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A Phenomenological Study:
Emotional Intelligence as a Predictor of Leadership Success

Introduction

Statement of the Problem

People are experiencing difficulties, problems and/or challenges in their behaviors in regarding to how to properly express emotions when they have to be a part of a change at workplace. Researchers have begun to seriously examine the role of emotions in leadership only over the past 20 years (R. Hughes, Ginnett, & Curphy, 2012). Investigation of emotions is a growing field. There are more emotions and more subtleties of emotion than words that could explain. How a successful leader describes his or her experience through emotions? How a successful leader is encouraged to give a full description of his or her experience? A “recent” area of study that has called attention of psychologists, researchers, theorists and writers about the individual’s responses through emotions and its responses through effectiveness is known as emotional intelligence.

Many contributions from recent doctoral and graduate research studies have reported emotional intelligence (EI) skills as contributing factors in academic success, student retention, increased performance, and overall personal and professional career/life success (Chao, 2003; Hammett, 2007; Potter, 2006; Rice, 2006, Silva 2007; Smith, 2004, Williams, 2004, as cited in Reyes-Dominguez (2008). It is inferred that to be a successful leader, his or her primary focus should be on the inner work that is required, not on techniques and/or in behavioral tricks. Large attention has been given to the emotional intelligence in order to understand of which emotional competence are needed and/or required for successful leadership. Schlaerth, Ensari, and Christian (2013) state that emotional competency is an essential skill in the workplace.

According to Whetten and Cameron (2011) emotional intelligence refers to the ability to diagnose, understand, and manage emotional cues, and emotional competence refers to the noncognitive capabilities and skills - including social skills - that affect human functioning.

An examination of the literature indicates that “by now, most executives have accepted that emotional intelligence is as critical as intelligence quotient (IQ) to an individual’s effectiveness” (Druskat & Wolff, 2001, p. 81, as cited in Weinberger (2009). Emotions are a critical component that belong to individuals and reveal their intrinsic responses; however, most of the times the emotions are suppressed in order to show or hide specific behavior. Importantly for the thrust of this study is to analyze the “essence” of this phenomenon.

Purpose

Emotional well-being has increasingly been recognized as a predictor of success in school, family, and work life, causing great strides in the education and business realms (Brown, 1999, as cited in Reyes-Dominguez (2008). The purpose of this phenomenological study is to describe the emotions faced for successful leaders in a process of change at workplace in order to reach success in their professional careers. At this stage in the research, the emotion will be generally defined as emotional intelligence.

Because emotions are so deeply rooted in how one thinks, performs, and responds to situations; emotional intelligence is important for developing the skills and traits expected for leaders (Leigh, 2012). The role of EI is instrumental to developing leadership. Emotional intelligence has been researched in the workplace for many years (Reyes-Dominguez, 2008). Several studies indicate that emotional intelligence improves a variety of areas, such as: performance (Douglas, Frink, & Ferris, 2004), leader-follower relationship during an organizational change (Smollan & Parry, 2011), sales (Boyatzis, Good, & Massa, 2012), jobs

(Mulla, 2010), family business (Boyatzis & Soler, 2012), public sector (Kotzé & Venter, 2011), decision making (Yip & Côté, 2013), female school secondary headteachers (Cliffe, 2011), conflict management (Schlaerth et al., 2013), as well as individuals, environments and relationships. Leaders with strong EI convey trust within the workplace which fosters constructive attitudes within and between groups, and exude honesty and the importance of other viewpoints and opinions from their decision making (Druskat & Wolff, 2001, as cited in Schlaerth et al. (2013).

A dilemma many researchers are facing is due to some opponents that have diverged in regarding the EI and its real performance. Emotional Intelligence has come to encompass almost everything that is noncognitive - including social, emotional, behavioral, attitudinal, and personality factors - so the extent to which it can be adequately measured and predictive of outcomes remains cloudy (Whetten & Cameron, 2011). According to Myers (2013) some scholars are concerned that emotional intelligence stretches the concept of intelligence too far. According to Nafukho (2009) opponents of EI argue that the concept of EI is invalid because it is not a form of intelligence and because its definition is not only broad but it keeps on changing. Other critics have questioned the existing measures of EI - they question why there are different types of measures for the same construct (Nafukho, 2009). In addition, they point out that the measures use different response formats and approaches. More importantly, the existing measures of EI are said to lack psychometric measurement properties (Conte, 2005; Matthews, Zeidner, & Roberts, 2002; Van Rooy & Viswesvaran, 2004, as cited in Nafukho (2009), and still others have challenged the applicability of EI (Waterhouse, 2006, as cited in Nafukho (2009) and its quantitative instead of qualitative nature and thus measures. Myers (2013) concludes saying:

“respect emotional sensitivity, creativity, and motivation as important but different. Stretch “intelligence” to include everything we prize and it will lose its meaning.

The Research Questions

This study will seek to answer the question of how a successful leader manages his or her emotions in a process of change at workplace in order to reach success. An examination of current literature on this topic indicates that to understand the link between both EI and leadership, there is a need to understand the meanings about emotion, intelligence, leadership directing to EI and their interactions.

