). In other words, based on the interview data, these executives served as role models by consistently demonstrating high standards of moral and ethical conduct (McCauley, 2004). Central to these two traits was these leaders' ability to express their emotions, values, and self-concepts, which in turn inspired trust, loyalty, devotion, and commitment among their followers (Connelly et al., 2002).

Although these charismatic traits were important during times of crisis such as a turnaround, the relationships between this study's leaders and followers were also fostered through qualities associated with the transformational leadership dimension *Individualized Consideration (IC)* (Bass, 1998). These leaders formed relationships by understanding and being sensitive to the needs of their followers. Correspondingly, the

third highest-ranked trait associated with this dimension related to the executives' ability

to consider the *different needs (IC003)*, abilities, and aspirations of each follower (Bass &

Avolio, 2004). This supportive skill created a sense of security while decreasing the

stress and anxiety characteristic of difficult situations (Bass, 1998). Additionally, by

appealing to the followers' intrinsic reward structures, the executives were able to meet

each individual's needs for achievement and growth while also creating a supportive

learning environment (McCauley, 2004).

These executives also demonstrated the ability to apply wisdom (defined for the

purposes of this study as cognitive skills) in a disciplined fashion when analyzing

problems. Overall, the participants were able to process information at the highest level

of thinking, *Dialectical (D)*; their ability to engage in critical, complex thinking about

their challenging organizational situations greatly enhanced their capability and

effectiveness as leaders (London & Maurer, 2004). Given that rapid change and transition

constantly plague the business environment, these executives were able to simultaneously

manage a variety of complex circumstances ranging from new organizational structures

to economic and political changes to new technologies, and beyond (Bunker, 2006).

These circumstances placed pressures on the leaders "to make sense out of the need for

constant change and to make peace with associated feelings of uncertainty, loss, and

violation" (p. 207). In the face of such pressures, these executives recognized that *all*

systems are characterized by reciprocity (D004), where a change in any one part affects

the whole system (Kramer et al., 1992). Even though these leaders were cognitively

sophisticated, they still had to solve problems within the unpredictable context of the

turnarounds. The contextual nature of their intellectual abilities is in line with the

subjective nature of *Relativistic (R)* thought, which accounts for indeterminism,

contradiction, and change within situations (Kramer, 1990). It should be noted that both

Dialectical (D) and *Relativistic (R)* thought are not simply aspects of cognition; rather,

they integrate elements of affective involvement as well. The integration and awareness

of cognition and affective elements assisted these leaders in understanding their own and

others' emotions. At a practical level, these leaders applied the two *Relativistic (R)* traits

associated with their subjective understanding of the world: they (a) recognized that

every person, relationship, system, or *situation is unique (R005)* and (b) engaged in

decision-making based on pragmatic (R001), rather than absolute, criteria (Kramer et al.,

1992). Ultimately, these executives expressed wisdom through their ability to reflect

upon and skillfully handle the difficulties of their turnaround situations. They were able

to embrace and transcend their self-interests, and, out of their concern for others, they

were able to express their emotions to create meaning of the experience and foster a sense

of hopefulness (Kramer, 2000).

The leaders who were the wisest and who more often engaged in dialectical

thinking approached problems from a more cognitive perspective, whereas leaders who

demonstrated emotional intelligence approached problems from an affective/emotional

point of view. Overall, these executives were skilled in displaying emotional intelligence.

Corresponding with the data gleaned from the wisdom construct, these executives

excelled within the emotional intelligence dimension *Emotional Perception (PEIQ)*.

These leaders both accurately perceived and expressed their emotions, and at a more

detailed level they could *identify emotion in one's (the leader's) physical states, feelings*

(PEIQ001), and thoughts (Mayer & Salovey, 1997). Without this ability, the executives

would not have been able to accurately assess the emotions of others (Salovey & Pizarro, 2003). This trait was directly tied with the executives' ability to *express emotions accurately (PEIQ003)*, and to express needs related to those feelings (Mayer & Salovey, 1997). The ability to express emotions both verbally and non-verbally was critical in order for these executives to communicate about the opportunities and challenges the followers faced during the turnaround (Caruso & Salovey, 2004). However, these executives were also skilled at *Emotional Management (MEIQ)*; they could (a) reflectively *engage or detach from an emotion (MEIQ002)* depending upon its judged informativeness or utility, (b) *manage emotion in oneself (MEIQ004)* and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey, and (c) *monitor emotions in relation to oneself (MEIQ003)* and others, such as recognizing how clear, typical, influential, or reasonable they are (Mayer & Salovey, 1997). Implicitly interrelated, these executives demonstrated that they had good emotional self-control and could remain even-tempered, think clearly, and make decisions even when they were experiencing a variety of strong feelings (Caruso & Salovey, 2004).

Conclusions

The literature suggests that the answer to the primary research question: "How do executives demonstrating the transformational leadership dimensions in turnaround situations exhibit the characteristics of wisdom and emotional intelligence?" is that in today's society, executives at the top level of organizations are expected to be transformational (Bass, 1990), and as their span of control grows, the links between leadership and wisdom (Jaques & Clement, 1994) and leadership and emotional

intelligence (Mandrell & Pherwani, 2003) become increasingly important. These leaders must expect and prepare for rapid change and crisis (Harland et al., 2005), and recast the crises as developmental challenges, generating a sense of higher purpose and meaning among their followers.

In concordance with the literature, the conclusions of this study suggest the following major themes related to executive transformational leaders and their behavior during the crisis of turnaround situations:

1. Charisma is by far the most important transformational leadership element for a leader experiencing a turnaround situation. The two crucial components of charisma required for successful turnaround include a leader's ability to act in ways that build others' respect for them, and to talk about their most important values and beliefs.

2. Individualized consideration is a critical leadership quality in order to successfully navigate a turnaround, specifically when it comes to understanding that each individual has different needs, abilities, and aspirations.

3. Dialectical thinking involves understanding the systemic nature of natural and organizational phenomena, and this awareness is necessary in order to navigate the complex environments characterized by turnarounds.

4. Relativistic thinking puts into context the dynamic environment of turnarounds, and includes the concept that every person and situation is unique; both constructs are vital for executives undertaking complex organizational problems. Additionally, transformational leaders need to practice pragmatic decision-making.

5. Emotional perception, the ability to accurately identify and express underlying emotions, provides executives with the foundation to assess and manage both their own emotions and the emotions of others.

6. Emotional management relates to the regulation of emotions within a given context. Transformational executives are skilled at being able to selectively engage or detach from emotions as well as being able to monitor and manage emotions in both themselves and others. In other words, these executives can adapt their feelings based on the appropriateness and usefulness of the emotion within a given context.

Limitations

The number of participants in this study was limited to eight transformational executives. The mixed method approach was intended to add some richness to the study of leadership in these situations; however, the results of this study are confined to these eight participants and should not be extrapolated to a larger population. Since these participants were chosen using a purposeful sampling method, this study represents only the self-perceptions of these specific participants, which may not correspond to other leaders in similar turnaround situations.

Recommendations for Future Research

Although transformational leadership is a well-studied construct of leadership, the multidimensional nature of the Full-range Leadership Theory (FRLT) lends itself for study in conjunction with other theoretical constructs (intelligence, emotional intelligence, wisdom, ethics, personality, moral reasoning, spirituality, etc.). Many studies in these areas indicate a correlation between the theories, but the knowledge gained from the research tends to be rather general. As an example, many researchers

have shown a correlation between transformational leadership and emotional intelligence at the overall theory level as well as at the dimensional level (e.g. between *Individualized Consideration (IC)* and *Emotional Management (MEIQ)*). Given the important role of emotions in leader-follower relationships in transformational leadership theory, this research can provide crucial guidance for leaders, leadership development practitioners, and academics by offering a broad set of successful leadership behaviors that can be applied to specific circumstances. So, the recommendation for future research is twofold.

First, future research should continue to peel back the layers of the theories in order to uncover discrete behaviors appropriate for different circumstances. In so doing, the resulting information can provide leaders with the ability to identify and apply specific behaviors best suited for a given situation.

Second, future research should approach the multidimensional leadership theory in a multidimensional manner. As previously mentioned, a number of researchers have investigated the intersection between two theoretical constructs; however, the complex nature of leadership suggests that extending the research to several constructs simultaneously could provide greater insight into the realities of leadership. For example, future researchers could study the relationships among the concepts of critical thinking, emotional intelligence, and transformational leadership theory.

Implications

The results of this study offer two sets of implications. The first set suggests how to implement training programs based on this study's findings. The second set concerns the SPBI and the MSCEIT and how their respective dimensions were applied to the data.

The effectiveness of transformational leadership behaviors has been well documented (Bass et al., 2003). However, the results of this study suggest that executives who have successfully navigated turnarounds are exceptional transformational leaders. Specifically, they are skilled in the dimensions of idealized influence (charisma) and individual consideration. Because of the prevalence of turnaround situations, leaders need to be prepared for these situations. So, another implication for leadership development programs is to create curricula with special emphasis on charismatic leadership and individual consideration. From the charismatic leadership perspective, this training should focus on role modeling behaviors that deal constructively with differing viewpoints while being open to the suggestions of others (Bass & Avolio, 1995). Additionally, this training should emphasize how leaders can "talk about their most important values and beliefs" (Bass & Avolio, 2004, p. 97). Another aspect of this training should involve teaching leaders how to identify and attend to the needs, abilities, and aspirations of others. Transformational leaders must also become skilled at recognizing and responding to the individual needs and contributions of each follower. Because these behaviors must be deeply embedded into a leader's character, this training must begin in earnest once an individual has been targeted for a potential high-level leader. This means that training should be ongoing throughout a leader's career, from their beginnings as a supervisor through the time they reach the executive ranks. Then, after they become executives, these behaviors should be continuously monitored and reinforced.

An additional implication for leadership development programs involves the development of leaders' cognitive abilities. Within an organization, the implementation

of periodic job rotations can enhance these abilities. By allowing a leader to work in varying capacities (marketing, finance, sales, operations, information technology, etc.) at different levels (supervisor, manager, director, vice president), this leader will gain an appreciation for the interrelatedness of the organization's various functions. This promotes a leader's ability to think dialectically since they will better understand that changes in one part of an organization will impact other parts of that organization. This awareness will also facilitate and encourage pragmatic decision-making.

