DISSERTATION

EMOTIONAL LEADERSHIP: A PHENOMENOLOGICAL EXAMINATION OF EMOTIONS

FOR LEADERSHIP ACADEMY ALUMNI

Submitted by

Terri Longhurst

School of Education

In partial fulfillment of the requirements

For the Degree of Doctor of Philosophy

Colorado State University

Fort Collins, Colorado

Fall 2014

Doctoral Committee:

      Advisor: Timothy Davies

      Linda Kuk
      Sharon Anderson
      Bruce Hall

ABSTRACT

EMOTIONAL LEADERSHIP: A PHENOMENOLOGICAL EXAMINATION OF EMOTIONS

FOR LEADERSHIP ACADEMY ALUMNI

The act of leadership impacts leaders. With the increased acceptance of emotion, specifically emotional intelligence, in the workplace leaders interact and encounter more emotions than ever before. The purpose of this phenomenological study was to better understand how leaders, who have completed a State Leadership Academy, describe and interpret their emotion as leaders in their professional role. The emotional experiences of ten (10) Academy alumni were explored. Data were collected through individual in-depth, open ended interviews. Data were analyzed by using the major phenomenological research processes of Epoche, transcendental-phenomenological reduction, and imaginative variation.

Three themes emerged from the data (a) sacrifice, (b) service, and (c) state. For participants, sacrifice was part of their role; making decisions is challenging, nonetheless they saw the peace and joy in this aspect of leadership. Participants were committed to serving their clients through hard work, being humble, and practicing reflection. Last, the participants were passionate about their organizations, communities, the Academy and the state. This study provided a glimpse into the emotional experiences of the participants; showed that participants have emotional experiences; and it showed that they do not always have a method to process these emotions. For many of the participants, the Academy provided that method of processing. Continuing to study the emotional experiences for deeper understanding on the impact will help expand the emotional lexicon of leaders and of leadership.

ACKNOWLEDGEMENTS

I am grateful for, and in awe of, the amount of support that was truly needed in order to complete my dissertation. This feat could not have been accomplished without the enduring support of my family, friends, colleagues, mentors, and committee members.

To Dr's Kuk, Anderson and Hall, thank for taking a risk and agreeing to serve on my committee despite not knowing me as a graduate student. I appreciated all your thoughtful and sage advice. I wish I could have taken classes from each of you. A heartfelt thank you to my advisor, Dr. Timothy Davies, for his unending support, guidance, and patience. He epitomizes the heart of emotional leadership. His vision of providing a scheduled, ongoing class to support students during the dissertation process was brilliant. Without the weekly updates from all students, as diverse as we were, I know I would most likely be asking for an extension rather than writing this acknowledgment. Thanks to all fellow members of class...you were and continue to be inspirational.

I want to thank my dear friend, Jackie Walker, our writing weekends worked! Just another type of endurance race, no? Thanks to my family who patiently accommodated my schedule that consisted of working fulltime, going away for many writing weekends, and spending many nights either reading or writing when I was home. I would not be here for not your support and understanding…even when not completely understanding what in the world I was truly doing.

Last, my deepest gratitude to the Academy participants who graciously shared their personal stories about what it meant to experience emotion as a leader. I am humbled by your stories and honored that you allowed me to share a piece of you with others.

TABLE OF CONTENTS

Chapter One: Introduction

Vignette

My journey of understanding, studying, and practicing leadership has been exciting, seductive, public, terrifying, private, and lonely. During my initial discovery phase, I enrolled in leadership classes and read many books and articles and began to develop an intellectual grasp of the various theories, models, concepts, and approaches that illustrated leadership. It was during this phase that an aspect of the research began to resonate with me: the concept of emotional intelligence and leadership. To be self aware of one's emotions as the basis for effective leadership made intuitive sense, the understanding of how emotions and intellect interact and how in most critical situations emotions override intellect (Goleman, 1995; Goleman, Boyatzis, & McKee, 2002) was a premise I wanted to know more about and to learn how to effectively navigate. It was during the latter part of this phase, where I was immersed in this new lexicon that I became aware of my experience as a leader. I realized that I was experiencing a tremendous gap between my intellectual connections with the academic material and my emotional experience of being a leader.

My personal mind-emotion/experience-emotion gap was affirmed when I read Ginsberg and Davies' (2007) book that asked the reader to consider the essential or the human side of leadership, and it pressed me to confront my disconnect by changing my questions and thought process. I had never read anything like it before; it was so simple in its question, yet so profound. Ginsberg and Davies (2007) provided a frame work for the leaders' voice to come through their pages, and I could feel their struggles. Ginsberg and Davies' (2007) primary focus was not on listening for ideas on how to improve the practice of leadership, it was on listening to

1

the stories and allowing the readers to truly feel as though we were getting an inside glimpse into the lives of these leaders. No quick and tidy snippets that illustrate a step in the process of becoming a better leader here. It was a more of a witnessing and after finishing the book, I knew that Ginsberg and Davies' (2007) focus on the impact of emotional experiences rather than on the element of leadership was what I needed to study … the experience of being a leader, the human lived experience. Subsequent leadership and emotion literature confirmed my desire to stay true to this course of exploration.

My interest of wanting to examine the impact of emotional experiences of leaders in a leadership role is, in essence, a reduction of my knowledge gained to date. I wanted to force myself back to the beginning, to listen to what others had to say, to empty my mind of all the theories, constructs and models I have come to know. I wanted to let go of my assumptions of considering leaders as being more of everything, more in tune with themselves and others, more reflective, more willing to seek additional opportunities to improve their leadership abilities. I wanted to understand leaders as humans first and leaders second.

Context

Leadership has captivated the public and academics for many years. As a society we admire and emulate leaders and most of us have a deep desire to become leaders ourselves. Conversely, we blame and vilify leaders when a company goes awry; yet, we still have a deep desire to become a leader ourselves, with aspirations of leading differently. Academics began to research leadership in order to understand the specific facets that go into its mix. Years later, a quick internet or library search on leadership, reveals that the specific facets are copious, are controversial, are contested, and are commercialized.

Our fascination with leaders and in particular with the act of leadership has generated many leadership theories, models, concepts, and approaches. This fascination most likely stems from the belief that leadership is considered one of the most central factors in organizational success or failure (Anand & UdayaSuriyan, 2010; Bass, 1990). Thus, research on leadership has been prolific and has been devoted primarily to identifying the components, aspects, or essential elements of effective leadership (Yukl, 2010). What has not received as much general or academic focus is the emotional impact of leadership on leaders. Therefore, the remainder of this chapter will illustrate this gap in the leadership, emotion, emotions in workplace, emotional intelligence, and leadership development literature and will provide the context to frame my study. This will be followed by an explanation of the purpose of the study; the research questions; and the significance of the study.

As literature on leadership continued to grow and expand, a question that researchers began to pose was what was the role of emotions in the workplace? To create a context of how leadership researchers started to factor emotions into the leadership equation a brief overview of the development of our understanding of emotion and emotions in the workplace are needed.

Emotion and emotions in the workplace

Emotion literature originates from work in psychological pathology. The display of emotion was considered weak, irrational, and female. Feminist scholars illustrated that emotions were seen as a private and illogical aspect of our lives (Zorn & Boler, 2007) and were considered less valuable than balanced, reason based thought (Goleman, 1995; Hochschild, 1983; Zorn & Boler, 2007). For years research on emotion centered on this premise that emotions ought to be contained within the private lives of people (Zorn & Boler, 2007). Due to this premise, emotions were considered to be at the heart of most organizational dysfunction (Ashforth & Humphrey,

1995). Given the focus on emotion as pathological, it reasons that with the rise of organizational life, emotions received little to no fanfare.

Given the historic negative view of emotion in organizations, only a narrow range of emotional expression was, and some argue still is, socially acceptable. In particular, Ashforth and Humphrey (1995) suggest that the expression of *negative* emotion such as fear, anxiety, and anger, was considered to be unacceptable except under rather confined circumstances. Further they add, expression of *intense* emotion, whether negative or positive, was also considered unacceptable except under certain conditions (such as celebrating a record year or landing a major account) since they are believed to damage routine task performance.

Hochschild (1983) took the examination of emotions in the workplace one step further; she examined the phenomenon of flight attendants who had simultaneously experienced a private emotion while they expressed a different emotion to the public. She coined this phenomenon as, emotional labor. Her seminal work exposed the role of emotion in the workplace. Hochschild (1983) expected that employees who have jobs with on-going, direct interactions with customers would be more susceptible to emotional labor. Also, she theorized that the more incongruent the employee's public display of emotions (display rules) was to his or her private emotions (acting), the more he or she would experience increased stress. Recent literature on these display rules and the subsequent acting that accompanies them has expanded Hochschild's notion of emotional labor and the researchers assert that all professional positions would be considered emotional labor (Kruml & Geddes, 2000). Additionally, research has recognized that emotional labor occurs both externally and internally to an organization. The experience of internal emotional labor occur when an employee is involved in managing the emotions of supervisors,

subordinates, and/or coworkers (Kruml & Geddes, 2000). Concurrent to the research on

emotional labor was the research on emotion in intelligence, or emotional intelligence.

Emotional Intelligence

Literature on emotional intelligence (EI) has greatly increased our understanding of

emotions. Early emotion researchers either focused on the role of the brain in emotion or on the

role of social and cultural context in emotion. As both foci evolved, most researchers now

concur that both nature and nurture are important aspects of emotion and are a complex and

dynamic mix of biological, social, and cultural factors. Further, there is agreement that emotions

are contagious and can have a profound effect on the mood of both or a group (Ashforth &

Humphrey, 1995; Goleman, 1995; Goleman et al., 2002). This knowledge of emotional power

has lead researchers to investigate how effective people, and more recently effective leaders,

navigate the emotional landscape of work (Boyatzis & McKee, 2005; Goleman et al., 2002).

EI literature identifies the origin of EI with Thorndike's (1920) article on social

intelligence. In particular, with his investigations on the social adjustments that individual's

make. However, the architect of EI as a distinct type of intelligence is considered to be Howard

Gardner (1983) with his theory on multiple intelligences. Specifically, his discovery and

explanation of both intrapersonal and interpersonal intelligences have served as the foundation

for our current understanding of what is now known as EI. Most literature locates the formal

beginning of EI as a unique concept with Salovey and Mayer's (1990) article and Goleman's

(1995) book on EI. Goleman (1995) has achieved greater public fame to date and quickly

became the public's expert on EI. Nonetheless the works of Salovey and Mayer (1990) and of

Goleman (1995) have resulted in the unprecedented popularity of EI both academically and

generally. This is evidenced by the plethora of subsequent research on and the public use of EI (Matthews, Zeidner, & Roberts, 2007).

Generally, EI refers to an individual's competence in accurately identifying and appropriately expressing one's emotions, as well as understanding both one's own and others' emotions, assimilating emotions into thought, and regulating both positive and negative outcomes from emotions in oneself and in others (Cherniss, 2010; Matthews, Zeidner, & Roberts, 2002, 2012; Mayer, Salovey, & Caruso, 2000; Goleman, 1995). As with leadership, EI quickly became a panacea for social and organizational ills while also suffering from the same lack of accepted definition. This rapid public adoption of an unclear and new academic notion has created conflict, controversy, and criticism within, and outside of, EI researchers (Daus & Ashkanasy, 2003; Locke, 2005; Mayer, Salovey & Caruso, 2008).

This controversy has led researchers to examine the literature and clarify the various angles of EI. The result has been the identification of two main models of EI; they are the Abilities Model which views EI as a cognitive ability and the Mixed Model which views EI as a mix of cognitive abilities and personality traits (Caruso, 2008). Thus, like leadership studies, depending on the perspectives of subsequent researchers and how they frame their research regarding the phenomenon they continue to maintain separate definitions that support their respective models.

Researchers from both models have examined EI in a number of contexts, such as school and work. Proponents of the mixed model of EI have generated workshops, workbooks, seminars, and self help books that show specific ways to improve EI (Goleman et al., 2002). EI has become the tool to navigate emotions, especially in the workplace.

EI researchers began to focus on the EI of leaders. Specifically they assert that if leadership is the heart of any organization, the leaders must be skilled in not only managing their own emotions, but the emotions of their employee's and clients' as well.

Emotional Leadership

Goleman et al. (2002) furthered their earlier work on EI to encompass the emotional aspect of leadership. They argue that the primary task of any leader is emotional, "the leader acts as the group's emotional guide" (p. 5). Boyatzis and McKee (2005) describe two directions a leader can take that will impact the group's emotions. One is through resonance or the positive energy of emotions, and the second is through the negative energy of emotions or dissonance (Boyatzis & McKee, 2005). They maintain that the leaders who have a high EI will more likely be a resonant leader. This type of emotional leadership is highly sought after because it results in positive outcomes both personally and organizationally. The focus has been on how to become a resonant leader, and how to create positive outcomes for one's organization. The goal is on effectiveness, and that goal has many objectives and activities leaders can undertake to increase the likelihood of becoming a resonant leader (Boyatzis & McKee, 2005). Although stories told by the researchers mentioned the emotional struggle that the leaders in their studies underwent, the focus of the work remains on becoming a better, or, resonant leader.

Ginsberg and Davies (2007) examined the role of emotions for leaders from another point of view. Rather than focusing on the public outcomes of being an emotional leader, Ginsberg and Davies (2007) focused on the personal and professional impact of emotional experiences that leaders encounter and confront. The focus of this research was not to present action steps for becoming an emotional leader; it was on giving voice to and gaining a deeper understanding of the struggles leaders encounter. This was a departure from most of the leadership studies to date.

Researchers such as George (2000), Ashforth and Humphrey (1995) indicate that most of the research on emotions, EI, or emotional leadership has focused on certain aspects of leader effectiveness such as identifying leaders traits, skills and abilities, understanding what leaders do, and learning how leaders make decisions. What these researchers suggest is that what has not been considered is the role of emotions in the leadership process; they argue that emotions are usually not explicitly considered in the leadership literature, however with the exception of the work on charisma (Conger & Kanungo, 1998). George (2000) argues that this disregard is not unexpected due to the historic cognitive focus of organizational literature, while emotions were either ignored or seen as getting in the way of effective decision making. Also leadership research has not sufficiently explored how leaders' emotions and moods influence his or her effectiveness as a leader. She concludes that emotions should be viewed as a vital component of the leadership process (George, 2000).

Literature on emotions in the workplace tends to be confined to a narrow set of stable affective states, such as satisfaction, stress, and mood. Additionally, Ashforth and Humphrey (1995) comment that the research on emotion mirrors that of the practice of regulating emotion in the workplace, which is to examine the role of emotion within the confines of distinct, critical events such as a corporate takeover, change in leadership, and conflict. However, they view the neglect of the role of mundane, everyday emotion in the workplace as surprising because this role has been a facet of research for a long time. They argue that everyday emotion has provided the first interest in informal organizational processes, group dynamics, and leadership.

Localized leadership development programs

The abundant literature confirms that leadership is essential to organizations. Thus, leadership researchers began to focus on the particulars of leadership that have resulted in

success for both the leader and the organization. As a result, leadership development programs have flourished. Colleges and universities began to create leadership programs and state and local communities also identified the need to create leadership programs that addressed their unique community needs and issues (Riggio, 2008). A review of statewide and community leadership development programs show that of the programs that include the mention of emotion in the curriculum have it listed as a skill to develop. A few programs have gone deeper into the role of emotions in a leadership position; they have incorporated reflective activities that engage participants. Again the focus on these programs is having the reflective activities and other discussion about emotions that result in the person becoming a better, more effective leader. Similar to the research on emotions, EI, and leadership, leadership programs tend to be designed to address the emotional side of leadership from an effectiveness and outcome viewpoint (Wituk, et al., 2003); as opposed to viewing emotion as a complex and critical component of the humans who make up the organization. The lack of examination, from both research and application, of the emotional impact of leadership on leaders has led to the context for my study.

Purpose of Study

The purpose of this phenomenological study was to better understand how leaders who have completed a state leadership academy describe and interpret their emotion as leaders in their professional role.

Research Questions

The following research questions guided this study:

1. How do selected leaders who have completed a state level leadership academy experience emotion within their professional role?

2. What behaviors do these leaders rely on to resolve or integrate emotional experiences?

3. How and with whom do they express these emotional experiences?

4. Do they feel they were prepared to successfully navigate their personal emotional landscape as well as the organizations emotional landscape?

Significance

Leadership is hard, research and anecdotal stories support this statement. There has been an overabundance of literature written and leadership programs developed that highlight aspects of effective leadership. Recently, EI has been researched and applied as a way to further increase leader effectiveness. What has received far less attention and is much less understood is the impact of the emotional experiences that leaders encounter in their professional role. By examining this aspect of leadership, a more holistic approach to emotions in the workplace may be understood and accepted. Thus, the significance of this study was to provide research on the under studied phenomena of the impact of emotion on a leader's experience within his or her leadership role. This research also strengthened the connections between leadership, emotion, emotions in the workplace and EI. Lastly, hopefully this research expanded the current emotional lexicon and landscape within organizational life.

Outcome

The outcome of this study was to discover and understand the meaning Academy participants gave emotional experiences within their leadership role. This was facilitated by asking each participant, as well as the researcher, to reflect on such experiences. Also, with a focus on the meaning of these emotional experiences, a richer understanding of the complexities of leadership emerged. This study attempted to offset the overwhelming tendency of leadership

and EI studies emphasis on "how to" be effective outcomes. Last, it sought to share unique and possibly universal struggles that help ground the reader with the fact that leaders, no matter how great or not, are human first and leaders second. This focus was to help evolve the examination of emotional leadership to the next level.

Summary

In this chapter I have provided an overview of leadership, emotions, emotions in the workplace, emotional intelligence, the emerging connection of the four, referred to as emotional leadership, and how local leadership programs incorporate emotion in its program. Within the synopses' of leadership and EI, both have been shown to be highly popular both in research circles and in the general public. Both are highly sought after commodities. While the synopsis of emotions illustrated a different path to the popularity it is currently experiencing. The history of emotion is one of pathology and fear, however with its more recent connection to leadership and to EI emotions have now come to be a highly sought after commodity. Yet, emotions are only seen a as a positive when the person manages them and does not express emotions that are considered too intense or too negative. Thus, emotions are useful if they are managed and can be a motivational tool for leaders to increase their bottom line. This gap in the research of emotions and leadership, examining the impact of emotion of a leader, is the focus of this study. With that, the purpose of the study, the research questions, and the significance of the study were discussed.

Chapter Two: Literature Review

This chapter reviews the development of the association of emotional intelligence as a critical component of leadership. The association begins with a discussion about the developmental path of both leadership and emotions. The emergence of emotional intelligence and the connection between emotional intelligence and leadership is reviewed. Last, a discussion of local leadership programs' approach and incorporation of emotion into their respective curriculum is presented. The chapter will end with a review of the literature to date on the emotional impact of leadership on leaders.

Leadership

I have come to view leadership as an iceberg. When first experiencing an iceberg, it is awe inspiring and is usually marked with the sighting of the exposed tip. The sun reflecting off the tip of the iceberg makes it look translucent and brilliant. And even though I know that there is more to the iceberg than what meets my eyes (although it is my first time actually seeing one, I have read a bit about them), I still make assumptions about the iceberg based solely on the visible tip. Meanwhile, the captain of whose ship I am a passenger on has a profound knowledge of the complexities of icebergs. She knows that the section of the iceberg that is much more important to understand and be aware of, is not the visible tip that is making me wax poetic, but is the massive part of the iceberg that lies beneath the surface of the water. That hidden part is where the captain's skilled navigations through the iceberg laden water matters the most.

When beginning the review process, leadership appeared to be universally and somewhat easily used and understood; it, like the tip of the iceberg, is portrayed as translucent and brilliant. Also from the vantage point of the tip, leadership appears manageable, and it is understandable

12

why leadership has been intriguing people for hundreds of years. This has been exemplified by the myriad of popular books written about leadership which are, in essence, about the author's view of the tip of the iceberg and from that isolated viewpoint leadership seems complete and if it is a how-to book, attainable. As I went deeper into the literature, or dived beneath the water's surface, I quickly discovered that the leadership iceberg is a much larger, more complex phenomenon with multiple meanings and various angles. I discovered that it was here in the deep, submersed part of the iceberg where academic notions of and questions about leadership and specifically about leaders themselves have dwelled. Academic inquiry or looking beneath the surface on leadership did not truly begin until the twentieth century (Bass, 1990; Bennis, 1959; Rost, 1991; Stogdill, 1948; Yukl, 2010).

Since then there have been numerous research studies conducted and copious popular books written about leadership. In fact George (2000) argues, "by all counts leadership ranks among the most researched and debated topics in organizational sciences" (p. 1028) yet; the concept of leadership itself still remains elusive. Yukl (2010) maintains this is because "the term *leadership* is a word taken from the common vocabulary and has been incorporated into the technical vocabulary of a scientific discipline without being precisely redefined. As a consequence, it carries extraneous connotations that create ambiguity of meaning" (p. 2). Bolman and Deal (2003) offer an explanation for this ambiguity. "Leadership is not a tangible thing, it only exists in relationships and in the imagination and perception of the engaged parties" (p. 337). Northouse (2004), and Bolman and Deal (2003) add that although the definition of leadership is, at best, ambiguous it has nonetheless become a prized and sought after commodity and a perceived solution for most social problems. Years ago Bennis (1959) said this about characterizing leadership, "always, it seems, the concept of leadership eludes us or turns up in

another form to taunt us again with its slipperiness and complexity. So we have invented an endless proliferation of terms to deal with it…and still the concept is not sufficiently defined" (p. 259). His comment is still prevalent and will likely persist for as long as researchers describe leadership according to their perspectives and essential elements of the phenomenon that interest them (Yukl, 2010).

This conceptual ambiguity has resulted in little agreement and much confusion regarding the meaning of leadership. Stogdill (1974) asserts, "there are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (p. 7). Burns (1978) declared that "leadership is one of the most observed and least understood phenomena on earth" (p. 1). And Bennis and Nanus (1985) added, "never have so many labored so long to say so little"(p. 4) and … "leadership is the most studies and least understood topic of any in the social sciences" (p. 20). Additionally, Northouse (2004) determined that there have been at least 65 different classification schemas created to define the dimensions of leadership. This uncertainty has generated criticism from scholars both outside and within the leadership studies realm, (Rost, 1991); some researchers have proposed "that leadership is a mere creation in the minds of followers than a characteristic of those who occupy leadership roles" (George, 2000, p. 1028). Although there are several definitions and theoretical approaches to leadership, Northouse (2004) recognizes the depth and breadth of the iceberg.

> It is neither feasible nor desirable at this point in the development of the discipline to attempt to resolve the controversies over the appropriate definition of leadership. Like all constructs in social science, the definition of leadership is arbitrary and subjective. Some definitions are more useful than others, but there is no single "correct" definition that captures the essence of leadership. For the time being, it is better to use the various conceptions of leadership as a source of different perspectives on a complex, multifaceted phenomenon. (p.1)

Even with all of the confusion, controversy and criticisms surrounding leadership, it has enjoyed both academic and general popularity. Riggio (2008) asked

> Why are books and articles on leadership so popular? The simple answer is that their popularity is similar to that of self-help books. Most readers are interested, not in the intricacies of leadership or in the histories of great leaders, but in how they themselves can develop into better leaders. (p. 383)

Like icebergs, leadership is considered a rare and precious commodity that more and more people want to experience firsthand. As Riggio (2008) stated above, most people are satisfied to see the tip of the leadership iceberg and do not have a desire to explore the deeper structures of the iceberg. That glistening tip is like the seductive self help book; both exemplify awe and inspiration. It is here that leaders who show positive leadership qualities are presented as venerated commodities while leaders who show negative leadership qualities are pariahs and must be avoided at all costs. Positive qualities being defined as cognitive and negative qualities defined as more emotive. In fact George (2000) asserts that "organizational literature has been dominated by a cognitive orientation, with feelings being ignored or being seen as something that gets in the way of rationality and effective decision making" (p. 1028). George (2000) contends that because of this dominant view researches have not fully examined the role of emotions and the influence they have on effectiveness of a leader and emphasizes that emotions are much more vital to the leadership process than historically thought.

George (2000) affirms what other researchers have found, which is a newly discovered facet in the leadership iceberg, the role of emotions and their impact on leadership effectiveness. This facet of emotions is nestled deep within the iceberg and for many researchers is the core of the iceberg. To date, the central theme for the majority of research on emotions and leadership has been focused on understanding and sharing the effective components of how leaders regulate

emotions in the workplace. Researchers discovered that effective leaders often understood the power of emotions, within themselves, within their employees, and throughout the workplace.

Emotion

With the discovery of the emotion facet within the leadership iceberg, leadership explorers discovered that emotions had a substantial history of research behind it as well. While leadership researchers pondered the essence of leadership, emotion researchers pondered the nature of emotions and more currently their impact on organization life, particularly with employees and more currently with a focus on leadership. Because of the vastness of emotions and their ramifications to human life, the fundamental question of what they are has been posed numerous times over many years. To date, there has been is no commonly agreed upon definition of emotion, just as in leadership (Ashforth & Humphrey, 1995).

Ashforth and Humphrey (1995) define emotion "as a subjective feeling state" (p. 99). Freud (1936/2013), referred to emotions as our signals and Hochschild (1983) defines emotion as another sense which communicates information and it is from our emotions, or feelings, that we create and discover our viewpoint on the world. Cooper and Sawaf (1997), add:

> Every feeling is a signal. It signifies that something you value is being called into question or there is an opportunity to be seized—to strengthen a relationship, for example, or to make a change and create something new. Every emotion is a wake-up call to capture your attention. By design it's supposed to move you—to ask a question, to clarify things, to learn and stretch your capabilities, to take action or a stand. (p. 31)

Literatures about emotions illustrate a connection to a theme in leadership studies: a lack of clear definition (Grandey, 2000). However, Grandey (2000) asserts, emotions "usually refers to physiological arousal and cognitive appraisal of the situation" (p. 98). As researchers examined the role of feelings, particularly emotions and moods, the more evident it became that they are an essential component in our cognitive processes and behaviors. Although much of this research

16

has been and somewhat continues to be focused on emotion and the role it plays in our lives, researchers have provided distinctions between moods and emotions and how the two are interconnected. They assert that the difference between moods and emotions is their intensity. Mood is defined as more of a persistent and universal feeling state that is not connected to any one situation which may have caused the mood in the first place (Morris, 1989). Moods are described as low intensity feelings which do not disrupt cognitive processes and behaviors (Forgas, 1992a), and we can find ourselves in mood without really knowing its source (Goleman, 2006). Emotions are described as high intensity feelings that are activated by stimuli (either internal or external to the person), demand attention, and disrupt cognitive processes and behaviors (Forgas, 1992a; Morris, 1989). Emotions tend to be short-lived because of their intensity, whereas moods may well linger for some time. We are often well aware of the cause for certain emotions, we are aware of the triggers that elicit the emotion (Goleman, 2006).

> For example, the intense anger that a leader might experience upon learning that he or she was deceived by a follower resulting in a lost opportunity subsides once the leader has recovered from the shock and decides how to deal with the situation. However, the anger lives on for the rest of the day in the form of a negative mood which colors the leader's interactions and thought processes. (George, 2000, p. 1029)

The literature also illustrates that feelings do influence the judgments that people make, such as with the information remembered, the attribution for success and failure, the ability for creativity and inductive and deductive reasoning. Specifically, when people are in positive moods their insights and opinions tend to be more favorable, they are more apt to remember positive information, they are more self-assured, they are more likely to take credit for successes and avoid blame for failures and they are more helpful to others (Forgas, 1992a; George, 1991). Additionally Isen, Johnson, Mertz, and Robinson (1985) and Isen, Daubman, and Nowicki (1987) suggest that positive moods augment flexibility on categorization tasks and assist with

creativity and inductive reasoning. Equally, negative moods may encourage deductive reasoning

and more critical and comprehensive evaluations (Mayer & Salovey, 1993). Thus feelings are

intimately linked to the human thinking experience and therefore impact decisions and behavior

(George, 2000).

Forgas (1995) and Ashforth and Humphrey (1995) have proposed two frameworks to

help us understand the dynamic interplay between feelings and decision making. Forgas (1995)

developed the Affect Infusion Model (AIM) as a system to better recognize circumstances in

which feeling typically influence our processes of thinking, judgment, and decision making.

AIM describes four types of judgmental strategies. The first two (a) direct access and (b)

motivated processing involve predetermined information search patterns and "required little

generative, constructive processing, limiting the scope of affect infusion effects" (Forgas, 1995,

p. 40). Whereas the remaining two types (c) heuristic processing and (d) substantive processing

use generative processing in which affect or feelings influence thinking. Heuristic processing

influences judgments. However this type of processing tends to happen when individuals make

judgments that are simple or typical, not personally relevant, there is little pressure to be detail

oriented, and there are other demands on current information processing (Forgas, 1995).

Substantive processing happens when individuals encounter a complex or atypical task that

involves extensive and constructive and accurate information processing and when ambiguity

and uncertainty exist, when new information needs to be understood, and people want to make

good judgments and decisions about new information and be able to relate this information to

existing knowledge (Forgas, 1995). While Forgas (1995) focused on developing a framework

for understanding the internal processes between emotion and thinking, Ashforth and Humphrey

(1995) examined both the internal and external contexts for the interplay of emotions and thinking.

Ashforth and Humphrey (1995) summarized that literature on emotions tend to fit into two groups, social constructionist/symbolic interactionist and naturalistic/positivist. The social constructionist/symbolic interactionist group maintain that an emotional experience relies mostly on how a particular situation is defined by an individual or a culture. In other words, researchers examining emotions from the social constructionist/symbolic interactionist perspective contend that each individual makes sense of a given situation by defining it with a unique form of emotional experience. And the definition given tends to strongly influenced by the individual's social context. Whereas the naturalistic/positivist group contend that stimuli from a particular situation generate specific emotions and that all emotions experienced stem from a few basic universal emotions such as fear, joy, and anger. The naturalistic/positivist group assert that our emotions are hardwired and each has its own predetermined action pathway. They view emotions as our biological way of processing and acting upon information and are considered to be of such depth and power that without them we would not be able to make sense of the world (Cooper & Sawaf, 1997; Goleman, 1995). Researchers consider emotions as our guides in managing dilemmas that are too vital for intellect alone. Each emotion, such as fear, anger, and joy, has a distinct action associated with it. Or, in other words, emotions are biology based and the social context does not factor into the emotional experience.

In an effort to bridge this dichotomous understanding of emotions, Ashforth and Humphrey (1995) argue for an integrated or interpretive approach to the experience of emotion as more accurate way of understanding emotions. They "assume the stimuli may elicit

19

physiological arousal and change and that the precise cause and meaning will at times be ambiguous. At such times, interpretations may indeed be socially constructed" (p. 100).

No matter which perspective is asserted, all literature tends to agree that historically, emotions have been seen as the irrational, the unscientific and the private aspect of our lives (Zorn & Boler, 2007) and have been perceived as less valuable than the rational, the reason based thought, and the public aspect of our lives (Goleman 1995; Zorn & Boler, 2007; George, 2000).

Emotions are neither irrational, unscientific, private, positive, nor negative; they do, however, give meaning to the circumstances of our lives. The root of the word emotion is to move; they give movement, either metaphorically or literally, to our core feelings (Cooper & Sawaf, 1997; Goleman, 1995). According to Cooper and Sawaf (1997), emotion is

> the heart of our existence, infusing it with *richness* and providing the system of meaning and values within which our lives and work either grow and thrive or stagnate and die. Emotion, not reason, is also what moves us to face the deep and central questions of our existence. (p. 6)

Whereas it is common belief to view emotions as coming from the heart, in fact emotions are regulated by the brain. Epstein (1994) proposed a personality theory called cognitive-experimental self-theory (CEST) that made important contributions the understanding of the relationship between the brain and emotions. With CEST, Epstein (1994) argued that humans have two interrelated systems of information processing, experimental and rational. The experimental system, which he argued had a long evolutionary history, is the part of the brain that is highly reactive. He argues that when people are highly emotional we tend to think in categorical, personal, concrete, unreflective and action oriented ways. He also says that the stronger the emotion the more we think in the above ways and the more we view our thinking as valid. Whereas the rational system is "a deliberative, effortful, abstract system that operates

20

primarily in the medium of language and has a very brief evolutionary history: (p. 715). Cox

and Nelson (2008) contend that Epstein's work foreshadowed the work of both LeDoux (1996)

and Cozolino (2002).

Cozolino (2002) defined the limbic system as the emotional part of the brain and the

cortex, specifically the prefrontal cortex, as the rational brain. In terms of brain development,

researchers have shown that our limbic system is located just above the brainstem which is the

most primitive part of the brain. The cortex is located above the limbic system. From an

evolutionary perspective, our emotional life is older and more primal than our rational life.

Goleman (1995) re-conceptualized the two parts of the brain as two minds: the rational and the

emotional. The rational mind is the mind of comprehension; it is the mind we tend to be

conscious of; it is more prominent in our awareness; it is thoughtful and is able to reflect,

whereas, the emotional mind is more impulsive and powerful. While the two minds can function

semi-independently, they generally work in close harmony and tend to be well coordinated and

essential to each other. However, when emotions are high, the emotional mind trumps the

rational mind. This is due to the functioning of the amygdala, which in essence is "a storehouse

of emotional memory and thus of significance itself. Life without the amygdala is life stripped

of personal meaning" (Goleman, 1995, p. 15). He continues,

> the amygdala is the emotional sentinel and LeDoux's work revealed that sensory signals
> from the eye or ear travel first in the brain to the thalamus and then across a single
> synapse to the amygdala; a second signal from the thalamus is routed to the neocortex.
> This branch in allows the amygdala to begin to respond before the neocortex… his
> (LeDoux's) work is revolutionary for understanding the emotional life because it is the
> first to work out the neural pathways for feelings that bypass the neocortex. (p. 17)

Researchers discovered that the more intense the amygdala is aroused, the more it is

imprinted in our mind. That is why we tend to remember highly emotional situations, such as a

first love, a first break up, or a frightful event. Since the amygdala is at the base of the limbic

system, it is a very old and primal part of the brain, and its signaling process can be imprecise and outdated therefore making our actions to an emotional situation ineffective which can have unfortunate effects on our relationships (Goleman, 1995). As the environment in which humans existed began to change, so did our minds ability to process emotions. The prefrontal cortex acts as a regulator for the amygdala and allows us to more effectively handle an emotional situation. As the prefrontal cortex evolved so did our ability to think about and process our emotions (Goleman, 1995).