Emotion is defined as a mental state of readiness that arises from cognitive appraisal of events or thoughts; has a phenomenological tone; is accompanied by physiological processes; is often expressed physically (i.e. in gestures, posture, facial features); and may result in specific actions to affirm or cope with the emotion, depending on its nature and meaning for the person having it (Bagozzi, Gopinath, & Nyer, 1999, p. 186, as cited in Weinberger (2002). Mayer, Salovey, and Caruso (1990) state that emotions are organized responses that include physiological, cognitive, motivational, and experiential systems. A few basic examples of such emotions are happiness, fear, surprise, anger, and disgust. In organizational settings, emotions are seen as a contagion process in which followers constantly interpret the leaders’ emotional expression (Brotheridge & Lee, 2008; Newcombe & Ashkanasy, 2002, as cited in Haver, Akerjordet, and Furunes (2013). Crawford (2009) sees “emotion as inherent to the practice of leadership rather than separate from it” (Cliffe, 2011, p. 4). Emotions, then, are central to the pattern of values (Barker, 2001, p. 473) that emerge as leadership (Drodge & Murphy, 2002).

Intelligence is a concept and not a “thing” (Myers, 2013). In many studies, intelligence has been defined as whatever intelligence tests measure, which has tended to be school smarts.

People assign the term intelligence to the qualities that enable success in their own time and in their own culture (Stenberg & Kaufman, 1998, as cited in Myers (2013). Distinct examples would be: in the Amazon rain forest, intelligence may be the understanding of the medicinal qualities of local plants. In a North American high school, it may be mastering difficult concepts in tough courses. In both locations, intelligence is the ability to learn from experience, solve problems, and use knowledge to adapt to new situations. R. Hughes et al. (2012) defined intelligence as a person's all-around effectiveness in activities directed by thought. It does not imply that intelligence is a fixed quantity. Even though heredity can play a role on the levels of intelligence, it can be modified and/or increased through education and experience.

Contemporary research suggests going beyond conventional IQ measures to Multiple Intelligence. Multiple Intelligence theory suggests that there are several different ways of learning about things; hence there are multiple "intelligences" (Daft, 2011). Five of multiple intelligences are: first, interpersonal (learn via interactions with others); second, intrapersonal (own inner states); third, logical-mathematical (rationality and logic); fourth, verbal-linguistic (words and languages); and lastly, musical (sounds, tonal patterns, and rhythms). Howard Gardner (1983, 2006) views intelligence as multiple abilities that come in different packages (as cited in Myers (2013). Although each person has the potential to develop skills in each of the intelligences, mostly, people prefer one or two of the intelligences as a way of learning. Finally, Multiple Intelligence suggests that people are better at some things than others.

Leadership researchers have defined leadership in many different ways. As cited in Leigh (2012): "Leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal" (Hemphill & Coons, 1957, p.7). Kouzes and Posner (2007) declare that Leadership is the art of mobilizing others to want to struggle for shared aspirations. "Leadership

is a process of making sense of what people are doing together so that people will understand and be committed” (Drath & Palus, 1994, p.4). “Leadership is leaders inducing followers to act for certain goals that represent the values and the motivations.... Of both leaders and followers” (Burns, 1978, p. 19). According to R. Hughes et al. (2012) leadership is a process, not a position and involves something happening as a result of the interaction between a leader and followers at the point of influencing an organized group toward accomplishing its goals. Daft (2011) concurs with similar idea disclosing that “leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes” (p.5).

Emotional intelligence has become a very popular topic that, unfortunately, suffers from the problem that almost all trendy concepts encounter. Moreover, controversy exists in regarding the definitions of EI. Several thousand of books have been published on the topic, and scores of consulting companies and executive coaches now advertise themselves as experts in helping them to develop emotional intelligence (Whetten & Cameron, 2011). Definitions of emotional intelligence tend to encompass long lists of personal attributes and it is perhaps inevitable that to fully understand emotional intelligence, there needs to be an understanding of emotion (Cliffe, 2011). Furthermore, it is very import to elucidate the meanings of EI and also to investigate how EI has been defined by writers, several scholars and practitioners who have been conducting researches on the EI topic. Due to importance of revealing information that will shed light on the meaning and application of EI at the workplace, it is noted, “Researchers are seeking conceptually to distinguish, define, and validate its relationship with important work attitudes and outcomes, while practitioners are seeking to maximize potential employee performance through identification, selection, and training of critical competencies involving emotional abilities of their employees” (Ashkanasy & Daus, 2002, p. 80, as cited in (Nafukho, 2009).

Salovey & Mayer were the first to design a framework of emotional intelligence and defined it as a “type of social intelligence that involves the ability to monitor one’s own and others emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (p. 189).

Attempting to expand the previous definitions, EI has also been defined from the practitioners’ point of view. Goleman (1995) defined EI as comprising emotional awareness, emotional management, motivation, empathy, and social skills. His most recent, and mixed, model consists of a framework of four ability clusters: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management. Emotional intelligence refers to (1) the ability to diagnose and recognize your own emotions, (2) the ability to control your own emotions, (3) the ability to recognize and diagnose the emotions displayed by others, and (4) the ability to respond appropriately to those emotions cues (Whetten & Cameron, 2011). Most EI authors agree that EI means being intelligent about emotions, by recognizing their nature and proper functions. Despite the problems with the various definitions of EI, there is no denying the importance of EI as a key ingredient in the process of developing relationships and working with other people in groups (Nafukho, 2009).

This study will yield to describe the emotions involving lived experiences of success leaders facing challenges and difficulties but progressing in their goal to reach a career of success. Few other questions will be necessary in order to elucidate his journey, such as: What are some of the major challenges you have faced in attempting to manage your feelings in a process of change? What context(s) have affected your emotions at your workplace? How do you deal with your emotions in a process of change? How do you decide what emotions to show or

hide in a process of change? and How do you describe a specific incident that sparked significant emotion during a change process?

Delimitations and limitations

This study will be limited to understand EI and its link to leadership through interview with successful leaders, and also based in the literature, understanding the meanings of emotions, intelligence, leadership and emotional intelligence. Another limitation of the study is that the findings may lack generalizability because the case is small and only one successful leader was interviewed.

