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# Winning on and off The Court: An Interpretive Case Study of a Leader's Effectual Power and Influence

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WINNING ON AND OFF THE COURT: AN INTERPRETIVE CASE STUDY OF A  
LEADER'S EFFECTUAL POWER AND INFLUENCE

A Dissertation  
Presented to  
The Faculty of the Educational Leadership Doctoral Program  
Western Kentucky University  
Bowling Green, Kentucky

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

By  
Eugene Smith

May 2018

WINNING ON AND OFF THE COURT: AN INTERPRETIVE CASE STUDY OF A  
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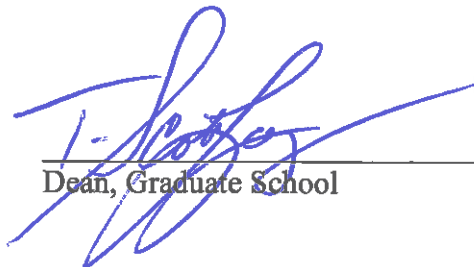
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*“As a leader, I want to help others be better. I believe good leaders give others the opportunity to be better. Good leaders know their shortcomings and rely on others to contribute in the areas of the leader’s shortcomings.”*

Steve Moore, Head Basketball Coach at The College of Wooster, 2018

It is with great honor that I dedicate this dissertation to Steve Moore and his family. This research endeavor has been an incredible journey and immense learning experience. It was certainly a team effort. I thank all of you for your trust and assistance in making this case study, about a man whose leadership profile we can all learn from, a reality.

I also dedicate this dissertation to my wife Debbie, who has always encouraged and supported me throughout my professional career and educational pursuits. You are my everything. Withal, to my two daughters Alaina and Carlie, who inspire me. Both of you have been wondrous sources of encouragement and have taught me the relevance of keeping it all in perspective. I cannot express in words how sincerely grateful I am to have the three of you in my life. Thank you for all your infinite love, abiding patience, and the many sacrifices you have made for me throughout the years.

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Moreover, as someone who espouses that anything is possible in life with God, I owe the most to our merciful Lord. I have learned firsthand; God's plan is always greater than ours.

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The purpose of this research is to study the leadership profile of a leader's effectual power and influence. A qualitative research design is preferred to capture rich, thick personal responses from the interview participants. Semi-structured interviews were utilized with open-ended questions, which enabled the respondents to provide unique insights and reflections of their direct and indirect experiences with the research subject. Additionally, document inquiry and direct observations were used and, as an outcome, triangulation was achieved.

Effective use of power is studied in the context of a leader's ability to influence others to induce a desired outcome. The subject's influence and how it affects the followers' attitudes, beliefs, and values are of distinct interest. Although power and influence research has addressed many relevant issues pertaining to leadership within organizations, valid suggestions are offered from the findings of this study.

The research results indicate the base of social power that a leader employs, combined with identified components of emotional intelligence and characteristics of an authentic leadership approach, can develop an effective leadership profile from which others can learn.

## CHAPTER I: INTRODUCTION

Ethical leadership is in short supply today. The rise of ethical leadership can be traced to workplace incivility and corporate scandals involving high ranking individuals in leadership positions in recent decades. Leadership is strongly linked with employee attitudes and organizational effectiveness (Summer-Armstrong, Newcombe, & Martin, 2008). The organizational misconduct prevalent today has been costly to the health and wellbeing of internal employees as well as the external stakeholders who have felt the inimical ripples of the corruption. According to Wren (2013), leadership can be practiced in the service of liberating, transforming, and enriching ends; but it can also serve to control, misguide, and repress others. The collective accomplishment of a goal requires coordination, a corollary of leadership.

Leadership is about influence and without influence, leaders have no followers. Bennis and Nanus (2007) stated that one “essential factor in leadership is the capacity to influence and organize meaning for the members of the organization” (p. 37). Moreover, Rost (1993) defined leadership as "an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes" (p. 102). Leadership is a skill that can be enhanced, much like playing a sport and, with practice, perfected and mastered for most who make a concerted effort to do so. The goal of a leader is to influence ethically the individuals who have made an uncoerced decision to follow his or her vision.

Bennis and Nanus (2007) described leadership as the wise use of power or *transformative leadership*. They believed transformative leaders are not born, as leaders tend to emerge when teams or organizations are facing problems and complexities that

cannot be solved by unguided evolution. Furthermore, Bennis and Nanus explained that for leaders, vision is the commodity and power is their currency. When *ethical* is linked to *leadership*, leadership becomes the process of influencing people through principles that embrace what has been defined as proper behavior, such as respect for others, humility, and integrity. Therefore, an ethical approach to leadership involves leading in a way that respects the rights of others, values the needs of others, and advocates for the team or organizational interest above all else (Resick et al., 2011; Trevino, Brown, & Hartman, 2003). This moral behavior takes a strong individual who has a conviction to do what is right for the betterment of the organization regardless of how someone may be perceived by critics. Ciulla (1995) described ethical leadership as the capacity of leaders to practice their power in a manner that is conscious of its implications for the dignity, rights, and welfare of others. Ethical leadership can essentially be considered a leadership theory of its own.

This opening chapter delves into issues that confront the workplace today, and sets the stage for the qualitative research and discovery regarding what a single-subject case study can irradiate about an individual leader and her or his distinguished leadership. This chapter places emphasis on the purpose, the five research questions, and significance of the study.

### **Background of the Problem**

Hutton (2006) noted that the financial ramifications of workplace violence is an astonishing \$4.2 billion a year. The United States Department of Labor, Occupational Safety and Health Administration (OSHA), defines workplace violence as any act or threat of physical violence, harassment, intimidation, or other threatening disruptive

behavior that occurs at the work site. Moreover, OSHA states that currently, nearly two million American workers report having been victims of workplace violence each year. It is evident that eliminating or even mitigating incivility in the workplace through ethical leadership can pay off in an inordinate way. Ethical choices made by employees in an organization can be shaped by leadership (Kish-Gephart, Harrison, & Trevino, 2010). Leaders influence workplace safety, the productivity of others as well as processes, and as a result, the higher someone is on the organizational chart, the more people are affected in a positive or, unfortunately, a negative way.

### **Statement of the Problem**

Research on incivility in the workplace suggests that having ethical people in leadership positions is relevant to the success of a team, organization, company, or university. Glendinning (2001) cited a report that found a staggering 90% of the workforce suffers boss abuse at some time in their professional careers. Leaders can be demanding without being demeaning. Being a tough boss is not the same as a bullying boss, who has a different agenda. The tough boss's agenda is to achieve supreme performance by setting high expectations (Glendinning, 2001). A tough boss who is an ethical leader would never use demeaning language, humiliation, or abusively wield power. In contrast, the bully boss's goal is to use repeatedly aggressive behavior that causes physical or psychological torment and arises from the unethical, unreasonable, and inappropriate practices in the workplace. The immoral use of power may enable a leader to accomplish a short-term effect, but over an extended period of time this type of unethical behavior will become a detriment to the organization (Fuqua, Payne, & Cangemi, 1998).

## **Purpose of the Study**

Through the years, leadership scholars have conducted thousands of studies related to specific characteristics, personality traits, and distinguishing behaviors of great leaders. The results of the prodigious scope of these studies have not yielded a cogent profile of the ideal leader. The reality is, there is no cookie-cutter leadership style available for all individuals in leadership positions to model. The purpose of this study is to research and identify what potential profile may better ethically serve individuals in leadership roles. Brown, Trevino, and Harrison (2005) declared, "little has been done to systematically develop an ethical leadership construct necessary for testing theory about its origins and outcomes" (p. 118).

What are the driving forces that can enable organizational or team leaders to enhance their leadership effectiveness? It is pertinent to recognize the fundamental attributes that a leader must have if the followership is to trust and be committed to the leader's vision. Kouzes and Posner (1993) asserted that honesty is absolutely essential to leadership if people are going to follow someone willingly.

According to Shulstad (2012), on occasion people in leadership positions will make mistakes, but most of the time they can sustain trust and continue to be effective, except for miscues that involve an integrity flaw. Over the past 50 years, research scholars have strived to pinpoint the aspects of leadership that can aid in improving organizational performance, and the answer remains an elusive one.

This interpretive case study encompasses decidedly the applicable characteristics of a leadership profile, with the goal of becoming a model for developing others, in how effectual power and influence can be employed in a workplace environment. Cemaloglu



(2008) discussed the correlation between leadership and organizational health, which eventually affects organizational performance.

### **Research Questions**

Due to the prevalent issues related to the delinquency of ethical leadership present today, the following questions are framed to guide this qualitative research and to assist in the process of developing a leadership profile of the single subject of this case study.

1. What type of power is most effective for a leader?
2. What are the relevant character traits of leaders with power and influence?
3. How do power and influence affect team culture?
4. How important are interpersonal skills in a leader's effectiveness?
5. How does a leader's emotional intelligence impact the use of power and influence?

### **Significance of the Study**

This study contributes to knowledge in the field of leadership regarding a research gap in the literature on effective leaders in small college settings, a setting where multitasking is required and it is commonplace for leaders to be expected to accomplish more with less. This study takes an in-depth research view of two relevant areas in the profile of an effective leader: bases of social power, components of emotional intelligence, and characteristics of authentic leadership. Brown and Trevino (2006) explained that ethical leadership may correlate to heightened ethical decision making by followers. The qualitative research assessed emerging themes and patterns that develop through the systematic interview process. Instilling credible practices of ethical leadership into an organization can be a viable solution for creating a balance between the

welfare of the subordinates and the wider community in general, along with enhancing the vitality, success, and sustainability of an organization or team. Miles (2012) stated that stakeholders are those directly or indirectly affected by the actions or inactions of an organization propelled by leaders.

### **Definition of Terms**

*Case Study Research Method:* “An empirical inquiry. . . investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (Yin, 1984, p. 23).

*Ethical Leadership:* “Ethical leadership can be defined as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (Brown et al., 2005, p. 120).

*Emotional Intelligence (EI) or Emotional Quotient (EQ):* “Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p. 10).

### **Summary**

The precept for this qualitative case study is the five research questions. These five questions are the catalyst for the conceptual framework of this study. The primary focus is to generate descriptive information from the interview participants that will produce emerging patterns and themes of the collected data. Chapter II introduces a review of literature related to this study and is focused on peer-reviewed research

connected to workplace civility, social power, emotional intelligence, and authentic leadership. Chapter III discusses the methodology used, which encompasses the research design and all pertinent procedures entailed in the data procurement and assessment process. Chapter IV presents the research findings, covers the data analyses, and articulates the results. Chapter V involves the interpretation and discourse of the research findings and provides future recommendations, along with a conclusion.

## **CHAPTER II: REVIEW OF THE LITERATURE**

### **Introduction**

Leadership can be observed in many situations of daily life from large-scale corporate organizations to small-scale sports teams. In recent years, the abuse of power and influence by corporate and sports leaders has become prevalent, and those delinquent in emotional intelligence struggle to lead a workforce environment that has become increasingly diverse. Due to the extensive work of Goleman (1995), more people now recognize that emotional intelligence is as important to leadership as intellectual prowess. The trend within higher education today is integrating courses into graduate programs tailored to enhancing emotional intelligence, especially in the leadership and medical fields.

### **Workplace Incivility**

The primary reason for workplace incivility and scandalous behavior is a lack of leadership principle. A leader with sound fundamental values strives to do what is right and will have the moral compass that guides fair decisions. Leaders may be promoted based on their knowledge and their work skills, regardless of their ability to lead or teach others (Glendinning, 2001). As a result, highly competent people will be in leadership roles who are either uncomfortable leading others or incapable of effectively doing so because they lack the desired ethical traits and necessary interpersonal skills. Sometimes, individuals who own organizations do not know how their organizational leaders are going to respond to certain situations until the pressure is applied, and decisions need to be made that may affect a substantial amount of people or have major financial

ramifications. Usually, during these adverse times the character of who someone truly is will be exposed.

According to Northouse (2010), having ethics is essential to leadership, and ethical leadership supports the establishment and reinforcement of organizational values. Thus, leaders have a tremendous impact on the values created by the organization. Leaders who respect others allow them to be themselves, with collaborative support, conveying a sense of meaningful worth and gratitude of their contributions. Leadership behaviors have profound effects on subordinates. Leaders who perform ethically are characterized as moral leaders based on their trustworthiness, honesty, and integrity (Stouten et al., 2010). As such, they have a positive influence on the overall workplace climate and a negative effect on bullying.

Ethical leadership is likely to discourage incivility and misconduct in the workplace given that bullying is a “deliberate act of violence that aims to hurt another person,” and is a “direct affront to ethics” (Rhodes, Pullen, Vickers, Clegg, & Pitsis, 2010, p. 98). This position is also supported by O’Moore and Lynch (2007) and Stouten et al. (2010), who claimed that autocratic or *laissez faire* leadership styles are contributory factors in the prevalence of bullying. Because ethical leaders are generally concerned with the well-being of followers, they will ensure that all aspects of the follower’s responsibilities result in a favorable working environment for employees. Long-time management consultant Drucker (2006) shared that management should never appoint a person who considers intelligence more important than integrity. Drucker discussed how a person may know little, perform subpar, lack good judgment and ability, and yet not be harmful as a manager. However, if he or she lacks in character and integrity, no matter

how much expertise or how much of a genius that individual is, he or she can destroy an organization. This type of person can destroy people, the most valuable resource of any business. Drucker emphasized the importance of having high quality people in leadership roles for the organization to be successful. Drucker explained that no one should ever be appointed as a supervisor unless management is willing to have his or her character serve as the model for all his or her subordinates.

