

ABSTRACT

SMITH, LISA M. A Social Interpretation: Towards Understanding Leader EI from the Follower Perspective. (Under the direction of Dr. Julia Storberg-Walker).

This qualitative exploratory case study examined follower perceptions of leader behaviors in the pharmaceutical and biotechnology industry. An existing model (Smollan and Parry, 2011) was used to understand how employees construct their perceptions of leader emotions, and how those emotions enhance or detract from the workplace. The study contributes a qualitative analysis to the research on Emotional Intelligence, which is predominately quantitative in nature. There are no quantitative studies regarding follower perception and most quantitative studies have heavily relied upon self-reported measures.

Emotional Intelligence, the ability to monitor and discriminate between one's own and others' emotions, and to use the information to guide one's thinking and actions (Salovey and Mayer, 1990, p. 189) is a construct which has evolved since the 1920's. While the area of Emotional Intelligence (EI) has evolved, currently, little exists in the form of qualitative research. Furthermore, specific research tailored towards leadership lacks within the pharmaceutical and biotechnology industry.

The research participants included four individuals in non-leadership roles within the pharmaceutical and biotechnology industries. In-depth interviews were conducted to better understand how individuals form perceptions regarding leadership EI. A qualitative model constructed by Smollan and Parry (2011) was adapted to include elements related to understanding observed EI from the perspective of the follower. A priori and open coding were employed to determine how responses connected to the model as well as what general themes emerged.

Findings demonstrated that the adapted qualitative model was applicable for connecting employee perceptions with leadership EI through areas such as competence, communication (both verbal and non-verbal), accountability, and behavioral patterns. Colleague support and relationships along with reflection were additional themes uncovered through the open coding process.

Overall, employees preferred to engage with leaders whom they perceived to be emotionally intelligent. Perceptions were formed through interaction and observing outward behavioral patterns. Through better understanding current employee perceptions on important leadership behaviors, organizations can begin to develop training programs to enhance leader EI. Furthermore, these leaders can be leveraged to positively impact individuals, teams, and the organization as a whole.

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A Social Interpretation: Towards Understanding Leader EI from the Follower Perspective

by
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DEDICATION

I am dedicating this work to my family and the faculty at North Carolina State for their support. My parents and husband always had a profound commitment to my educational and professional aspirations. While we sacrificed beautiful summer days outside together, everyone always understood the importance of my education. Aside from my family, I have to thank the faculty at North Carolina State University. I acquired a vast amount of knowledge in the area of Human Resource Development and have been able to directly apply that knowledge within the workplace. The journey was challenging at times, yet extremely rewarding. I would not have been able to cross the finish line without a strong support system by my side.

BIOGRAPHY

Lisa Marie Smith graduated from Penn State Behrend with a B.A. in Communication and Media Studies in 2008. Since graduating, she has served in progressive human resource development roles which have allowed her to create and implement new strategies to increase organizational effectiveness. Currently, she serves as an Organizational Development Manager at Pharmaceutical Calibrations and Instrumentation, LLC in Raleigh, North Carolina.

Since going back in the summer of 2010 to work towards an M.S. in Human Resource Development, Lisa has been heavily involved in developing her current work team and organization as well as becoming more involved in national HRD conference events. Lisa's contributions range from presentations and research on 21st century leaders, mental models, social capital, and emotional intelligence. Furthermore, she serves on North Carolina State University's board for the Golden Key International Honor Society.

Currently, Lisa lives in Holly Springs, North Carolina with her husband Jeff and her immediate family located in surrounding cities. While the road to graduation has been exciting, intriguing, fulfilling, and stressful, the journey was worthwhile. Learning and being able to consistently contribute to the field of HRD is valuable and needed as today, change is the only constant.

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CHAPTER 1: INTRODUCTION

Background and Context

There has been a growing awareness that emotions are an important leadership quality (Callahan, 2008). Take, for example, a real situation described by Ruderman, Hannum, Leslie and Steed (2001) in their study on emotional intelligence. In this situation, Stuart (the name was changed to protect the employee), possessed intelligence and strategic thinking abilities that got him promoted into a leadership position at a top pharmaceutical company. However, despite his cognitive attributes, his work was suffering. Stuart, as perceived by those he leads, lacked empathy and compassion. He often lashed out at his direct reports, and he was not able to build trusting relationships with them. According to Ruderman et. al (2001), Stuart lacks the ability to understand himself and those around him; he lacks emotional intelligence. A term coined by Salovey and Mayer (1990), EI, or emotional intelligence, is “the ability to monitor one’s own and others’ emotions, to discriminate between them, and to use the information to guide one’s thinking and actions” (p. 189).

According to Ryback (1998) the corporate landscape in the 21st century is shifting to become more competitive. A leadership crisis is emerging and there is a dramatic shift from a sole focus on productivity to human sensibilities. In order to compete, knowledge, skills, experience, and judgment need to be exhibited throughout an organization instead of just intelligent management (Dess & Picken, 2000). The development of leadership skills, as

well as EI, is of interest as these top employees influence the entire organization (Ryback, 1998).

According to Cherniss (2001), effective leaders are in control of their emotions that in turn allows employees to trust them and want to work with them. Daily events can trigger emotions which then flow throughout organizational networks. Emotions and moods are at the center of leader-follower relationships (Smollan & Parry, 2011). What is arguably needed is mutual loyalty—this derives from being emotionally intelligent (Ryback, 1998). According to Dearborn (2002), leaders need to understand how they are perceived by others in order to compare those perceptions to how they view themselves. Leaders, who are committed to adjusting their approach, engage and want to learn to become a better leader in order to build connectedness within the organization (Dearborn, 2002).

Leaders serve as the emotional guide for a group where they facilitate the positive emotions and clear “the smog created by toxic emotions” (Goleman, Boyatzis, & McKee, 2002, p.5). Leaders can engage in resonance, which brings out positive emotions by bringing out the best in people, or dissonance, where they engage in displaying negative emotions which undermines that which allows individuals to shine (Goleman et al., 2002). When leaders are able to manage and distinguish their emotions, they are able to engage in better decision making processes (George, 2000).

Expertise, knowledge, and cognitive competencies are exhibited in effective leaders. Boyatzis (2008) furthers this notion by saying that specific competencies differentiating good leaders with outstanding leaders is that outstanding leaders engage in systems thinking,

emotional intelligence and social intelligence. While organizations aspire to have adaptable and inspiring leaders, these leaders need ongoing development. The challenge is that leaders need to be accepting of EI due to how critical it proves to be for individual, team and organizational development (Dearborn, 2002). Furthermore, training programs tend to be traditional in their approach and result in a dedication to new ways of leading but usually generate short spurts of energy followed by reverting to previous ways of operating (Dearborn, 2002).

Statement of Problem and Purpose

Most current research on EI has been conducted in educational contexts. Research on EI has generally not been focused on the pharmaceutical/biotechnology industry. One closely related study on leadership was identified, however. Speechly (2005) examined an intervention in a global pharmaceutical company as a response to the realization that traditional leadership approaches were unable to equip leaders with the skills needed in today's complex environment. Speechly (2005) came to understand that leadership competencies and relationship building impact leadership competencies and effectiveness.. From this study it was clear that relationship building was a key indicator of an effective leader in a pharmaceutical company.

The pharmaceutical/biotechnology industry is a growing sector. According to Dess and Picken (2000) the IT, pharmaceutical and other high-tech industries have more than doubled output over the last two decades. As growth continues, the need for well-rounded leaders becomes an essential element to corporate successes. With the

pharmaceutical/biotech industry being largely ignored in the EI research, as well as leadership research, little is known about employee perceptions of leadership competencies in pharmaceutical/biotechnology organizations. This study will contribute to that gap.

Furthermore, previous studies on EI predominantly use quantitative approaches. There are very few qualitative studies in this area. While the quantitative measurements help explain how EI may impact leadership effectiveness, a qualitative approach would allow a researcher to understand a follower's social interpretations of EI, rather than cognitive. Many researchers have called for a more nuanced examination of the different aspects of EI. For example, Mayer, Salovey, and Caruso (2008) suggested that EI is a prominent area to study but significant gaps remain in relation to understanding mental abilities which contribute to identifying, understanding, managing, and using emotions. Most important for this study, Smollan and Parry (2011) acknowledged that current research has seldom addressed the viewpoints subordinates have with regard to leadership EI. These researchers created a leader-follower model that compliments the quantitative instruments as one way to understand and delve deeper into EI. Taken together, it is clear that gaps exist in qualitative studies and leader-follower perceptions of EI. This qualitative study seeks to contribute to these gaps.

Therefore, the purpose of this qualitative exploratory case study is to understand more about Biotechnology employee perceptions of leader EI based upon their leader's outward behavioral patterns. The study seeks to expand upon Smollan and Parry's (2011) qualitative

EI model in order to better understand employee perceptions of how leaders deal with emotion and how employees respond to the emotions exhibited by these leaders.

Study Context

The Biotechnology industry is with a fast growing with growth rates totaling \$63 billion in 2005 and projections showing \$250 billion by the year 2015 in the United States (Bradfield & El-Sayed, 2009). The pharmaceutical and biotechnology industries are growing but are not without its own set of challenges. Previous and current research has focused on external challenges including more related to product development, liability, competition and public opinion (Bradfield & El-Sayed, 2009). However, despite the growth and research on external challenges, one organization's CEO, Ralph Larson of Johnson & Johnson, said "Leadership is the biggest single constraint to growth at Johnson and Johnson and it is the most critical issue we face" (deMerville, 2007). A leadership session conducted by deMerville (2007) which included top organizations such as Amgen, GSK, Pfizer, and Johnson & Johnson depicted that retention and development are key focus areas as companies are discovering a labor shortage with talent being traded from one company to another. Such pressures make current and future leadership development essential (deMerville, 2007).

Research Questions

Research questions will help to guide and uncover the connections between employees, leadership and EI. The research questions are as follows:

1. How does a leader control and express emotion as perceived by the employees?
2. How do employees perceive they react to leader emotions?

Significance

In addition to contributing to the gaps identified earlier, this study can contribute to HRD practice and scholarship in a variety of ways. Smollan and Parry (2011) believe exploring what influences follower perceptions needs to be further studied to connect the underlying factors which contribute to employee/leader relationships. Uncovering employee perceptions and understanding how they are influenced will allow for specific training programs to be designed to support EI development initiatives.

While leaders realize they must manage their emotions the process can be difficult as it requires them to decide which emotional response to exhibit for varying circumstances and how the right level of expressiveness leads to desired effects (Humphrey, 2008). The ability to manage emotions may prove to be a key for success in the 21st century's ever-changing environment (Callahan, 2008). A leader being aware of their emotions is a critical determinant of how that leader will perform and how effective they are (Humphrey, 2008). Having employees reflect on their encounters with their own leaders will allow organizations to better understand the significance of EI and how to foster environments which support the development and execution of EI competencies.

Theoretical Framework

The intent of the study is to build upon a previous model presented by Smollan and Parry in 2011 that examined how employee perceptions of leadership are constructed during a process of organizational change. This exploratory study seeks to expand their model to understand *how* employee/follower perceptions are constructed when employees experience

leader emotions (Figure 1.1). In Smollan and Parry's (2011) research, the researchers focused on examining how perceptions were generated during a change.

This study focuses on how perceptions were generated during interactions at work. Specifically, this study adds eight elements to the Smollan and Parry (2011) model, as illustrated in Figure 1.1 below. The white boxes have been re-constructed so they apply to EI and perception; not change. Figure 2.1 displays Smollan and Parry's (2011) which includes a change event, follower showing/hiding emotion during change, leader ability to understand follower emotions during change, and leader ability to appropriately respond to follower emotions during change. The model also includes leader ability to manage own emotions during change, leaders ability to appropriately express own emotions during change, follower perception of leader EI during change, and follower responses to change (Smollan and Parry, 2011). These eight elements have been altered and change has been replaced with perception formation. Boxes that contained the word 'change' were reconfigured by removing the word 'change' and solely focusing on general words contained in the box. For example, Smollan and Parry's (2011) follower 'showing/hiding emotions during change' now reads as 'follower showing/hiding emotion.' Also, Smollan and Parry's (2011) main box within the model displaying 'change event' was changed to 'perception formation' for this study. Changes were made because the focus of this study was perception formation, not change. Therefore, any components related to change were removed.

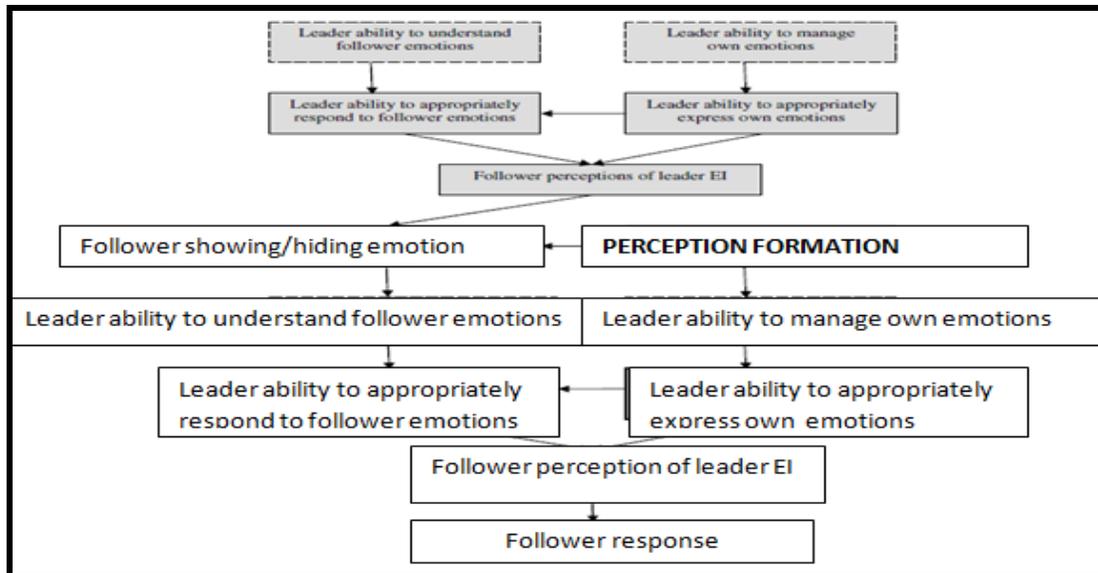


Figure 1.1 Model created focusing on how follower perceptions are formed with regard to leadership and emotional intelligence. White boxes indicate researcher additions as adapted from Smollan and Parry (2011).