Goleman (1995) argues that because our neocortex (rational mind), evolved from our amygdala (emotional mind), this reveals much about the relationship of thought to feeling. He contends that it is crucial that we discover more about the emotional mind and work to update our emotional responses to life's events. For example, the emotion of anger is neither good nor bad. What makes it significant to us is how we respond to angers signal. The energy of anger develops when we want to take some type of action such as to speak up, intervene, run, confront, or resolve something. If we lose this signal system, we are prone to inappropriate responses and maladaptive behaviors (Cooper & Sawaf, 1997). Although this signal system is designed to help us be the best person possible, what many of us do with our anger, and other emotions,

> is muffle it, stuff it, bury it, deny it, medicate it, or ignore it. We do everything but value and listen to it. Anger is an inner voice that shouts, pleads, compels, and demands. It is a map that shows us our boundaries and aspirations. Anger is meant to be respected and acted upon, not acted out or escalated into rage or hostility. If we happen to overreact to anger or any other feeling, we are being driven by impulse. When this happens, we find ourselves doing and saying things—they may be petty or they may be downright frightening or dangerous—that are inappropriate and sometimes dead wrong. (Cooper & Sawaf, 1997, p. 31)

Emotion literature contends that it is vital to comprehend that we all live our lives receiving emotional informational and the accompanying impulse to take actions (whether appropriate or not) on these emotions. Current research foci on emotions have evolved into is

examining how people guide and direct these impulses and direct them toward constructive endeavors (Goleman, 1995; Cooper & Sawaf, 1997; Salovey & Mayer, 1990). Hochschild (1983) summed up the interaction between our feeling the emotion and the resulting action.

> Feelings, I suggest, are not stored 'inside' us, and they are not independent of acts of management. Both the act of 'getting in touch with' feeling and the act of 'trying to' feel may become part of the process that makes the things we get in touch with, or the things we manage, into a feeling or emotion. In managing feelings, we contribute to the creation of it. (p. 17-18)

Hochschild's (1983) research on the emotional labor of flight attendants and Gardner's (1983) research on multiple intelligences and others such as Frye (1983), Lutz (1986), Lutz and White (1986), and Ashforth and Humphrey (1995) helped shape our current understanding that emotions are not only an individual, private and autonomous psychological trait and state, they also have a public and collaborative component (Zorn & Boler, 2007). In the 1990s researchers such as Goleman (1995) and Salovey and Mayer (1990) began to examine the phenomenon of experiencing, managing, and expressing emotion, which became to be known as emotional intelligence. This research propelled the aspects of our emotional life and experiences out of the private, hidden realm into the public and political realm (Chrusciel, 2006; Zorn & Boler, 2007).

Emotional Intelligence

As the shift from emotions being viewed as a personal, private process to a more public one, the view on emotions itself changed. No longer was the focus on the origin of emotions but more on the concept of how individuals regulate their emotions; this focus eventually became known as the phenomenon of emotional intelligence (EI). As mentioned earlier Hochschild (1983) and Gardner (1983) examined emotions in the public sphere. Hochschild (1983) conducted some of the earliest research on emotions in organizations and introduced the concepts of emotional work, or emotional labor as, "the management of feeling to create a

publicly observable facial and bodily display; emotional labor is sold for a wage and therefore

has an exchange value" (p. 7). Hochschild's work on commercialization of emotions generated

considerable research of occupations requiring high degrees of emotional labor. Many of these

studies examined the overt use of positive emotional display as a means of increasing sales

(Fambrough & Hart, 2008).

Concurrently, Gardner (1983) conducted research on the concept of multiple

intelligences. He developed a schema for seven types of intelligence, two of which are

intrapersonal and interpersonal intelligence. Many state that it was his work that was the genesis

of EI. However, Gardner was not the first to stress the importance of emotional awareness,

Thorndike (1920) was examining emotional awareness as a critical component of social

intelligence (Fambrough & Hart, 2008).

Thorndike (1920) originally distinguished social intelligence from other forms of

intelligence and defined it as "the ability to understand and manage men and women, boys and

girls-to act wisely in human relations" (p. 228). Tests such as the George Washington Social

Insight Test and others were developed to test social intelligence and with this development

Social intelligence has had a long history among intelligence researchers (Mayer & Salovey,

1993). Most of that history has been on disproving social intelligence as an independent type of

intelligence. These conclusions appear to stem from the work of Thorndike and Stein (1937) and

Cronbach (1960). Both of whom stated that social intelligence lacked a clear definition and the

measures of it were not valid. It was concluded by these early researchers that social intelligence

was not a separate intelligence and was and mostly still is considered a component of general

intelligence. Thus, social intelligence remains controversial due to the difficulty of defining and

measuring it, distinguishing it from general intelligence, and determining validity (Ginsberg &

Davies, 2007).

Even with this early dismissal of social intelligence as a type of intelligence, other

researchers continue to have an interest in this phenomenon and in the late 1980s there was a

resurgence of research on social intelligence; however, finding validity remains elusive. Mayer

and Salovey (1993) contend that this increased interest in social intelligence makes sense

because "so much of general intelligence operates in the social domain that it is not difficult to

understand why there has been difficulty in establishing the discriminate validity of social

intelligence" (p. 435-436).

Although other researchers were attempting to further the work on social intelligence, it

was the popularized work of Gardner (1983) on multiple intelligences that created a significant

resurrection of the concept. The popularity of social intelligence as its own phenomenon

continues, Bar-On, Tranel, Denburg, & Bechara (2003) conducted research on the neurological

components of social intelligence and Goleman (2006) wrote an entire book on social

intelligence. Both Goleman (2006) and Bar-On, et al (2003) argue that EI and social intelligence

are very connected and that like EI, social intelligence has its roots in neural science, particularly

social neuroscience. They contend that with the discovery of social neuroscience now is the time

to reexamine social intelligence from this perspective and to fully understand that the brain has a

social component. Goleman (2006) offers a model of social intelligence as a starting point for

further investigation into this phenomenon. In this model Goleman (2006) nests social

intelligence within his existing model of EI that consists of self-awareness, self-management,

social awareness, and social facility (or relationship management). Further details of this model

are discussed later in this chapter. Goleman (2006) suggests that social intelligence is made up of the latter two clusters: social awareness and social facility.

Concurrently, Bar-On (2006) merges the constructs of social intelligence and EI and he coined a new term 'Emotional –Social Intelligence'. Mayer and Salovey (1993) contend that EI "is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (p. 433).

Although EI is considered a part of social intelligence for more than one EI researcher (Kobe, Reiter-Palmer, & Rickers, 2001), it is clear that the research for EI has flourished whereas that of social intelligence has stalled. While the EI construct first appeared in academic literature, especially psychology, over forty years ago, it has been the more recent work of researchers Salovey and Mayer's (1990) seminal article and Goleman's (1995) bestselling book that catapulted EI into the public sphere. Matthews, Zeidner, and Roberts (2002) argue that research on EI is different from other research because of how quickly it impacted various aspects of human life. "Indeed, for a concept that up until 1995 had received short shrift, the impression that the sub discipline devoted to the study of emotional intelligence is a pivotal area of contemporary psychology appears difficult to dispute" (p. 4).

As a result of Salovey and Mayer's (1990) and of Goleman's (1995) work the concept of EI became popular both generally and academically. Soon after the books were released, the public began to use the term *emotional intelligence* to refer to personality traits that foster success in life and to psychological and social skills that could be learned (Nelson & Low, 2003; Cox & Nelson, 2008). Since that time Walter, Humphrey, and Cole (2012) affirm that "a multi-million dollar industry has emerged, offering 'off the shelf' applications designed to improve

one's emotional intelligence" (p.212). Generally, EI refers to an individual's competence in

accurately identifying and appropriately expressing emotions, as well as understanding one's

emotions, assimilating emotions into thought and regulating both positive and negative outcomes

from emotions in one's own self and in others (Matthews, et al., 2002). And, like leadership, EI

quickly became a popular cure-all for social and organizational problems. Walter, et al., (2012)

add "unlike few other business concepts, the notion of an emotionally intelligent leader has

caught the interest and stirred the imagination of scholars and practioners alike" (p. 212).

Similar to leadership research, EI also suffers from a lack of clear definition of the construct

which has created conflict, controversy, and criticism among researchers (Daus & Ashkanasy,

2003; Locke, 2005; Mayer, et al., 2008). In fact, Antonakis, Ashkanasy, and Dasborough

(2009) have gone so far as to call EI "voodoo science" (p. 257) and that its swift acceptance into

the practical field may be "running ahead of rigorous research" (p. 257) in the field of EI and

leadership.

Even the researchers attributed for creating EI disagree on what it is; for instance, while

Salovey and Mayer (1990) and Goleman (1995) researched and published on the same

phenomenon, they had differing concepts of it. Salovey and Mayer (1990) defined EI as "the

ability to monitor one's own and others feelings, to discriminate among them, and to use this

information to guide one's thinking and action" (p.189). They view EI as a set of four specific

abilities that help people manage their own and others' emotions (Walter et al., 2012). While

Goleman (1995) defined EI as "abilities such as being able to motivate oneself and persist in the

face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep

distress from swamping the ability to think; to empathize and to hope" (p. 34). This approach is

strikingly different from how EI was originally conceived by Salovey and Mayer (1990). This

approach not only covers the EI abilities, it also covers a wide array of personality traits, self-perceptions, and other attributes (Walter et al., 2012). Thus, like leadership studies, depending on the perspectives of subsequent researchers and how the researched is framed multiple definitions and frameworks will continue. Or, like leadership research, even more definitions of EI will be generated with additional research.

Due to this wide range of the meaning EI researchers, both arguing for and against the merits of EI, have presented various classification systems to explain the differences within the field. Cherniss (2010) discussed four major EI models: emotional and social intelligence, mental ability, social and emotional competences, and trait emotional intelligence. Mayer, Salovey, and Caruso (2008) argued that there are only two major models of EI: abilities and mixed and all emerging work can be categorized into one of the two major models. Even this delineation of models has created controversy and some researchers believe this will only divide the field further. However, most of the prolific EI researchers agree that this distinction is necessary and is part of the evolutionary process of creating an EI theory (Cherniss, Extein, Goleman, & Weissberg, 2006; Mayer, et al., 2008; Cherniss, 2010). To better understand the diversity within the EI literature a brief discussion about the four major viewpoints within the field, these viewpoints will be further delineated into the two major models of abilities and mixed.

Abilities model.

Literature describing EI from the abilities model considers EI as an individual's cognitive ability to process information. Researchers who work within this model consider EI a mental aptitude (Mayer & Salovey, 1993). Specifically, these abilities are conceptually related and involve reasoning, problem-solving, and processing information. Currently, the only EI research that fits within this model is based on the original work of Salovey & Mayer, (1990), and Mayer;

DiPaolo, Salovey, (1990) and subsequent research by these researchers. Early on these researchers wanted to develop a new distinct type of intelligence. Their focus was on creating a theoretical model that examined one's mental ability, specifically one's ability to process information about emotions. Specifically, Mayer et al., (2008) view EI as

> the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. (p. 197)

According to Salovey and Mayer (1990) emotional intelligence refers to one type of cognitive ability which involves the process surrounding the recognition, use, understanding, and management of one's own and other's emotional states. Mayer et al. (2008) suggest that "EI is related to both emotion and intelligence, but it is also distinct from them" (p. 508). Additionally, "EI primary focus is with reasoning about emotions and the use of emotions to enhance thought" (p. 511). Mayer et al. (2008) further state that EI should be seen as one in a class of intelligences such as practical, social, and personal. They go on to describe this class of intelligences as 'hot intelligences' meaning the cognitive material these intelligences process deal with matters of personal and emotional importance to the individual. The model is centered on a defined and related set of cognitive abilities for the processing of emotional information and regulating emotion adaptively (Fambrough & Hart, 2008). This model has four (4) branches of abilities: (a) perceive emotions, (b) use emotions to facilitate thought, (c) understand emotions, and (d) manage emotions.

The first branch, perceiving emotion, "is the ability to detect and decipher emotions in faces, pictures, voices and cultural artifacts" (Salovey & Grewal, 2005, p. 281) as a way to accurately recognize emotions (Mayer, DiPaolo, & Salovey, 1990). This branch involves nonverbal perceptions and expression of emotion (Mayer et al., 2004a).

29

The second branch, using emotions to facilitate thought, "is the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving" (Salovey & Grewal, 2005, p. 281). Mayer et al., (2004) state that most of the literature on emotion has a feeling component that has distinctive physiological signs of emotions. And they state that part of this branch of EI is to develop a knowledge base about such experiences on which the intelligence can pull from. Also a person who has a higher level of EI may be able to utilize more fully upon his or her changing moods in order to best fit the either an immediate or long term (Izard, 2001; Salovey & Grewal, 2005).

The third branch, understanding emotions, refers to "the ability to comprehend emotional language and to appreciate complicated relationships among emotions" (Salovey & Grewal, 2005, p. 281). This branch signals the ability to analyze emotions, appreciate their likely trends over time, and understand their results. The developmental aspect of this branch coincides with growth of language and propositional thought. For example, in terms of Branch 3 (understanding), even a 2-year old may be emotionally apprehensive if he breaks her dad's favorite mug (Lewis, 2000). At the same time, a 6-year old will easily surpass the 2-year olds' capacity at labeling and discriminating among feelings, whereas a 30-year old will mostly likely do even better. (Mayer et al., 2004a, p. 199) Additionally this branch illustrates that in order to understand emotions one must have the ability to recognize the subtle variations between emotions, for instance, such as the difference between pleased and thrilled or sad and miserable. Essential to this branch is the ability to know how emotions develop over time such as shock turning into grief.

The fourth branch, managing emotions, "is the ability to regulate emotions in both ourselves and in others. The emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals" (Salovey & Grewal, 2005, p. 282).

Mayer et al. (2004a) state that the four branches represent the degree to which the ability is integrated within the rest on the individuals core psychological subsystems, in other words within his or her overall personality. Thus, branch 1 perceiving emotion and branch 2, facilitating thought are relatively discrete areas of processing that we expect to be bound in the emotion system. Whereas branch 3, understanding emotion, and particularly branch 4, managing emotion, are very much integrated within an individual's overall plans and goals. They also contend that within each branch is a developmental progression of skills from basic to sophisticated (Mayer & Salovey, 1997).

Additionally, it is acknowledged that there are individual differences across the four branches, such as some people may be better at managing their emotions to attain specific goals than others. Advocates of this model argue that these differences are normal and can be identified and measured through a number of ability based scales. These scales help accurately measure the mental ability of EI by asking participants in studies relevant questions and then evaluating the responses to a pre determined criterion (Mayer et al., 2008). The EI measurement tool created within the abilities model is the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) which consists of eight tasks, two per each of the four branches to measure EI (Mayer, Salovey, & Caruso, 2004a).

Mixed model.

Views of EI that fall under this model join emotional abilities and certain relevant personality traits, such as empathy, optimism, and stress tolerance (Mayer, et al., 2008; Reichard

& Riggio, 2008; Cherniss, 2010). Most EI scholars' research and findings tend to nest within this model. The mixed model presents EI as a set of competencies that help individuals be more effective in responding to their environment (Fambrough & Hart, 2008). Currently, there are three prevailing views within this model, they are Bar-On's (1988) emotional/social intelligence, Goleman's (1995) social and emotional competencies, and more recently the traits emotional intelligence view by Petrides and Furnham, (2001).

Bar-On's view of EI identifies "traits and skills that help people to adapt to the social and emotional demands of life" (Cherniss, 2010, p. 111). Bar-On (2006) adds, "emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (p. 14). There are five components to this view: (a) intrapersonal skills, (b) interpersonal skills, (c) stress management, (d) adaptability, and (e) general mood.

Intrapersonal skills relate to one's ability to recognize, understand, and express emotion and feeling. A particular focus is on the ability to express one's own strengths and weaknesses, feelings and thoughts nondestructively. Interpersonal skills include those abilities that allow one to relate well to others. This means having the ability to be aware of others' emotions, feelings, and needs, and to be able to establish and maintain cooperative, constructive, and mutually satisfying relationships (Bar-On, 2006, p. 14). Stress management relates to one's ability to effectively manage personal, social, and environmental changes by realistically and flexibly coping with the immediate situation by solving problems and making decisions. Adaptability is the ability to manage, change, and solve problems of a personal and interpersonal nature. Last,

General Mood refers to the ability to generate positive affect and to the ability to be self-motivated.

Bar-On (2000) created a self-report tool known as the Emotional Quotient Inventory (EQ-i) to measure emotional-social intelligence. EQ-i contains 133 items that are in the form of short sentences, and its responses are in the form of a likert scale.

Goleman's (1995) view of EI was originally based on the work of Salovey and Mayer (1990), however, like Bar-On; they expanded their work to include social and emotional competencies and went further to link these competencies to performance in the workplace. Their view of EI has four clusters of competencies: (a) self awareness, (b) self management, (c) social awareness, and (d) relationship management.

Self awareness is the ability one has to recognize a feeling as it happens and for Goleman, Boyatzis, and McGee (2002) is the keynote of emotional intelligence. Self awareness means that a person has considerable working knowledge of one's emotions, one's strengths and limitations, and one's values and motives. Self aware individuals have realistic view of themselves, which is neither too critical nor too complimentary; they tend to be honest with themselves.

Once a person has the ability to be self aware, having or developing self management is the natural next step. Self management refers to the ability to handle emotions and feelings so that one is not prisoners to his or her emotions and feelings. This cluster focuses on one's ability to understand his or her emotions and to chart the most effective way, to express that emotion and to control his or her state of mind. Part of self management is the ability to motivate oneself, which has been described as the ability to organize emotions for the service of a goal, and this ability is essential for paying attention, for self-motivation, and for creativity. Emotional self-

control or delaying gratification and stifling impulsiveness underlie accomplishment of every sort. And being able to get into the "flow" state enables outstanding performance of all kinds.

Social Awareness relates to the ability that one has in recognizing emotions in others, otherwise known as empathy. Goleman et al., (2002) contend that this cluster builds on self-awareness and is the fundamental 'people skill'. Additionally, social awareness builds upon the self management cluster in that an individual who knows how to manage his or her own emotions are better likely to temper how he or she delivers information based to others on their ability to empathize.

The final cluster with this model of EI is relationship management which encompasses all of the three previous clusters of self awareness, self management, and social awareness. This cluster is about one's ability to handle and guide other people's emotions. It is the ability to navigate conflict and collaboration. This cluster is the foundation of popularity, leadership, and interpersonal effectiveness. Goleman et al, (2002) created the Emotional Competence Inventory (ECI) and the emotional and Social Competence Inventory (ESCI) as tools to measure EI and both are multirater instruments.

The last major view within the mixed model of EI is the trait emotional intelligence by Petrides and Furnham, (2001), Furnham and Petrides (2003), and Petrides, Pita, and Kokkinaki (2007). Their view is considered a second generation view of EI. Petrides and Furnham (2001) describe trait EI as "a constellation of dispositions and self-perceived abilities rather than as a class of cognitive-emotional abilities" (p. 427). Proponents of trait EI contend that from this perspective EI "encompasses behaviourial dispositions and self-perceived abilities and is measured through self-report" (Petrides & Furnham, 2001, p. 426). Additionally Petrides and Furnham (2001) state that trait EI "does not propose a completely novel approach to EI, but

rather tries to systematize and evaluate an approach that largely exists already" (p. 427). They do, however, propose an alternative labeling of the two predominant models: trait EI would be considered 'emotional self-efficacy', and ability EI would be considered 'cognitive-emotional ability'. They propose this new lexicon because they believe that EI is the "basic dimension of personality as well as the fact it is not a cognitive ability" (p. 427). Therefore, the alternative labels alleviate the potential contractions with the use of intelligence. None the less, researchers of this view continue to use the label trait EI to describe it. Trait EI encompasses various dispositions from the personality domain as empathy and assertiveness (Goleman, 1995) as well as elements of social intelligence (Thorndike, 1920), personal intelligence (Gardner, 1983) and ability EI (Mayer & Salovey, 1997). Cherniss (2010) further delineates the various trait EI domains into four components: (a) well-being, which includes self-confidence, happiness, and optimism; (b) sociability, which includes the traits of social competence, assertiveness, emotion management of others; (c) self-control which includes stress management, emotion regulation, and low-impulse; and (d) emotionality which includes emotional perceptions of self and others, emotion expression, and empathy.

Trait EI measurement tools rely exclusively on self report measure, such as the trait emotional intelligence questionnaire (TEIQue) which covers the 15 facets within this model.

As evidenced by this brief overview of the two prevailing models and the four predominant views within, one can see that the path to EI's development has created tension and confusion and has opened the door for critics on whether the concept of EI even exists (Antonakis & Dietz, 2010; Davies, Stankov, & Roberts, 1998; Humphrey, Kellet, Sleeth, & Hartman, 2008; Locke, 2005; Matthews et al., 2002, 2004; Roberts, Zeidner, & Matthews, 2001; Zeidner, Matthews, & Roberts, 2001).

Popular interest notwithstanding, scientific investigation of a clearly identified construct of EI is sparse. Although several measures have been or are being designed for its assessment, it remains uncertain whether there is anything to EI that psychologists working within the field of personality, intelligence, and applied psychological research do not know already. Moreover, the media hype and vast number of trade texts devoted to the topic often subsume findings from these fields in a faddish sort of way, rather than deal directly with the topic as defined by its chief exponents. This approach has arguably led to obfuscation, misunderstanding, and wildly outlandish claims. (Matthews et al., 2002, p. 4-5)

Proponents contend that the broad construct of EI definitely exists and most agree that what is causing much of the confusion are the overstatements of EI's impact, whether the statements come from within or from outside media coverage. Researchers and advocates of EI contend that no matter what model used EI is a separate construct. Newman, Joseph, and MacCann (2010) support Cherniss's (2010) and Mayer's, Salovey's, and Caruso's (2004b) argument that the abilities model of EI and the mixed model of EI are two related, but not the same, constructs. They both measure different aspects of a person. The belief that the abilities model of EI is an abilities concept and mixed model of EI is not has been supported by a meta-analysis and the abilities model of EI shows stronger relationship with cognitive ability than the mixed model. Further, the abilities model of EI measures is less redundant with the Big Five personality traits, which are neuroticism, extraversion, openness, agreeableness, and conscientiousness, (Mayer, Salovey, & Caruso, 2004b) than are the mixed model of EI measures.

Chrusciel (2006) argues that "no matter what the interpretation—emotional intelligence is distinct from general intelligence, it develops throughout one's life, it can be enhanced through training and that those who have mastered emotional intelligence can identify and perceive emotions for both themselves and others" (p. 646) and Ciarrochi, Chan, and Caputi (2000) state that the various definitions of EI tend to be complementary rather than contradictory. Lack of clear definitions notwithstanding, most EI literature argues that numerous intellectual problems

have emotional information that must be processed and this processing of emotional information is different that the processing of non-emotional information (Mayer et al., 2008).

Last, EI literature suggests that with almost two decades of research, the following trends have been identified with individuals with high EI: (a) better social relations for children and adults, (b) a more positive perception by others, (c) better family and intimate relationships, (d) better academic achievement, (e) better social relations during work performance and in negotiations, and (f) better psychological well being (Mayer, Roberts, & Barsade, 2008, p 525).

Emotional intelligence and general intelligence.

The intersection of EI and general intelligence has been stormy (Bowman, Markham, & Roberts, 2001). Traditional cognitive intelligence is considered a fixed genetic trait while EI is considered to be a fluid ability and trait that can be developed and improved on at any time and at any age (Goleman, 1995; Cooper & Sawaf 1997). As the academic work on and the mass media coverage of EI continues, there has been a backlash against traditional intelligence quotient model. Matthews, et al., (2002) says the shift of focus and importance of general intelligence to EI is in part due to the fact the benefits of general intelligence have been overstated and EI indeed may be more important than general intelligence. Salovey, Woolery, and Mayer (2001) add that EI has gained distinction because it represents present-day cultural values of emotions.

> The hybrid term "EI," combing emotion and intelligence, could be considered an oxymoron by some. This assertion follows from the fact that emotions commonly convey the idea of irrational passions, whereas intelligence is best characterized by a high degree of reasonableness and rational thought. Indeed, the relationship between intellect and emotion has traditionally been viewed as one involving a conflict between two different psychological forces. (Matthews et al., 2002, p. 7)

They continue,

In the western world historically reason has been valued over blind passion---however the pendulum has swung toward a view that the intellect has been overvalued, at the expense of emotions, leading to a lack of self understanding and impoverished shallow social relationships. …the past few years have seen a flight from the rigors of intellect coupled with a renewed appreciation of the emotional side of one's persona and the legitimization of emotional expressiveness. (Matthews et al., 2002, p. 8)

This pendulum swing is due, in part, to the divergent histories of the two types of intelligences.

Historically, as stated earlier in this review emotions were mistakenly assumed to be individual, internal, inherent, and private (Zorn & Boler, 2007); whereas general intelligence was mistakenly assumed to be the sole and most predictable indicator of one's success (Goleman, 1995). Therefore, when EI research began there were indications of individuals who were intellectually brilliant yet not always successful either in work or in life; (Cooper & Sawaf, 1997; Goleman, 1995) people began to lash out against the emphasis on traditional intellect as the ruling indicator for success. According to Zorn and Boler (2007) this backlash is due, in part, to

one of the primary challenges faced as we develop new conceptual frameworks for understanding the dynamics of emotion in their full social and political context is that the dominant cultural languages and conceptual apparatuses we have inherited tend to re-inscribe binaries. Such language reinscribes, perhaps unintentionally, the notion that emotions are in some instances merely a personal experience. Instead, it is crucial that analyses of emotion begin with their socio-emotional contexts. (p. 148)

Over time the pendulum has begun to swing towards the middle and a more synergistic relationship has been acknowledged; Ashkanasy and Dasborough (2003) state the "emotional cognition skills are related to cognition and emotional intelligence is related to clear thinking" (p. 20). Additionally, Pellitteri (2002) shares that in order to recognize and use one's own EI; some level of intelligence quotient is required. Researchers from diverse disciplines have begun to accept and further explore the interconnectedness of intelligence (both emotional and general) as both a social construct and an individualized lived experience.

Researchers have shown that general intelligence alone only accounted for a small percentage of how well people performed at work, and described how countless numbers of intelligent and competent employees were checking the best of themselves, their heart, at the door before coming to work; the need for change in the workplace became apparent. Also illustrated was that this divide has a direct and indirect human and financial impact on the individual, the organization, and the community as a whole (Goleman, 1998; Zorn & Boler, 2007).

McClelland (1973) asserted that traditional academic aptitude, school grades, and advanced credentials did not predict how well people performed at work or succeeded in life. He proposed instead that a set of specific competencies including empathy, self-discipline, and initiative set apart the most successful from those who were just merely good enough to keep their jobs (Goleman, 1998). Goleman argues that the most efficient and superior employees are those with good emotional competencies. Thus, leaders, managers, and trainers realized that understanding and managing emotions at work was a valued commodity, and they sought ways to identify and enhance their employee's emotional states as well as the organizations emotional culture.

Emotions in the Workplace

"Emotions are an integral and inseparable part of everyday organizational life…the *experience* of work is saturated with feeling" (Ashforth & Humphrey, 1995, p. 98). Despite this statement, historically, the workplace has be viewed an environment devoid of emotions where workers were expected to "adopt an emotionally neutral performance stance" (Rajah, Song, & Arvey, 2011, p.1107). And the focus on work psychology has been on the physical and cognitive aspects of work (Zapf, 2002); it has been only within the past 30 years that researchers

have begun to investigate the emotional aspect of work. For most of these years researchers focused their research on the following (a) a narrow set of general and steady emotional states, primarily satisfaction, stress, and mood, and (b) the role of emotions in separate, important events such as organizational change, role transitions, and workplace friction. What was overlooked in this research was the role of everyday emotions in the day-to-day, ordinary part of work life. This omission is often cited as being due to the thought that everyday emotions were considered dysfunctional for the workplace. This view of potential dysfunction rather than potential function has helped to foster a belief that emotion is the exact opposite to rationality. Thus, may have contributed to the negative view of emotion and to desire to control the experience and expression of emotion in organizations (Ashforth & Humphrey, 1995).

Ashforth and Humphrey (1995) assert that the historical focus on work place rationality was in part a defense against the believed dysfunction of emotion. Additionally, they suggest four ways that the expression of emotions have been and somewhat continue to be are regulated in many work places.

> 'neutralizing' , is used to prevent the emergence of socially unacceptable emotions, while the remaining means are used to regulate emotions that are either unavoidable or inherent in role performance: 'buffering' is used to encapsulate and segregate potentially disruptive emotions from ongoing activities, ' prescribing' is used to specify socially acceptable means of experiencing and expressing emotions, and 'normalizing' is used to diffuse or reframe unacceptable emotions to preserve the status quo. (p. 104)

Due to the almost exclusivity of regulating emotion in the workplace to only isolated events, organizations often found themselves lacking in an overall vocabulary and culture for even the beginning discussion of emotional activities and subjective experiences (Ashforth & Humphrey, 1995). This gap in workplace structure and individual experience has been examined and has resulted in the notion of emotional labor.

Emotional labor.

Before Hochschild's (1983) seminal work on emotional labor, workplace labor issues and concerns were primarily focused on protecting the worker from undue physical labor. Hochschild (1983) defined emotional labor as the exchange value of work which is sold for a wage and defined emotion work as the private context where they have use value. Hochschild (1983) illustrated that the cost of emotional labor, where workers suppress true feelings for the company face, is similar to that of undue physical labor; the worker can become estranged or alienated from aspects of self—either the body or the margins of the soul—that is used to do the work.

Emotional labor illustrates the relationship oriented rather than task oriented characteristic of work. For most of the literature on emotional labor has been primarily but not exclusively focused in the service economy (Steinberg & Figart, 1999). Emotional labor is labor-intensive, skilled, and productive labor. It creates value, effects productivity, and generates profit (Steinberg & Figart, 1999). Hochschild (1983) points to the need for an employer to have an employee "induce or suppress feeling in order to sustain the outward countenance that produces the proper state of mind in others" (p.7).

Since Hochschild's work more research has been conducted on emotional labor and like leadership and EI additional definitions has resulted. England and Farkas (1986) define emotional labor as an employee's effort "made to understand others, to have empathy with their situation, to feel their feelings as a part of one's own" (p. 91). James (1989) defines emotional labor as the "labour involved in dealing with other people's feelings, a core component of which is the regulation of emotions" (p. 15). Steinberg and Figart (1999) contend that most of the subsequent definitions of emotional labor are concerned with making customers either feel good

41

or feel bad. Additionally, Morris and Feldman (1996) defined emotional labor as "effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions" (p. 987). And Ashforth and Humphrey (1993) defined emotional labor as "the act of displaying appropriate emotion" (p. 90). Grandey, (2000) contends that with the various definitions of emotional labor confusion about the phenomena persists.

Brotheridge and Grandey (2002) assert that emotional labor may be conceptualized as either job-focused or employee-focused. Emotional labor that is job-focused is more concerned with emotional demands in an occupation. Whereas employee-focused emotional labor is concerned with the experience of managing emotion.

The literature defines jobs that have an emotional labor aspect as having the following characteristics: face-to-face or voice-to-voice contact with other people, either external or internal to the organization. These jobs have been historically located within the service sector and in particular, the helping professions. Additionally, emotional labor requires an employee to create an emotional state in another person while at the same time processing and handling the employee's own emotions. The expression of emotional labor may be authentic, but it does not have to be authentic. Emotional labor is expressed to clients and customers as well as to coworkers, supervisors and subordinates. And although emotional labor may be reactive, it is not just reactive. Through company scripts and trainings, employers are able to exert a certain amount of control over the emotional labor of employees, thus affecting productivity and profit. (Steinberg & Figart, 1999, p. 14)

However, Zapf (2002) prefers the term "person related work" (p. 240) as a more accurate term to describe this type of work. People who are employed in people related work display emotion to influence people's attitudes and behaviors; they usually accomplish this by

influencing the other individuals' moods or emotions. This idea of influence is acknowledged by many researchers of emotional labor, and according to Zapf (2002) it is the core of emotional work. Zapf (2002) further delineates emotional work as two distinct types of work. The first, sentimental work is where the emotional work is the secondary task and has to be carried out especially by considering the responses of the individual at whom the work is done and which serves another primary task, its goal is to influence the clients' emotions. The second, emotional work is where one focuses on regulating his/her own emotions. Zapf (2002) highlighted the work of Strauss, Farahaugh, Suczek, & Wiener (1980) who conducted much of their research about the types of emotional work in hospitals, and Strauss, et al concluded that sentimental work is needed because without it the patient might be so overwhelmed with fear and panic over the diagnosis he or she cannot move toward treatment. Sentimental work helps move them in the desired direction. Locke (1996) confirmed this with observational studies at a pediatric hospital where pediatricians were observed using comedic performance as a method to actively change the child's and their parents' negative feelings into positive ones.

Since that time many researchers have examined the power and interwoven nature of emotions at work and many would argue that emotions have become central to the experience at work (Rajah et al., 2011). Goffman (1959), Ekman (1973), Hochschild (1983) and Ashforth and Humphrey (1993) argued that in all social interactions, including work, people tend follow certain rules and play roles to try and create certain impressions. These have been labeled as display rules. Ekman (1973) describes display rules as the norms of behavior indicating which emotions are appropriate in a given situation but also how these emotions should be publicly expressed. Hochschild (1983) spoke about feeling rules in her work about the management of inner feelings whereas Ashforth and Humphrey (1993) spoke to the outer expression of emotions

and use the term display rules. Employers vary in their degree of explicit display rules; some have their display rules embedded within their mission statement, job descriptions, code of ethics, or standards of conduct. While display rules may be explicit with some employers, feeling rules are almost always implicit (Briner, 1999). Feeling rules are usually embedded in the language used to describe them and the work they do, such as family, team, unit, and/or competitors. Thus, in the work environment employees are not only required to work on tasks that take mental and physical effort. They are also required to manage their emotions as part of their job and to express appropriate emotions as a job requirement (Zapf, 2002).

Hochschild (1983) was one of the first researchers to examine the toll on workers whose job requirement is just as much emotional as it is either cognitive or physical and the toll of emotional labor on workers. As other researchers examined this dimension, they did not always find the same negative relations with psychological strain; therefore, they worked on differentiating the multiple aspects of emotion work. In particular Morris and Feldman (1996) further delineated emotion work with the following dimensions: (a) frequency of emotion display, (b) the attentiveness to display rules required (both the intensity and the duration of emotion display), (c) the variety of emotions expressed, and (d) emotional dissonance.

Frequency of emotional display has been the most investigated dimension, in fact all studies that measure emotion work look at frequency. Hochschild (1983) work examined the frequency of emotional displays. In particular she argued that too many emotional displays would overtax the employees and lead to alienation and exhaustion (Zapf, 2002).

Morris and Feldman (1996) asserted that the more attentiveness to display rules is required the more effort is demanded to carry out the emotion work. They further delineated attentiveness into two sub categories: duration and intensity. Duration of the interactions looks

44

at the scriptedness of social interactions. They state that if the interaction is very short, then it is most likely highly scripted; thus employees engaged in this type of emotion work, such as a ticket taker at the festival, exert less effort than interaction that involve a longer duration of time for the employee. Longer interactions are less scripted; therefore, the impact is greater on the employee, because he or she must be able to read the client's cues and adjust his or her emotions accordingly. Cordes and Dougherty (1993) confirmed this with a study showing that employees who had longer interactions with clients correlated with higher levels of burnout. Intensity of emotional display refers to how strongly an emotion has to be expressed. It also refers to the type of emotion that is displayed. Such as, displaying satisfaction is less intensive than displaying happiness, anger, or rage. It is argued that displaying intense emotions requires more effort (Zapf, 2002).