A synergic effort is needed to achieve organizational goals, and the outcome is driven partly by self-discipline within the group, which starts at the very top. Self-discipline directly implies self-control. Cangemi, Kowalski, Miller, and Hollopetter (2005) referred to self-control being a voluntary compliance with the rules, both written and unwritten, of the workplace. Cangemi et al. discussed that some of the means that will promote positive self-discipline will also provide a climate that enhances the achievement of goals; open communications; trust between subordinates, peers, and supervisors; and offer dignity and respect for all persons and views, and genuine compassion for all persons.

Transformational leadership is currently accepted as one of the most effective styles for individuals to use in an organizational setting and for creating circumstances for positive conflict management (Bass & Riggio, 2006). Transformational leaders create and support team spirit and shared vision among followers (Carless, Wearing, & Mann, 2000). When followers believe, they are a part of a group and collaboration is enhanced; the risk of being a target or an initiator of bullying will usually decrease. According to Avolio and Bass (1988), transformational leaders act ethically and are above reproach. Cangemi, Kowalski, and Claypool (1985) noted that humanistic managers will demand

excellence from themselves and their employees, but will not expect perfection. Cangemi et al. continued to stress that the participative manager knows that the development of the followers helps the bottom line, and improves the overall success of the organization long term. Having someone in a leadership role who focuses on the goals of followers and not just the organization will set the tone for ethical behavior, and this concept will permeate throughout the workplace.

Bennis and Nanus (2007) discussed leadership as using power wisely, which they call transformative leadership. These leaders are not born, as they tend to emerge when organizations are facing problems and complexities that cannot be solved by unguided evolution. Leadership scholars continue to express that, for leaders, vision is the commodity and power that becomes their currency. Ethical leaders need to have a clear vision for what a successful corporate climate should look like. They should also direct organizational changes that enhance confidence and empower followers to be innovative in their practices. Leaders must give an organization its vision and its ability to translate vision into reality. “Managers are people who do things right and leaders are people who do the right thing” (Bennis & Nanus, 2007, p. 20). This profound statement applies to ethical leadership in the workplace; leaders need to set the example for others to follow. They must do what is right for the greater cause. The better ethical example leaders set, the better the organization will be as a whole. Transformational leaders strive to inspire others and can be persuasive in creating change; and in an organization where toxic behavior has existed for an extended period of time, a transformational approach can make an influential difference to improve the climate.

Altering a culture within an organization starts at the top. The ethical climate of an organization is part of its culture, and every organization creates its own set of values and norms and develops guidelines to enforce ethical standards (Applebaum, Deguire, & Lay, 2005). What was once thought of as being acceptable behavior in a male-dominated workforce is no longer tolerated because the workforce population today is much more diverse. Leaders must have heightened cross-cultural awareness and must be able to deal with people in a non-confrontational manner because the millennial generation grew up in a different time from earlier generations. As a result, intimidating body language and voice inflection may be perceived as offensive to most followers. To earn respect as leaders, managers must first show respect. Leaders must be approachable and be individuals who exhibit consistent forbearance for challenging people and adverse situations. Problems will arise in the workplace environment, and the way a leader reacts to those problems will be important in determining leader–follower relationships.

Having leaders with strong moral foundations is extremely important. Salin (2003) explained specific workplace environments and certain characteristics of workers attracted to a workplace environment have the potential to spawn and promote aggressive behaviors. Corporate leaders must send a clear message that bullying is unacceptable and will not be tolerated. The more leaders teach and practice the importance of respect for one another, the more respect will be shown for others. Ethical leaders can implement strict policies against incivility, and these can be included in the employee manuals and professional development seminars. The seminars can be conducted to identify bullying behavior, and to ensure employees have the self-awareness of how their words and actions can detrimentally affect others. Leaders need to make it overtly apparent that he



or she ardently espouses the anti-bullying policy (Randall et al., 2007). These policies can also be explained in employee training programs (Glendinning, 2001). However, one of the biggest problems with organizational seminars is that they are typically done at the hiring phase, and seldom is there a continued education and assessment process that is followed through to ensure the effectiveness of the program. The more leaders educate followers, the better understanding they will have about the expectations when communicating and interacting with others.

Counseling and coaching can help to reform some individuals, but unfortunately often behavioral modifications will be only temporary. Follow-up is key in determining whether sustained change has occurred. Bullying in any organization is really a form of destructive leadership and cannot be tolerated, and the more awareness about what bullying is and how to address it, the better morale and organization productivity will be. Leaders in organizations must be open to upward information of unfavorable insight about a leader, which can be immensely beneficial to enacting change (Tourish & Robson, 2006). Whether someone is directly affected by bullying tactics or whether he or she is indirectly affected by witnessing such behaviors, bullying has a domino effect that can kill the spirit of an organization and hamper the leader's ability to be a consistent performer. Ethical leadership is the key to ensuring proper follower well-being and to creating a healthy work environment for all members. Tough decisions will need to be made at times. Ultimately, terminating a serial bully may be the right thing to do for the organization in terms of what is ethically right. Peters and Waterman (1982), in their influential management book, summarized what an inclusive organization with value-based leadership is all about:

Treat people as adults. Treat them as partners; treat them with dignity; treat them with respect.... In other words, if you want productivity and the financial reward that goes with it, you must treat your workers as your most important asset. (p. 238)

As basic as all of this sounds, there are leaders who do not completely understand the relevance of taking care of their most valuable resources—their people. The people who drive the process are more important than the process. Proper civility in the workplace is a must and should be an essential goal for all organizational leaders.

### **Social Power**

The term *power* can be an intimidating one for some leaders, and many people are uncomfortable even discussing the concept; yet the appropriate use of power impacts all relationships, especially those present in organizations and between leaders and their followers. Salancik and Pfeffer (1977) proposed that power brings about desired outcomes. Power deals with the ability to provoke others to perform actions they may not have done on their own. Power is known as the capacity to affect others by providing or withholding valued resources or administering punishments (Anderson & Berdahl, 2002; French & Raven, 1959; Keltner, Gruenfeld, & Anderson, 2003). This case study deals with power and its interpersonal nature in controlling others. Cangemi (1992) explained, “Power is the individual’s capacity to move others, to entice others, to persuade and encourage others to attain specific goals or to engage in specific behavior; it is the capacity to influence and motivate others” (p. 499). Power is distinct from related concepts such as status, leadership, dominance, and authority. These concepts may contribute to the power, but power is essentially the control over other people and over

what happens to them (Anderson & Berdahl, 2002). Leadership involves encouraging other people to temporarily curb their concerns and engage in collective, goal-oriented action (Hogan, Curphy, & Hogan, 1994). Leaders typically have power in the sense of control over their followers. People with power rarely extend themselves to understand other people's perspectives. Galinsky, Magee, Inesi, and Gruenfeld (2006) found participants who possess significant power are more imprecise than others at discerning other's emotions. Individuals in leadership positions have a unique opportunity to instill an ethical culture because they have access to power. Power is a natural process in the fabric of organizational life (Haugaard & Clegg, 2012; McClelland & Burnham, 2003).

The classic time-honored study pertaining to the taxonomy of power was conducted by French and Raven (1959). The two social scientists identified five bases of social power and grouped them into two categories: position power (legitimate, reward, and coercive) and personal power (expert and referent). Personal power dwells in the individual. Furthermore, they defined power as influence; influence as psychological change; and change being defined as attitudes, behaviors, expectations, needs, values, and really any part of someone's psychological makeup. Power and influence are interconnecting forces. Strength of power is discussed as one's maximum potential to influence others. According to French and Raven, leaders have access to five distinct sources of power:

1. Legitimate—This source of power is one which comes from a position or role. It is positional authority.
2. Reward—This source of power is the ability to give rewards when others comply with your wishes.

3. Expert—"Knowledge is power." This source of power is where expertise or knowledge is the source of power.
4. Referent—This source of power is when somebody wants to be like you. This is where role models come into play.
5. Coercive—This source of power is based on fear of the leader and the belief that the leader can punish others for noncompliance. (pp. 150-167)

### **Emotional Intelligence**

Over the course of time, researchers have studied various reasons that having a higher IQ does not guarantee success as a leader. In 1990, psychologists John Mayer and Peter Salovey theorized intelligence had no systematic place for emotions. They believed reasoning which takes emotions into account is part of what they referred to as emotional intelligence, and they were the first to coin the concept, emotional intelligence, which is used universally today. Mayer and Salovey (1997) explained emotional intelligence through four branches consisting of (a) identifying emotions on a nonverbal level; (b) using emotions to guide cognitive thinking; (c) understanding the information emotions convey, and the actions emotions generate; and (d) regulating one's own emotions, for personal benefit and the common good.

Psychologist Daniel Goleman expanded the Mayer and Salovey four-branch system to incorporate five essential components of emotional intelligence (EQ). Goleman knew IQ was still relevant, but also knew solely having a high IQ was no guarantee of skill in identifying one's own emotions, and especially the emotional expressions of others. According to Goleman (1995), it takes a special kind of intelligence to process emotional information and utilize it effectively in order to

facilitate good personal decisions, to resolve conflicts, or to motivate oneself and others.

His five components include:

1. Self-awareness—The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others.
2. Self-regulation—The ability to control or redirect disruptive impulses and moods. The propensity to suspend judgment—to think before acting.
3. Motivation—A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.
4. Empathy—The ability to understand the emotional makeup of other people. Skill in treating people according to their emotional reactions.
5. Social skills—Having proficiency in managing relationships and building networks. An ability to find common ground and build rapport. (pp. 43-44)

Research completed by Bradberry and Greaves (2009) abridged the categories of emotional intelligence with (a) personal competence that consists of self-awareness and self-management skills, and (b) social competence that includes social awareness and relationship-management skills. Additionally, Bradberry and Greaves asserted organizational cultures with emotionally ignorant people who have a limited understanding of how and where emotions affect their lives will have a difficult time experiencing high levels of organizational success.

### **Authentic Leadership**

One cannot be an authentic person by trying to impersonate someone else. A leader's authenticity is preeminent to plausibility and is an impetus to building trust. The origin of the term *authenticity* is rooted in ancient Greek philosophy and highlights two

components of authenticity: truly knowing one's self and acting with the true coherence of one's self. Although authentic leadership is a construct in early development, some scholars feel this may be the theory of the 21<sup>st</sup> century (Avolio & Walumbwa, 2014; Fusco, Palmer, & O'Riordan, 2011). In the current state of world affairs, authentic leadership may appeal to a public demanding greater accountability and more positive forms of leadership in response to repeated instances of a lapse in ethical judgment by highly visible leaders (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Parry (1999) observed leadership strategies at times are not deliberate, but rather, the strategies often emerge from perspectives gained through life experience. Avolio, Luthans, and Walumbwa (2004) extended the description of authentic leaders to those who are aware of their own "values/moral perspective, knowledge, and strengths" and expressed authentic leaders are "confident, hopeful, optimistic, resilient, and high on moral character" (p. 4). Additionally, Brown and Treviño (2006) noted "self-awareness, openness, transparency, and consistency are at the core of authentic leadership," and "being motivated by positive end values and concern for others (rather than by self-interest) is essential to authentic leadership" (p. 599). Goffee and Jones (2005) asserted a leader cannot define himself or herself as an authentic leader. People who personally experience the leader are the only ones who can ascribe authenticity to that leader. Therefore, authenticity is only perceived by the followers. It is the perception the leader is real; sincere; and defined by honesty, integrity, and trustworthiness. Research has shown positive psychological characteristics and moral reasoning have a major impact on authentic leaders, and those factors underline the development of qualities that may support leaders being perceived as trustworthy and believable by their followers. The

authentic approach fulfills a great need for trustworthiness in leadership today and, similar to transformational and servant leadership, it has an explicit moral aspect to it.

The authentic approach to leadership was established by George (2003), who emphasized characteristics of authentic type leaders. He suggested authentic leaders have an unmatched sense of purpose for their leadership approach. These leaders consistently exhibit behavior that reflects their core values, they see themselves as mentors, and serve others through leading with both their hearts and their heads while building trusted relationships; they demonstrate both self-restraint and self-discipline. Northouse (2010) highlighted authentic leadership possesses an explicit moral dimension, which compels leaders to do what is right. Individuals striving to unearth their authentic leadership require a commitment to developing self (George, Sims, McLean, & Mayer, 2007). Authentic is about being comfortable as a leader, which also usually means being more adaptable as well. Being adaptable is a credible personality trait for people in leadership roles to display. Leaders must have the ongoing capacity to display adaptive behavior when dealing with a variety of people and situations. Authenticity is needed now more than ever in leadership because of the erosion of trust among other factors due to unethical behavior prevalent in many organizations. According to George (2003), there are five identified dimensions of the authentic approach and each has a related characteristic:

1. Understand their purpose–Passion
2. Possess strong values about doing what is right–Behavior
3. Establish trusting relationships with others–Connectedness
4. Demonstrate self-discipline–Consistency

## 5. Passionate about their mission–Compassion (p. 18)

There are many characterizations of authentic leadership, especially since it is a relatively new and emerging approach. According to Eagley (2005), authentic leadership can be explained as an interpersonal process. He stated this type of perspective delineates authentic leadership as relational, generated jointly by both leaders and followers. Responses from followers are key to determining authenticity, a complementary relationship of leaders influencing followers and followers influencing leaders. Another perspective on authentic leadership comes from Shamir and Eilam (2005), who suggested that it is intrapersonal, focusing more on the leader; and this style embodies self-concept, self-knowledge, and self-regulation. They also reinforced authentic leaders are genuine in who they are and lead with conviction. This perspective on authentic leadership resonates from a leader's life experiences and is relevant to one's development.