Method Overview

The majority of studies on emotional intelligence are quantitative in nature. For this particular study, qualitative methods will be used to better understand employee perceptions through personal interviews. Expanding EI through qualitative research will help extend current research to provide greater understanding of observed EI from the perspective of the follower. According to Zhu, Avolio, and Walumbwa (2009), the role of the follower has played an increasingly significant role and more research is needed to examine the importance. Interviews will be conducted with four individuals currently enrolled in a pharmaceutical/biotechnology course at the Biomanufacturing Training and Education Center (BTEC) in Raleigh, NC. These participants will be selected as the BTEC is in close

proximity to the researcher's place of employment which is convenient for gathering participants. Also, individuals taking courses at BTEC are employed at pharmaceutical and biotechnology firms across the Raleigh Triangle area.

A case study approach will be employed to research a bounded system through detailed, in-depth interviews (Creswell, 2007). The purpose of interviewing is to be able to generate themes based on participant responses as to what competencies they find valuable in leaders and how these competencies can be tied back to EI. The intent of the study is not to generalize beyond the case (Creswell, 2007). Data will be collected through semi-structured interviews, and each participant will be considered a unique case for cross-case comparison. Data will be analyzed using two accepted qualitative methods. First, a priori coding will take place so findings from interviews can be tied back to the elements of the qualitative model. Here, the data will be coded using a select set of criteria as adapted from Smollan and Parry's 2011 model created to explore follower perceptions of leaders during change. This analysis will help us understand the degree to which pharmaceutical and biotechnology employees understand EI in the same way the model describes EI. The second coding will contribute to the existing literature by adding to unexplored research areas and further Smollan and Parry's model which focused solely on EI and change. The second coding scheme, open coding, will be used to understand from the participant's own perceptions, how participants view EI competencies within their leaders. In open coding, there is no set characteristics or criteria placed on the data rather, the meaning emerges itself from the words of the participant.

As with any study, situations of bias can be present. While many organizations exist to study in the Raleigh, NC area, the BTEC was selected because the researcher has utilized the organization in the past for employee training on FDA compliance and industry knowledge. Furthermore, the researcher has established professional contacts working at the organization which help facilitate entry into the establishment. In an attempt to separate out personal bias, participants will be selected based on the first four to six participants who volunteer and meet the study criteria. The sample selection will be purposeful as to obtain the population of pharmaceutical/biotechnology employees who report to a leader in the industry.

Definition of Key Terms

Competency: A capability or ability; A behavioral approach to emotional social and cognitive intelligence (Boyatzis, 2008)

Dissonance: “Undermining the emotional foundations that let people shine” (Goleman et al., 2002)

Emotions: Intense feelings triggered by certain stimuli (Morris, 1989)

Emotional Intelligence (EI): “The ability to monitor one’s own and others’ emotions, to discriminate between them, and to use the information to guide one’s thinking and actions” (Salovey and Mayer, 1990, p. 189)

Intelligences: Mental abilities (Mayer et al., 2008)

Resonance: When leaders bring out the best in people and drive positive emotions (Goleman et al., 2002)

Self-awareness: A deep understanding of one's emotions, strengths, weaknesses and drives (Goleman, 2004)

Self-regulation: Mastering emotions by choosing words carefully instead of rushing to emotion infused decisions (Goleman, 2004)

Social Intelligence: Ability to understand, manage and act wisely in human relations (Goleman, 2001)

Moods: Generalized feelings not tied to circumstances (Morris, 1989)

Motivation: The desire to achieve (Goleman, 2004)

Empathy: Thoughtfully considering others feelings during the decision making process (Goleman, 2004)

Social skill: Friendliness with a purpose (Goleman, 2004)

Communication: Formal and informal means of sharing information; Creates links between people and processes (Callahan, 2008)

Accountability: Statement of personal promise to deliver specific results (Dive, 2008)

CHAPTER TWO: LITERATURE REVIEW

Evolution of EI

One of the leading scholars on EI is Daniel Goleman. In his groundbreaking 2001 best seller, Dr. Goleman described the evolution of the concept of EI and its importance to today's business environment. Goleman (2001) traced the history of EI back to E.L. Thorndike, an educational psychology professor who coined the term 'social intelligence' in the 1920s which he defined as the ability to understand, manage, and “act wisely” in human relations (Goleman, 2001). Thorndike, being the first to identify social intelligence, an aspect of EI, reviewed the George Washington Social Intelligence Test which measured individual judgment in social situations and the ability of one to identify emotion and expression (Goleman, 2001). What Thorndike went on to find out was that trying to measure how individuals deal with and interact with one another failed due to the complexity of abilities, habits and attitudes (Goleman, 2001). Following Thorndike, Howard Gardner in 1983 looked at multiple intelligence which incorporated personal, interpersonal and intrapersonal domains and helped to further the role of EI (Goleman, 2001). Gardner (2000) believes all human beings have eight to nine intelligences but no two people share the same strengths and weaknesses. For example, linguistic, logical, kinesthetic, and intrapersonal can be intelligences but no two people will have the same strength and weakness level; not even identical twins (Gardner, 2000). Gardner’s multiple intelligence theory contributes to EI as it too acknowledges the notion of the existence of intelligence beyond IQ.

In 1988, Reuven Bar-On first measured well-being in relation to EI and expanded previous studies by defining it as emotional and social knowledge that influence our ability to cope with the demands of our environment (Goleman, 2001). EI went on to include the ability to be aware of oneself, relate to others, deal with emotion and adapt to change, and solve problems (Goleman, 2001). Goleman helped to establish the importance of EI as a basic component for the effective use of one's IQ (Lantieri & Nambiar, 2012). Peter Salovey from Yale and John Mayer from the University of New Hampshire published an important article in 1990 that expanded EI to incorporate how one thinks about feeling as a measure in their model (Goleman, 2001). The specific abilities they incorporated were structured as tiers. The first tier represented the skills which enable individuals to perceive and express emotion and the second tier focused on using emotion to facilitate thinking (Goleman, 2001). The third tier includes labeling and distinguishing emotions and the fourth tier is the ability to become aware of emotions and effectively manage them (Goleman, 2001). The Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT) used a specific scoring system to match individual responses to the four branches of emotional intelligence (Mayer et al., 2002). Specifically, the tool could be used to assess leaders. Those managers with high levels of emotional intelligence in turn help to create more productive work relationships and behaviors which support the goals of the organization (Mayer et al., 2008). Aside from Salovey and Mayer, Daniel Goleman is another key figure who built off of earlier ideas of emotional intelligence and further reconstructed it to what it means today.

Leadership and EI Competencies

Goleman (2004), a critical scholar in the field of EI, believes while leaders differ in their approach, the most effective leaders are alike in that they all have a high degree of emotional intelligence. Through his studies, he determined that while IQ is important, five components EI leaders acquire is beginning to be linked directly to company success. Self-awareness, the first component of EI, means having a deep understanding of one's emotions, strengths, weaknesses and drives (Goleman, 2004). Identifying one's own feelings is the foundation for effectively managing these emotions (Callahan, 2008). Individuals who have a high degree of self-awareness understand how their feelings affect them, their performance on the job and others around them. Self-aware people are comfortable and accepting of constructive criticism and have a grasp on what they are capable of and when to ask for help. The second construct, self-regulation, helps individuals choose their words carefully instead of rushing to emotion infused decisions. Goleman (2004) feels self-regulation often follows a trickle down pattern because if fewer bad moods and hasty decisions are made at the top, there will be fewer throughout the organization. Furthermore, people who master their emotions by applying self-regulation are able to more readily accept change by listening and researching before jumping to a conclusion.

Along with self-awareness and self-regulation, motivation, the desire to achieve, fills people with a powerful energy to explore new, unconventional approaches and gives them the boost needed to continue on even after experiencing setbacks (Goleman, 2004). The fourth element, empathy, means thoughtfully considering others feelings during the

decision making process. Empathy begins with listening to establish a connection between individuals (Magnat, 2012). Empathy is important as many organizations are becoming more team oriented and teams must be able to fully understand and be open-minded when individual viewpoints are shared. Finally, social skill, is “friendliness with a purpose,” and it is used to build relationships and contribute to effectively managing teams (p. 102). Formal and informal systems of communication are needed for organizations to function effectively and it is the key to bringing people together (Callahan, 2008). Self-awareness, self-regulation and motivation are self-managed skills and empathy and social skill deal with an individual’s ability to manage relationships. Collectively, all are not just desired but needed in conjunction with EI.

The core EI competencies can be enhanced and interwoven into a leader’s personal development to increase their competence (Cherniss & Goleman, 2001). Strategies such as self-monitoring where the individual sets aside time each day to reflect on their actions, writes their feelings into a diary or tapes themselves will help to promote self-awareness (Cherniss & Goleman, 2001). Self-regulation can be achieved by helping people learn to control thoughts or engaging in mindfulness meditation which allows people to become aware of their inner experiences (Cherniss & Goleman, 2001). Making constructive behavioral choices attribute to the well-being of oneself and others (Lantieri & Nambiar, 2012). Achievement motivation training which was developed by David McClelland and his colleagues have individuals write stories and the level of achievement motivation present in the stories is scored collectively in a small group setting (Cherniss & Goleman, 2001).

Empathy can be achieved in a variety of ways but the most common is through sensitivity training where people learn to be more aware of the feelings, needs and concerns of others (Cherniss & Goleman, 2001). Finally, social skills can be achieved through engaging in role-plays, receiving feedback on one's performance in the role play, and obtaining assistance with improving on any noticeable problems (Cherniss & Goleman, 2001). Listening, communicating clearly, and making an effort to forge strong relationships helps support the development of social and relationship skills (Lantieri & Nambiar, 2012). While there is not a one size fits all approach to furthering an individual's EI abilities, techniques can be utilized to enhance the core competencies of leaders.

A framework of EI competencies takes the main categories defined by Goleman and inputs them into a chart to distinguish between those which reflect personal competence and social competence (Table 2.1). Personal competence is defined as "knowing and managing emotions in oneself" (Goleman, 2001, p.28). The final element, social skills, refers to "knowing and managing emotions in others" (Goleman, 2001, p.29).

Table 2.1 A framework of emotional competencies by D. Goleman, 2001, *Issues in Paradigm Building*, p. 28. Copyright 2001 by Jossey-Bass.

	Self	Other
	Personal Competence	Social competence
Recognition	Self-Awareness	Social Awareness
	Emotional self-awareness Accurate self-assessment Self-confidence	Empathy Service orientation Organizational awareness
Regulation	Self-Management	Relationship Management
	Self-control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative	Developing others Influence Communication Conflict management Leadership Change catalyst Building bonds Teamwork & collaboration

Visionary, affiliative, democratic, coaching, coercive and pacesetter are all types of leadership styles and the most effective leaders incorporate four or more of the styles on a regular basis depending upon the particular situation (Goleman, 2001). Visionary refers to being authoritative, self-confident and are change oriented. Affiliative leaders show their greatest strengths when it comes to managing conflict and forming relationships. Democratic leaders foster an environment centered on teamwork and are effective communicators by exhibiting good listening skills. Coaching leaders are self-aware and build others. Coercive leaders are more dominant as they give people orders while pacesetter leaders set high

standards and drive but often critique those who do not meet the standards (Goleman, 2001). Combining leadership styles interweaves a range of EI competencies which has a prominent affect on organizational climate and performance (Goleman, 2001).

Empirical research has shown IQ is limited in predicting the success of individuals but there is little good research which exists on comparing the power of IQ and EI (Cherniss, 2001). According to Goleman (2001) early studies measuring IQ and EI range from 0 to .36 depending on measures used and IQ is best used to help determine what type of job an individual obtains. EI is responsible for approximately 80 to 90 percent of competencies that distinguish outstanding leaders from those who are average (Goleman et al., 2002). EI goes beyond the surface to uncover meaning and direction throughout organizations.

The case for strong leadership with high levels of emotional intelligence in the 21st century is present and studies must be done to ensure leaders, especially in the pharmaceutical/biotech industry are equipped for the shifting corporate landscape. As the corporate landscape shifts due to outsourcing, competition and the acceleration of technology, the mind can no longer be seen as the main quality of leadership because as Ryback (1998) states, “What we need is a finely tuned combination of mind and heart” (p. 2). Social and psychological processes are evoked in subordinates which in turn affects their assessment of their leader so leaders need to be aware of how they exhibit their own emotions affects emotions with those they encounter (Rajah, Song & Arvey, 2011).

While much research has not been conducted in the pharmaceutical and bio technology industry, other well known growing companies such as AT&T, Chevron,

Citicorp, G.E., Honeywell and Pepsi have established seven core qualities for leadership (Table 2.2). Strategic planning, communication and alignment (individual empowerment), team building, continuous learning, accountability, systemic results and actualized integrity (customer awareness and values) have positioned leaders to operate beyond IQ (Ryback, 1998). In order for executive leadership to impact their organization and employees in a meaningful way, certain attributes need to be showcased. Each attribute can be further connected to Goleman's EI competencies of self-awareness, self-regulation, motivation, empathy and social skill.