The final implication is related emotional intelligence. This study's findings suggest that these executives demonstrated competent levels of emotional intelligence. To capitalize on this understanding, training programs should establish acceptable baseline levels of emotional intelligence for leaders in their courses. Once this baseline is determined, training programs should customize their instruction to shore up any of the participants' deficiencies, especially regarding emotional perception and management. These leaders should be periodically reevaluated to ensure they maintain a competent level of emotional intelligence.

The second set of implications involves the SPBI and the MSCEIT. As a measure of cognitive processes, the Likert version of the SPBI has been proven to be both valid and reliable. However, it is difficult to SPBI to relate this quantitative instrument to corresponding qualitative data. While the SPBI clearly subdivides Absolute Thinking into the dimensions of Formism (F) and Mechanism (F), the traits associated with Absolute Thinking, as defined in the literature (Kramer et al., 1992), are not as clearly differentiated. This meant that the qualitative data related to Absolute Thinking could not be discretely sorted into these two dimensions. Furthermore, three dimensions of

cognitive processes were not equally weighted; Absolute Thinking contributed seven

traits, Relativistic Thinking had eight, and Dialectical Thinking offered only four. This

imbalance could be one reason why Relativistic Thinking dominated the qualitative

dimensions. Another reason for this dimension's dominance may be due to the fact that

Relativistic Thinking is characterized by context, and the qualitative data was collected

exclusively within one context, namely that of the turnaround. These issues suggest that

the SPBI is not the best instrument to use comparatively with qualitative data, so the

implication for future research would be to find or develop an instrument that equally

represents the various traits and dimensions.

Like the SPBI, the MSCEIT has been proven both valid and reliable for

measuring overall emotional intelligence and the relative strengths of different emotional

intelligence dimensions. When the qualitative interview data were analyzed, two

emotional intelligence dimensions, Emotional Integration (FIEQ) and Emotional

Understanding (UEIQ), were underrepresented. This may be due to the fact that the

interview questions did not draw out answers that could be attributed to the traits

associated with these two dimensions. For example, the Emotional Integration (FIEQ)

traits included emotionally prioritized thinking, emotions aiding judgment and memory,

change of perspective due to mood swings, and emotional states during problem solving.

The Emotional Understanding (UEIQ) traits addressed emotional relationships, meanings

of emotions, understanding complex feelings, and recognizing transitions among

emotions. Since the interview questions specifically targeted leadership behaviors, the

dimensions of Emotional Perception (PEIQ) and Emotional Management (MEIQ)

dominated the data leaving the FEIQ and UEIQ underrepresented in the data. The

resulting implication for future research is to craft interview questions which can cull out these two dimensions.

Final Comments

This study was designed to explore the dynamics of wisdom and emotional intelligence demonstrated by executive transformational leaders in turnaround situations. Data analysis revealed that these executives were high-performing transformational leaders with the ability to operate at the highest level of thinking, *Dialectical (D)*. Additionally, these leaders were competent across all of the measures of emotional intelligence. This study's findings increase the understanding of the inner workings of these three multidimensional constructs during emotionally charged, stressful turnaround situations. These findings offer salient applications to leaders, leadership development professionals, and academics, with the potential to help them develop specific skills to cope with these difficult situations.

REFERENCES

Ackoff, R. L. (1999). Transformational leadership. *Strategy & Leadership, 27*(1), 20-25.

Ahn, K. S. (2000). *Wisdom and the art of leadership: A practical theology of leadership development through nurturing wisdom.* Unpublished doctoral dissertation, Fuller Theological Seminary, School of Theology.

Antonakis, J., & House, R. J. (2002). The full-range leadership theory: The way forward. In B. J. Avolio & F. J. Yammarino (Eds.), *Transformational and charismatic leadership: The road ahead* (pp. 3-33). Kidlington, Oxford, UK: Elsevier Science, Ltd.

Ashkanasy, N. M. (2002). Studies of cognition and emotion in organizations: Attribution, affective events, emotional intelligence and perception of emotion. *Australian Journal of Management, 27*(Special Issue 2002), 11-20.

Ashkanasy, N. M., & Tse, B. (2000). Transformational leadership as management of emotion: A conceptual review. In N. M. Ashkanasy, C. E. J. Hartel & W. J. Zerbe (Eds.), *Emotions in the workplace: Research, theory, and practice* (pp. 221-235). Westport, CT: Quorum Books.

Atwater, D. C., & Bass, B. M. (1994). Transformational leadership in teams. In B. M. Bass & B. J. Avolio (Eds.), *Improving organizational effectiveness through transformational leadership* (pp. 48-83). Thousand Oaks, CA: Sage Publications.

Atwater, L. E., & Atwater, D. C. (1994). Organizational transformation: Strategies for change and improvement. In B. M. Bass & B. J. Avolio (Eds.), *Improving organizational effectiveness through transformational leadership* (pp. 146-172). Thousand Oaks, CA: Sage Publications.

Avolio, B. J., & Bass, B. M. (1988). Transformational leadership, charisma, and beyond. In J. Hunt, B. Baliga, H. Dachler & C. Schriesheim (Eds.), *Emerging leadership vistas* (pp. 29-49). Lexington, MA: Lexington Books.

Avolio, B. J., & Bass, B. M. (1994). Conclusion and implications. In B. M. Bass & B. J. Avolio (Eds.), *Improving organizational effectiveness through transformational leadership* (pp. 202-217). Thousand Oaks, CA: Sage Publications.

Avolio, B. J., & Bass, B. M. (2002). *Developing potential across a full range of leadership: Cases on transactional and transformational leadership*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Avolio, B. J., & Yammarino, F. J. (2002). Introduction to, and overview of, transformational and charismatic leadership. In B. J. Avolio & F. J. Yammarino (Eds.), *Transformational and charismatic leadership: The road ahead* (pp. xvii-xxiii). Kidlington, Oxford, UK: Elsevier Science, Ltd.

Barling, J., Slater, F., & Kelloway, E. K. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership & Organization Development Journal, 21*(3), 157-161.

Bar-On, R. (1997). *The emotional quotient inventory (EQ-i): Technical manual*. Toronto: Multi-Health Systems.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: The Free Press.

Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications* (3rd ed.). New York: The Free Press.

Bass, B. M. (1994). Transformational leadership and team and organizational decision making. In B. M. Bass & B. J. Avolio (Eds.), *Improving organizational effectiveness through transformational leadership* (pp. 104-120). Thousand Oaks, CA: Sage Publications.

Bass, B. M. (1997a). Does the transactional-transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist, 52*(2), 130-139.

Bass, B. M. (1997b). *The ethics of transformational leadership*. Retrieved May 6, 2004, 2004, from http://www.academy.umd.edu/publications/klspdocs/bbass_p1.htm

Bass, B. M. (1998). *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Bass, B. M., & Avolio, B. J. (1994). Introduction. In B. M. Bass & B. J. Avolio (Eds.), *Improving organizational effectiveness through transformational leadership* (pp. 1-9). Thousand Oaks, CA: Sage Publications.

Bass, B. M., & Avolio, B. J. (1995). *Multifactor leadership questionnaire: Leader's notebook*. Redwood City, CA: Mind Garden, Inc.

Bass, B. M., & Avolio, B. J. (2000). *MLQ: Multifactor Leadership Questionnaire* (2nd ed.). Redwood City, CA: Mind Garden, Inc.

Bass, B. M., & Avolio, B. J. (2003). *Multifactor leadership questionnaire feedback report*. Redwood City, CA: Mind Garden, Inc.

Bass, B. M., & Avolio, B. J. (2004). *Multifactor Leadership Questionnaire: Manual and Sampler Set* (3rd ed.). Redwood City, CA: Mind Garden, Inc.

Bass, B. M., Avolio, B. J., Jung, D. I., & Yair, B. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology, 88*(2), 207-218.

Bass, B. M., Waldman, D. A., Avolio, B. J., & Bebb, M. (1987). Transformational leadership and the falling dominoes effect. *Group & Organizational Studies, 12*(1), 73-87.

Bennis, W. (1995). Critical thinking. *Executive Excellence, 12*(4), 7-8.

Bibeault, D. B. (1982). *Corporate Turnaround: How managers turn losers into winners*. New York, NY: McGraw-Hill Book Company.

Bibeault, D. B. (1999). *Corporate Turnaround: How managers turn losers into winners*. Washington, D.C.: Beard Books.

Birren, J. E., & Fisher, L. M. (1990). The elements of wisdom: Overview and integration. In R. J. Sternberg (Ed.), *Wisdom: Its nature, origins, and development*. New York: Cambridge University Press.

Brookfield, S. D. (1995). The transformation of transforming leadership. In J. T. Wren (Ed.), *Leader's companion: Insights on leadership through the ages* (pp. 379-388). New York: The Free Press.

Brown, F. W., & Moshavi, D. (2005). Tranformational leadership and emotional intelligence: A potential pathway for an increased understanding of interpersonal influence. *Journal of Organizational Behavior, 26*, 867-871.

Bunker, K. A. (2006). Coaching leaders through change and transition. In S. Ting & P. Scisco (Eds.), *The CCL handbook of coaching: A guide for the leader coach* (pp. 203-229). San Francisco, CA: Jossey-Bass.

Burbank, R. K. (2005). The classic five-step turnaround process: Case study of ProdiGene, Inc. *The Journal of Private Equity* (Special Turnaround Management Issue), 53-58.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. San Francisco, CA: Jossey-Bass.

Chandler, M. J., & Holliday, S. (1990). The elements of wisdom: Overview and integration. In R. J. Sternberg (Ed.), *Wisdom: Its nature, origins, and development* (pp. 121-141). New York: Cambridge University Press.

Chemers, M. M. (1984). The social, organizational, and cultural context of effective leadership. In B. Kellerman (Ed.), *Leadership: Multidisciplinary perspectives* (pp. 91-112). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Chemers, M. M. (2002). Efficacy and effectiveness: Integrating models of leadership and intelligence. In R. E. Riggio, S. E. Murphy & F. J. Pirozzolo (Eds.), *Multiple intelligences and leadership* (pp. 139-160). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Connelly, S., Gaddis, B., & Helton-Fauth, W. (2002). A closer look at the role of emotions in transformational and charismatic leadership. In B. J. Avolio & F. J. Yammarino (Eds.), *Transformational and charismatic leadership: The road ahead* (pp. 255-283). Kidlington, Oxford, UK: Elsevier Science, Ltd.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Dixon, D. L. (1998). The balanced CEO: A transformational leader and capable manager. *Healthcare Forum Journal, 41*(2), 26-29.

