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TRANSFORMATIONAL LEADERSHIP STYLE AND THE EMOTIONALLY
INTELLIGENT LEADER'S CONTRIBUTIONS TO ORGANIZATIONAL
PERFORMANCE AMIDST A GLOBAL HEALTH CRISIS:
AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS
FROM THE LEADER'S PERSPECTIVE

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Transformational Leadership Style and the Emotionally Intelligent Leader's
Contributions to Organizational Performance amidst a
Global Health Crisis: An Interpretative Phenomenological Analysis from the
Leader's Perspective

Dönüşümsel Liderlik Tarzı ve Duygusal Zekâlı Liderin Küresel Sağlık
Krizi Ortamında Kurumsal Performansa Katkıları:
Liderin Perspektifinden Bir Yorumlayıcı Fenomenolojik Analiz

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- 1) Transformational leadership
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LIST OF ABBREVIATIONS

AEI	Ability Emotional Intelligence
AL	Authentic Leadership
EC	Istanbul Bilgi University Ethics Committee
EI	Emotional Intelligence
IPA	Interpretative Phenomenological Analysis
IQ	Intelligence Quotient
MAXQDA	Max Weber Qualitative Data Analysis Version Analytics, Pro 2020 (Release 20.3 0)
MLQ	Multifactor Leadership Questionnaire
PTL	Pseudo-Transformational Leadership
SUEIT	Swinburne University Emotional Intelligence
TEI	Trait Emotional Intelligence
TL	Transformational Leadership
WHO	The World Health Organization

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ABSTRACT

This research aims to develop an understanding from the leader's perspective of the effects of the transformational leadership style and the emotionally intelligent leader's contributions to organizational performance during a global health crisis, and determine the correlations between the two constructs and their combined effects on crisis-management processes. Crises endanger the stability of an entity and they are predominated by confusion, volatility, and turbulence. Hence, during a crisis, it is inevitable that the follower will expect his or her leader for a sharp and clear direction and it is up to the leader to steer and support the follower through this tough environment. In a context that evolves dramatically because of the global health crisis (i.e., the COVID-19 pandemic), organizations recognize the fact that they have to change and adapt swiftly to address the new requirements, which develop gradually. Only by embracing and applying a leadership approach that meets adequately the requirements of this turbulent environment, can organizations maintain their competitiveness and ensure future success and sustainability.

This qualitative study aims to examine the roles, which the leader's distinct attitudes collectively play in guiding the followers as well as the organization through times of unprecedented social and economic turbulence. Specifically, it explores how the pressure, anxiety, and ambiguity attributes of a crisis influence the cognitive, adaptive, and psychological facets of deciding and suggests an understanding that emphasizes the influencing effects of transformational leadership style and the leader's emotional intelligence in the leader-follower relationship. The researcher, in this study, uses an interpretative phenomenological analysis methodology of the data derived from the leaders' individualized descriptive narratives of their perspectives, feelings, and actions.

The researcher, for this study, has interviewed eight (8) participants, all having substantial leadership experiences. Accordingly, this study aims to offer a comprehensive evaluation of research embedded in transformational leadership, emotional intelligence, crisis management, and the relevant fields and probes the

potential ramifications for the leader, follower, and organizational performance through extracting and indicating the relevant subordinate themes and superordinate themes, which the researcher has constructed from the participants' narratives.

The researcher expects the findings of this study to show that there is a strong correlation between the transformational leadership style and (trait) emotional intelligence. Besides, the researcher anticipates also the findings to suggest that the leader, who is well equipped with both of these constructs, is capable of gaining the trust of his or her follower and, hence, succeeds in controlling and driving the psychological and the physical (workplace) environment. This fact eventually leads the organization through a path to efficiency during the crisis. Reckoning with the relevant literature and explanatory phenomenological analysis methods, the researcher examines and discusses the results of this study in the following chapters.

Keywords: transformational leadership, trait emotional intelligence, global health crisis, crisis management, organizational performance, interpretative phenomenological analysis

ÖZET

Bu araştırma, küresel bir sağlık krizi sırasında dönüşümcü liderlik tarzının ve duygusal açıdan zeki liderin örgütsel performansa katkılarının, liderin perspektifinden bir anlayış geliştirmeyi ve iki kombine yapı ile kriz yönetimi süreçleri arasındaki ilişkiyi belirlemeyi amaçlamaktadır. Krizler, bir kurumun istikrarını tehlikeye atar ve bilinç karışıklığı, dalgalanma ve burgaç ile yakinen ilişkilendirilirler. Bu nedenle, bir kriz sırasında, takipçisinin liderinden keskin ve net bir yön beklemesi kaçınılmazdır ve zorlu bir ortamda takipçisini yönlendirmek ve desteklemek liderin sorumluluğundadır. Küresel sağlık krizinin (yani COVID-19 salgını) bir sonucu olarak dramatik bir şekilde gelişen bir iklimde, kurumlar, gelişen ortamlarının gereksinimlerini karşılamak için hızla değişimleri ve uyum sağlamaları gerekliliğini kabul ederler. Kurumlar, ancak çalkantılı iklimin gereksinimlerini yeterli ölçüde karşılayabilen bir liderlik yaklaşımını kucaklayarak ve uygulayarak rekabet güçlerini koruyabilirler ve gelecekteki başarılarını ve sürdürülebilirliklerini sağlayabilirler.

Bu nitel çalışma, liderin farklı tutumlarının toplu olarak takipçilerine ve kurumlarına benzeri görülmemiş sosyal ve ekonomik karışıklık dönemlerinde rehberlik etmede oynadığı rolü incelemeyi amaçlamaktadır. Spesifik olarak, bu çalışma, bir krizin oluşturduğu baskının, kaygının ve belirsizlik özelliklerinin karar vermenin bilişsel, uyarlanabilir ve psikolojik yönlerini nasıl etkilediğini araştırmakta, lider ve takipçisi arasındaki ilişkide dönüşümcü liderlik tarzının ve duygusal zekânın yönlendirici etkisini vurgulayan bir anlayışı önermektedir. Araştırmacı, bu çalışmada, liderlerin bakış açıları, duyguları ve eylemlerine ilişkin bireyselleştirilmiş betimleyici anlatılarından elde edilen verilerin yorumlayıcı fenomenolojik analiz yöntemini kullanmaktadır.

Araştırmacı, bu çalışma için, her biri önemli liderlik deneyimlerine sahip sekiz (8) katılımcıyla mülakat yaptı. Buna göre, bu çalışma, dönüşümsel liderlik, duygusal zekâ, kriz yönetimi ve ilgili alanlara şamil iş bu araştırmanın kapsamlı bir değerlendirmesini sunmayı amaçlamakta ve araştırmacının katılımcıların kendi

anlatılarından oluşturduđu ilgili alt temaları ve üst temaları çıkararak ve belirterek lider, takipçi ve örgütsel performans için potansiyel sonuçları araştırmaktadır. Bu çalışma, liderlik, duygusal zekâ, kriz yönetimi ve ilgili alanlar ile yakinen alakalı araştırmaların kapsamlı bir değerlendirmesini sunmayı, katılımcıların anlatımlarından, dolayısı ile kendi sözleriyle oluşan ilgili alt ve üst temaları belirleyerek ve göstererek, lider, takipçi ve örgütsel performans için potansiyel sonuçları özetlemeyi amaçlamaktadır.

Araştırmacı, bu çalışmanın bulgularının, dönüşümcü liderlik tarzı ile (özellik) duygusal zekâ arasında güçlü bir ilişki olduğunu göstermesini beklemektedir. Ayrıca araştırmacı, bu iki kurguyla üst düzeylerde donanmış liderin takipçisinin güvenini kazanabileceğini ve dolayısıyla psikolojik ve fiziksel (işyeri) ortamını kontrol etmeyi ve yönlendirmeyi başardığını gösteren bulguları da beklemektedir. Bu gerçek, nihayetinde, kurumun bir kriz sırasında verimlilik yolunda ilerlemesini sağlar. Araştırmacı, ilgili kaynak çalışmalarını ve açıklayıcı fenomenolojik analiz yöntemlerini göz önünde bulundurarak ilerleyen bölümlerde bu çalışmanın sonuçlarını incelemekte ve tartışmaktadır.

Anahtar Kelimeler: dönüşümsel liderlik, kişisel özellikli duygusal zekâ, küresel sağlık krizi, kriz yönetimi, örgütsel performans, yorumlayıcı fenomenolojik analiz

CHAPTER I

INTRODUCTION

Leadership and the various related approaches have a significant effect on the success and development of the workforce, which contribute to positive organizational performances. The fact that leadership and likewise its different styles trigger varied reactions from followers has been a topic of considerable discussion and careful consideration for decades. The global health crisis (due to the COVID-19 epidemic), which The World Health Organization (WHO) has defined eventually as being a pandemic and that has erupted during the 1st quarter of 2020, has resulted in a surge of unique challenges to the economy, political, and social order of the world. In a situation, which entails such uncertainty, volatility, and chaos, the main element that would make a meaningful difference in an organizational context is the pertinent leadership approach through insight, prudence, and agility.

Studies on the subject of organizational efficiency suggest that this concept is one of the most critical issues that leaders need to recognize when trying to frame and develop their workplace processes (Kroll, 2015). Research studies have highlighted the leadership style, which leaders demonstrate in their organization, as being an inherent dimension for maximized performance and have recognized the transformational leadership (TL) style to be especially a decidedly diverse method to attain follower encouragement and guidance that can fundamentally change organizational efficiency (Pradhan & Pradhan, 2015).

TL is an approach where the leaders promote, empower, and motivate their followers to develop and bring about changes, which will influence and help grow the company's performance. Transformational leaders concentrate on various instruments such as encouraging their followers to take more ownership, inspiring them by being role models, and understanding what circumstances or behaviors motivate and demotivate them. The transformational leader's goal is to motivate individuals to develop, transform, be guided (Hall, Johnson, Wysocki & Kepner,

2002) and to increase the performance of the followers so that the followers accept and embrace additional responsibilities for which they bear accountability.

Efficient leadership needs competence in many fields such as planning, implementation, consistency, creativity, and reasoning and effective leaders need to function through emotions to handle successfully many of the complex issues facing them at the workplace (Goleman, 1995). Emotional intelligence (EI), which is the capacity to consciously and constructively recognize, appreciate, use, and control one's own emotions, therefore, stands out as a potential predictor of distinguished leadership (Goleman, 1995). EI relates also to correctly assessing the emotions displayed by others. Hence, leaders, who are as well equipped with strong traits of EI, which provide for numerous strategic advantages, are those who lead their organizations to become performance-generating bodies.

Salovey, Brackett, & Mayer (2007) developed an EI approach, based on mapping and regulating emotions. According to Salovey and Mayer (1990), EI is the capacity to track the emotions of one's own and of others, differentiate between them, and use this knowledge to direct one's thoughts and behaviors. Goleman (1997) posited five EI disciplines (i.e., recognizing one's emotions (self-awareness), controlling them (self-regulation), inspiring oneself (self-motivation), interpreting the emotions in others (empathy), and dealing with relationships (social skills)). Building long-term relationships enable motivation, the capacity to impact, the chance to improve leadership development in resolving discords, and emotional skills. Goleman (1997) has also indicated that EI abilities are both innate and realized and that encounters of both straightforward and unstructured life events help form them.

Many studies have shown that the ability to control one's and other's emotions is the biggest determinant of the behavioral patterns of TL. Leaders of today are required to support, encourage, stimulate, hear, convince, and derive contextual meaning. Hence, coping with emotions is an important part of the performance of leadership. Transformational leaders use analytic reinforcement so

that their followers can question the traditional ways of thinking and these leaders promote new ways to resolve issues (Bass and Avolio, 1997). A transformational leader demonstrates compassion, encouragement, self-awareness, and self-confidence (Bass, 1985), which are all sub-components of EI. Transformational leaders also use emotions to convey their perspectives and encourage their followers (Kanungo & Mendonca, 1996). Looking at these above-mentioned suggestions in the context of organizational psychology, one recognizes that regardless of how rationalist the leader's approach is in an organization, the followers act according to the direct or indirect emotional clues given by their leader(s). The findings of many research studies, which have examined the relationship between EI and leadership, suggest that there is a strong and positive relationship between EI and TL (Gardner & Stough, 2002). These studies have advocated that the leader's having a high level of EI generates a determinative impact for a TL approach as the leader with high EI successfully appeases and reinforces his or her organization in increasingly challenging environments (Freshman & Rubino, 2002).

Today, the COVID-19 pandemic is causing societies to evolve rapidly and at the center of it are organizations. Hence, organizations are now enacting a more functional role in our survival along with the global civil, political, and bureaucratic changes, which affect every one of us in a broad range of psychological as well as physiological issues. Transformational leaders who are more flexible, and with high levels of EI, demonstrate greater systemic abilities during a crisis and will react better than others will (Goleman, 1998). In line with the existing theories (e.g., Gardner et al., 2002; Freshman et al., 2002; Goleman, 1998; Bass, 1985), and based on the researcher's experiences and observations, there may be several explanations as to why leaders high in EI are more prone to using transformational behavioral patterns and how these patterns would result in organizational performance in times of crisis. First, successful leaders, who are self-conscious and self-regulating, can act as role models for their followers, strengthening confidence and commitment and this type of behavior would be congruent with idealized influence. Second,

leaders can recognize appropriately to what degree the requirements of their followers could be elevated and this issue is a defining characteristic of inspirational motivation. Finally, with a strong focus on empathy, coupled with skills to control interactions in a constructive way, leaders would likely demonstrate individual consideration. The literature already provides for many research studies that help understand the relationship between TL and EI, their contributions to organizational performance, and the roles leaders play in guiding their organizations and their followers through uncertainties that significantly endanger the future of businesses as well as societies.

1.1. TRANSFORMATIONAL LEADERSHIP

1.1.1. Concepts and Definitions

Burns (1978) has introduced the TL concept, which organizational psychology studies now use as well. The TL approach exists where the leaders and their followers support one another to develop stronger self-esteem, and an interactive inspirational level. This approach generates important alterations in the lives of the followers and organizations. TL reforms views and principles and changes the expectations and ambitions of the followers. In his research, Burns (1978) has further supplemented that contrary to a transactional approach, in specific, TL style does not base itself on altering relationships, but centers on the leader's character, mannerism, and in his or her skill to make a change by exemplar that inspires the followers through a stimulating vision. Transformational leaders act as role models who work vigorously for the advantage of the team and the organization.

Bass (1985) has broadened Burns' earlier work on leadership styles by clarifying the psychological reasoning for TL and contributed to the original idea of Burns (1978) by explaining how to measure TL as well as its implications on the followers' motivation and performance. Bass (1985) has developed several instruments, which have explained how to measure TL, and how this type of leadership style would influence the follower motivation and performance. These

instruments have included the measurement of the leader's influence on the followers. These leaders inspire and transform their followers through personal charisma (i.e., idealized influence), intellectual spur, and individual consideration and encourage their followers to discover fresh and innovative concepts to question the prevailing circumstance and improve the aura to attain maximized performance.

TL style is the ability to empower the followers and upon establishing organizational objectives, to accomplish them. TL conveys a series of behaviors that motivate followers to provide new standards by modifying their behaviors, beliefs, and principles, rather than just achieving follower consistency (Yukl, 1999). To accomplish this, transformational leaders create a strong perspective. Reiterating this perspective repeatedly, these leaders enhance the dedication of their followers to the objectives that are predetermined (Avolio, 2000). Furthermore, transformational leaders align their followers' mission and targets with the organization's strategic goals (Bass & Riggio, 2014) and assist them by guiding and counseling (Yucel, McMillan & Richard, 2014). TL style highlights the leader's demonstrative attitudes (e.g., motivating, charismatic directions, and ideals) (Avolio, 2000). Transformational leaders instill a strong compelling vision by concentrating their followers on the organization's long-term goals (Graves, Sarkis, & Zhu, 2013). The followers embrace the principles promoted by their leader and the leader inspires them through a passion for self-articulation, and self-coherence because the followers acknowledge their roles' consistency with their beliefs and personality traits (Bono & Judge, 2003). Transformational leaders do their utmost to maximize the common interest, plan the objectives of their followers, and bolster the most appropriate climate for collaboration and participation. They are inclined to take chances and bear responsibility for (and grab) ownership of the transition in the organization with great enthusiasm. Followers help make these transitions and transformational leaders build strong bonds with them (Barling, Weber, and Kelloway, 1996).