Table 2.2 Core values in successful leadership by D. Ryback, 1998, *Putting Emotional Intelligence to Work*, p. 7. Copyright 1998 by Butterworth-Heinemann.

	AT&T	Chevron	Citicorp
Strategic Planning	Planning Proactively	Strategy Development	Leadership
Communication & Alignment	Clarity	Communication alignment	Proficiency
Team Building	Team effectiveness	Teamwork & partnership	Relationship
Dynamic Accountability	Accountability	Trust & achievement	Professional standards
Systemic Results	Implements with excellence	Measurement & achievement	Operating results
Actualized Integrity	Self-awareness	Honesty & integrity	Social responsibility

Table 2.2 Continued

	G.E.	Honeywell	Pepsi
Strategic Planning	Initiative/speed	Strategic Thinking	Thinking outside the box
Communication & Alignment	Communication/influence	Communication	Alignment
Team Building	Team builder	Teamwork & cooperation	Team leadership
Continuous Learning	Knowledge/expertise	Personal mastery	Intellectual curiosity
Dynamic Accountability	Accountability/commitment	High professional standards	Professional maturity
Systemic Results	Influence	Execution	Organizational impact
Actualized Integrity	Integrity	Vision & values	Integrity

The first attribute, a nonjudgmental attitude, means that leaders look at each person for who they are as they showcase respect, openness and support (Ryback, 1998). Additionally, Ryback (1998) believes perceptiveness, or helping others understand themselves, is a needed competency as it allows leaders to see how others view them through listening. Another component which supports leader authenticity is sincerity, or honesty through articulating feelings, which helps to resolve conflict through thoroughly understanding facts. Leaders can gain support by being aware of how their employees feel and engaging in EI as positive EI will result in mirroring of positive emotions from both

leaders and employees (George, 2000). Openness and accepting personal responsibility is the fourth trait and leaders who display such qualities are available to deal with pressing issues, listen to individuals involved and facilitate to come to an effective and quick resolution (Ryback, 1998). The fifth concept, relevance, focuses on challenges at hand and bringing individuals together to surface the truths in a situation (Ryback, 1998).

Expressiveness encourages a strong group identity by selectively sharing personal feelings and emitting a warm presence to engage others and supportiveness, where leaders make employees feel significant by acknowledging their own attributes and value are additional competencies (Ryback, 1998). Feelings of anger should also be expressed when necessary so leaders are not undermined and are seen as insincere but show loyalty and support to come through to others as a figure who understands (Ryback, 1998). In a quantitative study conducted by Ford and Tamir (2012), they found people who prefer to feel useful emotions, even when they are unpleasant, are higher in EI. Anger, while typically labeled as a negative emotion, can serve leaders well as wanting to feel good at all times does not always prove to be an intelligent choice (Ford & Tamir, 2012). Boldness, the eighth element, issues are addressed before other notice them, nonsense is avoided, and responses are clearly described to those involved (Ryback, 1998). Following Boldness is zeal. Zeal is exhibited by leadership to show their subordinates that they are involved and enjoy making things happen, even when times are challenging (Ryback, 1998). Boldness and zeal are two emotions which are positive or negative emotions resulting from a cognitive thought followed by action (Mangat, 2012). The result is employees looking up to their leader which

helps the leader gain credibility and support when it comes to executing corporate goals (Ryback, 1998). Self-assurance is the final element and leaders who exhibit this quality is confident in their approaches, communicate effectively and support others (Ryback, 1998). Leaders who address their own emotions through self-regulation first are better able to manage subordinate and group emotions (Rajah et al., 2011).

Collectively, these ten qualities make emotionally intelligent leaders who are respected and successful in the minds of their peers and employees. Though not easy, as leaders reflect on themselves and their approaches, EI constructs can be further developed and present in their everyday lives. Organizations today value leaders who foster relationships and make well-rounded decisions infused with applicable emotion and energy (Ruderman et al. 2001). Studies conducted which examine leadership and emotions helps to understand how to better construct quality leader-member relationships through the regulating of emotions (Rajah et al., 2011).

The hierarchal model of leadership is no longer effective and leaders must focus on forming relationships, controlling impulses and better understanding their own strengths and weaknesses (Ruderman et al., 2001). Leadership abilities are often questioned if one does not surface opinions other than their own and makes those around them feel uncomfortable or inferior and today's organizations need people who lead with the group's needs at the forefront of their mind (Ruderman et al., 2001). To Ruderman et al.'s point, these effective leaders can be derived from demonstrating competence in EI's fundamental areas (Goleman et al., 2002).

Empirical Work: A Historical View

Emotional Intelligence has evolved over the years to include a multitude of instruments and empirical research. Emotional intelligence looks at people's cognitive capabilities and how these competencies are influenced and managed by emotions (George, 2000). As EI has evolved, so has the connection between EI and leadership. As a study done at Massachusetts General Hospital at Harvard Medical School suggests, if leaders showcase positive moods, it spreads to others and enhances performance while those leaders who exhibit negative moods contribute to suffering performances (Goleman, 2011). According to Goleman (2011), when leaders and employees interact, the spreading of moods operates "Automatically, instantly, unconsciously and outside of our intentional control" (p. 56). The Massachusetts General Hospital study videotaped doctors and patients during a psychotherapy session and instructed patients to distinguish those moments where they believed empathy was present (Goleman, 2011). The results determined that patients felt connections with their doctor when their physiologies were synchronized and doctors established rapport with their patient (Goleman, 2011). Rapport was established by paying attention and avoiding distractions, being non-verbally in synch, and interpersonal positive feelings (Goleman, 2011).

According to Goleman (2011), we are responsible for shaping the feelings of others whom we interact with. Leveraging moods and emotions motivates cognition and behaviors (Mangat, 2012). The brain has been seen as a key component in how emotional intelligence is shaped and exhibited. However, only over the past five to ten years has the brain been

studied to determine what happens as people interact (Goleman, 2011). Mirror neurons, or those which map sensations throughout the body has been compared to something similar to ‘Wifi’ which connects two brains together (Goleman, 2011, p. 54). In a study done where negative performance feedback was given but in a warm manner, employees came out of the review feeling good overall (Goleman, 2011). On the other hand, when employees were given positive feedback in a cold manner, employees left the meeting feeling negative due to the emotions exhibited during the interaction (Goleman, 2011).

Ultimately, the brain activates neurons which shape how we see a person’s emotions, movements and intentions (Goleman, 2011). Previous psychology studies have been done where two strangers stare at one another in a lab, sit in silence, and fill out a mood checklist for a two minute period (Goleman, 2011). The result: Emotions of the most expressive person are transmitted to the other person even without words being spoken (Goleman, 2011).

An empirical study conducted by Sosik and Megerian contribute to the research pool by measuring leadership behavior. Sosik and Megerian (1999) received 255 questionnaires back which they sent to 294 individuals. 192 subordinate and 63 manager surveys were reviewed to assess leader behavior and subordinate perceptions (Sosik & Megerian, 1999). Nine measures of EI were included such as self-awareness, self-motivation, empathy, relationship management, and self-monitoring (Sosik & Megerian, 1999). Each was monitored using a variety of different scales constructed over the years such as Crumbaugh’s 20-item Purpose-In-Life test, Fenigstein’s seven-item Public Self-Consciousness scale, and

the Multifactor Leadership Questionnaire (Sosik & Megerian, 1999). While their results were more focused on transformational leadership, or leaders who arouse feelings using emotion in their followers, they also were able to connect significant outcomes to emotional intelligence. The results showed self-awareness to be the basis on EI and leaders with higher levels of self-awareness have more self-confidence and are better able to effectively lead their followers (Sosik & Megerian, 1999). Sosik and Megerian (1999) suggest for human resource professionals to consider EI competencies when determining promotions into leadership roles and training programs should be implemented to enhance current and future leader's EI as they impact subordinate perceptions and relationships.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is a popular EI instrument which looks at how one perceives emotion, uses emotion, understands emotion and manages emotion through a series of 141 questions (Rosete & Ciarrochi, 2005). In an exploratory study conducted by Rosete and Ciarrochi (2005) they examined an Australian public service organization by measuring EI via the MCSEIT on forty-one participants; 57.14 percent male, an average age of 42.24 and seventy-five percent of people were with the organization for more than ten years. A 360 degree feedback instrument, specifically perspectives on executive leadership capabilities (PELC) was used to evaluate forty behavioral statements focused on delivering results, building relationships, mentoring, valuing differences of opinion, and more (Rosete & Ciarrochi, 2005). While the manager rated their own behavior, they were also evaluated by three subordinates and the results

showed a correlation between a leader's ability to perceive and understand emotion (Rosete & Ciarrochi, 2005).

Through a regression analysis, perceiving emotion emerged as the strongest predictor of leadership effectiveness and EI is separate from personality factors, as indicated in one of their hypotheses (Rosete & Ciarrochi, 2005). Overall, their findings suggest that executives with high levels of EI are more equipped to achieve business goals and be considered as effective by their subordinates and manager (Rosete & Ciarrochi, 2005). While they note a potential limitation is their small sample size, the implications are important because if a leader only develops outputs but is ineffective at managing their subordinates, underperformance and turnover will be the result (Rosete & Ciarrochi, 2005).

Another striking finding was that the executives studied had higher IQs than the average adult population which may help to initially get into a leadership position but that IQ does not determine whether they will be successful or not (Rosete & Ciarrochi, 2005). Rosete and Ciarrochi's point can be further supported by Goleman et al. (2002) who noted that an IQ of 110 to 120 is needed to get an advanced degree but then relatively little separation between individuals who have achieved that level. When it comes to EI though, there is a much wider range in EI competencies and leadership performance (Goleman et al., 2002). Overall, the findings help to support the use of the PELC, MCSEIT and other tools used such as the Wechsler abbreviated scale of intelligence (WASI) to find correlations between EI and leadership effectiveness.

Emotional Intelligence and Organizational Learning in Work Teams by Rajashi

Ghosh, Brad Shuck and Joseph Petrosko (2012) state that through their research on prominent scholars like Goleman, Salovey and Nafukho, EI is described as a strategy for improving work behavior, human interaction and leadership. Their focus is on the ability of individuals to manage their emotions while respecting, being aware and managing other team member emotions (Ghosh et al., 2012). Based on the fact emotionally intelligent people can regulate their emotions, the researchers undertake a study of forty-eight people currently engaged in projects within their organization spread across non-profit, construction, real estate, marketing and banking industries (Ghosh et al., 2012). The majority of respondents had more than 10 years of work experience and held a Bachelor or Master's Degree (Ghosh et al., 2012). The Workgroup Emotional Intelligence Profile (WEIP-3), a sixteen item tool, was used to measure individual EI perceptions on situated work teams and by running a correlation, Ghosh et al., (2012) determined there was a significant relationship between EI and team learning. Furthermore, EI was associated with being able to manage emotions, being more reflective of other's emotions and helped build an open environment where members could freely share their feelings (Ghosh et al., 2012).

While Ghosh et al., (2012) provide research on EI and its impact on individuals and teams, they believe a longitudinal study may be able to dive deeper into uncovering key contributors of EI. The author's limitations are the convenience sample they used and self-reported data, which could have altered the true results (Ghosh et al., 2012). Critics of EI have questioned the validity of EI as they believe there are not consistent measures of EI, but

while this may be a valid concern, they note that EI is a key component for organizations as it helps promote learning and relationship building within organizations (Ghosh et al., 2012). Furthermore, encouraging dialogue and exploring negative behavior exhibited by individuals as a collective will help individuals master how to operate and control emotions (Ghosh et al., 2012). The result: emotions playing in favor of the strategic advantage of the organization.

Among other industries today, educational institutions have gotten a range of attention when it comes to studying EI. South Africa in the 21st century like most other places in the world has education systems being restructured and where strong leadership is needed (Herbst, Maree & Sibanda 2006). Leaders face emotional demands from their peers, students, their community and through changing times, emotional demands are on the rise (Herbst et al., 2006). While the concept of EI has received more attention recently as a prime component of effective leadership little empirical research has been conducted and published to examine the relationship between the two (Herbst et al., 2006). The researchers conducted a study in order to see whether EI competencies can be tied to effective leadership and more specifically, transformational leadership (Herbst et al., 2006).

Herbst et al. (2006) used the Leadership Practices Inventory (LPI) constructed by Kouzes and Posner because they felt it emphasized the involvement of emotion in leadership, integrates feelings with thinking and has been used to measure behavior in various contexts (Herbst et al., 2006). A sample of 138 managers (93 males and 80 percent in mid-level management positions) in a high education institution were included in the study (Herbst et

al., 2006). In addition to the LPI, the MSCEIT was administered to all 138 managers due to its validity and overall reliability and ability to capture and solve emotional problems (Herbst et al., 2006).

A regression analysis and paired t-test was used to analyze the results and they found a positive correlation between EI ability, managing emotions, and leadership abilities (Herbst et al., 2006). When comparing manager's self scores and subordinate scores, the average of self scores was significantly higher than those observed by others (49.03 compared to 44.68) (Herbst et al., 2006). Also, a leader's ability to understand and manage their emotions was found to be the best predictor of inspiring a shared vision and leadership ability (Herbst et al., 2006). Overall, the results provide evidence that those with high EI and who are well versed in being aware of and monitoring emotions are predicted to be better leaders (Herbst et al., 2006). However, more research is needed since all corresponding EI and transformational leadership elements did not have strong relationships (Herbst et al., 2006). Advancing studies which find consistent outcomes will help in strengthening the connection between EI and leadership competencies.