Duckett, H., & Macfarlane, E. (2003). Emotional intelligence and transformational leadership in retailing. *Leadership & Organization Development Journal, 24*(5/6), 309-317.

Dulewicz, V., & Higgs, M. (2003). Leadership at the top: The need for emotional intelligence in organizations. *International Journal of Organizational Analysis, 11*(3), 193-210.

Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal, 45*(4), 735-744.

Dvir, T., Kass, N., & Shamir, B. (2004). The emotional bond: Vision and organizational commitment among high-tech employees. *Journal of Organizational Change, 17*(2), 126-143.

Elkind, D. (1970, April 5). Erik Erikson's eight ages of man: One man in his time plays many psychosocial parts. *The New York Times Magazine*.

Erikson, E. H. (1993). *Childhood and society*. New York, NY: W.W. Norton & Company.

Gardin, M. R. (1997). *Wisdom and faith: An empirical analysis of Deirdre Kramer's and James Fowler's models of development.* Unpublished doctoral dissertation, Fuller Theological Seminary, School of Psychology.

Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal, 23*(2), 68-78.

George, J. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations, 53*(8), 1027-1044.

Goleman, D. (1988, June 14). Erikson, in his own old age, expands his view of life. *The New York Times,* pp. C1, C4.

Goleman, D. (1995). *Emotional Intelligence*. New York, NY: Bantam Books.

Harland, L., Harrison, W., Jones, J. R., & Reiter-Palmon, R. (2005). Leadership behaviors and subordinate resilience. *Journal of Leadership and Organizational Studies, 11*(2), 2-14.

Helliwell, R. (2000). Keys to critical thinking. *New Zealand Management, 47*(6), 44.

Hersey, P., & Blanchard, K. H. (1995). Behavioral theories of leadership. In J. T. Wren (Ed.), *Leader's companion: Insights on leadership through the ages* (pp. 144-148). New York: The Free Press.

Howell, J. M., & Avolio, B. J. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance. *Journal of Applied Psychology, 78*(6), 891-202.

Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (1995). Power, influence, and influence tactics. In J. T. Wren (Ed.), *Leader's companion: Insights on leadership through the ages* (pp. 339-351). New York, NY: The Free Press.

Jacques, F. J. (2002). *An examination of the relationship between self-differentiation and transformational leadership, through the lens of emotional intelligence.* Unpublished doctoral dissertation, University of Calgary - Canada.

Jaques, E., & Clement, S. D. (1994). *Executive leadership: A practical guide to managing the complexity*. Cambridge, MA: Cason Hall & Co. Publishers.

Kahlbaugh, P. E., & Kramer, D. A. (1995). Brief report: Relativism and identity crisis in young adulthood. *Journal of Adult Development, 2*(1), 63-70.

Kanungo, R. N. (1998). Leadership in organizations: Looking ahead to the 21st century. *Canadian Psychology, 39*(1-2), 71-82.

Kark, R., & Samir, B. (2002). The dual effect of transformational leadership: Priming relational and collective selves and further effects on followers. In B. J. Avolio & F. J. Yammarino (Eds.), *Transformational and charismatic leadership: The road ahead* (pp. 67-91). Kidlington, Oxford, UK: Elsevier Science, Ltd.

Kihlstrom, J. F., & Cantor, N. (2000). Social intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 359-379). Cambridge, UK: Cambridge University Press.

Kow, G. (2004). Turning around business performance: Part I. *Journal of Change Management, 4*(3), 229-246.

Kramer, D. A. (1983). Post-formal operations? A need for further conceptualization. *Human Development, 26*, 91-105.

Kramer, D. A. (1990). Conceptualizing wisdom: The primacy of affect-cognition. In R. J. Sternberg (Ed.), *Wisdom: Its nature, origins, and development* (pp. 279-316). New York: Cambridge University Press.

Kramer, D. A. (2000). Wisdom as a classical source of human strength: Conceptualization and empirical inquiry. *Journal of Social and Clinical Psychology, 19*(1), 83-101.

Kramer, D. A., Kahlbaugh, P. E., & Goldston, R. B. (1992). A measure of paradigm beliefs about the social world. *Journal of Gerontology: Psychological Sciences, 47*, 180-189.

Kramer, D. A., & Melchior, J. (1990). Gender, role conflict, and the development of relativistic and dialectical thinking. *Sex Roles, 23*(9/10), 553-575.

Kunzmann, U., & Baltes, P. B. (2003). Beyond the traditional scope of intelligence: Wisdom in action. In R. J. Sternberg, J. Lautrey & T. I. Lubart (Eds.), *Models of intelligence: International perspective* (pp. 329-343). Washington, D.C.: American Psychological Association.

Leban, W., & Zulauf, C. (2004). Linking emotional intelligence abilities and transformational leadership styles. *Leadership & Organization Development Journal, 25*(7/8), 554-564.

London, M., & Maurer, T. J. (2004). Successful and unsuccessful leadership. In J. Antonakis, A. T. Cianciolo & R. J. Sternberg (Eds.), *Leadership development* (pp. 222-245). Thousand Oaks, CA: Sage Publications.

Mandrell, B., & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership style: A gender comparison. *Journal of Business & Psychology, 17*(3), 387-404.

Mann, C. P. (1988). Transformational leadership in the executive office. *Public Relations Quaterly, Spring*, 19-23.

Matthews, G., Zeidner, M., & Roberts, R. D. (2002). *Emotional intelligence: Science and myth*. Cambridge, MA: The MIT Press.

Mayer, J. D. (2001). A field guide to emotional intelligence. In J. Ciarrochi, J. P. Forgas & J. D. Mayer (Eds.), *Emotional intelligence in everyday life: A scientific inquiry* (pp. 1-24). New York, NY: Psychology Press.

Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence, 27*(4), 267-298.

Mayer, J. D., Ciarrochi, J., & Forgas, J. P. (2001). Emotional intelligence in everyday life: An introduction. In J. Ciarrochi, J. P. Forgas & J. D. Mayer (Eds.), *Emotional intelligence in everyday life: A scientific inquiry* (pp. xi-xvii). New York, NY: Psychology Press.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-31). New York, NY: BasicBooks.

Mayer, J. D., Salovey, P., & Caruso, D. (2000a). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 396-420). Cambridge, UK: Cambridge University Press.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2000b). Emotional intelligence as zeitgeist, as personality, and as a mental ability. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 92-117). San Francisco, CA: Jossey-Bass.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): User's Manual*. North Tonawanda, NY: Multi-Health Systems, Inc.

McCauley, C. D. (2004). Successful and unsuccessful leadership. In J. A. A. T. C. R. J. Sternberg (Ed.), *The nature of leadership* (pp. 199-221). Thousand Oaks, Ca: Sage Publications.

McMillian, J. H., & Schumacher, S. (1997). *Research in education: A conceptual introduction* (4th ed.). New York, NY: Longman, Inc.

Mintzberg, H. (1979). *Structuring of organizations*. Englewood Cliffs, NJ: Prentice Hall.

Morse, J. M., & Richards, L. (2002). *Readme first for a user's guide to qualitative methods*. Thousand Oaks, CA: Sage Publications.

Morse, M. K. (1996). *The relationship of wisdom to transformational leadership: Illustrated by the historical Jesus.* Unpublished doctoral dissertation, Gonzaga University.

Muczyk, J. P., & Steel, R. P. (1998). Leadership style and the turnaround executive. *Business Horizons* (March/April), 39-46.

Northouse, P. G. (2001). *Leadership: Theory and practice* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Palmer, B., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional intelligence and effective leadership. *Leadership & Organization Development Journal, 22*(1), 5-10.

Paul, R. W. (1985). Critical thinking research: A response to Stephan Norris. *Educational Leadership*, 46.

Paul, R. W. (1993). Dailogical and dialectical thinking. In J. Willsen & A. J. A. Binker (Eds.), *Critical thinking: How to prepare students for a rapidly changing world* (pp. 291-301). Santa Rosa, CA: Foundation for Critical Thinking.

Pawar, B. S., & Eastman, K. K. (1997). The nature and implications of contextual influences on transformational leadership: A conceptual. *Academy of Management Review, 22*(1), 80-109.

Popper, M., & Ofra, M. (2002). Internal world of transformational leaders. In B. J. Avolio & F. J. Yammarino (Eds.), *Transformational and charismatic leadership: The road ahead* (pp. 203-229). Kidlington, Oxford, UK: Elsevier Science, Ltd.

Prati, M. L., Douglas, C., Ferris, G. R., Ammeter, A. P., & Buckley, M. R. (2003). Emotional intelligence, leadership effectiveness, and team outcomes. *The International Journal of Organizational Analysis, 11*(1), 21-40.

Resnick, L. (1987). *Education and learning to think*. Washington D.C.: National Academy Press.

Salovey, P., Brackett, M. A., & Mayer, J. D. (2004). Introduction. In P. Salovey, M. A. Brackett & J. D. Mayer (Eds.), *Emotional intelligence: Key readings on the Mayer and Salovey model* (pp. i-v). Port Chester, NY: Dude Publishing.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9*(3), 185-211.

Salovey, P., & Pizarro, D. A. (2003). The value of emotional intelligence. In R. J. Sternberg, J. Lautrey & T. I. Lubart (Eds.), *Models of intelligence: International perspective* (pp. 263-278). Washington, D.C.: American Psychological Association.

Sashkin, M. (1995). Visionary leadership. In J. T. Wren (Ed.), *Leader's companion: Insights on leadership through the ages* (pp. 402-407). New York: The Free Press.

Schein, E. H. (1992). *Organizational culture and leadership* (2nd ed.). San Francisco: Jossey-Bass.

Sivanathan, N., & Fekken, G. C. (2002). Emotional intelligence, moral reasoning and transformational leadership. *Leadership & Organization Development Journal, 23*(3/4), 198-204.

Sosik, J. J., & Megerian, L. E. (1999). Understanding leader emotional intelligence and performance. *Group & Organization Management, 24*(3), 367-390.

Sosik, J. J., Potosky, D., & Jung, D. I. (2002). Adaptive self-regulation: Meeting others' expectations of leadership and performance. *The Journal of Social Psychology, 14*(2), 211-232.

Sternberg, R. J. (1998). A balance theory of wisdom. *Review of General Psychology, 2*(4), 347-365.