### **Conceptual Framework**

As described by Yin (2009), qualitative case studies are beneficial in situations that do not necessarily facilitate controlled experimentation. He referenced systematic interviews and direct observation as two pertinent sources for acquiring information in case study research. The research design needs to characterize a theory of what is being investigated and Yin explained the importance of beginning with theory development. However, Eisenhardt (1989) emphasized theory development takes time and can be difficult. It is evident theory plays a defining part in gaining a richer understanding of what is being studied. "We couldn't work at all if we didn't have at least an implicit theory of knowledge; we wouldn't know what to do first" (Becker, 1993, p. 221).

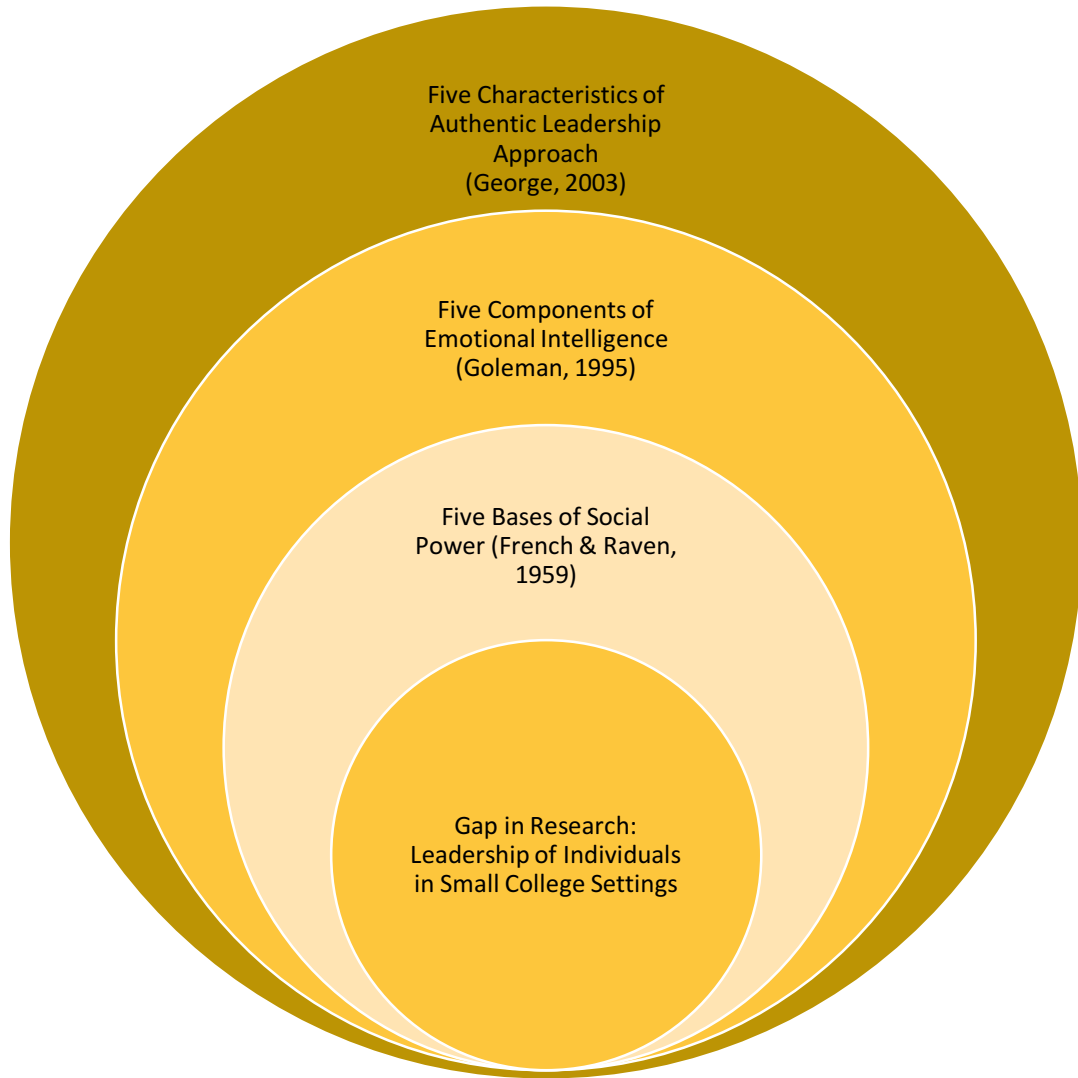


The basis for this research process is an enduring desire for understanding what role the human plays in social theory. The qualitative case study research generates descriptive information that creates emerging themes and patterns. As a result, a conceptual framework is developed through analyzing the interview participant responses and following the mental image of the patterns and themes that emerge from the data. Maxwell (2012) reinforced this rationale by stating:

Your conceptual framework will change during the course of your study, both because the information you gather will lead to new ideas and understandings, and because the process of doing this may lead you to become aware of, or question, parts of your previous conceptual framework. (p. 86)

The research questions are the genesis of the conceptual framework, but in line with Maxwell, research findings ultimately directed the conceptual framework for this study. The distinctive feature of conceptual framework is it can evolve with qualitative research.

Figure 1 displays a visual of how the research study evolved through the emerging patterns and themes presented in the findings. These findings consequently led to adding the five characteristics of authentic leadership to the assessment equation to assist in building a more expansive profile of the subject.



*Figure 1.* Conceptual Framework.

## **Summary**

This chapter presented studies examining research and theories related to workplace incivility, bases of social power, emotional intelligence, and authentic approach in leadership. Chapter III contains a review of the methods used to address the research question, along with the justification for utilizing a qualitative single case study design. The chapter also includes a discussion of the research design, role of the researcher, key information, sample population, data collection, instrumentation, reliability and validity, data collection and data analysis, and anonymity and confidentiality.

## **CHAPTER III: METHODOLOGY**

### **Introduction**

The research strategy for the methodology employed an interpretivist-constructivist paradigm, which fits under the philosophical orientation known as interpretivism. The interpretivist-constructivist researcher tends to rely upon the “participants' views of the situation being studied” (Creswell, 2003, p. 8). This specific orientation recognizes the understanding of an entire phenomenon through the perspective of those who live it and can make truer sense of the occurrence. Researchers working from an interpretivist-constructivist paradigm are focused on viewing reality through the interpersonal experiences of others and co-constructing the reality with the research participants (Creswell, 2013).

This chapter provides a detailed description of the research design and questions that guided and explored the bases of social power as well as the components of emotional intelligence of the studied cynosure, which are essential to ethical leadership. Although most corporate cultures focus on efficiency and profitability as being a leader’s fundamental objectives, there is a long-standing view leaders also have responsibility for ensuring standards of moral and ethical conduct (Cullen, Victor, & Stephens, 1989; Resick, Hanges, Dickson, & Mitchelson, 2006). Assuming a leadership role within an organization or on a team requires the knowledge and a thorough understanding of what leadership is and the expectations that come with a position of influence. The conceptual framework of this qualitative single case study facilitated the building of a leadership profile others can learn from and apply in their leadership roles.

## Research Design

The basis for qualitative research design is the “logic that links data to be collected (and the conclusions to be drawn) to the initial questions of the study” (Yin, 2009, p. 24). Qualitative research involves precise descriptions and employs a heuristic approach and inductive reasoning. Research design is referred to as a “blueprint” for your research, dealing with at least four problems: what questions to study, what data are relevant, what data to collect, and how to analyze the results (Philliber, Schwab, & Sloss, 1980).

In conducting this qualitative single case study, the researcher meticulously studied Steve Moore, Men’s Head Basketball Coach at The College of Wooster in Wooster, Ohio. Stake (1995) expressed, “We study a case when it itself is of very special interest. We look for the interaction with its context” (p. xi). The researcher extrapolated key themes and results that can help predict future trends and discover previously unseen issues that can be applied to leadership practice by others. The true value of qualitative methods is the emic view, an inside perspective that gives a deeper insight.

Denzin and Lincoln (1994) defined the following:

Qualitative research is multi-method in focus, involving interpretive, naturalistic approach to its subject matter.... qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena, regarding the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials...that describe routine and problematic moments and meanings in individuals’ lives. (p. 2)

Researchers working from an interpretivist-constructivism paradigm are focused on viewing reality through the interpersonal experiences of others and co-constructing the reality with the research participants (Creswell, 2013). Applying this type of approach facilitated the researcher in gaining a greater perspective on the dynamics involving power and influence and how they effectively can be used by a leader.

### **Research Questions**

The researcher will explain the methodological approach used for this case study, a restatement of the research questions outlined in Chapter I is listed below. These questions governed the construction of the interview protocols (Appendix A).

1. What type of power is most effective for a leader?
2. What are the relevant character traits of leaders with power and influence?
3. How do power and influence affect team culture?
4. How important are interpersonal skills in a leader's effectiveness?
5. How does a leader's emotional intelligence impact the use of power and influence?

### **Boundaries**

The subject of this research is Steve Moore, Men's Head Basketball Coach at The College of Wooster in Wooster, Ohio. He has provided a compelling leadership figure in college sports due to his prodigious success throughout his coaching career. As the leader of a nationally known small college basketball program, it is important to fully understand the unique challenges coaching at a private liberal arts college such as The College of Wooster can present. Moore is also the director of intramurals and teaches one activities class for a half semester in both the fall and spring. He has only one full-time

assistant coach. Small college head coaches are required to multitask heavily, wearing many hats other than recruiting and coaching their primary sport.

### **Setting**

The College of Wooster is a private liberal arts institution situated in Wooster, Ohio, with a population of almost 27,000. Wayne County is known as the gateway to the Amish region of Ohio, an hour drive southwest of Cleveland. With the rural roads and bustling Amish buggies, the campus location is hardly a basketball recruit destination.

The Big Three is used to describe Harvard, Princeton, and Yale. The Little Three refers to Amherst College, Wesleyan University, and Williams College. The Five Colleges of Ohio include The College of Wooster, Denison University, Kenyon College, Oberlin College, and Ohio Wesleyan University. The so-called Ohio Five is an academic and administrative consortium of five selective private liberal arts colleges in Ohio. The Ohio Five is a nonprofit educational consortium established in 1995 to promote the broad educational and cultural objectives of its member institutions (The Five Colleges of Ohio, n.d.).

According to *The Princeton Review* (n.d.), The College of Wooster has a 58% acceptance rate; ACT scores range from 24–30, SAT scores (Math and Reading only) range from 1070–1360, with a high school GPA of 3.7. Approximately 5,667 students apply each year, and the total student enrollment for 2017 was 2,000. The total base price tag (tuition, room, board, and fees) for the 2017-18 school year was \$60,000.00

The College of Wooster only offers undergraduate academic programs, and there are no bachelor's degrees offered in coaching, physical education, or sport-related studies. As one of the nation's premier colleges for mentored undergraduate research,

every student is required to complete a senior capstone project that entails a yearlong independent study, working one-on-one with a professor. The study culminates in a thesis, art exhibit, or performance. Every year since 2002, *U.S. News & World Report* has surveyed college presidents and deans of colleges which provide the best undergraduate research opportunities and senior capstone programs. The College of Wooster and Princeton University are the only two schools in the country to be recognized on both lists every year since 2002 (*U. S. News & World Report*, 2017a; *U. S. News & World Report*, 2017b).

The College of Wooster's athletic program is governed by the National Collegiate Athletic Association (NCAA). Schools are divided into Divisions (I, II, & III) and then into Conferences. The College of Wooster is a member of the NCAA III North Coast Athletic Conference (NCAC), which was formed in 1983 with teams that desired a greater emphasis placed on the pursuit of academic excellence rather than athletic prowess. Athletic scholarships are not permissible at the Division III level and players do not developmentally redshirt. The goal is for student-athletes to graduate in four years.

### **Steve Moore**

Throughout Steve Moore's coaching career, The College of Wooster's basketball program has never shied away from playing some of the top competition in the country, during the preseason and regular season, as evidenced by playing two Division I full-scholarship teams at The Ohio State University and Kent State University in the 2017-18 preseason. Moore is one of the most successful basketball coaches in NCAA Division III history (currently ranks 2<sup>nd</sup> in wins among Division III coaches all-time), compiling a 37-year head coaching career record of 822-239 (735-174 over the past 31 seasons at The



College of Wooster). Under his leadership, the Fighting Scots have earned 27 NCAA Tournament berths and a league high of 17 North Coast Athletic Conference Championships, a winning percentage of .810. He currently holds a career-winning percentage of .776, which ranks him tied for 7<sup>th</sup> at any level all-time in men's college basketball history for coaches with 600 wins, ahead of the likes of prominent college basketball Hall of Famers Bobby Knight and Mike Krzyzewski. Moore's teams have won 25 or more games 11 times over the last 20 seasons and advanced to the NCAA National Championship game with a team record of 31 games (31-3) during 2010-11. The Fighting Scots hold the NCAA Division III record of 16 consecutive NCAA Tournament bids and have advanced to the NCAA Final Four in both the 2002–2003 and 2006–2007 seasons, as well as advanced to the NCAA Tournament Sweet Sixteen 10 times since the 1998-99 season.

Moore was named head coach at The College of Wooster before the 1987-88 season, and although he inherited an 8-18 team record from the prior year, the Fighting Scots improved to a 14-11 record the following year, which was the start of 31 consecutive winning seasons. He has been recognized by his peers for his accomplishments, having been selected NCAC Coach of the Year eight times and the National Association of Basketball Coaches (NABC) District Coach of the Year for the Great Lakes five times. Also, following the 2002–2003 season, he was voted the Ohio College Basketball Coach of the Year by the *Columbus Dispatch*, and in April 2008 the NABC presented him a prestigious “Guardian of the Game” award for education, an honor also once bestowed on the legendary John Wooden.