The delimitations of this study consist in the lack of time the researcher will have to elaborate more interviews. This study was done with only one successful leader. Also, this study does not intend to have a profound understanding of the models and measurements of EI or even explore the arguments in favor or against them, but seeks to describe through an empirical study the emotions applied to real experience showing the effectiveness of the emotional intelligence as a predictor of leadership success.

Procedures

Qualitative Research Approach: Phenomenological Research

When a researcher decides to conduct qualitative research, he or she can choose between several methodologies, such as: narrative, phenomenology, grounded theory, ethnography and case study. In deciding about one among the five approaches Creswell (2013) declares “ My choice of the five approaches resulted from reflecting on my own personal interests, selecting different approaches popular in the social science and health science literature, and electing to choose representative orientations” (p.11). Therefore, to choose a methodology, the researcher

considers the focus and type of problem to be researched. This research has a phenomenological approach. The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering ‘deep’ information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s). It can be traced back to early 20th-century philosophers such as Husserl, Sartre, and Merleau-Ponty. Many of the ideas embodied in the works of these early phenomenologists were later adopted in the behavioral and social sciences by notable scholars such as psychologist Giorgi, A. (1970) and social scientist Alfred Schultz, (1967). Phenomenology is concerned with the study of experience from the perspective of the individual, ‘bracketing’ taken-for-granted assumptions and usual ways of perceiving. Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation. As such they are powerful for understanding subjective experience, gaining insights into people’s motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom.

Basically, two approaches are given in phenomenology: hermeneutic phenomenology (van Manen, 1990), and empirical, transcendental, or psychological phenomenology (Moustakas, 1994). Hermeneutical phenomenology describes research as oriented toward lived experience (phenomenology) and interpreting the “texts” of life (hermeneutics) (p.4). Phenomenology is not only a description, but is also an interpretive process of the meaning of the lived experiences. On the other side, empirical, transcendental, or psychological phenomenology does not give too much attention to interpretation. It focuses on the description of the experiences of participants.

Pure phenomenological research seeks essentially to describe rather than explain, and to start from a perspective free from hypotheses or preconceptions (Husserl 1970, as cited in Lester (1999). Phenomenological methods are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives, and therefore at challenging structural or normative assumptions. Adding an interpretive dimension to phenomenological research, enabling it to be used as the basis for practical theory, allows it to inform, support or challenge policy and action. Creswell (2013) states that phenomenology has a strong philosophical component to it. Many of the ideas within the phenomenological field are embedded within qualitative inquiry in general; much qualitative research is phenomenological in nature in that it attempts to understand individuals' lived experiences and the behavioral, emotive, and social meanings that these experiences have for them (Creswell, 2013).

Role of Researcher

I am a passionate for leadership and success. Based in my own experiences I know how important is to manage and express my own emotions as well as the emotion of others. All my career and accomplishments have a touch of both leadership and success. Educationally, I have a BBA, MBA and I am pursuing a Ph.D. in Leadership and also an International Educated Professionals Certificate at York University in Toronto, Canada. Professionally, I am a visionary, top-performing executive with 15 + years of multinational broad-based experience in leadership combining sales, marketing, financial, management and demanding roles leading start-up and growth organizations. Possess broad-based management skills, with strong planning, organizational, team building and decision-making and a proven history of contributing significantly to growing revenue, improving efficiency, reducing expenses, and maximizing

employee productivity. Also, my career is joined by lived experiences acquired as music director and professor, and church leader.

Leadership is the most important topic in the world today (R. Hughes et al., 2012). Leadership determines whether countries are democracies or dictatorships or are at peace or war, whether businesses are good investments or kleptocracies, whether teams win or lose, whether health care and education reforms fail or succeed, and whether rural communities thrive or merely survive. Leadership also plays a role in determining where you live, what schools you get into, what laws and rules you must obey, what occupations you enter, whether you have a successful career, and how your children are raised. Because of the profound ways in which leadership affects us all, it would be nice if the people in positions of authority were actually good at it.

Connecting emotions and intelligence to leadership surge the concept of emotional intelligence. Moreover, this study aims to understand the contribution that emotional intelligence exerts in a successful leader's role. In light of the research on emotional intelligence and leadership, the literature suggests that "Emotional intelligence has been found to be an important predictor of managerial success" (Whetten & Cameron, 2011, p. 65).

Data Collection Procedures

Data collection is the heart of research. As a phenomenology research, the study seeks to understand the essence of the participants' lived experience. It has the most extensive step among all the approaches. Also it has a strong philosophical component. I will be using primarily interview with successful leaders to understand the "essence" of his or her experience through emotions. But even so, data on such topics are often collected through interviews with individuals and hence through their experiential lens. Phenomenological methods are particularly

effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives, and therefore at challenging structural or normative assumptions. Adding an interpretive dimension to phenomenological research, enabling it to be used as the basis for practical theory, allow us it to inform, support or challenge policy and action. Phenomenology presents three data collection implications: questions and observations are aimed at drawing out individual experiences and perceptions; in focus groups, group experiences and normative perceptions are typically sought out; and in-depth interviews and focus groups are ideal methods for collecting phenomenological data.

I will be conducting a phenomenological study with the purpose of describing how a successful leader manages his or her emotions in a process of change. My strategy to access the site will be to obtain participants' written permission to conduct the study before it begins. As a purposefully sampling for this study - It is essential that all participants have experience of the phenomenon being studied. In this study, all participants have to have experienced the emotion in a process of change. Qualitative investigation of emotions is growing but many of them have still not explored directly this field about the individual's responses through emotions. Importantly for the thrust of this research is to analyze the "essence" of this phenomenon. This is the reason I want to learn about this.