Sternberg, R. J., Lautrey, J., & Lubart, T. I. (2003). Where are we in the field of intelligence, how did we get here, and where are we going? In R. J. Sternberg, J. Lautrey & T. I. Lubart (Eds.), *Models of intelligence: International perspective* (pp. 3-25). Washington, D.C.: American Psychological Association.

Thomas, D. A., & Gabarro, J. J. (1999). *Breaking through: The making of minority executives in corporate America*. Cambridge, MA: Harvard Business School Press.

Thomas, R. M. (2003). *Blending qualitative and quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press, Inc.

Tichy, N. M., & Devanna, M. A. (1990). *The transformational leader: The key to global competitiveness*. New York, NY: John Wiley & Sons, Inc.

Turner, N., Barling, J., Epitropaki, O., Butcher, V., & Milner, C. (2002). Transformational leadership and moral reasoning. *Journal of Applied Psychology, 87*(2), 304-311.

Voola, R., Carlson, J., & West, A. (2004). Emotional intelligence and competitive advantage: Examining the relationship from a resource-based view. *Strategic Change, 13*, 83-93.

Wadsworth, B. J. (1979). *Piaget's theory of cognitive development: An introduction for students of psychology and education*. New York: Longman.

Walumbwa, F. O., Peng, W., Lawler, J. J., & Shi, K. (2004). The role of collective efficacy in the relations between transformational leadership and work outcomes. *Journal of Occupational and Organizational Psychology, 77*(5), 515-530.

Yin, R. K. (1994). *Case study research: Design and methods* (Second ed.). Thousand Oaks, CA: Sage Publications.

Yukl, G. (1994). *Leadership in organizations* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Yukl, G. (2002). *Leadership in organizations* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

APPENDIX A

Initial Script for Participation in this Study

Mr./Ms./Mrs. (Participant):

My name is Michael Petran, and I am currently a doctoral candidate at Pepperdine University in the Graduate School of Education and Psychology studying Organizational Leadership. My research is in Executive Transformational Leadership under the direction of Dr. Kay Davis.

You have been nominated by (name of nominator), based on your demonstrated leadership behaviors and professional experience with turnaround situations, to participate in a research project associated with Executive Transformational Leadership, Wisdom, and Emotional Intelligence within Management Process Turnaround Situations.

This study seeks to understand the internal forces at work within the minds of transformational leaders. Specifically, the purpose of this research is to explore in depth the interaction of wisdom and emotions among executive transformational leaders within a turnaround situation.

Would you be interested in hearing more about this study? (If no, go to the non-participating paragraph below)

To begin with, your participation in this research will assist me in the completion of my doctoral program. This participation will include completing four surveys and a potential interview. The minimum time required for this research will be approximately ninety minutes with a maximum time of four hours.

The first step in participating in this study determines if you meet the basic qualification for the study. This requirement suggests you were an executive in a turnaround situation within the past two years. Here, a turnaround is defined by three components: (1) a management change, (2) immediate business changes, and (3) long term business or process changes.

If not qualified, go to the NON-PARTICIPATING paragraph below.

The second step in participating in this research will include completing four surveys: the Demographics Worksheet, Multifactor Leadership Questionnaire (MLQ), Social Paradigm Beliefs Inventory (SPBI), and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). This should take approximately ninety minutes of your time.

The third step in the research involves a subset of executives who will be contacted and asked to participate in a face-to-face, tape recorded one hour interview. This interview will be conducted in your office at your convenience. After the interview

is completed, I will provide you a copy of the transcript for you to review for additions, omissions, or clarifications. Also, once I have had an opportunity to analyze the interview, I will provide you a two page analyzed interview summary for your review. Both of these reviews give you a chance to ensure your thoughts, feelings, and behaviors are accurately recorded.

As a benefit for your participation in this research, for the leadership (MLQ) and emotional intelligence (MSCEIT) surveys, you will receive a personalized package containing actionable developmental information regarding these topics. At a time of your convenience, we will review the developmental details within the package.

While the total invested time is approximately four hours, the investment you make in this process will contribute to the ever growing body of literature on leadership.

As a participant in this study, I will protect your identity even though this dissertation will be published. Also, if you would like a copy of the competed research, I will gladly provide you with a copy.

NOTE: While I would appreciate your assistance in this study, your participation is voluntary, and you have no obligation to participate.

Based on the time commitment and your interest in extending the research in leadership, would you be willing to participate in this study?

NON-PARTICIPATING PARAGRAPH

If no, thank you for your time and if you have any questions about this research please contact me at petranmi@earthlink.net.

PARTICIPATING PARAGRAPH

If yes, thank you. Now, do you have a couple of minutes to answer some brief questions?

If not, is there another time to contact you regarding your participation in this study?

If so,
- Can you describe the turnaround situation with respect to the organization, your role, when it occurred, and how long it took?
- Where there any management changes as a result of the turnaround?
- Where there any emergency actions were taken?
- Where there any long term restructuring efforts made?

Thank you in advance for taking the time to extend the research on executive transformational leadership, and what is your mailing address for me to send you the surveys?

If you have any questions, please contact me at (310) 283-1779 or at petranmi@earthlink.net.

Michael P. Petran
Doctoral Candidate
Pepperdine University
Graduate School of Education and Psychology

APPENDIX B

Questionnaire Package Cover Letter

Date

Participant Name
Participant Address

Dear Participant:

First of all, I would like to thank you for your interest in participating in my research on Executive Transformational Leadership. Please remember, at any time, if you have any questions, feel free to contact me at (310) 283-1779.

In this package, you will find general instructions and specific test instructions for how to participate this portion of the research. Additionally, included in the package are the following items:
- Letter of Informed Consent (2 copies)
- Demographic Worksheet
- Multifactor Leadership Questionnaire (MLQ)
- Social Paradigm Belief Inventory (SPBI)
- Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

NOTE: While I would appreciate your assistance in this study, your participation is voluntary, and you have no obligation to participate.

Within a week of receiving this package, please remember to sign the Letter of Informed Consent and return it with the completed four instruments.

Again, thank you for agreeing to participate in my research and adding to the ever-growing body of leadership literature.

Best Regards,

Michael P. Petran
petranmi@earthlink.net
Doctoral Candidate
Pepperdine University
Graduate School of Education and Psychology

General Instructions:

1. Before beginning this process, please take some time to review and sign the Letter of Informed Consent. This letter outlines the overall objectives of this research, time commitments, and the benefits and risks involved with your participation. NOTE: I have enclosed an extra copy of the Letter of Informed Consent for your files.

2. When taking each of the instruments, please ensure you are in an environment free from any distractions. Also, please complete the instruments independently, without any input from others.

3. To protect your confidentiality, I have coded each of the enclosed instruments with your participant number. Please DO NOT put your name on any of the materials with the exception of the Letter of Informed consent.

4. To reduce the risk of test fatigue, please take each instrument separately. However, please complete each instrument in one sitting.

5. While it is in your best interest to complete each question on every instrument, you are free to not answer any questions that make you uncomfortable. There are no right or wrong answers on any of these instruments, so answer each item to the best of your ability. Additionally, if there is a test item you do not understand or you need a better idea of the intent of the question, please contact me.

6. Finally, enclose the signed Letter of Informed Consent, the completed Demographic Worksheet, MLQ, SPBI, and the MSCEIT and send it back to me within a week of receiving this package.

Specific Instrument Directions:

- Demographic Worksheet

  This worksheet provides demographic information relevant to the study and this should take no more than 5 minutes to complete.

- Multifactor Leadership Questionnaire (MLQ)

  1. Purpose of the MLQ

     The MLQ provides information on how you see yourself as a leader. Specifically, this instrument measures your leadership style with respect to transformational, transactional, and laissez-faire leadership.

  2. Contents of the MLQ

     The MLQ measures the frequency or the degree in which you see yourself across 32 leadership behaviors. This instrument has 45 questions and you should be able to complete the MLQ in about 15 minutes.

  3. Taking the MLQ

     The directions for this questionnaire are listed at the top of the instrument. Please do not write your name on the instrument.

- Social Paradigm Belief Inventory (SPBI)

  1. Purpose of the test

     The SPBI provides information on what you think about human nature in terms of people, relationships, and social institutions. Specifically, the SPBI measures different levels of wisdom using the dialectical thinking model (formalistic, mechanistic, relativistic, and dialectic).

  2. Contents of the test

     The SPBI measures your four different levels of thought. This instrument has 56 questions and you should be able to complete the SPBI in about 20 minutes.

  3. Taking the test

     The directions for this questionnaire are listed at the top of the instrument. Please do not write your name on the instrument.

- Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

  1. Purpose of the test

     The MSCEIT measures your emotional intelligence across four different abilities: perceiving emotions, facilitating emotions, understanding emotions, and managing emotions.

  2. Contents of the test

     The MSCEIT asks you to resolve a series of emotional problems, arranged into eight clusters. The questions involve identifying emotions in faces and pictures, comparing feelings to other sensations such as those of heat and color. This instrument has 141 questions and should take you 40 minutes to complete.

  3. Taking the test

     The directions for each of the eight clusters are listed at the top of each section. Please do not write your name on the instrument.

APPENDIX C

Letter of Informed Consent

Participant: _____

Principal Investigator: Michael P. Petran

Title of Project: An Exploratory Study of Executive Transformational Leadership, Wisdom, and Emotional Intelligence in Management Process Turnaround Situations

1. I, _____ , agree to participate in the research study being conducted by Michael P. Petran, a Doctoral Candidate in the Organizational Leadership through Pepperdine University's Graduate School of Education and Psychology, Los Angeles, Ca., under the direction of Dr. Kay Davis.

2. I understand the purpose of this study is to explore Executive Transformational Leadership, Wisdom, and Emotional Intelligence within Management Process Turnaround Situations. To accomplish this purpose, the investigator will be asking questions regarding my leadership experiences within a specific situation with regards to my thoughts and feelings. Given this information, the researcher will analyze the data in an attempt to understand interactions between wisdom and emotional intelligence across the various concepts associated with transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individual consideration).

3. My participation in this study will involve a minimum of approximately ninety minutes with a maximum participation time of four hours. The study shall be conducted in my office and scheduled at my convenience.