Before Moore's arrival at Wooster, he was the head coach at Muhlenberg College in Allentown, Pennsylvania. Muhlenberg is a private liberal arts college with an enrollment of 2,200 and also has an NCAA Division III athletic program, which makes it comparable in size and consistent in intercollegiate mission to The College of Wooster. He led the Mules to consecutive Middle Atlantic Conference titles in the 1984–1985 and 1985–1986 seasons. His 1985–1986 team at Muhlenberg succeeded in having its first 20-win season in 40 years (Smith, n.d.).

### **Case Study Methods**

There are multiple types of case studies—single, group, location, organization, and event. Single cases are a common design for qualitative case studies and was the design of choice for this case study. Yin (2009) stated single case design is eminently justifiable under certain circumstances—where the case represents a critical test of existing theories, is a rare or unique event, is the typical or commonplace situation, or where the case serves as either a longitudinal or revelatory purpose. This type of case study is worthwhile because the descriptive information alone will be revealing. Davis (2007) reinforced “good qualitative research has equaled, if not exceeded, quantitative research in status, relevance, and methodological rigor” (p. 574). Single case studies can provide very engaging, rich explorations of an individual in a real-world setting. A case study is a type of qualitative research in which in-depth data are gathered relative to a single individual, program, or event to learn more about an unknown or poorly understood situation (Leedy & Ormond, 2005). Correspondingly, qualitative investigation involves probing to acquire richer evidence, active listening, an absence of bias, adaptiveness to

emerging data, and a deep understanding of the content being studied. Yin (2009) described the case study with clarity:

The case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from prior development of the theoretical propositions to guide data collection and analysis. (p. 18)

### **Role of the Researcher**

In qualitative research, the researcher serves as the primary instrument of data collection. Guba and Lincoln (1981) stated the role of a researcher is like that of “anthropologists, social scientists, connoisseurs, critics, oral historians, novelists, essayists, and poets.... They emphasize, describe, judge, compare, portray, evoke images, and create, for the reader or listener, the sense of having been there” (p. 149). For this study, the researcher portrayed both an emic and etic perspective toward the study. As a former general manager, an emic perspective derives from the researcher who has been in a leadership role. An etic perspective also was developed, as the researcher acted as an outsider. Fetterman (1998) endorsed this dual role and emphasized when an investigator draws closer to the story and helps the reader ascertain viewpoints: “the better the story and the better the science” (p. 2). With qualitative research, the emphasis is exploring individual experiences, describing phenomenon, and developing theory (Vishnevsky & Beanlands, 2004).

## **Key Informant**

The researcher utilized a key informant to acquire a depth and breadth of understanding and unique perspective about the subject. The primary benefits of utilizing an informant involve the caliber of data that can be collected in a condensed timeframe, and the uniqueness of the insightful contribution used in conjunction with other qualitative methods, which enrich the thickness of the research findings. The key informant was Doug Cline, the current associate head coach for men's basketball at The College of Wooster. Cline played four years for Steve Moore and has been a full-time member of his coaching staff for 23 years, and associate head coach since 2011. He is a person who possesses a specialty of skills and professional background related to the subject of the research, was knowledgeable about the interview participants, and had access to other information of interest to the researcher. Cline had a way of communicating that genuinely captured the true essence of what only a participant with his type of personal knowledge of the subject could provide. He brought a nonpareil level of expertise to assist the researcher's perspective on the case study participants; their backgrounds, behaviors, and types of exposure; and extent of involvement with the evaluated individual. Cline's insight was helpful in formulating the research design and in striving to answer the summative evaluation questions that the researcher obtained from direct observations. According to Williams (1967), key informants are regarded as extraordinary by those around them and usually, but not invariably, occupy a position of responsibility and influence. This status should have been achieved by, rather than ascribed to, the individual.

## **Population and Sample**

The target population encompassed an array of people who have had direct association with and clear knowledge of the subject. The population included people who supervised or coached him, work or played with him, or currently or have been coached by him. The group of interview participants was a diverse one, containing a variance of age, education, ethnic backgrounds, relationships to the studied individual, and professional experiences. The researcher made a concerted attempt to saturate the data.

The sampling was purposeful in soliciting sources, and the subjects were deliberately selected with the assistance of key informant Doug Cline, the current associate head coach and a former basketball player at The College of Wooster. “Purposeful sampling focuses on selecting information-rich cases whose study will illuminate the questions under study” (Patton, 2002, p. 230). It is noteworthy to mention that Patton declared acute sampling entails selecting participants who “stand-out” among the others because of their uniqueness.

According to Slavin (2007), quantitative and qualitative data are different not only in the design but also in the selection of participants and data collection. Quantitative methods require larger numbers of individuals who are representative of the population under study, whereas qualitative research typically focuses on a smaller number of participants within the population of the phenomenon.

For this study, the sample consisted of 22 participants, who included three distinct groups of individuals: senior/supervisors, peer/colleagues, and junior/subordinates. The researcher utilized a strategy of purposeful sampling known as criterion sampling, which involved selecting cases that met some predetermined criterion of importance

(Patton, 2001, p. 238). Developing well-planned sampling decisions was crucial to the dependability of the overall study (Marshall & Rossman, 2011).

Purposeful sampling is an effective technique in exploratory qualitative research. This approach has two objectives: first, to assure that all participants are relevant to the research subject; and second sample diversity is taken into consideration (Richie & Lewis, 2006). According to Patton (2002), in qualitative research there are no set guidelines for establishing sample size. The sample used in this study provided a broad scope of comprehensive quality. Patton (2002) added, “Sample size depends on what you want to know, the purpose of the inquiry, what’s at stake, what will be useful, what will have credibility, and what can be done with available time and resources” (p. 244). Table 1 presents a complete description of the diverse group of interview participants included in the sample.

Table 1

*Participants' Profile for Interviews Conducted*

<b>Alias</b>	<b>Ethnicity</b>	<b>Degree</b>	<b>Title</b>	<b>Mode</b>	<b>Date</b>	<b>Duration</b>
Lori	W	D	President (S)	In-Person	12/02/18	30:11
Sean	W	D	President (S)	In-Person	12/13/18	34:15
Joel	W	D	President (S)	Skype	01/05/18	40:39
Abby	W	D	Academics (S)	In-Person	12/04/18	22:25
Alan	W	D	Academics (P)	In-Person	12/02/18	34:30
Bart	W	D	Athletics (S)	In-Person	12/04/18	28:03
Tami	B	M	Athletics (P)	In-Person	12/04/18	43:52
Chet	W	M	Athletics (P)	In-Person	12/04/17	18:45
Seth	W	M	College Coach (S)	In-Person	11/30/18	21:56
Noah	W	M	Adversary Coach (P)	In-Person	01/19/18	23:09
Trey	W	M	Former Teammate (P)	In-Person	02/05/18	18:01
Phil	W	B	Former Teammate (P)	In-Person	02/05/18	20:34
Wade	W	M	Former Player (P)	In-Person	12/06/17	24:02
Josh	W	B	Former Player (J)	In-Person	02/09/18	2:26:05
Ryan	W	B	Former Player (J)	Skype	02/08/18	1:29:17
Carl	W	B	Current Player (J)	In-Person	12/04/18	26:44
Rick	B	B	Current Player (J)	In-Person	12/04/18	22:37
Drew	W	B	Current Player (J)	In-Person	12/05/18	28:26
Kurt	B	B	Current Player (J)	In-Person	12/04/18	18:38
Dave	W	D	Community Leader (P)	In-Person	02/08/18	20:47
Barb	W	M	Family (J)	In-Person	02/08/18	36:15
Mary	W	B	Family (J)	In-Person	02/08/18	39:34

S = Senior; P = Peer; J = Junior.

## **Instrumentation**

Case studies rely on four primary methods of qualitative design when gathering data: surveying, observing, interviewing, and analyzing documents. Researchers may choose to utilize all methods pertinent to their study (Merriam, 2009). This study applied three of the four methods. Although the primary method consisted of semi-structured interviews, the researcher also utilized direct observation, as well as document inquiry. The research questions for the dissertation guided the criteria for developing the semi-structured interviews. Anfara, Brown, and Mangione (2002) contended that interview questions should “be carefully cross-referenced to the study’s research questions” (p. 31) and should be based on what the researcher seeks to understand. An interview protocol was utilized for this study and is included in Appendix A. Interview protocols provide a structured format for the researcher and list all questions asked during the interview process.

## **Procedures for Data Collection**

The data collection process is considered one of the most significant activities in the process due to the richness and depth of what eventually will be known, and the quality of data depends on how effectively the collection method is in discovering key details about the individual or situation. The uniqueness of qualitative research is that the researcher is the primary instrument for data collection and analysis. Researchers (Leedy & Ormond, 2005; Stake, 1995; Yin, 2009) have identified six primary sources that include direct observation, interview, documents, archival records, physical artifacts, and participant observation. A researcher may use one source or as many as needed depending on the relevance of the data to the case study. Data conveyed through words



are best described as qualitative. Interviewing is a common method used for data collection in qualitative studies. Wellington (2000) stated that the interview's main purpose is to "probe a respondent's views, perspective or life history, that is, the exchange should be far more in one direction than another" (p. 73). The face-to-face encounter allows the interviewer to elicit information from the participant by probing more through reading facial expressions and body language.

The main purpose of an interview is to obtain a special kind of information. The researcher wants to find out what is "in and on someone else's mind" (Patton, 1990, p. 278). Patton explained, "The purpose of interviewing, then, is to allow us to enter into the other person's perspective" (p. 196). The goal of the present study was to interview everyone face-to-face. If the researcher was unable to secure sit-down interviews, the interviews were conducted by a videoconference with each person at a mutually agreed upon date and time. The researcher initiated contact with the potential participants through emails to convey the request and to set dates and times that were agreeable to all. The researcher reached the credible point of saturation when 22 interviews were conducted, meaning the point in continuous data collection that signaled procuring additional data would serve only to confirm an emerging understanding. The interview timeframe was to be a maximum of 30-45 minutes. It is imperative that a qualitative researcher is an effective communicator, as empathy can generate rapport with others (Hamilton, 2008). The researcher employed direct observation and document inquiry.

### **Document Inquiry**

Patton (2002) noted documentation includes records, documents, artifacts, and archives that provide a "rich source of information" (p. 293) about programs. For the

study, the researcher utilized documentation as the first method of data collection to gain insight into Steve Moore, his basketball program, and his time-tested success. Other documentation used for data collection included press releases posted by The College of Wooster and Muhlenberg College athletic communication departments and articles written by multiple media sources. Unlike other sources of qualitative data, collecting data from documents is relatively invisible to, and requires minimal cooperation from, persons within the setting being studied (Fetterman, 1989).

### **Systematic Interviews**

All 22 interviews were conducted face-to-face and were semi-structured, utilizing open-ended questions. According to Stake (1995), procuring the descriptions and interpretations of others are two principle uses of case study research. The entire interview process was attained through the mode of in-person interviews apart from two conducted via Skype. Merriam (1998) described empathy as the pathway to a general understanding between people, and Merriam also believed that a researcher who conducts an interview with empathy is more apt to create an atmosphere of trust and respect with the interviewee. Thus, what may be on someone's mind can be observed or known, so it is imperative that the researcher uses probing and thought-provoking questions to acquire enlightening data. Interviews were conducted in a controlled environment and handled with confidential integrity. Most scheduled interviews took place on the campus of The College of Wooster, and those that did not take place on campus were conducted in a private office space. The researcher conducted two Skype video sessions with interviewees from California and New York. Before all interviews, the researcher discussed the contents of the informed consent form, the confidential nature of the

interview, and the use of alias names. Each participant was asked to fill out an interview profile questionnaire (see Appendix B). A signed consent form was also obtained from each participant before beginning the interview process (see Appendix C).

### **Direct Observations**

Qualitative research “implies a direct concern with the experience as it is ‘lived’ or ‘felt’ or ‘undergone’” (Sherman & Webb, 1988, p. 7). It is important to make sense of the meanings that people construct, since their life experiences provide evidence and an understanding of the world in which they live every day, which contributes to the research. Yin (1984) recognized observation as a source of evidence for data collection. He noted direct observation requires “making a field visit to the case study site,” and participant observation takes on a mode “in which the investigator is not merely a passive observer” (pp. 85-86). Thus, field notes were used to provide more in-depth background of the settings and activities and to assist the researcher with salient items that occurred during observed exposures. The field notes contain the specific description of what was observed (see Appendix D). The descriptions are accurate accounts and thorough without being judgmental to the individual studied and circumstance. The date and time of the observation are recorded. No information is trusted to future recall, as detail and valid notes are important. As follows, the researcher directly observed multiple exposures of the subject, which included one team meeting, two practices, and six live games.