For this study, individuals and sites will be selected because they can purposefully inform an understanding of the research problem and central phenomenon in the study. I will identify an unusual group of people with a specific perspective: successful leaders that have all experienced the emotions in a process of change, and can articulate them. This category of leaders will include: entrepreneurs, CEOs, non-profit leaders, and immigrants that have reached the success. Does EI really predict a leadership success? It won't include results of all leaders, or leaders that

have not reached success. Furthermore, what is the EI participation and/or contribution in their career success? Can it be predicted, measured, developed, formed or anticipated? The “EI effect” might be an issue, problem or feature that many leaders don’t have and it might be the reason why many leaders do not reach success. I might need to travel to have the interviews done. I will construct my extensive data through the interviews, audio-visual, documents and photos and some piece of statistics talking about the “old or paste” leaders that reached success in history and discover if they had ever used the EI as predictor of their leadership success. These individuals will be ascribed in my study.

As the purpose of this study is to describe how successful leaders manage their emotions when they lead a process of change at workplace, I seek to interview each one of them, describing the meaning of the emotions for these successful leaders who have experienced it. I have begun collecting data for this study and I have already interviewed one successful leader; however, along the research I will study 10 successful leaders and describe their emotions in a process of change. The information will be recorded through the “Interview Protocol Form” which I have developed it to record information with the interviewees (Appendix B). Perhaps, multiples interviews with the same individuals might be needed. A sound recording will be used to secure I have the full lived experience of the participant addressed. As field issues emerge, they will require patience and skill on my part while seeking advice and guidance from those who have acquired more experience in research than I am currently. Device vs quality might be an issue. To minimize this issue, the equipment to be used will be an iPhone 5 with a good voice resolution. The questions will be asked appropriately, I will learn to speak slow, listen well, extract the information that is really important, and rely on participants to discuss the meanings of their lived experiences. Other issue to be avoided on the interview is to identify if the

participants have erased their history, approaches, and cultural identity or if they have chosen do not to expose their history or go on record about the difficult aspects of their lives. I will document and map them to facilitate the location asking participants' permission to use them, if needed. I will also protect the anonymity of the participants. One final issue to be considered is "bracketing" the information.

To store the data, I will use a computer to store data and transcripts paying attention to how they are organized and stored. So, they will be in digital and hard copy filing system as well. I will also backup copies of computer files, develop a master list of types of information gathered. Protect the anonymity of participants by masking their names in the data and develop a data collection matrix as a visual means of locating and identifying information for the study.

Data Analysis Procedures

Data analysis is not off-the-shelf; rather, it is custom-built, revised, and "choreographed" (Huberman & Miles, 1994, as cited in (Creswell, 2013). My analysis will follow the suggested steps according to the Creswell (2013) and Sandana (2009) textbooks and Tesch (1990) internet research. Data analysis consists of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion (Creswell, 2013). Data analysis is an eclectic process (Tesch, 1990) that occurs simultaneously and iterative with data collection, data interpretation and report writing. It is based on the on data reduction and interpretation; and identifies the coding procedure to be used to reduce information to themes/categories (Tesch, 1990). Data analysis can follow systematic procedures moving from the narrow to broad unit of analysis, and on to detailed descriptions summarizing two elements: what and how the individuals have experienced the phenomenon.

My strategy is to analyze data for significant statements, meaning units, textual and structural description of the “essence”. Applying the analytic circles using The Data Analysis Spiral (Creswell, 2013, p. 183) in my pilot study, I have the following: The initial step is data collection (text, images). I interviewed a successful leader, called interviewee one, who is the owner and manager of a restaurant business in US. He is an immigrant that came to North America in his early age, suffered with challenges and difficulties about his lack of experience in becoming an entrepreneur, but reached success along the years. The first loop in the spiral is called data managing. In this step I opened a folder in my computer called “successful leaders info” and downloaded the interview protocol form with the questions and potential probes answered by the interviewee one. The second loop in the spiral is called reading and memoing. Through this step I scanned the interview. I read the interview carefully several times trying to get a sense of them before breaking it into parts. As I was reading and reflecting, I started the process of exploring database writing short phrases/notes, or memos in the margins in the extent that they were showing up in the readings. I also reflected on the thoughts presented in the data and formed initial categories.

The third loop in the spiral is called describing, classifying and interpreting data into codes and themes. Sandana (2009) defines code in qualitative research as a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or virtual data. Just as a title represents and captures a book or film or poem’s primary content and essence, so does a code. Coding is the process of organizing and sorting your data. Codes serve as a way to label, compile and organize your data. They also allow you to summarize and synthesize what is happening in your data. In linking data collection and interpreting the data, coding becomes the basis for developing the analysis. It is generally

understood, then, that “coding is analysis”. Coding is not just labeling, it is linking (Sandana, 2009). One easy way to think about coding is to see it as a system to organize your data. In essence, it is a personal filing system. You place data in the code just as you would file something in a folder. Questions I asked to myself in order to organize the narratives: What is the interview saying? What does it represent? What is this an example of? What do I see is going on? What is happening? What did I learn from these notes? What kind of events is/are at issue here? What is trying to be conveyed? In summa, “What strikes you?” (Creswell, 2007, p. 153). The word, number or symbol that you assigned to the item of data in answering such questions is a code. I initially did read the interview from start to finish without coding. In my second reading, I started jotting down both codes and remarks as I was reading it again.