4. I understand this research is comprised of four questionnaires and the possibility of a one-hour interview. Specifically, the instrument names, the time required, and a brief description are listed below:

Questionnaire Name	Time Required	Description
Demographics Worksheet	5 Minutes	Includes information regarding title, age, gender, ethnicity, education, and turnaround situation characteristics.
Multifactor Leadership Questionnaire (MLQ)	15 Minutes	Measures the leadership behaviors ranging from transformational leadership to laissez-faire leadership.
Social Paradigm Belief Inventory (SPBI)	20 Minutes	Measures the different levels of wisdom using the dialectical thinking model.
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	40 Minutes	Measures emotional intelligence in terms of emotional perception, integration, understanding, and management.
One-hour Interview	60 Minutes	Explores the transformational leadership behaviors within the turnaround situations.

These four questionnaires will be mailed to my office and within a week of receiving them, I am requested to complete and return the surveys.

I understand that I may be asked to participate in a tape recorded one hour interview. If asked to participate in the interview, this interview will be scheduled to take place in my office, at my convenience.

The purpose of the interview is to gather a verbal description of my leadership behaviors along with my thoughts and emotions during the turnaround situation for further analysis. Prior to the interview, I will receive the interview questions from the researcher, so that I may prepare my thoughts.

If I am asked to participate in the interview, I will receive a copy of the transcribed interview, and if there are any issues with the document, I will make comments (additions, omissions, or clarifications) on the print copy and send the comments back to the researcher. Additionally, should the researcher need any clarification with respect to the interview, the researcher can contact me with any follow-up questions.

Also, if I am interviewed, I will be asked to review the two page interview summary to ensure the researcher accurately analyzed and summarized the interview.

NOTE: On any of the four questionnaires and during the interview, I am free to not answer any questions that I do not wish to answer.

5. I understand there are three basic risks associated with this study:

    a. There is a risk of emotional discomfort when answering questions relating to emotional situations. To minimize this risk, I have the option to not answer that question, with the other option, calling the researcher with my concern about the intent of the question.

    b. There is a risk of boredom because of the level of participant involvement required for the research. To minimize this risk, the researcher has recommended to me that I take each questionnaire (Demographic Worksheet, MLQ, SPBI, and the MSCEIT), separately, but in one sitting. Additionally, if asked to participate in an interview and to ensure my comments are accurately recorded during the interview process, I understand that I must review both the interview transcript and the interview summary.

    c. There is a risk of breech of confidentiality. To minimize this risk, I understand that the data collected will be coded and this data will not be shared with anyone outside the scope of this research. Additionally, all study materials will be locked in a cabinet for five years, after which the study materials will be destroyed.

6. By participating in this research, I will receive the benefit of the detailed reports based on my scores for both transformational leadership behaviors and emotional intelligence (from the suppliers of these instruments). Additionally, the researcher will send an electronic copy of the findings to me upon the study's completion.

7. I understand my identity and information gained within the study is confidential. To protect and retain my confidentiality, the researcher will give me a coded identity for the results of my questionnaires and interview data, as well as any of my direct quotes.

8. I understand that my participation in this study is completely voluntary, and if, for any reasons I choose to not to take part in the study, I will let the researcher know and there will be no repercussions by withdrawing from the study.

9. If there are any questions regarding the participation in this study, please direct them to the researcher, Michael P. Petran (310) 283-1779 or at petranmi@earthlink.net.

10. Questions regarding the researcher and the study can be addressed through the researcher's advisor, Dr. Kay Davis at Kay.Davis@Pepperdine.edu.

11. Questions regarding my rights as a participant in this study can be directed to the Pepperdine University, Graduate & Professional Schools Institutional Review Board chairperson, Dr. Stephanie Woo at swoo@pepperdine.edu.

_____   _____
Participant's Signature   Date

I have explained and defined in detail the research procedure in which the participant has consented to participate. Having explained this and answered any questions, I am cosigning this form accepting this person's consent.

_____   _____
Principal Investigator   Date

APPENDIX D

IRB Approval Letter

PEPPERDINE UNIVERSITY
GRADUATE & PROFESSIONAL SCHOOLS INSTITUTIONAL REVIEW BOARD

April 17, 2006

Mr. Michael Paul Petran
8161 Sterling Ave.
Huntington Beach, CA
92646

Protocol #: E0206D15

Project Title: **An Exploratory Study of Executive Transformational Leadership, Wisdom, and Emotional Intelligence in Management Process Turnaround Situations**

Thank you for re-submitting your application, **An Exploratory Study of Executive Transformational Leadership, Wisdom, and Emotional Intelligence in Management Process Turnaround Situations**, for review to the Pepperdine Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB thanks you and your advisor for your careful attention and thoughtful responses to the questions previously raised by your application. As the nature of the research met the requirements for expedited review under provision Title 45 CFR 46.110 (Research Category 7) of the federal Protection of Human Subjects Act, the IRB conducted a formal, but expedited, review of your application materials.

I am pleased to inform you that your application for your study was granted **Full Approval.** The IRB approval begins today and terminates on April 17, 2007. Should your study continue past this date, you must submit a Continuing Review Form at least one month prior to the expiration date of IRB approval in order to avoid a lapse in study approval. This form is also used to notify the IRB that a study has been completed (i.e., no further recruitment or contact with human subjects is planned).

Before initiating your study, please add a sentence to your informed consent form that states, "This study was approved by the Pepperdine University Graduate and Professional Schools Institutional Review Board (GPS IRB). Permission to conduct the study was granted by the GPS IRB on April 17, 2006 and remains in effect through April 17, 2007." Please turn in a hard copy or email attachment of the amended consent form to the IRB so that it may be filed with your application.

Please note that your research must be conducted according to the proposal that was submitted to the GPS IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For *any* proposed changes in your research protocol, please submit a Request for Modification form to the GPS IRB. Please be aware that changes to your protocol may prevent the research from qualifying for expedited review and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. If notified, we will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event.

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me (swoo@pepperdine.edu or (310) 258-2845). Thank you for submitting such complete and thorough application. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,
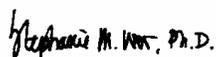
Stephanie M. Woo, Ph.D.

Stephanie Woo, Ph.D.
Chair, Graduate and Professional Schools Institutional Review Board
Graduate School of Education
6100 Center Drive
Los Angeles, CA 90045

cc: **Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research,
        Seaver College
        Ms. Ann Kratz, Human Protections Administrator
        Dr. Stephanie Woo, Chairperson GPS Institutional Review Board
        Dr. Laura Hyatt
        Dr. June Schmieder-Ramirez
        Dr. Kay Davis**

APPENDIX E

SPBI Permission Letter

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

Department of Psychology • New Brunswick Campus
Rutgers, The State University of New Jersey

152 Frelinghuysen Road
Piscataway • New Jersey 08854-8020

Chair and Graduate Director
732/445-2556 • FAX: 732/445-2987

Vice Chair • Graduate Studies
732/445-2555 • FAX: 732/445-2263

53 Avenue E
Piscataway • New Jersey 08854-8040

Vice Chair • Undergraduate Studies
732/445-4036 • FAX: 732/445-0036

October 3, 2005

Michael P. Petran
8161 Sterling Ave.
Huntington Beach, CA 92646

Dear Michael,

I am writing to provide you explicit permission to use the Social Paradigm Belief Inventory (SPBI) in your doctoral dissertation, which I developed along with Patricia Kahlbaugh and Ruth Goldston (Kramer, Kahlbaugh, & Goldston, 1992).

I wish you the best in your project.

Sincerely,

Deirdre A. Kramer, Ph.D.
Associate Professor of Psychology

APPENDIX F

Demographics Worksheet

Title _____ Age _____ Gender _____

Ethnicity   Asian _____

                African-American _____

                Hispanic _____

                White _____

                Other _____

Highest Education Level

                Elementary School _____

                High School Graduate _____

                Some College _____

                Masters Degree or higher _____

                Unreported _____

During the Turnaround Situation:

        Number of Employees within the Entire Business

                        1-19 _____

                        20-99 _____

                        100-499 _____

                        500 and above _____

        Industry   Education _____

                        Government _____

                        Healthcare _____

                        Industry _____

                        Service _____

APPENDIX G

Letter to Request an Interview

Date

Participant Name
Participant Address

Dear Participant:

I hope this letter finds you well. I am writing to invite you to take part in the next phase of my dissertation research on executive transformational leadership.

As you might recall from our first contact, a subset of those who took the four instruments (the Demographics Worksheet, the Multifactor Leadership Questionnaire, the Social Paradigm Beliefs Inventory, and the Mayer-Salovey-Caruso Emotional Intelligence Test) would be invited to participate in a one hour interview.

This interview will be held at a time and location of your convenience. Additionally, I have attached a copy of the interview questions so you will have a chance to review the questions prior to our meeting.

Again, thank you for agreeing to participate in my research and adding to the ever growing body of leadership literature.

NOTE: While I would appreciate your assistance in this study, your participation is voluntary, and you have no obligation to participate.

Please let me know what time and location will be best for you.

Best Regards,

Michael P. Petran
petranmi@earthlink.net
Doctoral Candidate
Pepperdine University
Graduate School of Education and Psychology

APPENDIX H

Interview Schedule

Case :
Date/Time:
Place:

The purpose of this interview is to explore executive transformational leaders in turnaround situations. Here, a turnaround situation is defined as a substantial and sustained positive change in the performance of a business.

1) In general terms, how would you describe your leadership style?

2) Now, with respect to the turnaround situation:
   a) Can you briefly describe the turnaround situation?
      i) Organization
      ii) Your role
      iii) When it occurred
      iv) Time to accomplish the turnaround
      v) Outline the situation
   b) What management changes occurred?
   c) What emergency actions did you take to immediately address the situation?
   d) What long term business restructuring efforts did you make?
   e) How would you describe the organizational culture:
      i) At the beginning of the turnaround
      ii) At the end of the turnaround

3) Now, I would like you to think about the turnaround situation you just described, can you give me some specific examples how your leadership behaviors reflected:
   a) Your values.
      i) In what ways, if any, did your emotions affect these leadership behaviors with respect to your values?
   b) Your sense of mission.
      i) In what ways, if any, did your emotions affect these leadership behaviors with respect to your sense of mission?

4) Again, in terms of the turnaround situation, can you describe some specific leadership behaviors that demonstrated how you:
   a) Motivated your employees.
      i) In what ways, if any, did your emotions affect these leadership behaviors with respect to how you motivated your employees?
   b) Communicated your confidence in their abilities.
      i) In what ways, if any, did your emotions affect these leadership behaviors with respect to how you communicated confidence in your employees' abilities?