The third dimension of Morris and Feldman's (1996) emotion work is the variety of emotions required to be expressed. The requirement to display emotions may be either, positive, negative, or neutral. Some jobs highlight displaying one type of emotion over others, such as friendliness for retail clerks. Other jobs require the constant display of various emotions, such as nurses who often display compassion, sympathy, directedness within a work day. They suggest that emotion work that is higher when a variety of emotions has to be displayed.

The last dimension for Morris and Feldman (1996) was emotional dissonance. Emotional dissonance occurs when an employee is required to express emotions which are not genuinely felt in that particular situation. This may considered as a form of person-role conflict, in which a person's response is in conflict with the role expectation regarding the display of emotions (Abraham, 1998; Rafaeli & Sutton, 1987). Hochschild (1983) was the first to indentify emotional dissonance as a problem and the root of feeling alienating from one's own emotions.

45

Additionally, Grandey (2000) and Kruml and Geddes (2000) identified emotional dissonance as one of two dimensions of emotional work, the other dimension is emotional effort. They built upon Hochschild's concept of surface and passive deep acting, which are considered to be at opposite ends of the spectrum. If an employee spontaneously feels an emotion, emotional dissonance is low, if she or he feels nothing or feels the opposite emotion, emotional dissonance is high. They refer to emotional effort as the degree to which employees actively try to change their inner feelings to match the feelings they are expected to express. Zapf (2002) referred to emotional dissonance as a job demand and defined it as a mismatch between felt emotions and the organizationally desired expression of these emotions; they contend that emotional dissonance is an external demand. He argues this because number of situations where gaps between the felt and desired emotions appear, may differ considerably, although the display rules and the requirement to express positive emotions are the same.

Another dimension to emotional dissonance is what Zapf (2002) refers to as deliberate dissonance acting. This dimension was first mentioned by Ashford and Humphrey (1993) who described work circumstances having different rules for the display of emotions and if there is a discrepancy between one's inner feelings and what is an acceptable display of emotion at work, one must usually adopt internal neutrality (Zapf, 2002). For example

> The occupational feeling rules of a medical doctor may often imply the need to display sympathy and understanding while being as calm as possible so as not to be distracted from a difficult treatment which is the primary task. Detached concern means internal emotional neutrality and, at the same time, external display of moderate emotions. (Zapf, 2002, p. 246)

Kruml and Geddes (2000) argued that it might be a unique sign of professionalism to be able to maintain a particular emotional display even when felt emotions were very different.

Hargreaves (2000) states the "organizations and workplaces are prime sites in which adults experience and learn to express their emotions in particular ways" (p. 815). Vital to the organizational dimension of emotions are Hargreaves' two basic concepts of emotional understanding and emotional geographies. Emotional understanding is "an intersubjective process requiring that one person enter into a field of experience of another and experience for herself the same or similar experiences experienced by another" (Hargreaves, 2001, p. 1059). It is not a linear, step-by-step process, instead it occurs instantaneously as "people reach down into their past emotional experiences and "read" the emotional response of those around them" (Hargreaves, 2000, p. 815). Emotional geographies are the characteristics of a social area, a shared community or space. Additionally, within any organization, emotions may be a type of control and a form of political resistance. "Emotions matter in organization because bosses, employees, leaders and followers understand and perform their roles of subordination and domination considerably through learned emotional expression and silences" (Zorn & Boler, 2007, p. 148).

Emotional labor and emotional intelligence.

Goleman (1995) contends that if individuals understand their own personal as well as others emotional reactions, hence emotional competence, they will be the outstanding performers at work. In later research of emotional intelligence at work, Goleman (1998) noticed that the

> rules for work are changing: we're being judged by a new yardstick, not just by how smart we are, or by our training and expertise, but also by how we handle ourselves and each other and these rules have little to do with what we were told was important in school: academic abilities are largely irrelevant to this standard. The new measure takes for granted having enough intellectual ability and technical know how to do our jobs; it focuses instead on personal qualities, such as initiative and empathy, adaptability and persuasiveness. (p. 3)

Although there has been a shift to examine and address emotions in the workplace, Fambrough and Hart (2008) underscore that it is still common to limit the expression of negative emotions and that rationality is still seen as ideal and emotion as destructive, unprofessional and potential harmful to the organizational stability. This act of denying emotion harkens to the earlier work of Hochschild who discussed the toll of emotional labor on workers. However, researchers of EI understand that the skillful expression of emotion, both positive and negative, in the workplace has a direct impact on workers. This is because work can be fulfilling, as well as a significant source of life satisfaction and well-being, providing a person with a sense of identity and purpose. At the same time, work can also be a source of great personal distress for many people. For example, Matthews et al. (2002) states that the lack of effective coping strategies for handling stress, such as the expression of fear, anger, or joy , brought about by rapid changes and uncertainty in the workplace, may lead to considerable declines in well-being, health, job involvement, and job performance. This has lead to an understanding that work needs to be a place where the expression of emotions are cultivated and are incorporated into the work culture.

EI scholars have examined the interplay of EI and emotional labor and many of the mixed model EI researchers contend that people with higher levels of EI are better able to handle emotional labor, because they understand that work is emotional. To briefly return to the discussion of regarding the relationship between the two EI models, abilities and mixed; they are related, but not the same and they examine different aspects an individual. Joseph and Newman (2010) presented an EI cascading theoretical model of the causal relationships between personality, cognitive abilities, and job performance. For example, emotion perception predicts emotion understanding, which then predicts emotion regulation, which in turn predicts job

performance. Within in this model Joseph and Newman (2010) identified two central concepts as necessary to understanding the relationship between EI and job performance: emotion regulation and emotional labor. First Joseph and Newman (2010) distinguished between the different facets of EI (emotion perception, emotion facilitation, emotion understanding, and emotion regulation) and in doing so; they discovered a critical importance of the emotion regulation facet as a mediator of other EI facets effects on job performance. They also discovered that there is a stronger EI criterion validity finding for high emotional labor jobs. Wong and Law (2002) highlighted emotional labor as an important contextual variable for EI and they also found that EI predicted job performance ratings more strongly in high emotional labor jobs. Thus, EI researchers, particularly those who examine EI from the mixed model view argue that more attention needs to be given to context (Cherniss, 2010).

As past and current scholarly explores went and continue to go deeper into the emotion facet of the leadership iceberg, what has been discovered so far is that emotions play a crucial part in keeping the iceberg afloat and determining its success in its environment. However, what was also discovered was that understanding the importance of emotion alone was not enough to navigate the ever changing waters in which icebergs were finding themselves in. What was needed was a way to use the power of emotions to steer the iceberg, hence emotional intelligence. New facets of the leadership iceberg continue to be discovered and explored; this will help in better understanding the complexity of the iceberg. These new explorers are grounded in emotion scholarship and contemporary feminist philosophies on emotion. "These most promising approaches to the study of emotion challenge the traditional separation of emotion and cognition by showing that emotions are neither private nor public, but must be

understood as collaboratively formed" (Zorn and Boler, 2007, p 142). The creation of the emotionally nurturing and expressive culture is task of leaders today.

Emotions and Leadership

The leadership iceberg is changing and it is changing at ever increasing rate. There are more icebergs than ever, these icebergs are being calved from ice shelves at an alarming rate; therefore there are more and more icebergs in the water. The reason why the ice shelves are calving ice bergs is because the environment is changing with warming temperatures. No matter how many icebergs are in the water, each iceberg supports an ecosystem itself. Yet, if the waters are changing and each iceberg is competing with other icebergs for fewer resources, then it emotional core becomes even more critical to its survival. Leadership and organizational management literature argue that in today's workplace the common denominator is change, or better yet, rapid change, which has the potential to wreak havoc on an organization. As more and more literature suggests that leaders who understand the power of emotions (both their own and their employees') will be better able to guide the organization through the ever-changing terrain. According to Goleman et al. (2002) the emotional task of a leader is primal, in that it is both the original and most important task of leadership. It is the job of the leader to understand and guide the collective emotions in a positive direction and address and clear the smog created by toxic emotions; basically lead the emotional tone of the group (Humphrey, 2006, Rajah et al., 2011). Yet, "for the most part, the use of emotions in organizational leadership is more subtle and subdued" (Reichard & Riggio, 2008, p. 512).

As discussed earlier, thinking about emotions has begun to shift from the individual and private to the collective and shared. Leaders are a prime example of this, because employees look to leaders, whether official title or not, to set the emotional tone. Therefore, leaders must

understand the social and organizational dimensions of emotions (Goleman et al., 2002; Zorn & Boler, 2007). Ingram and Cangemi (2012) assert that leaders use their own emotions to motivate employee's behaviors in creating an organizations environment and goals. They stress that it is *how* leaders use their emotions that impact the work environment.

> How many people have quit one organization to work for another for far less monetary reward? Often they are seeking a working environment where fear is *not* the leader's choice for motivating behaviors. Actually, most people don't quit jobs, *they quit their leaders*. (p. 774)

During times of constant change and complexity in workplace, leaders who are unaware of the impact of their emotions in the workplace will have a hard time successfully navigating these ever changing environments. Because it is during these time of change and stress where emotions become stronger than facts leaders must remember that is in these times if they are not attending to this aspect of the environment employee's will leave not because of economic reason but for emotional reasons.

Therefore, leaders must be adept at recognizing both the overall emotional environment and the employee's genuine emotions, because even if leaders are being ethical the natural apprehension that is associated with organizational conflict and change may cause employees to conceal their emotions. In order to have an emotionally healthy environment leaders must be willing and able to empathize with his or her employees negative moods and to establish resonance with them (Humphrey, 2006). But the work of creating this healthy emotional environment does not end there for leaders, once he or she has established a connection to the collective feeling, the next step becomes ability to portray confidence and sympathy during frustrating times and inspire confidence and feelings of optimism among employees (Humphrey, 2006). Setting the emotional tone for an organization is daunting, with this facet of the

51

leadership iceberg being a recent discovery, how do leaders learn how to navigate these emotional waters?

Localized leadership development programs

Leadership, as evidence by the magnitude of research about it, is important. Collins (2001) asserts, "most organizations recognize that effective leadership is one of the most powerful competitive advantages an organization can possess" (p. 44). The question begs, how are leaders prepared for this very complex and weighty world of leadership? Leadership development is a multi-billion dollar industry because of this understanding of the essential role they play in organization (Riggio, 2008). For example, there are undergraduate leadership programs at universities and college, executive leadership programs for business schools, leadership graduate programs in education, a multitude of on-line credit or non-credit leadership certificates offered by universities and private companies, and consulting firms who will work individually with a leader and his or her organization. Add EI to the mix of leadership development and the self helps books, programs, and certificates increase exponentially.

Alongside this explosion in leadership development activities, states and local communities have also indentified the need for leadership development programs that address the perceived dearth in leadership and address the specific needs of the community. According to Fredricks, (1999), Azzam and Riggio (2003), and Wituk, et al. (2003), there are over 700 community leadership programs across the United States, with most of the regions having programs. Most of these programs were either formed and sponsored by or closely aligned with the local chamber of commerce. Local agricultural extension offices have also been aligned with a number of these programs. Many of these communities also have statewide leadership programs (Fredricks, 1999). The focus of these leadership development programs is on teaching

the participants about the community or the state. This is primarily accomplished by recruiting and educating already established leaders about their community and their state. The emphasis of the programs tend to be on (a) providing participants with information about community strengths, problems, and needs; (b) visiting and discussing specific community sectors (e.g., healthcare, government, education); and (c) introducing participants to each other and networking them with other community leaders (Wituk, et al, 2003, p 76).

In a review of one state's program, Carter and Rudd (2000) identified two main goals of state leadership development programs were (a) to develop leadership skills in the participants and (b) to enhance participants' knowledge on topics. According to Black and Earnest (2009), the foundation of leadership programs began in 1983 with the vision of the W.K. Kellogg Foundation. The Kellogg Foundation funded the creation of the first organized statewide leadership development program to exist in the U.S. (Black & Earnest, 2009, p 184). As of 2009 there were 32 states that have some type of leadership program. Black and Earnest (2009) also report that these programs claim to have thousands of alumni. With this, these programs have an impressive amount of supporters. However, the literature on both community and state leadership programs concur that what is missing in the development of these programs is an evaluation component (Fredricks, 1999; Carter & Rudd, 2000; Black & Earnest, 2009). Last, with the incredible expansion of understanding the importance of emotion and in particular EI in the workplace, many of these state and local leadership development programs have incorporated some type of EI component to their program.

While the focus on a leader's responsibility of creating and sustaining the emotional tone of the workplace is, no doubt, critical it however does not address a more fundamental question; what is the emotional weight of leadership? In other words, in these ever changing times within

the workplace how does the one who is responsible for setting the emotional and motivational tone sustain themselves?

Emotional Impact of Leadership

While leadership researchers have begun to examine the role of emotion in leadership, it is predominately focused on how understanding and controlling emotions may increase leader, employee, or organization effectiveness. What has not received as much attention is the effect of the leaders' moods and feelings or emotions have on the organization and employees, or even less of a focus is the effect of their feeling on themselves (George, 2000; Lewis, 2000; Gardner & Stough, 2002; Higgs & Aitken, 2003). What little research done to date on this topic of effect and where the predominant research on emotions in the workplace and in particular emotions and leadership has been on performance, a small group of researchers have began to examine emotional impact of leadership on leaders. The effective navigation of emotions by leaders has been described by Boyatzis and McKee (2005) as resonant leadership which is a leader's ability to *tune in* to his or her employees emotions to help inspire and motivate them in staying connected and engaged in an often chaotic world of work. EI is a key factor for these leaders and Boyatzis and McKee (2005) contend that leaders who cultivate this resonance have the capacity to go from good leaders to outstanding leaders. The concern then becomes, how does a resonant leader sustain his or her effectiveness? They argue that the key to sustain resonance is with the focus on renewal practices for leaders. Historically and, to an extent, currently the professional world of leaders has not emphasized the importance of renewal practices for the body, mind and spirit. "Leadership is the exercise of power and influence and power creates distance between people. Leaders are often removed from support and relations with people" (Boyatzis & McKee, 2005, p. 6). Boyatzis and McKee (2005) call this the sacrifice syndrome.

And they argue that leaders who do not take time to renew will become dissonant leaders and thus dissonance begins to spread throughout the organization. They also identified that leaders encounter power stress-which is a unique type of stress that is a basic part of being a leader. For example, leader's choices are rarely easy and straightforward. Additionally, communication and decision making are incredibly complex and many of today's leaders must often lead with ambiguous authority. Add to that the loneliness that comes with being the person at the top, and you have a formula for power stress. However the problem is not the stress per se, because leaders have always experienced stress, the issue is there is now too little time for recovery.

Ginsberg and Davies (2007) further examined the emotional impact of leadership on leaders by focusing on the human side of leadership. They offer detailed stories of the complex issues leaders encounter and they also illustrated the toll that the issues had on the leaders professional and personal life, last even with the best EI tools used they also showed that sometimes the outcome of the emotionally challenging issue did not always result in a happy ending for the leader and/or the employee. This real life examination of a leaders emotional labor is a reality check to the often warm and fuzzy popular press exaggerations of the power of using EI as a leader as an universal solution for issues. Their research illustrates the critical need to better understand the power of the emotional impact of the leadership iceberg for the fundamental survival of the berg.

More specifically, George (2000) asserts that "while existing studies detail what leaders are like, what they do, and how they make decisions, the effect of the leader's feelings or their moods and emotions and, more generally, the role of emotions in the leadership process, are often not explicitly considered in the leadership literature" (p. 1028). Therefore, to better

understand the complex role of emotion in the lives of leaders a deeper examination on the emotional impact of leaders is needed.

Summary

In summary, this literature review deconstructed the leadership iceberg to its core element, emotions and EI and the emotional impact of leadership on leaders. The literature review journey started at the shiny leadership exterior tip of the iceberg, with an overview of the elusive concept of leadership itself and how in almost a century of research the complexities are still being discovered. Then as the journey went underwater and deeper into the heart of the berg I stopped to examine the phenomena of emotion, with a discussion of what they are and how they function, and also I looked at how emotions are viewed in the workplace and in leadership. This examination led me deeper into the emotion facet with an overview of the relatively new but wildly popular concept of EI. Specifically, the issues of validity construct and models were discussed and ended with a brief discussion of the relationship between EI and general intelligence. Going deeper to the core, the next facet was emotions in the workplace, in particular the concepts of emotional labor and emotional labor and EI.

At this phase in the journey, I felt as though I was getting deeper and closer to the core of this leadership iceberg. In this facet, the concept of emotions in the workplace was examined, with a focus on how emotions were historically seen as the root of all workplace problems. Emotional labor is considered to be the unseen and unspoken part of any workplace. And for most employees who either interact with customers or one another a critical component of the workplace. Once emotional labor was discussed the emotions in the workplace explorers showed how emotion, in fact, can save and become the shining achievement of the workplace, These explores contend all that is needed in an understanding of how to navigate emotions in the

workplace, hence this part of my journey reconnected with the EI facet I was on earlier. Here, the intersection of emotional labor and EI was discussed as the way to motivate the people with the workplace. This discovery has been considered the key to effective leadership.

Deep into the iceberg, I knew I had to be getting close to the core when I discovered the next facet, emotions and leadership which was intersection leading directly to the core. In this part of the facet, the discussion was focused on how leaders can harness the power of emotions to steer their organization through the ever changing environment. Leaders create and maintain the emotional tone. I kept asking myself, at what cost? Next, a short discussion about how leaders are receiving leadership development in order to effectively navigate change was provided. While there are many leadership development programs available and they touch on emotions in their course of study, but evaluations for their effectiveness are lacking.

Now at the core, I realized that all the information from previous explorers lead me to this spot. A tiny, but crucial spot nestled deep within the core of the leadership iceberg. The past explores showed the aspects of emotions and leadership, however only a few have begun to study the emotional impact of leadership. In order to better understand the entire leadership iceberg, a further examination of its core is essential. In the next chapter I will present my plan to examine the questions of how does, leadership, emotion, EI, emotional labor, and leader development weigh on a leader. Or in other words, what is the emotional impact of leadership on leaders?

Chapter Three: Method

Overview

Leadership is complicated (Ginsberg & Davies, 2007; Northouse, 2004; Yukl, 2010). Emotions are contagious (Ashforth & Humphries, 1995; Goleman, 1995). Leadership is often looked to as the panacea for organizational issues (Goleman, 1998; Goleman, et al., 2002). Recent research has shown that the way to effectively lead is with the understanding of the power of emotions (Goleman, et al., 2002; Boyatzis & McKee, 2005). Emotions can be seen as an organization's barometer; thus, an effective leader must understand how each individual's emotions, including his or her emotions, and the collective emotional culture impact the overall organization. Navigating emotional leadership can be difficult and lonely for the leader (Ginsberg & Davies, 2007). To better understand the emotional weight of leadership, my study focused on the emotional impact of leadership as described by leaders. This chapter will begin with a discussion of the research design and will include descriptions of the methodology used, the selected site, the procedures for selecting participants, the data collection strategies, the data analysis process, and the methods for ensuring trustworthiness.

Research Design

The mode of inquiry used in this study was qualitative. Qualitative research is a holistic approach to studying how people experience the phenomena in their lives (Bogdan & Biklen, 1992). The qualitative approach of phenomenology was used to frame this study. This approach was selected as its systemic processes for exploring the meaning of a phenomenon complemented my search for exploring and understanding the emotional impact of leadership.

Phenomenology emerged during the 19th century, when researchers in the field of philosophy began to shift their focus on how they examined the world. This shift was toward an empirical or a scientism lens. Proponents of phenomenology argued that what was needed in research was not this fragmentation of knowledge, but instead a return to a Greek conception of philosophy as a search for wisdom. They argued that in order to make new knowledge the researcher had to truly understand the meaning of the lived experiences of people as understood by the participants—not the researcher. Thus, phenomenological studies have a complex interconnection with their philosophical roots and any researcher undertaking this type of study must have a solid understanding of this context. In essence, phenomenology argues that all knowledge starts with the personal and meaning is created based on each person's consciousness, or awareness of that experience. Phenomenological researchers argue this subjective knowledge is fundamental to any empirical knowledge (Moustakas, 1994; Sokolowski, 2000).

A study conducted from a phenomenological stance is structured to understand the lived experience of participants and the meaning they give to that experience in relation to a certain phenomenon (Bogdan & Biklen, 1992; Shank, 2002). With that, given a specific academic perspective, several different types of conducting a phenomenological research have emerged. These include dialogical, empirical, existential, hermeneutic, social, interpretive, and transcendental phenomenology. No matter which type of phenomenological research a researcher undertakes, most phenomenological studies have their roots in the work of Edmund Husserl (1859-1938), in particular his *Logical Investigations* is considered to be the epicenter of the this type of research inquiry (Creswell, 1998; Sokolowski, 2000; Moustakas, 1994; Van Manen, 1990).

The type of phenomenological research used in my study was transcendental phenomenology. Transcendental science, similar to phenomenology, emerged out of a growing discontent with the philosophy of science that increasingly became focused on the study of *material things*, a science that in the mind of phenomenologist's, failed to take into account the experiencing person and the connections between human consciousness and the objects that exist in the material world. Thus, transcendental phenomenology emphasizes subjectivity and discovery of the essences of experience and provides a systematic and disciplined methodology for source of knowledge (Moustakas, 1994, p. 45).

Purpose Statement

The purpose of this transcendental phenomenological study was to better understand how leaders who have completed a state leadership academy describe and interpret their emotion as leaders in their professional role.

Research Questions

The following research questions guided this study:

1. How do selected leaders who have completed a state level leadership academy experience emotion within their professional role?

2. What behaviors do these leaders rely on to resolve or integrate emotional experiences?

3. How and with whom do they express these emotional experiences?

4. Do they feel they were prepared to successfully navigate their personal emotional landscape as well as the organizations emotional landscape?

Site

The site for my study was a state leadership academy in western region of the United States. In an attempt to provide confidentiality the site pseudonym is Academy. The Academy was established over thirteen years ago. The initial leaders involved in the Academy's development believed there was a need for a statewide leadership program. The mission of the Academy is to provide state leaders the opportunity to better understand general public policy issues, economic and social diversity, and the challenges facing the state; and to prepare participants, through shared mutual interests and the leadership skills developed, to be active in building a better state (Academy website).

The Academy is a nine month program that includes both educational and experiential components. There is a considerable time commitment for Academy participants. Participants are required to travel throughout a large, rural state to spend up to three days, per month, in concentrated leadership sessions. The Academy focuses on leadership from various view points: leaders and followers in the pursuit of a common goal; the skills that are needed to bring people together; and the characteristics of effective leaders. During the program, participants are challenged and involved in Personal Trusteeship/Inner Work, Leadership Skill Development, State Issues Awareness, and Independent Class Study Projects. At graduation, class participants present independent class study project findings before leadership program graduates and state and local leaders (Academy website).

Due to its intense and intimate nature the Academy's application process is lengthy and enrollment is limited. The Academy selects people who are not typically connected professionally to help facilitate the formation of diverse, long term networking opportunities that are based on trust and shared experiences. The Academy builds leadership capabilities and

61

supports ongoing leadership development of its alumni with continuing education and networking opportunities.

The composition of Academy alumni includes a diverse age, gender, and employment sector range. Graduates include federal, state, and local policy makers, university professors and staff, state and local government employees, and small business owners. Participants are well represented from communities throughout the state.

Participants

To better understand the lived experience of the emotional impact of leadership on leaders, and to gather "information rich" (Patton, 2002, p. 242) data about the emotional challenges leaders encounter, alumni of a state leadership academy who have successfully graduated from the program within the past five years served as the participant pool for my study. The selection of this participant group was twofold: first, all alumni experienced, at one time or another, the phenomenon under study and, second, I had access to this group through proximity. Thus, leaders were defined as graduates from this program.

The research sample was ten (10) participants who were selected from the larger recent academy alumni pool. The sampling strategies were purposeful and included criterion, convenience, and snowball techniques. Criterion sampling was used as all participants were graduates of the Academy and thus were considered leaders. Additionally, by being selected into the Academy, participants most likely encountered an emotional challenge in their leadership position. Convenience sampling was used because all participants were graduates of the selected Academy and all were in relatively close proximity to me (Patton, 2002). Last, snowball sampling was used as another strategy to ensure that information rich data were collected (Patton, 2002; Creswell, 1998). The final number of participants was determined when the

information gathered in the interviews reached the saturation point and no new information emerged (Merriam, 2002; Patton, 2002).

I worked with the Academy staff to seek permission to contact alumni. Once obtained, an Academy staff member emailed all Academy alumni with the details of the study including a cover letter describing the research (see Appendix A), an informed consent form (see Appendix B), and my contact information. After individual alumni who were interested in participating contacted me, I determined if the alumnus member graduated within the specified timeframe. If he or she did, I set up a time for an interview.

Data Collection

Data collection procedures for this study included one in-depth, open-ended, interview with each participant that lasted between 45 minutes to 90 minutes. Originally, I anticipated having two interviews with each participant; however, saturation was achieved with the one interview. The interviews involved an informal, interactive process and utilized open-ended comments and questions (see Appendix C). I spent time getting to know each person through social conversation with the intention of creating an environment that was welcoming and trusting. When this was intuited by me, I then asked the participant to focus on the phenomenon at question (Moustakas, 1994). The goal of the interview was to have each participant reconstruct and remember experiences of the phenomenon of study (Seidman, 2006).

For all interviews, I engaged in *Epoche*, which is the systematic process of setting aside preconceived notions and judgments regarding the phenomenon, before, during and after each interview (Schram, 2003). I kept a research journal detailing my reflections, reactions, and realities during this process (Creswell, 1998; Moustakas, 1994; Saldana, 2009). Creswell (1998)

discussed that data collection activities are interrelated and there are multiple points of entry into this part of the research.

Data Analysis and Synthesis

To truly understand the meaning and essence of the emotional impact of leadership on each selected leader, I engaged in the three major phenomenological research processes of Epoche, transcendental-phenomenological reduction, and imaginative variation. *Epoche* is the process of clearing the mind so it can be open to seeing phenomena as they are. The key is to not form judgments or take positions, just experience the phenomenon. Moustakas (1994) describes this process of Epoche as a type of reflective- meditation, where the researcher is "letting the preconceptions and prejudgments enter consciousness and leave freely" (p. 89). Like all meditative practices, the more one practices, the more adept they become at the process.

Each interview was digitally audio recorded and was transcribed verbatim in its entirety. Additionally, to seek meaning by consciously clearing my mind through the Epoche process, I then read each interview with no other objective than to digest it. After this process, I engaged in the next step of analysis, *transcendental-phenomenological reduction where* each experience was considered in its singularity, in and for itself. It was in this step where I derived textural descriptions of the meaning and essence of the phenomenon, each participant has a composite textural description. Subsequent reading resulted in the *imaginative variation*, which is the process of describing the structural essences of the phenomena (Moustakas, 1994). Single subject analysis was completed on each participant before I began the process of conducting inter-subject analysis. Once meaning was understood from each subject and themes emerged across the subject, I conducted an analysis of the context (Moustakas, 1994). In order to undertake these three major phenomenological processes, the following method of analysis was

used. First, I completed the entire analytical process on my own experience of leadership and then followed the same steps for each of the participants. The method of analysis was as follows:

1. Using this approach, obtain a full description of the researchers own experience of the phenomenon.

2. From the verbatim transcript of the researchers own transcript complete the following steps:

    a. Consider each step with respect to significance for description of the experience.

    b. Record all relevant statements (horizonalization)

    c. List each nonrepetitive, nonoverlapping statement. These will become the invariant horizons or meaning units of the experience.

    d. Relate and cluster the invariant meaning units into themes

    e. Synthesize the invariant meaning units and themes into a description of the textures of the experience. Include verbatim examples.

    f. Reflect on your own textural description. Through imaginative variation construct a description of the structures of your experience.

    g. Construct a textural-structural description of the meanings and essences of your experiences.

3. From the verbatim transcript of each participant complete the same steps of a-g.

4. From the individual textural-structural descriptions of all participants experiences, construct a composite textural-structural description of the meanings and essences of the experience, integrating all individual textual-structural descriptions into a

universal description of the experience representing the group as a whole (Moustakas 1994, p. 122).

Trustworthiness

To ensure that the interpretation of the data was consistent with the data collected, (Creswell, 1998; Patton, 2002; Merriam, 2002) I engaged in four trustworthiness activities: member checking; peer examination; audit trail; and rich, thick descriptions.

Member checking was considered more of a reliability check in that the data and results were dependable and consistent. Member checking activities consisted of soliciting each participant's views on the credibility of my transcriptions, interpretations, and findings. Participants were asked to review and give feedback on my draft (Creswell, 1998; Merriam, 2002).

Peer review was the second type of internal validity activity. My committee chair scanned sections of the raw data to assess whether my findings were plausible based on the data (Merriam, 2002; Patton, 2002; Miles & Huberman, 1994).

The audit trail was concerned about the reliability of the data. My committee chair audited my data collection and data analysis documents to ensure my findings could be authenticated (Merriam, 2002; Patton, 2002).

The fourth trustworthiness activity, rich, thick descriptions are considered more in terms of validity. Patton (2002) suggests thinking about generalizability as "context-bound extrapolations rather than generalizations" (p. 491). Merriam (2002) adds that "probably the most common way generalizability has been conceptualized in qualitative research is as reader or user generalizability" (p. 28). Through rich, thick descriptions, I was able to "provide enough description to contextualize my study such that the readers will be able to determine the extent to

which their situation matches the research context, and hence, whether findings can be

transferred" (Merriam, 2002, p. 31).

Chapter Four: Findings

This chapter presents the findings from open-ended interviews with the 10 participants. As participants shared the context of how and when they expressed emotional experiences in their respective professional role, three major themes emerged (a) sacrifice; (b) service; and (c) state. While all participants have a rich narrative leadership experience, their individual stories will be presented in the phenomenological approach of illustrating collective themes across the group. Each theme is presented with a composite textural-structural description (Moustakas, 1994) followed by individual, verbatim examples to provide rich, thick descriptions of the phenomenon.

Participants

To better understand the emotional phenomenon that emerged from the participants, a brief introduction to each participant is provided.

Fred was a high-ranking leader within a military branch of the government. Fred began his career in the military and then left for a few years to pursue a civilian career in the natural resources field. When Fred left the military, he never thought he would return. However, he did return. Years ago, the military offered civilians an opportunity to try out a particular branch of the military; it was called the "Try One" program. The program was a one year commitment in which members could leave at the end of the year with no questions asked. It was during his time in "Try One" that Fred discovered just how much he missed the military community and he has been there ever since.

Ben was a scientist by education; however, he became a leader within his tribal community. He left his community to pursue his career in the private natural resources field.

During this time, he became adept at learning how to create community wherever he lived. Then due to family reasons, Ben returned home to the reservation and worked his way up as a tribal leader to eventually serving as the tribal council chairman. Although he was no longer on the council, Ben continued to advise his tribe.

Abbey was motivated to obtain her doctorate degree because of a divorce which resulted in her becoming a single parent. She knew that the only way she could provide a good living for her and her daughter was through higher education. Abbey worked in the public education sector, both secondary and post secondary. Although Abbey no longer worked in the public education system, in her current position she serves as the project director for a multi-county Cooperative Education Services organization. This entails coordinating professional trainings and educational opportunities for adults in the northwest part of the state. Abbey has lived in the state for a little over five years.

June also has her doctorate degree and has been in an administrative position for several years at a state university. Being a native of the state June followed her father's advice which was, if she wanted to work as a professional in the state she would need to obtain her formal education elsewhere. June left and received her bachelor's degree, master's degree, and doctorate degree in different states and different universities. Since her return June has worked at the university.

David is also a native of the state. Throughout his high school and college years, he was active in student leadership activities. Unlike June, David decided to attend a university within the state. He received his bachelor's degree and has been able to build a successful career within the state and become a leader in the healthcare industry. Although David's formal education is

not in healthcare, he has spent many hours in continuing education settings learning the details of the ever-changing health care industry.

Ian has a clinical doctorate degree; however, he considered himself a business man. Currently, he is the director of the state social service agency. Before working for state government, Ian had an extensive and successful career in the mental health sector. He has worked in many states and has served in the roles of mental health clinician, chief administrator, and co-owner. Additionally, Ian has worked for the K-12 public education system as a clinician.

Clark has recently retired. Before retirement, he advanced to the Chief Financial Officer (CFO) position of one of the largest healthcare institutions in the state. Clark has a Bachelor's degree in finance, and a Master's degree in Business Administration. Before transitioning into the healthcare field, Clark worked for a well-known finance company until that company left the state. Being a native, Clark wanted to remain in his community and close to his family; therefore, Clark dramatically shifted his career from a private for-profit finance company to a non-profit health care organization.

Helen is a native of the state and upon graduating college she never thought she would return to her hometown to pursue a career or raise a family; but, she did. Currently, Helen is a municipal leader of a small town in the northern part of the state. She was formally educated as a scientist and early in her career worked for the forest service. It was during this time with the forest service she realized that being in the field for an extended time was going to be difficult on her young family. With that awareness Helen looked for jobs that were close to home. Helen lives in a very rural part of the state, thus, she anticipated that she would most likely have to travel to a larger town for sustainable work. It turned out there was an open position for the deputy clerk of her home town. When Helen got that job she described her early years as a time

of learning as she went. She stated that her degree in science did not teach her how to run a town; therefore, she took advantage of any learning opportunities that came along. Now, she knows how to run almost every aspect of the town. Last, she is currently enrolled in a Master's degree in Business Administration program.

Elise has a clinical doctorate degree. She practices in one of the state's larger towns and believed she would work in an existing practice. Recently, Elise experienced a change in her former place of employment that resulted in her decision to leave and start her own private practice. Although Elise never wanted to have her own business, now that she does, she said it was the best decision she has ever made. She is currently enjoying the challenges of learning the details of running a business.

Grace grew up in a military family, which meant she moved quite often. When her family finally settled into a town, Grace struggled with that transition. She sought refuge in a church sponsored summer camp where she was a camp counselor to children who had disabilities. Grace says it was during that time when she discovered that working for people with disabilities was her calling in life. Grace talks of helping people with disabilities as much more than a job -- it is who she is...she cannot imagine doing anything else. She has worked her way from the receptionist up to the Chief Executive Officer (CEO) of a large non-profit service provider in a medium sized town in the state. Along the way Grace also completed a post secondary degree.

Participants have diverse career backgrounds, work in diverse sectors, and have diverse levels and types of education. They represent both the public and private business sectors: large, medium, and small businesses; for profit and non-profit sectors; and various industries. Some participants have or have had positional leadership roles; while others have not. Some have been

in leadership roles for years; others were relatively new to leadership. While the participants represent a diverse group of leaders in diverse settings, their common thread is that all are Academy alumni. Thus, the participants are a microcosm of the larger Academy in all industries and sectors, except education. Forty percent of the participants had doctorate degrees, whereas that percentage is typically much lower compared to other Academy cohorts.