Meeting: Friday, December 1, 2017 (3:15-3:30pm EST)

Practices: Friday, December 1, 2017 (3:30-4:00pm EST), and Thursday,

February 8, 2018 (3:30-4:15pm EST)

Games: Saturday, November 25, 2017 (3:30-5:30pm EST); November 29, 2017 (7:30-9:30pm EST); December 2, 2017 (1:30-3:30pm EST); December 17, 2017 (11:30am-1:30pm EST); December 18, 2017 (1:30-3:30pm EST); February 17, 2018 (7:20pm-9:10pm EST)

### **Data Analysis**

The researcher followed the data analysis process for case study work as described by Creswell (2013). The steps involved (a) organizing the data, (b) reading the data, (c) describing the data, (d) classifying the data, (e) interpreting the data, and (f) representing the data in a narrative format. At the heart of the narrative analysis is “the ways humans experience the world” (Connelly & Clandinin, 1990, p. 2). The researcher made a concerted effort to analyze all data simultaneously because the data were collected while still fresh in his mind. Most qualitative researchers code their data during and after collection as an analytic tactic, for coding is analysis (Miles & Huberman, 1994, p. 56). A holistic approach was used to assess and express the findings. After all interviews and observations were complete, the researcher performed a thorough review of all transcriptions, handwritten notes, detailed field notes, and any relevant documentation. Stake (1995) defined analysis as “a matter of giving meaning to first impressions as well as to final compilations” (p. 71). Next, he began organizing the acquired data into categories and codes. The designations can be single words, letters, numbers, phrases, or combinations of these. Coding is linking, not just labeling. “It leads you from the data to the idea, and from the idea to all the data pertaining to that idea” (Richards & Morse, 2007, p. 137). The process of coding occurs at two levels: identifying information about the data and interpreting constructs related to analysis. The coding

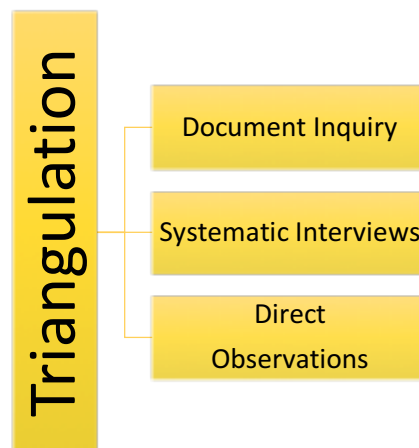
scheme can be quite simple, such as in identifying a theme that can be illustrated with numerous incidents and quotations. Alternatively, it can be quite complex with multi-levels of coding for each incident (Strauss, 1987; Strauss & Corbin, 1990). The open-coding process focused primarily on the text and a breakdown of the data. The axial coding focused on concepts and specific categories that presented relevant themes.

### **Reliability and Validity**

It is imperative when conducting a qualitative case study that the findings are trustworthy. As stated by Lincoln and Guba (1985), most qualitative researchers agree that data trustworthiness, whether collected from direct observations or interviews, is indicated by way of four means of assessment: transferability, dependability, confirmability, and credibility. Researchers can utilize numerous strategies to improve trustworthiness and, combined with an awareness of ethical issues, these stratagems can certainly contribute to a study's transferability, dependability, confirmability, and overall credibility. The researcher's goal was to enhance the believability of the findings through confirming the evaluation of conclusions of the participants, merging multiple sources of evidence, and regulating any undesirable influences. Merriam (1998) identified the following eight strategies for fostering trustworthiness: (1) triangulation, (2) member checks, (3) peer examinations, (4) researcher's position or reflexivity, (5) adequate engagement in data collection, (6) maximum variation, (7) audit trail, and (8) rich, thick descriptions. Sipe and Ghiso (2004) implied that "All coding is a judgment call," since people tend to introduce "our subjectivities, our personalities, our predispositions, [and] our quirks" (pp. 482-483) to the examination process. Even though the research for this

study was not controversial or ethnographic in nature, the researcher accepted the ethical responsibility to those involved in the data collection process.

In qualitative research, triangulation continues to be one of the most used strategies for establishing credibility in research. Cohen and Manion (1994) detailed triangulation as an “attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint” (p. 254). For this case study, triangulation (see Figure 2) was achieved through utilization of multiple sources of data, which included document inquiry of information from the college’s website and articles from various media outlets. Additionally, the researcher observed the subject from a direct observation approach. Each source was analyzed independently to allow the codes and themes to emerge freely. The information was combined with the data extracted from the interviews of the three distinct groups of participants. When necessary, the researcher verified the accuracy of questionable interpretations from the interviewees with another level of confidence and trustworthiness for the procured data.



*Figure 2.* Triangulation by Method.

In quantitative studies, reliability means focusing on whether the study can be replicated with analogous results; qualitative research focuses on whether there is constancy in the dependability of the research. Because the researcher was the primary instrument for data collection, the constancy and integrity of the data were maintained. The investigator's position as the researcher of the data collection and analyses, along with triangulation and a detailed audit trail, competently served as strategies to support the credibility and dependability of this study.

The universal criterion of external validity refers to how the conclusions of a study can be generalized to large populations (Anfara et al., 2002). With qualitative research, external validity refers to the transferability of the knowledge to various situations. It is the responsibility of the investigators to provide sufficient information to readers about the study, and it is the users' responsibility to assess whether the study applies to their situation or context (Merriam, 2009). Presenting a rich description of the study is the most common strategy for ensuring external validity in qualitative research. Due to the importance of transferability of the knowledge, the researcher provided detailed descriptions of the interview mode, time segment, setting, participant profiles, and findings. Additionally, integrating quotes from transcriptions and peer-reviewed journals served as evidence of dependability and transferability.

### **Anonymity and Confidentiality**

The types of questions, interviewing techniques, active listening levels, and the researcher-interviewee exchange are all key to obtain a successful outcome. Likewise, ethical considerations relating to the integrity of the confidentiality of participants are fundamental aspects of conducting interviews. The research participants need to have

their anonymity and confidentiality protected to the extent required by law (Marshall & Rossman, 2011). While interview data may be used as evidence about people's perceptions and understanding, the researcher must be cognizant that participant feedback may be shaped by variables related to how the researcher potentially influenced the interviewee, whether a line of trust was built, and the overall rapport between the two people involved. Patton (2002) noted, "Interviews are interventions. They affect people" (p. 405). The researcher applied strict adherence to ethical research protocol to ensure high standards were followed and all participants were rightfully protected.

Individuals were assured their identity would be kept confidential throughout the study. Although participants stated using a pen name was unneeded, the researcher still assigned an alias to each participant. The transcriptions and audio tapes were labeled with codes as identifiers; and upon the completion of this study, any identifiable information linking participants to their responses will be secured for a minimum of five years.

### **Summary**

This chapter highlighted the methodological approach employed for this single case study. The aim of this study was to discover a leadership profile from which others can learn. According to Patton (2002), qualitative data explain a story capturing one's experience of the world. This study allowed for an examination of leadership within the context of participants' professional lives. Chapter IV explicates the results and findings of this study.



## **CHAPTER IV: RESEARCH FINDINGS**

### **Introduction**

Workplace incivility and corporate scandal have created a need for greater ethical leadership in organizations. While numerous studies have been conducted on the topic of leadership, there has been limited research about successful leaders in small college settings, and there are many examples of ethical leadership that could be applied in other work environments. The purpose of this qualitative case study was to explore the successful leadership attributes of the subject and identify what others can learn from his leadership profile. The goal of a case study approach is to provide an in-depth description of the social phenomenon under study (Yin, 2009). The phenomenon intensely examined for this study was the leadership of Steve Moore, Head Coach, Men's Basketball at The College of Wooster. The conceptual framework of a case study methodology facilitates researchers with an interpretivist-constructivist paradigm to focus on viewing reality through the interpersonal experience of others and co-constructing the reality with the research participants (Creswell, 2013). Using the single case study method, along with the interpretivist-constructivism approach, allowed the researcher of this study to understand the evident leadership aspects of the subject.

This chapter is organized to present the research findings of the study by first providing a summary of the multiple sources used for data collection. The researcher utilized documentation inquiry, systematic interviewing, and direct observation. The semi-structured interviews were conducted face-to-face utilizing open-ended questions to encourage full and unabated responses from the participants' interviews. The is chapter also provides an analysis of the interviewee responses and includes the five research

questions and described findings that emerged from the thematic analysis. Although the research path was initially focused on exploring the bases of social power and the components of emotional intelligence of the subject, through the data procurement process characteristics of authentic leadership surfaced and expanded the conceptual framework of the study. The findings are presented using a rich, thick and in-depth case study narrative taken from the participant interviews.

### **Sources of Data Collection**

The main source was utilization of semi-structured interviews. The additional sources included digital recordings to ensure the accuracy and validity of all conducted interviews, handwritten notes taken during the interviews to denote unusual reactions, highly detailed field notes as a direct observer, and any other relevant documentation. Merriam (1998) explained the most common interview type is the semi-structured interview guided by a set of questions and issues to be explored, but neither the exact wording nor the order of questions is predetermined.

### **Document Inquiry**

The first method of data collection by the researcher to gain perspective on the subject for the case study consisted of readily available documentation. The process of document analysis is a mode of qualitative study in which documents are interpreted by the researcher to give voice and meaning around an evaluation topic (Bowen, 2009). These documents included a thorough inquiry of the content included in the online bio of Steve Moore, accessible via The College of Wooster Men's Basketball website. The preliminary consideration for the conceptual framework was developed through a documentation review.

### **Systematic Interviews**

The primary source of data collection used for this case study was face-to-face, semi-structured interviews with open-ended questions. Open-ended questions encouraged full and unabated responses. The purposeful sampling techniques described in Chapter III consisted of 22 participants. Of the 22 interviewees, only two were Skype meetings. Before each interview, the researcher explained the purpose of the project and reviewed the contents of the Informed Consent Form. Participants were made aware of the confidentiality of their interviews and informed that alias names would be used to protect their identity. Table 1 provides a detailed description of the sample participant profile.

### **Direct Observations**

The researcher observed a team meeting, multiple practices, and games to assess the behaviors of the subject and to garner a perspective of how others reacted to his leadership. Detailed field notes were taken to record the interactions among the individuals and to gain real-life perspective of a leader in action.

### **Presentation of Findings**

This section of the chapter focuses on the in-depth interpretation of the data collected for this case study. Before conducting the interviews, the researcher conducted a preliminary review of the single subject using a documentary research method. Gaborone (2006) noted using documentary resources is more cost-effective and sometimes as beneficial in a study as conventional interviews, and Patton (2002) commented documents add a rich source of information. Additionally, conceptual or theoretical frameworks provide a rationale for a study and can assist the reader in understanding the researcher's logic (Simon & Goes, 2011).

## Thematic Analysis

This section deals with the thorough interpretation of the data derived from the interview responses and the visual cues observed by the researcher throughout the data collection phase. Patterns and themes emerged from interview questions developed to address the following research questions:

**1. What type of power is most effective for a leader? Five bases of social power: Coercive, Reward, Legitimate, Expert, and Referent.** (French and Raven, 1959)

The subject in the case study was recognized as having a *referent* base of social power. He received 16–referent power endorsements from the interview participants when asked to identify which of the five bases of social power Moore employed. The remaining endorsements were identified as 4–expert power, 1–legitimate, and 1–reward, which means Moore’s primary source of power emanates from personal power. The following are select excerpts from the recorded interviewee responses using alias names:

- (Trey) Referent – “Referent power is head and shoulders above the rest.”
- (Bart) Referent – “Definitely referent, he is a tremendous role model. He models what he expects from his players – the commitment, the passion, the hard work, etc.”
- (Abby) Referent – “Players who play for Steve definitely see him as a role model, he exemplifies all the positive features that I can think of that I would want my son and I think most parents would want their sons to be like, and the way he behaves on and off the court, the way he has passion for his area, and the way he treats others.”

- (Ryan) Referent – “Because of the example he sets, I trust him, I believe what he says, and I’m ready to follow him. He never changed, yes, he adapted as a coach in terms of the technical things very well, and throughout his career obviously, he has, but in terms of his core, it was the example that he set every day that gave him his power. He didn’t threaten, he told you like an adult, this is the way I want to do things and this is the way I see you doing them, and this is what you need to improve at if you want to be a contributing part of this team.”
- (Wade) Referent – “He’s someone you want to be like. God, family, community, and lead by example.”
- (Mary) Referent – “A true example of actions speak louder than words. Views himself as God’s vessel. It’s not about him, it’s about others.”
- (Josh) Referent – “Treats you like a man. Shows you how. Teaches you life lessons and is a role model.”
- (Alan) Referent – “Players model their behavior after him, especially when dealing with adversity in a very mature way.”
- (Rick) Referent – “He’s not all talk, this guy does what he says, not just in basketball, but in life.”
- (Barb) Referent – “Walks the talk.”
- (Drew) Referent – “Through his actions people will follow. He’s a great role model.”

(Tami) Expert – “He’s extremely knowledgeable of the game, but he’s constantly studying, whether it’s potential prospects from a student-athlete standpoint or within the program on how they can consistently get better, and not only what’s in his program, but studying other coaches.”

(Drew) Expert – “He’s a great source of power in terms of knowledge.”

## **2. What are the relevant character traits of leaders with power and influence?**

The subject in the case study was identified as having all five characteristics of authentic leadership approach. The top three characteristics were *passion*, *behavior*, and *consistency*. These were themes that emerged through the data collection and analysis.

The following are select excerpts from the recorded interviewee responses using alias names:

(Sean) Passion – “He’s fierce in his passion for his work and a tremendous sense for motivation. Never leads through anger, he leads through intensity, and it’s always focused in a positive way. When he’s disappointed in somebody he’s supportive, but when he wants to motivate, it’s a passion for excelling.”

(Abby) Passion – “He has a passion for what he does, and therefore the strong drive for himself to achieve and for everyone in his organization to achieve.”

(Dave) Passion – “He doesn’t care who gets the credit, it’s just that they all work together in a synergistic way, and it’s just his personality and passion and

knowing that if you surround yourself with good people you're going to have success."

(Josh) Passion – "I loved his passion and work ethic."

(Bart) Behavior – "Steve takes everything he does very seriously, he has a strategy and a vision, and he puts in whatever time is necessary in order to accomplish and achieve that. His ability to not only lead the members of his squad every year, and adapt and adjust to the various nuances of the different individuals, but also his ability to formulate, mold and guide a coaching staff, from the associate head coach on down to his volunteer assistants, he's been very tremendous with that."

(Drew) Behavior – "He's always open to change but I wouldn't say he's amendable, because if it's a better way he's not going to be too proud to say no. He's always got your best interest in mind."

(Barb) Behavior – "He has a moral code to live by."

(Alan) Behavior – "Steve has been willing to adapt and make changes over time."