5) With respect to the turnaround situation, can you describe some specific leadership behaviors that reflected how you:
   a) Encouraged your employees to question their assumptions.
      i) In what ways, if any, did your emotions affect these leadership behaviors with respect to how you encouraged your employees to question their assumptions?
   b) Facilitated creative problem solving among your employees.
      i) In what ways, if any, did your emotions affect these leadership behaviors with respect to how you facilitated creative problem solving among your employees?

6) During the turnaround situation we have been talking about, describe a couple of instances where you empowered your employees.
   a) In what ways, if any, did your emotions affect these leadership behaviors with respect to how you empowered your employees?

7) Throughout this turnaround situation, how often did you make direct contact with your employees?
   a) In what ways, if any, did the amount of this direct contact increase or decrease during the course of the turnaround? And why?

8) Please describe any other leadership factors, you feel, that may have contributed to the successful turnaround.

APPENDIX I

Letter to Request a Review of the Interview Transcript

Date

Participant Name
Participant Address

Dear Participant:

I hope this letter finds you well. I am writing to ask you to review the transcript from our interview on (date/time) at (location) where we discussed your experiences regarding being an executive transformational leader in a turnaround situation.

Please take some time to review this transcript, and if there are any changes you would like to make (additions, omissions, or clarifications), please mark up the attached copy and return it. Once I receive these comments, I will make the appropriate changes.

NOTE: While I would appreciate your assistance in this study, your participation is voluntary, and you have no obligation to participate.

Again, thank you for agreeing to participate in my research and adding to the ever growing body of leadership literature.

Best Regards,

Michael P. Petran
petranmi@earthlink.net
Doctoral Candidate
Pepperdine University
Graduate School of Education and Psychology

APPENDIX J

Letter to Request a Review of the Interview Summary

Date

Participant Name
Participant Address

Dear Participant:

I hope this letter finds you well. Currently, I am in the final stages of the analysis based on your participation with my dissertation.

At this point in the process, I have distilled our interview down to some ideas and I would like for you to verify that these ideas correctly convey your leadership style.

Please take some time to review the attached two page summary of the interview, please mark up the attached copy and return it. Once I receive these comments, I will make the appropriate changes.

NOTE: While I would appreciate your assistance in this study, your participation is voluntary, and you have no obligation to participate.

Again, thank you for agreeing to participate in my research and adding to the ever growing body of leadership literature.

Best Regards,

Michael P. Petran
petranmi@earthlink.net
Doctoral Candidate
Pepperdine University
Graduate School of Education and Psychology

APPENDIX K

Letter to Request Meeting for Reviewing the Results of the MLQ and MSCEIT

Date

Participant Name
Participant Address

Dear Participant:

I hope this letter finds you well. I am writing to set up a meeting to discuss your results on the Multifactor Leadership Questionnaire (MLQ), the Social Paradigm Beliefs Inventory (SPBI), and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

Specifically, I would like to review the information provided from the publishers of the MLQ and the MSCEIT on how you can apply your scores to improve both your leadership behaviors and emotional intelligence.

Please let me know when we could meet to discuss these results.

NOTE: While I would appreciate your assistance in this study, your participation is voluntary, and you have no obligation to participate.

Again, thank you for agreeing to participate in my research and adding to the ever growing body of leadership literature.

Best Regards,

Michael P. Petran
petranmi@earthlink.net
Doctoral Candidate
Pepperdine University
Graduate School of Education and Psychology

APPENDIX L

Letter of Authorization to Use Direct Quotes

Date

Participant Name
Participant Address

Dear Participant:

I hope this letter finds you well. As I near completion of the dissertation process, I am seeking your approval to use some of your specific quotes as part of the final dissertation.

Please review the attached list of direct quotes, and if there are any quotes you do not want published, mark through them and I will take the appropriate quotes out of the final manuscript.

Whether you wish to include any or all of the quotes, please sign the list of direct quotes and return it, within a week, to me.

NOTE: While I would appreciate your assistance in this study, your participation is voluntary, and you have no obligation to participate.

Again, thank you for agreeing to participate in my research and adding to the ever growing body of leadership literature.

Best Regards,

Michael P. Petran
petranmi@earthlink.net
Doctoral Candidate
Pepperdine University
Graduate School of Education and Psychology

Attached: List of Direct Quotes

Direct Quotes

1.

2.

3.

I agree to allow Michael P. Petran to use the quotes listed above in his dissertation titled: *An Exploratory Study of Executive Transformational Leadership, Wisdom, and Emotional Intelligence in Management Process Turnaround Situations.*

_____   _____
Participant's Signature   Date

APPENDIX M

Coding Structure for Interviews

Dimension	Code	Trait
Idealized Influence-Attributed (IA) [a]	IA001 IA002 IA003 IA004	Instill pride in others for being associated with them Go beyond self-interest for the good of the group Act in ways that build others' respect for them Display a sense of power and confidence
Idealized Influence-Behavior (IB) [a]	IB001 IB002 IB003 IB004	Talk about their most important values and beliefs Specify the importance of having a strong sense of purpose Consider the moral and ethical consequences of decisions Emphasize the importance of having a collective sense of mission
Inspirational Motivation (IM) [a]	IM001 IM002 IM003 IM004	Talk optimistically about the future Talk enthusiastically about what needs to be accomplished Articulate a compelling vision of the future Express confidence that goals will be achieved
Intellectual Stimulation (IS) [a]	IS001 IS002 IS003 IS004	Re-examine critical assumptions to question whether they are appropriate Seek differing perspectives when solving problems Get others to look at problems from many different angles Suggest new ways of looking at how to complete assignments
Individualized Consideration (IC) [a]	IC001 IC002 IC003 IC004	Spend time teaching and coaching Treat others as individuals rather than just as a member of the group Consider each individual as having different needs, abilities and aspirations from others Help others develop their strengths
Absolute (A) [b]	A001 A002 A003 A004 A005 A006 A007	Categorization into fixed traits and types Belief in inherent stability of all things Individual seen as passive in environmental influence and acquisition of knowledge Causality is seen as linear, deterministic, and unidirectional Belief in absolute, universal principles and ideals Belief in validity of one-sided solutions Phenomena, knowledge seen as inherently noncontradictory
Relativistic (R) [b]	R001 R002 R003 R004 R005 R006 R007 R008	Decision-making based on pragmatic, rather than absolute, criteria Change is basic to reality Knowledge and behavior are embedded in a broader context Tools of knowledge is influenced by the aspect selected for processing Every person, relationship, system, or situation is unique Unpredictability and indeterminism are central to reality Contradiction seen as a primary feature of reality Awareness that contrasting systems produce contradictory knowledge
Dialectical (D) [b]	D001 D002 D003 D004	All phenomena imply their opposites Emergence characterizes systems, whereby the whole defines the part; all life is systemic Development occurs via movement through increasingly adapted forms All systems are characterized by reciprocity, where a change in any one part affects the whole system

(table continues)

Dimension	Code	Trait
Emotional Perception (PEIQ)[c]	PEIQ001	Ability to identify emotion in one's physical states, feelings, and thoughts
	PEIQ002	Ability to identify emotions in other people, designs, artwork, etc., through language, sound, appearance, and behavior
	PEIQ003	Ability to express emotions accurately, and to express needs related to those feelings
	PEIQ004	Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feeling
Emotional Integration (FEIQ)[c]	FEIQ001	Emotions prioritize thinking by directing attention to important information
	FEIQ002	Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings
	FEIQ003	Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view
	FEIQ004	Emotional states differentially encourage specific problem approaches such as when happiness facilitate inductive reasoning and creativity
Emotional Understanding (UEIQ)[c]	UEIQ001	Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving
	UEIQ002	Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss
	UEIQ003	Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise
	UEIQ004	Ability to recognize likely transitions among emotions, such as the transition from anger to satisfactions, or from anger to shame
Emotional Management (MEIQ)[c]	MEIQ001	Ability to stay open to feelings, both those that are pleasant and those that are unpleasant
	MEIQ002	Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility
	MEIQ003	Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are
	MEIQ004	Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey

[a]From "Multifactor Leadership Questionnaire: Manual and Sampler Set," by B. M. Bass and B. J. Avolio, 2004, p. 97. Copyright 2004 by Mind Garden, Inc. Adapted with permission.

[b]From "A Measure of Paradigm Beliefs about the Social World," by D. A. Kramer, P. E. Kahlbaugh, and R. B. Goldston, 1992, *Journal of Gerontology: Psychological Sciences, 47*, p. 184. Copyright 1992 by the Gerontological Society of America.Adapted with permission.

[c]From "What is Emotional Intelligence?," by J. D. Mayer and P. Salovey 1997, in P. Salovey & D. Sluyter (Eds.), *Emotional Development and Emotional intelligence: Educational Implications*, p. 11. Copyright 1997 by BasicBooks. Adapted with permission.

APPENDIX N

Quantitative Worksheet

Case _____

1. Demographics.

   - Gender:

   - Title:

   - Age:

   - Ethnicity:

   - Highest Education Level:

   - Number of Followers:

   - Size of Organization:

   - Industry:

2. MLQ Scores. Based on the United States version of the MLQ, the descriptive

   statistics for the MLQ will be compared to the individual participant scores with

   respect to the mean, standard deviation, and percentiles (Table N1).

Table N1

MLQ Scores (N=3,755)

Dimension	Participant Score	Mean	SD	Percentile
Total Score (TL)		2.70	.90	
IA		2.95	.53	
IB		2.99	.59	
IM		3.04	.59	
IS		2.96	.52	
IC		3.16	.52	

Note. From "Multifactor Leadership Questionnaire: Manual and Sampler Set," by B. M.

Bass and B. J. Avolio, 2004, p. 97. Copyright 2004 by Mind Garden, Inc. Reprinted with

permission.

2. <u>SPBI Scoring.</u> The descriptive statistics across the dimensions for the SPBI will be

    compared to the individual's scores with respect to the mean and standard deviation

    (Table N2). Additionally, the single stage score will be used to determine the

    participants' dominant dimension.

Table N2

SPBI Scores (N=40)

Dimension	Participant Score	Mean	SD
Formism (F)		40.7	7.3
Mechanism (M)		51.4	6.7
Relativistic (R)		56.9	6.7
Dialectical (D)		58.4	6.1

Note. From "Brief report: Relativism and Identity Crisis in Young Adulthood," by P. E.