In the process of analyzing the interview, I did not use priori or pre-set codes or begun with a start list. As a filter I used a mix of descriptive code and “In Vivo” coding, splitting the data to a better understanding. Coding is thus a method that enables you to organize and group similarly coded data into categories or “families” because they share some characteristics - the beginning of a pattern. This pilot study presents natural and deliberate patterns such as: life is hard, challenge, emotions on, experience, etc. Patterns can be characterized by: similarity, difference, frequency, sequence, correspondence, causation (Sandana, 2009, p. 6). Under my interpretation, I preliminary coded as: challenge, fear, feel secure, difficult situation, emotion’s role, authenticity and commitment.

The fourth and last loop in the spiral is representing and visualizing the data. This step is a packing of what was found in text, tabular, or figure form. I present a table for interviewee one (Appendix C).

Strategies for Validating Findings

Did I get it right? As I am close to the end of all my work, it is more than natural that this question will come up to my attention in the validation and evaluation processes. Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform (Research Rundowns). Creswell (2013) sees validation as an attempt to assess the “accuracy” of the findings, as best described by the researcher and the participants and a distinct strength of qualitative research in that the account made through extensive time spent in the field, the detailed thick description, and the closeness of the researcher to participants in the study all add to the value or accuracy of a study. Creswell (2013) recommends eight validation strategies that are frequently used by qualitative researchers, such as: prolonged engagement and persistent observation; triangulation; peer review or debriefing; negative case analysis; clarifying researcher bias; member checking; rich, thick description and external audits. He recommends that qualitative researchers engage in at least two of them in any given study (p.253).

In my study I plan to validate it through the following strategies: triangulation and persistent observation. Triangulation is the strategy where I will use multiple and different sources, methods, investigators, and theories to provide corroborating evidence for validating the accuracy of my study. Applying this strategy to my study, I am reading and studying many books and articles about emotions (EI) the “phenomenon” and also I have analyzed a variety of models, methods and theories the researchers have been using on them. Persistent observation is the strategy where I will build trust with the participants, learn their culture, and check for misinformation that stems from distortions that might have been introduced by me or informants. Fetterman (2010) contends that “participant observation requires close, long-term contact with

the people under study” (p.39). In my study, to reach this level of trust, I might need to go in the field few times to observe the participant (the interviewee). In the field, I will make the decision about what is salient to be studied, relevant to the purpose of the study, and of interest for focus.

Reliability can be thought of as consistency. Reliability in research data refers to the degree to which an assessment consistently measures whatever it is measuring. Questions concerning reliability and validity are associated with how reliable and valid the researcher's data collection and analysis are. Using research methods that ensure that the data recording is accurate and the interpretations of data are empirical and logical is important to increasing reliability and validity in qualitative studies (SAGE Research Methods). Synonym website presents guidelines in order to “Understanding Reliability & Validity in Qualitative Research”. Reliability can be addressed in qualitative research in several ways (Silverman, 2005, as cited in Creswell (2013)).

The reliability of my study will come through detailed field notes where a good-quality equipment for recording will be used and the content will be transcribed. Also, as my study will follow a phenomenological approach, I will be guided by Creswell’s methodological standards of evaluation to assess its quality, such as: Do I convey an understanding of the philosophical tenets of phenomenology? Do I have a clear “phenomenon” to study that is articulated in a concise way? Do I use procedures of data analysis in phenomenology, such as the procedures recommended by Moustakas (1994) or van Manen (1990)? Do I convey the overall essence of the experience of the participants? Does this essence include a description of the experience and the context in which it occurred? And, am I reflexive throughout the study?

Narrative Structure

The overall structure of this study will be accordingly to the highly structured approach to analysis by Moustakas (1994), as cited in (Creswell, 2013), which presents a detailed form for composing a phenomenological study. The analysis steps - identifying significant statements, creating meaning units, clustering themes, advancing textural and structural descriptions, and ending with a composite description of textural and structural descriptions with an exhaustive description of the essential invariant structure (or essence) of the experience - provide a clearly articulated procedure for organizing a report (Moustakas, 1994). In “creating a research manuscript” he recommends few steps such as: Chapter 1: Introduction and statement of topic and outline; Chapter 2: Review of the relevant literature; Chapter 3: Conceptual framework of the model; Chapter 4: Methodology; Chapter 5: Presentation of data and Chapter 6: Summary, implications and outcomes.

Anticipated Ethical Issues

To avoid any field issues involving ethics, prior to conduct the study I have to have the Interview Protocol form signed by the participants. Also, I have to respect their privacy. In the process of data collection, in data analysis, and in reporting and publishing the study, I will assign fictitious names or aliases and develop composite profiles to avoid a report that reveals the real participant’s names, ages and race plus their companies’ name and departments they work.

Significance of the Study

Emotional intelligence theorists passionately believe EI is critical to executive leader effectiveness (Boyatzis & McKee, 2005; Cherniss & Goleman, 2001; Ciarrochi, Fogas & Mayer,

2001; Goleman, 1995, 1998, 2001; Weisinger, 1998; as cited in Meredith (2008). Weinberger (2002) correctly noted that there has been increased interest in EI and how it affected performance in organizations, and this interest has continued to grow. It has been argued that in this age of globalization, information technology, and rapid and unpredictable change, EI is becoming a vital skill necessary for collaborative work (Goleman, 1998). There is evidence supporting the benefits of some dimensions of emotional intelligence: Studies have shown that the ability to perceive emotions accurately is associated with outcomes such as successful negotiations (Elfenbein, Foo, White, Tan, & Aik, 2007) and effective leadership (Rubin, Munz, & Bommer, 2005), whereas the ability to regulate emotions effectively is associated with such outcomes as improved social relationships (Lopes, Salovey, Cote, & Beers, 2005, as cited in Yip and Côté (2013).