Herbst et al. (2006) acknowledge that they have provided preliminary evidence showing effective leadership and EI are connected, but more studies and trainings are needed to enhance effectiveness in higher education institutions. The researchers urge others to replicate the study and conduct in-depth interviews within diverse industries to help uncover the link between the two concepts (Herbst et al., 2006).

Wong and Law (2002) undertook a study which examined various sectors of EI and constructed eleven hypotheses with one related to employee work satisfaction being connect to emotional intelligence exhibited by leadership. Their purpose was to develop an instrument (using a Likert scale) to better determine the impact of EI on job outcomes in order to add to leadership research (Wong & Law, 2002). Two key hypotheses are that high EI in leaders should result in positive job performance for their subordinates and higher job satisfaction (Wong & Law, 2002). Their study consisted of 146 mid-level administrators (mean age of 28.9 and 61.9% female) who evaluated their own EI and subordinates in 16 categories which included job satisfaction, job characteristics, education, and tenure (Wong & Law, 2002). The exploratory study results showed that leadership EI has an effect on subordinate job satisfaction and having high levels of emotional intelligence is beneficial to organizations (Wong & Law, 2002). While not all expected correlations were present, the researchers acknowledge more studies need to be done in the field in order to accurately identify the role of leader and follower EI (Wong & Law, 2002).

Another quantitative study situated in education conducted by Kobe, Reiter-Palmon and Rickers (2001) surveyed one hundred ninety-two undergraduate students at a Midwestern university who were asked questions related to emotional intelligence, social intelligence and leadership. Emotional intelligence was measured using Bar-On's Emotional Quotient Inventory which was composed of 152 Likert-scale questions which asked intra-personal, inter-personal, cognition-orientation, stress management and affect (Kobe et. al., 2001). Through analyzing the survey results they determined high social intelligence,

emotional intelligence and self-reported leadership experiences were all interconnected (Kobe et. al., 2001). While social intelligence accounted for the most encountered leadership experiences, both social and emotional intelligence are directly related to leadership (Kobe et. al., 2001). Even though the measures were self-reported which could be an area of bias, strong correlations were present which presents a solid case for the interconnectedness between each variable.

Waples and Connelly (2008) undertook a study to examine the effects of leader emotions on the perception of the leader as past empirical research has shown positive emotions in leadership results in higher trust in the leader and more positive emotions being expressed by those who follow them. On the other hand, negative emotions are said to show dissatisfaction, and followers tend to have negative responses to leaders when their messages are not congruent with the emotions they display (Waples & Connelly, 2008). By looking at emotions, hypotheses were generated stating that leadership emotions will have a strong effect on vision-related follower performance, transformational leadership and trust (Waples & Connelly, 2008).

One hundred sixty-three undergraduate students (96 female, 64 male, 3 unreported) from a psychology class in a large southwestern university were requested to participate in the study (Waples & Connelly, 2008). Trust in leaders was evaluated by the 6-item Podsakoff Leader Trust/Loyalty Scale, transformational leadership was measured through the Multifactor Leadership Questionnaire and emotional competence through Cameron's 84-item Work Profile Questionnaire: Emotional Intelligence scale (Waples & Connelly, 2008). The

results depicted that active (challenge, responsibility, anger, frustration) opposed to passive emotions (anxiety, powerlessness, happiness, optimism) produced better performance within the subordinate group (Waples & Connelly, 2008). The study was impactful because it considers how negative emotions can play a positive role between leaders and followers if used properly and trust was actually enhanced when leaders presented clear messages matched with clear emotions (Waples & Connelly, 2008). While the sample chosen limits the ability to generalize the findings, it provides similar and opposing conclusions to previous studies done and therefore acknowledges the need for further research.

Psychologist Lisa Feldman Barrett undertook a study which included 53 undergraduate students who kept a daily diary to rate the intensity of the emotions they experienced for a two week period (Grewal & Salovey, 2005). The results showed correlations between negative emotion and negative states and positive emotion and positive states (Grewal & Salovey, 2005). The study concluded with a questionnaire to look at the extent to which participants regulated emotion and how they regulated these emotions (Grewal & Salovey, 2005). Individuals who were able to specify what negative emotion they were feeling were better able to remedy situations by managing their emotions through talking with others and engaging in other strategies which helped them diminish the negative feelings being exhibited (Grewal & Salovey, 2005).

Ruderman et al. (2001) are all employees of the Center for Creative Leadership (CCL) who conducted a study examining emotional competencies in leadership which showed connections were present between high levels of emotional intelligence and skills

associated with leadership excellence. The team at CCL utilized a tool called Benchmarks which is a 360 degree feedback assessment instrument used to measure leadership strengths and development areas (Ruderman et al. 2001). The study consisted of 302 managers surveyed with the sample being 73 percent male and an average age of forty-three years old (Ruderman et al. 2001). The scores resulting from the feedback assessment were similar to those from the BarOn Emotional Quotient Inventory and correlations showed listening to others, creating and maintaining strong relationships and fully understanding how behaviors affect others were essential leader EI competencies (Ruderman et al. 2001). To subordinates, intellect and technical skills were not important if managers were not able to handle pressure, control impulses and take into account feelings of those around them (Ruderman et al. 2001). Benchmarking proved to be beneficial in this study to determine where leadership in the organization currently fell with respect to emotional intelligence levels.

Palmer, Walls, Burgess, and Stough (2001) surveyed forty-three participants (33 males, mean age of 37.5, and average tenure of 36 months) who were past and present students at Swinburne University Center for Innovation and Enterprise Programs (CIE) to examine the relationship between EI and effective leadership. The sample consisted of thirty-three percent of people in high management positions, thirty percent in middle management positions, and twenty-seven percent in lower management positions (Palmer et al., 2001). The Trait Meta Mood Scale (TMMS), a self-report measure developed by Salovey, was utilized to understand individual differences in one's ability to monitor and manage their own emotions (Palmer et al., 2001). The TMMS was altered a bit to combine

categories and questions into 41 likert scale items and the Multifactor Leadership Questionnaire (MLQ) consisting of 45 items was also used to understand the range of behaviors exhibited by leaders (Palmer et al., 2001).

The results of the study showed leaders who considered themselves to motivate subordinates reported that they monitored and managed emotions within themselves and others thought there was no significance shown for higher EI levels being present in transformational leaders (Palmer et al., 2001). Sensing when subordinates require feedback is one important attribute that requires understanding emotions which the subordinate exhibits (Palmer et al., 2001). While their results showed a connection between EI and leadership abilities, transformational leadership more importantly, is the overall congruency found between EI and effective leadership (Palmer et al., 2001). The competencies identified for effective leaders can be integrated into training and development programs and used to identify effective leaders who will positively enhance the organizational landscape (Palmer et al., 2001).

Up to this point, a variety of quantitative studies have been discussed and while less studies are present on the qualitative front, Smollan and Parry (2011) engaged in semi-structured interviews to better understand how leaders deal with change and the impact of perceived leader EI on follower responses to change. Their initial thought behind their work was that a person who can control their emotions is more likely to respond appropriately to the emotions of others. Furthermore, leaders with advanced EI will understand the emotions of their followers, even if they are deliberately or subconsciously hiding them (Smollan &

Parry, 2011). Followers who have viewed leaders as unable to understand emotions in themselves and others show no difference in their viewpoints during times of change (Smollan & Parry, 2011).

Smollan and Parry adapt a model originally constructed by Mayer and Salovey in 1997 to incorporate aspects of change. The model takes into account how leaders have responded to follower emotions, whether leaders responded to these emotions, and the perceptions of followers as to how leaders manage and express emotions (Smollan & Parry, 2011). Dotted lines in the model indicate leader EI that followers may not be able to discern but are present along those which are more evident (Smollan & Parry, 2011).

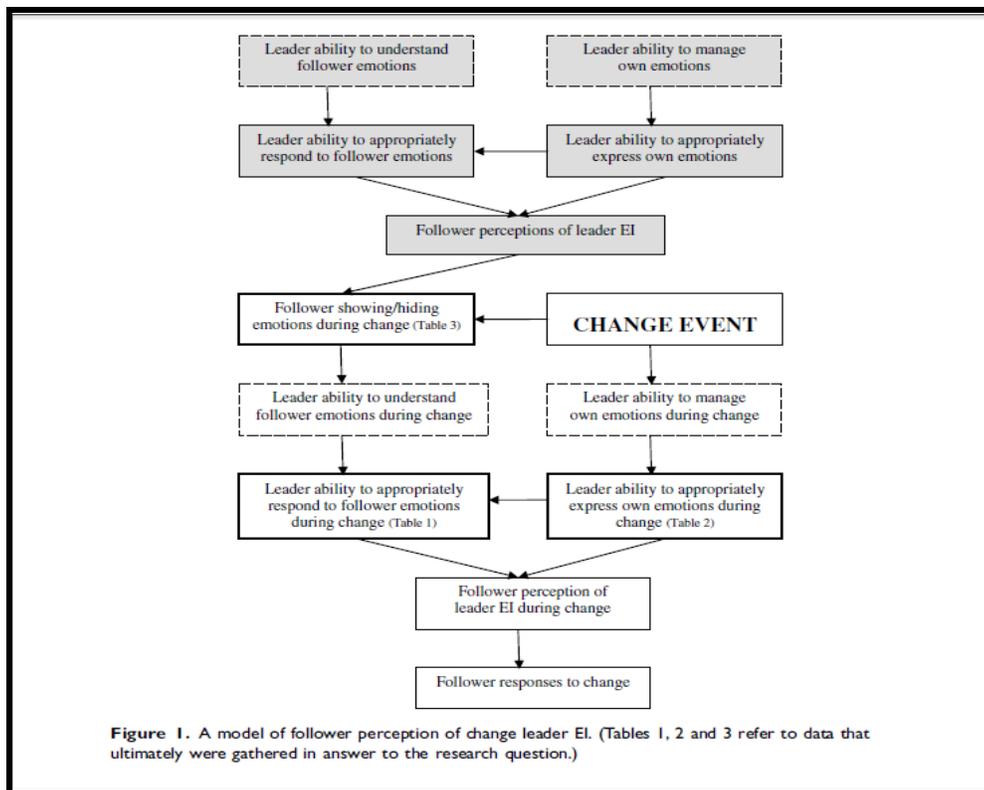


Figure 2.1 Core values in successful leadership by R. Smollan and K. Parry, 2011, *Follower perceptions of the emotional intelligence of change leaders: A qualitative study*, p. 443. Copyright 2011 by SAGE Publications, Inc.

Overall, Smollan and Parry (2011) found through semi-structured interviews with 24 participants undergoing organizational change in New Zealand that when followers felt leaders responded to their emotions they adopted more positive attitudes toward change and leaders who were not able to regulate their emotions during change produced negative emotions in followers. The researchers introduced a follower-centric model and uncovered evidence which supports how followers experiencing organizational change have evaluated EI in their leaders (Smollan & Parry, 2011). Attempting to raise leadership EI through

training and other interventions may prove to be useful in improving follower responses to change and improve the relationship between followers and their leaders (Smollan & Parry, 2011).

Summary

Examining previous research helps current researchers further add to the field of Human Resource Development. The previous studies have focused mainly on educational institutions but other areas include information technology, public service, non-profit, banking and more. Various instruments such as the MSCEIT, Multi-Factor Leadership Questionnaire, LPI, Bar-On's Emotional Quotient Inventory as well as many others have been employed to measure EI in a quantitative, numerical fashion. While the studies have demonstrated established connections between EI and leadership and emotion can be identified and regulated, most acknowledge that more studies need to be done. While a multitude of instruments exist and they vary in popularity, there is no one instrument which all researchers utilize to measure EI. The shifting 21st century landscape opens the door to further exploration as organizational directions have changed and the need for strong leaders is no longer a desire, but required for success.

Leaders need to possess emotion based competencies to be perceived as effective leaders (Rajah et al., 2011). The exploratory research study within the pharmaceutical and biotech field will help to extend research on emotional intelligence, subordinate perception, and leadership competencies. Furthermore, this study seeks to uncover rich qualitative data in this particular industry because there is an obvious gap in the research. The vast amount

of quantitative data currently in existence on the topic needs to be expanded to include diversity in method and context (Table 2.3).

Table 2.3 Emotional Intelligence studies with corresponding context and methods

<i>Researcher (s)</i>	<i>Date</i>	<i>Focal Area</i>	<i>Industry</i>	<i>Type</i>
Wong & Law	2002	EI, leadership and work satisfaction	Education	Quantitative
Sosik & Megerian	1999	EI, transformational leadership	Information Technology	Quantitative
Rosete & Ciarrochi	2005	Executive leadership capabilities	Public Service	Quantitative
Kobe, Reiter-Palmon & Rickers	2001	EI, social intelligence & leadership	Education	Quantitative
Waples & Connelly	2008	Effects of leader emotions	Education	Quantitative
Ruderman, Hannum, Leslie & Steed	2001	EI & leadership excellence	Education (training/development)	Quantitative
Palmer, Walls, Burgess & Stough	2001	EI & effective leadership	Education (training/development)	Quantitative
Ghosh, Shuck & Petrosko	2012	Managing emotions	Non-profit/ construction/ real estate/ marketing/banking	Quantitative
Herbst, Maree & Sibanda	2006	EI & effective leadership/ transformational	Education	Quantitative
Feldman Barrett	NA	Managing emotions	Education	Quantitative
Smollan & Parry	2011	EI, leadership, change	Various	Qualitative

Diving deeper into employee perceptions will in turn help to make more organizations aware of the importance of emotional intelligence through interviews and not self-reported data. There is a need to explore EI competencies through qualitative methods to further validate the impact of EI on leaders, subordinates and organizations as a whole.