The Academy is highly competitive and some participants spoke of applying multiple times before being accepted. Whereas others were surprised when they were accepted on their first application, because they too had heard that it is almost impossible to get accepted into the Academy on the first try. Participants shared that the Academy is a unique leadership experience and would recommend it to others. They shared that until they had gone through the Academy, they could not truly appreciate what it did for them as leaders, both in terms of their own internal work and in the larger networking opportunities. Participants shared that they continue to stay in touch with other Academy classmates, and they view each other as a valued support system. Additionally, participants talked about the significance that the Academy places on selecting diverse members and talked about the unique opportunity this setting provided them. Most shared that they normally would not have the opportunity to regularly interact with members from other business sectors, other parts of the state, other political affiliations, and other industries. They shared that this focus on diversity made the Academy stronger and provided a depth of understanding for participants. The participants are well known, either within their industry, sector, city, and/or state. Therefore, to protect their identities pseudonyms have been used. Additionally, any identifying geographic details have been changed.

Sacrifice

The sacrifice which causes sorrow to the doer of the sacrifice is no sacrifice. Real sacrifice lightens the mind of the doer and gives him a sense of peace and joy.
Mahatma Gandhi

Much is written about sacrifices leaders make: the long hours, difficult decisions, tempering of one's true emotions for the good of the organization, and the effects of constant change both internal and external (Boyatzis & McKee, 2005; Brotheridge & Grandey, 2002; Fambrough & Hart, 2008; Ginsberg & Davies, 2007; Goleman, Boyatzis, and McGee, 2002; Ingram & Cangemi, 2012; and Zapf, 2002). The participants echoed these sentiments. All were in various stages of either having made or currently making sacrifice. Participants shared that their sacrifices were intentional and in the end made their organization, their family, and /or themselves better. Therefore, they understood the larger joy and peace that comes with making sacrifices. Most spoke of the benefit of the sacrifice. Although many had gut wrenching stories of sacrifice, none felt that the sacrifice itself stopped them from moving forward. Participants talked of the elements of sacrifice such as seeing challenges as opportunities and having support as key factors for being able to navigate often uncharted territory and stay the new course. They spoke of understanding that part of being a leader is making decisions where sacrifices made may directly impact the leader, members of their team, and/or their family.

Fred spoke of how sacrifices in the name of service have become a normal part of his career. He believed that it is just part of living in our Nation.

> you're asking people to risk their lives and that's probably the one message about service that we have is that is no matter whether you're going to war or whether you're in peace time there is sacrifice to be made … You spend time away from your families. You sacrifice financially. You sacrifice health and time. It's the burden you bear being a part of this great Nation.

73

He understood the gravity of his decisions and potential impact his decisions have had and will continue to have on himself and on his team.

> when I was a battalion commander I had a young captain that they [the Organization] needed to fill up a unit and they were looking for his skill set. So, I went to him by name and asked him to volunteer and he was killed in Iraq and that was pretty hard even though it wasn't my unit. I mean, it was just, I had specifically asked him to go and so (long pause) those are hard things.

Although he understood that death was part of the sacrifice that he or his team may ultimately encounter, the decision to send the young captain was complicated for Fred.

Similarly, Ian spoke of sacrifice in terms of duty and service. Therefore, when the governor asked Ian to serve in his administration, Ian left the private sector and began a new career in the public sector. This change in career and sector meant Ian and his family had to make sacrifices to their lifestyle.

> I come from a long line of military. And as my wife and I told my kids, here's the governor's request and guys, it's going to be about a twenty-five to thirty thousand dollar a year pay cut, so there's going to be a little sacrifice. But, when your Nation or your state call there's only one answer and it's not no.

Not only did Ian sacrifice monetarily for public service, he and his family also sacrificed by leaving their community and moving to a new part of the state. In particular Ian spoke of the impact that his public position has had on his family's public time together.

> I think I had death threats three times in my twenty years as a clinician. I don't know how many times I've had death threats in this job, a lot. I guess you take that with a grain of salt; it's the way I see it. It's not really about me; it's about the symbol that the position represents. It is what it is. I don't worry about myself, but I have made some adjustments and my family is aware of that. We don't spend a lot of time in public together because I just don't want the wrong people knowing what my family look like. So we'll hit a restaurant here and there, but we really don't spend a lot of time in public together.

Ian accepted that personal sacrifice was necessary when accepting a public position. He values his work and his family, and he realized that in order to do this job, he and his family had

to make adjustments to their daily lives. And although it was a sacrifice, it was one that Ian freely made.

Ben has made sacrifices for his career that has impacted his family as well. Additionally, Ben talked of his deep connection to his culture, his community, and his extended family and how he felt when he sacrificed his ancestral community by moving to another state to begin his career.

> It was foreign. Growing up in any community where you grew up or where I grew up; you somehow recognize that people know about you, but they might not know you. Or if you get into a situation where you need help, someone shows up or they know your family, or something. But when I was in [another state], none of that was there anymore. I had no support system. So if I wanted to do something that required two people, I had to figure out how to do it with only one [person] … I quickly became aware of being on an island, living in [a City] of three million people; I was still an island. That was a challenge.

In addition to his personal experience of living on an island within a big city, Ben talked about how difficult this move was for his family, particularly his wife. Ben said it was, in some ways, more difficult for her because she did not have a formal and consistent way to meet new people. Ben said she felt more isolated than he because she was a stay at home mom.

David spoke of making family and personal sacrifices for his career. Specifically, he talked about how over the past eight years he has chosen to sacrifice his personal time in order to learn more about multiple aspects of the healthcare industry. David did this because (a) of the constant state of change within the healthcare industry, and (b) he believed this was the only way to help successfully navigate his organization through the Affordable Healthcare Act changes.

> …when you got a new project or a new opportunity, you had to immerse yourself; you had to learn how to work it. Like I always said, the guy running that hot dog stand on the corner is the best guy in the world to run that hot dog stand because he has knowledge that no one else has. So if you want to get into a business, a new business, you have to learn how to run that business. You have to immerse yourself into the fundamentals of the business that you're getting into. A hospital cannot run anything but a hospital. Even though the lines of, or the definition of, a hospital have changed dramatically.

Conversely, in his recent past David has had to immerse himself into a role of primary caregiver for his family. During this time he had to make some professional sacrifices for his family. David's elusive work/life balance was truly put to the test when he had to shift his focus from work and its opportunities, to helping his family. While his wife was going through a period of significant illness, David had to take over her role in the family. This was particularly stressful for him because her illness came at the height of the recession. David struggled with this because he wanted to help his wife, but he was worried about the possibility of losing his job. Nonetheless, he made the sacrifice for his family and happily shared that his wife is doing much better these days and he kept his job.

Abbey experienced personal sacrifices which facilitated professional accomplishments she would have never enjoyed if not for the sacrifice.

> My first marriage ended. I had a young child so I was a single mom and I wanted to make sure that I had enough opportunities professionally so that if I were to be a single mom for the rest of my life, I would be able to [make it financially]. I needed to get more education to have better jobs. So, that's what drove me because I truly think that if I did not get divorced, I would not have furthered it through at least getting my doctorate … My little girl was 1 [or] 2 years old and she spent 15 hours a day in daycare…I remember driving home, crying my eyes out swearing to her, whether she understood it or not, one day it'll pay off.

She has also made professional sacrifices for the love of her new husband. When completing her doctorate degree, Abbey had made good connections with the faculty and was looking forward to assuming the duties of one of her mentors, who was getting ready to retire. Then, she met and fell in love with a cowboy ... "I had to make a decision if I was going to be one of those people that base life around work or family. I chose family." Abbey moved across the country to be with her husband, she sacrificed being close to her family, her career, and her way of life for this new life out west.

I own more cattle alone than [there are] people in my town. Now, with that said, I absolutely love it. There was a huge fear though when I got married, and we were moving out here, my mother-in-law, my husband, were scared crapless because what is she going to do. You know, she's spent so much time working towards getting her master's and doctorate and then she's moving out to [Tinney]. Right?

She shared that she loves that her life is not glamorous. Abbey expressed love for her small house, small town, and not so high-profile, but very busy job. With that Abbey talked about the difficulty of moving to a very small town with a doctorate degree.

… was it a waste? Were they afraid I was going to come to [Tinney] with a master's and doctorate and throw it …in? I got the degree no matter [what]. I mean even if it [a job] wasn't in education, it helped me get my foot in the door. I can say there were times that it hurt me. I applied for a couple jobs at one of the colleges and I was overqualified.

Even though Abbey struggled at first finding a job in town, she eventually found a job that allowed her to travel the northwestern part of the state and provide training to adults seeking career training options. Although this position required Abbey to have many nights in hotels, she took advantage of that time by completing unfinished work projects and enjoying a little down time.

Clark made professional sacrifices in order to remain close to his family, his community, and in the state. He sacrificed a potentially lucrative career in the finance industry in order to raise his children close to both his family and his wife's family. Additionally to remain in the state and close to family Clark not only gave up a good job, he began another career in a different industry.

I'm a [State] native, so is my wife and our kids are here. During one of the boom and bust cycles, the economy fell apart and [Fin Intell] was closing down a large part of their western operation. They offered me a transfer to Seattle. We said no, our kids were young [and] we didn't want to break away [because] all of our family's here. Healthcare wasn't a profession I chose to do, but it was one of those things I had to do because with [Fin Intell] closing down their offices. I had to have work.

Clark's decision to sacrifice his career for family and community has led him to opportunities and experiences he could not have imagined. Although he talked about the initial difficulty of transitioning from one sector and one industry to another, he expressed his gratitude for being able to remain close to family and community and become a successful leader in the healthcare industry.

Much like Clark, Helen was committed to her family and community, and she switched career sectors and industries in order to remain close to both. Her journey of stepping into a leadership role happened in a roundabout way. In fact, Helen believed that the decisions she made right after graduating college and those made in her early career led her to her leadership position today. She spoke of sacrifices before her career began.

> I … went to college and when it was time to start making decisions as to if I were coming home or not. I never really thought that I would live in my home town. I had plans of having more of a career based life and really didn't have a thought about family at that point in time. So, needless to say, when I started deciding what I was going to do when it was time for me to graduate I did come back home because it was a safe place for that point in time in my life. When I was leaving high school I was comfortable and confident and I never ever, ever thought I would be back here. It took me two years' when I moved back here to actually accept the fact that I lived here.

Once back in her home town, Helen found a job that was nearby; however, it was a field position which meant she was out for a week or more at a time. About this same time, Helen started a family. During this phase of her career, she described having to choose between either remaining in the field or leaving that job to find another one that would allow her to be with her family more. She chose her family. She never imagined where that decision would lead her, "[it's] sort of [a] funny reality when it comes time to taking on positions and how decisions that you make [early] in your life affect how you're going to proceed for the rest of your life."

The Academy helped Helen truly see that she needed time for reflection and to slow down a bit. The demands of her non-stop civic job meant she made personal sacrifices that impacted her well being.

> I've started understanding that I needed to not be so busy. I would say last year and the year before I was (sighs) my body couldn't keep up with my obligations, my mental capacity, emotions and everything. I don't think I was the fun-loving, jovial person that I was before I started taking on all the obligations, because my mind has always, or was always required to be going from one thing to another. I would do town work and then I would look at my calendar and I would say, okay well next Monday I have the fire district meeting, and the next Monday I have a joint powers meeting. I have all these work sessions I have to prepare for and I have to make sure that the pool is operating correctly, and oh well yeah, I lifeguard from five to seven [on] Monday, Wednesday, and Friday in the mornings. So, the obligations that I have just were consuming my time and probably my thoughts.

Becoming aware of the impact of continually being busy and not taking time for renewal, Helen felt the impact and understood that she was sacrificing too much and not refilling her reserves.

The sacrifices Grace made on her journey to becoming the Chief Executive Officer (CEO) of a large nonprofit organization were made not just upon her becoming the CEO, but throughout her career at her organization.

> I did work hard. I … went in at 6:00[am] and get home at 10:00[pm], and I've [not just] done that for the last four years, I've done that for the last twenty-three years. I've worked my butt off and I think that the people who were once my co-workers and my colleagues and are now people that I ultimately supervise, I think that they appreciated the work that I did.

With that, Grace shared that the sacrifices before pale in comparison to the ones she had made as the CEO. Grace had her fair share of significant emotional experiences as CEO. One example was when she took the helm and had to immediately enact salary reductions and freezes.

> … they're [funding source] cutting your funding ten percent. That's the first thing that I did as a CEO was freeze wages and give everyone on my leadership staff a six percent

cut. That was my first thing as CEO that I did. Interestingly enough we didn't have anyone leave because of that. No one, I mean we had people that left for other reasons, they graduated or whatever, but we did not have anyone leave because of that wage freeze or because of that cut, not one person. So, that was an amazing testament to the employees at [LRS] and how important they feel their job is and understanding what it is that we go through funding wise.

Grace described her thoughts and the processes she used in navigating herself and staff through these significant and painful organizational changes. She felt she had to be honest and forthcoming about why the changes were needed and that everyone was making a sacrifice for the organization.

I (long pause) was very open and very transparent. I said, "here is the reality." I sent out a letter. I went to every department meeting, talked to every staff person, because they're supposed to be mandatory meetings so I figured if I went to everyone of them I should get all the staff people. I said, here is the deal, here is our reality. This is the only option. We're not going to cut your salaries, and no one knew about the six percent cut that the leadership team took. I didn't put that out there. The leadership team knew about that, but I didn't put that out there as a hey we're going to take this cut and you guys are just going to get frozen, 'cause that to me almost felt kind of patronizing, in a way. So, no one else knew about that. My board didn't even know until (laughs) until they said, "you did what to your salary?" (laughs) Sorry, I didn't realize I had to get that approved (laughs).

But, I think in talking to them [staff] and saying this is our reality, this sucks, I don't want to have to do this, but this is the only choice. I'm not taking money away, but you're not going to get raises at this point in time. This is the first step, we're hoping that this stops the hemorrhaging a little bit. I don't know what the next step is, but I will let you know, I will give you advanced warning if something like that happens. And then I did a monthly update, this is where we are, this is what's going on. But I think in sitting down and talking to people and saying this is the reality of it, what other ideas do you have? Help me figure out what else we can do. People were very, very willing to see what the problem was and what the reality was. And I think that going in and talking to everyone face to face, taking the time to do that I think made the difference between that and sending out a memo that said, hey as of this date your wages are frozen.

Another major change Grace had to make early in her tenure as CEO was to lay off staff members due to regulatory changes deeming their positions were no longer necessary.

…this is the first time I've ever had to go through this, was when they [the governing state agency] changed the definition of nursing. [This] means that we are no-longer able to provide skilled nursing. I had to tell my two nurses who have been with us ten years

that, as of December you don't have a job. That kept me up for weeks; just the … what are they going to do? What's their life going to be like? I'm so concerned about them.

With these regulatory changes that required Grace to make painful organizational sacrifices, she also talked about personal sacrifices she has made for the career she is passionate about. She did not travel for fun and she said that work felt like home and home, at times, felt a bit alien. She was aware of her need to have more balance in her life. A recent conversation with her daughter made Grace even more aware of this need for more balance.

> My children are grown now, my daughter is twenty-four and my son is twenty, so they're both out of the house. My daughter moved away and she lives in Oregon now. It breaks my heart sometimes because she'll call and say, "well I haven't talked to you in a really long time, I thought maybe I'd give you a call let you know I'm alive." I feel so badly because I realize I haven't even really thought about her all week. (laugh) It's not that I don't love her and she's not a huge part of my life, but she's not here, I've all these other things that are here.

Not only was she aware of this need, Grace worked on creating more balance in her life. She consciously made time for herself by listening to books on tape during her drive to and from work, which helped her take her mind off of work and relax into a story. She and her husband had just bought a new puppy, which made Grace get out every day and take him for a walk. This time allowed Grace to decompress and renew. She understood that in order to be an effective leader, she sought ways to create the balance she needed so the sacrifices she made were beneficial to herself, her family, and her organization.

June has been in a leadership role for several years. She described herself as being in a place now where she has found her balance in making personal and professional sacrifices. With that, June recently experienced a particularly stressful work situation in which she acted in an atypical manner. She spoke of sacrificing her preferred way of addressing an issue, which is more direct, because she really could not change the environment at that time.

I will be blunt with you; I put my head down and put a hardhat on. (laughs) It's terrible to say. I said to my husband, "I don't think I've ever done that it my life." I just thought to myself, I know this is an odd thing for me to do but I did not want to distinguish myself one way or the other. I just, a friend used this phrase, [put my] head down, hardhat on, and that's what I did. Do my job, I'm going to do a good job of it, keep my nose on the grindstone, I'm not going to stick my head up 'cause this … I had bad feelings early on, this is not going to turn out well. So, that was a weird place and I went back and forth thinking, "am I doing the right thing here?" It didn't feel a hundred percent comfortable, but it was the gut response of what I needed to do.

June trusted her intuition to navigate this stressful situation and she said although it was difficult, she weathered the storm and came out intact. She knew that her short term sacrifice would have long term benefits for both her and her organization.

Participants sacrificed. They understood it was an expected part of being a leader. Although they knew this, they discussed how the actual process of making the sacrifice was complex and full of a wide array of emotions. In describing their emotional experiences with sacrifice, I felt as though participants were allowing me to glimpse at the underbelly of their leadership iceberg. They let me see past the tip and revealed the larger, often hidden, and not talked about, part of the iceberg. They showed me what it takes to keep the tip afloat. Thus, the participants not only shared the painful initial part of the sacrifice, they shared the evolving process.

As the theme of sacrifice emerged, supporting themes of sacrifice also surfaced. When participants shared their emotional experiences regarding sacrifice, almost without fail they put the experience in the context of viewing that challenging time or situation as an opportunity.

Challenges as opportunities.

Participants told stories of willingly made and not-so-willingly made sacrifices. No matter the sacrifice made, what unified them was how they framed their personal sacrifice story. While all talked about the challenging part of the overall sacrifice … they also described that the

challenge was also an opportunity. Much like the Gandhi quote on sacrifice, participants not only saw the positive outcome of the larger sacrifice, they also had an attitude of seeing challenges of the sacrifice as positive and joyous.

David exemplified this attitude. Although he described having multiple CEO's during a short amount of time as stressful, his focus was more on what he learned from each leader and not on the stress itself. "I'm really fortunate, in the sense, that I've seen a lot of different leadership styles and I've been able to capture that knowledge. It's better than reading a book." In addition to CEO changes David has also experienced major regulatory changes through the passage of the Affordable Health Care Act and of the significant operational changes due to the economic recession. As a result of how his organization adapted to meet these changes, David was the bridge between the former leadership team to the new leadership team. David was the only person to transition from the former team to the new team. His challenge was to be quiet and let the new members learn the new terrain and for him to settle into being a member of this new team.

> We went through a restructure in leadership last January. Where we created six core senior management positions and those are your classic, CFO, COO jobs and then what we did is we created 12 executive directors. They're charged with running all of the operations of the practices and hospital and everything. That allows the senior execs to work on much broader initiative, like integrated networks and more strategic level pieces. And it created much more responsibility at the Executive Director role. So we're easing into that, we're learning that broader responsibility. We went through a retreat process and I'd already gone through it with the Executive Directors the previous August so I had a couple opportunities because I was the only person that transitioned from the six person executive team to the Executive Director team. So it was a challenge for me, in the sense, that I had a new role and I had to play a different role in the organization. Yet it was a lot easier for me, because I'd already had seven years on that executive team. But I was going to a team that was just learning how to get into that. So it was very different in the sense of how I had to manage that transition and then not take over in the Executive Director role…try to play a quieter role. I had to adjust to…I may have known the answer. I may have known the past process for that but…I had to allow that learning to occur within that team and become a member of that team and not become some outsider that I was before [because] most all of them are younger. There's only two I would say

were in that age group of the senior exec team and so what was really phenomenal and I hadn't noticed this. All the sudden I was with a bunch of Gen Xer's that I really enjoyed (laugh). It was just a very overt, positive nature that I really enjoyed and everything took over on email and texting. (laugh) You know, just everything. It was fun.

David's ability to see the opportunities that the leadership changes brought both to him personally and to the organization helped him successfully navigate the transition. His positive attitude also helped him embrace his new colleagues and view their generational differences as learning opportunities rather than challenges to be overcome. He truly viewed this challenge of the leadership transition as an opportunity for both personal and professional growth.

Helen also saw the opportunity within a challenge; in fact that was how she became a civic leader. Whenever the city needed something completed, maintained, or changed and they did not have the staff or financial resources to make it happen, Helen would step up and volunteer to take on these additional tasks.

> I received a phone call from the town... and they said, "you're the deputy, we've appointed you as the deputy clerk, do you want this position? When can you start?" And I'm like, woohoo! I don't have to go to Jasper to this other interview. I'll just stay here and I didn't really know what I was getting myself into, I can tell you that. The deputy clerk is not something that you would use biology skills for by any means, but, there's a lot of different attributes that I have learned from being in my positions. So I started that position probably within a week of the time that they called me, and there was a lot of training and a lot of things that I needed to learn. It was a different atmosphere because both the deputy and the clerk treasurer for the town resigned at the same time. [So] they hired two positions at the same time. So, both of us didn't really know much. I started earlier than the clerk treasurer and … there were a lot of missing pieces that we didn't really learn. It was a, "teach yourself how to do this job", basically. And it's a really fulfilling position and then after I started doing the deputy position then the rec director calls and says, "hey do you want to be the swimming pool supervisor?" And I say, "yeah, sure." Well, I'm not even thinking, what exactly do you have to do, to do this job? I'm just saying oh, yeah, this ought to be fun.

Helen spoke of this time in her career as being her "yes" time. It was a time where she was open to learning about all aspects of running the city. She saw that the challenges for the

city were also opportunities for her professional growth. Which in the end, resulted in positive outcomes for the city, they now have a well trained deputy clerk.

Clark also spoke of the challenge of learning a new career…one in which he embraced and eventually became the CFO one of the largest healthcare systems in the state.

> It was the most bizarre thing I'd ever done because finance and economics in healthcare do not work the way they do in the real world. It just took a lot of relearning all of the technical side of finance because it's an industry where the majority of the customers don't pay their own bill. It's paid by either a government agency or a commercial insurance company or something like that. There's also this huge group of stakeholders, physicians, who are independent. They're not employed by the hospitals, but they carry a lot of weight, but they have no skin in the game. So you are constantly balancing that.

In addition to changing careers and all the emotional strife that it brought, Clark also went from the for-profit to the non-profit sector.

> I work in the non-profit sector, but the for-profit sector's a little bit different. The non-profit sector is [where] we took everybody as a customer regardless of their ability to pay or not. Of course when you go to college and you get an MBA, you study General Motors and IBM and those type of things, and you learn how to run these big for-profit companies and IBM is certainly not going to sell a big computer to somebody that can't pay for it. But that's not true with healthcare. Somebody shows up at your door with a heart attack or something like that, you give them the service whether your gonna get paid or not. So there was a huge adjustment on that and that took a while to figure out. (group laugh)

As Clark was learning to navigate a new industry and the new sector, he was able to apply his skills from the finance sector to help bolster the financial footing of the nonprofit hospital.

> A lot of the original work that the [Diamond Healthcare Center] had me doing was stuff that I brought with me from my years in investment banking. It was the early 90's, that hospital had never gone to the Bond Market to raise capital for capital projects and that was something I had done [in my previous job], so my first job there was basically to clean up the balance sheet and get ready to float a bond offering which we did…so those were skills that were transferable.

Clark not only saw challenges as opportunities, he also had the ability to transfer his skills from one sector to another with a considerable amount of success.

Ben was also able to transfer the skills he learned in one industry to another industry and to his tribal community. He saw a particular tribal challenge of formally enrolling Native Americans who were not full members of the tribe as an opportunity to do good work, change the rules, increase tribal membership, and allow more Native Americans to have a sense of community.

> …I would talk to my other five councilmen and talk to them in a way that was conducive to progress and that they could buy in and support and I would get their vote. I was the chairman which allowed me to sign off on the enrollment applications for the tribe and what that meant was, I was denying full blooded tribal members, full blooded [Native Americans] from being a tribal members. I didn't like that. The reason they weren't recognized as qualified to be enrolled was from some white man rules and one of them was you couldn't be an illegitimate child or even an adult in this case. You also couldn't apply for membership if you had missed a two year time frame to be enrolled and then the third thing was a blood quantum. The forth thing was if you were a child from a [Native American] woman that you couldn't be enrolled if the woman was married to a non-tribal member, which could be another tribe or another non Indian.

> So I changed that. I promoted that idea. We took it to the general council which is the entire elected body of the tribe and it passed. So today, we have 10,000 [Native Americans] not 5000. Of course there's a time frame in there of expansion, but the point is it allowed many tribal people to become tribal members, to be identified as a [Native American]. There are not enough words, or dollar signs, to exemplify that position. It's what you call piece of mind. The people can say I'm [Native American]. If we continued down this road of this [previous] kind of enrollment process at some point, there will be nobody qualified. There won't be enough people to sustain the tribe because we'll self-destruct by a rule, that's not our rule. Anyway, those are some things that I did as accomplishments. And recognizing if I had stronger leadership skills then, I probably could have done more. At the same time I was always having and still have to convince my elders, my leadership, my peers about what I'm doing, what's going on, and what it means.

Although Ben acknowledged that much of the work he did had many challenges, he was determined to work through those challenges because of the overall opportunities the work provided the community. In the end, Ben was successful in leading the tribe to make significant decisions that have had and continue to have positive outcomes.

86

Ian also has used skills developed in one industry to benefit another. Throughout his career he has taken challenging situations and made them into positive and thriving opportunities.

> I worked for a corporation out of [State] as this therapist intern for a while. That community mental health clinic got in some trouble financially. The head of that clinic was presented with an opportunity to work somewhere else outside the corporation and they asked me to step in. I did, [and] at that point, I had a private practice on the side that was thriving well. [It] ended up we turned that clinic around in about nine months. Got it turned around, it had been running in the red for fourteen years, we got it into the black. The founders then asked me to work in another clinic, but retain that one as well. Another one that was in trouble, and I just kind of built a name for being able to turn clinics around. Then eventually with that corporation, I was the head of all the behavioral health services for the southern half of [another State]. When I started with them, we had sixty-three employees and when I left, I think it was nine or ten years later r we had eleven hundred employees.

Although Ian was a clinician, he saw the challenge of turning a business that was in a dire financial situation as an opportunity and eventually made the company viable. It turned out to be a very profitable and successful opportunity for Ian.

As Ian worked with his current staff by helping them to re-frame their opinions and attitudes about the people they served.

> I would often stop them and say, hang on; I think they're pretty impressive because when you stack up their challenges and the obstacles that are in front of them I think it's amazing how well they're doing in spite of their situation. They're trying to survive, we're thriving. They're trying to survive, how can we help them thrive? They've been pretty amazing getting to where they're at. Wow, life is really working pretty well from their perspective, not from ours but from theirs, and that's the perspective we have to look at.

Ian recognized the good in every challenge and believed that it was and continues to be his duty to help reduce the issues of human safety in the state. He acted accordingly and made changes with the mindset of believing in the good of people--even with death threats against him; he chose to see the good.

Even though Fred was now in higher levels of leadership in his organization. He talked about the challenges and opportunities that his new position has provided him.

> I've served in different levels of leadership roles from platoon on up to the Army commander now, at this point, and each step presents a different level of challenges. Unfortunately it gets you farther and farther removed from the soldiers at each step, but I still enjoy doing what I do. And doing what I do for the soldiers and ensuring that they are ready to go [serve] in time of war. Each step is a challenge and what I tell my subordinates is its okay to mind your career but you can't be a careerist. What I mean by that is worrying about the next promotion and where you're going to go. I always said, you take the hard and challenging jobs do them to the best of your ability, and promotions will take care of themselves. And that's kind of been my philosophy and it's worked well for me. So, opportunity to shape the organization and leave a legacy and make the organization better than when I came and that's what it means to me is to know that I've got influence and I'm hoping it's a positive influence. I mean we always strive to leave the organization a little better than what we found it in.

Additionally, he realized that one of his best career opportunities was also one of his most challenging experiences.

> I went on a deployment as a colonel in 2009, 2010 to Iraq and I was an individual augmentee so I went [alone]. The strength of the [Organization] is you usually go as an organization as a unit. But by the time you get up to the senior ranks those opportunities are slim [to] none so I had an opportunity to go over as a colonel and backfill a position in an active duty unit. I was in the [Headquarters] so I mean, so it was a four star general headquarters.

Although this decision to deploy without his team was difficult for Fred, his decision to deploy was based on the belief that experiencing a deployment was critical to his leadership. Fred explained that over 80% of soldiers were deployed at some point. For the 20% who were not deployed and who became senior officers were known as "slick sleeves." This term referred to the lack of a deployment patch on these officers' sleeves. Junior officers looked at slick sleeved officers differently and an officer's own deployment gave them credibility with the team.

Elise had an opposite experience as Fred's when she encountered a challenge as a result of a change of leadership at her former employment. This change presented Elise with an opportunity she never imagined she wanted, let alone be one that she would come to love. Elise

worked with animals and she was clear on her role in helping people navigate their emotions

when deciding a course of action for the beloved pet. Navigating the emotions of the workplace

was not as clear cut for her. When Elise experienced a change of leadership in her workplace,

she expressed that the change was not easy because she no longer felt she was a valued member

who had the authority to practice independently. She tried to communicate her feelings with the

new leader, but her tears got in the way...and she felt that tears are not good for the workplace.

> as the position of a veterinarian I have that role of authority. In my previous position, I had been there for ten years and we had had a recent change in the boss. So my boss retired that hired me and then my colleague became my boss. I had no desire to be in charge. I didn't need that, I didn't really want that. But when he became boss, I didn't like his management style and so I don't think it's necessarily like jealousy or I wanted to make the decision. Maybe it is, but it wasn't like if he told me something to do that was fine, it was just I didn't like his management style. So being in the position of authority, even as an employee, dealing with how other people manage, or don't, was really frustrating for me and not being able to fix or do anything about it.

> I wanted to fix it and I couldn't, ultimately, There were multiple issues bubbling around, nothing major, nothing dramatic, but just enough of them to cause little frustrations that I wanted to fix and I couldn't. … I had multiple discussions with my boss and said hey this is an issue we need to do something. And my emotional reaction is to cry, which I tried so hard to keep a hold on but I [couldn't].

Feeling like she was not longer valued as an employee and not liking how she could not control

her emotions when expressing her concerns. Elise decided the best course of action for her was

to leave that practice and to start her own. Elsie never intended to be a leader in her own

practice, but now that she did she said she loves it, she even discovered the new challenges that

come with owning your business fun.

> I had a non-compete [clause] so I had six months to really stop and think. It was really great [because] I couldn't jump into anything immediately. So having that six month to really reflect and see what direction I wanted my life to go was helpful. But starting my own business, absolutely, I mean it doesn't come without frustrations. There's no question about that, I have never looked back. I think [I like] being able to make decisions that fit in my comfort zone.

It's not really a challenge, but I have a mobile practice right now and I'm looking to buy a building. I have three different opportunities to buy space, which all three would lead me in very different direction. So, trying to work through what's going to work best for me and my practice and my family and combining all those all together. So that keeps me up at night. But it's not a worry. It's just how is this going to work best? But that's fun. I like the whole process of going through and looking for the business the challenge has been looking for a physical plan, it's been a fun challenge.

Love it, love it, love it, love it. I love it that it's so much more personal and so the level of trust. When the people invite you into their home, no matter what it's for, it's so much more personal and they really have an allegiance to you. Before I probably couldn't tell you that I made people happy. I mean being a veterinarian is extraordinarily rewarding. People love their veterinarians. The amount of thank yous and gifts and cards that I get is just exceptionally rewarding and when you bring it into a more personal level that's great when you really become part of their family.

Because of the challenges Elise encountered, she was able to grow professionally in ways that she could not have anticipated. Most recently, she was thoroughly enjoying planning for the growth of her business. Although the time leading up to this change was difficult for Elise, she was able to successfully see the opportunity for growth within the challenge.

June also never set out to be in a leadership role, however she has been in one for several years and she felt her challenges were similar to most people who were in leadership positions. She reflected that these challenges were part of the leadership package and were the flip side of great opportunities.

… it's like most jobs. The part is satisfying in a position like this is the work that is moving forward, bringing people together, [and] we're doing a lot of state-wide work in terms of curriculum and education, that piece is just wonderful. It isn't that there isn't challenges with it, in fact we've had some interesting challenges with it in terms of getting people together, working on stuff … we've got people all around the State getting together and talking about [things] in a way we've never done before and how we can connect what's happening at the community colleges with what [the University] and that state-wide work is absolutely interesting. The pieces of this job, that are challenging are the personnel and this is what most people will tell you. [For example], having to deal with faculty when they're not getting along, or staff, or a student that went to clinical in their pajama pants or something and it irritated one of the clinical agencies that we work with. I think the piece that keeps you in it is that big picture kind of work and bringing people together and having a vision of how things could look differently in the world and that's the piece that gets exciting.

90

June's ability to see that challenges were just part of the job has helped her keep them in perspective and has allowed her to successfully retain leadership roles within her organization. She shared that for her, leadership was more about being a facilitator rather than being a charismatic front person.

> I'm a nice person and get along well with people but I'm not some charismatic, get up there and have this big vision and bring the whole world into my vision and I don't think I have even the skills to do that. What I really enjoy about this job and what I think is key pieces of being a leader is really being able to bring people together.

June's challenges with staff, faculty, and students have, in some ways, provided her the opportunities to learn how to effectively navigate differing personalities and perspectives. This work has in turn helped her become an effective facilitator of education leaders throughout the state.

The emotional complexities of the sacrifices that the participants shared were highlighted by how they considered the opportunity of a challenge. This attitude of seeing the bright side of a dark situation is the heart of sacrifice that Gandhi spoke about. While participants considered the challenges of sacrifices as opportunities, they shared that this attitude was due, in part, to the emotional support they experienced. This support, from either their personal and/or professional lives, was something that participants highly valued.

Support.

All participants spoke of sacrifices that come with being a leader in their respective industry and sector. They also spoke of the critical importance of having outside support to help buffer the personal toll that the sacrifice has made.

Although June knew she had a good support network at work, it was when she discovered she had Stage III breast cancer that she realized just how amazing that support truly was. June repeatedly shared that she was and is still grateful for the support of her administrative staff and

of the college administration during her chemo regimen. She was certain in stating that she is a better leader because of this support. This support allowed June to create her chemo regimen that accommodated her feeling well during the weekend, when she was with her family and in particular with her daughter.

> I said I'm going to do my chemotherapy on Monday, purposely, because I don't want to be sick on the weekend. I knew people who did their chemo on Friday and I said I have a teenage daughter and I will not do that to her. So, I'm going to have my chemo on Monday so I'm sick during the week and then by the weekend I can be up with her and he [her boss] said, do what you need to do.