(Wade) Behavior – "There are a lot of reasons for that, but the main one is, when you first meet him, and the first appearance of him is, he is genuine and I think a lot of people that know him would agree with that. He is very humble about who he is and with the success. The word genuine sticks out more than anything. Everybody understands when he says something to you or when you talk to him, he is listening and he is trying to help, and that genuine characteristic is the first step toward him being a great leader and to his success. What you see is who he is. His humbleness is

genuine. Never the guy who says look at me. He's true to who he is and what his beliefs are, and that's what gotten him to where he's at with his career."

- (Lori) Behavior – "He has exceptional commitment, dedication, self-control, care for students, and selfless interest in the wellbeing of others."
- (Barb) Behavior – "Has a moral code to live by."
- (Ryan) Behavior – "Authentic is the right word, you feel that authenticity and you feel that this is the least phony person around, so he has that immediate credibility. He doesn't need to prove himself. Coach Moore just naturally knew his personality, it (leadership) came naturally just by him being himself. He made it very clear for you. You knew the expectations."
- (Sean) Behavior – "He's so humble and he's incredibly earnest."
- (Tami) Behavior – "His work ethic, along with his adaptability with working with the generations that have come through that he has coached."
- (Seth) "His ability to ask people to give their best effort is a trait that he had as a player and has been able to carry that over into his coaching."
- (Josh) Behavior – "Genuine, what you see is what you get. Doesn't ever put himself in bad situations. Treats everyone with respect regardless of who you are. What you see is what you get and he never acts better than anyone else. He would rather give credit to everybody else but himself. He's the type of person that my parents always encouraged me to be. I have never met a better person in my life than Coach Moore."



- (Sean) Connectedness – “There is an element to Steve’s leadership that I think is the gem, it’s called Doug Cline, and the reason that is so important to understanding Steve as a leader is, it’s a very rare leader that will accept a number two as a co-equal. And so, for Steve, he does not have an ego that needs to have himself be the one out front, they are co-equals. Steve and Doug have a magical compatibility where all of Steve’s strengths can be manifested, and Doug can fill in those things where Steve doesn’t bring strength. And Steve allows Doug’s strengths to be a co-equal to his own. And that pairing has been the secret sauce of Steve’s leadership. Steve won’t talk for 30 seconds without talking about Doug’s role.”
- (Chet) Consistency – “The things that stands out the most is his tremendous work ethic, day in and day out, week after week. His work ethic rubs off on others.”
- (Rick) Consistency – “He’s about attention to details. Everybody is on the same level.”
- (Drew) Consistency – “He stands by a bunch of core principles that not many of coaches stand by, they’re things he does consistently and expects of everybody. Attention to detail is something he is always on the ball with, never lacking that in any facet of his life.”
- (Ryan) “His success has a lot to do with who he is day in and day out, and the example he set every day.”

- (Mary) Consistency – “He exemplifies every day of his life humility and unselfishness. He’s very modest, never speaks highly of himself. How he responds to success is giving credit to others.”
- (Trey) Compassion – “What makes him so successful is his sincerity. He has no problem sharing the success with other people. He’s just a quality person. You never had to question his motives, he’s always wanted excellence, he’s always worked toward excellence, and he’s always treated people the way their supposed to be treated. People realize he’s sincere and there’s no fake bone in his body. There is no pretense to him, this is who I am, this is how I’m going to conduct myself, hopefully you like it, but if you don’t, that’s okay, too. He’s just really transparent, what you see is what you get.”

### **3. How do power and influence affect team culture?**

The following are select excerpts from the recorded interviewee responses using alias names:

- (Sean) “The Wooster culture has a seriousness of purpose.”
- (Dave) “An unselfish and passionate culture.”
- (Carl) “Wooster culture is winning, you expect to win because you work to win, it’s about representing this school and community in a positive manner on and off the court, but Coach Moore because of how much I respect him and how much he embodies that. It’s reinforced every day in practice, by focusing on what we can control right now, the immediate practice, not on the next game, it’s engrained in the program, it’s almost like an added

pressure of I have to be an exact Wooster Fighting Scot if I want to even contribute to this program and impress him.”

(Rick) “Coach Moore is very team-minded, and when you look at the approach of the Wooster program, it’s all about team basketball.”

(Tami) “I feel men in his program have moved on to be very successful and they understand that through watching the things that Coach Moore has done.”

(Wade) “As it relates to culture, our fight came from him, our passion came from him, and our attention to detail came from him. Building a team, he’s been able to do that by recruiting the right kind of players, he’s found that success of getting quality kids, not just basketball players. Building a team that understands a value system, and even if he gets one kid that doesn’t understand the value system coming in, by the time they leave, they understand that value system. He always had leaders that in the bad times have said, ‘hey, this is our value system and what we’re going to lean on,’ and I think that is something he’s done a very good job establishing socially into the team culture, and he’s good at having the team persuade players rather than just having him do it by himself. He rewards, he gives his guys what they deserve.”

(Alan) “Steve doesn’t discriminate based on talent in how he treats players. People come here for him, to learn from him, not necessity to play a lot. He’s created a culture that people want to associate with.”

(Sean) “There was a culture to the program that I had a great deal of admiration for and it all had to do Steve’s leadership.”

- (Josh) “One big family. Very loyal. If you play for him you’re like a son.”
- (Noah) “He sets a demanding culture which is a winning culture on and off the court.”
- (Ryan) “Steve Moore’s culture is disciplined, a prepared culture, it’s credible, it’s pure, and it’s machine-like.”
- (Kurt) “His leadership pretty much makes up our culture.”
- (Chet) “Steve has created a family culture, a trusted culture, you must have each other’s back.”

#### **4. How important are interpersonal skills in a leader’s effectiveness?**

The following are select excerpts from the recorded interviewee responses using alias names:

- (Sean) “He can relate to players with different backgrounds, he has no pretense, he’s only interested in the player and the program and how a player can fit into the program and how both can excel together. He’s been able to be malleable and roll with new guys coming along and what they need to excel.”
- (Abby) “Steve has strong interpersonal skills. You can’t have people follow you willingly unless you have interpersonal skills. He wants to reach every player. Steve always recognizes every person on the team in a very special way that makes each individual feel valued for the part that they play. He’s extremely collegial with other coaches on campus and unselfish and generous. He is a fantastic mentor.”
- (Chet) “Steve is able to relate to anyone and build a line of trust.”

- (Wade) “Very compassionate, empathetic and good at listening.”
- (Rick) “He always communicates with us, and usually weekly he wants to meet with the captains to see if the team is where we want it to be. He’s different than all the other coaches I’ve had because he will take time to personally talk to you, and you will see that he’s willing to do anything, not because he has to but he’s passionate and wants to.”
- (Trey) “His interpersonal skills are at the top, if you’re trying to create culture of accepting people for who they are.”
- (Carl) “If you’re doing the right things and getting the job done, it won’t go unnoticed.”
- (Phil) “He clearly knows how to communicate, and the way he comes across you know he’s sincere.”
- (Joel) “He’s a bit of an introvert. He’s a much deeper person than most, and students really sense that.”
- (Wade) “In terms of interpersonal skills, he’s very comforting. When you talk to him in a not basketball setting some would say he’s very quiet and shy, that’s strange because I don’t think a lot of people would say that he’s a great leader, but he comes off soft in a way that he can understand you, he’s great at listening. I don’t know if there is anyone who can express their knowledge better than him.”
- (Alan) “Willingness to engage with people, Steve listens very well.”

**5. How does a leader's emotional intelligence impact the use of power and influence? Five components: Self-awareness, Self-regulation, Motivation, Empathy, and Social Skill. (Goleman, 1995)**

The subject in the case study was identified as having all five components of emotional intelligence. The top three components were *motivation*, *self-awareness*, and *empathy*. These were themes that emerged through the data collection and analysis. The following are select excerpts from the recorded interviewee responses using alias names:

(Lori) "Steve has all of the petals of emotional intelligence."

(Abby) "Definitely, he has all five, no question. You'll never find a person with a more self-deprecating sense of humor and just approach, you would never know how successful he is by just sitting down with him, a very mild-mannered kind of guy."

(Josh) Motivation – "Motivator, makes you believe in yourself."

(Trey) Motivation – "I always found Steve to be a person as motivated as I've ever been around, motivated to succeed personally, but also motivated to help other people."

(Bart) Motivation – "Steve is one of the most driven human beings that I've had the privilege to know and to work with. He is very motivated and is able to bring about motivation in others. He can adapt his motivation. When it's necessary for that motivation to be demonstrated in a soft and quiet manner, that's the way it comes. When it's necessary for the motivation to be demonstrated through a powerful speech or power reaction, he does that, so he adapts."

- (Sean) Motivation – “He tunes into each and every player, and does an analysis of what’s going to motivate this person and how’s this player’s going to become the best player possible.”
- (Carl) Motivation – “It has nothing to do with money or status, he could care less about 800 wins or however many tournament appearances, it’s all about winning and helping young men grow.”
- (Chet) Motivation – “No question, motivation is number one.”
- (Noah) Self-Awareness – “He knows who he is, and presents himself that way and that ends up being really connecting for people.”
- (Bart) Self-Awareness – “He’s got strong self-awareness, as he clearly knows how his mood affects others and how that has impact and influence on them, whether after an emotional win or a tough loss.”
- (Trey) Self-Awareness – “He’s always been a very devout, kind, spiritual person, so he’s always known what matters to him and made sure he lives his life that way, and you can’t lead your life that way unless you’re pretty self-aware.”
- (Wade) Empathy – “Number one is empathy, especially with me. When I transferred in, I was probably at my lowest in life, and he totally understood emotionally what I was going through, and he knew how to deal with that better than anybody. I always felt that he knew how to control emotions and players, and he was sympathetic to players better than anybody. I thought he was really good as a leader at being empathetic to people and

understanding emotionally what they were going through and trying to help them. He understood my mood, he's what drove me."

(Kurt) Empathy – "He demonstrates empathy in that he doesn't coach each player the exact same way. And he knows how to get the best out of each one of his players."

(Abby) Empathy – "Steve has always had a diverse team, and he treats everyone with great respect on his team, whatever their backgrounds are, because he certainly brings them together to play as a group, and their coming from very disparate backgrounds."

(Kurt) Self-Regulation – "Because you can see things in him, but he's able to moderate his emotions."

(Wade) Self-Regulation – "I don't ever know of a time that he wasn't in the right mindset for judgment."

(Abby) Self-Regulation – "He controls his passion."

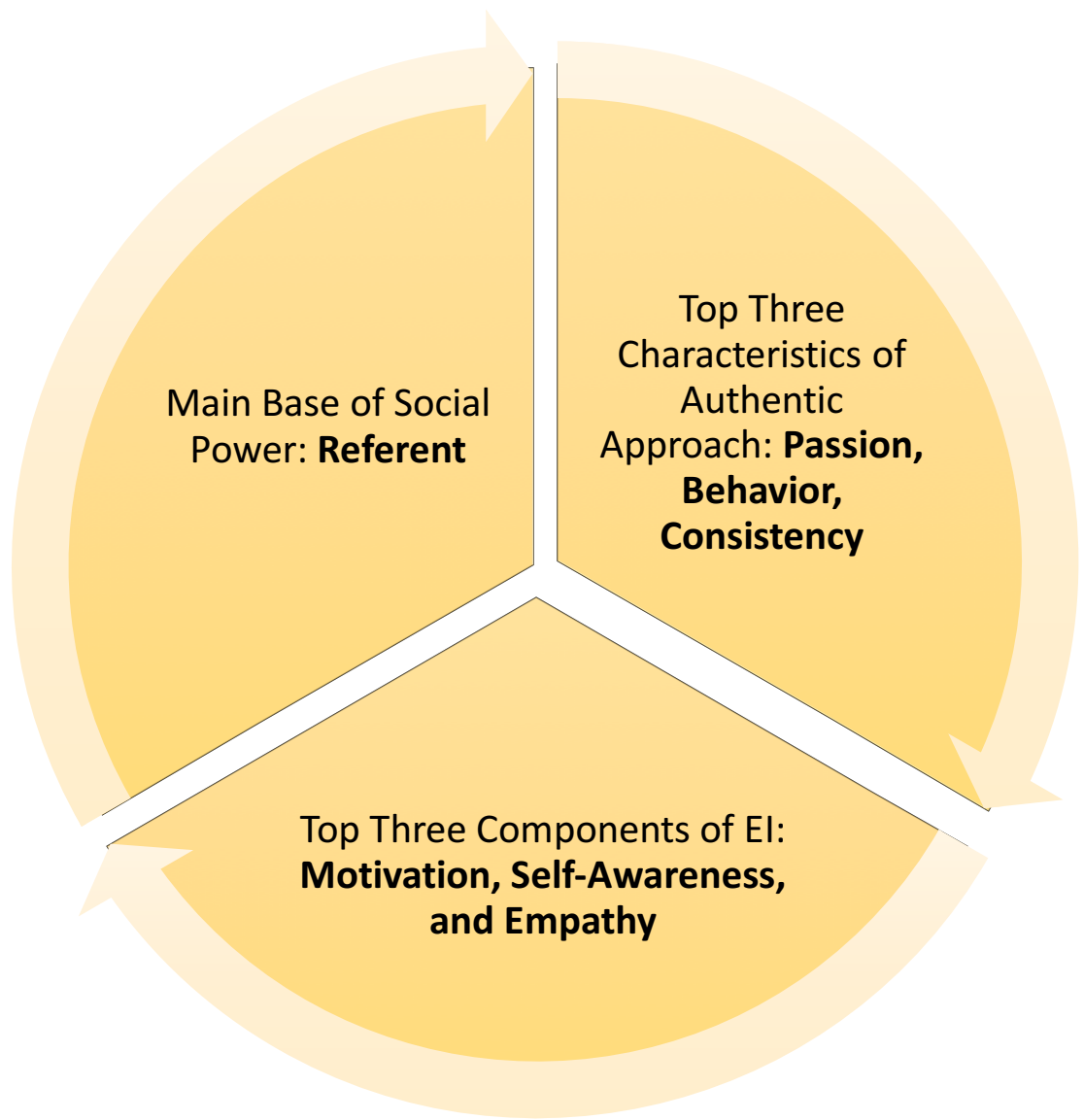
(Bart) Social Skills – "He's able with his social skills to manage the relationships on his team as well as the multiplicity of his relationships that he manages as a head coach."