Kahlbaugh and D. A. Kramer, 1995, *Journal of Adult Development, 2*(1), pp. 63-70.

Copyright 1995 by the Springer Netherlands. Reprinted with permission.

3. <u>MSCEIT Scoring.</u> The descriptive statistics for the MSCEIT will be compared to the

   individual participant scores with respect to the mean and standard deviation (Table

   N3).

Table N3

MSCEIT Scores (N=5,000)

Dimension	Participant Score	Mean	SD
Total Score (EIQ)		.51	.06
Emotional Perception (PEIQ)		.52	.10
Emotional Integration (FEIQ)		.48	.08
Emotional Understanding (UEIQ)		.55	.08
Emotional Management (MEIQ)		.45	.08

Note. From "Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): User's

Manual," by J. D. Mayer, P. Salovey, and D. R. Caruso, 2002. Copyright 2002 by Multi-

Health Systems, Inc. Reprinted with permission.

Table O1

Participant 1 – Intersection of the transformational leadership and wisdom traits as revealed

through interview (N=49)

	A001	A002	A003	A004	A005	A006	A007	R001	R002	R003	R004	R005	R006	R007	R008	D001	D002	D003	D004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA002	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	2		
IA003	0	0	0	0	1	0	0	3	0	2	0	1	1	1	0	1	2	1	0	13		
IA004	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	1	1	5	20	40.8%
IB001	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2		
IB002	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	5	10.2%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
IM003	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2	0	4		
IM004	0	0	0	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0	4	10	20.4%
IS001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
IS002	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	3		
IS003	0	0	0	0	0	0	0	2	0	2	0	1	0	0	0	0	0	0	0	5		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	18.4%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC003	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	4		
IC004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	5	10.2%
Total	0	0	0	0	2	0	0	6	0	7	2	11	2	1	0	1	4	8	5		49	
Grand				2							29						18				49	
				4.1%							59.2%						36.7%					

Table O2

Participant 1 – Intersection of the transformational leadership and emotional intelligence traits as revealed through interview (N=37)

	PEIQ001	PEIQ002	PEIQ003	PEIQ004	FEIQ001	FEIQ002	FEIQ003	FEIQ004	UEIQ001	UEIQ002	UEIQ003	UEIQ004	MEIQ001	MEIQ002	MEIQ003	MEIQ004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA003	4	0	0	0	2	0	0	0	1	1	0	0	0	1	1	2	12		
IA004	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2	14	37.8%
IB001	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	2		
IB002	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2	5	13.5%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2		
IM004	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	4	7	10	27.0%
IS001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IS002	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1		
IS003	0	0	0	0	1	0	0	0	0	0	0	0	1	2	0	0	4		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	13.5%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3		
IC004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	8.1%
Total	4	1	0	0	6	0	0	1	2	2	2	0	1	4	4	10		37	
Grand		5				7				6				19			37		
		13.5%				18.9%				16.2%				51.4%					

Table O3

Participant 2 – Intersection of the transformational leadership and wisdom traits as revealed through interview (N=76)

	A001	A002	A003	A004	A005	A006	A007	R001	R002	R003	R004	R005	R006	R007	R008	D001	D002	D003	D004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA002	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1		
IA003	0	0	0	0	0	0	0	4	0	0	1	6	0	0	1	0	2	2	3	19		
IA004	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	3	23	30.3%
IB001	0	0	0	0	2	0	0	0	0	3	0	1	0	0	1	0	1	1	3	12		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	2		
IB004	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	4	18	23.7%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IM002	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	2		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2		
IM004	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	2	7	9.2%
IS001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
IS002	0	0	0	0	0	0	0	3	0	1	2	0	0	0	1	0	0	1	0	8		
IS003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	14.5%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	0	0	0	0	0	0	1	0	0	0	3	0	0	2	0	0	0	0	6		
IC003	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	2	0	0	3	8		
IC004	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	3	17	22.4%
Total	0	0	0	0	2	1	0	12	0	4	3	14	2	0	6	2	7	12	11		76	
Grand				3								41						32		76		
				3.9%								53.9%						42.1%				

324

Table O4

Participant 2 – Intersection of the transformational leadership and emotional intelligence traits as revealed through interview (N=72)

	PEIQ001	PEIQ002	PEIQ003	PEIQ004	FEIQ001	FEIQ002	FEIQ003	FEIQ004	UEIQ001	UEIQ002	UEIQ003	UEIQ004	MEIQ001	MEIQ002	MEIQ003	MEIQ004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IA002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA003	1	1	1	0	1	1	0	3	0	0	0	0	0	4	1	6	19		
IA004	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	2	22	30.6%
IB001	0	0	0	0	1	0	0	0	2	0	0	0	0	2	1	4	10		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
IB004	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	3	14	19.4%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2		
IM003	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	3		
IM004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	8.3%
IS001	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1		
IS002	1	0	1	0	0	0	0	0	0	0	0	2	1	1	1	2	9		
IS003	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	15.3%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	3	6		
IC003	0	0	5	0	1	0	0	0	0	0	0	0	0	1	0	2	9		
IC004	0	1	0	0	1	0	0	0	0	0	0	0	0	2	0	0	4	19	26.4%
Total	2	4	7	0	4	1	0	5	2	1	0	3	1	16	5	21		72	
Grand			13				10				6				43		72		
			18.1%				13.9%				8.3%				59.7%				

325

Table O5

Participant 3 – Intersection of the transformational leadership and wisdom traits as revealed through interview (N=42)

	A001	A002	A003	A004	A005	A006	A007	R001	R002	R003	R004	R005	R006	R007	R008	D001	D002	D003	D004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA002	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	3		
IA003	0	0	0	0	0	0	0	3	1	1	0	5	0	0	0	0	0	0	1	11		
IA004	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	2	16	38.1%
IB001	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2	4	9.5%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
IM004	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	3	5	11.9%
IS001	0	0	0	0	0	0	0	0	2	1	0	0	0	0	1	0	0	0	0	4		
IS002	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1		
IS003	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2		
IS004	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	2	9	21.4%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2		
IC003	0	0	0	0	0	0	0	1	0	0	0	4	0	0	0	0	0	1	0	6		
IC004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	19.0%
Total	0	0	0	0	0	0	0	9	3	6	0	13	1	0	1	0	0	5	4		42	
Grand				0								33						9			42	
				0.0%								78.6%						21.4%				

Table O6

Participant 3 – Intersection of the transformational leadership and emotional intelligence traits as revealed through interview (N=39)

	PEIQ001	PEIQ002	PEIQ003	PEIQ004	FEIQ001	FEIQ002	FEIQ003	FEIQ004	UEIQ001	UEIQ002	UEIQ003	UEIQ004	MEIQ001	MEIQ002	MEIQ003	MEIQ004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA002	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	3		
IA003	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	5	10		
IA004	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	14	35.9%
IB001	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	3	5	12.8%
IM001	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IM004	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	3	5	12.8%
IS001	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	3		
IS002	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1		
IS003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	8	20.5%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2		
IC003	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	1	5		
IC004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	17.9%
Total	2	5	5	0	2	0	1	0	0	1	0	0	0	1	8	14		39	
Grand		12				3				1				23			39		
		30.8%				7.7%				2.6%				59.0%					

Table O7

Participant 4 – Intersection of the transformational leadership and wisdom traits as revealed through interview (N=37)

	A001	A002	A003	A004	A005	A006	A007	R001	R002	R003	R004	R005	R006	R007	R008	D001	D002	D003	D004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1		
IA002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA003	0	0	0	0	0	0	0	3	0	0	0	10	0	0	0	0	0	1	0	14		
IA004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	40.5%
IB001	0	0	0	0	0	0	0	1	1	1	0	5	0	0	0	0	0	0	0	8		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1		
IB004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	24.3%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM004	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	2	2	5.4%
IS001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IS002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IS003	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2		
IS004	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	3	8.1%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	2		
IC003	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	1	0	5		
IC004	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	8	21.6%
Total	0	0	0	0	0	0	0	6	2	3	0	23	0	0	0	0	0	3	0		37	
Grand				0								34						3			37	
				0.0%								91.9%						8.1%				

328

Table O8

Participant 4 – Intersection of the transformational leadership and emotional intelligence traits as revealed through interview (N=34)

	PEIQ001	PEIQ002	PEIQ003	PEIQ004	FEIQ001	FEIQ002	FEIQ003	FEIQ004	UEIQ001	UEIQ002	UEIQ003	UEIQ004	MEIQ001	MEIQ002	MEIQ003	MEIQ004	Total	Grand	
IA001	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
IA002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA003	1	1	0	0	1	0	0	0	0	1	0	0	0	5	0	5	14		
IA004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	44.1%
IB001	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	3		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	4	11.8%
IM001	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	2		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM004	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2	4	11.8%
IS001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IS002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IS003	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	5.9%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	3		
IC003	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	5		
IC004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	9	26.5%
Total	1	3	4	0	3	0	0	0	0	4	0	0	0	8	3	8		34	
Grand		8				3				4				19			34		
		23.5%				8.8%				11.8%				55.9%					

Table O9

Participant 5 – Intersection of the transformational leadership and wisdom traits as revealed through interview (N=46)

	A001	A002	A003	A004	A005	A006	A007	R001	R002	R003	R004	R005	R006	R007	R008	D001	D002	D003	D004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
IA002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA003	0	0	0	0	0	0	0	5	0	0	0	3	0	0	0	0	0	0	1	9		
IA004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	21.7%
IB001	0	0	0	0	0	0	0	2	0	0	1	1	0	0	0	0	0	1	3	8		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	1	0	4	12	26.1%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM004	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3	5	10.9%
IS001	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1		
IS002	0	0	0	0	1	0	0	2	0	0	0	2	0	0	0	0	0	1	0	6		
IS003	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	17.4%
IC001	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2		
IC002	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2		
IC003	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1	3		
IC004	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0	1	0	0	4	11	23.9%
Total	0	0	0	0	1	0	0	11	0	2	1	18	0	0	0	0	2	4	7		46	
Grand				1								32						13			46	
				2.2%								69.6%						28.3%				

330

Table O10

Participant 5 – Intersection of the transformational leadership and emotional intelligence traits as revealed through interview (N=45)