June acknowledged that this decision to have her chemo early in the week was more beneficial to her family than to work. She expressed gratitude for her boss and staff's understanding that it was more important for her to be feeling well when with her daughter. During this time she knew that although she personally might not have been at her best professionally, her work responsibilities were not negatively impacted because of the administrative support she had. She talked about how staff and others would just naturally assume pieces of her duties. She knew that she could not have managed this time so well without all of her amazing support.

Fred also found a deep sense of support within his organization. He talked of how his predecessors, colleagues, and his team of soldiers were significant sources of support not only to him but to one another. In fact, Fred described one of his most stressful times was when he was deployed without his team.

> … It was a pressure cooker and there was nobody to talk to and I would, was working sixteen, eighteen hour days, seven days a week for the entire duration I had nobody to talk to (laughs) you know, I was an outsider-[I] wasn't part of the unit and so forth, and that was probably my most challenging and toughest role I ever . . . served in. I mean part of it was because I didn't have anybody I could go and say, (laughs) "you know, which, what do you recommend? How should I handle this," and so that was pretty tough and I had a very demanding boss and the situation was very demanding. It was during the drawdown but we were still . . . dealing with . . . insurgency and, [the]

incoming rockets and, I mean it was just . . . but I found myself wanting to go out, my relief was to go, what we called going outside the wire … so I'd go out, I'd get in a vehicle, go somewhere, and I had valid need to go. But it was that relief of getting outside of that palace and I didn't have cell phone, they couldn't get a hold of me and so when I was out there doing my job out there it was my relief. And so you're actually going outside, you know, in your full body armor and your weapons and everything else and I found that less stressful than (laughs) [being in the compound].

The power of team and its support was evident for Fred when he described being dressed in full armor and being outside the base perimeter as less stress producing than being on the base without his team.

Another source of support that Fred shared was when one of his team members dies, whether in war time or peace time. As a way to cope with the loss, he and the remaining team member's banded together and provided support to the deceased members' family. Fred expressed that sometimes this support was just as therapeutic for his remaining team members as for the family. When asked how he handles situations where people die, Fred replied:

… you've got to tell yourself well, you made the right call and you don't ever take it lightly. You never take for granted and you always know those are decisions you make on a daily basis. You're asking people to risk their lives.

That's one of those things you don't spend a lot of time talking about. You worry about the individual that's lost their lives, or lost their limb. You make sure they're taken care of and that's probably the best catharsis you can come up [with]. We had a captain, and again somebody I had served with, that was killed in Afghanistan. So one of the things, and I think we did it all for us as much as we did for his widow, but when he was killed in Afghanistan before he left he had bought this old Chevy pickup and he wanted to hot rod it and he didn't get it done. So [a] bunch of us started seeing what we could do to get it done for his widow and so [auto school] started out helping with that project and then a dealership in [another town] wound up funding it and having it done. But I think we did that as much for ourselves as we did it for, for him and for her.

For a team that did not spend a lot of time talking about emotion, they were nonetheless aware of the emotional toll of their job. By being able to physically help, with either a project or task, Fred shared that was their way of providing support to each other and to the family.

93

Ian had a strong support group of family, friends, work colleagues, predecessors, and mentors. However, Ian's biggest form of support came from his deep faith. He knew when he was struggling he gave that struggle to God. Ian's emotional barometer was with his faith in the Lord. He accepted that when opportunities arise, such as when the Governor asked him to serve, the decision was not entirely with him, it was with Him.

> I don't even know where to begin with that. Because I don't think you could have fabricated it or constructed it if you tried, or anybody could. I certainly couldn't have and you would have to know about me, I guess, that I'm a man of faith and so to me God's hand is all over this, it has virtually nothing to do with me and everything to do with him. So, I'm not even sure how to answer your question here. Because I don't think you could have, I assume you mean sitting in the director's chair, I don't think if I had intentionally set out to be the director of [human services], I don't think I would be here.

Additionally, when asked what did it mean for Ian to be in his current position, he replied, "That's an easy answer…I don't need to ponder that much at all. I serve Christ and Christ alone. And my purpose on earth is to bring glory and honor to Him." This belief is a profound source of support for Ian and it gives him solace and helps gentle some of the emotional hills of changing jobs, changing sectors, going from a private business to an appointed bureaucrat.

> Helen talked of her evolution of accepting and understanding the vital importance of support in her life. Early in her career, Helen was independent and felt as though she did not need anyone. More recently she has described herself as interdependent and was okay with expressing her need of other people.

> people are so much more important than an accomplishment that you were trying to trying to get done, or a class that you're trying to do, or a degree that you're going through. People are very, very, very important and I think that that was probably one lesson that I needed to realize, because I really am that independent that I didn't need people. I had a family and I was married, but I didn't really need them to fulfill a void, or to feel like I was worthwhile. At least that's what I was thinking in my brain, but you really do need those people.

Helen's acceptance of the critical need for support has allowed her to become more interconnected. She said that her family was her best source of support. She loved that when she shared some of the practices used in the Academy, such as "silence and solitude" with her family, they incorporated the practices into their family life.

In addition to her hard work, Grace attributed her success to the support of her former administrators, her current staff, and her husband.

> I made the comment once that I've had every administrative job at [LRS] because before they didn't even exist (laughs). So we created all of these administrative jobs and I was able to build them and create them and make them make sense, and so I was able to work my way up. Now, I wouldn't have been able to do that … absolutely I worked hard, I raised my hand, I said, please, please let me … but I wouldn't have been able to do that without the opportunities that were given to me [by the former CEO and COO].

Grace expressed gratitude for the support she has and continues to receive and she knew that without it she would not be in the leadership role she currently occupies.

Ben found support from being in a community. He sought it out no matter where he was, he spoke of the support from his mother and father, his tribe, his work colleagues, who became like family when he was away from the reservation, and fellow Academy members. Elise spoke of importance of having her wonderful support system that helped her transition from employee to small business owner. David has had much support in his career and throughout this life and he expressed gratitude for that. "[an early mentor] he took me under his wing and allowed me to … I was bored with study hall so he allowed me to teach anthropology." From these experiences, David understood the importance of having a support system. Abbey also spoke of the importance of early support in her life. Most recently, she enjoyed the support of her boss and colleagues. She spoke of time when she was still in high school her coach asked her to drive the team bus. She now understood that the request from her coach meant that he had faith and

trust in her ability. Abbey understood the importance of having mentors and supports in one's life.

> I had people that were supporting me that made me get there. I mean I was a single mom working a full time job as an administrator, going to night school at [ABC] for my doctorate and [now] I mentor, I know three people that are working on their doctorate and I mentor them just like somebody mentored me.

In addition to receiving support Abbey also spoke of the importance of being a source of support to others. She shared that her support was currently for her boss, her husband, and her daughter.

Having and giving support was a core factor for participants in helping them balance their emotional experiences of sacrifice. They were grateful for the support they had throughout their lives and they also shared that it was important for them to provide support to others. It was evident that the long hours spent at work were buffered by the support of employees and colleagues. When they experienced significant illness such as June, or made life and death decisions, such as Fred. The support they received from the work revealed deeper emotional connections that they relied on to weather the sacrifice and see the joyous end result. It was apparent that the emotional bonds to work colleagues were deep especially when there was a significant emotional experience. Yet, all participants shared that their core support came from their families.

As sacrifice emerged as a major theme for the participants it became readily understood that these sacrifices were thoughtfully made and deeply felt. For some, the process of sacrifice was considerably more difficult before they experienced the final sense of peace. For others, the process was less emotionally challenging. No matter the type of sacrifice the participants experienced, embedded in their leadership stories of sacrifice, most participants shared the critical importance of being able to perceive and value the attitude of challenge as opportunity. And for most participants, personal and professional support was a vital aspect of their stories of

sacrifice. Gandhi believed that sacrifice gave the person making the sacrifice a sense of peace and joy; the participants embodied this belief. Their peace in sacrificing was related to their value of serving others.

In addition to the participant's belief that sacrifices were part of being a leader, they believed that as leaders their main goal was to serve. This service to their clients, organization, community and state emerged as the second major theme.

Service

Participants were passionate about the work they do and the service they provided. They wanted their work to be of benefit. They had a deep connection to the mission of service they offered. The role as leader was viewed as a steward, and with that it was their duty to model to others how to be of service. They worked hard, were humble about their accomplishments, and believed strongly in the importance of personal reflection, or checking your mirrors, as a way to ensure that this service did not consume them. Also checking your mirrors helped participants stay connected to the mission of serving people. In essence they understood that in order to "get 'er done" they needed to reflect on how to do this and consider the impacts of getting 'er done might have on themselves, their families, and their organizations. Last, as participants talked about getting 'er done, they did not spend much time bragging about getting 'er done. They knew that staying humble was the way to remain in service to others.

Working hard.

Though a few of the participants talked of having early, or natural, leadership tendencies, all spoke of putting in the hard work as a key factor on their path to leadership. Most talked of having a work ethic that was rooted in the belief of doing what needs to get done, no matter

one's position in the organization. Each participant agreed that no one was above any job when it came to meeting the needs of the people they serve.

Helen believed that she has acquired a unique set of skills throughout her leadership journey. She felt the best way to provide leadership was to have a working knowledge of the systems that make up the organization.

> [In a] small town, you have to be able to be willing to say yes to a lot of different things. You can't be close-minded and say, "oh yeah well I'm just the clerk treasurer and my role stops here," when somebody else needs help. Our office staff had read meters and will continue to if we have to. I've mowed the lawns. I have cleaned the park restrooms. A year ago both of our public works people quit and so we had to pick up [and] take on some of their responsibilities.

By necessity, Helen became well versed in almost every part of running a town. For her, being a leader epitomized the perception; a leader does what has to be done.

Abbey, on the other hand, attributed much of her success to her intrinsic motivation, structure, and a willingness to do what needed to get done.

> … people say that I can fit 40 hours in a 24 hour day. But that's how I'm wired. It was difficult but I think one reason that I'm successful even in being a single mom and obtaining my education but also just being successful in my actual job or what I do on a day to day basis is that I am very structured. You might say, I'm a little obsessive compulsive. I plan out every minute I'm gonna to do so I can get as much done as possible. Sometimes that's a great quality to have and then sometimes it's not because you overextend yourself and sometimes you need that little down time. [Although] I'm staying [over night], I'm officially done with all of my meetings on why I'm here. But I have probably about four hours' worth of typing and emails and documents that pertain to this visit that I'm going to stay and work on it all night, 'cause I know when I go back to the office, this aspect of my job is really like 1/100th of the hats that I wear. So, when I go back in that office, I'm gonna to be bombarded with everything else. I want to make sure that I keep it fresh in my head. Get what needs to be done, while I'm thinking about it and doing it.

By staying overnight, she was able to focus and finish one task and prepare for upcoming tasks. This helped her to not become overwhelmed by the job. Abbey understood that part of

being a leader was accepting the fact that she needed to "work after work" in order to effectively

do her job.

Grace has worked her way up to become the CEO of a large service organization; she

attributed her success to hard work, support from administration, an attitude of being open and

saying yes to opportunities, and making herself invaluable to the organization.

> So, (sighs) I don't want to sound like I'm bragging on myself, but I have a tremendous
> work ethic. I work very, very, very, very hard and so I took every opportunity that was
> given to me to make myself invaluable. When I started at [LRS] the administrative
> positions under [the previous CEO], and then there was the receptionist position and they
> decided they needed someone to do more secretarial work for the case managers. I raised
> my hand said, "I want to do that," and I created a position for myself and I worked my
> way into this position and made myself invaluable in that area. Then they said, "we're
> doing this waver thing, we [need] to figure out a way to bill that makes sense." I said,
> "I'll do it (laughs) give it to me." So, I worked myself into this new billing position and I
> was able then to supervise the position that I had had before.

By working hard and working in many areas of the organization, Grace felt she knew the daily

details of the inner workings of the organization unlike most CEO's.

Clark also believed in hard work and everyone working together to get a task done, no

matter where one was located on the organizational chart. His internal belief and the external

reality of how the large non-profit was structured often times was a mismatch. He considered

himself logical and the sometimes illogical structure of the non-profit drove him crazy.

> The problems I ran into were real conflicts with Human Resources and my leadership style.
> And that seemed to rise to the top an awful lot. My philosophy was just a little bit different
> than…I'm not a heavy disciplinarian … there is a quote by General Patton that I'll have to
> paraphrase. It's don't tell people what to do, it's give them the tools and give them the
> freedom to do it and you'll be amazed at how fast and how well they get it done. That's
> always been my philosophy. And so my philosophy of leadership is kind of get out of the
> way and let people do their work. Set defined goals, people have to know what their
> working for and what their working toward. My goal is always seen as tear down the
> barriers so people have the freedom to do what they need to do. Get them the resources they
> need to do it, and then be a knowledge source for when they come and say hey I don't know
> to do this. Not that I would know how to do everything, because depending on where I was
> in my career. I had as few as maybe 10 people and sometimes as many as 350 people

working for me. But knowing where to go to get those, that's not only a resource thing; the resource may not be material resources but maybe knowledge resources.

My conflict with Human Resources a lot, and I know they were just doing their job, but over-regulation in things was just absolutely ridiculous. Then [another] philosophy is everybody does every work. I mean everybody's getting paid the same thing regardless of what they're doing. I got that from my grandfather. He was a construction superintendent. He built bridges and power plants, but he was also the first one shoveling concrete when it needed to be shoveled. That was something that got ingrained in me very early in my life, but Human Resources would balk at that a lot… "now wait a minute this person's being paid this salary to be this high technician, you can't have them shoveling concrete." So, I'd butt heads with them a lot on that type of thing.

On the other side of the Human Resources issue, I also believe that you mentor, you give them a chance. There are some people it comes to a point where you don't want them on your team for whatever reason and they need to go. And trying to get rid of people in a big organization like that, even though we had no union activity for all purposes, we were an at-will employer but we had a policy manual and the courts in the state have determined that that is essentially a contract. It literally got to a point a few times where I had to get people off of my team and it was almost impossible to do it and I butted heads with Human Resources about that.

Clark felt as though the Human Resource policies more times than not inhibited the staff's ability to do good work and provide good services to their clients, rather than encouraged it. The bureaucracy took too much time. People who needed to be let go, ended up taking up more valuable, finite resources. Even though he understood that the organization had to have policies, he thought that over-regulation had taken over common sense. In spite of this, Clark made the gap between his work style and the human resource policies and procedures work.

Ben worked hard, became educated and gave back to his community. He worked hard to make sure his knowledge was used to benefit his tribal community. He talked about the weight of being a bridge between his community and the state in humorous terms, however, the weight of the responsibility was apparent in his voice and it became evident that the delicate arch was a challenge to maintain.

I was involved with the politics. There were lots of things we had to deal with as that position requires that wasn't an exciting thing for me to do, but I knew it had to be

done…and [I] became the elected Tribal Chairman. So, I was just willing to do my job and I did it so well that I wasn't re-elected because I didn't play the political favors. (deep breath in) So, since that time 'til now… I've been employed by the tribes in different levels, Farm Manager, Travel Resource Specialist, a Program Administer, the Tribal Water Engineer, and there's probably two or three that I missed. But to the point where I am now, where I actually am involved with so many things that I don't have a lot of time, but when the chips are down people usually ask my opinion.

… I'll be frank and honest. The drawback is that I have so many areas of expertise; I don't have enough time for all the things that come across my table. So I have had to learn to say no, which in reality means yes to me.

In order for Ben to serve his tribal community, he assumed many leadership roles that

resulted in his community becoming more socially and economically stable. But now that he has

acquired all of the knowledge that accompanied these many roles, he has realized that even

though he has the knowhow, he no longer had the time to continue to help in all the needed

areas. Ben took his role as a political leader seriously, he knew he had to accomplish much

during his tenure, because there was no guarantee he would be re-elected.

I stood by my principles of making it fair because I didn't represent just ten people in the room, at that time I was representing 5,000 and so…I paid attention. I took the adage from Paul Harvey, he said politicians should pay attention to their job, not politics. So that's what I did and during that time as a young leader without [the Academy] background and those kinds of things that would have helped me then. I was a driving force behind the establishment of some basic principles and I know it takes twelve people to do it because it's both tribes, six members from each tribe that are elected. But I was the one who carried the charge, an explanation and support and direction and we established our tax code for oil and gas taxation. We established our water code for water management, water quality. We established our Environmental Quality Commission to protect our land, air, and water from all kinds of activities whether it be highway construction, oil and gas, or somebody doing something near and across our border…I had a vision and the vision was to get something done in two years time 'cause I knew there was no guarantee after that two year term.

Ben served his people and not the politics. He was willing to risk his political future for the sake

of making changes that improved the lives of the tribal members. In the end, Ben was not re-

elected so his decision to make the most of his one term was astute. He was able to get much

done because of his attitude of focusing on the work and not the politics.

101

By also working hard, which has resulted in receiving promotions up the ranks, Fred has

achieved a level of leadership he never imagined. Even with his success, Fred said he has not

forgotten his roots.

> ... it's pretty incredible. I never in a million years thought I would get to this point.
> In fact, when I got commissioned I was an older officer; I'd had nine years enlisted time.
> By the time I got commissioned, I figured I could retire as a captain and be pretty happy.
> And again each step of the way [I] might have said, well, I'm not going to close the door
> to that opportunity, but I'm not going to seek it. I'm going to set the stage and so now at
> this level, it's pretty incredible because my last promotion was pretty incredible as a
> colonel. A lot of different doors open up, but as a general officer. . . it's a whole different
> realm, you're treated differently. I feel privileged to be in this position. And I feel
> fortunate that I'm able to make decisions that when I was a younger officer we always
> said, "well, I wish they would get their act together," and now I find myself one of them
> so. I always think that part of [what] contributed part of my success is as an enlisted
> soldier I started out from a private and I worked my way up all the way. Many officers
> start out straight getting commissions straight from ROTC or from West Point I've gone
> the whole gamut and I think that has served me well. I like to think I remember my roots
> and where I come from so it is a privilege to be in this position.

Fred also believed that working his way up through the organization has allowed him to be a

much more successful and connected leader. He knew what it was like to be an enlisted soldier

and he kept that feeling in mind when he made decisions in his current role as a commissioned

leader.

Throughout his career, Ian has both started and revived many private businesses. He did

this while he maintained a clinical presence. He liked to stay busy and had built a name for

himself as someone who turned struggling businesses into thriving ones. Ian described a busy

time,

> I formed a corporation with a colleague of mine, a physician and we formed another
> private behavioral health corporation. I think, I sold out to him about a year and a half,
> two years into that. I made sure there was no contest clause in our sale agreement, buy-
> sell agreement, and so formed another company with a friend of mine that had been with
> me [in] the corporate life. We formed another company about two months later. [Then]
> at the point that we sold that company, we were the second largest for-profit behavioral
> health corporation in [another state] and we couldn't hire people fast enough to keep up
> with demand. So that's a good problem to have.

During that time Ian and his wife decided they wanted to move to the state to raise their

children. When they moved to the state, Ian had a brief retirement experience and he discovered

that he was not ready to retire. He missed working and feeling like he was still a contributing

member of the community.

> I tried retirement for about two months …and I told my wife, I said, "I need to find a job, I feel worthless." A school district about that time gave me a call and they said, "hey, you don't know us, but we know your background. We know that you're here and we've got this kid that we really need help with. We can't pay you much…would you work with this kid for us?" I said, "sure." So, I worked with him one-one-one all day, every day for, I don't remember, six months or eight months or something, and he was doing great after that. In the meantime I had gotten into my field because I wanted to work with teens and make a difference in the life of teens. So I commuted two hundred miles a day, four days a week for about eighteen months after work …two hundred miles each way so four hundred miles I guess…and did a post-doc specialization in school psychology. During that process they hired me on as a school psychologist. I worked for that district for, a few years; I don't remember how many … five or six years, something like that. And somewhere in there I got a call from the executive director of [Community Counseling] and he said, "hey I'm thinking about resigning and I know your background, would you be interested in doing this? And taking this company?" I said, "well, if the director of special services, my boss, and the superintendent of the school district," I said, "if they are willing to bless that then I would be interested. If they're not willing to bless that then I wouldn't be interested."

> And so I talked to them. They thought it was an opportunity to marry the corporation and the district closer together, work closer together on behalf of kids, and so I did that for…I think it was thirty-one months. I consider myself a businessman by the way and I'm pretty proud of what we did there, as well. In thirty-one months, we took a company that was getting ready to close its door and was losing contract money at a rapid rate. We quadrupled the revenues of the corporation, we doubled the size of the corporation, more than doubled, almost tripled the size of the corporation. We quadrupled the reserves. We retired all corporate debt. So there was no debt, buildings, cars, anything and expanded our services. When I left we were making a hundred and eighty-five thousand a month in profit.

Ian believed that in order to provide good mental health services to the community, the

business had to be viable. By being able to both serve clients directly and to serve the

organization administratively, Ian ensured that clinical mental health opportunities remained in

the community.   He worked hard to ensure these clinics became viable and by all accounts his work has paid off.

Ian enjoyed the hard work and he viewed work and fun as one in the same thing. Due to his view, he discussed how he needs to remind himself to stop and take a break every once in awhile.

> Work and recreation are the same thing to me. I have to remember to periodically, and I don't do a good job of it, get out and about and take off and go camping or something with the family … because work is so fun. If I didn't have kids and wasn't married, I've said for years, I would work sixteen hours a day six days a week and be happy as a clam.

In recognizing his work ethic Ian was able to observe that although work was fun for him, he nonetheless needed to pay attention to that to the fact that he still needed an occasional break from work. He attributed his efforts in attending to this need to his family.

Working hard was critical to service. Participants knew this and they were willing to put in the hard work in order to make their services available to their community. They also viewed hard work as a fundamental attribute for leadership. All understood that putting in the extra work was just an expected part of the job, and most were happy to work hard because they had a deep belief in the cause and the service they performed. In discussing emotional experiences in their leadership role, the challenges and joys of their hard work was mentioned. What also emerged was how they discussed these challenges and joys. They were modest is assuming the credit for their successes, other than saying they worked hard. Thus working hard and not bragging about the successes they had connected to the next supporting them of sacrifice, humble

Humble.

Along with hard work, having an overall positive attitude about the complexities of their positions, most participants were grateful for the opportunity to make change, and were humble

about their stating their accomplishments. Fred shared that with all his accomplishments, when asked what it was like to be the leader of such a large organization, his reply was "I don't know how to say it but, one of my strengths is that I'm fairly humble (laughs) and so when people make a big deal about it's well, yeah it's cool but, it's still me."

Ian was humble about his accomplishments. He attributed his work ethic to his father, the military, and overall to God. He viewed himself as a simple man who was just trying to serve the Lord. When Ian described his many accomplishments, he almost always said we, rather than I. In his current position, Ian quickly downplayed his role and instead shared his amazement of the people who work for him throughout the state. These people worked tirelessly for their clients and did not make much money and did not receive a lot of positive press, were in Ian's mind the people who deserved the accolades.

Clark has been successful beyond what he could have ever envisioned. During his time in the Academy, he reflected upon how he viewed himself as a leader.

> What was really interesting, was I grew up in a very lower-middle class family. My folks were divorced but my dad was a career banker with what used to be Jasper National Bank, which became Wells Fargo. My step dad was a career Sears Roebuck employee and my mom was a homemaker. I found myself in this room [the Academy]; I'm looking around this room thinking, what am I doing here? Because I'm in there with college professors, and MD's, which I work with a lot of MD's, but all these [people are] just really highly trained, just brilliant people. And I'm in a room with them and that was a little struggle for me, because I'm thinking I don't belong here. I'm kind of from the north side of the tracks… just doing my job kind of guy.

Clark's feeling of not belonging in the Academy was reiterated by many of the other participants. Clark embodied the culture of west, in that one did their job, did it well, and did not brag about it.

Abbey valued giving back and she believed that a person's title was not the reason that a person should feel successful or be considered successful.

...I don't think titles. I had an employee that was working on their doctorate and I had asked this individual to assist me to go downstairs, because I needed help to take out the garbage. He thought he was too good to do it. I said are you kidding me? I mean you're only as good as your leaders, and if you think you're too good to do some things … needless to say that individual is no longer working for me ... I'm a firm believer [in that] I should be able to do anything that needs done, to make something successful.

In addition, to not thinking in titles, Abbey did not brag about her educational accomplishments. She had more degrees than her boss and she shared that it was her boss who brought that fact up to others, not Abbey. She knew that her current position did not require someone to have a doctorate. Nonetheless, Abbey used her educational background to ensure effective training experiences for the clients she served.

David valued work that was fun, was engaging, and had impact. He also did not value titles. In fact it did not matter where he, or anyone else, was positioned in the organizational hierarchy. What mattered was helping everyone look and be first-rate. He believed in serving not only the clients, but in serving his organization and his colleagues.

Being humble was a way of life for participants. In fact, when asked about how they currently navigate, or have previously navigated, their emotional experiences in their leadership role; most gave seemingly simple answers, such as "I just did what I had to do." When asked how these successes and challenges felt to them, they were generous in sharing the glory with other staff and team members. While almost always owning the challenges as their own, but once again sharing the credit with others if the challenge was navigated successfully. Their unassuming manner appeared closely connected to the next supporting theme of reflection. In sharing their stories, I felt as though they had thought about these emotional experiences many times and with that came a reflective knowledge of all the factors that contributed to the result. Thus, reflection often led to humbleness.

Checking Your Mirrors.

Another vital element in managing the weight of leadership was making time for reflection. Some of the participants learned the importance of reflecting long ago and now regularly incorporated reflection time into both their work and their personal lives. Some participants ha scheduled refection time more during their personal time than during their professional time. While others were just beginning to establish a reflective practice.

Abbey talked about how she used to process her stress.

> I've always been a journalor [sic]. I guess I should say, I was always a journalor and that's how I released my negative things. When I was upset or frustrated over something. Whether it was just situational or [the] stress of being a single mom, [the] stress [of] being in my first marriage, or whatever it was, I would write it and as soon as my journal got filled, I burned it and got rid of it.

As Abbey continued with her journaling as a way to relieve stress, she eventually turned this reflective practice into a published book about her journey.

> [Its] about the raising my daughter [and it] was more of like a rebirth because I'd just come out of a bad marriage, and I wanted something for her to go back and for her to show her kids. So, I did and it was fun. I would recommend it to anybody who has kids or is gonna have kids, or anything like that.

Even though Abbey no longer journals as her way to reflect. She talked about the importance of reflection and how it continues to help her during difficult times.

Since childhood, the significance of reflection has been instilled in Ben by his mother and father. He talked of the meaning of practicing reflection,

> in my life in the last, I don't know five years, it doesn't matter, but there's been a variety of opportunities and issues that have happened to me that I don't have the answer why it happened. But I will say the strength of my parents always saying pay attention. My dad would always say "check your mirrors." I like that, 'cause we had farm equipment, tractors, and pickups. My mother would say "well, you should have stepped up one more step" … that kind of thing, that symbolism. So, I'm always ready for an opportunity. I think that's what happened in many cases, something just occurs and I'll say whoa, how'd that happen? What's going on there? So, many times people accuse me of being lucky. I say well, you know what, I just practice all the time and the more I practice the

luckier I get. They just don't have a response to that because they haven't been practicing.

Practicing reflection was a way of life for Ben. He practiced it as a way to make sense of the events in his life. It helped him to be a better leader and a more balanced person. And for Ben, reflection was a way for him to shape a story so he can better share the value of a lesson.

Helen, however, was not always one to take the time to reflect. She was too busy running a small town. However, this has changed dramatically since her time in the Academy. She attributed much of her emotional change in her career and personal life to the Academy's inner work.

> I think from my perspective it's hard for people to really, truly look at themselves on a how can I help myself basis if it's a situation that's either too scary or too intimidating. I think people [can function] like a robot, like I was, without looking at themselves because you don't have to realize what you need to work on then … I've used this [Academy] to really look at myself. It says on our book "a journey of transformation," it truly, truly was.   I think that there are things like that in everybody's life and if you are open minded enough to see it. [The Academy not only made me a better Leader, it made me a better person as a whole].

Helen talked at length about the transformative experience she had in the Academy. She said that although she was already aware of some of the information presented, she no longer actively practiced the content of the information. The reminder of the importance of reflection, which the Academy provided to her, was the motivation she needed to once again begin to incorporate reflection into her professional and personal life.

In addition to his deep faith and the reflective opportunity it provided him, Ian worked out seven days a week. This helped keep him in balance with the stresses of the job. He also thought about how to best use his time with his family by imparting some life lesson to his children.

I've been trying to cut back and not work out on Sundays, but I'm a little bit of an addict. But seven days a week work out … I run four days a week and then three days a week, I weight train… It's a great time for clarity…faith obviously… and try to at least when I'm home, I haven't been home much for about three weeks I got home last night, just try to spend some time with the family and enjoy them and get those teaching moments in with our teenagers.

Ian also found helpful lessons by reading biographies. He had a routine for capturing little gems of inspiration from these biographies, so he could further reflect on their meaning and how he could incorporate these lessons into his own life.

> … love to read. I mostly read biographies. But I also like some novels, and that's just fun. It's fun to learn from other people and I read a lot of biographies. A lot might be an overstatement, probably twenty or thirty a year maybe. [I] wade through the whole book and eek out the lessons. One of the ways I read, people will get a kick out of this, but it works for me, when I read a book I read it with a highlighter. I'm looking for life lessons that I can pull from that book and biographies are wonderful places to do that.

> Once I finish a book, now I cheat, I used to do it myself, but now I pay my kids five bucks to do it for me. Give them a five dollar bill if they'll pull those highlighted statements out, put them all on a sheet of paper, and then I have it laminated. Then I carry it around in my binder with me for a month or two. And try to read through it two or three times a day, but it doesn't always work. But the reality with biographies is you have to read a great big book to pull two or three or maybe four or five important life lessons from it.

Between his faith, workouts, and reading biographies Ian was able to incorporate reflective time for his spirit, his body, and his mind. These practices allowed him time to decompress and process the complexities of his leadership position.   Additionally, they helped him gain perspective on issues, thus helped him plan his course of action more thoughtfully.

June also sought guidance from biographies. One woman, in particular, had profoundly influenced June as a professional and as a leader.

> I've been deeply affected by this Lillian Wald; she was my hero in graduate school. I read everything about her and still to this day there's a couple recent biographies of her. She's an incredibly famous woman, and the lessons I take from her in some of my reading are those key things about; getting people together; helping create the shared purpose, mission, vision; stepping up; and being willing to keep coming back at it -- even

when it sort of gets discouraging 'cause we're not moving and there's been some conflict in the group.

In addition to seeking words of wisdom from her hero, June had learned not to react to issues like she once did. As she said, "it's not that I'm callous I've just has developed an ability to see that most issues can be dealt with tomorrow." She attributed part of this change to learning the value of purposely and regularly scheduling reflection into her day.

> … and so I think as a leader you have a balance of doing and reflecting and stepping back. 'Cause if you're in there doing, you don't have the time to real[ize], what's working here? What isn't working? Why? And, what should I be doing differently? And so it's an interesting balance of being a doer and stepping up saying yes we can do this, let's go about doing it, and helping get people in place, and get resources in place, and move towards it. But there's a profound sense of leadership that I think is the also the reflective, the quiet part of leadership of being able to step back, reflect on the situation, reflect on yourself, and think of it from that perspective as well. I've built in reflection now, more than I ever used to in the past, probably in the last four or five years because I think I have come to determine it is such an important piece of it. So, I make my schedule in a way such that I have a day a week when I'm still doing stuff, but I also don't schedule, unless there's a need to, we don't schedule appointments that day. They're on other days, so I have the time to just sit down and think. And it's the days, on that [reflective] kind of a day I'll write reports, I'll sit back and look at things and figure out what it is, why, where we need to go with this or who do I need to get aboard on that, and what's the next step for that, and what kind of a barrier are we bumping up against here and how could be get around it? How am I doing? What does that look like? Am I, finding myself having that sort of slightly burned out not motivated kind of feeling and where's that coming from and why?

> So, I actually structure it in more and more. Now, that doesn't mean I [don't get interrupted] ... but I actually schedule it. I make certain that my schedule is such on a weekly basis that there are built in quiet times, when I don't have appointments, and I can think. When I can step back and think about stuff and figure out again what [and] how I'm doing on stuff? How I'm feeling? How effective am I? Am I accomplishing what I think I need to accomplish? When I can step back from the things that we're working on and say, "okay, this seems to be going well but we're bumping up against something here, and I think we need to try something different," When I can step back and look at that kind of stuff, I'm actually way more effective. And I feel strongly about it.

> I have colleagues who [are] busy all the time. They'll tell you that, "oh I just never have a chance to build it in." I make certain that each week, I have time to think. So I think some of it came out of experiences coming in to this role, here, experiences in the executive nurse fellowship program and then recognizing that it made a really quite a big difference in how I felt about the job. When I'm rushing constantly and I don't have

time to think, I don't feel satisfied. You just feel like you're running and you lose that bigger vision. You've got to stop and see where you're going, see what's working, see what's not, look deep in yourself and see where you're at with things, 'cause if you don't I don't think you're as effective.

June's ability to learn from the wisdom of her hero and to listen and to trust her own intuition has resulted in her deep belief in the power of reflection. She understood that in order to be effective, both personally and professionally, she had to take time to slow down, reflect, and integrate before she could go back out there and be action oriented. June acknowledged that guarding this reflective time in a professional setting was difficult, yet she was so emphatic about the critical need for reflection she made time.

As Elise's career evolved and she decided to start her own business. She could not, however, start her business for six months due to an existing non-compete agreement with her previous employer. She spoke of how this time gave her the opportunity to plan for and reflect on how she envisioned her own business. Elise shared that although there were some frustrations along the way; she said she has never looked back.

Making time to "check your mirrors" was a critical component for helping participant's process their emotional experiences as leaders. Whether they had a long standing habit of practicing reflection, or had gotten out of the habit and were in the process of re-establishing the habit, or were just beginning their practice of reflection all mentioned that with it they are better people, therefore better leaders. And without this practice of checking your mirrors the work became overwhelming and aspects of their lives suffered.

In order to be of service, participants shared that they worked hard, were humble and reflected on their actions. Participants valued service, in that they worked hard to make sure their organization provided the best to the people they serve. A parallel to working hard was the participant's humble view of their many and significant successes. Last, the participants shared

111

that in order to be able to sustain their ability to serve; they spoke of the importance of taking time to check your mirrors.

As the participants spoke of the emotional experiences as leaders a third major theme emerged, which was their emotional connection to the state. Their willingness to sacrifice and to serve was deeply connected to the love they expressed for the people, organization, and communities within the state.

State

Participants loved the state. They loved living in it, they loved working in it, and they loved helping to maintain its unique quality. Through the Academy, they treasured getting to know more about the various industries within the state. With that, they cherished getting to know the individuals who worked in these industries, most of whom they would have not had the opportunity to interact with were it not for the Academy. They loved traveling to the different industries, towns, and significant sites throughout the state. Overall, they loved that the Academy exposed them to aspects of the state they did not know about beforehand. Participants also shared a love for their community. Last, they loved the Academy, whether it was for focusing on the inner work, traveling the state, or forming strong friendship bonds with classmates.   Supporting themes for state also emerged. These supporting themes were (a) commitment, to the state, to their community, and to the Academy; and (b) education, the importance of it, whether it is formal or informal, external or internal, as a vital way of ensuring a better state, community and Academy.