TL shapes the functional relationships, which integrate the leader-follower role into a relationship of collaboration and underline shared values between the

leader and the follower. Sharing the responsibility, hence, accomplishes this type of approach. Transformational leaders convey the perspective and the expectations with their followers and hold each other accountable for one another and the ultimate objectives. As the leader inspires the followers to confront the conventional approaches and adapt to change, the outcomes measured as success and performance then become much better than they would have been otherwise (Bass & Steidlmeier, 1999).

Table 1.1, which is below, presents the TL style and its implications for the leader, follower, and organization.

Table 1.1. The Transformational Leadership Style and Its Implications for the Leader, the Follower, and the Organization

Transformational Leadership			
Individual & Organization Characteristics	Leader Behaviors	Follower & Group Impacts	Outcomes
✓ Organizational Culture	✓ Inspirational Motivation	✓ Increased Leader identification	✓ Increased Organizational commitment
✓ Individual Traits	✓ Idealized Attributes	Internal motivation increases with achievement orientation & goal pursuit	✓ Increased commitment to leader & vision
✓ Individual Life Experiences	✓ Idealized Behavior	✓ Increased group collaboration	✓ Increased Altruism
	✓ Individualized Consideration		
	✓ Intellectual stimulation		

Source: ((freddygzzone), 2016)

TL style, though it promotes transformation and creativity, puts more emphasis on steering the approach. The literature on TL addresses several stages of how transformational leaders succeed in leading productively. First, they frequently resort to defining and setting a goal, norm, or framework for their followers. Second, they encourage teamwork for a common purpose. Third, they set steep standards, advocate for the individual, and deliver the appropriate support. Finally,

they motivate their followers to adopt innovative thinking and support them to let go of their established habits.

Table 1.2, which is below, provides a summary of measurement methods of TL that cover most of the important research studies on the subject.

Table 1.2. The Transformational Leadership Measurement Methods

Measurement	Author
Multifactor Leadership Questionnaire (MLQ)	(Bass & Avolio, 1995)
Multifactor Leadership Questionnaire, Form 6-S	(Bass & Avolio, 1995)
The Multifactor Leadership Questionnaire (MLQ-5X)	(Bass & Avolio, 1995)
Team Multifactor Leadership Questionnaire (TMLQ)	(Bass & Avolio, 1995)
Transformational Leadership Questionnaire (TLQ)	(Bass & Avolio, 1995)
Student's Leadership Practices Inventory (LPI)	(Posner & Kouzes, 1988)
Global Transformational Leadership Scale (GTL)	(Carless, Wearing, & Mann, 2000)
Transformational Leadership Behavior Inventory (TLI)	(Podsakoff, MacKenzie, Moorman, & Fetter, 1990)
Leader Attributes Inventory (LAI)	(Burke, 1994)
CK Scale of Charismatic Leadership	(Conger, Kanungo, Menon, & Mathur, 2009)
Leadership Traits Questionnaire (LTQ)	(Northhouse, 2001)

1.1.2. Dimensions

TL emerges when leaders develop and enhance their followers' interests, increase the understanding and appreciation of their vision and strategies, and instill a sense of putting the organization's interests ahead of their own interests (Bass, 1990). The TL style has four specific characteristics. Research studies have categorized these characteristics as 'idealized influence', 'intellectual stimulation', 'inspirational motivation', and 'individualized consideration' (Yammarino, Spangler, & Bass, 1993).

1.1.2.1. Idealized Influence

‘Idealized influence’ is conceptualized as the transformational leaders’ taking actions that lead to their being exemplary for their followers and hence, transformational leaders are highly regarded, valued and their followers depend on them. The followers identify with and aim to impersonate their leaders. One of several things, which the leaders do to gain that influence, is to recognize and prioritize their followers’ needs and expectations. Leaders share with their followers the liabilities and these leaders are coherent, and not subjective. The followers rely on their leaders to take the correct action, exhibit high virtuous and righteous standards of behavior, and avoid using authority for their advantage (Bass & Avolio, 2000).

Idealized influence, at its root, reflects the uttermost degrees of logical behavior, and the potential to understand and accept different angles; the significance of expressing a vision is a consistent theme when addressing personal allures. Research studies have defined perception as a key influencing factor of charisma (Weber & Eisenstadt, 1968). Charismatic leaders display multiple characteristics, such as formulating a philosophy that improves task specificity, objective focus, and consistency of meaning (House, 1977). Transformational leaders, on the other hand, can see the right thing in their followers first when implementing idealized influence, and when it is not apparent, they aim to bring it out through a series of sustained efforts (Avolio & Gardner, 2005).

1.1.2.2. Intellectual Stimulation

Intellectual stimulation improves workplace curiosity and the followers’ perception of issues, and enhances their capacity to think creatively about challenges (Bass, 1985). This leadership fundamental, therefore, involves leadership practices, which enhance the leaders’ interests in recognizing the concerns of their followers. The benefits of intellectual stimulation result in the improvement in the capacity of the followers to envision, recognize, and assess the

underlying issues, and in the enhanced nature of the opinions, which they provide (Bass & Avolio, 1990).

Transformational leaders inspire their followers to be imaginative and inventive by challenging the status quo, dealing with issues from a distinct view and these leaders address the traditional challenges in alternative forms. The results of the cognitive stimulus of the transformational leader occur in the growth of the capacity of their followers to perceive and evaluate problems (Bass et al., 1990). Transformational leaders, who do not judge the errors of their followers in public, and promote creative thinking, inspire their followers to seek new strategies by stressing insight (Bass, 1985).

1.1.2.3. Inspirational Motivation

Charismatic leaders (for example), for the followers' benefit, use motivational messages, and instinctual correspondence to inspire their followers to work to overcome personal ambitions (Bass, 1985). Inspirational motivation manifests itself when a leader contemplates a positive outcome, expresses how to achieve it, defines standards that the followers should adhere to, establishes norms and expectations, and demonstrates commitment and trust.

Transformational leaders encourage their followers and empower them because they place value on their followers' efforts (Avolio & Bass, 2015) and, hence, a comprehensive harmony emerges at the center of passion and determination (Bass, 2005). Thus, through developing relationships around shared goals, transformational leaders create a shared link with their followers (Stone, Russell, & Patterson, 2004). Accordingly, transformation leaders inspire their followers to concentrate on priorities and foresight whilst allowing their followers to recognize the enticing future set of circumstances (Bass, 1990). This explanation suggests hope and the potential of incorporating inspirational motivation into a unified framework. The deliverance of supportive and motivating feedback about the organization, and expressions that create enthusiasm and trust also characterize inspirational motivation. Inspiring leaders, hence, use motivating discussion and

compassionate arguments to incorporate efficacious aspects to influence processes. This fact corresponds to “the extent to which a leader stimulates enthusiasm among subordinates for the work of the group and says things to build subordinate confidence in their ability to perform assignments successfully and attain group objectives.” (Yukl, 1981, p. 121)

1.1.2.4. Individualized Consideration

Individualized consideration is to show empathy for the followers, and take note of their expectations. Bass (1985) has suggested that individualized consideration emerges when leaders have a functional tendency toward their followers, demonstrate personalized concern, and react adequately to acknowledge and serve their expectations. Because the followers have various behavioral characteristics based on their individual abilities and skills, the followers need the leader’s support to assort their attitudes (Cho & Dansereau, 2010). The followers, however, due to their distinct characteristics, assign diversified interpretations to the leader’s actions (Yammarino, Dansereau, & Kennedy, 2001). The transformational leader serves as a role model, who directs the follower’s focus and his or her urgency for success and development, to build an environment of encouragement (Bass, 2005). By acknowledging their followers' characteristics in terms of their expectations and preferences (Stone et al., 2004), these leaders foster mutual interactions through their communication skills (Avolio, 2016).

Research studies on TL have concentrated on individualized consideration as opposed to the individualized attention model. Podsakoff, Mackenzie, Moorman, & Fetter (1990) have defined individualized support as a leader’s practice, which demonstrates that the leader values the followers and that the leader is concerned with the emotions and desires of their followers. Transformational leaders often seek to maintain their progress by identifying with their followers and then they dynamically oversee them to determine whether more help or assistance is required (Stone et al., 2004). The empowerment of the follower is the most influential consequence of individualized consideration (Behling & Mcfillen, 1996).

1.1.2.5. The Fifth Dimension (Personal Recognition)

In their study, Rafferty & Griffin (2004, p. 334) describe “personal recognition as: the provision of rewards such as praise and acknowledgment of effort for achievement of specified goals.”

Rafferty et al. (2004, p. 334) have based their argument on the findings of Goodwin, Wofford, & Whittington (2001), who suggested, “that the negotiation of rewards for good performance represents a form of transactional leadership.” However, Rafferty et al. (2004, p. 334) have advocated, “Rewarding the followers based on their performance has represented a transformational process as followers and their leaders, in a transformational relationship, results in individual engagement with the corporate vision. As a result, followers assume that performance consistent with the vision will be rewarded.” The authors have concluded that personal recognition emerges as the leader shows that he or she respects the work of the followers and the leader recognizes through recognition and respect of the actions of the followers the accomplishment of objectives identified with the set goals.

Table 1.3, which is below, summarizes leadership characterizes that are attributable to distinct TL dimensions (e.g., Rafferty et al., 2004; Yammarino et al., 1993; Hinkin & Tracey, 1999).

Table 1.3. The Transformational Leadership Dimensions

Transformational Leadership Dimensions				
	Individualized Consideration	Intellectual Stimulation	Inspirational Motivation	Idealized Influence
Leader's Characteristics	Acknowledgement	Challenging	Optimism	Role-modelling
	Support	Stimulation	Encouragement	Ethical
	Empathy	Creativity	Inspiring	Moral conduct
	Consideration	Innovation	Motivational	Trustworthy
	Sharing	Empowerment	Adaptable	Respectful
	Concern	Emotionally intelligent	Follower-oriented	Charisma
	Flexibility	Effective communication	Assertive	Managing uncertainty
	Facilitating	Delegating	Appreciative	Stability
	Negotiating		Risk-taking	Organized Reliable

1.1.3. Behavioral Components of Existing Models of Transformational Leadership

Podsakoff et al. (1990, p. 107) have examined “the impact of transformational leader behaviors on organizational citizenship behaviors, and the potential mediating role played by subordinates’ trust and satisfaction in that process.” These findings have validated “the basic notion that transformational leader behaviors influence followers to perform ‘above and beyond the call of duty’.” (Podsakoff et al., 1990, p. 137)

Table 1.4 (Podsakoff et al., 1990, p. 114), which is below, analyzes various models of TL that diverse research studies have provided over the years, which entail leadership behavior patterns that are imperative components of TL style.

Table 1.4. Behavioral Components of Existing Models of Transformational Leadership

<i>Behavioral Components</i>	<i>House (1977)</i>	<i>Bradford and Cohen (1984)</i>	<i>Bass (1985)</i>	<i>Bennis and Nanus (1985)</i>	<i>Tichy and DeVanna (1986)</i>	<i>Conger and Kanungo (1987)</i>	<i>Kouzes and Posner (1987)</i>
Identify and articulate a vision	Provide an appealing vision	Determine and build a common vision	Charismatic leaders behavior*	Management of attention through vision	Recognize a need for change and create a new vision	Advocate an appealing yet unconventional vision	Challenge the process and inspire a shared vision
Provide an appropriate model	Set an example for followers to imitate		Charismatic leaders behavior*			Take a high personal risk to support the vision	Model the way
Fostering the acceptance of group goals		Build a shared responsibility team		Work to develop commitment and trust	Team build to gain support for new vision		Enable others to act
High performance expectations	Communicate high expectations of follower performance		Inspirational leader behavior				
Provide individualized support			Individualized consideration			Be sensitive to the needs of the followers	
Recognize accomplishments						Behave with confidence and enthusiasm	Encourage the heart
Intellectual stimulation			Intellectual stimulation				
Other	Behave to arouse individual motives	Continuously develop the skills of individuals	Charismatic leaders behavior*				

Note: *Bass' (1985) conceptualization of charismatic leadership includes leader vision, as well as respect for the leader and the inspiration and encouragement provided by his or her followers.
 Source: (Podsakoff, Mackenzie, Moorman, & Fetter, 1990, p.114)

1.1.4. Relationship with Other Related Leadership Theories

When the TL concept first emerged, scholars, in an abstract and empirical framework, have recognized it to pattern very much with the charismatic leadership approach (Hunt, 1999). Bass (1985) has identified charisma as a dimension of TL based on previous charismatic leadership research studies (Hunt, 1999). Studies have suggested the TL style also relates to political leadership (Ewen, Wihler, Blickle, Oerder, Ellen, Douglas, & Ferris, 2013). In these contexts, scholars have argued that TL occurs in its emanation and progress phase through its synergy and association with political leadership and charismatic leadership. There exist also various relationships between different leadership traits, especially between TL and transactional leadership, as to how they have an effect organizational performance. Based on research studies (Birasnav, 2014), it can also be argued that transformational, charismatic, authentic, and interactive leadership styles are all influential, and somewhat related. Empowering leadership, which emanated in the 1980s, has been considered closely associated with TL (Amundsen & Martinsen, 2014). A leadership style that can attract new frontiers, evaluate the advantages and disadvantages of the followers, guide them, demonstrate the patterns of behavior aligned with the forthcoming norms, and recognize the perception that has been generated is defined as visionary leadership (Taylor, Cornelius, & Colvin, 2014). Based on the interpretations and behavioral patterns, scholars have suggested that TL characteristics overlap those of visionary leadership and strategic leadership in many aspects (Elenkov, Judge, & Wright, 2005).

1.2. EMOTIONAL INTELLIGENCE

1.2.1. Concepts and Definitions

In the 1900s, while conventional intelligence concepts have stressed critical cognitive aspects such as consciousness and rationality, many scholars, studying the area of intelligence, later began to realize the importance of non-subjective aspects as well. As traditional kinds of intelligence measurements (i.e., intelligence quotient (IQ) levels) have failed to analyze fully the cognitive skills, there was a

widespread perception that the conventional intelligence concepts would not adequately describe (leadership) efficiency. Consequently, crucial topics of future research studies included non-intellectual aspects of intelligence as well. The non-intellectual elements included emotional, individual, and social factors, which were fundamental in judging one's skills appropriately.

EI, in psychology, involves knowing, handling, and improving one's own emotions, regulating self-reasoning, behaving, and empathizing with others (Salovey et al., 1990). It is defined as the capacity to recognize and convey own emotions in full, the ability to empathize with others, understanding and managing of own emotions, and the regulation of self-reasoning and behavior, which affect addressing problems at hand; and some people do better than others in these tasks (Salovey et al., 1990). Salovey et al. (1990) have asserted that individuals with higher levels of EI have emotional skill sets and strengths to regulate their own emotions as well as those with whom they are in interaction. Consequently, research studies have suggested that individuals with higher levels of EI would accurately perceive both positive and negative emotions, regulate their own, and respond correspondingly to those of others to attain a wide array of desirable outputs or mental conditions such as motivation or creative thinking. Salovey et al. (1990) EI model has recognized these as cognitive skills and they described four dimensions, which reflect a person's EI.

Whilst EI has been a subject of research studies for some time, the term, in its current manifestation, has its origins in the 1990 concepts of Salovey and Mayer. Later in his book, Goleman (1995) has put forth credible and convincing data, which helped the widespread acceptance of the theory. Expanding the works of Salovey et al. (1990), Goleman (1995) has suggested the significance of EI at the workplace. Goleman (1995) has claimed that the management of the relationships at the workplace offers motivation and the opportunity to benefit from them, which help the leaders self-develop during crisis management and emotional acumen. Goleman (1998) has identified five crucial EI constructs. These constructs entail self-awareness, self-regulation, self-motivation, social skills, and empathy.

According to Goleman (1995), EI skills are either innate or developed, and one builds them through both explicit and implicit life interactions. Whilst a proven connection to these skills has been identified by researchers (Goleman, 1995), parenting plays a critical role in the progression of EI (Goleman, 1998).