Cherniss (1999) in his article titled “The Business Case for Emotional Intelligence,” summarized based on empirical research form, the practical significance that has been found to exist between organizations that have relied on EI and its impact on their performance. He summarized in the following:

Those with high emotional intelligence are much more likely to deliver superior performance as compared to the average players, regardless of industry. It is, perhaps, somewhat intuitive to understand that competencies in EI matter for salespeople who depend on their ability to relate with and successfully connect and influence with others, but interestingly the data for scientists and similar technical professions also points to EI as necessary for excellent performance— even more so than analytical thinking. (LaPierre, 2009, p. 1, as cited in (Nafukho, 2009)

This study’s intrinsic value is well-established.

This phenomenological study yields to describe vivid experiences of a successful leader(s) in processes of change. During a process of change, the emotions are linked to the actions and decision making. Richard Boyatzis and Daniel Goleman, two of the chief researchers

in the field of emotional intelligence, explicitly include all capabilities that people manage themselves and others. These include, for example, leadership, influence, conflict management, communication, self-confidence, and teamwork (Whetten & Cameron, 2011). Even so, success is not a one ingredient recipe. High intelligence may help you get into a profession (via the schools and training programs that take you there), but it won't make you successful once there. The recipe for success combines talent with grit: Those who become highly successful tend also to be conscientious, well-connected, and doggedly energetic (Myers, 2013).

Preliminary Pilot Findings

The successful leader I interviewed is an entrepreneur who came to North America in his early age, and has reached success in the restaurant business. Nilton Coelho, originally from Brazil, is one part of the large vibrant Brazilian community in Danbury, Connecticut in US that has made social and cultural contributions to the city. Along the years Mr. Coelho has received many achievements, and certificates of recognition including the American Red Cross Honorable Mention (January 9, 2012), City of Danbury Mayor's Proclamation as HONOR (September 7, 2011) as a result of his contribution and good work to the community as well as by being an influential leader who brings benefits to the city.

When I interviewed Mr. Coelho, I could feel vividly his enthusiasm and motivation while speaking about his business, experience and leadership style. He had a lot to share in regarding the experiences about his life, business, several challenges he went through, and principally how he had managed his emotion through several processes of changes. I welcomed Mr. Coelho and started asking what were some of the major challenges he had faced in attempting to manage his feelings in a process of change. He said that "my major challenge was by the time I was invited to be a partner. I was a very good butcher with no experience in management, but thanks to God

and also to my brother Valdemir Coelho who both helped me to manage and control my feelings through that process of change and still are with him in my daily business life”. Originally his business was only a luncheonette. Today is made of traditional Brazilian food buffet restaurant, fruits, vegetables and barbecue, and also he has a market which is adjacent to his restaurant which both serves to the Brazilian, American and Spanish communities.

Other important information I could get from his experience was about the context(s) that had affected his emotions at his workplace. He promptly said that the most difficult situation he had ever conducted happened in 2008 when the city’s mayor decreed law #287(d) against the illegal immigrants. It was his hardest time, he said, because most of his customers used to come from Brazilian community and due that decree, most of them had left town. He was emotionally affected as well as his customers. At that time with the down turn of the economy he had to downsize the business, his feelings were dominated by fear. However, he kept the business with success and at end, few months after; he got his business on track again. He did many adjustments to cross over the situation and he is doing very well. His business is growing up and strong. Thanks to God. Another point that has affected his emotions is about the extensive hours he has to keep the business open in a daily basis. Its regular hours are from 6:00 am to midnight, from Sunday to Sunday, serving breakfast, lunch and dinner. He has to be very organized and work with an efficient management system.

Talking about how he deals with his emotions in a process of change, he said “first, I put everything in God’s hand, and He has been with me and has helped to deal with my emotions in changes along the years”. He emphasized that he asks God to guide his emotions when dealing with his employees, colleagues and friends of the business. Second, autonomy and authenticity, he said, are key words for his leadership either in the business or at house. He continues “I have

to receive respect from the area I use to call the functional team; my employees have to have respect to me as boss and also as their friends”.

At end I asked him if he could describe a specific incident that sparked significant emotion during a change process. He answered that when he started the business, the market was different; all the things were cheaper than now, such as the gasoline, fruits, meat, vegetables and others. He also had his sister helping with the business; however, he suffered a lot due his lack of experience. That specific significant situation, “lack of experience” made him to learn through “mistakes”. That certainly was very emotional for me, he said. Today, he can say that he has acquired the background in how to conduct the business. The entire country is crossing over times of challenges. The economic and financial crisis is real in our lives, but he could say that Banana Brazil is not totally included in that picture. He concluded saying “We are growing even with these uncertainty times”.

Through this pilot finding, I have identified issues that posed challenges during this data collection, i.e. in this interview I focused on his emotion trying to get responses for how he has managed his emotions in a process of change through his vast experience in the business. Nilton appeared to be comfortable with the questions and answered them accordingly. However, I faced some interview issues. Sometimes he tended to not go straight to the point. I felt that he withheld information, so I had to remember to stay in the question and to answer it as best as he could. Another issue I faced was that on the scheduled interview date, it was a busy day and he was at his workplace during a peak time, we had few interruptions due to some emergency related to employees dealing with the customers where Nilton’s final word and/or direction were requested.