Commitment.

Participants were exceptionally vocal about their passionate commitment to their organization, community, the Academy, and the state. This commitment came from a deep love that each participant shared about why they do the work they do and live where they live.

The love of her town was evident and the love of the state had grown for Helen due to her time in the Academy.

> We traveled around the state which was a great experience to go and learn about the state, which I'm from, so that sounds really odd but to understand what the attributes in different areas are within the state. [It was a] great experience. [A] wonderful time to really understand what we have here and, and how we can keep the state the way it is, or what we need to target so that we have more business enterprise.

Helen appreciated having the opportunity to learn more about the state through her interactions with the various individuals and industries. This experience and the information she gained only strengthened her commitment to being a better town leader.

Ian had a love for the state. He loved it so much that he accepted a significant salary reduction to work and live there full time … although he considered the payoff of being able to live there much greater than the loss of money.

> I was a committed [state] citizen before [the Academy] after [the Academy] you couldn't pry me out of the state. There's just no way. Now, if Governor chooses to run for the presidency and he wants to take me, I'll leave for a time, but I'm coming back. It's home. I was just in [another state] and when I cross the state line, I could die at that point and you can just toss my body in a ditch on the side of road, I'm home. I'm fine with that. It's a deep, deep love. I loved the state before the Academy; I'm fanatical about it now.

Ian's commitment to the state and the people was apparent in his work. For example, on his business card his cell phone number was listed and he encouraged anyone he met, whether a professional or a client, to contact him directly if they had a concern. He loved to travel the state and meet the employees who worked in the communities.

Although not native, Abbey also felt a deep affinity to the state and did not miss the culture and pace of her hometown.

> I had the city life all my professional career, from being a teacher to an administrator, going to graduate school in a college, preppy town. Snooty, fatooty, for 15 years and I can say that 'cause I lived there. You were judged on the car [you drove], you were judged on the house you lived in, the job you had, where you lived. But that got tiring for me.
>
> I truly believe that if, God forbid, something happened to my husband, I would still stay out at the ranch. I don't think I would move back east where all my support would be, not that I don't have support here, but you know my parents and my sister. I would probably remain out in [state] and I think that says a lot.

She expressed love for the people of the state and felt that western culture and the people were more aligned with her values. She shared that once she met an older rancher who stopped by her family's ranch to purchase a piece of equipment and they ended up talking for awhile, not about anything in particular, just talking. Her husband came home later that night and told Abbey that the rancher was one of the wealthiest citizens in the town. That experience described what she loved about the state; people were real.

David loved his community and his organization. He valued local interests and worked to find the balance between local interests and national trends. His long standing career in healthcare has allowed him to see that healthcare needed to look for their own answers, especially in the midst of the current changes, just as other industries have had to do is the past.

Ben sought to be a productive member of a community, no matter where he lived his sense of community was his compass for finding his way in life. Community gave Ben purpose. He expressed that in addition to his tribal community he became a member of the Academy community.

> And the after part [going through the Academy] is that I have at least 41 other people that I can draw on [for] a whole variety of things in terms of socialization, expert counsel, professional direction, or just hey, how ya doin? And to me that's very comforting to

have that family, it's also a strength and then beyond that, the other ten years of classes, I can call some of the other classmates and say, I'm the class of 2010, you're 2004 but I need some advice and [have a] concern on this issue. So that becomes available. Prior to that, I will say that I had to struggle a little bit to do the same kind of effort because I didn't have that camaraderie with the vast number of people.

Ben compared the Academy to that of his graduate school alma matter.

> Graduates across the world and you can walk into any environment, into any office or jungle, and if you are a [University Alumni] and you see another [University Alumni], there's no question about who you are. Your character, your capability, your direction, your soul, is already understood. Now, I feel that same way with [the Academy] … I don't have to present a second question about who you are or where I'm coming from. It's already assumed that you're on the good road.

Ben viewed the world through a community first lens and the Academy has become a highly valued community for him. It has allowed him to enter and become a member of a community that encompassed diverse people with diverse perspectives and who came from diverse backgrounds, in a way that he did not have beforehand.

Elise also valued her time in the Academy. She was just ending one chapter in her career and beginning a new one. She attributed the Academy with helping her get ready for this next chapter in her career.

> When I went through the application process [for the Academy], I was at a point where I was considering changing the direction of my career field. I thought it would be a good opportunity to help me make some good choices and realizing that what I was doing then was the only thing there was to do. I had been thinking about quitting my current position for a year or two and so, I had filled out the application and submitted it. I knew that things were getting closer and closer and the day I actually quit my job, I still hadn't received [notice], but I received acceptance the next day so that worked out well.

> Yeah mine [career change] was definitely prior to entering [the Academy] and I wouldn't say [the Academy] was life changing or monumental. I enjoyed the program. I would highly recommend it. I know some people in my class that had those epiphanies and I wouldn't say that mine was directly due to [the Academy], but it was good to help me regain my confidence to make the next step.

While Elise did not have a transformative experience during her time in the Academy, it exposed her to those who did have significant change. The Academy helped affirm Elise's decision to

change her career and to start her own business. Becoming a business owner has pushed Elise to growth in ways she never imagined and that decision is one she did not regret.

Interacting with diversity and diverse stakeholder was June's favorite part of the Academy. She has since formed strong relationships with the other local Academy alumni. They met monthly for lunch and she knew that if it were not for the Academy, she would not have the connections to these people.

> So, for me, the great piece of [the Academy] was being able to travel the state, meet a lot of people, see things and how they came together in some new ways, understand economic issues in [the state] in a better way. 'Cause although that's not what I'm about, this has an impact on some of the work we're doing, thinking about the political structures and how they impact what we're doing…what I thoroughly enjoyed about it was the ability [the Academy staff] and others who do all the organizing to get a diverse group of people together…We had wonderful conversations and on topics that were… you think about energy in [the state] we had people in my group that were very, very liberal people, very conservative, and lot of people in the middle. Politically, when you think about that and yet we would get at a table and talk. There were a few, maybe kind of moments, when there was some discomfort but not very much. Wonderful conversations. It was really that piece of it I got the most out of, I really enjoyed it

> I tend to be on the liberal end, I'm not way far to the left, but I'm on that side of things. So just being able to sit down with people whose world view is different than mine [and] have conversations that were respectful. They were not my ideas are better than yours and what the hell are you thinking and blah, blah, blah, [conversations]. I mean, the sort of discussion that's going on in Washington right now. These were genuine discussions about understanding the way different people thought about things and that's a wonderful part of [the Academy]. I really appreciate there were some very staunch Republicans in my group and [I] came away with deep respect for them in a new way that I don't think I'd had before, 'cause again you had conversations that were not politicized. People came to the table with their political views, but they were not polarized or politicized. You've made all these connections and so you got to know people on a deeper level and then these issues could be discussed in some different ways.

June truly believed that getting to know people on a deeper level helped when having to work collaboratively to address larger issues. That aspect of the Academy was invaluable for her. Interacting with this diverse group of people allowed June to experience and develop a much stronger appreciation that differing perspectives is a good thing and it made discussions deeper and richer when approached with a mutual respect for all members.

When Fred entered the Academy, he did so more for personal development than for professional development. He expressed how in the end, he learned much more than he expected from his time in the Academy. For one, Fred did not spend much time talking about his feelings and the Academy exposed him to exploring and expressing these emotions on a regular basis. A deep respect for other class members was developed and he continues to stay in contact with most of them on a regular basis. In sharing his experience of the Academy, Fred shared how he managed his participation in the group while being an introvert.

> I'm an introvert. In fact, if you do the Myers Brigg, which in War College we had to do; I am an ISTJ, about as far up there as you can get. So there were some tough parts there, because I don't open up easily. So some of that stuff, the touchy feely stuff, the way I got through that was making light of it. It was very intriguing. I am glad I did it [the Academy] because my habitual association with people or personalities [who are] all A type. Then you go to [the Academy] and the whole gamut, I mean from political persuasion, religious, whatever it be, it's quite a diverse group. It's refreshing to associate and make friends with people that don't think like you do. I think it's important because sometimes we become so myopic in our thinking that we need somebody to kind of jerk us back and look at it from a different perspective. In fact, one of my classmates, she is a . . . Methodist pastor and she is about as far on the other end of the spectrum [as me] and yet I have nothing but admiration and respect for her because she was so willing and so honest. She didn't hold anything back and you knew where she stood and she respected your thoughts. To be thrown into that for basically a year with people is a great opportunity. We still keep in touch, in fact when I did my change of command here a couple of weeks ago, I invited the entire class and I had half dozen in the area that were able to make it.

> It [the Academy] forced me to get outside my comfort zone and that's always good. It takes me a long time to get my thoughts [together, and] by the time I've got something to contribute, they're on to the next (laughs). I don't know, (sighs) (long pause) maybe I hide it well because, everybody says, "oh you do have a heart?" You know (laughs) that type thing. But I've never really thought of myself as overly sensitive, I do care about the force.

Having the opportunity to explore his emotional side more and interact with diverse people on a regular basis has helped Fred see that although he did not talk about his feelings much, did not mean he did not have them. Connections were made because he invited these one

time, complete strangers to one of his most regarded promotions. In a way, this was Fred's way

of expressing his gratitude.

Fred appreciated learning more about the state and sharing information with classmates

about his industry. He believed that until one personally experienced the Academy they could

not truly appreciate the depth of the program.

> To be able to travel across the state and all share like experiences. The great thing about it is we [the Academy members] come to [our part of the state] and we have a military day and so we're able to show our stuff, and let people know what we do on a day to day basis. In some respects it's similar to deploying because if you haven't been there you'll never understand. It's kind of the same way with [the Academy]; if you haven't been there you'll never understand.

Fred said that not only did he personally support the Academy; his organization also partnered

with the Academy. The organization encouraged at least one staff member to apply for the

Academy annually. The staff members who went through the Academy shared another level of

camaraderie.

Most participants shared that in the opening weekend of the Academy, the facilitators

often talked of how the Academy tended to impact people. Since its inception, about 10% of

each class had experienced a major life change during their in the Academy. Clark spoke of the

major life impact the Academy had on his life.

During his time in the Academy, Clark was able to process some recent changes within

the healthcare industry. Clark talked of his commitment to healthcare and how that commitment

had been tested throughout his long career. He was in the healthcare industry for over 20 years

and in that time he had seen many changes and watched trends begin and end. But the latest

changes in healthcare weighed heavy on his heart.

> I can tell ya nobody shows up in the morning at the hospital here in Jasper, saying I'm gonna hurt somebody or I'm gonna do a bad job. Everybody tries as hard as they possibly can. It's a highly error prone industry, just like aviation or anything else. It's

very technical in nature. You're dealing with the human body, that doesn't always play be the rules, and the regulation is really tough. I lost some people to that, a lot. It seems to be a pattern we have in this country, when we have a problem, we demonize the people. And the problem is, there are hundreds of thousands of people that show up and work in that [healthcare] industry every day. They do everything right and they have no intention of doing anything wrong. I remember in the 80's, when I first started out; the government was in the process of breaking up AT&T. They demonized the people that big bad phone company and all those people are working, it's a monopoly. Look at what they're doing to us. Now it's our [healthcare's] turn.

This change impacted Clark. In addition, he experienced a separate, major emotional

challenge with a staff member, who at one time was his employee. Although Clark was no

longer that staff member's direct supervisor, he worked somewhat closely with this individual

for a period of time. He was appalled at himself for not seeing the issue beforehand and that

situation made Clark think long and hard about what he wanted to do with the rest of his career.

He knew he needed a change. During this time, Clark was also a participant in the Academy and

he said that he was indeed one of 10% who experienced a dramatic life change. He decided to

retire. Clark reflected on his decision to retire and his experience with the Academy.

Well, it was just absolutely fascinating. Now I'm a [state] native and I grew up here in Jasper [my wife] and I both went to [the high school], my mom and her dad were graduates of [the same high school]. My grandfather was the construction superintendent I told you about. We have these incredible roots here in [part of the state] and my other grandfather was an avid fly fisherman. So growing up, I went all over the state and I thought I knew very backwater or back woodsy place in the state.

So, anyway, you get in the [Academy] and … you're in a room with 45 other students that you don't know. I knew some of them because some of them came from healthcare and I knew some from the college. It's just such a wide, diverse group…So not only did I meet all these brilliant, wonderful people who became just wonderful friends, I found out that there's so much going on in [the state] that nobody knows about.

… it was just things like that and then there was the leadership component. So there's the getting to know [the state] things and studying the business and meeting the people that are running them and doing all these things, but there's also this whole leadership development which you spend half roughly of each session doing it. And it involved writing a mission statement and just a lot of that type of work, [such as] doing a

historical timeline which was real revealing to me. [We were] looking at the things that affected us over our lives and then writing a mission statement and really figuring it out. So, what I figured out and became very, very personal was … yes, I had gone in healthcare further that I ever (significant change in tone of voice on this word) anticipated. Primarily because I got in the industry cause I had to have a job. It wasn't something I planned to do. I had gone someplace. I had become the CFO of the largest healthcare deliverers in the state and in one of the largest independent businesses in the state. I also figured, okay and I'm 54 years old, I'm still young, but that's not what I want to do the rest of my life. I've got other things I want to do. So my wife and I started talking in February.

I was having some difficulties at work [I] had kind of a run in with the CEO on some decisions she made that really impacted us financially that I thought were bad decisions and just really starting to struggle um (short pause) although I was not directly responsible for I.T. anymore, I.T. still reported to me. We'd hired a new [Chief Information Officer] that had managed to foul things up so badly and I completely missed it, but in retrospect he was very good at covering it up. Although I felt really responsible for it, well it got to the point we couldn't get a bill out the door. When you live paycheck to paycheck on your cash flow that's not a good thing so, I was struggling with that. Trying to own that and I found myself in February, [my wife] and I have been together, well counting the time we dated, 38 years and it was the first time I found myself where I couldn't make a decision. I was stuck and I didn't know what to do. I didn't know what to do about this I.T. mess.

I didn't know what to do with the deteriorating financials and the kind of the head butting I was doing with the CEO on decisions she was making. I didn't know what to do and so we started talking about well, of course, money's always an issue and [my wife] and I have been very blessed financially. When I left, what happened … was as things progressed it was June and we were still talking and I'm still thinking how do you walk away from that big salary? How do you do this? What about insurance? What about this? What about that? It was the night before Father's Day, actually it was that afternoon. It was Saturday afternoon, a beautiful spring June day and [my wife] said, I can't remember exactly what happened, but she said, "what's wrong with you?" I said "well there's nothing wrong with me, why?" She said "I know what it is, you got the Sunday Funks and it's only Saturday." She used to call them the Sunday Funks. She said that she could see me start to change Sunday afternoon 'cause I was trying to gear up emotionally for Monday morning. I said, "I do?" She said "yeah," she says "you know what, pardon my French, you're an asshole."

Well here's the woman that has been my everything since high school. I mean I fell in love with her the minute I saw her. We've been side by side all of these years. We raised a couple of kids. We have three beautiful grandsons and she's calling me an asshole. I was like okay and I said "that's it, we're doing it." That night I called my daughter…and told her. "Oh, Dad, it's about time!" She say's "I see what that jobs been doing to you and you're gonna end up having a heart attack or a stroke. This is the

greatest thing I've ever heard!" Then on Sunday morning, Father's Day, I took my son fishing out on the river and we ended up not fishing so much.

I went in Monday morning and I had no intentions of ever burning any bridges or anything and it wasn't a bitter departure. I sat down with the CEO and said I been doing a lot of thinking, I said, "I've been successful beyond any measure, [the Academy] helped me realize my success, my investments have panned out, everything is perfect, I am going to retire." She says, "I don't blame ya, if I was in your position I'd do it to."

But [the Academy] is what got me to this point, because it opened my eyes to a lot of what was going on. It was the whole nine months and the leadership development as it progressed. Writing the personal mission statement, doing the timeline and I think I had come to the realization that I got pretty good about leading others, but not leading myself (short pause). And investing in others but not investing in myself.

So when [my wife] and I sat down we decided, okay we're gonna take at least a year off and do nothing, which is kind of interesting 'cause I've already gotten three offers to consult. But I haven't taken any of them and I have another offer to lobby at this next legislative session.

Clark talked about how it felt when his wife called him out on being so stressed about work. He also talked about his biggest regarding his decision to retire.

It was shocking! She'd been talking for months about my Sunday Funks getting worse, but now it's starting to happen on Saturday. Then the conversation progressed [and my wife] said, "I'm just gonna get real selfish here." She said, "you know that place gets you 50, 60 hours a week and they're not getting you on the weekends." She basically said "I'm gonna put my foot down."

And then, what was also interesting was that one of my biggest fears was well, what are people going to say? People who are in their mid 50's, who are at the top of their game, in a very senior role, like I was, usually just don't walk away from it. I had this false impression that people were going to be really angry at me. I've got some family members that are a little jealous, but they're not angry (laughs).

One of my closest confidants was our in house legal counsel. He retired two years ago. He's known [my wife] and her family forever and whenever we get together and their hugging each other, 'cause they're like brother and sister. He sent me an email that Monday 'cause I sent an email to all my friends that said this is what I did this morning and he emailed back, supposedly to me, but the email was directed to[my wife]. He said that "this is the best news I have heard in a long, long time." And he said [to my wife] "I was afraid the next time I was gonna hug you was gonna be at your husband's funeral." That's how bad it had deteriorated.

When asked about how he thought he was handling the stress of the situation, Clark replied "I thought I was managing it perfectly fine." The time leading to his retirement was a particular painful one. Clark talked of how the constant changes and in increased demonization of the healthcare field impacted him, and also impacted the industry. It seemed as though the external demonization infiltrated the organization itself. With all of the changes in leadership, the trust had to be continually re-established. So, when Clark discovered a significant issue with this staff member, he felt as though the trust in him by his CEO was not fully developed and he did not have the energy to weather that storm. Clark said he truly did not harbor negative feelings toward that CEO.

Clark robustly attributed his wake up call to the Academy. He said retirement was the best decision he has made, he absolutely had no regrets and he was looking forward to exploring opportunities for the next phase of his career.

Grace's experience with the Academy also had a profound impact on her; however it was not in the manner she anticipated. The Academy was difficult for her in terms of networking, which she says "I stink at networking." Her time in the Academy was personally hard on her and on her marriage, because they had a friend who had previously went through the Academy and who made a significant life change. But in the end she says that she and her husband were stronger than ever…it was just difficult getting there.

> … here I am going through it [the Academy]. I would come home I would be talking about [how] it's so frustrating because, the only way you really get to know people is to go out to the bar, go dancing, and get drunk. And he's [my husband] thinking, this guy [our friend] got divorced and now my wife, in order to network, has to go and get drunk and dance with these people. I think there was an insecurity there because . . . he was really, I think, not shattered, that makes him sound weak, but he was really surprised by this steady family man . . . giving up all of those things that should be held most important.

And so every time I left there was that tension and every time I came back when I talked about it, I almost felt like do I need to filter. I would come home and I would question, I was questioning things about my life. People are talking about these amazing vacations that they took. People have traveled all over the world and I said, the best vacation that I ever took was staying home, my kids and my husband were gone for the weekend and I cleaned my house and then I sat in it and enjoyed the fact that it was clean. That's the best vacation that I have ever [taken], because we don't travel. We just don't. So, I was like, am I missing something? Am I missing because I'm not traveling? Should I be traveling? So, I was questioning all of these things. And as I questioned them, he [my Husband] was thinking that I'm questioning my decisions and the life that I'm leading. And [he's wondering] do I want to lead a different life? So that was an amazing struggle (laughs) for us.

Because I'm questioning, and again when I got down to it, I'm happy with my life. I'm happy with my decisions, but I had to go through that questioning … and I'm doing that out loud because he's my sounding [board]. He's my person that I could twist my head off with. But he's not seeing that as, I'm just twisting off my head, he's seeing that as oh my god, Grace's thinking that she needs to travel and I'm not that guy, and maybe I'm not the guy for her. It was a struggle for our marriage and we got through it and we're better than ever, but that year was really hard.

Due to Grace's and her husband's previous experience with having a friend go through a major life change because of the Academy. Grace was understandably hesitant, both in terms of sharing her feelings with Academy members and with sharing her inner discoveries with her husband. In telling her story of her experience in the Academy, it was evident that Grace was still processing the emotional experience of her friend's decision. In fact, she dealt with the impact of this friend's decision while she attended the Academy herself.

Although Grace's experience with the Academy was not all positive; she did attribute the experience to helping her see that she was on the right path both in terms of her marriage and her commitment to her work.

The participant's commitment to the state, their community, their organizations, and to the Academy was a strong supporting theme that emerged early in the research process and continued throughout. Participants were devoted to the state and were invested in helping it

move forward in a positive direction. They talked about one of the best ways they could help

either their organization, community, or the state move forward was to continue their education.

Education.

Participant's love and appreciation for education was evident. All spoke of the value of

education, whether it was emotional, or intellectual, or in the structure of formal post-secondary

education, graduate education, formal continuing education, and in-service on-going education.

Everyone spoke of the need to stay informed of their industry changes in order to ensure they are

providing the best leadership they can provide to the organization.

Ben's emotional structure of being a leader, was that of being a bridge. In order to be an

effective bridge, Ben knew he needed an education.

> …[I] needed some skills to do that so I read a lot, so I'm pretty articulate. I read a lot on
> lots of things, so I have a vast knowledge of [many] issues and so I field a lot of
> questions. Having been a graduate of the [State University] there was a strong tie to the
> alumni. I realized that leadership is a requirement for advancement.
>
> When I was younger, I was the shyest person on the planet. I just absolutely
> couldn't even introduce two friends of mine. I just didn't take that step but having seen
> that and felt the discomfort of that, I've overcame that quite a while ago and now I can't
> shut up. Well what happened was I became knowledgeable, I became educated, I had
> something to contribute. I felt good about being with my fellow man however that may
> be.
>
> My mother was a driving force for me. My mother never took no for an answer.
> Not to be contrary, not to be adamant, not to be controversial, but when things would
> happen with her children, my brother, [myself], and my sister. For example, if we went
> to the circus and they ran out of tickets, she'd say well there's some way they got to get
> in. They're three people out of three thousand, there's got to be a slot somewhere. And
> somehow we got into the circus. So, the point is there was always an alternative to
> consider. It might not be a hundred percent of what you thought, but it'll be adequate
> enough for the issue at hand. So to do that, I had to be able to talk about it. When I was
> able learn some of the results of that very quickly [and] in a positive way then, that just
> gave me a lot more excitement to be able to speak and to get away from that shyness.
>
> And again that's [the Academy] to some degree. When I was in the class I don't
> know the ages of everyone who were in the class. There were 42 people and I suspect I
> was probably on the more senior end of the group, but there didn't seem to be any age

disparities within the group. In other words, when we would visit or do things at different places there didn't seem to be all thirty year olds over there, forty year olds over there, whatever. We all worked together. And [the Academy] was a good thing.

I'll go ahead and make the effort to be a candidate and did apply and was accepted. When we [had] our very first meeting, I wanted to be clear to everybody that I was Native American. I had an agenda and I had things to talk about and I was willing to discuss a variety of issues that people probably had questions on. At that same [meeting] we had, what was called a talking circle. There was a small object put together with a feather on it that you held in your hand as you spoke and when you got done, it went to the next person. Well the symbolism was very strongly Native American.

And at the end of the session, a year later, we again had that same circle. What appealed to me was that there was some recognition about my culture. What also appealed to me, I knew the people needed to know more about my culture for them to understand where we come from. Now you have to realize, the reservation is 3.2 million acres, the same size as [a famous National Park] and we're integrally involved with everything in [the State].   Water, economy, taxes, people, education, air quality, water, the whole bit, but we've been treated as somewhat of a step-child because we, the tribal membership, hadn't stepped up to defend ourselves or express ourselves. Because the misnomer was that we always were taken care of by the Bureau of Indian Affairs, our trustee. Well, they were supposed to be the trustee and they are the trustee to some degree, but they really don't do their job.

So I thought well, who's gonna do that job.   When I went to [the Academy], I was looking for those skills, to do a better job about expressing the tribal perspective, being at the table. So we had the talking circle and everybody had a chance to speak about themselves, their goals, their ideas, and (clears throat) through the course of the year different things came alive. People had deaths in their family. People had births in their family. People had some tragedies. People had some heroic events and we all shared that. The sessions were two or three days together, I've forgotten how many in total, but during the course of the year, everybody cried. Everybody had an emotional opening.

Ben was transparent in sharing his reasons for joining, he had an agenda and he wanted to inform others of tribal matters. Ben knew that in order for him to be more effective as a tribal spokesman, he needed more education. He also understood that he could educate others during this same time.   The holistic approach and the Native American influences of the Academy were attractive to Ben. With his background and culture, telling stories and taking time to celebrate

the member's lives was an important part of community. For him, it was also an important way to structure an educational experience for a diverse group of people.

Helen conveyed both the good and the not-so-good aspect of saying yes. The good aspect was that, she had to learn how to run the infrastructure of a town. That meant she invested much time to study and test for the various roles she would eventually perform and that investment in education resulted in less time for herself and for her family.

> [When deciding to go through the Academy], it was really difficult for me to leave to go to [the Academy]. That wasn't because I didn't like it; it was the fact that I felt guilty because I would be leaving all this other stuff behind, including my family.
>
> my whole perspective on life in general and everything has really changed [because of the Academy] to a point where, if I wouldn't have changed it could have been detrimental to the way my kids think about things and life in general. Instead of being more open-minded and willing and positive about things when I wasn't feeling very well, I wasn't that way. We couldn't have open conversations, because I was just too tired to listen to what was being said and really truly see what the issues were in any aspect, not just family, probably with everything. I have ten minutes here to get this task accomplished and fifteen minutes here…
>
> It takes time to study for [certification] and that makes me think of other things. To be the pool supervisor, I have to be a certified pool operator. Being a certified pool operator you're going to have to take a test, but you have to know how to balance all the chemicals and understand all the operations of the mechanical equipment in the swimming pool and . . . my brain, sometimes, I know I can do it. I have the capability of taking more tests and completing the coursework, it's just the time factor I think that's probably the one thing that [the Academy] did teach me going through all of our integrated work for leadership that was probably the most important aspect of [the Academy] for me. The reason I say that is because, we went through thinking about different ways that you need to be whole as a person in body and mind to be a great leader. To be a person that people trust. To be somebody that deal with every situation that comes forward to you without over reacting or without making other people feel that you don't value their opinions, and that takes time for yourself. You have to take that, if its fifteen minutes or ten minutes or, whatever it is, every single day to prepare yourself to organize yourself and to really be you.

While Helen understood the importance of obtaining more education in order to effectively run the town, the constant pressure of testing for different certifications was challenging. Even though the Academy was another educational opportunity she said yes too. It was different in

that it was focused on her as a human and as a leader first and foremost. That focus was a

positive turning point for Helen. Her saying yes first and then figuring out the specifics has

opened many career opportunities for Helen, but after a while it had taken its toll.

> at a point in my life, probably in the last four years, I have said no more than I've said yes. I haven't really given up any of my obligations that I held from the beginning, besides coaching, I've stopped doing that, but, I've started understanding that I needed to not be so busy. I would say last year and the year before I was (sighs) my body couldn't keep up with my obligations, and my mental capacity, emotions, and everything. I don't think I was the fun-loving, jovial person that I was before I started taking on all the obligations, because my mind was always required to be going from one thing to another. I would do town work and then I would look at my calendar and I would say, okay well next Monday I have the fire district meeting, and the next Monday I have a joint powers meeting, and I have all these work sessions I have to prepare for and I have to make sure that the pool is operating correctly, and oh yeah, I lifeguard from five to seven [on] Monday, Wednesday, and Friday in the mornings. The obligations that I have just were consuming my time and probably my thoughts.

> At that point in time we had, just us two working until we hired an assistant deputy and then an assistant for him. So, I did the book work, I did a lot of street work, I learned how to run the backhoe. We did all kinds of stuff (laughs). I didn't really drive big huge equipment because I'm too short and I didn't want to run over someone (laughs), but the backhoe was fun. When we first started chip sealing our streets we really worked well together. I helped him with water lines, digging water lines and helping replace a lot of different things, when we were the only two that worked here. I would say the skills I have gained through my positions are probably broader than most people just because I've had an opportunity to say, "yeah I'll do that," or, "show me how to do this and I'll try it." I'm not saying that I'm perfect at everything that I've done, but I've had an opportunity to do quite a few different things and now I can tell you, I don't do backhoe work. We've got two very capable public works people and that's just fine. (laughs)

> The Academy has changed my outlook on a lot of different aspects of my life. Not only did it help me with my inner personal work, it has helped my faith grow, it has helped our family communications because . . . I've brought a lot of this stuff back to my home. It's helped my husband and I communicate better. It's helped me not over react on the small things in life and make sure that my family is well taken care of and not neglecting them either. 'Cause while I was neglecting myself, I didn't have the energy or the desire to be there. I didn't have the personality; it was missing for a while.

> It helped me regain who I am, honestly. I can tell you this that if I wouldn't have been part of it, I probably would have been going down a … I would have had a different perspective on things and my life might not have been as . . . well right now it's pretty easy sailing so I think it would have been a lot harder. I would worry so much about

accomplishing all of my tasks and never give myself time to just relax. I've taken a certified municipal clerk class. I'm in a masters working program and so I was gone for a whole week in September and through all the traveling that I did with [the Academy] and the inner personal work, I didn't feel guilty while I was gone for that week.

I accomplished what I needed to. I went there so I could fulfill the credits for my certification and when I got home everything was okay and I think that was one thing that helped me. I have a desire to continue to learn and to continue to be involved, but I think now I have a desire also to be a person that takes a little bit of time for themselves, even if it's once a week to go get a acupuncture. Before when I was doing the women's fitness classes, that was my time for myself but when my children started playing athletics I gave up that so I could take them to their practices. I sort of lost myself in there somewhere.

And now I'm regaining just the happiness that I sort of let go [of] on the wayside, because of my involvement and my time factor and being so willing to do all this stuff for everyone else all the time. Constantly and, don't get me wrong, I still do all that stuff that I said, but I've learned how to balance my time. I've learned that if you need to break and rest for yourself, just do it instead of feeling guilty about doing it. Because if you constantly feel guilty you have a much worse outlook on life and you're not really that pleasant and nice to be around. You're always scheduled to be here and to be there, and that's all you're worrying about.

You have to be present. My oldest son is fifteen, he's a sophomore in high school I only have two more years with him at my house. I think really if I wouldn't have gotten the reality check through [the Academy] and understood, "oh my gosh, all these things that I'm not doing right, which I didn't view it that way, but really it's true." Our relationship would not be as fulfilling for him or for me and we would be missing something when he goes off to be a well-rounded adult. It's just so huge to be present at the time that you're there with your children, at your workplace, if you're teaching a class, if you're willing to be part of these things that you say you're going to be part of you've got to be there and you've got to want to be there.

The emotional education, or inner work, of the Academy had an intense effect on Helen's

life. She was a lover of knowledge as evidenced by her willingness to learn multiple aspects of

running a town. However, this focus on work education only left Helen feeling out of balance.

The Academy was able to provide her with the inner education she needed. Thus, helping her

see that taking time for herself and her family, was not only beneficial to them, it made her a

better, more holistic and present leader. Helen's insights that resulted from the Academy were

so profound, she not only applied the information to herself and her work; she shared it with her

family and they all took part in the emotional awareness activities.

Ben also talked about the need to nurture and develop one's emotional self and how the

Academy provided an avenue for further inner development.

> The emotional nourishment is profound. We all have a soul and when we look and feel
> deep into our soul, we recognize what our strengths and weaknesses might not, might be.
> Through [the Academy] process, I know that I've developed some [further] strengths,
> even though I've never felt really incompetent or not confident since I was young, it's
> actually increased. You can't get enough support to be more confident. It's not like you
> can be confident to a level and that's it. You just have to keep gaining confidence. Each
> environment, each audience, each issue demands that confidence to have a success. So
> confidence is really important and when you develop the strength and expansion of that
> confidence, that's a good thing. That's part of what I say is my emotional strength is, to
> develop that confidence and strength as part of my emotions.

Although Ben has confidence in his emotional abilities, he acknowledges that one can always

learn more and strengthen one's inner self.

Clark experienced a major life transition during his time in the Academy, he shared that

true leadership development was getting to know one's self better.

> for me, it just goes back to where it made me realize the leadership training was to
> develop us as leaders, which it did but it also and a key part of leadership is knowing
> one's self. It was just an eye opener on this realization; the first realization was well yeah,
> I do belong in this room. That was a big one because it almost sounds conceited and
> especially if you're a native, you don't, [boast]…growing up in a very middle class
> family and I was the oldest of five kids in a three bedroom house. So, the realization
> [was major] that I did belong there and then the realization that I had done something of
> significance. This sounds arrogant and conceited, and I don't mean it to sound that way,
> when I got to talking to people, they're saying "well yeah, you're a big shot. Don't you
> realize that?" "Uh no I'm not a big shot," just this whole transformation thing. Then I
> started looking at my own potential and I came to the conclusion, if I was not hobbled by
> the extreme changes in healthcare and hobbled by working for somebody else. Look at
> the things I could do. Now I'm in my deep daydreaming mode.

Clark's emotional education through the Academy was transformative. He went from not truly

seeing himself as a leader of significance, to understanding that it was his own emotions about

his success and owning it that stood in his way. Once he discovered this knowledge, he was

further able to examine other behaviors that he had used as a result of this lack of emotional

awareness about himself as leader. He was able to make vital changes. He enjoyed this new

found knowledge and was open to new possibilities that may be on the horizon.

Ian's time in the Academy provided him the tools and the time to develop more internal

strengths.

> … one of the things that you do in [the Academy] is you develop a personal mission
> statement over the course of that year. I hope that everybody finds as much meaning and
> value in theirs as I do in my mine. I think about mine a lot. I think about it when I have
> big decisions to make. Mine is really pretty simple: to serve my family, community and
> state in the model of Christ. It's just simple; I don't know what other models to operate
> under.

Ian believed that he was better leader because he attended to his inner education. He valued this

education so much; he proudly displayed his personal mission statement in a place that anyone

entering his office was able to read.

Elise talked about the value of the Academy leadership training, especially as she

continued to grow her own business.

> I had never done any sort of leadership training. All of my classes in college and
> veterinary school were all science related. I mean, really no exposure to anything. I think
> people in business probably get more than we do. But I had nothing at all. So, to talk
> about some things that you may have kind of known about in the back of your head, but
> not really understood or be able to put a title and direction to it, was really significant for
> me. An example, we talked about a hospitable space. To me, it's always been important
> to make people feel comfortable and everybody feel included. Presentation is extremely
> important to me, whether it be presentation on how something looks or how you speak.
> That's always important to me so to be able to put a title that [is] to create hospitable
> space. When you're talking to people, the way that you sit is important and the place that
> you're sitting is also important. Everybody knows that they don't like distraction or
> people walking by, or things to catch your eye when you're having a serious
> conversation. But to be able to say in this situation, this is what you need and in this
> situation, this is what you need. To be able to understand that was really valuable to me.