Significant attention dedicated to this area of research has influenced the basic theory later to forge into different approaches. Although Salovey et al. (1990) have considered “EI as a strictly cognitive skill, Goleman (1995) and Bar-On (2005) have viewed it as a characteristic of personality.” (Gayathri, 2013, p. 45) Salovey et al. (1990) have suggested a four-dimension EI model that focuses on cognitive interpretation, mental integration, comprehension, and control, whereas Bar-On (2005) has associated the attributes of “emotional self-awareness, self-actualization, interpersonal relationship, reality testing, stress tolerance, optimism, happiness, etc. as those that decide the emotional intelligence of a person.” (Gayathri, 2013, p. 45)

1.2.2. Constructs

Research studies have shown that one can acquire EI (Easton, Martin, & Wilson, 2008). Most scholars, therefore, divide EI into two groups (Petrides, Pita, & Kokkinaki, 2007): 'trait' and 'ability' EI. The processes of assessment (Table 1.5), which researchers use to conceptualize the measurement characteristics, can differentiate these two EI constructs (Petrides & Furnham, 2003). Trait EI (TEI) (i.e., emotional self-efficacy, innate EI) refers to the self-opinion of emotions measured via self-description. Ability EI (AEI) (i.e., cognitive emotional-ability, learned EI) refers to related cognitive abilities that performance testing assesses. Scholars, therefore, do not consider TEI to associate closely with the indicators of overall intellectual skills or its equivalents, whilst AEI would link unambiguously to these types of behavior.

Table 1.5. Emotional Intelligence Measurement Methods

<i>Construct</i>	<i>Measurement</i>	<i>Conceptualization</i>	<i>Method</i>	<i>Predictive Validity</i>	<i>Reliability Estimate Cronbach's α</i>	<i>Authors</i>
Trait EI	Self-Report	Personality Trait	TMMS. Trait Meta Mood Scale	Depression, mood recovery, goal orientation	.70-.85	Salovey, Mayer, Goldman, Turvey, & Palfai (1995)
			EQ-i. Emotional Quotient Inventory	Mental health, coping, work and marital satisfaction	Generally good (about .85)	Bar-On (1997)
			SEIS. Schutte Emotional Intelligence Scales	Social support, life and marital satisfaction, depression, performance on cognitive tasks	.70-.85	Schutte, Malouff, Hall, Haggerty, Cooper, & Golden (1998)
			ECI. Emotional Competence Inventory	Moderate correlations with managerial styles and organizational climate. Low correlations with career success	.70-.85 for global score, > .85 for social skills	Boyatzis, Goleman, & Hay / McBer (1999)
			EISRS. Emotional Intelligence Self-Regulation Scale	Depression, life satisfaction, positive affect	.75-.94	Martinez-Pons (2000)
			TEIQue. Trait Emotional Intelligence Questionnaire	Mental health (depression, personality disorders, dysfunctional attitudes), adaptive coping styles, job stress, job performance, organizational commitment, deviant behavior, sensitivity to mood induction	Generally good (about .85)	Petrides (2001); Petrides, Perez, & Furnham (2003)
			SPTB. Sjöberg Personality Test Battery (EI Scale)	Anti-authoritarian attitudes, emotion identification skills, social orientation	.70-.85	Sjöberg (2001)
			SUEIT. Swinburne University Emotional Intelligence Test	Well-being, occupational stress	Generally good (about .85)	Palmer, & Stough (2002)
			WEIP-3. Workgroup Emotional Intelligence Profile (Version 3)	Self-monitoring, empathy	.70-.85	Jordan, Ashkanasy, Hartel, & Hooper (2002)
			WLEIS. Wong & Law Emotional Intelligence Scales	Job performance and satisfaction. Organizational commitment, turnover intention	.70-.85	Wong, & Law (2002)
Ability EI	Maximum Performance	Cognitive Ability	MEIS. Multifactor Emotional Intelligence Scale		Good for global ability EI (.70-.80), but low (.35-.66) for other branches	Mayer, Caruso, & Salovey (1999)
			MSCEIT. Mayer-Salovey-Caruso Emotional Intelligence Test	Well-being	.68-.71	Mayer, Salovey, & Caruso (2002)
			FNEIPT. Freudenthaler & Neubauer Emotional Intelligence Performance Test		Moderate: .69 for "managing own emotions" and .64 for "managing others' emotions"	Freudenthaler, & Neubauer (2003)

Source: (Schulze & Roberts, 2005, p. 127-128, 130-133)

1.2.2.1. Ability Emotional Intelligence

AEI entails learned skills that are associated with each other and research studies classify these qualities into four components: accurately understanding, assessing, and expressing emotions, developing emotions that stimulate thought, recognizing the impact of emotions, and regulating emotions that encourage inner growth (Salovey & Sluyter, 2001). High EI allows others to regulate their emotions, thereby making an overwhelming level of accurate comprehension possible of what others feel.

Cherniss & Goleman (2001) have supported the idea that it was possible to develop EI skills through learning and practice and have posited that the basic EI skills included endurance, authority, decisiveness, accountability, and leadership. Goleman (1998) has directed focus on the relationship between high levels of EI and successful leadership. Strong functional competence and a high intellect are the beginner skills of a leader, which are simply entry-level criteria to achieve a high level of performance. “On the other hand, good interpersonal, social and team building skills, help a person develop a good rapport with his colleagues, higher officials and subordinates which is vital for a person’s success.” (Gayathri, 2013, p. 47) These facts are crucial to the leader’s successful accomplishments and those EI skills would enable the leader to maintain a highly effective professional role (Cherniss & Goleman, 1998).

Research studies have suggested that The Multifactor Emotional Intelligence Scale (MEIS), proposed by Mayer, Caruso, & Salovey (1999), and Mayer-Salovey-Caruso Analysis of Emotional Intelligence (MSCEIT), proposed by Mayer, Salovey, & Caruso (2003) are the most notable indicators of Ability EI.

1.2.2.2. Trait Emotional Intelligence

TEI, which is the focus of this study, refers to the specific emotional (perception) skills and behavioral qualities of the individual that reside in the depths of one's personality. It concerns the belief, acknowledgment, and perception of the

individual as to his or her emotional skills. TEI theory, hence, offers an integrative framework that respects the emotional engagement's intrinsic character. The TEI classification highlights the variations of personality characteristics such as insight, emotional engagement, resilience, and restraint, which do not correlate to subjective skills.

The TEI approach provides a way to develop models, which practice self-reporting that relates them to empirical theories of psychology, meaning that high (trait) scores do not necessarily indicate individual flexibility or that lower trait scores do not indicate inflexibility in their nature. In comparison, low-level EI scorers are (more likely than their higher scoring counterparts are) to indicate individual transparency, and less likely for the individuals to be influenced by a commitment to prove themselves or maintain a degree of (positive) perception by others. Though it relates to an anticipating attitude, specifically, the relative attractiveness of different TEI styles often focuses on the scope and the form of an attitude that the individual pursues to envision.

1.2.3. Mixed Model of Emotional Intelligence

Scholars advocate Mixed EI generally to refer to assessments, which measure a mix of characteristics, social skills, and knowledge that align with other trait indicators. Such assessments are usually self-reporting, but a variety does use 360-degree methods of appraisal (i.e., self-report supplemented with numerous reviews from mentors, peers, and followers) (Bar-On, 2002). These assessments are especially relevant for business indicators that mean to measure and enhance workplace efficiency. A key pattern of all of these indicators is the (theoretical) emphasis on emotional skills that the individuals can establish to improve their career development (Goleman, 1995). Mixed-measurement research studies have found them to be accurate indicators of diversified emotional outcomes including work satisfaction, organizational engagement (Miao, Humphrey, & Qian, 2016), and work engagement (O'boyle, Humphrey, Pollack, Hawver, & Story, 2010). The

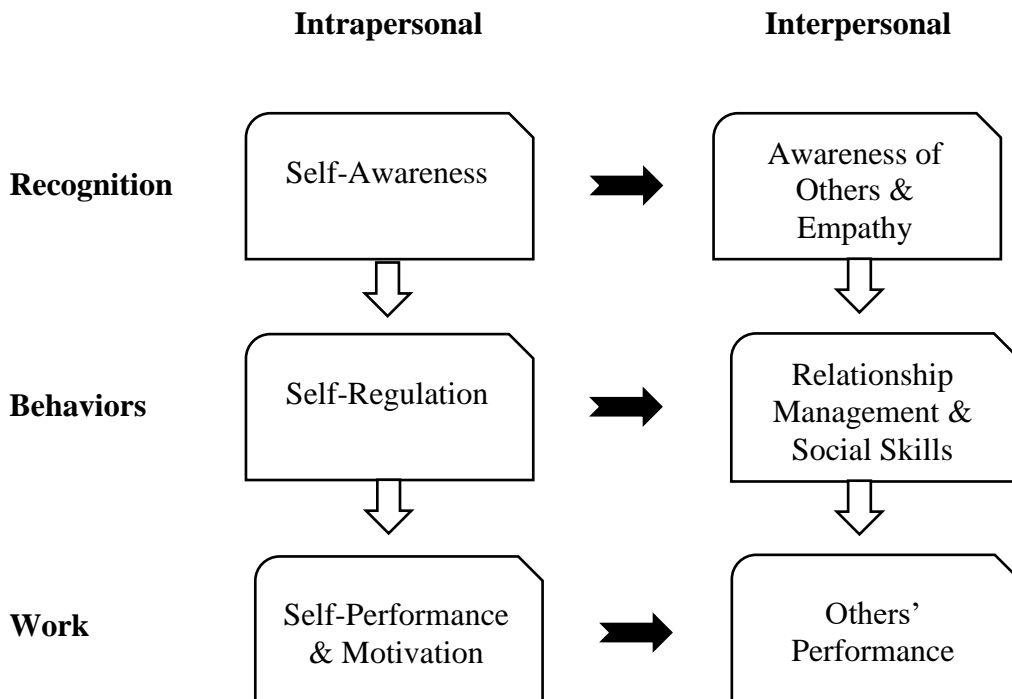
impact scales of these interactions are typically mild and equal to the measures of TEI.

1.2.4. Dimensions of Emotional Intelligence

Distinguished researchers have defined different dimensions that assess the EI of an individual. Although variations in understanding of the concept of EI have generated functional discrepancies (Zeidner, Matthews, Roberts, & Maccann, 2003), supporters have identified validity in both Ability and Trait constructs of EI (Brown, Bryant, & Reilly, 2006). According to researchers (Mayer & Salovey, 1993; Salovey et al., 1990), the model of AEI is experimentally developed and methodologically autonomous of other personality assessments (Brown et al., 2006). According to Bar-On (2005) and Goleman (1995), the TEI framework is on the other hand strongly associated with desirable organizational performance, and of high significance to the growth of organizations and leadership skills (Brown et al., 2006).

Five dimensions of EI are widely accepted in existing research studies (Bardzil, & Slaski, 2003). These dimensions encompass self-motivation, self-awareness, self-regulation, social skills, and empathy (Goleman, 1995), and that they have both intrapersonal and interpersonal implications (e.g., Vetrivel, 2018), as illustrated in Figure 1.1, which is below.

Figure 1.1. Intrapersonal and Interpersonal Implications of Emotional Intelligence



1.2.4.1. Self-Awareness

Self-awareness and the desire to shift one's emotional state(s) are similar. Emotions can be unintentional and most of the time they are. Emotions generally initiate before an individual is explicitly mindful of them. Hence, there exist two categories of emotions: explicit and implicit. Implicit emotions can have a strong influence on perceptions and responses even though one does not realize them. However, once one is aware of them, he or she can assess those emotions. Hence, self-awareness is the basis for controlling emotions and being able to overcome (for example) a depressive frame of mind. Recognizing own feelings when one is self-aware, one can regulate own feelings and behaviors, which influence others with whom one is in interaction. Apperceiving self-awareness in a leadership role, for instance, often means getting a good view of one's assets and shortcomings and it means also reacting humbly. An individual, who possesses systematic self-awareness and appraisal-evaluation, is apprehensive of his or her strengths and

shortcomings, scrutinizes information, develops from his or her errors, and recognizes those fields, which he or she needs to strengthen.

1.2.4.2. Self-Regulation

Self-regulation means governing own feelings and manipulating them to an extent if needed. An individual with strong (emotional) self-regulation ability is capable of holding emotions under control, avoid abrupt actions that might make his or her condition harder, and when experiencing depression, he or she can recover quickly; the individual enjoys and takes advantage of a versatile repertoire of cognitive and social expressions that are well adapted to the social context.

Emotion self-regulation is, therefore, a collection of acts one takes consciously or unknowingly, both psychologically and behaviorally. Witnessing emotional experiences, which inhibit, trigger, or modulate the responses, actuate such acts. The choice of a strategy for the regulation of emotions, on the other hand, has highly critical and varying implications. First, the whole cycle affects one's well-being and helps monitor the degree, length, and nature of the emotional experience. Second, one directs and monitors others' impressions. Third, one influences the desired emotions in others, which may serve the purpose of achieving several individual objectives. Finally, the regulation of emotions allows the individual to identify behavioral reactions to the social context. In particular, one regulates negative emotions such as anger, depression, and anxiety to minimize their severity and prefers to maximize positive emotions such as love, joy, and happiness in most circumstances. However, the reverse can also be true depending on the specific context; one could seek to diminish his or her sense of enthusiasm or humor, for example, to be able to keep own reaction under check.

1.2.4.3. Self-Motivation

Self-motivation is the skill to fulfill a need, an objective, or a purpose without the external factors affecting them and it is an important skill for behavioral modifications between individuals. Self-motivation allows one to perform

challenging tasks, or to convey thoughts more comprehensively. Self-motivation plays a critical role in inspiring oneself to acknowledge a favorable circumstance and confrontation, preparing and discovering meaning in an experience, indulging in a new task, passion, or dispute, being excited about the way of life, and having the confidence to see it through despite adversities or others' adverse remarks. Hence, this skill is the capacity to repress emotions, postpone urges, and resist satisfaction, if necessary, and is fundamental in a range of actions.

Negativity or anxiety, for example, undermines cognition, while order and stability improve thought. Individuals, who are skilled in leveraging their emotions, may motivate themselves even whilst experiencing a state of anxiety and, hence, the state of anxiety does not necessarily suggest a lack of motivation or disappointing outcomes. On the other hand, over-anxiety may affect rationality.

Positivity has a significant function in life experiences. It implies a deep hope that events will work out well. The key to understanding positivity lies in self-efficacy, which is the assumption that one has full comprehension over one's life experiences, and that one is successfully able to overcome the developing obstacles.

1.2.4.4. Empathy

Empathy entails the acknowledgment or recognition of others' emotions. Individuals, who are compassionate and caring, are more receptive to the subtle situations that suggest what others expect or desire (Goleman, 1995). Empathy is an especially significant component of EI and research studies have recognized that it leads to increased performance in the workplace. Individuals, who are better at recognizing other emotions, are more effective both in their jobs and in their social interactions (Rosenthal, Hall, DiMatteo, Rogers, & Archer, 1979).

The more self-conscious one is, the more experienced he or she becomes in understanding others' thoughts. Affinity or concern, for example, derives from one's potential for empathy. Someone, who can interpret the emotions of others, is

in a position to prepare more effectively and is more influential, more extroverted, and more receptive.

1.2.4.5. Social Skills

The main social skill is to communicate appropriately one's thoughts and feelings. Emotions are transmittable and individuals constantly transmit emotional messages and inadvertently replicate the emotions of others. Those stimuli affect others as well and when individuals communicate, they frequently impersonate the mannerisms of each other. The more individuals exhibit this parallelism, the more behavior patterns they ration. This attitude regulation is a central predictor of relational effectiveness. The more effectively one perceives the feelings of others and manages the gestures that one displays, the more he or she can regulate the impact on others; this fact is, therefore, an integral component of EI.

The essence of interaction is the ability to acknowledge and regulate the feelings of others and this skill drives reputation, leadership, and social competence. Emotionally intelligent individuals, who are equipped with these abilities, succeed at any one thing that requires serene synergy with others (Goleman, 1995).

Social skills encompass collaboration, partitioning, engagement, camaraderie, support, restraint, loyalty, divergence, focus, acknowledgment, perception, appreciation, positive interaction, respect, courteousness, mannerism, and accountability. Each of these attributes is developed during life experiences, but one needs to dedicate faith, energy, and commitment to enhance them (Goleman, 1995).