A unique aspect of qualitative research is the ability to provide the results through a rich and thick description of themes (Patton, 2002). The researcher organized this section by first addressing the research questions that guided this study and then providing narrative summaries of the participants' responses to interview questions. The researcher provided an account of the emerging themes derived from the data, the theme's definition, and the codes and categories that led to the overarching theme.



The word descriptors given by the 22 interview participants are consistent with both emotional intelligence components and authentic leadership characteristics, and they help shape and reinforce the subject's profile (see Table 2).

Figure 3 displays the three theories used in this study to examine the subject and highlights the themes that emerged through the thematic analysis. The five bases of social power by French and Raven (1959), the five components of emotional intelligence by Goleman (1995), and the five characteristics of authentic leadership approach by George (2003) configure the conceptual framework for the study.



*Figure 3.* Thematic Analysis.

## Summary

This chapter carefully analyzed and presented the research findings to assess the patterns and themes that emerged. The process generated rich descriptions of the subject and that formulated and helped to shape a profile of the subject. The purpose of qualitative, interview-based research is to describe and clarify people's experiential life “as it is lived, felt, undergone, made sense of and accomplished by human beings” (Schwandt, 2001, p. 84). The researcher utilized three data sources: document inquiry, systematic interviews, and direct observation. The systematic interviews were semi-structured with open-ended questions and were the main source of research data for this methodological approach. The qualitative research interview is the predominately used qualitative research method (Polkinghorne, 2005). The researcher selected excerpts from the interviewee response narratives that provided descriptive words connecting them to the three designated theories ascribed to the five research questions, as part of the thematic analysis process. Chapter V comprises the discussion of the findings, assumptions, delimitations, and recommendations for further research.

## CHAPTER V: DISCUSSION AND RECOMMENDATIONS

### Introduction

This qualitative single case study assessed the unique leadership profile of a small college leader at The College of Wooster in Wooster, Ohio. It is relevant to understand the reasons Steve Moore has sustained success as a leader over an extended length of time, having worked in two different college settings. The detailed description of peoples' lived experiences, events, or situations is construed as "thick" (Denzin 1989), referring to the consideration given to rich aspects, consequential social and historical contexts, along with the relevance of emotional content to enlighten the expression of whomever or whatever is being scrutinized. Through conducting this study, the researcher gained insight into the primary base of social power employed by the subject, his specific strengths as they relate to the components of emotional intelligence, and the authentic leadership approach exercised in his head coaching position.

Chapter IV discussed the document inquiry, showed the interviewee responses, and shared the researcher's direct observation of the subject. From the collected data, three overarching themes emerged: (1) understanding of the identified primary base of power—*referent*; (2) understanding of the identified top three emotional intelligence components—*motivation*, *self-awareness*, and *empathy*; and (3) understanding of the identified authentic leadership approach top three characteristics—*passion*, *behavior*, and *consistency*. The main emphasis of the final chapter shifts from the thematic analysis and rich, thick description of the participant responses that facilitated the emergence of patterns and themes to a discussion of the researcher's findings. As noted in Chapter III, the researcher utilized a key informant to acquire a depth and breadth of understanding

and unique perspective about the subject. The primary benefits of utilizing an informant involve the caliber of data that can be collected in a condensed timeframe, and the uniqueness of the insightful contribution used in conjunction with other qualitative methods enriches the thickness of the research findings. Thus, the informant's role enhanced the research findings that helped to shape the conceptual framework of the study. This chapter the researcher also discusses assumptions, limitations, delimitations, recommendations for future research, and last, a conclusion.

### **Overview of the Study**

The main purpose of this case study was to investigate the leadership profile of a highly successful college basketball coach. The researcher utilized a qualitative case study design to answer the five research questions. All data were procured through face-to-face, semi-structured interviews using open-ended questions. Direct observation and documentation also were collected. The sample consisted of 22 participants (see Table 1) who were either senior/supervisors, peer/colleagues, or junior/subordinates. Moreover, the study utilized purposeful sampling.

### **Discussion of Findings**

**Findings for Research Question 1:** What type of power is most effective for a leader?

The research findings illustrate the subject is a referent leader with personal power (see Table 2), as noted by French and Raven (1959). Yukl (1981) suggested effective leaders depend on personal rather than position power. Effective leaders make things happen by utilizing personal power (Pfeffer & Drummond, 2011). A leader's ethical modeling that followers can emulate influences an organization or team's ethical

behavior. Trevino and Brown (2004) emphasized the importance of role modeling by leadership, because modeling imparts the organizational values and expected behaviors.

Effective leaders may employ power to achieve goals and complete tasks within an organization without having to depend on their job position or title. Moss Kanter (1977) reinforced the concept that truly powerful leaders rely more on personal power than on the job title or lofty credentials to organize, motivate, and inculcate confidence among their subordinates. The research findings indicate the subject, Moore, has followers who want to do things out of desire rather than because they must, and it is reflective of the passionate leadership example he sets for them to emulate. Leaders who possess referent power can influence others if they are highly regarded and if the subordinates can identify with certain characteristics in the leader that resonate with them.

**Findings for Research Question 2:** What are the relevant character traits of leaders with power and influence?

Through the thematic analysis, it was found the subject has all five characteristics of the authentic leadership approach, as noted by George (2003). The subject was especially strong in *passion*, *behavior*, and *consistency*. The similarities and defining features of authentic leadership theory in comparison to transformational, servant, and even spiritual leadership perspectives are interesting. Kernis (2003) described authenticity as the “unobstructed operation of one’s true, or core, self in one’s daily enterprise” (p. 13).

Kernis (2003) explained self-awareness as it relates to authenticity as “having awareness of, and trust in, one’s motives, feelings, desires, and self-relevant cognitions”

(p. 13). The subject demonstrated a high level of self-awareness in his emotional intelligence assessment. Harter (2002) stated that authenticity encompasses acting in accordance with true self, expressing true thoughts and beliefs. People like to trust a leader's words or handshake, and authentic leaders exude a sincere care for others. George (2000) determined that those with increased levels of emotional intelligence are more cognizant of their emotions and comprehend the influences of such emotions and decision-making capabilities.

Other distinguishing character traits that emerged through interviewee responses included adaptability, attention to detail, competitive, faithful, family-oriented, godly, honest, humble, listener, selfless, sincere, supportive, and trustworthy.

**Findings for Research Question 3: How do power and influence affect team culture?**

Leaders have a rare opportunity to create an ethical culture due to their access to power (Randall, 2012). The right culture is vital to organizational and team success, and it is evident that the subject has instilled a secure culture with clear expectations. The College of Wooster Men's Basketball culture is one that promotes a family atmosphere and a workplace climate that is one of mutual respect and morally sound, and possesses values that everyone in the program ardently espouses. The interviewee with the alias name Sean summed it up best: "The Wooster culture has a seriousness of purpose." According to Randall (2012), creating and maintaining an ethical climate within an organization is one of the greatest challenges for a leader.

**Findings for Research Question 4: How important are interpersonal skills in a leader's effectiveness?**

The research data from the interview participants were overwhelming in terms of the strength of the subject's interpersonal skills. The high levels of emotional intelligence blended with the authenticity, as a leader bodes well for relationship building and enables followers to feel comfortable knowing their leader is stable, consistent, and approachable. The ability to interact, communicate, and relate with people in a diverse work environment is key to leading effectively. Parrish (2015) discussed that the interpersonal competencies are involved with understanding the emotions, related behaviors of others and the organization, and interacting and leading others.

**Findings for Research Question 5:** How does a leader's emotional intelligence impact the use of power and influence?

The research findings on the subject regarding emotional intelligence were impressive due to the consensus opinion that Moore possessed all five components of emotional intelligence (see Table 3). He had particularly high levels of motivation, self-awareness, and empathy. Managing emotions successfully is a vital component in an individual's social effectiveness (Kerr, Garvin, Heaton, & Boyle, 2006). Mayer, Salovey, & Caruso, (2008) suggested emotional intelligence might be the most valid predictor of achievement in life, which is obviously a remarkable suggestion. The subject is recognized as a highly motivated, driven individual; and as a result, others around him are influenced by his example. The capacity to manage emotions can contribute to ways the leader regulates the needs of others and motivates them (Palmer, Walls, Burgess, & Stough, 2001). It is evident through the research findings that the subject's emotional intelligence has played a beneficial role in his effectiveness as a leader.



### **Assumptions**

Although conclusions cannot be drawn based on an individual case study, elements of this research provide perspicacity on ways ethical leadership employs higher levels of referent power, emotional intelligence components of motivation, self-awareness, and empathy, and when blended with an authentic leadership approach can enhance the effectiveness of a leader.

### **Limitations**

Each participant is presumed to have answered all questions truthfully. The sample size affects how representative it is of the population and purposeful sampling can be prone to researcher bias. The study focused on only one individual in a small private college setting in Wooster, Ohio. Two of the interview participants are immediate family members of the subject. Relationship between the researcher and informant may influenced the type of data obtained, and the informant may have interjected his or her own biases and impressions of the subject. All research findings are conditional to the sole interpretation of the researcher.

### **Delimitations**

The researcher focused on three primary elements of leadership—power, emotional intelligence, and authenticity. The sample size included 22 participants; however, it encompassed an array of people who held a cross-section of positions from senior/supervisor to peer/colleague to junior/subordinate so that the findings could provide both an emic and etic view of the individual being studied and present a broader perspective of the leadership profile.

## **Future Research**

Based on the findings of this single case study, the researcher has listed these recommendations for possible future research opportunities.

First, this study focused on only one leader in a small college setting in Wooster, Ohio. The subject possesses uniqueness in his profile that can be valuable to others in leadership roles. However, by studying leaders from different small college settings outside the realm of sport or from other levels of intercollegiate sport, or even from other small college settings outside the United States, additional themes and perspectives may provide an expanded view of this phenomenon.

Second, the questions or propositions could be modified to really hone in on a specific element of a leader, such as upbringing and how that may influence leadership development. It was obvious in this study that the case study individual's home life and parental influence had a major impact in shaping his moral compass. However, background could be studied in greater depth to determine how much of a factor it has on an individual in becoming a leader. Modifying the questions could potentially improve the validity and richness of the findings.

Third, a comparative study in a small college setting could be conducted to show the difference between a small private college leader and a large public university leader. Also, the comparative study could show the difference between a leader of a small college sport program and a leader in a small college academic program.

Fourth, the sample could be modified to include more interview participants from the former leadership position at Muhlenberg College the subject held for six years prior to The College of Wooster. This modification would require utilizing older data

responses with the risk of memory accuracy due to the lengthy time lapse involved, as well as possibly increasing the sample size.

Fifth, the actual research design could be modified to use a quantitative or mixed-methods approach. Implementing surveys as part of a quantitative design would enable statistical analysis and would provide a larger number of participants providing feedback and, as a result, would provide a broader view of the phenomenon being studied. The survey could be created from the findings gained from this qualitative study.

### **Conclusion**

This case study focused on the development of a leadership profile based on the research subject. The research findings corroborate the purpose of the study concerning the benefits of ethical leadership. The qualitative investigation assessment was composed of three areas of theory: (a) five bases of social power, (b) five components of emotional intelligence, and (c) five characteristics of the authentic leadership approach. The research process led to the discovery of a profile that places emphasis on *referent* power; high levels of emotional intelligence components of *motivation*, *self-awareness*, and *empathy*; and high levels of authentic approach characteristics of *passion*, *behavior*, and *consistency*.