	PEIQ001	PEIQ002	PEIQ003	PEIQ004	FEIQ001	FEIQ002	FEIQ003	FEIQ004	UEIQ001	UEIQ002	UEIQ003	UEIQ004	MEIQ001	MEIQ002	MEIQ003	MEIQ004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IA002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA003	0	0	0	0	0	0	2	0	0	0	0	0	0	1	1	4	8		
IA004	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	10	22.2%
IB001	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	7		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3	4	11	24.4%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM004	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	3	5	11.1%
IS001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IS002	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	2	4		
IS003	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	13.3%
IC001	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2		
IC002	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	3		
IC003	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	4		
IC004	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	2	4	13	28.9%
Total	6	4	2	0	0	0	3	0	0	1	0	0	0	5	6	18		45	
Grand		12				3				1				29			45		
		26.7%				6.7%				2.2%				64.4%					

Table O11

Participant 6 – Intersection of the transformational leadership and wisdom traits as revealed through interview (N=49)

	A001	A002	A003	A004	A005	A006	A007	R001	R002	R003	R004	R005	R006	R007	R008	D001	D002	D003	D004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA002	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1		
IA003	0	0	0	0	0	0	0	2	0	2	0	3	0	0	0	1	0	0	1	9		
IA004	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2	12	24.5%
IB001	0	0	0	0	0	0	0	2	0	2	0	3	1	0	0	1	0	2	2	13		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0	0	0	3		
IB004	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	3	19	38.8%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
IS001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IS002	0	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	0	0	0	6		
IS003	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	1	0	4		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	20.4%
IC001	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1		
IC002	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1	3		
IC003	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	3		
IC004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	8	16.3%
Total	0	0	0	0	0	0	0	7	0	12	0	15	3	0	0	3	0	4	5		49	
Grand				0						37							12				49	
				0.0%						75.5%							24.5%					

Table O12

Participant 6 – Intersection of the transformational leadership and emotional intelligence traits as revealed through interview (N=42)

	PEIQ001	PEIQ002	PEIQ003	PEIQ004	FEIQ001	FEIQ002	FEIQ003	FEIQ004	UEIQ001	UEIQ002	UEIQ003	UEIQ004	MEIQ001	MEIQ002	MEIQ003	MEIQ004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA002	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1		
IA003	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	3	6		
IA004	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	9	21.4%
IB001	3	1	2	0	1	0	2	0	0	2	0	0	0	0	0	2	13		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2		
IB004	0	0	0	0	0	0	0	1	0	1	0	0	0	0	3	0	5	20	47.6%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
IS001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IS002	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	2	4		
IS003	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	3		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	16.7%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IC002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2		
IC003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2		
IC004	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	6	14.3%
Total	4	1	3	0	3	0	4	3	0	3	0	0	0	2	8	11		42	
Grand			8				10				3				21		42		
			19.0%				23.8%				7.1%				50.0%				

Table O13

Participant 7 – Intersection of the transformational leadership and wisdom traits as revealed through interview (N=40)

	A001	A002	A003	A004	A005	A006	A007	R001	R002	R003	R004	R005	R006	R007	R008	D001	D002	D003	D004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA003	0	0	0	0	0	0	0	2	0	1	0	3	0	0	0	0	0	0	1	7		
IA004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	17.5%
IB001	0	0	0	0	0	0	0	1	0	4	0	3	0	0	0	0	1	0	2	11		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	3	14	35.0%
IM001	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IM003	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1	0	1	4		
IM004	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2	8	20.0%
IS001	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	2		
IS002	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	3		
IS003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	12.5%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3		
IC003	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3		
IC004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	15.0%
Total	0	0	0	0	0	0	0	4	1	9	0	16	0	0	0	1	2	2	5		40	
Grand				0							30						10			40		
				0.0%							75.0%						25.0%					

Table O14

Participant 7 – Intersection of the transformational leadership and emotional intelligence traits as revealed through interview (N=35)

	PEIQ001	PEIQ002	PEIQ003	PEIQ004	FEIQ001	FEIQ002	FEIQ003	FEIQ004	UEIQ001	UEIQ002	UEIQ003	UEIQ004	MEIQ001	MEIQ002	MEIQ003	MEIQ004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA003	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3	6		
IA004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	17.1%
IB001	4	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	8		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	4	12	34.3%
IM001	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IM003	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	3		
IM004	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	2	7	20.0%
IS001	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2		
IS002	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2		
IS003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	11.4%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	3		
IC003	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	3		
IC004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	17.1%
Total	10	1	5	0	1	0	0	1	0	2	0	0	0	1	4	10	35		
Grand	16				2				2				15				35		
	45.7%				5.7%				5.7%				42.9%						

Table O15

Participant 8 – Intersection of the transformational leadership and wisdom traits as revealed through interview (N=31)

	A001	A002	A003	A004	A005	A006	A007	R001	R002	R003	R004	R005	R006	R007	R008	D001	D002	D003	D004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IA002	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1		
IA003	0	0	0	0	0	0	0	0	0	2	0	5	0	0	0	0	0	0	3	10		
IA004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	13	41.9%
IB001	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	6.5%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM002	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3.2%
IS001	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	3		
IS002	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	3		
IS003	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	22.6%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	3		
IC003	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	5		
IC004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	25.8%
Total	0	0	0	0	0	0	0	1	1	8	0	14	0	0	0	0	0	2	5		31	
Grand				0							24							7			31	
				0.0%							77.4%							22.6%				

336

Table O16

Participant 8 – Intersection of the transformational leadership and emotional intelligence traits as revealed through interview (N=33)

	PEIQ001	PEIQ002	PEIQ003	PEIQ004	FEIQ001	FEIQ002	FEIQ003	FEIQ004	UEIQ001	UEIQ002	UEIQ003	UEIQ004	MEIQ001	MEIQ002	MEIQ003	MEIQ004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IA002	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
IA003	2	0	4	0	0	0	0	0	0	0	0	0	0	0	2	3	11		
IA004	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	13	39.4%
IB001	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
IB002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IB004	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2	6.1%
IM001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IM003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IM004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3.0%
IS001	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	3		
IS002	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3		
IS003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	21.2%
IC001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
IC002	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	3		
IC003	0	1	1	0	0	0	0	0	0	0	0	0	0	1	2	2	7		
IC004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	30.3%
Total	7	3	6	0	0	0	0	0	0	1	0	0	0	2	6	8	33		
Grand	16				0				1				16				33		
	48.5%				0.0%				3.0%				48.5%						

337

Table O17

All Participants – Intersection of the transformational leadership and wisdom traits as revealed through the interview (N=370)

	A001	A003	A002	A004	A005	A006	A007	R001	R002	R003	R004	R005	R006	R007	R008	D001	D002	D003	D004	Total	Grand	
IA001	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	3		
IA002	0	0	0	0	0	0	0	3	0	2	0	2	0	0	0	0	0	0	1	8		
IA003	0	0	0	0	1	0	0	22	1	8	1	36	1	1	1	2	4	4	10	92		
IA004	0	0	0	0	0	0	0	2	0	0	0	3	3	0	0	0	1	3	1	13	116	31.4%
IB001	0	0	0	0	2	0	0	6	1	13	1	14	1	0	1	1	2	4	12	58		
IB002	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2		
IB003	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	1	1	0	0	6		
IB004	0	0	0	0	0	0	0	2	0	5	0	2	2	0	0	0	2	3	1	17	83	22.4%
IM001	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	2	5		
IM002	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2	2	6		
IM003	0	0	0	0	0	0	0	0	0	0	0	3	0	0	1	0	2	3	2	11		
IM004	0	0	0	0	1	0	0	1	1	2	1	7	1	0	0	0	0	2	0	16	38	10.3%
IS001	0	0	0	0	0	0	0	0	3	2	0	3	0	0	1	0	0	3	0	12		
IS002	0	0	0	0	1	0	0	10	0	8	2	2	0	0	1	1	0	4	1	30		
IS003	0	0	0	0	0	0	0	3	0	7	0	2	0	0	0	0	1	3	1	17		
IS004	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0	3	62	16.8%
IC001	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1	3		
IC002	0	0	0	0	0	0	0	2	0	1	0	15	0	0	2	0	0	0	1	21		
IC003	0	0	0	0	0	0	0	1	0	1	0	26	0	0	0	2	0	2	5	37		
IC004	0	0	0	0	0	0	0	1	0	1	0	3	0	0	0	0	1	4	0	10	71	19.2%
Total	0	0	0	0	5	1	0	56	7	51	6	124	8	1	7	7	15	40	42		370	
Grand				6								260						104			370	
				1.6%								70.3%						28.1%				

Table O18

All Participants – Intersection of the transformational leadership and emotional intelligence traits as revealed through interview (N=330)

	PEIQ001	PEIQ002	PEIQ003	PEIQ004	FEIQ001	FEIQ002	FEIQ003	FEIQ004	UEIQ001	UEIQ002	UEIQ003	UEIQ004	MEIQ001	MEIQ002	MEIQ003	MEIQ004	Total	Grand	
IA001	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	3		
IA002	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	1	5		
IA003	11	3	7	0	6	1	2	3	1	3	0	0	0	12	6	31	86		
IA004	1	1	0	0	2	0	0	2	0	0	0	0	0	3	0	0	9	103	31.2%
IB001	12	3	6	0	2	0	2	0	3	2	0	0	0	3	3	10	46		
IB002	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
IB003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3		
IB004	1	0	0	0	1	0	1	1	0	1	0	0	0	2	3	6	16	66	20.0%
IM001	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	2	6		
IM002	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	4	6		
IM003	0	0	1	0	0	0	0	0	0	0	0	1	0	2	2	3	9		
IM004	0	0	3	0	1	0	0	0	0	2	2	0	0	0	2	7	17	38	11.5%
IS001	3	2	1	0	0	0	0	1	0	0	0	0	0	0	2	1	10		
IS002	3	0	2	0	2	0	2	1	0	0	0	2	1	3	1	7	24		
IS003	0	0	1	0	1	0	0	1	0	0	0	0	1	5	3	2	14		
IS004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	50	15.2%
IC001	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	3		
IC002	0	4	1	0	1	0	0	0	0	0	0	0	0	1	6	9	22		
IC003	2	4	7	0	2	0	0	0	0	0	0	0	0	2	11	10	38		
IC004	0	2	0	0	1	0	0	1	0	0	0	0	0	3	1	2	10	73	22.1%
Total	36	22	32	0	19	1	8	10	4	8	2	3	2	39	44	100		330	
Grand	90				38				17				185				330		
	27.3%				11.5%				5.2%				56.1%						