CHAPTER THREE: METHODS

Overview of Methods

Qualitative research was undertaken to explore and understand the meaning individuals or groups assign to a social or human issue (Creswell, 2009). A case study, or “The study of an issue explored through one or more cases within a bounded system” (Creswell, 2007, p. 73) was utilized to gather in-depth data to generate themes. Generalization was not the intention as uncovering rich data through interviews with pharmaceutical and biotechnology employees was essential to connect employee perceptions of leadership emotional intelligence within a specific context. Internal validity or the congruency between findings and reality, can be heightened due to the closeness of the research situated in the study (Merriam, 2002). With the researcher as the primary instrument, more detailed data could be acquired through the process of interviewing. For this particular case, the purpose was to uncover employee perceptions of emotional intelligence in leadership. Face-to-face interviews allowed for deeper understandings to be generated.

Currently, qualitative research studies are lacking in the field of EI and leadership as referenced previously in Table 2.3, and even more so with regard to follower perception. Furthermore, benefits of qualitative research within the pharmaceutical and biotechnology field need to be showcased. The qualitative research process is designed to be a flexible approach which provides deep meaning generated by participants. While the approach is interpretive, it allows for themes and findings to be established based upon the direct

responses of participants; a missing element of quantitative survey instruments. Quantitative instruments, as noted in the review of the literature, are common and repeatable. However, the intention of undertaking a qualitative approach was not to generalize across all populations. The intention was to seek a method which provides more detail and one which is able to accurately display the expressive viewpoints of employees.

Data Collection Methods

The Biomanufacturing Training and Education Center (BTEC) located in Raleigh, NC, teach training courses for biotechnology and pharmaceutical professionals at all career stages. The location was chosen for convenience. I currently utilize the center as a resource for employees in order to enhance their professional capabilities. The BTEC has a well-known reputation and attracts a diverse population of individuals within this industry. Access and established rapport were factors in the selection of where and who to study. While some may see the training center as a possible limitation because the study was not conducted at one particular organization, the intended outcome was to compile feedback at a neutral location. A neutral location helped understand general employee perceptions regarding leader EI.

The BTEC will benefit from the findings because as they can tailor courses to enhance specific EI competencies. Through better understanding emotional intelligence in leaders, a gap between leadership and emotional intelligence can be closed. Development and leadership transformation can be possible; resulting in a renewed ability to lead employees and organizations.

A research sample in qualitative research is selected purposefully to yield the most information possible about a particular phenomenon (Merriam, 2002). For this exploratory study, participants were in the pharmaceutical or biotechnology industry, not in a leadership role, and had direct experiences reporting to managers and leaders within their organization. Participant selection was purposeful as the intention was to gain perspectives from those who are not in leadership positions.

For this study, an email (Appendix A) was drafted to participants for a BTEC representative to send on behalf of the researcher in late 2012. The email described that though the field is growing, the industry overall has received little attention regarding the topic of leadership and surfacing the perceptions of employees to determine how perceptions of leadership competencies are formed. The intended interview duration of 45-60 minutes was disclosed and a brief overview of confidentiality was also reviewed. While the intention was for the email to be sent to participants, it was decided that describing the study in person to class participants would generate a better response rate. To ensure there were not any additional ethical considerations, the email content was read to everyone enrolled at the beginning of the class. From there, participants could write on an individual piece of paper whether they did or did not want to be considered for the study. This particular process was followed for multiple class sessions consisting of different professors, students and class topics in order to diversify the pool of potential participants. All individuals who responded saying they wanted to participate in the study received an email from the researcher at their personal email address to verify they met the study criteria. Through communicating with

personal email addresses, the participant and researcher were able to communicate in a more confidential manner. A time and location for an interview was determined based on the preference of the participant. Participants were taken based on the first four to six individuals who responded to the follow up email.

Interview questions are created to uncover the meaning individuals assign to their experiences with leadership and situations of emotional intelligence. In this case, semi-structured interviews were conducted. Semi-structured interviews were chosen because this method contains specific questions to guide the interview, but it follows the respondent's lead during (Hesse-Biber & Leavy, 2011). The interview protocol (Appendix C) was designed to be general so as to not lead the interviewee and allow for follow-up probing questions to be asked as well. General interview questions which were asked focused on the individual's current job role and organizational structure. These questions were asked in order to obtain information about their background and to make the participant comfortable. Obtaining specific demographic information helps determine if additional themes can be generated. Also, it helps determine if future areas of study should be explored within a particular demographic.

The following questions were designed to uncover the skills needed by today's leaders. Questions center on how they have personally experienced leadership effectiveness and ineffectiveness with regard to emotional intelligence competencies. One question such as "If you could talk to a leader whom you've worked with about what you found valuable in their approach, what would you say to them?" sought to understand how that particular

employee experienced leadership and what they personally valued from their interactions with that leader. Additional questions are designed so the participant can reflect on their own experiences and share how their organization equips leaders with the competencies and skills needed in today's organizations. The questions are meant to tap into the thought process of followers to determine how they form perceptions of their leaders.

The appropriate mixture of questions allowed for the participant to feel comfortable with the researcher and reflect on their experiences. It helped them to be candid in their responses about what they feel leaders need and how they have positively and negatively experienced leadership. The interview protocol allowed for free-flowing conversation to occur between the researcher and participant. A non-rigid instrument allowed for open-ended questions to be asked which helped surface detail which may not have been possible through a quantitative measure. While the protocol was not a rigid instrument, it was broken down to show the concise connections to each element of the qualitative model.

Informed consent is critical in the research process. The aim of informed consent is to disclose what the study is about, known risks in participating and to let participants know their participation is voluntary (Hesse-Biber & Leavy, 2011). The Institutional Review Board's (IRB) process of informed consent, which requires the researcher to disclose potential risks and measures taken to ensure confidentiality, helped to ensure proper ethical procedures were followed. Prior to conducting any interviews, a consent form was read to each participant and participants sign and date the form before the interview would proceed (Appendix B). Participants discussed their previous and current experiences with

supervisors. In order to minimize risk, participants were required to submit a personal email address. The researcher recorded all interviews via the Notability application on a personal password protected iPad. Furthermore, everyone partaking in the interview process was assigned a pseudo name to minimize risk and uphold confidentiality.

Acknowledging researcher bias is important in any study. In this particular case, while I was familiar with the organization, I did not have any direct connections with the participants nor was aware of who they were prior to interviewing. However, as an individual involved in the service side of the industry, preconceived notions of leadership and EI competencies do exist. Literature does support the need for EI in today's leadership though little research currently exists within the industry.

Data Analysis and Reporting Methods

Ensuring the accuracy of data is essential in order to generate valid findings. After all interview data was collected, interviews were transcribed verbatim. Member checking, or taking data back to participants to ensure accuracy (Swanson and Holton, 2005) was used to confirm all transcriptions were accurately depicted. The personal email address participants provided was used so the researcher could email the transcriptions to participants. Emailing the transcriptions helped confirm all passages captured by the researcher were accurate before moving further in the process.

Transcribing was first, followed by coding. Coding is how all of the responses are organized into segments before meaning is evoked from the responses (Creswell, 2009). A priori, or pre-existing codes are used to connect responses to elements of the qualitative

model. Following this coding, open coding was employed as it is the best measure to separate data into categories (Creswell, 2007).

Theme generation based is upon commonalities and differences between employee perceptions of leadership's EI competencies. Themes start large then narrow down through careful reflection and analysis. The process of theme generation grouped responses together through a common label yet allowed for outliers to be identified. Various colors are used to highlight participant statements through each interview transcription to visually see where statements fall in relation to theme generation. A password protected computer was used to house the data and all data was erased as well as communication with participants to protect confidentiality once conclusive findings were generated. While technology exists to code data and speed up the transcription and coding process, programs can be costly and allow room for error. For those reasons, all responses were analyzed line by line and coded directly by the researcher.

Data analysis involves collecting open-ended data based on asking general questions to participants and includes continuous reflection around the data and how to best interpret it (Creswell, 2009). Through this careful analysis and cross-checking, additional measures were taken to ensure accuracy. To supplement the researcher's own reflections, member checks, which were discussed previously, were used to compare researcher findings with those of others to uncover possible discrepancies.

Once data was collected and thoroughly analyzed, findings could be generated to provide an overview of emergent themes. A narrative format was used to display the rich

descriptions given directly from participants within the interview process. Clear and concise tables were also used as a way to summarize the detailed descriptions into comprehensive summary.

Overall, the qualitative research design was intended to elicit meaning from participant experiences with leadership through semi-structured interviews. As Smollan and Parry (2011) describe; follower perceptions of leader EI have seldom been examined and followers are not able to assess many leader competencies. The hope was that asking open-ended questions would allow for employees to reflect on needed competencies in pharmaceutical and biotechnology leaders.

CHAPTER FOUR: FINDINGS

This qualitative exploratory case study examined perception of leadership EI from the follower's perspective based upon exhibited outward behavior. Participant responses were examined to understand if connections existed between responses and the adapted model that was used. Participant recruitment is discussed first. Following participant recruitment, findings are presented. The findings are determined based on the criteria in the qualitative model and the research questions which guided the study.

Participant Recruitment

As described in chapter three, participants were recruited through BTEC. Ultimately, attending three courses at BTEC was needed in order to obtain the appropriate sample size of four to six individuals. Two people at the first class checked they were interested, one at the second, and six at the third. Class sizes ranged from nine to twenty-one people. Initially there seemed to be enough participants but when an email was sent to confirm they met the qualifications and to decide on a place to interview, the response rate decreased. In the end, four people (Table 4.1) responded out of the nine people who were emailed. The sample size was small, which can be seen as a factor that impacts concrete, definitive conclusions. However, obtaining larger volumes of data was not possible with time restrictions on the study. Also, a main goal of this exploratory study was interviewing to connect responses to the qualitative model and fully develop themes, not to obtain a large sample. Interviews were conducted with each individual at a place and time of their choice and duration ranged from approximately 50 to 65 minutes.

Table 4.1 Participant Demographics

Participant	Gender	Industry Experience	Role Level
1	Male	Six Years	Mid-level
2	Male	Eight Years	Mid-Level
3	Male	Twenty Years	Senior-Level
4	Female	Six Years	Entry/Mid-Level

All recordings were transcribed directly by the researcher and sent to each participant's personal email address as a part of the member checking/trustworthiness assessment. No further steps were taken until transcriptions were confirmed by each participant. Once emails were received confirming the accuracy of the transcription, a priori coding was employed. Smollan and Parry's (2011) model was adapted to include elements related to employee perceptions and leadership EI (Figure 2.1).

Findings

The findings answer two research questions. The first question was:

1. How does a leader control and express emotion as perceived by the employees?

Participants indicated that a leader's outward behaviors contribute to how perceptions are formulated. Leaders utilized verbal and non-verbal communication to indicate how they were feeling.

The second research question was:

2. How do employees perceive they react to leader emotions?

Participants described avoiding organizational leaders that displayed negative emotions.

When leaders exhibited positive behaviors participants described that they were more likely to interact with the leader.

This section elaborates on the findings to illuminate how the participants in this study described how they perceived their leader's emotions. Unsurprisingly, the a priori coding analysis confirmed that all participant interview responses were aligned with the model. All four respondents included statements describing the leader's ability to manage their own emotions, leader's ability to appropriately express own emotions, followers showing/hiding emotions, leader's ability to understand follower emotions, leader ability to appropriately respond to follower emotions, follower perception of leader EI, and follower response (Table 4.2). All of these elements correspond to perception formation on the adapted qualitative model. Furthermore, the interview protocol (Appendix C) helped elicit feedback on each element contained within the model. While each discussed leadership ability, inability was also prevalent and included in all interview sessions. Upcoming examples showcase this ability and inability for leaders to understand their followers.

Table 4.2 A Priori Coding Results

Participant	Follower showing/hiding emotion	Leader Ability to Understand Follower Emotions	Leader Ability to Appropriately Respond to Follower Emotions
1	X	X	X
2	X	X	X
3	X	X	X
4	X	X	X

Participant	Leader Ability to Manage Own Emotions	Leader Ability to Appropriately Express Own Emotions	Follower Perception of Leader EI	Follower Response
1	X	X	X	X
2	X	X	X	X
3	X	X	X	X
4	X	X	X	X

A priori coding helped determine if participant responses were connected to all areas of the model. Since this was confirmed, it was important to uncover further details about how these perceptions were formed and the deeper constructs within each category of the model. The largest frequency of responses found within the data was in the category of perception formation of follower perceptions of leader EI. In the area of perception formation, the analysis of the data suggests that follower perceptions of leader EI were

generated through four mechanisms. The mechanisms are listed in Table 4.3. The study found that perceptions were formed based on a leader's competence, which included knowledge and experience, were the most mentioned. Communication (verbal and non-verbal), reliability, and accountability/support were other areas which contributed to follower perception of leader EI. Details about these mechanisms are described below.

Mechanism #1: Perception of Leader Competence

In this study, competence was the first area identified which impacted participant perception. Participant three shared his experience with a leader who wasn't familiar with chromatography yet was overseeing the area. The experience connected to perception formation based on leadership's job knowledge and experience. He said:

“We were loading a chromatography column and I noticed that the color of the material that was being loaded into the column was...very uncharacteristic...So, then something is out of the ordinary, you stop and you make a phone call. I called my supervisor and um, she wasn't familiar a lot with chromatography and it seemed like I was bothering her. So, she kind of hemmed and hawed. Most supervisor are like okay, I'll be there in ten minutes...she was kind of like oh geez, really, you know, like I'm bothering her.” He goes on to note that she didn't want to make the call to dump the batch and he said “She's like well I don't want to make that call and I'm like well it's your job to make that call. I felt like I had to tell her what her job was. You're in a leadership role, even though you don't physically know what to do you should know who to contact and you shouldn't be shy like I don't want to disturb

somebody, you know? It just made me feel like okay, you're not somebody I can count on when a decision needs to be made.”