Elise's scientific education did not prepare for her understanding the subtleties of working with

people when they are vulnerable. Although she had an intuitive understanding of this emotional

aspect of her work, her being given labels and words for this level of knowledge has helped Elise grow as a practitioner. She took information gained from the Academy and applied it to her business and this made her understand these nuances in a new manner.

Formal education was indispensable for Abbey; she knew that she needed to have one in order to provide for her daughter. In her current career Abbey has come to truly see the value of both post secondary post secondary education and/or job development training as a way to help people better themselves. She valued her ability to "train the trainer" to ensure effective teaching strategies were understood and used in the trainings to clients. She valued education for educations sake.

Clark also valued education and saw it as a way for advancement, both personally and professionally. He worked in both for profit and non-profit industries and he felt his ability to transition between them was attributed to his building a portfolio of leadership traits and skills—which transcended industry. His ability to apply tools for one industry to another has served him well because he indicated that with his transition to the nonprofit sector he received little to no training and basically learned the job by the seat of his pants.

He discovered that as the healthcare industry kept changing and becoming more specialized; he had figure out how to recruit, train and retain these highly specialized employees. Clark said his skill set got broader as the organization got more specialized. He felt he has been good at paying attention to the industry trends. Therefore, the organization was on the front end of the industry changes because, in part, of his ability to pay attention and then to apply the information he received.

David shared that although during his college days, he spent more time socializing than studying. He learned a great deal through his fraternity. During his college years, he learned

how to run a business. He expressed the value of learning, both from formal education and from real life education. He was an experiential learner and had a need to apply the skills learned to other situations. David believed that education needed to be used, meaning that if you know something, share it to help make the organization a better one. He valued making himself useful, he created a niche for himself in his current organization. This was done by immersing himself in whatever new task was given to him and learned how to do the job, by going to trainings and seminars then he would come back to work and apply his new knowledge to the job. David learned the business by immersing himself into the fundamentals of it.

David not only shared a passion for education for himself, he encouraged those who worked with and for him to also continue their own education. He shared that this encouragement has lead to most of his team completing graduate school. The outcome was that most of his team members, whether they remained at the organization or moved on, have been very successful. He valued helping people and giving people the opportunity to shine and be accountable.

Although Elise has a doctorate in veterinary medicine and that her practice involved life and death, she shared that she did not learn how to have discussions about death in school. She learned in afterwards, primarily in continuing education seminars and by real time experience. Additionally, Elise shared that leadership was not part of her education and that was one of the reasons see applied to the Academy. She believed that a great boss does not necessarily equate to a great leader and her belief about leadership is "let great people be great and don't hold them back." She believed that it was her job to provide leadership for the families she served; she believed that in order to continue to provide care for the pets she needed to emotionally distance herself a bit. She truly believed that when she helps a family in making the decision to euthanize

their pet, she was not killing them, she was ending their suffering. Also Elise believed that good veterinarians understood their client's emotions and had empathy for them. She handled this stress by truly believing she is alleviating suffering. Elise talked about how she becomes part of the family because good veterinarians love people as much as they love pets.

Participants valued their education, for most they deeply valued the emotional education that the Academy provided them. They understood that education in all forms was what makes them better leaders, and most participants would say better people. The power of obtaining an education and then applying the knowledge gained was also a motivating factor for the participants.

The love of the state, respective communities and organizations was apparent with the participants. They were committed to making each a better place to live and work in. In order to make their state, community, and organization a better place, participants understood on-going education is a must. All spoke of educations invaluable impact on their lives, both personally and professionally. With the connection to commitment and education, most participants had a deep fondness and respect for the Academy. They expressed gratitude for being able to take the time and go through the program and they feel they are better for it.

<div align="center">

Summary

</div>

This chapter provided an overview of the results from ten (10) participants who graduated from a state Academy within the past 5 years. The major themes that emerged from the data were (a) sacrifice, (b) service, and (c) state. The participants in this study were a diverse group of leaders who were alumni of a state leadership academy. Although they were diverse in industry sectors, age, political beliefs, non-profit or for profit, and large, medium or small business, all shared the emotional experiences of sacrifice, service and state.

Sacrifice was the theme that emerged as participants spoke of making decisions that impacted either their organization or family. This theme was discussed as a natural aspect of a leadership role. Participants also discussed how they learned to not continually make sacrifices without having a way to renew. With this, participants described their challenging times of sacrifice as opportunities, and were optimistic and hopeful. Last, participants discussed the importance of having a solid support system.

Service was the second theme that emerged from the participants. They worked hard. Each spoke of the belief in get 'er done. Each talked of their commitment to the organizations and to the people they serve; participants identified themselves as being in service to others. Not only did the participants work hard, they were often humble in how they viewed themselves and their accomplishments. In their minds, they did what needed to get done. In order to keep up with their work load and stay humble, many of the participants spoke of the critical importance of checking ones mirrors. Hence, reflection was a vital piece their leadership practice. For some, this lesson was learned years ago and because of this they now incorporate reflection into their daily lives and are articulate of what happens to them when they do not get this time for reflection. Other participants talked about just starting to incorporate reflection into their daily life.

State was a passionate theme that emerged. The participants identified with and had a deep love for the state. They loved the people; they loved the Academy whether it was for learning about the inner work or learning more about the state and its diverse industries and people. Most all participants talked about the power of the Academy network and how they identify with being Academy alumni. All agreed that in order to make the state and its

communities and people stronger education was critical. Each leader talked of the importance of formal education, continuing education, and inner education.

Essence

Essence from a phenomenon perspective emerges from data, is not directly talked about, and emerges during "the researching act that takes place between the researcher and the phenomenon." (Dahlberg, 2006, p 12) Additionally, the focus of any phenomenological study is on the essence or structure of an experience, or the phenomenon (Merriam, 2002). Thus, the task of the phenomenologist is to depict this essence or basic structure of experience (Merriam, 2002). Dahlberg (2006) further explains that,

> essences *are* their phenomena; the phenomena are their essences. Phenomenology shows that everything is experienced a *something,* i.e. everything has its own style. An essence is, simply, a phenomenon's style, its way of being, and thus the essence cannot be separated from the phenomenon that it is the essence of. (p 18)

In other words, essence is that which is common or universal (Moustakas, 1994). He continues,

> The essences of any experience are never totally exhausted. The fundamental textural-structural synthesis represents the essences at a particular time and place from the vantage point of the individual researcher following an exhaustive imaginative and reflective study of the phenomenon. (p. 100)

Therefore in order to describe the essence of my study, a brief context is provided.

As my literature review illustrated, leadership is intriguing, complex, public and admired. Leaders are human, who are also intriguing, complex, public, private, admired and despised. Leadership is performed by leaders and the evolution of mechanizing the workplace and, effectively leadership, has all but forgotten the human aspect of leadership. Leadership became rationalized and thus effective leaders were thought to use their rationale mind to lead. However, the origin of most workplace challenges and joys are emotional. Many leaders now tap into their emotions and the emotions of others to effectively lead. For years, this emotional

mind was negated in the workplace and in particular leadership. Emotions were once considered private and with research are now considered public, contagious and powerful. With this came the acknowledgement of emotions in leadership … finally emotions were considered as part of the leadership equation. Nonetheless, this consideration was put into the mechanized box of the workplace … emotions were for motivating staff, creating effectives and increasing the bottom line.

With that, the purpose of this study was to examine emotional experiences of leaders. The result of my research was that although leaders can work in mechanized environments, their experience of emotion is universal and human. Regardless of sector, industry, education, or emotional eloquence, all participants had emotional experiences that shaped them. The reason for these emotional experiences is because the participants care. They care for their employees, the people they serve, the service they provide, the community they live in. Through the course of their leadership experience they have discovered the importance of emotional connection. The Academy provided a unique and rare opportunity for these participants to have a leadership experience that transcends difference and cultivates human connectedness. They were able to have a human experience in the most unlikely of settings. With the inner work, most participants connected deeply with themselves and to one another in a way that most programs do not facilitate. This emotional connection was deeply felt and is cherished by the participants.

Thus, the essence of my study is that emotions give meaning to experiences. The felt experience and the words the participants used to describe their experiences are what make them human. Every participant used emotions in their leadership role. Most were passionate about their work; this connection is an emotional one, not a rationale one. The essence of the lived experience for these participants is emotional. Although some had difficulty is expressing

emotion past a certain point, nonetheless the description was emotion based. Emotion is the common denominator. It was the aspect that allowed participants to see the commonality of the diverse leaders, all are human. Emotions are essential to making sense of our human experiences.

Chapter Five: Discussion

Overview

Not to laugh, not to lament, not to detest, but to understand.

Baruch Spinoza, *Theological-Political Treatise*

Why another study on emotions and leadership? By now, hasn't previous research illustrated leadership's importance? Hasn't research shown the relationship between emotions, the workplace, and leadership? The answer is yes and no. Yes, we know that leadership is important. Yes, we know that leadership is impacted my emotion. However, the exploration into the impact of emotional experiences of leadership on leaders is in its infancy, therefore more research is needed. In making the case for studying the emotional experiences of leaders, I shared the following quote in chapter two "while existing studies detail what leaders are like, what they do, and how they make decisions, the effect of the leader's feelings or their moods and emotions and, more generally, the role of emotions in the leadership process, are often not explicitly considered in the leadership literature" (George, 2000, p. 1028). This quote is restated as a reminder of what was the heart of this study. Additionally, it serves as a reminder of what was not the focus.   It was not to examine how EI made the leader more effective, or help the leader to either motivate staff, and/or help the organization become more efficient. This study was centered on exploring the meaning leaders gave their emotional experiences in the context of their leadership role. I wanted to gain a better understanding of the complex role of emotion in the lives of these leaders and to transcend the end product focus of emotion in the workplace and understand the essence of the emotional experience. The above quote by Spinoza served as a constant reminder of my research mission.

By asking participants to share what it felt like and meant to be a leader, they recalled rich stories about their individual leadership journey. When examining each participant's journey and then their collective journeys, three themes emerged (a) sacrifice, (b) service, and (c) state. These themes served as the framework for how the participants expressed emotional experiences as leaders. To connect the themes to the research questions an overview of each question and its relationship to the themes is discussed.

Question One

How do selected leaders who have completed a state level leadership academy describe emotional experiences within their professional role? Participants described their emotional experiences through stories of sacrifice, a belief in service, and an overall love of the state.

The emotional experiences that participants shared were steeped in the context of their stories, which were framed by the themes.   Their descriptions of emotional experiences were so connected to the themes that it was often difficult to discern if emotion was indeed expressed. Returning to the literature regarding the lack of clear definition of emotion (Grandey, 2000), it became imperative that I needed to remember that what I view as emotional language may not and was not what the participants used for their emotional language. These participants chose to share their emotional experiences through describing their cognitive processes and resulting behaviors.

Sacrifice

Participants have or have had complex jobs and they articulated that sacrifice is just part of the complexity. Although they understood and communicated the challenges of these sacrifices, they equally understood and were initially more emotionally expressive about the positive aspect of sacrifice ultimately had on themselves, their organization, and their family.

When asked to further describe a particular challenging time, many of the participants often took long pauses, sighed, or broke out in nervous laughter as a way to help them verbalize the story. They shared how it felt to sacrifice personally and professionally.

Clark expressed frustration with his previous employers Human Resources policies. His independent nature often conflicted with the large organizations almost bureaucratic systems. June expressed amazement over the personnel matters she had to manage. She was just truly amazed that adult, educated staff and faculty could behave in such juvenile ways. Elise expressed feelings of being honored to serve her clients, Fred and Ian echoed her sentiments. Grace described many sleepless nights when she was making the decision to freeze and reduce salaries and lay off long term staff in her role as new CEO. Fred shared that being deployed without his team felt like being in a constant "pressure cooker." Abbey shared feelings of being "bombarded" if she did not work after work. Helen shared feelings of no longer feeling like herself "fun and go-lucky" self, when she realized that she was sacrificing too much for the job and not taking time to replenish herself. Helen spoke of not regretting the sacrifice of working as hard as she does, she just understood that in order to manage the sacrifice and be able to continue to give, she needed to take time to replenish herself. She knew that by doing this, she would benefit, her family would benefit, and the town would benefit. June and Ian shared that although they had emotionally charged experiences, these did not phase them much because they practiced reflection and expressed that this practice allowed them to feel a quiet acceptance of the situation...they had an acceptance of it is what is. They did not down play the experience; they were just able to put it into a larger context. Ben spoke of feeling challenged by having to be a liaison between his tribe and the state. He said sometimes choosing how to share information in a way with each party was challenging. Nonetheless, Ben knew the sacrifices he

140

made by being the liaison were completely worth it; the tribe has benefited and will continue to benefit from the work that Ben did.

Service

Discussing emotional experiences was something most participants were not used to doing. It was much more comfortable for them when they put the emotional experience in the framework of what it takes to serve people. Participants had a strong emotional connection to service. For some like Grace, her work was her calling, she was passionate about the work she did and the services she provided. She described her work as not just a job, but her essence. Ian also had a deep connection to service, he talked about how when asked to serve, he felt he could not say no. He was honored to be in his current position and he took his duties seriously. He believed strongly in having an open door policy. He described his most difficult as being anytime he "[lost] a child on his watch." He said he will never get used to that feeling and knew if he did, then it was time for him to no longer serve. Although Ian was in an upper leadership role in state government, he truly felt he worked for the everyday person … they were his bosses. Fred's connection to service was through his military duties, his emotional experiences were also framed within the context of service. When he has made a decision that resulted in a soldier dying, although the experience itself was very difficult, he understood and accepted that was just part of his job and it was part of serving the country. He has deep emotional connections to his team and serving without them were some of his most emotionally challenging times. Being together, serving the country helped Fred and his team buffer the emotional demands and do the work that was necessary.

Elise also expressed her emotions through the context of serving her clients. She like Fred and Ian handled life and death issues. For Elise, her decisions were much more immediate.

She helped families navigate the emotionally laden time of having to decide to euthanize a beloved pet. Helen was a strong believer in service and civic duty. She worked hard to ensure that the town ran smoothly. Her emotional experience of being overwhelmed with the constant demand of running a town has led her to ensuring that support structures were developed and provided for the next generation of leaders. Abbey served through education. Even though, she has encountered some intense negative emotional experiences within the public school system, she deeply believed in the transformative power of education. Therefore, she continued to work in the education field, just not public education, of which she said she was completely burned out on.

State

The most fervent expression of emotions was when participants talked about the state, their community, and the Academy. Participants were devoted to the state and they chose to live here. Almost every participant conveyed a deep appreciation and affection for the Academy. The support the Academy provided participants was invaluable. Participants made deep and lasting connections.   Most described the Academy as a place where they were able to freely express emotion as many did, and for some it was the first time they openly expressed intense emotions. All talked about tears of joy and of pain. They described how the Academy gave them a greater sense and appreciation of the state. All talked about the caliber of Academy members and many expressed feeling like they did not belong in this group. Although, some realized throughout their time in the Academy that they did indeed belong there. Most spoke of the unique nature of having leaders from diverse sector in each class. That aspect was valuable to them and they all talked about forming lifelong friendships and most still are in regular contact

with each other and look forward to meeting up to reconnect. The Academy was described as indescribable and if you have not been through it, you cannot understand it.

The diversity of the participants sometimes made it difficult to understand their emotional lexicon. When coding the data, I quickly surmised that the emotions expressed were highly contextual and steeped in their values, believes and attitudes. I realized, more slowly, that using few words to describe their experience did not mean the experience was not deeply felt. With time I learned that their descriptions of their emotional experiences were just as diverse and unique as the participants themselves.

<p align="center">**Question Two**</p>

What behaviors do these leaders rely on to resolve or integrate emotional experiences? Participants addressed this question through the themes of sacrifice and service and particularly in the supporting themes of support and checking your mirrors.

Sacrifice

As mentioned earlier, participants viewed sacrifice as part of the job. They knew they made difficult decisions. That belief of making sacrifices for the overall good was the dominant belief and behavior alluded to in the interviews. They knew the sacrifice had to be made, and just knowing this helped to take the stress of any ambiguity out of the equation. Most of the participants talked about their process of having to make the sacrifice. For example, Grace shared that when she had to freeze wages and lay off senior staff due to regulatory cuts and changes. She talked about her process. She felt it was important to be as transparent as possible. She choose not to send a blanket memo to staff, instead she attended each and every staff meeting to share this significant news. This process was important to Grace in that it helped her

show the staff that although these changes were not great, they would however allow them to keep their doors open.

David also discussed the importance of his process when experiencing a sacrifice. When the hospital restructured its leadership, David's position was the only one to transfer from the previous team to the current team. He described how he was very intentional in his communication and team approach as the new leaders formed as a team. He knew that the sacrifice made was a great opportunity for the new leadership team and for the hospital overall.

June sacrificed her typical behaviors if addressing stressful situations when the organization she worked for was experiencing notable upsets in leadership. She knew that in order to maintain the sense of normalcy for her department, June needed to sit back; lay low and let the sparks fly somewhere else. She had a feeling that the issue was going to get worse before getting better. She was right. However by shifting her behavior, she was able to emerge from the chaos with her department intact.

The supporting theme of challenges as opportunities also addressed this question. Participants choose to view challenges they encountered as opportunities to be better. Fundamentally, that choice in perception allowed them to have the emotional experience because they knew it was a valuable way to integrate the occurrence.

Service

In order to continue to serve their clients, participants shared diverse ways of integrating emotional experiences. Elise and Ian shared that they run as a way to help them process. Fred shared that he liked to "tinker in the garage" and fix up old cars as a way to process the demands of his work. Grace and June shared that walking their dogs was a great way for them to process. Grace also read and listened to books on tape, and she loved to cook as an outlet to release stress.

All participants mentioned that spending time with their family was also a very effective way to put their emotional work stressors into perspective. Helen spoke of how slowing down (a little) helped her stay balanced and helped her gain a better perspective on work issues and situations. Ben spoke of paying attention to eating healthy and getting rest as his way of handling stress. All talked of consciously making time for reflection and practicing gratitude. Some participants had been doing this regularly for several years. For example, June has been regularly scheduling one day out of the work week as time for reflection for years. Abbey wrote a journal for years as her way to reflect and process her emotional experiences. Other participants attributed the Academy as their impetus to begin this practice and some were still figuring out the best way to regularly practice reflection. Grace shared that the way she copes when the stress of being a leader gets to be too much is to update her resignation letter. She has done this about six or seven times since becoming the CEO. She recognized that this may not be the healthiest strategy, but it allowed her to vent and get it out of her system and then she was able to move on. Clark, David, and Elise spoke of realigning their values with their jobs, meaning they either retired, changed jobs, or reinvented jobs within organization.

State

Again the Academy provided an avenue for participants to learn or re-connect with strategies and activities that were designed to help leaders navigate emotions. Clark spoke of the importance of the timeline activity as a tool for showing the power of both internal and external factors when making a leadership decision. Understanding these influences helped Clark see the importance of being able to discern these factors before making a decision. Developing or refreshing a personal mission statement was described by Ian as another way of helping process

emotional experiences because it provided a reminder of the larger context for both the leader as an individual and for the organization.

Another way the Academy helped participants resolve or integrate emotional experiences was the exposure to diversity. Almost all participants spoke of the diverse composition of their particular class. Specifically, June and Fred declared that being regularly exposed to people who work in different industries, sectors, have different spiritual beliefs, and have different political affiliations made them better leaders. Spending time with different people helped participants address prior stereotypes that they may have had. Often times these stereotypes would hinder participants work, because they said that their thinking was based on assumptions of difficulties rather than commonalities. They stated that they learned to listen more and stereotype less.

As with question one, the participants shared a diverse in set of behaviors that they used to resolve or integrate their emotional experiences. Some had elaborate and well articulates plans whereas others said the situation was hard and they moved on.

Question Three

How and with whom do they express these emotional experiences?   Participants communicated the importance of having a supportive group of people with whom they could confide. Support was a universal supporting theme. Having someone to debrief with about emotional experiences was vital to the participant's ability in processing an experience.

Sacrifice

Support was a supporting theme of sacrifice. All participants mentioned family as a vital support. Although, participants may not have talked about the specifics of the stressor, just being able to decompress with their loved ones was valued. Most participants, such as Ben, David, Ian, Clark, and June mentioned they would talk about emotional experiences with certain

colleagues and, when they had them, mentors.   For those who talked about mentors, they spoke

of the importance of utilizing their mentors to safely express emotions, to explore the meaning of

the emotions, and brainstorming ways to address the situation that elicited the emotions.

Service

Part of processing emotional experiences was through service. For example, Fred shared

that when he had a soldier die; it was common for his surviving team members to not necessarily

talk about the death, but instead to organize themselves to help the surviving spouse and family.

He acknowledged that the activity of helping was as much for the team as for the spouse. Ian

discussed how he was lucky to have his predecessor remain in the department. Because that

person was the only one who could truly understand some of Ian's emotional experiences. That

support continues to be vital for Ian.

Although Grace has her husband as support, she shared that when she went through the

process of enacting wage freezes she decided the best approach was to be transparent. That

included being transparent with her feelings to staff about the changes she made. She shared

with staff, her displeasure in having to make these changes and that she saw no other way to

ensure that the organization continued. This transparency helped Grace manage this very intense

emotional experience as well as allowing the staff to process the impact of the change. June also

alluded to seeking support from staff and being transparent when going through her emotional

experience. When June decided to have her chemotherapy sessions at the beginning of the work

week, this decision impacted her staff; she needed to talk with them. June shared her reasoning

for her decisions and she knew it would mean that staff would bear more of the burden;

nonetheless the staff completely understood her decision to guard her weekends as a relatively

healthy and quiet time for June and her family. They supported her decision and stepped up. This experience has allowed June to gain an even stronger appreciation for the support.

State

Almost every participant said the Academy provided a support system for them as leaders. This system included creating an environment where they could safely share emotional challenges and joys. Also, participants became close and became a separate support group during and after their time in the Academy. Many of the participants shared that even though they are no longer in the Academy, classmates still meet on a regular basis. And it was common to hear that when a participant was struggling with an emotional work issue, they would seek the advice of other Academy alumni.

Additionally, participants mentioned that the Academy staff became a trusted group of sage advisors who would help them with a pressing issue. June shared that five members of her graduating class meet on a monthly basis to have lunch and talk. She knows that without the Academy she would not have this small, but cherished group of support.

Through the Academy and its focus on inner work, many participants either began, or strengthened how and with whom they share emotional charged experiences. The Academy showed them that it is important to slow down and process.

<div align="center">**Question Four**</div>

Do they feel they were prepared to successfully navigate their personal emotional landscape as well as the organizations emotional landscape?

Although the data supporting this question did not immediately emerge, upon further reflection and analysis what emerged was that the Academy provided participants with a framework, or register, for better understanding how they navigate emotional experiences. This

question was difficult to explore because of the hesitancy to delve deeper into emotionally charged experiences they shared. For example, after describing a difficult situation, I would ask participants how that situation felt for them. Most would reply, "that's a good question," or follow up with one or two word answers, such as hard and challenging.

Most were aware of the importance of setting an emotional tone for the organization, and were almost more comfortable talking about that aspect of leadership rather than their own personal emotional landscape.

Sacrifice

Most participants seemed to have an innate sense of acceptance about the role of sacrifice in leadership. While this did not make it easier to go through the process, it did seem to provide a greater context for participants. By having the ability to see the broader context, they were prepared for the process and could see the greater good of the sacrifice. Elise described having no leadership or emotional awareness content in her academic training. However, some of it was implied such as understanding that a death of a pet, whether from natural causes or from euthanasia, may be difficult for a family to process. What she did not learn were the specifics for helping the family with this process; she learned that on her own with continuing education opportunities. Also, with the lack of academic and professional preparation about the emotional aspect of work, Elise did not feel prepared to navigate the emotional experience of having a colleague become her boss. She felt that crying, her default way of expressing emotions when stressed, was not helpful for her in managing her own or the organizations emotional landscape.

Whereas, when Abbey shared stories of both personal and professional sacrifices she indicated that writing in her journal helped her process her emotions during these times. Other

participants, such as Ian, referred to his deep faith and the education it provided him as his primary way of handling emotion; he gives it to God.

Service

The supporting theme of humble helps explain why participants were more open to talking about the organizational emotional landscape rather than their personal one. When sharing their stories, it was in the context of others and asking them to go deeper into themselves was difficult for some. They were so connected to service and being humble that it was almost foreign for me to ask and for them to speak about their own landscape. Grace spoke of her sleepless nights when she implemented an organizational wide wage freeze and laid off two veteran employees. She said that she was not prepared for having to do either one of these activities; however she said that she knew she had to make the changes in order to continue to provide services to clients and the community. She intuitively handled the situation with support and transparency.

State

Clark's emotional experience he shared regarding the employee who quietly and effectively almost devastated the organizations billing practices … haunted him. He felt paralyzed and he did not know how to handle that situation. The Academy allowed him time to process the situation and safely come up with a plan of action. Helen also had a personal transformation during her time in the Academy. Helen came to the Academy with a feeling of being on autopilot. She realized that she was truly not prepared for handling the ever increasing demands and the resulting emotional impacts, of her job. Through the inner work, Helen discovered she was not handling her personal or organization emotional landscapes very well. The Academy provided tools to help Helen identify and better handle her emotional experiences.

At one point all but Elsie shared that they had been exposed to the applying EI in a professional and in a leadership context.

There was a wide range of responses to this question of emotional readiness. Some felt they were not formally prepared to navigate the emotions in the workplace. Others felt they had adequate formal preparation and continuing learning about how to navigate emotions with continuing education opportunities they felt they could handle emotions in the workplace. Most of the participants truly felt that the Academy allowed them to focus on developing their own strategies for navigating their personal emotional landscapes. With that, most did not specifically state that they were prepared in other formal setting to navigate their personal emotional landscapes.

In summary, participants either directly or indirectly addressed all four of my research questions. The process of aligning the questions to the emerged themes was interesting in that I found myself experiencing the gap between research and practice. The participant's level of comfort in discussing emotional impacts of leadership is well behind the research on emotions in the workplace and emotional leadership, which is still in its infancy.

Findings in context of literature review

Findings that support literature

George's (2000) research regarding the lack of understanding of the emotional impact of leadership on leaders was supported by my research. In addition, I discovered that more than a few participants struggled with elaborating on emotional experiences they shared. This lack of preparation on the emotional aspect of the workplace, in both leadership research and leadership training left the participants with a somewhat limited range of words to express their feelings. Also most of the participants did not express intense emotions, which supports Ashforth and

Humphrey's (1995) assertion that the expression of negative and/or intense emotion is a confined phenomenon in the workplace.

In the supporting theme of humble, more than a few participants talked about how they felt as though they did not belong in the Academy. Even though they, by all accounts, were successful leaders in their own sector and industry. This supporting theme of humble corroborated the work of previous researchers on the imposter syndrome. Clance and Imes (1978) are considered the first to identify the concept of imposter phenomenon or imposter syndrome. When researching a group of high-achieving women, they discovered that in spite of their accomplishments, these women described feeling like frauds. Subsequent researcher such as Topping and Kimmel (1985), Fried-Buchalter (1997), Cowman & Ferrari (2002), Cozzarelli & Major (1990), Kets de Vries (2005), Kumar & Jagacinski (2006), and September, McCarrey, Baranowsky, Parent & Schindler 2001; Langford & Clance (1993) have discovered that imposter phenomenon occurs in both sexes and across industries. The expansive nature of imposter syndrome was evidenced in this study. Participants from both genders and various industries and sectors expressed this feeling. However for some, as their time in the Academy progressed, they discussed how that feeling of being an imposter and not belonging shifted. And at some point throughout their year in the Academy they accepted that they did indeed belong there.

Although participants were not always verbose when expressing emotion, they did exhibit social intelligence as purported by Thorndike (1920), Gardner (1983), and Goleman (2006). They had an understating of the social context of their leadership and with that a social awareness and a social facility. Whether participants learned it through the Academy, or in previous settings, their leadership stories illustrated their social awareness when they showed empathy for others, were able to attune to others, understood others feelings, and knew how the

social world works.   As for the social facility component, participants shared stories that showed their ability synchronize with others, they understand the nonverbal part of communication. They present themselves effectively, they have influence and concern. They were able to examine their own emotions, others emotions, and were able to use the emotional data to guide them through emotionally laden times (Bar-On, 2006; Kobe, Reiter-Palmer, & Rickers, 2001; Mayer & Salovey, 1993). Grace's story of handling the wage freeze and lay off situations was a wonderful example of social intelligence. The feelings of her staff were in the forefront of her thoughts and actions and her attunement with them helped her present the information in a way that was respectful, factual, and well accepted.

Grace's story also aligns to the resonant leadership work of Boyatzis and McKee (2005). She displayed what Boyatzis and McKee (2005) termed as resonant leadership. This was due to her ability to harmonize with her employees' emotions, to help them stay connected, and to help them stay motivated during this stressful time. Grace was so impressed that not one employee left LRS because of the wage freeze, she expressed that this showed the employee's level of commitment to the organization. Boyatzis and McKee (2005) would argue that it was also due to Grace's resonant leadership skills. The concern then becomes, how does a resonant leader sustain his or her effectiveness?

It was illustrated by the participants, that the Academy also supports the literature on resonant leadership by Boyatzis and McKee (2005). The Academy provided personal renewal activities, such as the inner work, for the participants. According to Boyatzis and McKee (2005) holistic renewal practices are the key components to sustain resonance. The Academy incorporated body, mind, and spirit exercises as ideas for ways to include renewal as a leadership strategy. The point was to increase the support for leaders and the Academy accomplished this.

Another concept Boyatzis and McKee (2005) discussed was power stress, which is a distinctive type of stress that is a fundamental part of being a leader. With the increasing complexities of organizations, leaders often find themselves in uncharted waters. And having to often navigate these waters alone leads to power stress. The issue with power-stress is not so much the isolation and ambiguity, it's the fact that the stresses are almost constant and there is little to no time for recovery.

The Academy was the antidote for power stress. Helen's story highlights this connection. Early in her story she talked about how busy she was with providing leadership to the town. She did this for years and at the same time decreased the amount of time she allowed herself to recover. Over the years that combination took its toll and Helen said she was no longer her fun and jovial self. The Academy provided her with the tools for personal renewal. She shares that although she is just about as busy as before, the difference is that she makes time for her personal recovery, and that makes all the difference. June also is an example of practicing renewal to counter power stress. Her long standing habit of incorporating reflection into her work week has helped her sustain being a resonant leader. All of the checking your mirror practices that participants reported align to the importance of renewal.

Additionally, the work of Ginsberg and Davies (2007) was supported by the findings. When Clark talked about his challenge with the I.T. staff member who wreaked havoc on the organization and Clark did not identify sooner. He talked about the pain this caused him, both personally and professionally. He was appalled that he did not see it sooner; he was appalled that the staff member would do this and it took Clark months to process this. That was one of Clark's last leadership experiences before retirement; it was a painful one. With all his years of leadership development and his tool bag full of skills, this one incident was the tipping point for

Clark and it took its toll on him. He showed that getting to the result was not pretty, was not non-emotional and was not snappy. His story affirmed Ginsberg and Davies (2007) research that there is still a critical need to better understand the power of the emotional impact of the leadership on the leader. The need for further exploration is crucial because the impact of emotions is tremendous for organizations and their leaders. Yet emotions are still, for the most part, viewed as a private phenomenon and only a limited range of expression is discussed and displayed in the workplace.

Findings that did not support literature

Participants struggled to talk about emotional experiences. They shared that their work was hard, difficult, challenging, but did not elaborate initially. And for some, that was as far as the description went. This potentially implies that the gulf of emotional discussion in the workplace is so void, that leaders struggle with even creating a context for description. Leadership and organization research has not sustained a focus on examining the meaning of emotions for leaders and the effect is twofold. First, there is a lack of research on the acceptance and expression of emotion in the workplace. Second, due to this lack of research, participants struggled to vocalize their feelings without frequent prompting.

The commitment and affection of the Academy and to the state were not directly supported by leadership literature. However, there is a connection to the commitment that leaders demonstrate to their organizations. This gap could be due to leadership programs being evaluated for programmatic effectiveness rather than for emotional effect on leaders.

Previous findings in the literature that were not confirmed

Although the participants were aware of EI and at some point in their careers had been exposed to its tenets, either through trainings, exercises, books, and/or articles; most did not

directly attribute that having this exposure was indeed a cure-all for them in their leadership role. In fact, sometimes having a higher awareness or level of EI caused frustration for some. For example, when Clark struggled with Human Resources he knew that the effects of having an employee who needed to be terminated, but due to policies could not be, had on the remaining members of his team. The staff in Human Resources focused more on policy and less on people, and that created a situation of great tension for Clark. The participants showed that one person's EI level did not always have a systemic effect on the organization. Last the popular, and sometimes academic, literature asserting that EI is the panacea for organizational issues (Goleman, et al., 2002) created an unexpected outcome for some of the participants. Clark used all of his EI knowledge with the I.T. staff member, and because Clark did not identify the issue earlier he felt that the failure must be his and he did not feel confident in his abilities.

Reflections on the Results

This research was of both personal and professional interest to me. I am in a leadership position of a small nonprofit and I find myself often overwhelmed with the seemingly never ending to-do work pile. Because of the nature of working in a small organization it can become quite lonely especially when I have to process and ultimately make hard decisions. Although I knew that my feelings of being on the leadership iceberg were not unique to me…I still felt isolated. Researching the emotional experiences of Academy alumni leaders provided a thought provoking and soul searching opportunity for me to truly hear what other leaders say and feel about the hard work of leadership.

When starting this research project, I admit, I thought there would be lengthy descriptions of emotionally charged experiences (I am the daughter of a counselor and am in the throes of my own personal leadership experiences). While there was some of that, the participants were more

focused on the work that needed to be done. Initially, I struggled with what I perceived as a lack of emotional language. However, I tried to truly embrace the phenomenological research process by rereading and coding transcripts, and writing and revisiting individual and composite descriptions. Additionally, I realized I needed to something else to help me digest and understand the information and for me that manifested as processing with running, meditating and consciously practicing Epoche. Slowly, I began to hear and see the participants experiences as lived and told by them … not filtered through my experience.

Through this processing I realized that the culture of the state may have had an influence on how participants responded. In the west, we are taught to "cowboy up" or "buck up" which translates to quit complaining and get to work. This belief was evident in the interviews. People were willing to talk about their emotional experiences and most were able to sum it up in two to three words. I believe it was not because they do not deeply feel the emotions, nor know how to express them. It is more of a way of life. A few words and move on.

With that said, I discovered that although participants do not typically take the time during their work day to talk about their emotional experiences, they appreciated the questions. And for some they shared that I now knew more about them than most people. This making space to discuss the human side of leadership is one of the reasons why I believe that the participants loved the Academy. It was a place and time for them to deeply explore themselves as individuals and then as leaders.