1.2.5. Characteristics of the Five Dimensions of Emotional Intelligence

Although Petrides, Frederickson, & Furnham (2004) have suggested that there are not any significant effects of either form of EI that are compatible with the above-mentioned existing assumptions, which many research studies have suggested (Cooper & Sawaf, 1998), EI's distinguishing and systematic validity is

beyond empirical doubt (Saklofske, Austin, & Minski, 2003). A related issue concerns specific EI indicators, which base themselves on the assessment systems. Almost all EI frameworks, surveys, and assessments, which provide discretionarily construed representative realms, have ignored the stage that defines the various facets that the construct encompasses (Cattell, 1973).

To address the scope of this study, Table 1.6, which is below, illustrates a summary of the characteristics of the five dimensions of EI (e.g., TRIPATHY, 2018; Langley Group IP Trust, 2020; O'Connor, Hill, Kaya, & Martin, 2019), as discussed above.

Table 1.6. Characteristics of the Five Dimensions of Emotional Intelligence

<i>Dimensions</i>		<i>Characteristics</i>			
Self-Awareness	Emotional self-awareness	Accurate self-assessment	Self-confidence	Self-depreciating sense of humor	
Self-Regulation	Self-control	Trustworthiness	Conscientiousness	Adaptability	Initiative
	Integrity	Innovation	Comfort with ambiguity	Achievement drive	Open to change
Self-Motivation	Achievement orientation	Commitment	Initiative	Optimism	
Empathy	Empathy	Organizational awareness	Service orientation	Developing others	Leveraging diversity
	Cross-cultural sensitivity				
Social Skills	Change leadership	Efficient communication	Influence	Change catalyst	Persuasiveness
	Building bonds	Collaboration and cooperation	Expertise in leading and building teams	Conflict management	

1.3. EMOTIONAL INTELLIGENCE AND LEADERSHIP RELATIONSHIP CONTROVERSIES

1.3.1. Concepts

Research studies have criticized the existing EI theories' contradictory frameworks and meanings, and the importance of EI as a source of essential operational performance such as leader efficiency and advocated for the requirement for their improved evaluation and estimation (Cherniss, 2010). Locke (2005, p. 430), for example, has suggested, "That multiple definitions exist and each definition of EI is constantly changing." The researcher has argued, "That most EI definitions are so all-inclusive as to make the concept unintelligible, one definition in particular (reasoning with emotion) involves an inherent contradiction, and there is no such thing as actual EI – the term itself is oxymoronic since the very definition of intelligence involves rational, dispassionate thought." (Locke, 2005, p. 430) On the other hand, Antonakis, Ashkanasy, & Dasborough (2009, p. 248) have suggested, "That data showing the EI matters for leadership is nonexistent; either (a) EI researchers are using the wrong measures or the wrong methodology, or (b) EI does not matter for leadership." They have questioned the findings of Daus & Ashkanasy (2005, p. 459 and p. 460), which have suggested that there exists a "logical tie between emotional intelligence and leadership," that "Research has substantiated this intuition," and that "the emerging empirical evidence supports the link between leadership ability (particularly transformational leadership) and the abilities-based model of emotional intelligence." Nevertheless, they have conferred that "it is too early to conclude that that emotional intelligence is ineffectual and that conclusions should not be drawn from "hypothesizing the null." (Antonakis et al., 2009, p. 258) They have acknowledged, "That present-day measures of emotional intelligence could be improved, and cited neurobiological evidence that emotional awareness and understanding are distinct from traditional IQ." (Antonakis et al., 2009, p. 258) They have stated further that "relationship approaches to leadership are inherently emotional and that the impact of emotional and general intelligence in leadership is context-dependent; some leadership

situations demand high IQ, while others require high EI.” (Antonakis et al., 2009, p. 258) This is particularly important in the sense that this research study examines leadership and emotional intelligence relationship in a very distinct context (i.e., COVID-19 pandemic). These researchers have expected also “the scholars to continue to pursue “new, unexplored and exciting directions”, such as how emotional intelligence may enhance specific leadership behaviors.” (Antonakis et al., 2009, p. 258) In their article, they “conclude that, although there are problems with the measurement of EI (and some conceptualizations of it), the emerging field of EI research has served to highlight the important role of emotions in social relationships. In particular, the contribution we focus on is the role of emotions in leadership, and the need for leaders to be aware of, and to attempt to manage emotions in themselves and in their followers.” (Antonakis et al., 2009, p. 259) It is, however, worthy to note that the controversial claims seem to be specific to AEI measurements and its proposed dynamics (Antonakis et al., 2009).

McCleskey (2014, p. 88), in his study, has noted that “EI rests on three basic fundamental premises: our emotions play an important role in our daily lives; people vary in their ability to perceive, understand, use, and manage these emotions; and these variances affect individual capability in a variety of contexts, including organizational leadership. This simple and intuitive set of premises help guide a dynamic, growing, and sometimes controversial field of academic inquiry and should continue to do so.” Other research studies have indeed demonstrated EI's significance as a framework linked to leadership, organizational performance, and critical workplace productivity and efficiency (O'boyle et al., 2010). Leaders need to possess a thorough awareness of how their feelings and behaviors influence those with whom they frequently interact in order to be successful. Leaders establish, guide, and inspire organizational vision, mission, and workplace environment. Whilst the leader may be highly proficient at his or her work, if he or she is unable to interact and cooperate efficiently with his or her followers, those proficiency skills may not mean much for attaining organizational performance. Because of the existing controversies, further qualitative and quantitative research studies in the

related field must determine unambiguously the characteristics of EI's (which helps communicate pervasive effects on leadership behaviors) relationship with leadership styles. This study, hence, aims to add valuable outcomes through a qualitative study, which examines EI, TL, and organizational performance in a very specific context, a global pandemic.

1.4. THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND EMOTIONAL INTELLIGENCE

Controversies, which some literature studies discuss (as mentioned above), have not leaned over, or scrutinized in depth a paradigm that exists, which is the context distinction that requires varying leadership behavioral strategies for positive outcomes in whichever form they may be. Different physical (e.g., demographical differences), psychological (e.g., a global health crisis), and contextual (e.g., political or organizational leadership) circumstances necessitate distinct leadership styles and different constructs (i.e., EI and IQ) play either moderating, mediating, or key roles in the dispositions of those leadership traits (i.e., transformational leadership). In other words, EI skills, for example, which help emerge (organizational) TL type of attitudes, as discussed below, play key roles in attaining successful organizational performance where other external, but critically strong and adverse circumstances, exist. It is not, however, in the scope of this study to examine different contextual circumstances such as political TL or other types of leadership styles, and their interactions with TEI skills.

1.4.1. Concepts

George (2000, p. 1046) describes leadership as an "emotion-laden process." Conceptually, EI is essential for successful leadership. In a variety of corporate environments, numerous researchers have examined and reported explanatory associations involving EI and leadership success. Research literature also show that EI enables the true assessment of leadership formation, basic leadership habits, and leadership success and performance (Walter, Cole, & Humphrey, 2011).

The path to TL includes leaders' overcoming their old behavioral patterns and thoughts, envisioning a new approach, overcoming their prejudices to achieve meaningful communication, overcoming their incredulity in their work, and eliminating the limitations they rely on due to their worries and anxieties. Such a resolution will undoubtedly require much commitment, mentally, cognitively, and strenuously. One of the pioneering views of modern times is that EI plays a critical role for leaders to make these intense emotional efforts (Palmer, Walls, Burgess, & Stough, 2001).

The transformational leader's effectiveness is thus explicitly attributable to the presence and the use of his or her EI capabilities (Palmer et al., 2001). Cacioppe (1997), in his study, has defined the attributes of EI and TL behavior and described the basic features and behaviors of successful leaders. These characteristics of leadership, which predominate the spectrum of core skills, include being able to recognize what a particular situation needs, having a clear objective and intent that will direct the follower, and being able to use their own or others' expertise to cope with the conditions that the leaders encounter. Transformational leaders are responsive to their followers, perform accordingly and act correspondingly to their followers' characters, motivate their followers' functions for a greater purpose, and possess EI abilities. The fact that TL is a basis for inspiration for the leader's allure, and the followers and because this leadership style derives the leader's emotional interest in his or her followers, TL has a significant influence on people's emotions within the organization. Scholars, therefore, have conducted several studies to explain the critically important relationship between EI and TL (e.g., Sosik & Megerian, 1999; Barling, Slater, & Kelloway, 2000).

Transformational leaders attempt to inspire and incentivize their followers. Trustworthiness, for example, is an integral feature in the composition of transformational leader behavior (Lopes, 2005). In the absence of trust, followers expend many resources on inefficient tasks, as leaders become obligated to elaborate guidelines in exhaustive depth even for basic operations. Creativity, on the other hand, ceases to exist, when the followers do not believe in their leaders

(Zhou & George, 2003). When there is a lack of morale and confidence inside the organization and people are worried about securing their interests, resourcefulness will diminish. Studies have suggested also that the leader's transformational practices encourage the acknowledgment of social values, elevate the rates of follower engagement and dedication to performance, and cultivate increased efficiency (Jung & Sosik, 2002). Scholars have argued that the empowerment of societal values encourages meaningful and performance-directed practices by the followers (Jung et al., 2002). These practices are consistent with core principles and common beliefs that highlight the importance of the functions and the cooperation of the followers through encouragement rather than rivalry. In this perspective, motivation on the part of the followers, influenced by their transformational leaders, results in inherently actuated additional work. TL's characteristics, which include positive motivation and individualized consideration, are strongly correlated with the tendency to track and control emotions both within oneself and within others (Palmer et al., 2001). Besides, the transformational leader, who feels motivated, passionate, and spirited, encourages his or her followers successfully (Brief & Weiss, 2002) and, hence, transformation leaders incorporate powerful feelings to make their followers feel connected. TL can have additional impacts such as exerting the leader's weight on the followers by their developing a specific recognition of the leader and an interpersonal recognition of the task and that these alternative modes of recognition can give rise to variable results (Kark & Shamir, 2013).

Several scholars have theoretically argued the evident magnitude of the correlation between TL and EI (Polychroniou, 2009). In their argument that "emotional intelligence may underlie the ability of the leader to be inspirationally motivating and intellectually stimulating," Gardner et al. (2002, p. 76) have asserted structurally significant connections between EI and distinct aspects of TL. Correspondingly, Küpers & Weibler (2006, p. 374) have argued, "As TL demands leaders who are emotionally self-aware and capable of emotional self-management, all transformational components require personal EI competencies."

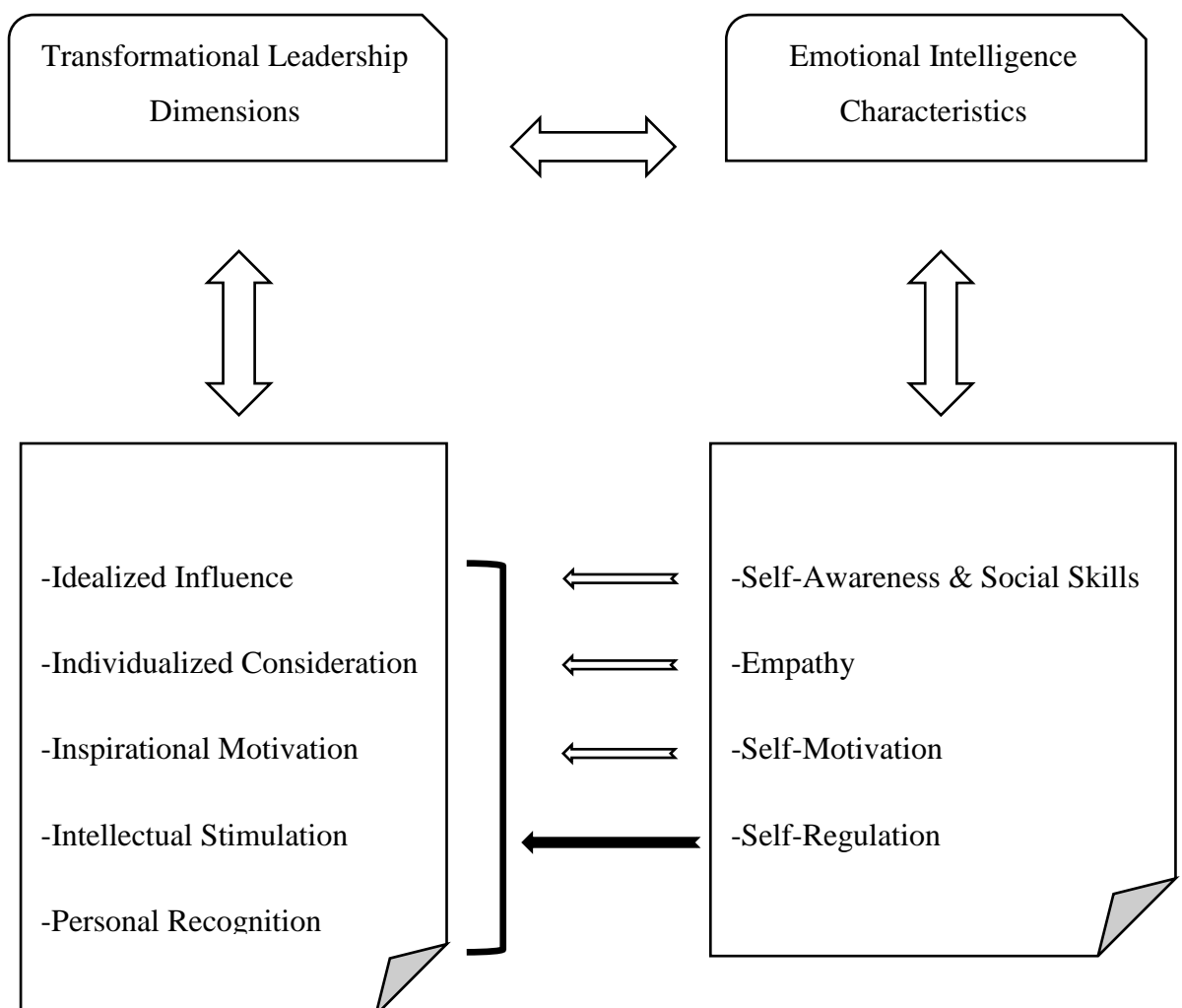
Motivating people, questioning their dominant beliefs, and empowering them are quite challenging tasks without being emotionally intelligent (Caruso & Salovey, 2004). It may prove to be challenging that a leader features all the four distinct dimensions of TL without first being able to correctly evaluate and convey emotions within oneself and others (Küpers et al., 2006). This argument is important, since failing to accomplish it will generate an ambiguity between the leader and the follower, ultimately blocking the pace of transition from occurring. The application of emotions to promote thought can be beneficial to reinforce trust or optimism in the followers who experience frustration by the mission at stake and hence, relates strongly to inspirational motivation, which is a characteristic of TL.

Gardner et al. (2002) have also investigated the relationship between TEI and TL. Swinburne University Emotional Intelligence (SUEIT) measurement method has helped calculate TEI skills, whilst the Multifactor Leadership Questionnaire (MLQ) has evaluated TL tendencies. Both questionnaires obtained their data from the self-reported scores. The results of their study have revealed a clear and important link between EI and TL. “A strong positive relationship was found between transformational leadership and total emotional intelligence scores ($r = 0.675$, $p < 0.01$).” (Gardner et al., 2002, p. 73) In their study, they have hypothesized that “the five components of emotional intelligence would positively correlate with idealised attributes, idealised behaviours, inspirational motivation, intellectual stimulation and individual consideration (the components of transformational leadership).” (Gardner et al., 2002, p. 73) Their findings supported this hypothesis “with all of the components of transformational leadership correlating in a positively moderate to strong direction and magnitude with the components of emotional intelligence.” (Gardner et al., 2002, p. 73) “The strongest correlation was found between individual consideration and understanding of emotions external ($r = 0.585$, $p < 0.01$).” (Gardner et al., 2002, p. 73) According to other research studies, EI constructs such as self-awareness, empathy, and self-motivation have had significant positive co-relationship with TL characteristics such as idealized influence, individualized consideration, and inspirational

motivation. It is, therefore, reasonable to suggest that the more emotionally intelligent-skilled leader would also be equipped with the appropriate leadership characteristics to affect and inspire his or her followers more profoundly. The leader’s capabilities to understand will also be more evident with increased EI skills and competencies and the leader would provide his or her followers with individualized consideration.