In this instance, the employee felt that the leader was not ‘there’ for him and received the signal that he was bothering his leader. This is an example of a leader not being able to appropriately respond to follower emotions.

Participant two described how a lack of experience left a negative lasting impression on those around him. He shared that:

“I had a supervisor that came from finance to manufacturing and was like this person has no idea what they are doing because the things that they were saying made no sense in the manufacturing department, you know... There was a lot of discussion behind that person's back. I think they were just clueless, clueless to people's emotions about how they felt about their ability to operate within that job role... You have managers who can help you and assist you, you don't feel like that person can do that because they wouldn't understand the process or they wouldn't understand exactly what you are working on.”

In this situation, the participant described that ‘talking behind the back’ type of negative behaviors that can be generated when leaders are perceived to not be competent. This situation is an example of a leader who lacked the ability to understand follower emotions.

Participant two also shared how competence in a role can positively impact a situation. He needed help pushing team members along to complete a particular task. He stated that:

“I wasn’t getting a lot of response from talking to this individual, I did go ask my manager hey how can I get this person motivated....He had a better understanding of this person’s ways or working. You know, I started to see more responsiveness after that. I try to manager things myself initially but you know, like I said, it was good having him there as a resource because a lot of times they’ve been in a similar situation that I haven’t been in yet because they have been at the company longer than I have been.”

In this instance, the leader had a “better understanding,” and showed that he was competent. In turn, this demonstrated that he could appropriately respond to the situation through appropriately expressing emotion.

Along with experience, communication was another large area which connected to a leader’s ability to appropriately express their own emotions, appropriately respond to follower emotions, ability to understand follower emotions, ability to manage emotions, and follower showing/hiding emotion.

Mechanism #2: Perception of Leader Communication

Both verbal and non-verbal communication patterns were mentioned by all participants. The impact of these communication patterns ultimately determined the level of interaction between employee and leader and how leader behaviors affected employee perception.

All participants commented on verbal communication. Participant four shared what she does in situation where she is met with negativity and a demanding personality. She

stated, “If I identify someone that has that type of personality, I will just talk to them only about that particular objective I am completing with them and that’s it. Like trying to keep interaction at a minimum to make sure that conflict doesn’t arise...”

In this situation, the participant commented that “interaction at a minimum” was the steps she took when faced with a negative leader. This situation is an example of how a leader was not able to effectively manage and express their emotions. The result was an employee who wanted little interaction with the leader.

Participant three also shared his take on the importance of communication through feedback and coaching. He said:

“The perception of what people see and what they hear you know, that’s the perception I learned from my manager. He’d say, when you show your emotions or you’re letting an f bomb fly, people aren’t saying oh hey there’s the guy who is really dedicated and knows his job...They think oh he’s really being rude. He is right and I learned that exactly from my manager.”

Participant three’s experience directly connects to the leader’s ability to appropriately express emotions and follower showing/hiding emotion. The experience demonstrated that his leader taught him how to appropriately express emotion. Learning “from my manager” showed how followers show emotion based on what their leader exhibited.

While verbal communication patterns were showcased throughout the interview session, non-verbal cues also played a role in perception formation. Participant two

acknowledged that stress is a common emotion portrayed by his supervisor and that he knows his leader is stressed through non-verbal communication patterns. He said:

“One of the aspects of my job is to make his burdens light...[speaking of stress],...you can see it in their face. There’s a lot of body language and non-verbal communication and verbal communication that speaks volumes...You see them drinking a lot of coffee or a lot of coke. So, there are visual signs that you are able to see that shows that they are in a stressful situation...Certainly you see other colleagues stressed too and it starts to become the culture.”

Participant two acknowledged that “visual signs” and “verbal communication” were outward behaviors which were displayed by his leader. The statements made show how leaders manage and express emotion.

Participant three also commented on non-verbal communication and the feelings it evoked. He stated:

“...my supervisor was a really good trainer, but on a professional level, he was a little hyper; he was a very close talker. We all like our personal space when an unusual occurrence would happen. He would like blow up, you know?...I just thought wow, you are really overreacting...I was left with a negative impression on me like okay, that’s what I don’t want to be. I don’t want to be that guy. I want to be able to handle an adverse situation...say stop...take a deep breath...”

Participant three commented “I don’t want to be that guy,” when speaking about his leader who overreacted. Ultimately, the leader lacked the ability to appropriately manage his

emotions. The result of negative communication made the employee question the leader's ability to handle difficult situations.

Mechanism #3: Perception of Accountability and Support

Along with competence and communication, accountability and support were other common concepts noted by participants. As participant four stated with regard to working with managers on quality assurance matters. She said, "So, sometimes it's quite difficult to get everyone on board and my manager just helped me out to find ways to actually make that happen." She acknowledge when her leader was aware she needed help, her manager helped see through such barriers. This situation is an example of a leader who was able to understand the employee's emotions. The frustrations the employee felt were relieved by their leader's ability to understand and respond appropriately.

Opposite from participant four, participant one focused a lot on follow through and how his particular leader lacked tremendously in this area. He ran into an issue with being able to effectively communicate. A customer needed a product that was not able to be manufactured at that given moment due to FDA regulations. He stated:

"Our President said I'm going to take care of this by November and it never got taken care of and so when you have communicate something to a client for example when would we expect that this will be a product that's made available for us um, it created unrealistic expectations which when you deal with the clients they look to you as the reason behind everything. It's just like working at a restaurant. If you bring

someone a poorly cooked meal you kind of carry the weight of the meal because you represent the meal.”

Participant one’s comments that he carried “the weight” of his leader’s inability to execute a task showed that he was not able to effectively respond to his employee’s emotions. The employee displayed a lack of trust in his leader.

Participant one continued to discuss situations in which his leader showed a significant lack in follow-through. Ultimately, that led to the leader being viewed in a negative light. He said “...I think it all comes down to a lack of leadership and the role that leadership should play is leading the company for being accountable for the different roles we all play...it’s kind of like the boy who cried wolf...”

In this instance, the employee felt that the leader needed to be “accountable.” This example showed the leader’s inability to understand employee emotions and an inability to respond to these emotions. In the end, the lack of follow through contributed to the follower showing his frustrated emotions to his leader.

While participant one displayed a great sense of frustration, participant two showed how necessary leadership support is and how he had received it. Speaking of his supervisor, he mentioned that:

“My door is always open. When you need me, come talk to me...He was always hands off in his approach, but always there if I needed him. He served as a resource...If I tried something and it didn’t work and I needed some suggestions, I’d

go to him and talk. He was the kind of person that provided feedback. Hey, that went well, that went well, you may want to try this kind of approach...”

In this instance, “my door is always open” and “feedback” showed that the leader appropriately expressed their emotions and responded well to follower emotions. The employee felt comfortable talking to this leader because of the support the leader had shown him.

Participant two also shared his experience dealing with a leader who gave feedback, but not necessarily in a way in which he preferred. He commented:

“[Speaking of leader who would engage in these behaviors while he was on the phone with someone]...If she thought that I didn’t necessarily say something the right way or thought that there was a better way to say it, she would write it on a post-it note and come stick it in front of me on the computer screen while I was talking on the phone. While I appreciated the guidance, I didn’t necessarily think that was the appropriate way to provide guidance. So, shortly thereafter, any time I needed to get on the phone I went to a breakout office by myself and just did it when she wasn’t around...just because my training style is not your training style doesn’t mean that mine is wrong.”

Participant two’s example described how feedback and support, when done in a particular way, can negatively impact an employee. He stated that he didn’t feel his leader handled the situation in an “appropriate way.” Ultimately, the employee desired avoidance and disconnection from the leader. This is an example of how an employee hid their emotions

from the leader and how a leader was unable to understand the employee's emotions. Furthermore, the leader was unable to manage their emotion and the situation became a persistent pattern.

Positive and negative communication and support tendencies were weaved throughout interviews. Participant one supplied the majority of negative examples which was coupled by a frustrated tone when certain situations were discussed. Each component showed how the qualitative model (Figure 1.1) became interconnected with the findings from the four semi-structured interviews. The categories displayed (Table 4.3) showcase those factors which contributed to the perceptions employees formulated about their leaders. Behaviors and descriptors used to indicate how employees felt about a leader's actions indicated a range of emotions that were expressed and which ones most significantly impacted the employee. With regard to the behavior employees see exhibited most frequently by their supervisor, participant one said "...not as much positive emotion." Participant two said "...you see stress, you see frustration. You see a very broad range of emotions..." Participant three responded (with regard to his current boss) he is

"...pretty even keel. I've got a really good boss. He just started with the company about two months ago, but he's got a lot of industry experience. My previous boss before him...she was very smart, but not a very good people person, not a really good leader as far as prioritizing the things that need to be done on the floor and giving out job responsibilities....when it comes to managing people, she just doesn't connect very well."

This situation shows that connecting to people, “experience,” and the ability to “prioritize” are important in a leader. This is an example of how a leader who is calm and experienced manages and appropriately expresses emotion. The example also provided an instance where a leader didn’t “connect very well.” The leader was unable to understand employee emotions and was unable to grasp the importance of connecting with her staff.

Participant four had experienced a range of emotions in her leader. She shared:

“I have seen sadness at times, yeah. I have seen frustration. I have also seen happiness like when they recognize the work that people have done. [When speaking on specifically seeing one emotion over the other] she stated “...frustration. I see it mostly because we work to very tight timelines and everybody’s always stressed.”

In this situation, the participant described seeing “sadness,” “frustration,” and “happiness.”

The range of emotions indicated a leader’s ability to exhibit various emotions. However, it did not clearly describe if these emotions were managed and expressed appropriately.

However, “frustration” and “stress” were the most common occurrences which indicate a leader’s ability to express emotion but inability to manage these emotions.

While statements made during the interview varied, stress and frustration were consistent elements between participants two and four. Additionally, most acknowledged more than one emotion being exhibited and participant two compared and contrasted those aspects which he preferred in his current leader and what he disliked about a previous leader.

Table 4.3 Mechanisms of Employee Perception Formation

Characteristic Category	Sub-Categories
Competency	Role Knowledge and Experience
Communication	Verbal (yelling, arguing, emotional communication, breakdown in communication, provides feedback, positive interaction), Non Verbal (body language, facial expressions, listening)
Accountability	Commitment, Follow-Through, Support
Behavioral Descriptors	Compassion, emotional, frustrated, angry, micromanaging, smiling, laughing, motivated, sense of urgency, proficient, competent, feedback, performance, understanding, stressful, work-life balance, prioritizing, concern, friendly, calm, humor, professional, open door policy, limited interaction, relationship that extends beyond work, provides suggestions, excited, assess, need for clarity, hostility, blame, respect, positive reinforcement, nurture, take action, constructive criticism, brings the team together, reinforcement, analyze issues, polite, professional, calm, demanding, conflict, sharing, receptivity, good trainer, stern, aloof, persecute privately and praise publicly, awkward, appreciative, afraid, exasperated, even keel, connection, trust, bonding, coach, dedication, short

Emergent Themes: Mechanisms of Employee Reflection and Team Orientation

Next, an open coding took process place to determine which themes were present among the interviews that may not have been uncovered during the a priori analysis. Major themes were generated (Table 4.4) to show the overarching similarities and differences between responses. The study found that employee reflection and the influence of team members were additional mechanisms not found in the model that were described by

participants as influencing their perception of their leader. Experiences with leadership not only impacted perceptions of that particular leader, but it also caused individuals to reflect in great detail. This finding is significant because it suggests that positive interactions can leave a lasting impact on employees. Likewise, findings from this study suggest there is a connection between team member interactions and leadership perceptions. While this connection seems to be outside of the scope of the model used for this study, it is a finding that may require further research. This finding is discussed further in chapter five.

Table 4.4 Opening Coding Themes

Participant	Team/Colleague	Reflection
1	X	X
2	X	X
3	X	X
4	X	

The Role of Reflection in Perception of Leaders

Reflection played an important role in shaping how employees perceived their leaders. Participants shared situations that left lasting impressions on them. Through reflection, employees were better able to assess situations where their leaders were impactful.

Participant two shared his experience with his manager and how impactful he was when working alongside him one weekend. He said:

“We were preparing for an FDA inspection...This manager was on his hands and knees scrubbing the wheels on this huge stainless steel skid because there were little rust marks...I remember saying to him we’ll take care of that stuff. I said, you’re a manager, you don’t need to be doing that stuff. He said today, I’m an operator just like everybody else. I was really really inspired by that...He would never ask you to do anything he wouldn’t do himself. He was always about doing everything right and treated everybody with respect. It just makes you want to run through brick walls for this guy...that was about eight years ago and it’s something I still think about.”

In this instance, the employee was “inspired.” His leader was respectful and his actions left a positive impact on the employee. This example showed how leadership actions leave lasting impressions. Furthermore, employees reflect on interactions they have with leadership.

Along with participant two’s impactful statement, participant one shared how he experienced receiving feedback. He stated:

“...one thing I do appreciate more now is having...an opportunity that benefits the company and to be able to present that opportunity. [Speaking of manager who has helped him to assess situations] It improved the outcome because it allowed us to assess deeper and assess the good or the bad of the situation and maybe assess it from a few different angles.”

The employee felt feedback from his leader allowed him to more readily assess situations. This is an example of how reflecting on feedback played an important role in the employee’s development.

Overall, reflecting on past and present experiences allowed participants to more fully understand the impact of encounters with leadership. Reflecting on behavior allowed for employees to develop professionally. Additionally, reflection surfaced deeper views of leadership that employees held.

The Role of Team Members

The second emergent theme that arose during the open coding process was the influence of teammates during difficult work scenarios. While emotional intelligence characteristics were evident in all interviews, respondents also noted the impact of teamwork and colleague support as important. While these statements do not necessarily connect to the current proposed qualitative model, they could suggest the need for further exploration since it was a common theme. Team members seemed to supplement leader EI in some way yet additional research is needed to uncover the connection. More will be discussed about this in chapter five.