Through the reasearch findings, another relevant element of behavior was discovered about the subject and his leadership that needs to be noted. Moore is willing to share his power, as explained by the interviewee with the alias name Sean when he detailed the co-equal role of assistant head coach Doug Cline and the responsibilities that Moore has delegated to him, as well as how Moore recognizes and appreciates Cline's value to the unprecedented success of the program. Bennis and Nanus (2007) explained

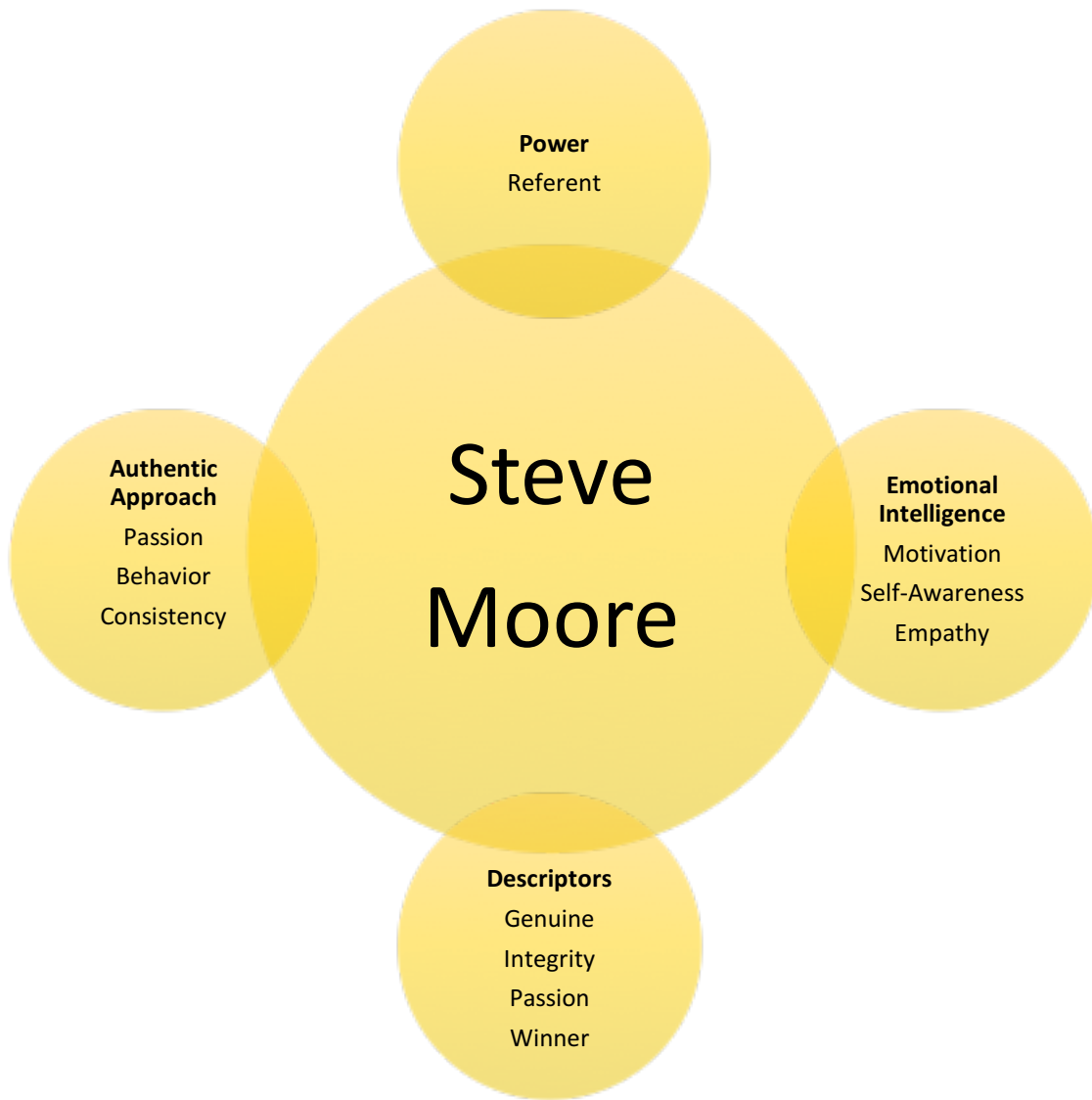
effective leaders do not see power as an entity that is competed for, as it can be an asset when shared with followers without lessening one's own strength within an organization.

The role of the leader is to motivate and inspire his or her people and to promote the cultivation of positive attitudes and development of a shared sense of significance and purpose (Palmer et al., 2001). Effective leaders can assess situations and formulate an appropriate response without overreacting. George (2000) asserted emotions play a pertinent role in leadership. The importance of having emotional awareness and not allowing emotions to control a leader's reaction is relevant to effective leadership. The ability to control impulsiveness and to intuit the emotional state of others can be a tremendous asset in developing relationships and managing conflict (Marques, 2007). According to Mayer et al. (2008), emotions play a key part in aiding individuals to understand their own behavior and the actions of others. The subject of the case study appears to have mastered his emotional intelligence, and it has made a significant difference in his leadership.

Leaders' ability to influence their subordinates can profoundly influence performance outcomes (Kerr et al., 2006). Moore's influence is evident both on and off the court. Gholamzadeh and Khazaneh (2012) suggested leaders must have an appropriate leadership style to be successful and highly motivated followers are considerably more productive; thus, the role of leadership has become an exceedingly relevant aspect within the organization and on a team.

Leadership was not meant to be theoretical, but practiced. John Quincy Adams, the sixth president of the United States, once shared this explanation of leadership, which appears to fit Moore well: "If your actions inspire others to dream more, learn more, do

more, and become more, you are a leader” (as cited in Cronin & Genovese, 2015, p. 28). It is relevant to note that Moore has 22 former players who are now in the coaching profession at all levels, and every player who was a four-year member of the basketball program has graduated, with the exception of one player. One size does not fit all in leadership. However, the leadership profile created from the data analysis of this subject should serve as a template for people in leadership positions to model (see Figure 4).



*Figure 4.* Subject Leadership Profile.

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APPENDIX A: Interview Protocols

Semi-Structured Interview Questions

Time: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_ Location: \_\_\_\_\_

*Brief introduction, ask for permission to record the interview, reiterate informed consent form, explain confidentiality, and have them sign document.*

RQ1. Why is Steve Moore successful as a college head coach? Cite an example.

RQ2. How does Steve Moore employ power? Use five bases of social power chart and express which one fits him best, and rank the next two that are most like him.

RQ3. How does Steve Moore's emotional intelligence impact his power and influence over others? Use EQ chart and rank in order 1 through 5, with 1 being the most prevalent.

RQ4. How important are interpersonal/communication skills to a leader's effectiveness? How would you describe Steve Moore's skills in this area?

RQ5. How does Steve Moore's power and influence affect team culture? Explain why.

RQ6. When you think of Steve Moore what one word comes to mind?

RQ7. Is there anything else you would like to share about Steve Moore that you feel is relevant for me to know that I have not asked?

## **Five Bases of Social Power**

According to French & Raven (1959), there are five bases of social power:

1. Reward Power
2. Coercive Power
3. Referent Power
4. Legitimate Power
5. Expert Power

### **Reward Power**

Reward Power is the ability to give rewards when others comply with your wishes. This may not work from one setting to the next. For example, an employee might laugh at a boss's joke, but the boss's friend might not.

### **Coercive Power**

Coercive Power is the opposite of Reward Power. It is the ability to deliver punishments. While coercion can be effective in the short-term, it creates resentment and individuals will try to end the relationship.

### **Referent Power**

This is where role models come into play. Referent Power is when somebody wants to be like you. They identify with you. You are their reference model. They find you attractive in some way and they model your behavior or reasoning.

## **Legitimate Power**

Legitimate Power is power that comes from a position or role. It is positional authority. For example, you "should" to listen to your boss or your parents. The role can be more important than the individual.

## **Expert Power**

"Knowledge is power." Expert Power is where expertise or knowledge is the source of power. This is where credentials, awards, and know-how play a role. It is limited to the area of expertise.

## The Five Components of Emotional Intelligence

According to Goleman (1995), there are five components of emotional intelligence:

**Self-Awareness:** The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others.

- Self-confidence
- Realistic self-assessment
- Self-deprecating sense of humor

**Self-Regulation:** The ability to control or redirect disruptive impulses and moods.

The propensity to suspend judgment—to think before acting.

- Trustworthiness and integrity
- Comfort with ambiguity
- Openness to change

**Motivation:** A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.

- Strong drive to achieve
- Optimism, even in the face of failure
- Organizational commitment

**Empathy:** The ability to understand the emotional makeup of other people.

Skill in treating people according to their emotional reactions.

- Expertise in building and retaining talent
- Cross-cultural sensitivity
- Service to clients and customers

**Social Skills:** Having proficiency in managing relationships and building networks. An ability to find common ground and build rapport.

- Effectiveness in leading change
- Persuasiveness
- Expertise in building and leading teams



## APPENDIX B: Profile of Interview Participants

This is a brief profile questionnaire to gather demographic data before the interview.

Name \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

Highest Professional Position Held \_\_\_\_\_

Gender \_\_\_\_\_ Race and Ethnicity \_\_\_\_\_ Birthdate \_\_\_/\_\_\_/\_\_\_

Highest Level of Education \_\_\_\_\_

### Standards for the Classification of Federal Data on Race and Ethnicity

1. **American Indian or Alaskan Native.** A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.
2. **Asian or Pacific Islander.** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
3. **Black.** A person having origins in any of the black racial groups of Africa.
4. **Hispanic.** A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
5. **White.** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

[https://www.whitehouse.gov/omb/fedreg\\_race-ethnicity](https://www.whitehouse.gov/omb/fedreg_race-ethnicity)

APPENDIX C: Consent Form



INFORMED CONSENT DOCUMENT

Project Title: Winning on and off the court: An interpretive case study of a leader's effectual power and influence  
Investigator: Eugene M. Smith, Educational Leadership Doctoral Program, (904) 607-8145

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your signed agreement to participate in this project.  
You must be 18 years old or older to participate in this research study.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to participate in the project, please sign this form in the presence of the person who explained the project to you. You should be given a copy of this form to keep.

- 1. Nature and Purpose of the Project: You have been asked to participate in a research study related to the leadership profile of Steve Moore, Head Basketball Coach at The College of Wooster in Wooster, Ohio. The purpose of the case study is to assess an individual leader and see what others can learn from his leadership style.
- 2. Explanation of Procedures: You are being asked to participate in a face-to-face semi-structured interview focusing on your relationship with and understanding of the individual being studied. The interview session will last approximately 30-45 minutes.
- 3. Discomfort and Risks: The researcher does not believe there are any risks involved in participating in this study; however, this study may include risks that are unknown to the investigator at this time.
- 4. Benefits: There are no benefits or incentives for participating in this study.
- 5. Confidentiality: Your identity will not be used in any report that is published or presented. An audio recorder will be used to accurately remind the researcher of the participant responses. All collected research data will be secured on campus.
- 6. Refusal/Withdrawal: Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.  
*You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.*

\_\_\_\_\_  
Signature of Participant Date

\_\_\_\_\_  
Witness Date

- I agree to the audio/video recording of the research. *(Initial here)* \_\_\_\_\_

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD  
Paul Mooney, Human Protections Administrator  
TELEPHONE: (270) 745-2129

WKU IRB# 18-182  
Approval - 11/15/2017  
End Date - 11/15/2018  
Expedited  
Original - 11/15/2017

**APPENDIX D: Field Notes Form**

**Exposure** \_\_\_\_\_ **Location** \_\_\_\_\_

**Date/Time** \_\_\_\_\_ / \_\_\_\_\_

Reminders:

*Description of the occasion - a meeting or sequence of events.*

*Analysis of what was learned in the setting regarding the (5) guiding questions.*

*Reflection on the specific observation and what was learned.*

1. Specifics: facts, numbers, details about the site.
  
  
  
  
  
  
  
  
  
  
2. Impressions: sights, sounds, tempo, style, etc.
  
  
  
  
  
  
  
  
  
  
3. Keys: words, phrases, conversations, and insider language.
  
  
  
  
  
  
  
  
  
  
4. Additional investigation needed: people, behaviors, and incidents.

Table 2

*Top Three Bases of Social Power for Steve Moore*

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1. Referent, Referent, Referent, Referent, Referent, Referent, Referent, Referent, Referent, Expert, Referent, Referent, Expert, Referent, Expert, Referent, Expert, Referent, Legitimate, Referent, Reward, Referent (**16–Referent**, 4–Expert, 1–Legitimate, 1–Reward)
  
2. Expert, Expert, Expert, Legitimate, Expert, Reward, Expert, Legitimate, Expert, Reward, Reward, Legitimate, Reward, Expert, Referent, Expert, Legitimate, Expert, Expert, Reward, Legitimate, Expert (**11–Expert**, 5–Legitimate, 5–Reward, 1–Referent)
  
3. Reward, Legitimate, Legitimate, Expert, Coercive, Expert, Legitimate, Expert, Legitimate, Referent, Expert, Expert, Referent, Reward, Legitimate, Legitimate, Reward, Expert, Reward, Legitimate, Expert, Legitimate (**8–Legitimate**, 7–Expert, 4–Reward, 2–Referent, 1–Coercive)

*Word Descriptors for Steve Moore*

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**Authentic**, Character, Class, Dedicated, Faithful, **Genuine**, **Genuine**, Great, Humble, **Integrity**, **Integrity**, **Integrity**, Leader, Legend, **Passion**, **Passion**, **Passionate**, **Successful**, **Win**, **Winner**, **Winner**, Work

Table 3

*Ranked Five Components of Emotional Intelligence for Steve Moore*

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1. M, M, M, M, S-A, M, M, M, M, M, M, S-A, M, M, M, M, M, M, E, M, M  
[19–Motivation, 2–Self-Awareness, 1–Empathy]
2. S-R, S-R, SS, SS, S-A, SS, S-A, S-R, S-A, E, SS, M, S-A, S-A, SS, SS, E, E, S-R, M,  
E, E  
(6–Social Skills, 5–Self-Awareness, 5–Empathy, 4–Self-Regulation, 2–Motivation)  
[7–Self-Awareness, 6–Empathy, 6–Social Skills]
3. S-A, SS, E, E, M, E, E, S-A, S-R, S-R, S-A, S-R, E, S-R, S-R, S-R, S-A, S-A, S-A,  
S-A, S-A, S-A  
(9–Self-Awareness, 6–Self-Regulation, 5–Empathy, 1–Motivation, 1–Social Skills)  
[11–Empathy, 10–Self-Regulation, 7–Social Skills]
4. E, E, S-R, S-R, SS, S-A, SS, SS, S-R, S-A, S-R, E, S-R, SS, E, S-A, E, S-R, E, S-R,  
SS, SS  
(7–Self-Regulation, 6–Social Skills, 6–Empathy, 3–Self-Awareness)  
[17–Self-Regulation, 13–Social Skills]
5. SS, S-A, S-R, S-A, E, S-R, S-R, E, SS, SS, E, SS, SS, E, S-A, E, SS, SS, SS, SS, S-R,  
S-R  
(9–Social Skills, 5–Self-Regulation, 5–Empathy, 3–Self-Awareness)  
[22–Social Skills]

Component Codes:

**S-A** = Self-Awareness

**M** = Motivation

**SS** = Social Skills

**S-R** = Self-Regulation

**E** = Empathy