Figure 1.2, which is below, illustrates the EI and TL relationship framework.

Figure 1.2. Emotional Intelligence and Transformational Leadership Relationship



Scholars, therefore, consider EI characteristics of the leader to be the prerequisites for his or her successful leadership (Goleman, 1995). Accordingly, researchers have suggested that leaders high in EI are also more likely to employ a TL style and they have identified several critical related concepts (Barling et al., 2000). First, followers would perceive motivated leaders, who listen, understand, and manage their own emotions, as role models and this fact has suggested a strong correlation with the idealized influence dimension of TL. Second, transformational leaders concentrate on understanding others' emotions as well and leaders with high EI levels thrive in their followers' expectations. This fact, as research studies have suggested, is the epicenter of inspirational motivation. Third, the empathetic virtue of the leader supports an understanding of his or her followers' needs and literature studies have described this type of behavior as individualized consideration. Finally, literature has pointed out that the leader's successful management of interrelationships is a true characteristic of an emotionally intelligent leader.

It is also important to mention that research studies have strongly suggested a highly positive correlation between EI and TL with a few exceptions related to distinct contexts. Transformational leaders use intense emotions to stimulate akin sentiments in their followers in the consequence of their EI disposition. The leaders, who perceive enthusiasm, stamina, and motivation, hence, are successful in stimulating their followers.

1.5. TRANSFORMATIONAL LEADERSHIP, EMOTIONAL INTELLIGENCE AND CRISIS MANAGEMENT

1.5.1. The Role of Transformational Leadership in Crisis Management

Several researchers have suggested various interpretations of a crisis. Ezzamel & Bourn (1990), for example, have described the crisis as a point of time when uncertainties develop, the urgency of time is encountered, and a volatile situation is about to emerge. Celik & Ozdevecioglu (2002) have described the crisis as a condition where indications are somehow, intentionally or unintentionally,

ignored even though early signs do develop. Various other research studies have described the crisis from an operational context (Fink, 1986). These studies have indicated that a time of crisis is when the disputes develop further and uncontrollably, social and political interference grows, operations get unproductive, organization's reputation weakens, and organization finds it increasingly difficult to attain its objectives. Weiss (1990), on the other hand, has advocated a wider interpretation. He has proposed that the idea of a crisis relates strongly to such adverse circumstances, that the impact that it poses on the organization severely jeopardizes its functioning properly. A crisis, therefore, associates very much with adverse dynamics between the functional environment, organizational interrelationships, workforce, and other external influences (Kaufmann, Kesner, & Hazen, 1994).

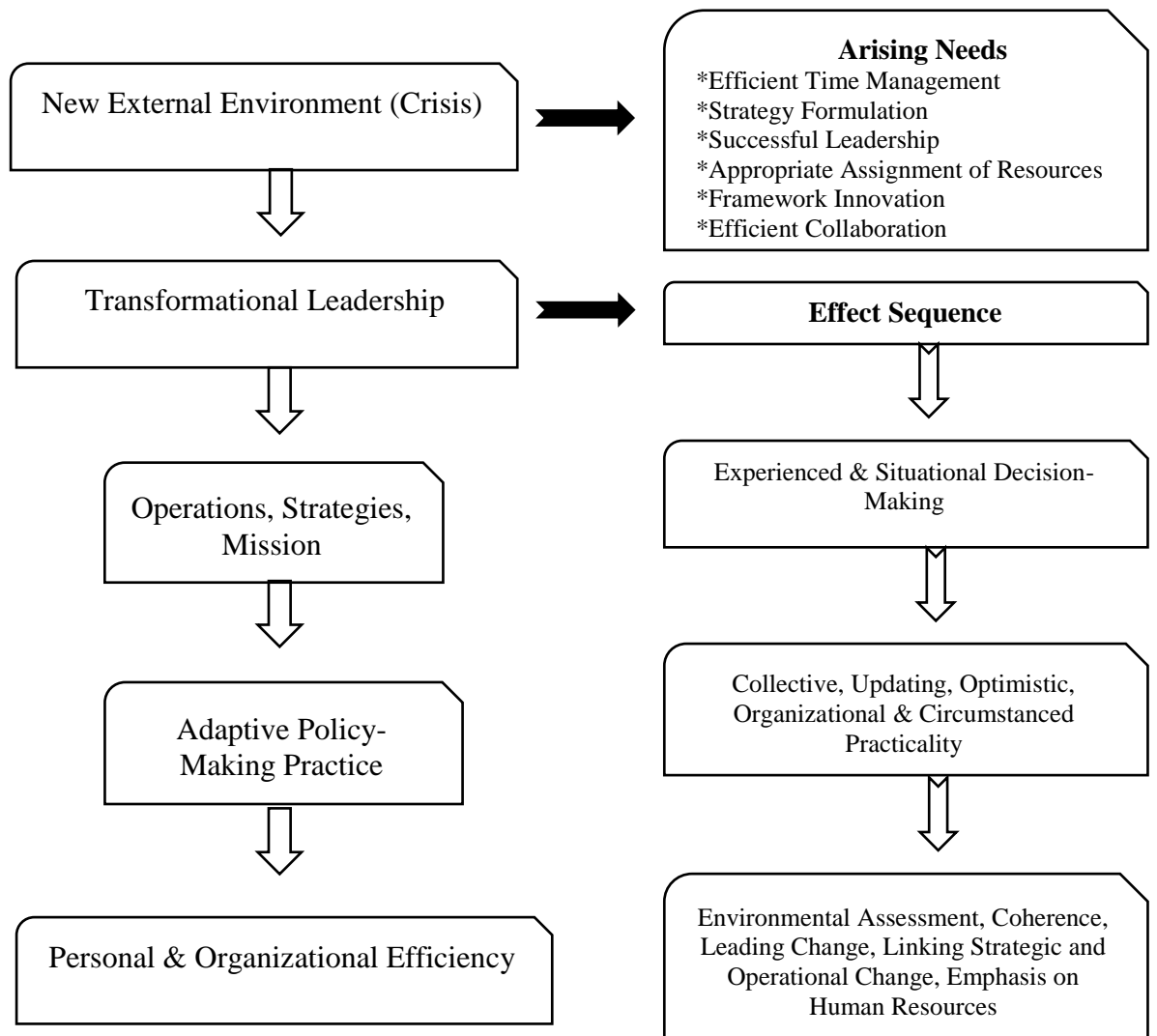
1.5.1.1. Concepts

By offering a framework in the form of a persuasive plan, transformational leaders direct an organization undergoing a crisis through plausible courses of action. These plausible courses of action encompass the continuing contextual formation of rational ideas, which legitimize how the followers conduct their operations and these leaders outline the method of coordinating and transforming contexts into a comprehensible structure, which generates a catalyst for appropriate decisions (Weick, Sutcliffe, & Obstfeld, 2005). Transformational leaders inspire their followers and, in doing so, they encourage the followers' transcendent desires and expectations (e.g., role modeling, excellence in communication, honesty, sense of purpose, and empathizing with individual needs), and stimulate concerted behaviors to fulfill the three pillars (i.e., legitimization of conduct, appropriate decision-making, and stimulation of behaviors) effectively. Besides, crisis circumstances strengthen the need for guidance and transformational leaders play a crucial role in creating positive stimuli during times of uncertainties (Hunt, Boal, & Dodge, 1999). By fostering an atmosphere of confidence, and directing followers through the plausible courses of actions during a crisis, transformational leaders mitigate the negative impacts of their followers' demoralization, and the breakdown

of the participative behavior, which could then lead to critical levels of performance deterioration.

A crisis causes a break from normal organizational processes, where the transition has major operational and psychological consequences and it results often in negative, but sometimes in positive, outcomes as well. Scholars have described four main characteristics of a crisis (Mumford, Friedrich, Caughron, & Byrne, 2007). These characteristics include the time constraints for a strategy formation, necessity of the triggered impact that the successful leadership handles effectively, and need for the leaders to assign appropriately the facilities to deal with the crisis. Another characteristic of a crisis entails the impracticality of the leader's lone involvement in solving the crisis because of its scope and, therefore, the need to create a framework that addresses those who are also under pressure from the developing uncertainty. In crises, hence, TL has a mediating impact, which positively affects the followers and the transformational leader offers valuable input through requisite encouragement, support, collaboration, and inspiration (Figure 1.3). Besides, by cognitive uniformity and coherent communication, the transformational leader can assist in conveying a constructive engagement, controls the adverse effects developed by a crisis, and sustains adherence and follower cooperation.

Figure 1.3. The Role of Transformational Leadership during Uncertainty and Chaos



The dynamics of a challenge will trigger structural limitations to escalate, making it increasingly complex to achieve results. Leaders need to build a framework to identify and react to crisis-prone events. TL style, through the application of inspirational motivation, supports the followers to manage the phase of uncertainty and minimize the tension the followers feel in the unpredictable climate. The leaders rationalize unpredictable situations into the potential of a meaningful practice. Developing a persuasive strategy offers a concrete forward-looking functional target, promotes team cohesion, introduces direction to the followers on the organization's long-term trajectory, organizes the followers behind

a common purpose, and sets specific goals on how to achieve the new vision (Kramer, 2007).

The followers intuitively subordinate to negative tropisms such as defiance and idealization during stressful conditions and these psychologically actuated mechanisms act as an individual's enduring process to preserve conceit, mitigate stress, and overcome tensions. Defiance plays a role in preventing the reaching of true or appropriate observations about a circumstance due to the absence of crucial specifics and data. Idealization, on the other hand, prompts an individual to assume the circumstances, which are more desirable than they probably are and this fact may lead to an inadequate or improbable assessment (Brown & Starkey, 2000). Both defiance and idealization cause individuals to draw false conclusions. Misleading assumptions lead the followers to mishandle their priorities and concentrate on inconsequential matters, instead of paying due consideration to actual or existing concerns. Furthermore, individuals may fall victim to cognitive prejudice and contextualize the input as true for an earlier defined, but inaccurate assertion (Wright, Heijden, Bradfield, Burt, & Cairns, 2004). Motivating the followers to be creative, question concepts, and contextualize the issues would help regulate defiance issues (Bass & Bass 2008). The followers would be more prone to having alternative perspectives or ideas through intellectual stimulation in the absence of scrutiny. TL inspires collaborative engagement and effective teamwork, which would minimize the difficulty of the mission at hand, and, thus, makes it possible to make informed assessments when reacting to challenging sets of issues. Dealing with challenging circumstances, individuals tend to resort to originally established behaviors and act out of tradition instead of reacting with agility or decisiveness (Weick 1990). TL fosters coherence, as it inspires the followers to attain enhanced effectiveness and to strive collectively for a common purpose (Oke, Munshi, & Walumbwa, 2009) and when transformational leaders undertake an initiative, their perceptually focused and subject-specific expertise can be more important in conflict conditions, as their knowledge would be pertinent to the developing situation (Mumford et al., 2007).

Transformational leaders support their followers with an individualized focus, promote their progress and accomplishment via counseling and skills training, and initiate spontaneous gatherings and, hence, these leaders identify challenges, fix concerns, and pay due attention to their followers' concerns (Bass et al., 2014). Amongst other indicators of uncertainty is a downward trend in the knowledge transmission. Leaders, therefore, act to be conscious of their followers' behaviors and track if the knowledge transition transforms (Bartolome, 1989). Leaders succeed in evaluating correctly those shifts in the knowledge transition only by scrutiny, and consistent follower involvement and leaders, who interact frequently with their followers, perceive more effectively the shift in the knowledge transition. TL style, hence, possesses the ability to solve minor issues before they develop into significant ones. During developing conditions of confusion and uncertainty, transformational leaders behave with confidence, question perceptions and ingrained behaviors, and honesty and they preserve cognitive congruence and offer a purpose to meet their followers' expectations. The cycle of constitutive control between the transformational leaders and their followers fosters collaborative empowerment and cultivates a deeper atmosphere of engagement.

As the knowledge, strategies, and systems that were once applicable, may no longer be suitable to the conditions of uncertainty, confusion, and chaos, transformation leaders successfully identify new responsibilities and give their followers specific directions. They promote systemic progress, offer a leadership forum during such periods, motivate their followers by reassigning them independent governance, encourage critical thinking and mindfulness, and bring into question those pre-established (traditional) values, which yield a more productive, creative, and dedicated follower attitude (Kark et al., 2013). It is no less important to note that TL style directs the followers through the process of coherence during uncertainty by creating a rational perspective that transforms recognizing arrogance for the concerted gain that would potentially lead to the organization's sustainability.

1.5.2. The Role of Emotional Intelligence in Crisis Management

There exists a variety of attributes, which a leader needs to incorporate, to adjust to the transition, succeed, and thrive. EI, in responding to these transitions, can be a very valuable mechanism for the leader. EI proves to be an advanced type of individual concentration and functional methodology for leaders to handle challenges, and help followers accomplish their objectives. Leaders need to define clearly the steps to follow in all structured social practices to overcome unforeseeable circumstances and disturbances. These steps entail preparation, coordination, commitment, and infrastructure. Occasionally though, there exist unanticipated ramifications that are beyond influence. Crisis management, hence, calls for the handling of these circumstances with a particular type of hierarchical governance (Weick & Sutcliffe, 2007).

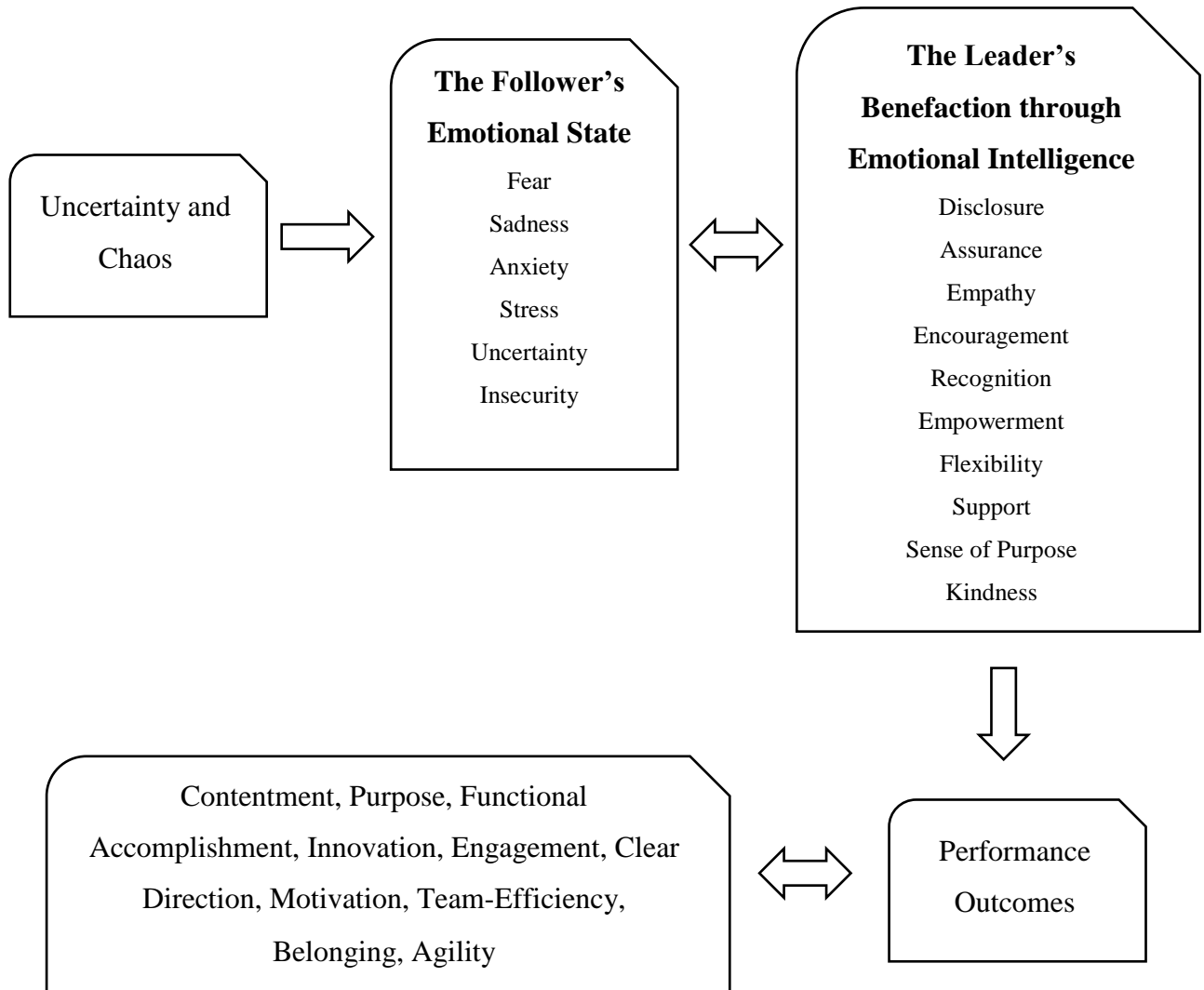
1.5.2.1. Concepts

Crisis management is the approach of mitigating the impact and prevention of a developing uncertainty, and active engagement and stabilization during and after the evolved circumstances. Hence, crisis management encompasses initiatives adopted to prevent, consider, and monitor events for the good of the organization and its members. The literature describes a crisis also as a disruption that can damage an entity internally, and undermine its sustainability (Barton, 2001). The five constructs of EI (i.e., self-awareness, self-regulation, self-motivation, empathy, and social skills), on the other hand, allow leaders to establish productive and enduring social interactions with their followers (Goleman, 1997), and deal strongly with the unexpected and challenging events.