Expected Outcomes

Because emotions are so deeply rooted in how one thinks, performs, and responds to situations; emotional intelligence is important for developing the skills and traits expected for leaders (Leigh, 2012). Crawford (2009: 9) sees “emotion as inherent to the practice of leadership rather than separate from it” (as cited in Cliffe (2011)). The role of EI is instrumental to developing leadership. Emotional intelligence has been researched in the workplace for many years (Reyes-Dominguez, 2008). Emotional intelligence has been considered as both a specific managerial discourse and as an exemplar of ‘new rules of work’, rules which involve a range of processes reaching far beyond the specific ideas related to EI (J. Hughes, 2005).

Leadership determines whether countries are democracies or dictatorships or are at peace or war, whether businesses are good investments or kleptocracies, whether teams win or lose, whether health care and education reforms fail or succeed, and whether rural communities thrive or merely survive. Leadership also plays a role in determining where you live, what schools you get into, what laws and rules you must obey, what occupations you enter, whether you have a successful career, and how your children are raised. Because of the profound ways in which leadership affects us all, it would be nice if the people in positions of authority were actually good at it.

My expectation is that this study will contribute to the literature expanding the knowledge on emotional intelligence and leadership fields once it will basically be grounded on real lived experiences of leaders that will show how a successful leader manages his or her emotions in a process of change.

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Appendix A: Central and Sub-questions

Central Question: Central question: How a successful leader manages his or her emotions in a process of change?

Subquestions:

- How did you manage your emotions?
- What have you experienced in terms of the emotions at your workplace?
- What are some of the major challenges you have faced in attempting to manage your feelings in a process of change?
- How do you describe a specific incident that sparked significant emotion during a change process?
- What context(s) have affected your emotions at your workplace?
- What situation(s) have influenced your emotions?
- How do you deal with your emotions in a process of change?
- How do you decide what emotions to show in a process of change?
- How do you decide what emotions to hide in a process of change?
- How do you control your emotions in a challenge situation?

These are indicative questions only. The exact wording and the wording of intervening and supplementary questions will be determined by the interviewer based in the responses of interviewees.

Interview Protocol Form

Project: How a successful leader manages his or her emotions in a process of change?

Time of Interview: 7:00pm
Data: October 17, 2013
Place: Banana Brazil Restaurant, Danbury, CT
Interviewer: Osvaldo Santos
Interviewee: Nilton Coelho - Owner
Section Survey Used: Interview Background through Skype
Release/Consent form signed? Yes

Welcome and thank you for your participation today. My name is Osvaldo Santos and I am a Ph.D. student in Leadership at Andrews University, and I am conducting a qualitative research. I believe your input will be valuable to this research and in helping grow all of our professional practice.

To facilitate our note-taking, I will record our conversation today. For your information, only me as a researcher on the project will be privy to the tape which will be eventually destroyed after it is transcribed. In addition, you must sign a consent form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Thank you for your agreeing to participate.

We have planned this interview to last no longer than thirty minutes today. During this time, we have 5 questions to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

The purpose of this study is to increase our understanding and describe the emotions faced for a successful leader in a process of change at workplace. How a successful leader manages his or her emotions in a process of change? At this stage in the research, the emotions will be generally defined as emotional intelligence.

Questions:

1. What are some of the major challenges you have faced in attempting to manage your feelings in a process of change?

Potential Probes:

- How do you manage your emotions?
- How do you control them?
- How do you feel facing moments that you have to take a step back?
- How did you come out to?

Response from Interviewee:

I arrived in Danbury 18 years ago. I started working as a butcher in a restaurant called Minas Carne. Few years later, my sister opened Banana Brazil with a partner and as I had acquired experience as butcher and also as manager, she invited me, so I went to work for her. In a short period of time I had the opportunity to buy the participation of my sister's partner in the Banana Brazil business. Originally my business was only a luncheonette. Today is made of traditional Brazilian food buffet restaurant, fruits, vegetables and barbecue. I also have a market which is adjacent to my restaurant. I serve the Brazilian, American and Spanish community. I say that my major challenge was by the time I was invited to be a partner. I was a very good butcher with no experience in management. But thanks to God and also to my brother Valdemir Coelho de Andrade who both have helped me to manage and control my feelings through that process of change and still are with me in my daily business life. My brother and I used to talk a lot and I have listened to him. He is my mentor. He has helped me a lot to deal with the challenges. We have a very good relationship even living in different countries and he is an example of leader to be followed. Basically, I ask God to help me in how to control my emotions. After that, I take a deep breath and think in the momentum (pros and cons) in how to manage my feelings wisely.

Reflection by Interviewer: None

2. What context(s) have affected your emotions at your workplace?

Potential Probes:

- What was the surrounding environment that it came up?
- What words would you use to describe the context?
- How did you feel at the beginning, middle, and end of it?

Response from Interviewee:

The most difficult situation I ever conducted happened in 2008 when the mayor decreed law #287(d) against the illegal immigrants. It was my hardest time because most of my customers used to come from Brazilian community and via this decree, most of them left town. I was

emotionally affected as well as my customers. At that time with the down turn of the economy I had to downsize to weather storm, my feelings were dominated by fear, but I kept the business with success and at end, few months after, I got my business on track again. I certainly did many adjustments to cross over the situation and we are doing very well, my business is growing up and strong. Thanks to God.

Other point that sometimes affects my emotions is about the extensive hours I have to keep my business open daily. It opens for 18 hours a day, 6:00 am to midnight, from Sunday to Sunday, serving breakfast, lunch and dinner. I have to be very organized and I have to have a very good management system. Of course that my wife has to have an open mind because sometimes I have to work too many hours, but it is possible to conciliate altogether.

Reflection by Interviewer:

He was direct to the point. I was living in Danbury at that time and I saw the “chaos” in person.

3. How do you deal with your emotions in a process of change?

Potential Probes:

- What about your feelings?
- What words would you use to describe it?
- How can barriers be overcome?