Participant four discussed a situation where she had been working for many hours straight and became frustrated watching individuals around her not helping. She stated:

“They weren’t really helping so I just got very upset like why isn’t anybody willing to do anything?...I just left the area because I was like okay I’m going to take care of this in a minute. It’s better for me to go now, compose myself, then return later. I just went out of the area and one of my co-workers went with me and he asked me if I was okay and even gave me a hug. He said you know there’s no problem just come out. When I came back they were already helping me.” [Speaking of her supervisor

when they found out about the situation] “They did find out and I was called for a one on one...My manager asked me if everything was okay and said yes, it was just a particular incident...it was a very positive conversation.”

The situation described exemplified the need for supportive co-workers. The participant described how she found comfort in a difficult situation when another teammate was present. The colleague conversed with the participant and comforted them through non-verbal communication. This story connects to the model as it displayed how the employee showed her emotions. The result from the interaction with a colleague led to the leader’s ability to understand the employee’s emotions.

Every participant interviewed discussed to some capacity how their colleagues impacted their life in the work setting. Participants one, two, and three all placed emphasis on relationship building, support, and the importance of creating a team oriented environment. Results from open coding (Table 4.4) show the main themes derived after a priori coding. Participant four shared examples regarding her team members but signs of significant reflection were not present. The interview tone for participant four was casual yet timid at times which may not have allowed for in depth reflection to be achieved.

Valuable Approaches

One important finding was each participant’s response to the question: “If you could talk to a leader whom you’ve worked with about what you found valuable in their approach, what would you say to them?” Valuable approaches were important to employees and impacted perception formation. Each individual shared their thoughts on impactful

approaches. Participant one said "...bringing the team together, rewarding everybody for the group effort...staying positive...you really drive harder...when you are praised and talked about positively." Participant two stated he valued an open door policy and that his manager "...was very hands off...served as a resource...provided feedback." Participant three said he'd tell his manager he was "inspiring...had an open door policy" and was available for advice. Participant four described value in being "polite...professional...calm..."

Overlapping behaviors which provided value can be seen across responses.

Participant one tended to be more praise focused. Participant four tended to be more general in her response and incorporated words related to mood. Participant two and three were more focused on the specifics that related to being a supportive resource. The responses described show the variations between participants, but also how each connected to the model. The comments shared display how leaders can appropriately manage and express emotion as well as how leaders can appropriately respond to follower emotions.

Overall, all respondents provided examples of hiding/showing emotion, leader ability to understand follower emotions (as well as inability), leader ability to appropriately respond to follower emotions (as well as inability), leader ability to manager own emotions, leader ability to appropriately express own emotions (and inappropriately), follower perception, and response. Significant connections were made and all individuals experienced leaders who they perceive in a positive and negative light depending upon a multitude of factors. These factors included competence, communication patterns, level of accountability and support. Each factor was evaluated based on behaviors exhibited. Additionally, all respondents

provided examples on the impact of teammates and co-workers on their experiences. All respondents, except for participant four, discussed situations in which reflection was present.

Summary

This exploratory case study helped to uncover the connections between employees, leadership and EI. The questions research questions were:

1. How does a leader control and express emotion as perceived by the employees?
2. How do employees perceive they react to leader emotions?

This study found that leaders referenced in the interviews expressed and controlled emotions in a variety of ways. Further, the leaders expressed emotion through verbal and non-verbal communication. Both successful and unsuccessful emotional management situations were found in the data. For example, the question “Tell me about a time when your supervisor did a good job with a difficult situation...” revealed times when participants perceived their leader appropriately expressing emotion. Participant one indicated that he can get a little “excited over a situation at times,” but his supervisor, at times, told him to stop presenting opportunities without having enough facts. He acknowledged though his boss wasn’t happy, he appreciated the feedback. No mention of negative repercussions was mentioned due to his unpreparedness. Participant two discussed a difficult time going through a layoff. While a range of people were getting laid off, including participant two, he said that his manager expressed compassion, understanding, and concern. The company also put on a career fair to help their employees during this difficult time. The emotions during

this time were expressed appropriately as the difficult situation required comfort from leadership.

Participant three discussed that his team had to come in and work on a Saturday. Though some people complained, his leader continued to treat everyone with respect and worked hard alongside everyone else on their team. Participant four noted that when situations didn't go to plan, her supervisor didn't react impulsively, which allowed her and the rest of the team to practice thinking before reacting to situations. With regard to research question one, leaders both expressed and controlled their emotions. Verbal and non-verbal communication patterns as listed in Table 4.3 indicate these as perceived by employees.

Research question two focused on employee reactions and how leaders express and control emotions. The second research question tied back to the main category within the qualitative model: perception. The actions of leaders, as demonstrated by the data, show the importance of EI capabilities. In this study, when leaders responded negatively or interacted negatively with the participants, the participants shared that they would tend to avoid their leader unless it was necessary for them to communicate. When positive emotions were expressed, they tended to engage in more frequent communication. The employee also tended to view the individual as a true leader who provided influential guidance.

The stories shared by participants provided valuable insight into how perceptions were formed. The adapted qualitative research model proved to be applicable when identifying leader EI. The constructs of the model could be tied back to participant

responses. Participant experiences showed that competence, communication, and accountability support the eight researcher adapted elements in Figure 1.1.

Aside from responses that connected to the qualitative research model, emergent themes which included the role of reflection and team members was also present. Participant responses indicated that a leader's behavior is impactful and can result in a lasting positive or negative impression. Furthermore, team members played an important role in helping leaders become aware of how to appropriately respond to follower emotions. Team members also served as support structures for participants when they dealt with difficult situations.

Smollan and Parry (2011) laid the groundwork for connecting perception to leader EI. The findings from this study connected to the emotional constructs in the adapted version of their model (Figure 1.1). The findings also uncovered the role of reflection and team members; both of which proved to play an important part in perception formation. Perceptions were generated based upon leader's outward behaviors. Participants responded to these outward behaviors through increased interaction or decreased interaction depending upon the type of behavior exhibited by the leader.

CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS

Chapter four presented findings based on participant experiences while this final chapter includes an overview of findings, recommendations for future research, and recommendations for practice. First, an overview of findings is presented to connect the findings back to previously reviewed literature.

Overview

A term coined by Salovey and Mayer (1990), EI, or Emotional Intelligence, is “the ability to monitor one’s own and others’ emotions, to discriminate between them, and to use the information to guide one’s thinking and actions” (p. 189). The pharmaceutical and biotechnology industry needs well-rounded leaders, yet previous research has yielded little information surrounding employee perceptions of leadership competencies. The purpose of this study was to expand upon Smollan and Parry’s qualitative EI model in order to better understand employee perceptions of how leaders deal with emotion and how employees respond to the emotions exhibited by these leaders. Previous studies on EI tended to rely on quantitative, empirical approaches. The qualitative model derived from Smollan and Parry (2011) helped to shed light on leader-follower relationships and follower perceptions. Additionally, it has allowed for a greater understanding around employee and leader behavioral responses.

Consistent with Smollan and Parry’s findings (2011), it could be more difficult to gauge when leaders are controlling their emotions as opposed to expressing them. Leadership effectiveness lacks when they fail to regulate their negative emotions. While in

this study participant one tended to focus more of negative instances, the majority of people discussed both positive and negative perceptions of leaders throughout their time in the pharmaceutical or biotechnology industry. Contrasted to Smollan and Parry's (2011) findings where leaders failed to measure up, leaders left lasting positive impressions with the majority of respondents. As shown in participant two's response of a valuable leader, one of his most vivid examples and impactful positive memories was from eight years ago. Thus, EI capabilities and inabilities prove to be memorable. Responses from all participants included scenarios which spanned over years spent within the industry.

Daniel Goleman (2001) talked about EI competencies and referenced self-management, social awareness, self-awareness and relationship management as main categories for EI (Table 2.1). While some of the categories could be difficult at times for employees to identify in their leaders, the responses from this study are most explicitly connected to relationship management. Communication, teamwork, leadership, and building bonds are sub-themes of relationship management. Each of these concepts were present in the data collected in this study.

Core values in successful leadership (Table 2.2) included many of the same elements uncovered in the findings from this research endeavor. Honeywell, a well-known world-wide company, listed strategic thinking, communication, teamwork, personal mastery, high professional standards, execution, and vision/values as the core values needed in leadership. Along with Honeywell, many other well-known organizations listed similar constructs that leaders in their organization needed to showcase in order to be effective. The data from this

study connected competence to personal mastery. Level of knowledge and experience in a leadership role is not only a nice to have, but a necessary component for employees to see in their leader. Professionalism was also noted and could be connected directly to high professional standards. Accountability corresponded with execution. Communication and teamwork were large findings from the current study. These were two important elements found in the research and within other organizations as well.

Previous literature on EI and what organizations found valuable in leadership competencies correlated with the findings from this study with regard to employee perceptions and what they find valuable in leadership approaches. The direct connection can suggest then that employee perceptions and what organizations value in leaders are in alignment. However, though the concepts are in alignment, this does not necessarily suggest that these needed attributes are executed throughout organizations.

The findings suggest that both negative and positive emotions have been perceived by employees and perceptions are formed based on the leader's competency, communication, accountability/support, and behavioral outputs. Low leader EI could influence followers to conceal their feelings (Smollan and Parry, 2011). These findings also correspond to current findings. Specifically, participants discussed how they "shut down," "avoid," and became "quiet" when the connection to their leader was not present.

Recommendations for Future Research

Limitations are discussed in order to further future studies. A variety of limitations were present in the study. First, the interview process revealed that three individuals were all

from the same organization. However, they all discussed current and previous leaders and each person did not work for the same leader. Each individual came from a different department. Employee positions between the four individuals ranged from sales to support, quality assurance, and manufacturing. The leaders they discussed were also spread among departments. Participant one and two were the only ones who ever mentioned their CEO and participant one discussed his CEO extensively. The variance in leadership type could possibly play a role in findings though no concrete conclusions can be drawn from solely the research collected in this study.

Secondly, in order to more fully explore the employee perception, it would be helpful engage in additional semi-structured interviews to obtain additional data. The sample size was small and though rich data was obtained, additional interviews could only improve the reliability in findings. The sample of participants was done through convenience based upon those who volunteered to take part in the study. While significant data was collected, a different sampling method may provide deeper insight into other employee viewpoints.

In this particular case, only four people responded. These four people met the criteria of working in the pharmaceutical/biotechnology industry and were not in a leadership role. While the sample added value; greater value could be possible with a different sample procedure or population. A multiple mixed methods case study with additional participants could help further research on follower perceptions. A mixed methods study could examine different size organizations, and demographics. For example, does the ratio of followers to a leader affect a follower's perception of competency, accountability, and communication?

The three mechanisms derived from this study can be incorporated into additional studies to compare and contrast various organizations.

The study looked at employee perception. Perception is subjective and thus it can be constructed differently for each individual depending on a variety of factors, including experiences. Future studies may be able to sample a particular group of employees and their leader in order to determine if differences in perception exist when evaluating the same person's EI competencies. The interview protocol supports this initiative as it helped elicit a variety of impactful experiences with leadership. These past and present experiences provided lasting meaning. The protocol can continue to be used when interviewing additional employees to see if it proves to be a reliable interview tool when coupled with the qualitative research model.

Recommendations for Practice

Researchers can engage in additional studies that contribute to leadership effectiveness. Findings from this study suggest there is a need for development. Core EI competencies can be enhanced and interwoven into a leader's personal development to increase their competence (Cherniss & Goleman, 2001). Clarke (2006a) noted that regulating emotions is something that can be learned on the job. Both formal and informal training programs can be important to further the development of EI characteristics. Understanding the organizational climate and being committed to developing common values begins with self-awareness (Holt and Jones, 2007).

Once leaders become aware of their own actions and behaviors, further developmental steps could be taken. The competencies identified for effective leaders could be integrated into training and development programs and used to identify effective leaders who will positively enhance the organization (Palmer et al., 2001). Influential behaviors, as noted in Table 4.3, such as compassion, concern, trust, and dedication could be used to identify effective leaders. These leaders then could be positioned to further their organization and establish cohesive team units. Holt and Jones (2007) noticed the importance as those lower in the organization appreciate EI in their supervisors. Positive relationships have been found between positive leader EI and subordinate connections to the organization (Holt and Jones, 2007).

Effective leaders are in control of their emotions which in turn allows employees to trust them and want to work with them (Cherniss, 2001). Relationships between employees and their leaders were negatively impacted when emotions were not displayed appropriately according to the employee, which resulted in the individual generating a negative response. Positive emotions also left a lasting impression and this perception regarding EI ultimately shaped the employee's overall view of their leader.

Training programs can be designed to develop these necessary competencies. First, the findings from this study complement EI interventions for leadership. While EI has typically been measured by the leader directly through self-perception, follower perception has proved to play an important role. Follower's indicated that competency, communication, accountability, and outward behaviors resulted in perception formation. Including these

concepts in both formal and informal training programs can help develop and reinforce leadership behaviors. Ultimately, training programs can develop leader EI and positively affect how followers understand and observe EI.

Teamwork and reflection were key findings through the open coding process. Additional research is needed to uncover how these components factor into perception formation and the long-term impacts of team work and reflection. Clarke (2006a) states that individuals make sense of emotional knowledge through ongoing reflection and dialogue. Perhaps then, the finding of reflection was a substantial focal point within leadership, but also within employees. While employees discussed situations where their team was necessary for support, other findings in the literature suggest these concepts could also be connected to leaders and how they can incorporate these techniques. Findings from Grewal and Salovey's (2005) study determined that identifying what negative emotion someone feels allowed them to remedy situations. This could be done by managing emotions through talking with others and engaging in strategies which helped them diminish negative feelings (Grewal and Salovey, 2005).