Disruptive challenges are psychologically stressful conditions and that those challenges evoke adverse emotional states among the workforce such as anguish, tension, distress, and depression, which are emotions that influence performance, organizational commitment, and work engagement (James & Wooten, 2005). Uncertainty threatens often the organization and its main resources (e.g., Barton, 2001; James et al., 2005) and that the institutional challenges, which develop

because of uncertainty, entail increased rates of instability, turmoil, and significant public scrutiny (Brockner & James, 2008). Hence, it is reasonable to conclude that the workforce that faces traumatic unprecedented situations will feel apprehension, tension, insecurity and depending on the severity of the circumstances, sadness and depression (Weiss & Compranzo, 1996). These negative emotions are, hence, considered to influence productivity (e.g., follower motivation and process efficiency) in conditions of crisis or shortly thereafter and that the EI level of the leader will function as a controlling and guiding influence for the behavioral responses of the followers to such internally and or externally caused shocks and disturbances (Figure 1.4). One conceivable rationale to assume (as a preventative influence on the part of the leader) is that the emotionally intelligent leader possesses exceptional interpersonal skills (Salovey et al., 1990) and that such skills enable him or her to interpret, recognize, and control his or her own as well as others' emotions. Hence, the leader integrates his or her cognitive abilities into controlling processes, and prioritizing among the alternative reasonable choices (George, 2000).

Figure 1.4. The Role of the Emotionally Intelligent Leader during Uncertainty and Chaos



As suggested in the research studies on EI of Salovey et al. (1990) and George (2000), leaders with strong EI traits are better equipped to perceive and control the emotions of their followers in times of uncertainty and chaos. These leaders acknowledge the specific circumstances in which their followers demonstrate behavioral attitudes to institutional challenges, and successfully control their followers' thoughts and behaviors. These attributes enable the leaders to determine how to react through difficulties, challenges, conflicts, and instability and they can incorporate the effect of their reactions on the expectations of their followers, and their underlying psychological state (James, Wooten, & Dushek,

2011). Because emotionally intelligent leaders encounter and exhibit reduced frequencies of adverse feelings in their reaction to factors of chaos and uncertainty, their cognitive experiences of anxiety, tension, depression, and sadness, which they encounter because of these adverse circumstances, will not be detrimental.

Leaders' behaviors during times of crisis have critical consequences as they offer mental guidance, and enable the opportunity for their followers' authentic emotional regulation. However, it would be difficult for the leader to guide his or her followers' emotions, if the leader's psychological disposition is impaired or unregulated and it would be, hence, safe to conclude that leadership is about balance. Leaders' placing the emotional concerns of others first is most important when dealing with crises. This type of behavior causes an effect on its own; this specific attitude also encourages similar conduct and other leaders and followers are usually able to convey these similar types of encouragement to each other and external partners. Other aspects related to EI include the (communicating) leader's self-regulation, diverting his or her (even) volatile emotional states for a common purpose, being sensitive to the context and understanding, displaying sensitivity and genuine appreciation, and focusing on interactions.

As a leader, offering encouragement is not a functional matter. One cannot simply recommend an improved mindset for others solely through the expressions one communicates. Fundamentally, the followers would be self-discovering and creating new emotional experiences. A more realistic approach to build a sense of encouragement would be through kindness, compassion, and empathy in such a manner as to support the follower discover and gain a clearer comprehension of his or her emotional state. This methodology would entail a (meaningful) encouragement concept where, at its core, it would encompass a supportive atmosphere coupled with patience, scope, and inspiration. Instead of trying to steer or lead the discussion, the leader would choose to focus rather on the circumstances of the discussion. The emotionally intelligent leader, hence, having established a realistic control of the flow of the followers' emotional state, would be in an

advantageous position to lead the organization through uncertain and turbulent circumstances.

1.5.3. The Two Constructs' Interrelationships for Organizational Performance during a Pandemic Crisis

“Gallup has studied global citizens' worries, fears and confidence during nearly every major crisis of the past eight decades -- including the Great Depression, Pearl Harbor and World War II, the Kennedy assassination, upheavals and riots in the 1960s, 9/11, the 2008 global financial crash, and now the COVID-19 pandemic.” (Harter, 2020) These studies have suggested that the greatest leaders are the ones who successfully confront the challenges during times of chaos and uncertainty. Although each instability is distinct, they all hold a common ground and that is the eradication of the organizational momentum. Many of those leaders, who are successful in attaining organizational commitment and vigor to changing circumstances, get around those times of uncertainty by taking advantage of the specific benefits that follow instability.

Times of instability also provide the perfect opportunity to introduce the necessary transitions. During ordinary circumstances, individuals appear to be reluctant to adjust and experience an elevated degree of emotional responsibility for the established order. Hence, scholars, who have been studying transformation-management, believe that the toughest phase of any transformation process is to persuade the followers that persisting in the current situation is neither a valid nor a sustainable strategy (Dervitsiotis, 2003).

Individuals, on the other hand, do seem to presume that a planned development during conflict situations is essential and reasonable. Accordingly, leaders display a tendency to spotlight the challenges to drive structural transformation. Today, the business environment has an abundance of threats and uncertainty and most companies face multiple risks and obstacles, which may lead these companies to fail to retain their strategic advantage and their prosperity (Radhakrishnan & G, 2010).

Organizations aim to hire and preserve in their employ those leaders, who possess high standards of behavior, thought, intelligence, consciousness, and, hence, are skilled in establishing a productive workplace environment. Such leaders possess high levels of EI and demonstrate TL characteristics, which allow them to manage themselves and their followers more effectively. The followers, then, inspired through an attentive and efficacious leadership style, are content, and have high aspirations and they are dedicated to dealing with their organizational challenges and with their tasks efficiently. This act of sincere engagement is about how followers view and experience their work atmosphere (Rakhi & Kumar, 2015). A strong commitment to engagement at the workplace, in return, has a (significant) beneficial impact on the organization's economic performance (Goleman, 2017).

1.5.3.1. Concepts

Leadership serves as a major factor in organizational performance, especially during uncertainty and the effective leader critically depends on his or her EI skills (Chen, Jacobs, & Spencer, 2006). As mentioned earlier, George (2000, p. 1046) has characterized leadership as an "emotion-laden process" and, hence, the researcher suggest that EI plays a crucial role in successful leadership. Numerous researchers have investigated the link between EI and the efficacy of leadership in various disciplines, and have identified a significant relationship between the efficacy of leadership and EI (e.g., Gardner et al., 2002; Wong & Law, 2002).

According to Leban & Zulauf (2004), the leader's transformational style of leadership has a constructive impact on specific task outcomes, especially when the work environment is under the effect of chaotic situations. Hence, the EI ability of the leader guides his or her specific style of TL, and ultimately in the successful completion of the tasks. TL and its associated attributes like motivation, inspiration, attitude regulation, and engagement, coupled with its strong correlation with EI, play a significant role in successful task management, and, thus, contribute to high efficiency in crisis performance (Brown et al., 2006).

Leaders' high EI skills, embedded in their TL styles, contribute to a better perception of them by their followers. These leaders' task behaviors such as recognizing how and when to prepare, coordinating, guiding and managing, allocating responsibilities when and where necessary, interacting, inspiring, adjusting, appreciating, and empathizing with their followers thereby foster a supportive environment. A supportive environment, on the other hand, is of major importance when dealing with crises. TL style is a powerful source for teamwork and effectiveness and these leaders, who embody EI skills, accommodate and care, and influence the efficiency of their followers (Humphrey, 2002), thereby providing the followers a positive environment. EI helps and guides the leader display individual consideration, intellectual stimulation, and inspirational motivation. Transformational leaders build a collaborative and engaging interaction and consequently, their followers can rely upon and trust them, improve, and thrive. The leader understands how to allocate accountability and he or she offers adequate incentive, appreciation, and encouragement. The more appreciation and empathy the leader demonstrates for his or her followers, as numerous organizational behavior studies on workplace engagement have referred, the more the followers engage constructively in their tasks. The above-mentioned interrelationships between TL and EI provide for critical implications for crisis management during uncertainty and chaos. First, they generate workplace coordination, efficiency, consistency, and follower retention. Second, they help achieve stronger interpersonal relationships, greater cooperation, and higher levels of standardization. Third, higher levels of commitment, comfort, and encouragement that develop affect the productivity of both the followers and the leaders in their liability, engagement, and performance at the workplace. Finally, leaders identify and activate incentives that motivate their followers to remain focused on their tasks.

Operational challenges elicit psychological responses in the work environment. These reactions are as crucial as coherent and practical behavior patterns. Yet, while the leaders expect their followers to respond reasonably and

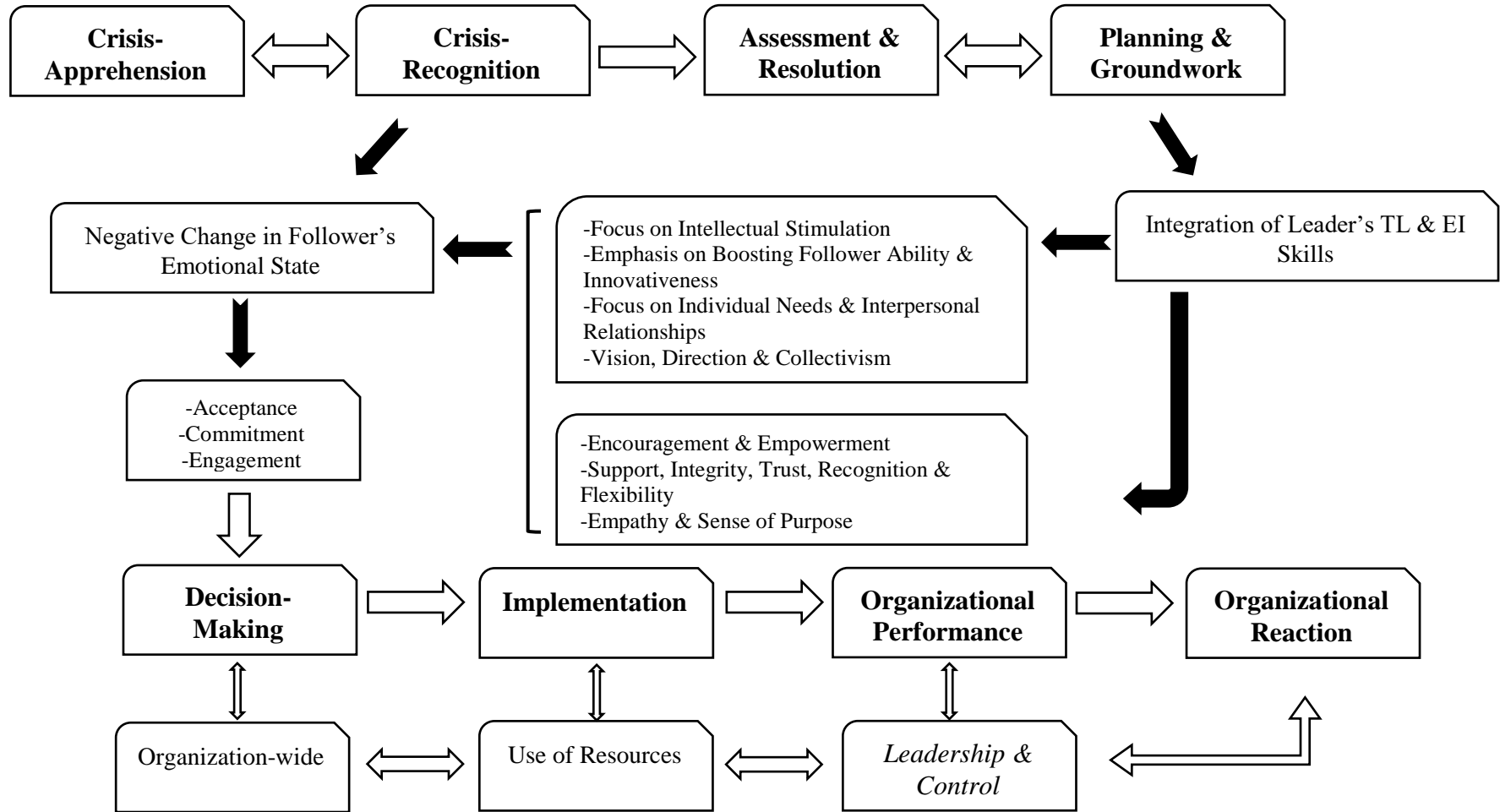
practically in times of organizational crises, crises are challenging and psychologically exhausting circumstances that elicit strong feelings. The high EI level of the leader, which paves the way for his or her TL approach, provides for a support mechanism for the negative emotional experiences elicited by their followers in response to uncertainties and chaotic situations, hence, reducing their negative emotional state in times of crisis. This fact, in return, increases the efficiency of the task outcomes and diminishes the crisis's negative effects on organizational performance.

The COVID-19 pandemic, which has developed in early 2020, is both a huge public health concern and a great challenge to the global economy. The global shutdown of businesses and sectors, which the governments have introduced and imposed to mitigate the spreading of the infection, has provided a broad spectrum of specific and structural difficulties for the global workforce. These challenges and difficulties, which the global business communities have classified unanimously as being unprecedented, have laid the foundation for the leader with the EI attributes, who also exhibits a TL style, to display, and practice energetic, charismatic, innovative, and collaborative approaches.

Studies have indicated that successful leaders are the ones who are skilled in making the appropriate decisions, indulging the proper choices, offering encouragement through a healthy combination of hope and potential rationality, and aiming to convey a common purpose (Antonakis, Bastardo, Jacquart, & Shamir, 2016). These characteristics relate strongly to both TL dimensions and EI traits.

Figure 1.5, which is below, displays the crisis-management process with the influencing effect of TL and EI (e.g., Woodman, Sawyer, & Griffin, 1993; Das, 1980; Mikušová & Horváthová, 2019; Slideplayer.com Inc.; Mayer et al., 1993).

Figure 1.5. Crisis-Management Process with the Influencing Effect of Transformational Leadership and Emotional Intelligence



The COVID-19 pandemic is a severe circumstance, which has prevented the natural behavioral functioning of an individual and stimulated a threshold situation for the standard (anticipated) consequences of an individual's characteristic (Meyer, Dalal, & Hermida, 2009). The pandemic, which has driven social distancing policies and lock-down directives, has induced contextual restrictions on an individual in the short term, imposing detrimental effects on his or her needs. In the long-term, however, it has induced fear, anxiety, and contextual resilience by causing significant uncertainty on the employment opportunities of individuals, hence, survival.