Response from Interviewee:

Based in my experience, first, I do put everything in God’s hand, and He has been with me and has helped me to deal with my emotions in changes along these years. I ask God to guide my emotions when dealing with my employees, my colleagues and friends of the business. Second, autonomy and authenticity are key words for my leadership either in my business or my house. I have to be the head. I have to receive respect from the area I use to call the functional team; my employees have to have respect to me as boss and also as their friends. In my opinion, when the employees only see you as boss, usually they do not have the interest to take care of my customers as it should be, but when you are friend, they work with attention and they love to take care of my customers. At end, I would say that I like to work with a better communication.

Patience is also important in dealing with my emotions in a process of change.

Let me give you an example. Few weeks ago I finished the renovation at the Banana Brazil. This renovation took a lot of time, stress and money because I could not close the restaurant to do it. So I had to deal with my commitment to serve my customers with quality without losing them. I would say that was a tough time.

Reflection by Interviewer:

In this question, as he deals with customer and employees, I could see through his voice tone the excitement. According to Nilton, the customer is always right. He deals very well with.

4. How do you decide what emotions to show or hide in a process of change?

Potential Probes:

- What factors encourage you to do it?
- How does it impact toward your followers?
- How did you know it was safe to come out through them?
- What considerations do you make when deciding to come out?

Response from Interviewee:

In my business, the good leader has to have the knowledge from A to Z inside and outside of the business. In this process are included: knowledge to cook, market and new customers, and also how to show or hide emotions through change, among others. My focus today is to keep what I have built along these years. My direction and vision as well is to create and start a cooking franchise system to Latin and American community. I am working on it. My employees are in the position that sometimes I have to show or hide my emotions. It is very simple and easy to go over your emotions when everything goes right. However, in my business, my customers use to give directions. So, I think that being respectful and giving them a very good treatment is crucial. I am very positive that the customers are the key to succeed. My wife is the person who has a positive influence in my business too, not only on good days but on bad days as well. I build my emotions with confidence. I build this bond of trust day after day, when my customers come into my restaurant and is well attended and I and my employees give them respect, and if for some reason did some failure on your part, you act to correct it promptly. Sometimes, I have to show more emotion. In another times, I have to exercise my power as a leader, and based on the situation, I show or hide one emotion in opposite of another. I would say the cause-effect define the way I choose to show or hide my emotions.

Reflection by Interviewer:

He did not target the point in his answer.

5. How do you describe a specific incident that sparked significant emotion during a change process?

Potential Probes:

- How about the situation?
- Why was this incident significant?
- What happened after you came out to them?
- If no incident comes to mind, how about to pretend about it?

Response from Interviewee:

When I started the business, the market was different; all the things were cheaper than now, such as the gasoline, fruits, meat, vegetables and others. I also had my sister helping with the business; however, I suffered a lot due my lack of experience. This specific significant situation, “lack of experience” made me to learn through “mistakes”. This certainly was very emotional for me. Today, I can say that I have acquired the background in how to conduct my business. The entire country is crossing over times of challenges. The economic and financial crisis is real in our lives, but I can say that Banana Brazil is not totally included in this picture. We are growing even with these uncertainty times.

Other situation is about how to reach my customers. Talking about the total sales or numbers, I do have goals to reach them. Talking about inner mistakes, I have to give all my efforts to correct them, when they exist. I work looking at my Return On Investment (ROI) and with “zero” mistakes. This is my business. I have to do it well. As a leader, I have to take care with my attitudes as well as with my words. I have to influence people in good ways. I have the power to influence people and in my case, the community.

Reflection by Interviewer: None

- Before we conclude this interview, is there anything else you would like to share?

I love to work in a closest way with my customers. I am a business man and I have to work for profit. I also look for ways to help other people in their needs. When you have God in your heart and read the bible as God’s words, they become your inspiration because all things I want to me, I also want to people that live around. So, it is like to take a look at the mirror and feel good.

- Closure/Wrap-up:
 - I would like to thank you again for your participation.
 - As I mentioned at the beginning, all information will be held confidential.
 - Do I have your permission to follow-up? Yes
 - If you have questions or concerns, please, contact me.

Identify issues that posed challenges during this data collection:

Nilton Coelho, originally from Brazil, is an entrepreneur and is also one part of the larger vibrant Brazilian community in Danbury, Connecticut that has made social and cultural contributions to the city. I had conducted an interview with Nilton Coelho few months ago for a “Leader of Success” topic. For this skype interview I focused on his emotion trying to get responses for how he manages his emotions in a process of change through his vast experience in the business. Nilton appeared to be comfortable with the questions and answered them accordingly. However, I faced some interview issues. On question 4, he did not go straight to the point, I felt that he withheld information, so I had to remember to stay in the question and to answer it as best as he could.

Appendix C:

Table 1 - Codes for Interviewee One

INTERVIEWEE ONE: PHRASES	CODES
"I say that my major challenge was by the time I was invited to be a partner"	CHALLENGE
"I was a very good butcher with no experience in management" "My feelings were dominated by fear"	FEAR
"Thanks to God and also to my brother....." "I do put everything in God's hand..."	FEEL SECURE
"The most difficult situation I ever conducted happened in 2008...."	DIFFICULT SITUATION
"I was emotionally affected as well as my customers" "My emotions are affected by the extensive hours of work....." "Patience is also important in dealing with my emotions in a process of change"	EMOTION'S ROLE
"Autonomy and authenticity are key words for my leadership"	AUTHENTICITY
"...I had to deal with my commitment to serve my customers with quality..... "	COMMITMENT
...	...

Note: I did not use CAQDAS program.