In the end I found myself resonating with the participants focus on maintaining some type of balance, understanding the importance of support, and practicing the essence of leading, which for them meant sacrifice and service. They love their state, their community and the people they serve. While they may struggle with how the work gets done, the work has meaning

and for that they continue forward. I relate to their love of state, community, and people and I look forward to submitting an application to the Academy in the near future.

Applications

The results of this study support the literature that the emotions of leaders in the context of their leadership role are complex. Programs such as the Academy are needed for leaders to develop and maintain a support system to sustain their leadership efforts. Leaders need to model practices and set a tone for the organization that indicate emotion and reflection are welcome. Followers need to also practice reflection and learn constructive ways to express emotion, to ensure that the expression does not become a barrier to good work.

Recommendations

Using a formalized leadership academy as the site for leadership research was a considerable asset. It provided an avenue to leaders from multiple sectors and industries. This allowed for the phenomenon of emotional experiences to be explored across diverse categories, such as gender, sector, industry, education, type of leader, and years in leadership. Although there were times when I found myself trying to understand a certain industries jargon, I did notice that when talking about emotion at some point all participants used a register from the Academy. Once I understood this register, it allowed me to see past the industry jargon to the common language used to describe their emotions. This might have added a level of complexity, but the richness of data was well worth it.

Nonetheless, there were times I discovered that I wanted to explore participants leadership stories more in-depth. Another way to research the phenomenon of emotions would be to first conduct a narrative study, then a phenomenological study, and then maybe give a larger context with a case study. However, if a researcher wants to truly focus on the individual

leader's story a narrative study would be a more appropriate method. As I progressed through the study I wondered if I would have asked participants to reflect on the phenomena before the interview, by writing up a few significant emotional experiences, it might have assisted them in their interviews. This process might have facilitated a deeper elaboration on emotional experiences.

Future Research

Ideas for future research would include conducting a similar study with a different state leadership program, and/or multiple state programs. Another possibility would be to research each of the various sectors and industries represented independently, and then at a later time compare and contrast the findings. A third possibility would be to study the leaders within their own organizations. Last, it would be interesting to research state leaders who have not completed the Academy and explore if the results are similar or dissimilar from Academy alumni.

Returning to the Core

During the data collection and analysis phase it became clear that the participants had a wide array of emotional experiences in their respective leadership roles. To begin the discussion of the essence of the study, I will briefly reconnect with my leadership metaphor of the iceberg. This connection will provide the context for understanding the soul of the study.

Participants illustrated that leadership is a complex, tough and sometimes a lonely iceberg to navigate. Participants were willing to sacrifice personally and professionally for the goals and often times the survival of the iceberg. The participants talked of the need to attend to the entire iceberg, not just the visible tip; in fact, their most demanding work was often within the deep core of the iceberg. Knowing themselves deeply was identified as an important part of

ensuring they can effectively lead the iceberg. However there was a common sentiment that the waters, no matter which ocean the iceberg was in, are changing at an increasing and almost constant rate. Thus, the entire iceberg is demanding more attention and the participants often spoke of the external factors that have made their jobs as leaders much more difficult. Even with these changing internal and external factors, the participants understood that survival in these new waters was joyful and any sacrifices made were, in the end, very much worth it.

Nonetheless, leadership is tough. All of the participants had emotionally charged experiences at one point in their leadership role. Each has had to make decisions that were a result of these experiences. Some of these decisions were very difficult to make. The participants did not shy away from making these decisions, however they did pain over them and they worried about the impact of their decision on employees and clients. To manage these often difficult and sometimes isolating times, participants engaged in various types and levels of self care activities; they learned how to nurture the iceberg. They knew that in order for the iceberg to survive it had to be cared for just as much from the inside as from the outside. Additionally, it appeared that the more they practiced the act of leadership, the more they incorporated reflection as a crucial self care and professional activity. In the end, even with the difficult emotional experiences, all participants talked of hope and excitement within his or her leadership challenge.

Like the iceberg, leadership is lonely. Participants spoke of the unique opportunity the Academy. The staff of the Academy created a place for participants to share in a unique learning opportunity which made elements leadership a social, rather that isolating, event. The Academy provided most of the participants a place to learn more about themselves and attend to their inner work. It also provided a safe place for participants to learn, reflect, and network. The Academy was a safe harbor for their icebergs. It provided a place for the icebergs to gather and to learn

new strategies in order to thrive in the ever changing waters. For many, it created a new and supportive bay.

Conclusions

In this chapter the finding of the study were discussed in relation to the research questions. The findings were then discussed in the context of the literature review, which included a discussion of the findings that support previous literature, findings that did not support the literature, and previous findings that were not confirmed by my study. This was followed by a discussion of my reflections about the findings. Applications for both leaders and followers, recommendations, and ideas for future research were also presented. Last, a reconnection to and wrap up of the iceberg metaphor was provided.

References

Abraham, R. (1998). Emotional dissonance in organizations: antecedents, consequences, and moderators. *Genetic, Social, and General Psychology Monographs, 124,* 229-246. doi: 10.1108101437739810210185.

Anand, R., & UdayaSuriyan, G. (2010). Emotional intelligence and its relationship to leadership practices. *International Journal of Business and Management, 5*(2), 65-76. Retrieved from www.ccsenet.org/ijbm

Antonakis, J., Ashkanasy, N. M., & Dasborough, M. T. (2009). Does leadership need emotional intelligence? *The leadership quarterly, 20,* 247-261. doi: 10.1016/j.leaqua.2009.01.006

Antonakis, J. & Dietz, J. (2010). Emotional intelligence: On definitions, neuroscience and Marshmallows, *Industrial and Organizational Psychology, 3,* 165-170.

Ashforth, B. E., & Humphrey, R. H. (1993). Emotional labor in service roles: the influence of identity. *Academy of Management Review, 18,* 88-115.

Ashforth, B. E., & Humphrey, R. H. (1995). Emotions in the workplace: A reappraisal. *Human Relations, 48*(2), 97-125. doi: 10.1177/0018726795004800201

Ashkanasy, N. M., & Dasborough, M. T. (2003). Emotional awareness and emotional intelligence in leadership training. *Journal of Education for Business,* 18-22. doi: 10.1080/08832320309599082

Avolio, B. J. (2007). Promoting more integrative strategies for leadership theory-building. *American Psychologist, 62*(1), 25-33. doi: 10.1037/0003-066X.62.1.25

Azzam, T., & Riggio, R. E. (2003). Community based civic leadership programs: A descriptive investigation. *Journal of Leadership & Organizational Studies, 10*(1), 55-67.

doi: 10.1177/107179190301000105

Bar-On, R. (1988). The development of a concept of psychological well-being. (Doctoral

Thesis, Rhodes University, South Africa). Retrieved from

http://eprints.ru.ac.za/1994/1/BAR-ON-PhD-TR89-44.pdf

Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient

inventory (EQ-i). In R. Bar-On, & J. D. A. Parker (Eds.), *Handbook of emotional

intelligence* (pp. 363-388). San Francisco: CA: Jossey-Bass.

Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI).

Psicothema, 18, 13-25.

Bass, B. M. (1990). *Bass and Stogdill's handbook on leadership: Theory, research and

managerial application* (3rd Ed). New York: Free Press

Bennis, W.G. (1959). Leadership theory and administrative behavior: The problem of authority.

Administrative Science Quarterly, 4(3), 259.301.

Bennis, W., & Nanus, B. (1985). *Leaders: Strategies for taking charge.* New York, NY: Harper

and Row.

Bennis, W. (2007). The challenge of leadership in the modern world. *American Psychologist,

62*(1), 2-5. doi: 10.1037/0003-066X.62.1.2

Black, A. M., & Earnest, G. W. (2009). Measuring the outcomes of leadership development

programs. *Journal of Leadership & Organizational Studies, 16*(2), 184-196.

doi: 10.1177/1548051809339193.

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education. An introduction to

theory and methods* (2nd ed). Allyn and Bacon: Boston, MA.

Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations. Artistry, choice, and leadership.*

San Francisco, CA: Jossey-Bass publishers.

Bowman, D. B., Markham, P.M., & Roberts, R. D. (2001). Expanding the frontier on human

cognitive ability: So much more than (plain) g! *Learning and Individual Differences, 13,*

127-158.

Boyatzis, R., & McKee, A. (2005). *Resonant leadership.* Boston, MA: Harvard Business School

Press.

Briner, R, B, (1999). The neglect and importance of emotion at work. *European Journal*

of Work and Organizational Psychology, 8, 323-346.

Brotheridge, C. M. & Grandey, A. A. (2002). Emotional labor and burnout: Comparing two

Perspectives of "people work". *Journal of Vocational Behavior, 60,* 17-39.

doi: 10.1006/jvbe.2001.1815.

Burns, J. M. (1978) *Leadership.* New York, NY: Harper and Row

Carter, H. S., & Rudd, R.D. (2000). Evaluation of the Florida leadership program for

Agricultural and natural resources. *Journal of Southern Agricultural Education Research,*

50(1)*,* 193-199.

Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and*

Organizational Psychology, 3, 110-126.

Cherniss, C., Extein, M., Goleman, D., & Wiessberg, R. P. (2006). Emotional intelligence:

What does the research really indicate? *Educational Psychologist, 41*(4), 239-245.

Chrusciel, D. (2006). Considerations of emotional intelligence (ei) in dealing with change

decision management. *Management Decision, 44*(5), 644-657.

www.emeraldinsight.com/0025-1747.htm

Ciarrochi, J. V., Chan, A.Y., & Caputi, P. (2000). A critical evaluation of the emotional

Intelligence concept. *Personality and Individual Differences, 28,* 539.561.

Clance, P.R. & Imes, S. (1978). The imposter phenomenon in high achieving women: Dynamics and therapeutic interventions. *Psychotherapy: Theory, Research and Practice, 15*, 241-247.

Collins, D. B. (2001). Organizational performance: The future focus of leadership development programs. *The journal of Leadership Studies, 7*(4), 43-54. doi: 10.1177/107179190100700404

Conger, J. A., & Kanungo, R. N. (1998). *Charismatic leadership in organizations.* Thousand Oaks, CA: Sage.

Cooper, R. K, & Sawaf, A. (1997). *Executive EQ Emotional intelligence in leadership and organizations.* New York, NY: A Perigree Book, the Berkeley publishing group.

Cordes, C. L., & Dougherty, T.W. (1993). A review and integration on job burnout. *Academy of Management Review, 18,* 621-656.

Cox, J. E., & Nelson, D. B. (2008). Quantifying emotional intelligence: The relationship between thinking patterns and emotional skills. *Journal of Humanistic Counseling, Education and Development, 4,* 9-25.

Cowman, S.E. & Ferrari, J. R. (2002). Am I for real? Predicting imposter tendencies from self-handicapping and affective components. *Social Behavior and Personality, 30*(2), 119-126.

Cozolino, L. (2002). *The neuroscience of psychotherapy: Building and rebuilding the human brain.* New York: Norton.

Cozzareli, C. & Major, B. (1990). Exploring the validity of the imposter phenomenon. *Journal of Social and Clinical Psychology, 9*, 401-417. doi: 10:1521/jscp.1990.9.4.401

Creswell, J. W. (1998). *Qualitative inquiry and research design choosing among five traditions.*
Thousand Oaks, CA: Sage

Creswell, J. (2003). *Research design, qualitative, quantitative, and mixed methods approaches*
(2nd ed.). Thousand Oaks, CA: Sage.

Cronbach, L. J. (1960). *Essentials of psychological testing,* (2nd Ed). New York: Harper and
Row.

Dahlberg, K. (2006). The essence of essences - the search for meaning structures in
phenomenological analysis of lifeworld phenomena, *International Journal of Qualitative
Studies on Health and Well-being, 1,* 11-19.

Daus, C. S., & Ashkanasy, N. M. (2003). Will the real emotional intelligence please stand up?
On deconstructing the emotional intelligence "debate", *The Industrial-Organizational
Psychologist, 41*(2), 69-72.

Davies, M., Stankov, L., & Roberts, R. D. (1998). Emotional intelligence: In search of an elusive
construct, *Journal of Personality and Social Psychology, 75,* 989-1015.

Ekman, P. (1973). Cross culture studies of facial expression. In P. Ekman (Ed.), *Darwins and
Facial expression: A century of research in review* (pp. 169-222). New York, NY:
Academic Press.

England, P. & Farkas, G. (1986*). Households, employment and gender: A social, economic, and
demographic view.* New York: Aldine.

Epstein, S. (1994). Integration of the cognitive and psychodynamic unconscious. *American
Psychologist, 49,* 709-724.

Fambrough, M. J., & Hart, R. K. (2008). Emotions in leadership development: A critique of

emotional intelligence. *Advances in Developing Human Resources, 10*(5), 740-758.

Forgas, J. P. (1992a). Affect in social judgments and decisions: A multi-process model. In M.

Zanna (Ed.), *Advances in Experimental and Social Psychology, 25* (pp. 227-75). San

Diego, CA: Academic Press.

Forgas, J. P. (1992b). On bad mood and peculiar people: Affect and person typicality in

impression formation. *Journal of Personality and Social Psychology, 62,* 863-875.

Forgas, J. (1995). Mood and judgment: The affect infusion model (AIM). *Psychological*

Bulletin, 117(1), 39-66.

Fredricks, S. M. (1999). Exposing and exploring state-wide community leadership programs.

Journal of Leadership & Organizational Studies, 5(2), 129-142.

*d*oi: 10.1177/107179190301000104

Freud, S. (2013).   *The problem of anxiety*. Albany New York: The psychoanalytical quarterly

press (Original work published in 1936). Mansfield Centre CT: Martino Publishing

2013. Translated by Henry Alden Bunker MD

Fried-Buchalter, S. (1997). Fear of success, fear of failure, and the imposter phenomenon among

male and female marketing managers. *Sex Roles,* 37(11/12), 847-859.

Frye, M. (1983). *The politics of reality: Essays in feminist theory.* Trumanburg, NY: The

Crossing Press.

Furnham, A., & Petrides, K.V. (2003). Trait emotional intelligence and happiness.

Social Behavior and Personality, 31(8), 815-824.

Gardner, H. (1983). *Frames of Mind: The theory of multiple intelligences*. New York: Basic

books.

Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and

emotional intelligence in senior level managers. *Leadership & Organizational*

Development Journal, 23, 68-78. doi: 10.1108/0143773021041919 8

George, J. M. (1991). State or trait: Effects of positive mood on prosocial behaviors at work.

Journal of Applied Psychology, 76, 299-307.

George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human*

Relations, 53, 1027-1054. http://hum.sagepub.com/cgi/content/abstract/53/8/1027

Ginsberg, R., & Davies, T. (2007). *The human side of leadership.* Westport, CT: Praeger.

Goffman, E. (1959). *The presentation of self in everyday life.* New York: Bantam Books.

Goleman, D. (1995) *Emotional Intelligence. Why it can matter more than IQ.* New York, NY:

Bantam.

Goleman, D. (1998). *Working with emotional intelligence.* New York, NY: Bantam.

Goleman, D. (2006). *Social intelligence.* New York, NY: Bantam.

Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Learning to lead with*

emotional intelligence. Boston, MA: Harvard Business School Press.

Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize

emotional labor. *Journal of Occupational Health Psychology, 5*(1), 95-110.

doi: 10.1037//1076-8998.5.1.95.

Hargreaves, A. (2000). Mixed emotions: teachers' perceptions of their interactions with students.

Teaching and Teacher Education, 16, 811-826.

Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record, 103*(6),

1056-1080.

Higgs, M., & Aitken, P. (2003). An exploration of the relationship between *emotional*

Intelligence and *leadership* potential. *Journal of Managerial Psychology, 18,* 814-902.

Hochschild, A. R. (1983). *The managed heart commercialization of human feeling.* Berkeley

     CA: University of California Press.

Humphrey, R. H. (2006). Promising research opportunities in emotions and coping with

     conflict. *Journal of Management and Organization, 12*(2), 179-186.

Humphrey, R. H., Kellet, J. B., Sleeth, R. G., & Hartman, N. S. (2008).Research trends in

     emotions and leadership. In N.M. Ashkanasy, & C.L. Cooper (Eds.), *Research*

     companion to emotion in organizations (pp 455-464). Northampton, MA: Edward Elgar.

Ingram, J., & Cangemi, J. (2012). Emotions, emotional intelligence and leadership: A brief

     pragmatic perspective. *Education, 32*(4), 771-778.

Isen, A. M., Daubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative

     problem solving. *Journal of Personality and Social Psychology, 52,* 112-1131.

Isen, A. M., Johnson, M. M. S., Mertz, M., & Robinson, G.F. (1985). The influence

     of positive affect on the unusualness of word associations. *Journal of*

     Personality and Social Psychology, 48, 1413-1426.

Izard, C. E. (2001). Emotional intelligence or adaptive emotions? *Emotion, 1*(3), 249-257.

     doi: 10.1037//1528-3542.1.3.249

James, N. (1989). Emotional labour: Skill and work in the social regulation of feelings.

     Sociological Review, 37(1), 15-42.

Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis

     and cascading model. *Journal of applied psychology, 95,* 54-78.

     doi: 10.1037/a0017286

Kets de Vries, M.F.R. (2005, September). The dangers of feeling like a fake. *Harvard Business*

     Review, 108-116.

169

Kobe, L. M., Reiter-Palmon, R., & Rickers, J. D. (2001). Self-reported leadership experiences in

   relation to inventoried social and emotional intelligence. *Current Psychology:*

   Developmental-Learning-Personality, Social, 20(2), 154-163.

Kruml, S. M., & Geddes, D. (2000). Exploring the dimensions of emotional labor: the heart of

   Hochschild's work. *Management Communication Quarterly, 14*(8), 8-49.

   doi: *10.1177/0893318900141002*

Kumar, S. & Jagacinski, C.M. (2006). Imposters have goals too: The imposter phenomenon and

   its relationship to achievement goal theory. *Personality and Individual Differences,*

   40(1), 147-157. doi:10.1016/j.paid.2005.05.014

 Langford, J. & Clance, P. R. (1993). The imposter phenomenon: Recent research findings

   regarding dynamics, personality and family patterns and their implications for treatment.

   Psychotherapy, 30(3), 495-501.

LeDoux, J. (1996). *The emotional brain: The mysterious underpinnings of emotional life.* New

   York: Simon & Schuster.

Lewis, K. M. (2000). When leaders display emotion. How followers respond to negative

   emotional expression of male and female leaders. *Journal of Organizational*

   Behavior, 21, 221-234.

Locke, E. A. (2005). Why emotional intelligence is an invalid concept. *Journal of*

   Organizational Behavior, 26, 425-431. doi: 10.1002/job.318

Locke, K. (1996). A funny thing happened! The management of consumer emotions in service

   encounters. *Organizational Science, 7,* 40-59.

Lutz, C. (1986). Emotion, thought, and estrangement: Emotion as a cultural category. *Cultural*

   Anthropology, 1(3), 287-309. http://www.jstor.org/stable/656193

Lutz, C., & White, G. M. (1986). The anthropology of emotions. *Annual Review of Anthropology, 15,* 405-436.

Matthews, G., Roberts, R. D., & Zeidner, M. (2004). Seven myths about emotional intelligence. *Psychological Inquiry, 15*(3), 179-196.

Matthews, G., Zeidner, M., & Roberts, R. D. (2002). *Emotional intelligence. Science and myth.* Cambridge, Massachusetts: MIT Press.

Matthews, G., Zeidner, M., & Roberts, R. D. (2007). *The science of emotional intelligence.* New York, NY: Oxford Press.

Matthews, G., Zeidner, M., & Roberts, R. D. (2012). *The psych 101 series. Emotional intelligence 101.* New York, NY: Springer Publishing Company.

Mayer, J. D. DiPaolo, M.T., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment, 54,* 772-781.

Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology, 59,* 507-536. doi: 10.1146/annurev.psych.59.103006.093646

Mayer, J. D. & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence, 17,* 433-442.

Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence: Implications for educators. In P. Salovey and D. Sluyter (Eds), *Emotional development Emotional literacy, and emotional intelligence* (pp. 3-31). New York: Basic Books.

Mayer, J. D., Salovey, P., & Caruso, D. (2000). Models of emotional intelligence, In R.J.

Sternberg (Ed.), *Handbook of intelligence* (2nd ed., pp. 396-420). New York: Cambridge

    University Press.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004a). Emotional intelligence: theory, findings,

    and implications. *Psychological Inquiry, 15*(3), 197-215.

Mayer, J.D., Salovey, P., & Caruso, D.R. (2004b). A further consideration of the issues of

    emotional intelligence. *Psychological Inquiry, 15*(3), 249-255.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence. New ability or

    eclectic traits? *American Psychologist, 63*(6), 503-517. doi: 10.1037/0003-066X.63.6.503

McClelland, D. C. (1973). Testing for competence rather than intelligence. *American*

    Psychologist, 28, 1-14. doi: 10.1037/h0034092

Merriam, S. (2002). *Qualitative research in practice examples for discussion and*

    analysis. San Francisco, CA: Jossey-Bass publishers.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand

    Oaks, CA: Sage Publications.

Morris, J. A., & Feldman, D.C. (1996). The dimensions, antecedents, and consequences of

    emotional labor. *Academy of Management Review, 21*(4), 986-1010.

Morris, W. N. (1989) *Mood: The frame of mind.* New York: Springer-Verlag.

Moustakas, C. (1994). *Phenomenological research methods.* Thousand Oaks, CA: Sage

    Publications.

Nelson, D. B., & Low, G. R. (2003). *Emotional intelligence: Achieving academic and*

    career excellence. Upper Saddle River, NJ: Prentice Hall.

Newman, D. A., Joseph, D. L., & MacCann, C. (2010). Emotional intelligence and job

    performance: The importance of emotion regulation and emotional labor context.

    Industrial and Organizational Psychology, 3, 159-164.

Northouse, P. G. (2004). *Leadership theory and practice.* (3rd ed.). Thousand

    Oaks, CA: Sage Publications.

Patton, M.Q. (2002). *Qualitative research & evaluation methods.* (3rd ed.). Thousand

    Oaks, CA: Sage Publications.

Pellitteri, J. (2002). The relationship between emotional intelligence and ego defense

    mechanisms. *The Journal of Psychology, 136*(2), 182-194.

    doi: 10.1080/09515071003775962

Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation

    with reference to established trait taxonomies. *European Journal of Personality, 15,*

    425-448. doi: 10.1002/per.416

Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in

    personality factor space. *British Journal of Psychology, 98,* 273-289.

    doi: 10.1348/000712606X120618

Qualter, P., Gardner, K. J., & Whiteley, H. E. (2007). Emotional intelligence: Review of research

    and educational implications. *Pastoral Care, March,* 11-20.

Rafaeli, A., & Sutton, R.L. (1987). Expression of emotion as part of the work role. *Academy of*

    Management Review, 12(1), 23-37.

Rajah, R., Song, Z., & Arvey, R. D. (2011). Emotionality and leadership: Taking stock of the

    past decade of research. *The Leadership Quarterly, 22,* 1107-1119.

Reichard, R. J., & Riggio, R. E. (2008). An interactive process model of emotions and

leadership, in C. L. Cooper & N. Ashkanasy (Eds.), *Research Companion to Emotions in Organizations* (pp. 512-527). Cheltenham: Edward Elgar Publishers.

Riggio, R. E. (2008). Leadership development: The current state and future expectations. *Consulting psychology journal: Practice and research, 60*(4), 383-392. doi: 10.1037/1065-9293.60.4.383

Roberts, R. D., Matthews, G., & Zeidner, M. (2001). Does emotional intelligence meet traditional standards for an intelligence? Some new data and conclusions. *Emotion, 1*(3), 196-231. doi: 10.1037//1528-3542.1.3.196

Rost, J.C. (1991). *Leadership for the twenty first century*. New York, NY, Praeger.

Saldana, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage Publications.

Salovey, P., & Grewal, D. (2005). The science of emotional intelligence. *Current Directions in Psychological Science, 14*(6), 281-285.

Salovey, P., & Mayer, J. (1990). Emotional intelligence. *Imagination, Cognition, and Personality, 9*(3), 185-211.

Salovey, P., Woolery, A., & Mayer, J.D. (2001). Emotional intelligence: Conceptualization and measurement. In G. Fletcher & M. Clark (Eds.), *The Blackwell handbook of social psychology* (pp. 279-307). London: Blackwell.

Schram, T. (2003). *Conceptualizing qualitative inquiry. Mindwork for fieldwork in education and the social sciences.* Upper Saddle River New Jersey: Merrill Prentice Hall.

Seidman, I. (2006). *Interviewing as qualitative research. A guide for researchers in education and social sciences.* (3rd Ed.). New York: Teachers College Press.

September, A.N., McCarrey, M., Baranowsky, A., Parent, C., & Schindler, D. (2001). The

relation between well-being, imposter feelings and gender role orientation among

    canadian university students. *The Journal of Social Psychology, 14*(2), 218-232.

Shank, G. D. (2002). *Qualitative research: a personal skills approach.* Upper Saddle River New

    Jersey: Merrill Prentice Hall.

Sokolowski, R. (2000). *Introduction of phenomenology.* Cambridge: Cambridge University

     Press.

Steinberg, R.J., & Figart, D. (1999). Emotional labor since the managed heart. *The Annuals of*

    the American Academy, 561, 8-26.

Stogdill, R.M. (1948). Personal factors associated with leadership: a Survey of the literature.

    Journal of Psychology, 25, 35-71.

Stogdill, R. M. (1974). *Handbook of leadership. A survey of theory and research.* New York:

    The Free Press.

Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Monthly Magazine, 140,* 227-235.

Thorndike, R.L., & Stein, S, (1937). An evaluation of the attempts to measure social intelligence.

    Psychological Bulletin, 34, 275-285.

Topping, M. & Kimmel, E. (1985). The imposter phenomenon: Felling phony. *Academic*

    Psychology Bulletin, 7(2), 213-226.

Van Manen, M. (1990). *Researching lived experience. Human science for action sensitive*

    pedagogy. Canada: The State University of New York.

Walter, F., Humphrey, R.H., & Cole, M.S. (2012). Unleashing leadership potential: Toward an

    evidence-based management of emotional intelligence. *Organizational Dynamics, 41,*

    212-219. doi: 10.1016/j.orgdyn.2012.03.002

Wituk, S., Warren, M., Heiny, P., Clark, M. J., Power, C., & Meissen, G. (2003). Developing

communities of leaders: Outcomes of a statewide initiative. *Journal of Leadership & Organizational Studies, 9*(4), 76-86. doi: 10.1177/107179190300900407

Wong, C., & Law, K.S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory Study. *The Leadership Quarterly, 13,* 243-274.

Yukl, G. A. (2010). *Leadership in organizations.* (7ᵗʰ Ed) Upper Saddle River, New Jersey: Prentice Hall.

Zapf, D. (2002). Emotion work and psychological well-being. A review of the literature and some conceptual considerations. *Human Resource Management Review, 12,* 237-268.

Zeidner, M., Matthews, G., & Roberts, R. D. (2001). Slow down you move too fast: Emotional Intelligence remains an "elusive" intelligence. *Emotion, 1*(3), 265-275.

Zorn, D. (2005). Academic culture feeds the imposter phenomenon. *Academic Leader, 21,* 1,8.

Zorn, D., & Boler, M. (2007). Rethinking emotions and educational leadership. *International Journal of Leadership in Education, 10*(2), 137-151.

Appendices

Appendix A: Participant Request Letter

Dear Participant,

My name is Terri Longhurst and I am a researcher from Colorado State University in the School of Education department. We are conducting a research study on the emotional impact of leadership. In particular the purpose of the study is to better understand how leaders who have completed a state level leadership academy describe and interpret their emotions as leaders in their professional role. The title of our project is Emotional Leadership: A Phenomenological Examination of Emotions for Leadership Academy Alumni. The Principal Investigator is Dr. Timothy G. Davies, School of Education and I am the Co-Principal Investigator.

We would like you to participate in two interviews and a brief follow-up to confirm that the researchers have accurately captured your information. Participation will take approximately 90 minutes to 120 minutes for the first interview and 60 minutes to 90 minutes for the second interview. The interviews will be audiotaped with your permission and will either take place at a location that is convenient for you or over the phone. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participation at any time without penalty.

We will not collect personal identifiers. When we report and share the data to others, we will combine the data from all participants. While there are no direct benefits to you, we hope to gain more knowledge on the experience of emotions for leaders in their professional role. We are hoping that the benefit of this research will result in a greater understanding of the emotional complexity leader's encounter.

Possible risks to you for participating may be the experience of uncomfortable feeling in retelling emotional experiences. It is not possible to identify all potential risks in research procedures, but the researcher(s) have taken reasonable safeguards to minimize any known and potential (but unknown) risks.

If you would like to participate or have any questions about the research, please contact Terri Longhurst at terrilonghurst@msn.com or 307-760-9637.

If you have any questions about your rights as a volunteer in this research, contact Janell Barker, Human Research Administrator, at 970-491-1655.

Timothy G. Davies, PhD   Terri Longhurst, MS CLFE
Emeritus Professor   PhD Candidate

Consent to Participate in a Research Study

Colorado State University

TITLE OF STUDY: Emotional Leadership: A Phenomenological Examination of Emotions for Leadership Academy Alumni

PRINCIPAL INVESTIGATOR: TIMOTHY G. DAVIES, PHD, SCHOOL OF EDUCATION, **TIMOTHY.DAVIES@COLOSTATE.EDU**; 307.631.1112contact information

CO-PRINCIPAL INVESTIGATOR: TERRI LONGHURST, PHD CANDIDATE, SCHOOL OF EDCUATION, **TERRILONGHURST@MSN.COM**, 307-760-9637

WHY AM I BEING INVITED TO TAKE PART IN THIS RESEARCH? As alumni of the Wyoming Leadership Academy, you qualify to be a participant in this research project about the emotional experiences of leaders who are alumni of a leadership academy. The purpose of the study is to better understand how leaders who have completed a state level leadership academy describe and interpret their emotions as leaders in their professional role.

WHO IS DOING THE STUDY? Terri Longhurst will be conducting the study for her dissertation. Dr. Timothy Davies will supervise the study.

WHAT IS THE PURPOSE OF THIS STUDY? The purpose of this study is to better understand how leaders who have completed a state leadership academy describe and interpret their emotion as leaders in their professional role.

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST? The study will take place in your workplace. You will be asked to take part in 2 interviews, the first will be approximately 90 to 120 minutes long and the second interview will be about 60 to 90 minutes long. In addition to the interviews you will be asked to look over the researcher's composite of your information to ensure the researcher captured the information correctly. The interviews can either be scheduled face to face, in which the researcher will travel to the location the participant determined; or can be conducted over the phone.

WHAT WILL I BE ASKED TO DO? You will be asked to recall your experience, or experiences, that were emotional in your professional role. In other words, you will be asked to recall emotional impacts of leadership.

ARE THERE REASONS WHY I SHOULD NOT TAKE PART IN THIS STUDY? *If you are not alumni of the Wyoming Leadership Academy who has graduated within the past 5 years, you should not participate in the study.*

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?
- *A possible risk, or discomfort for participating in this study could be the reliving of an emotional experience. Thus, possibly re-experiencing the intense emotions of the event.*
- It is not possible to identify all potential risks in research procedures, but the researcher(s) have taken reasonable safeguards to minimize any known and potential, but unknown, risks.

ARE THERE ANY BENEFITS FROM TAKING PART IN THIS STUDY? *Potential benefits to participants might result in a feeling of being heard. The results might benefit others by further exploring the complexities of emotion in a leadership role.*

DO I HAVE TO TAKE PART IN THE STUDY? *Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.*

WHO WILL SEE THE INFORMATION THAT I GIVE? *We will keep private all research records that identify you, to the extent allowed by law. No identifying data such as social security numbers will be collected for this study.*

For this study, we will assign a code to your data (001) so that the only place your name will appear in our records is on the consent and in our data spreadsheet which links you to your code. Only the research team will have access to the link between you, your code, and your data. The only exceptions to this are if we are asked to share the research files for audit purposes with the CSU Institutional Review Board ethics committee, if necessary. In addition, for funded studies, the CSU financial management team may also request an audit of research expenditures. For financial audits, only the fact that you participated would be shared, not any research data. When we write about the study to share it with other researchers, we will write about the combined information we have gathered. You will not be identified in these written materials. We may publish the results of this study; however, we will keep your name and other identifying information private.

You should know, however, that there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court OR to tell authorities if we believe you have abused a child, or you pose a danger to yourself or someone else.

WILL I RECEIVE ANY COMPENSATION FOR TAKING PART IN THIS STUDY? *I understand that I will receive no compensation for taking part in this study.*

WHAT HAPPENS IF I AM INJURED BECAUSE OF THE RESEARCH? *The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.*

WHAT IF I HAVE QUESTIONS?
Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the co-investigator, Terri Longhurst at terrilonghurst@msn.com; or 307-760-9637. If you have any questions about your rights as a volunteer in this research, contact the IRB Coordinator at: irb@colostate.edu; or 970-491-1655. We will give you a copy of this consent form to take with you.

WHAT ELSE DO I NEED TO KNOW? *Below are four critical items to consider when participating in the study. Please read the over and check off each activity and initial each step you agree to.*

Participant confirms participation in multiple activities (list)

Please initial by each research activity listed below that you are volunteering to participate in.

☐ I will participate in an interview _____ (initials)

Permission to re-contact:

Do you give permission for the researchers to contact you again in the future to follow-up on this study or to participate in new research projects? Please initial next to your choice below.

☐ Yes _____ (initials)
☐ No _____ (initials)

Permission to audiotape/videotape interviews or interventions:

The researchers would like to audiotape your interview to be sure that your comments are accurately recorded. Only our research team will have access to the audiotapes, and they will be destroyed when they have been transcribed.

Do you give the researchers permission to audiotape your interview? Please initial next to your choice below.

☐ Yes, I agree to be digitally recorded _____ (initials)

☐ No, do not audiotape my interview _____ (initials)

Permission to use direct quotes:

Please let us know if you would like your comments to remain confidential or attributed to you. Please initial next to your choice below.

☐ I give permission for comments I have made to be shared using my exact words and to include my (name (a pseudonym will be given)/position/title). _____ (initials)
☐ You can use my data for research and publishing, but do NOT associate my (name/position/title) with direct quotes. _____ (initials)

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 3 pages.

_____   _____
Signature of person agreeing to take part in the study   Date

_____
Printed name of person agreeing to take part in the study

_____   _____
Name of person providing information to participant   Date

_____
Signature of Research Staff

Appendix C: Interview Guide

Emotional Leadership

Interview Guide

How did you become a leader in your field? (Life History)

What is it like for you to be a leader? (Contemporary Experience)

What does it mean for you to be a leader? (Reflection on meaning)

What prompted you to get into the Academy?

What appealed to you? What did you know about the program?

While in the program, what kind of experience did you have?

What does experiencing emotion in your leadership role, feel and look lie to you? (Reflection on meaning)

While you were in that situation you described, what was your gut feeling? Can you talk about someone, either in the program or in your professional life, who didn't have the same experience?