Mindfulness, for example, during such uncertainties, provides essential advantages in the work environment, but its ultimate presentation is nevertheless encouraged by consistency. On the other hand, inconsistency enhances the complexity of tasks, which in essence, reduces the positive benefits of mindfulness (Wilmot & Ones, 2019). TL style, which provides for the transparency of functions and concrete objectives, hence, may provide for the far-needed consistency during a challenging period. Besides, focusing on organizational objectives and fulfilling those objectives can ultimately stimulate positive emotions experienced by the followers (McCabe & Fleeson, 2012). One other essential issue is to recognize what the perceived notion of the followers embodies and whether the organization is a favorable environment to work in. These notions demonstrate how followers experience their workplace environment. These experiences entail their thoughts and emotions about their leaders, their tasks, and other colleagues (Momeni, 2009). Hence, to overcome successfully the negative implications of crises on organizational performance, leaders, who possess high EI and, consequently, display TL style, are prone to generate a supportive environment with skilled, supportive, and dedicated followers (Goleman, Boyatzis, & Mckee, 2009) (Table 1.7). An emotionally intelligent leader also regulates his or her actions and reactions more competently, recognizes his or her followers' expectations because of his or her skills of responsiveness, and enhances the positive state of mind of the followers, using his or her acute cordial abilities (Momeni, 2009).

Table 1.7. Implications and Leaders' Attitudes during a Pandemic Crisis with the Influencing Roles of Transformational Leadership and Emotional Intelligence

<i>The Resulting Crisis Effects</i>	<i>Implications</i>	<i>Influencing Actions and Attitudes</i>	
		<i>Transformational Leadership</i>	<i>Emotional Intelligence</i>
Centralized Authority	Diminished Rationality and Loss of Contextual Understanding	Balancing Optimism and Realism, Charisma, and Concurrence	Self-Awareness, Wisdom, and Confidence
Inadequate Coordination	Ineffective Time Management, Strategy Formulation, and Collaboration	Collectivism, Frequent Updating, and Organizational and Circumstanced Practicality	Self-Regulation, Dependability, Adaptability, and Optimism
Internal Communication Failure, and Work From Home	Inadequate Decision-Making Processes and Critical Adaptability Issues	Increased Communications and Bonding	Empathy, Support, Respect, and Relationship Management
Decreased Quality in Decision Process	Diminished Functionality, Engagement, Efficiency, and Agility	Individualized Attention and Stimulation	Active Listening, Recognition, and Flexibility
Corrupted Relations Between Departments	Loss of Practicality, Coherence, and Collectiveness	Direction, Collectivism, Support, and Coherence	Kindness, Assistance, Empathy, and Work Culture
Loss of Control of Perceptual Processes	Loss of Direction, Purpose and Adaptability, and Reduced Accomplishment	Common Purpose, Vision, and Strategy and Operation Formulation	Energy, Sense of Involvement, and Motivational Communication
Confusion in Mission, Authority, Responsibilities, and Safety	Loss of Motivation and Environmental Assessment, and Fear	Change Leadership, Clear Mission and Responsibility Allocation, Effective use of HR, and Situational Decision-Making Authority	Appreciation, Understanding Attitude, and Commitment
Induced Stress on Performance	Increased Stress Levels Leading to Decreased Performance Quality and Quantity	Inspirational Motivation, Facilitation of Job Crafting, and Flexibility	Clear Goals, Lead by Example, Optimism, and Positivism

Table 1.7. (cont.) Implications and Leaders' Attitudes during a Pandemic Crisis with the Influencing Roles of Transformational Leadership and Emotional Intelligence

<i>The Resulting Crisis Effects</i>	<i>Implications</i>	<i>Influencing Actions and Attitudes</i>	
		Transformational Leadership	Emotional Intelligence
Reduced Tendencies in Organizational Change	Blocked Entrepreneurship Type of Fast and Efficient Decision-Making Processes	Incentive, Intellectual Stimulation, and Change Management	Encouragement, Empowerment, Emotional Influence, and Creativity
Demoralized Staff	Individual Conflicts, Decreased Mutual Trust, and Discontent	Acknowledgement and Understanding, Sense of Purpose, and Motivation	Set Expectation, Accessibility, Support, Empowerment, and Positive Feedback
The Rise of Fear and Panic among The Personnel	Traumatic Stress, Avoidance, Loss of Concentration, Vulnerability, and Sadness	Individualized Consideration, Frequent Communication, Acknowledgment, and Assurance	Supportive Environment, Empathy, Assurance, and Kindness
Physiological and Psychological Depression	Shattered Basic Assumptions, Loss of Feeling of Belonging, and Feeling of Threat to Personal System	Structural, Operational and Job Safety Issues, and Rapport	Effective Recognition and Evaluation, Self-Discipline, and Social Skills
Increased Self-Defense	Diminished Organizational Devotion, Fear of Belonging and Future Employment Prospects	Follower Commitment, Concurrence, Stimulation, Collaboration, and Idealized Influence	Empathy, Assurance, Disclosure, and Self-Motivation
Loss of Goal Orientation	Increased Random Behavior and Errors, Emphasis on Short-Term Goals, Lack of Vigilance, and Decrease in Mental Efficiency	Intellectual Stimulation, Personal Recognition, Framework Innovation, Objectivity, Clear Coping and Operational Strategies and Mission	Support, Sense of Purpose, Kindness, Responsive Behavior, and Reframing and Approaching Emotional Needs
Diminished Organizational Performance	Loss of Collectivity, Common Purpose, Functionality, and Financial Turmoil	Experienced Decision-Making Processes, Agility, Durability, and Sharing	Increase Mental Capacity, Diminish Emotional Interactions and Distractions, Diligence, Prediction of Behavior, and Impulse Control

1.6. THE RESEARCH MODEL AND THE OBJECTIVE OF THE STUDY

1.6.1. Interpretative Phenomenological Analysis

Interpretative Phenomenological Analysis (IPA) relies on the “fundamental principles of phenomenology, hermeneutics, and idiography.” (Pietkiewicz & Smith, 2014, p. 8) Over the past two decades, IPA has generated a distinguishing framework for cognitive interpretation, supported by a growing collection of behavioral research (Smith, 2011). IPA bears a conceptual dedication to the individual as a cognitive, linguistic, efficacious, and bodily soul and it presupposes a (maybe not so much clear cut) sequence of relationships between the discourse of individuals, and their reasoning and mental states (Smith, 1996); IPA involves a two-stage analysis and interpretation, or a double explanatory.

IPA confederates with the principal mental archetype (Smith, 1996). However, although IPA does associate with behavioral psychology and interpersonal awareness (Fiske & Taylor, 1991), which (both) rely on intellectual mechanisms, it differs in conventional psychology when it comes to selecting the correct approach to investigate these experiences. It is a type of behavioral contextual research, with a focus on recognizing what it is from an individual’s point of view, and to understand his or her perspectives, but at the same time, not to sympathize with the emotional expressions of the research participant. It builds upon hermeneutic (descriptive) and phenomenological (direct experience) practices to concentrate on how the researcher demonstrates, and how the participants feel a rapport of a significantly important and observable experience. IPA offers specific instance-level information (idiographic) for the audience to be able to apprehend the definition of the issues of the participants, while at the same time maps up the key statements made by the participants, based on their observations or experiences. IPA also offers an interpretative viewpoint to remodel the statements of individual perspectives in the records, and a psychological perspective into the process. To attain a level of uniformity, IPA methodology entails greatly detailed information (abundant in explanatory or perceptive material, or both) from a (somewhat) limited

cluster of participants, whose selection process assembles (attentively) to encompass a common point of view on the subject of discussion.

IPA seeks to offer the potential for the researcher to acknowledge the participant's issues, and comprehend those issues in the frame of reference of a more all-encompassing perspective that aligns with the existing relevant theories. The main objective in IPA is to examine how participants harmonize and narrate their experiences. An additional aim of IPA research involves recognizing what it is like to empathize (in the absence of sympathy or apathy) with the participant and confer (in the absence of agreement or dissension) with his or her realm. IPA incorporates a thorough study of individual instances, and explores the participants' unique experiences in their particular frameworks, examining each circumstance before making any generic conclusions, and concentrating primarily on the specific rather than the common.

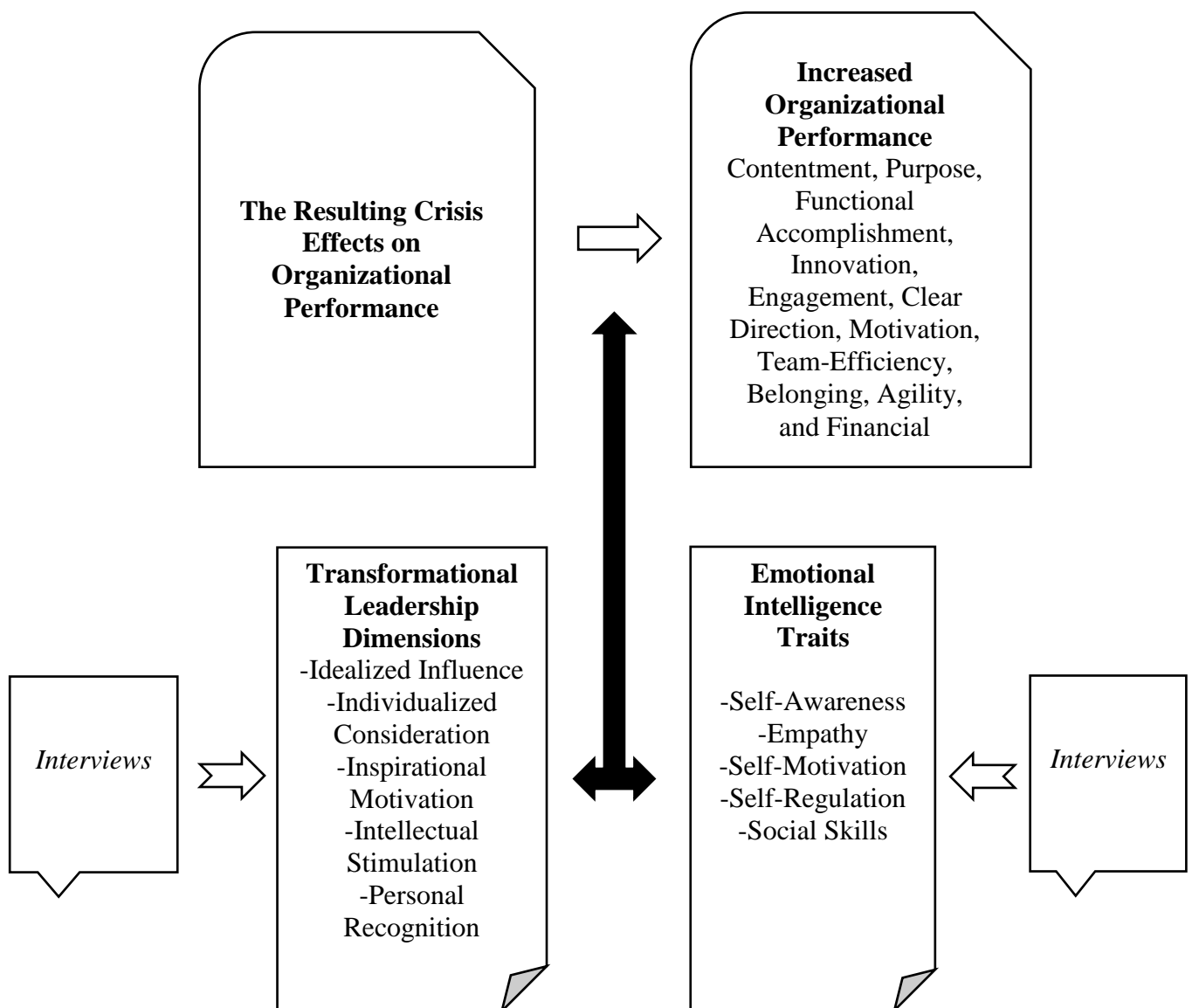
1.6.2. The Research Model

IPA research model is a practical method of analysis for this research, as this study principally focuses on preserving a high degree of explanatory precision for its audience. The IPA approach focuses on gathering reliable information from a suitably chosen sample of participants, assesses a reasonable level of distinctive composition on the substance introduced in the research, and shapes the procedure of content collection (such as organizing semi-structured interviews), which are all in absolute accordance with the intent of this research. This methodology emphasizes how the participants perceive things rather than what has occurred, and incorporates and blends phenomenological and interpretative analysis to construct a theoretically accurate description of the respondents' thoughts and experiences. IPA methodology uses mapping (e.g., by processes, viewpoint, datatype, observation, environment, and circumstance), assessment, or impartiality checking (e.g., by sample respondents, supervisors, coworkers, and concurrent data sources) to attain reliability. The analysis relies on (open-minded) excerpts and statements (where the arguments would usually have a positive correlation with, and an

argument on numerous protracted excerpts). Finally, in this study, the use of the IPA approach allows for a holistic view of the characteristics of the (respondents’) behavioral and reaction phases, which are related to specific topics, and thus, it becomes possible to compare the study’s results with the principles suggested (within the interpretative guidelines).in the relevant literature.

Figure 1.6, which is below, illustrates the theoretic design of this research.

Figure 1.6. Theoretic Design of the Research



Research studies have suggested that to extract qualitative data in distinct contexts, those contexts ought to be where the respondent can behave forthright and naturally, and be able to express openly his or her genuine observations, beliefs, and experiences (Coolican, 2004). Besides, these studies have defined qualitative research as being liberal or idiosyncratic and that is because the researcher is better involved in the analysis (Collis & Hussey, 1997). Hence, through an interpretative analysis, this study aims to acquire a comprehensive understanding of the respondent's narratives and perception of the study's topics and that involves garnering awareness into the leader's actions, their effects from the leader's perspective on the follower morale and attitude (Creswell & Poth, 2018), and, consequently, on the organizational performance. During such a methodology, the participants also enjoy the possibility to offer numerous impressions on the nature of what EI and TL imply to them, to their followers, and organizational performance, specifically during times of increased uncertainty, volatility, and chaos. During the interview phases, these impressions, which affect the participants' narratives, help develop a versatile analysis (Smith, 2011).

1.6.3. The Objective of the Study

As mentioned earlier, scholars have defined qualitative research as being individualistic or descriptive and that is because the researcher is more involved in the analysis (Collis et al., 1997). The goal and scope of this research are, hence, to gain a sense and interpretation of the respondents' particular perceptions and emotions and the use of a descriptive method enables the researcher to extract and associate the detailed contexts. The study aims to construct and analyze numerous superordinate and subordinate themes of descriptive material and does not emphasize the impacts that arise over time. Even though the study aims to gain and display a clear perspective of the interpretation of the respondents' narratives of their lived experiences and thoughts, the researcher does not attempt to provide different meanings to these experiences. Amongst the available qualitative methods of research, IPA differentiates as it attempts to analyze the participant's true perspectives, their interpretations, and comprehension of experiences in a

descriptive format and recognize in full their thoughts, feelings, and beliefs (Smith, Flowers, & Larkin, 2012). It is, however, important to mention that there may exist a notable inadequacy of the participants' interpretations of how they perceive their leadership experiences and EI skills that influence their followers' engagement, inspiration, trust, and loyalty. IPA's hermeneutic approach, which is more than merely an empirical interpretation of occurrences, is, hence, critical in the sense that it supports an observation method that explains the interactions through contextually acknowledging the participants' experiences, and consistent involvement in the interview process where perspectives and knowledge evolve progressively (Kleinberg-Levin, 2018).

The critical and significant relationship between TL and EI plays a crucial role in follower motivation and engagement amidst a crisis. When a crisis is unprecedented, such as the COVID-19 pandemic, which has effectuated in-depth financial, social, and health consequences, leadership effectiveness, in terms of both functionality and humanity, becomes not only a mere necessity but the only possibility to guide the followers, mentally and physically, achieve first personal, then organizational efficiency. One purpose of this analysis is, hence, to examine the dynamics of the correlation between EI and TL. Daniel Goleman has contributed through numerous research studies, as mentioned earlier in this study, the suggestion that effective leaders require the embodiment of EI, or characteristics of personal and social consciousness, stimuli, resilience, tenacity, reasoning, honesty, versatility, and concerted expertise. This study, thus, also aims to present the acknowledgment of the strong correlation between these two constructs (i.e., TL and TEI), and their implications from the leader's descriptive narratives on the follower motivation and engagement during turbulent circumstances.

The assessment of the respondents' descriptions of their attitudes and experiences enables the researcher to integrate the interplay between the two constructs' prognostic potential on the followers during a crucial crisis period. This study, in summary, aims to develop an analysis that can evaluate the positive and negative effects of the leader's actions and behaviors during the crisis caused by the

COVID-19 pandemic on the followers, and organizational performance outcomes, and understand the implications of the crisis on the follower psychology. The study also aims to examine through a thematic process and an IPA methodology the correlations between the sub-scales of the emerged narratives (subordinate themes) from the leader's perspective, and distinguish among them under the predetermined categories that include distinctly significant, but most prevalently observed experiences (superordinate themes).