Summary

Overall, by examining employee perception of regarding observed EI, this study has added to the literature on EI and leadership by demonstrating the emotional factors which are important for leaders to acquire. The rich descriptions uncovered through a qualitative approach provided relevant experiences which contribute to perception formation. These

experiences may not have otherwise been captured through self-reported quantitative measures.

Evaluating leadership EI and taking steps to raise EI could strengthen leader-follower interactions, perceptions, and exhibited behaviors. This study has extended research on follower perception and social interpretations of EI rather than cognitive through qualitative methods. Additional research in perception formation and leadership development programs could help establish a greater understanding of EI and its impact on followers, teams, and organizations. Research will help to better understand the current state of leadership in the 21st century and determine how to develop impactful leaders. Dedication to continuous research will further the field of Human Resource Development as well as the growing pharmaceutical and biotechnology industry.

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APPENDICES

Appendix A: Recruitment Email

Dear participant,

My name is Lisa Smith and I am obtaining my Masters in Human Resource Development from North Carolina State University in Raleigh, NC. I currently serve as an Organizational Development Specialist for a growing company in the Pharmaceutical industry. Though the field is growing, the industry in general has gotten little attention regarding the topic of leadership. I am interested in surfacing the perceptions of employees in the field to determine what individuals find to be valuable leadership competencies based on experiences interacting with and reporting to various leaders. Specifically, I am looking to better understand emotional intelligence in leaders which looks at how one monitors emotions and how this monitoring in turn, guides their actions. In the 21st century, employing strong leaders has not only become a desire of organizations, but a necessity. By closing the gap between leadership and emotional intelligence, development and leadership transformation can be possible; resulting in a renewed ability to lead employees and organizations.

I feel your experience and current role in the industry will be helpful to furthering today's leadership, especially within the pharmaceutical industry. Please let me know if you would be interested in participating in an interview between December 15th 2012 and January 15th 2013 so I can gain a greater understanding of your personal experiences and viewpoints regarding leadership. In order to be selected you must work in the pharmaceutical/biotech industry and currently serve in an entry to mid level role which reports to a manager whom you have interactions with.

The anticipated duration of the interview is 45-60 minutes and all interviews will be recorded with a digital audio recorder. While your responses will be recorded, they will be confidential as personal identifiers such as name, job title, organization of employment, and any other information which would personally identify you will not be shared in any way. The recordings will be saved on a password protected iPad which I, the researcher, will only have access to. Once the interviews have been conducted, transcribed, and saved on the researcher's password protected computer, the interview transcriptions will be sent to the personal email account which you provide so you can review it for accuracy. Once you confirm the transcription is accurate, no further contact will be needed unless otherwise requested by you. After all data is analyzed, data and communications between the researcher and participant will be deleted. In order to ensure confidentiality and participation, a consent form will be presented to you, which requires a signature. A copy of this form will be provided for your records as well.

Please let me know if you are interested and the best way to contact you moving forward. If you are interested, I will follow-up to set up a time and place which is comfortable and

convenient for you to meet. Thank you for your consideration and I look forward to hearing from you in the near future.

All the best,

Lisa M. Smith
lmhinkst@ncsu.edu
814.323.5806

Appendix B: IRB Informed Consent Form

**North Carolina State University
Institutional Review Board For The Use of Human Subjects in Research**

GUIDELINES FOR PREPARATION OF INFORMED CONSENT FORM

**PLEASE READ ALL OF THIS INFORMATION CAREFULLY
PRIOR TO COMPLETING THE CONSENT FORM**

An **Informed Consent Statement** has two purposes: (1) to provide adequate information to potential research subjects to make an informed choice as to their participation in a study, and (2) to document their decision to participate. In order to make an informed choice, potential subjects must understand the study, how they are involved in the study, what sort of risks it poses to them and who they can contact if a problem arises (see informed consent checklist for a full listing of required elements of consent). Please note that **the language used to describe these factors must be understandable to all potential subjects, which typically means an eighth grade reading level**. The informed consent form is to be read and signed by each subject who participates in the study **before** they begin participation in the study. A duplicate copy is to be provided to each subject.

If subjects are **minors (i.e. any subject under the age of 18)** use the following guidelines for obtaining consent:

- 0-5 years old** – requires signature of parent(s)/guardian/legal representative
- 6 – 10 years old** - requires signature of parent(s)/guardian/legal representative and verbal assent from the minor. In this case a minor assent script should be prepared and submitted along with a parental consent form.
- 11 - 17 years old** - requires signature of both minor and parent/guardian/legal representative

If the subject or legal representative is *unable to read and/or understand the written consent form*, it must be verbally presented in an understandable manner and witnessed (with signature of witness). If there is a good chance that your intended subjects will not be able to read and/or understand a written consent form, please contact the IRB office 919-515-4514 for further instructions.

***For your convenience, attached find a sample consent form template that contains necessary information. In generating a form for a specific project, the principal investigator should complete the underlined areas of the form and replicate all of the**

text that is not underlined, except for the compensation section where you should select the appropriate text to be used out of several different scenarios.

***This consent form template can also be adapted and used as an information sheet for subjects when signed informed consent is waived by the IRB. An information sheet is usually required even when signed informed consent is waived. The information sheet should typically include all of the elements included below minus the subject signature line; however it may be modified in consultation with the IRB.**

**North Carolina State University
INFORMED CONSENT FORM for RESEARCH**

Title of Study: Emotional Intelligence: Employee Perceptions of Leadership Competencies
Principal Investigator: Lisa M. Smith Faculty Sponsor: Dr. Julia Storberg-Walker

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study?

The study is intended to better understand employee perceptions of leadership in the pharmaceutical/biotech industry to determine what competencies are valuable for 21st century leaders. More specifically, emotional intelligence in leaders which looks at how one monitors emotions and how this monitoring in turn, guides their actions is of particular focus.

What will happen if you take part in the study?

If you agree to participate in this study, you will be interviewed for approximately 45-60 minutes which will be audio recorded. The research will take place in an environment which is comfortable for the participant. Within five weeks after the interview, you will be asked to review the transcript to ensure accuracy. For the purpose of reviewing, participants are required by the researcher to submit a valid personal email address. No other contact information such as work email address, home address, or phone number will be collected; only personal email addresses.

Risks

Participants are asked to discuss their previous and current experiences with their supervisors and will initially be required to provide a valid email address. For follow-up purposes in an attempt to minimize participate risks, all participants must provide a personal email address. To further minimize risk, the researcher will not collect any additional personal information such as address or phone number; only personal email addresses. All data will be stored on the researcher's personal password protected computer to ensure data is stored securely. Following a confirmation from participants that the interview transcriptions are accurate and no further information is needed, no further communication will take place unless requested by the participant and email communications will be deleted. Dr. Julia Storberg-Walker, an experienced researcher, will also oversee the process to ensure risks are minimized.

Benefits

The benefits of this research include adding to the Human Resource Development field and more specifically to research done within the pharmaceutical industry. There is no direct benefit for those participating. However, new knowledge can be gained throughout the interview process as those participating reflect on questions and responses.

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. Interviews will be recorded via the Notability application on the researcher's personal password protected iPad and data will be stored on the researcher's personal password protected computer which only she has access to. No names or personal identifiers will be used in any published documents and responses will be confidential to protect participant identity.

Compensation

You will not receive any form of compensation for participating.

What if you have questions about this study?

If you have questions at any time about the study you may contact the researcher, Lisa M. Smith, at 814.323.5806/lmhinkst@ncsu.edu or faculty sponsor, Dr. Julia Storberg-Walker at Julia_swalker@ncsu.edu.

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated at any point in time, you may contact Deb Paxton, Regulatory Compliance Administrator: Box 7514, NCSU Campus (919.515.4514).

Consent To Participate

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Subject's signature _____ **Date** _____
Investigator's signature _____ **Date** _____

Appendix C: Interview Protocol

North Carolina State University
INTERVIEW GUIDE FOR RESEARCH

Title of Study

Emotional Intelligence: Employee Perceptions of Leadership Competencies

Principal Investigator

Lisa M. Smith

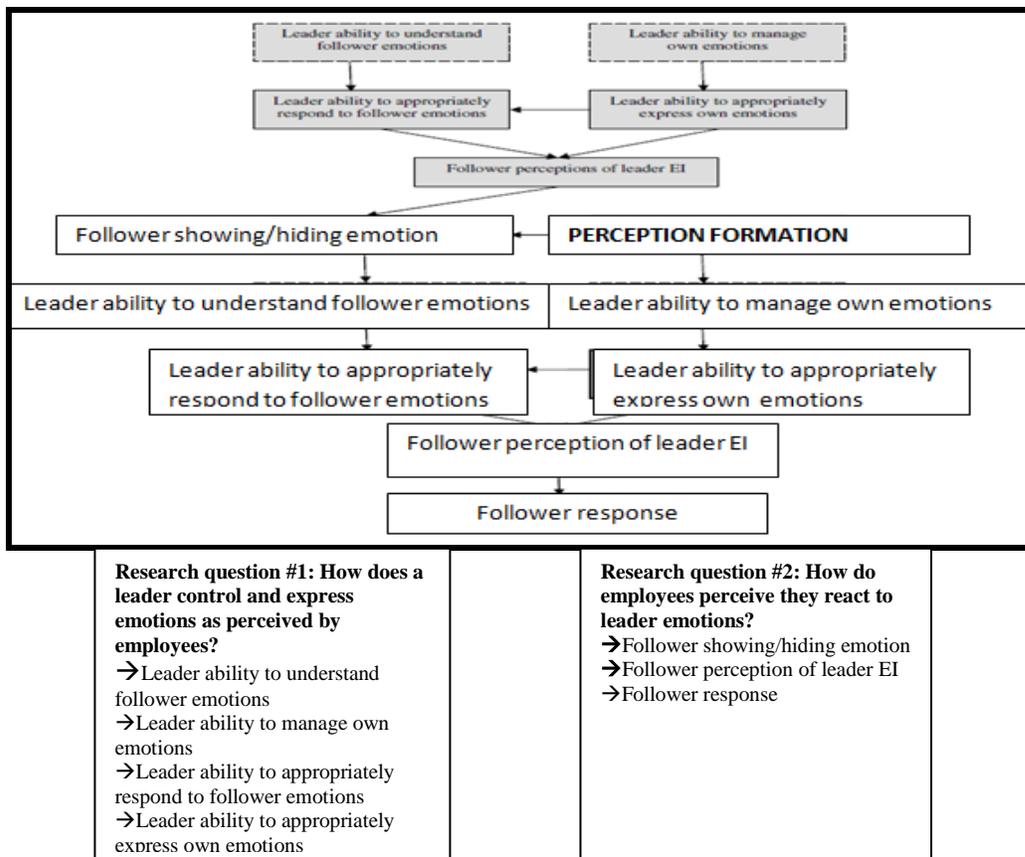
Faculty Sponsor

Dr. Julia Storberg-Walker

This interview guide will be used in a semi-structured interview. The following questions will focus the conversation:

1. Demographic and context questions:

- Gender: Male or Female
- About how many people, including you, work in your organization?
- What type of department you currently work in? About how many different job roles are in your department? How many people work in your department?
- Would you classify your role as entry or mid-level?
- How long have you worked in the pharmaceutical/biotech industry? In your current organization?
- Overall, what do you like about your job? What don't you like?
- Please provide a valid personal email address so the researcher can share the transcription of your interview and ensure accuracy: _____



Leader ability to manage own emotions

- Tell me about a time when you thought your supervisor did a good job with a difficult situation. What did he/she do that you thought was good? How did the way they handled it impact you or your team?
- Tell me about a time when you thought a supervisor did not do a good job handling a difficult situation. What gave you the perception that it wasn't good? How did that situation impact you, your work, your colleagues, or your colleague's work?
- Have you ever experienced your supervisor over or under reacting? What did you think when you witnessed your supervisor acting this way? Did it affect your opinion of their leadership style/capabilities?

Leader ability to understand follower emotions & Leader ability to appropriately respond to follower emotion

- Did you ever have an experience at work when you were frustrated or angry and a supervisor helped you through it? If so, what did they do to help you?
- Did you ever have a situation where you thought your supervisor was ‘clueless’ in terms of reading people’s emotions? What was he or she doing? How did that impact you or your colleagues?
- Tell me about a time when you exhibited a strong emotion (like frustration, anger, or confusion) around your leader. How did he or she react?
- Think about a time when you had to tell your supervisor something you knew they wouldn’t be pleased to hear. What type of response did they give you? What emotions did you see reflected in their response?

Leader ability to appropriately express own emotion

- What types of emotions do you frequently see exhibited by your supervisor?
- Do you see one emotion more often than others? If so, why do you think that is?
- How do you know your supervisor is angry, frustrated, happy, or tired? Please describe what they do in one or all of these cases. How do these actions impact you and your work?

Follower showing/hiding emotion & Follower perception of leader EI/follower response

- Have you ever been in a situation where your supervisor was under a lot of stress but yet he or she remained very positive and encouraging? What was that like for you?
- What is it like for you when you see your boss mad or frustrated?
- What is it like for you to see your boss friendly or calm?

- Think about a time when you experienced your supervisor in a negative mood. How did you react? What did you feel/think about how they dealt with their negative mood?
- Tell me about a time when your supervisor had a different opinion than you. What did you do? How did they approach the situation?
- If you could talk to a leader whom you've worked with about what you found valuable in their approach, what would you say to them?
- Tell me about a time when you worked with a leader whom you did not enjoy working with. Why do you think you didn't like working with him or her? What qualities did the leader possess? How did the leader behave? How did you react to their behavior?