CHAPTER II

METHOD

2.1. PARTICIPANTS AND SAMPLING

The ongoing global health crisis, which is aggravated by individual concerns and organizational disadvantages in terms of direction, mission, and finances, among others, entails a great deal of uncertainty. To help recognize the perspectives of the leaders' cognitive and psychological effects on their followers, and compile insights with ample information on the difficulties faced by the leaders and their followers during this specific crisis, a group of leaders, who currently serve in distinct leadership roles in their organizations, acts as the participating body for this research study. In this analysis, the data collection population consists of eight (8) participants who all have significant leadership skills and experiences.

The identification of the set of participants was binary. First, the researcher, through his professional network, is acquainted with the participants (for a considerable time), who are competent leaders in their respective roles, and suitably engaged in all the topics that are under analysis. Second, the researcher has (comfortable) access to this specific audience through propinquity and familiarity, with firsthand knowledge of their personalities, leadership styles, emotional postures, and a strong belief in their resolve to express their experiences and behavioral tendencies freely. These values have played a critical role in enabling the researcher's analysis to achieve its purpose comprehensively.

In applying an IPA research methodology, the primary issue is to attain a maximum understanding of the statements of each respondent and pay attention to all details, which the respondents express. Hence, the pools of participants in IPA analyses are typically limited in number, which enables an item-by-item study, which is thorough and tedious, for the researcher. Related literature has presented IPA research studies that entail between one to fifteen participants and although greater sampling ranges are probable, they are less prevalent and it is acceptable for

an IPA study to have between two to twenty-five participants (Creswell & Guetterman, 2021). Using a small sampling range as such provides an incentive for the researcher to explore individual commonalities and dissimilarities among the respondents and consequently, the researcher eliminates the probable enormous abundance of analytical information obtained that he or she has to sort through, which would otherwise result in defocus or even in misrepresentation or omission of critical relevant data.

The participants, whom the researcher interviewed in a semi-structured framework, and according to the study's objective of examining, formulating, and documenting subordinate themes and superordinate themes through a set of integrated or separate descriptive narratives of the individual and work accounts, constituted a coherent group of respondents, all experiencing a common phenomenon. The selection of the sampling approach, considering the scope of the evaluation of a particular topic or theme, the complexity of the specific contexts, whether the researcher intends to evaluate or differentiate specific contexts, and the realistic constraints in which one is practicing, hence, were intentional and, hence, prioritized functionality, and a standard.

Table 2.1, which is below, exhibits the relevant demographic information of each participant.

Table 2.1. Demographic Information of the Participants

Participant	Age	Gender	Marital Status	Education	No. of Years of Work Experience	Workplace Size in terms of No. of Employees	Title Held	Title Held in Number of Years
P1	51+	Male	Married	Bachelor's	21+	2.001+	General Manager	14
P2	30 - 40	Female	Married	Doctorate	16 - 20	2.001+	Academician/Manager	4
P3	41 - 50	Male	Married	Bachelor's	21+	500 - 1.000	Manager	7
P4	30 - 40	Female	Married	Master's	10 - 15	1.001 - 2.000	Director	2
P5	41 - 50	Male	Single	Bachelor's	16 - 20	2.001+	Manager	1
P6	30 - 40	Female	Married	Master's	10 - 15	1.001 - 2.000	Head of Department	2
P7	41 - 50	Female	Married	Bachelor's	16 - 20	2.001+	Manager	7
P8	41 - 50	Male	Single	Bachelor's	21+	1.001 - 2.000	CFO	6

2.2. MEASURES

IPA provides for rich and powerful identifiable details and this methodology allows participants to explore and communicate their experiences and perspectives freely with the interviewer, who takes queries and responses efficiently in a semi-structured interaction (Smith et al., 2012). The researcher, in this study, has developed a questionnaire framework, which guides all respondents to selective feedback that covers the research topics comprehensively. The semi-structured interview structure features open-ended queries about each respondent's personality, emotional standing, leadership attitudes, his or her interactions with the followers, conceptual views of the crises, and analysis of the situations' eliciting the unprecedented norms. The leader's self-perception of the appropriate approaches of (transformational) leadership style during the crisis, the effectivity of his or her (Trait) EI skills, his or her thoughts on organizational performance-directed leadership, as well as work-life experiences, have been expected to be the prevalent outcomes (for analysis) of the study.

2.2.1. Interview Questions

IPA offers valuable and individually identifiable information facilitating the respondents to share their experiences and perspectives freely with the researcher who, in a semi-structured interview, shapes the question structure efficiently and assesses the responses in a categorical manner (Smith et al., 2012). The researcher, therefore, for this study, has designed a (categorical) questionnaire framework that would efficiently guide all the respondents to explain their perspectives and opinions in conformity with the topics being researched (Table 2.2).

The semi-structured interview, which the researcher has designed, involves open-ended questions about leadership and emotional behavior as well as each participant's experiences at the workplace, and specifically during the concurrent health crisis. The researcher has designed the interview questions to direct systematically each respondent to communicate their perspectives on the effects of their characteristics and attitudes on their followers, and the performance outcomes

of their organizations. Besides, the researcher has structured also a category of questions, which obtains the demographic information of the participants, to define the relevant, observable, and related characteristics of the respondents, which has helped collect additional information for the study's analytical process.

The question plan is structured according to various categories of issues (i.e., general conclusions on leadership and emotions being defined, experiences as being a leader, conditions as being a leader amidst crises, leader's attitudes' impact on the follower, crisis-management, and organizational performance). The researcher has structured the questions to help identify in a methodological nature all the relevant superordinate and subordinate themes of the respondents' descriptive narratives, which would eventually evolve into a comprehensive type of an IPA and targeted them explicitly to overhaul the participants' perspectives and experiences in developing their current leadership behaviors and practices. The researcher has distinguished the questions, which constitute the framework of the issues that the interview aims to comprehend in general, to answer several questions. First, how did the participants acknowledge and define their views in developing their individual leadership attributes? Second, overall, what did this development and analysis of their formation of individual leadership characteristics say about the essence of the concept of TL? Third, how did the participants define their emotional traits as related to the theories on EI, and how did these traits help guide follower effectivity, according to them, at the workplace? Fourth, how did they manage themselves and their followers during the evolving uncertainty and crises? Finally, how did they perceive and construe the significance of attaining organizational performance amidst an unprecedented health crisis in line with the theories on TL and EI?

Table 2.2. Categorical Framework of Interview Questions

<i>Question Numbers</i>	<i>Evolving Categories of Constructs</i>	<i>Explored Input</i>
1 - 7	Developing the dialogue to understand how the participant describes herself or himself as a leader	Company information; sectoral significance, Leadership journey; own strengths and weaknesses, Responsibilities; daily routine; leadership vs. management, Charisma; managing uncertainty, Shared purposes, Efficient use of individual characteristics, Dimensions which the leader encourages, Follower attention, Integrity, reliability, Other leadership characteristics yearned, Demonstration and communication of leadership style.
8 - 17	Developing the dialogue to understand the participant's leadership characteristics	Idealized influence virtues, Intellectual stimulation virtues, Inspirational motivation virtues, Individualized consideration virtues, Personal recognition virtues.
18 - 22	Developing the dialogue to understand the participant's ability to perceive and manage emotions	Self-motivation virtues, Self-regulation virtues, Self-awareness virtues, Social skills virtues, Empathy virtues.
23 - 31	Developing the dialogue to understand the participant's use of leadership and emotional skills amidst a health crisis and how he or she perceives the effectivity of those skills for organizational performance	Individual needs, others' needs Social and professional environment creation Vision and strategy Communication Organizational performance criteria
32 - 44	Obtaining demographic information	Related characteristics of the respondents, which help to collect additional information for the study's analytical process.

2.3. PROCEDURE

2.3.1. Ethics Committee Approval

Prior to initiating the data collection procedures, the researcher obtained the consent of the Istanbul Bilgi University Ethics Committee (EC) (Appendix F). The researcher submitted his application to EC on November 10, 2020 and EC has granted its approval on December 25, 2020.

2.3.2. Data Collection

Upon receipt of EC's approval of the research study, the researcher asked (on the phone) the eight (8) pre-determined participants, whom the researcher had been acquainted with beforehand as their being experienced leaders in their respective organizations for a considerable time, if they were interested to participate voluntarily in this study. After receiving their initial consent, the researcher emailed the participants the Turkish version of the consent form for them to read and sign (Appendix B). Appendix A is included as the English version of the participant's consent form. The consent form included sufficient information on the scope of the study, and the structure of the interview process, as well as the participant's rights. All eight (8) participants voluntarily agreed to participate in this study and shared with the researcher their signed consent forms via email. The researcher then organized with each participant an interview schedule. Some of the interviews were conducted face to face and others online. At the beginning of the interview, the researcher informed the participants verbally that they had the right to terminate the process at any period if they somehow felt uncomfortable, or if they wished, and if that being the case, the researcher would not use, in this study, any of the information obtained from them. None of the participants chose to end the process. Scheduling and the termination of the interview processes took twenty (20) working days. As the researcher conducted all the interviews either face-to-face or online, the researcher was able to explore the research topics in-depth and observe the participants' concise perspectives through a focused presence. During the face-to-face interviews, both the researcher and the participant acted in strict conformity

in keeping the social distances between themselves and applied the protection methods (due to the COVID-19 pandemic) recommended by the legal authorities.

The researcher kept the personal information of the participants, and interview recordings, or texts in private and hence, did not disclose in this study any type of personal identification of the participants. The interviews of the eight (8) participants were conducted in Turkish (Appendix D entails the questions that were asked in Turkish). Appendix C is included to exhibit the English version of the interview questions. During the interviews, in observance of the IPA methodology, the researcher asked the participants thirty-one (31) open-ended and thirteen (13) demographic questions of the pre-specified general categories as illustrated above (Table 2.2). Each interview lasted for about one and a half hours. Some of the participants declined an audio recording of their interviews and, hence, the researcher took note of their answers in detail for further analysis. For those who agreed on an audio recording, the researcher converted the recorded data into texts for further analysis.

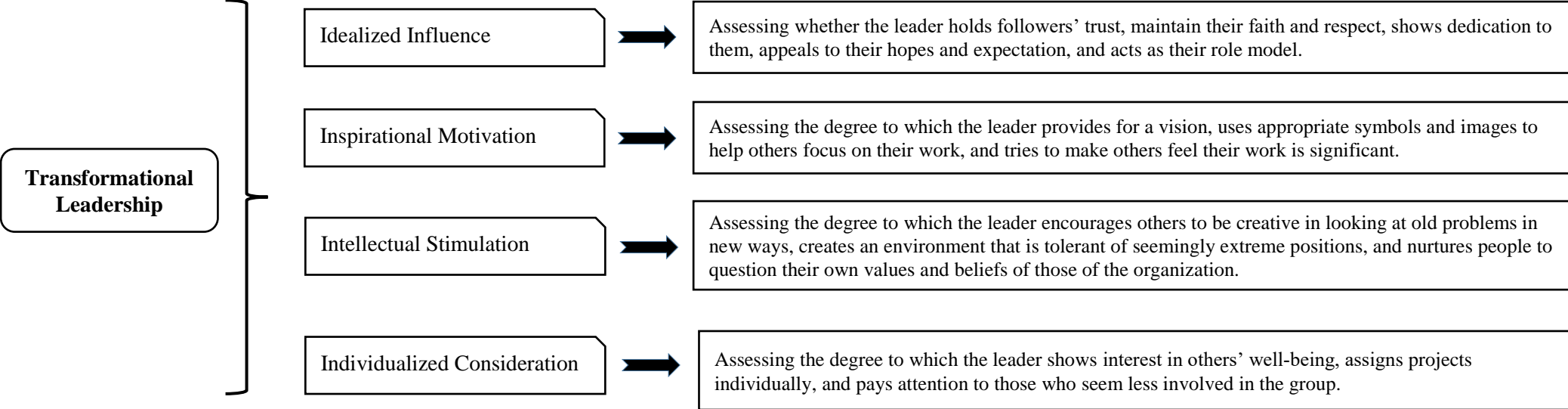
Data collected from the open-ended questions and the demographic details of the participants were carefully categorized through an inductive thematic analysis, with no predetermined hypotheses, first into subordinate themes, and then into superordinate themes. The researcher used the descriptive narratives of the participants solely to come up with an instructive (new) study aimed at identifying the TL style as well as the emotionally intelligent leader's contribution to organizational performance during an ongoing global health crisis and contributing to the existing research work in related fields.

2.3.3. Data Analysis

During each interview process, the researcher initially aimed at reconciling the participant's self-awareness, his or her cognitive habits and priorities, and experiences and attitudes, which have led to success in attaining organizational efficiency during the global health crisis. Upon gaining a good interpretation of the above-mentioned frames, the researcher took note of each participant's evident TL

behaviors as well as EI characteristics, which the researcher obtained through his or her descriptive narratives. For each participant, the researcher examined the information in six key categories: self-description, leadership characteristics, ability to perceive and manage emotions, use of the TL behaviors (Figure 2.1) (e.g., Petrides, 2009) and application of EI skills (Table 2.3) (e.g., Zampetakis, 2011) amidst a health crisis, perceived and observed effectiveness of those skills for organizational performance, and demographic information. The researcher made a note of the corresponding cluster respectively when each participant's expressions, actions, or statements suggested a TL type of attitude and/or the display of an EI characteristic. This comprehensive procedure permitted the researcher to cross-link the related characteristics of both the TL and EI dimensions, which existing research studies have mentioned, with the participants' individual descriptions of their experiences, observations, and thoughts. The researcher, hence, obtained clear ideas about the personality and leadership attitudes demonstrated by each of the participants, and the extent to which they used transformational behaviors and EI competencies towards attaining organizational performance during the global health crisis.

Figure 2.1. Assessment of Transformational Leadership Dimensions



Besides, to obtain a clear and basic interpretation of the participants, the researcher relied on the interview process, which included a pre-structured line of questioning that would direct the respondents to build gradually their dialogs to cover this study's research subjects. As specified by the IPA methodology, the researcher defined and assessed the experiences and the views of the participants and their explanations of them and structured the outcomes using the Max Weber Qualitative Data Analysis Version Analytics, Pro 2020 Release 20.3.0, software (MAXQDA). To organize the findings of the interview outcomes in an analytical and pre-determined categorical format, the researcher depicted eight hundred and seventy-seven (877) open codes (excluding the demographic information), one hundred and eighteen (118) subordinate, and nineteen (19) superordinate themes (excluding the demographic information) (Appendix E).

The interview questions, which the researcher constructed as to intercept the key dimensions of TL (i.e., idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) and five characteristics of EI (self-regulation, self-motivation, self-inspiration, empathy, and social skills), offered the researcher an exceptionally integrated and holistic understanding of how the participants chose to behave. Keywords such as charisma, empowerment, encouragement, flexibility, strong sense of purpose and confidence, integrity, optimism, trustworthiness, inspiration, persuasiveness, collectiveness, empathy, etc., made it possible to identify the behavioral characteristics associated with both TL and EI. The insightful interviews enabled the researcher to acknowledge how those leaders expressed and conducted their leadership during the transformational courses, which the global health crisis has caused to develop. The synthesis of the descriptive information on the processes of the respective organizations of the participants as well as the individual narratives helped give insight on the prevalent and tangible degree of TL and EI on organizational performance in these high-impact circumstances of a health crisis.

The Results chapter of this study covers the specifics of the excerpts, which the researcher has extracted, that relate to each phase of the analysis in this research study.

Table 2.3. Assessment of Emotional Intelligence Skills

<i>Aspects</i>	<i>Assessed Skills</i>
Adaptability	Flexible and willing to adapt to new conditions
Assertiveness	Forthright, frank, and willing to stand up for own rights
Emotion perception (self and others)	Clear about own and other people's feelings
Emotion expression	Capable of communicating own feelings to others
Emotion management (others)	Capable of influencing other people's feelings
Emotion regulation	Capable of controlling own emotions
Impulsiveness (low)	Reflective and less likely to give in to own urges
Relationships	Capable of having fulfilling personal relationships
Self-esteem	Successful and self-confident
Self-motivation	Driven and unlikely to give up in the face of adversity
Social awareness	Accomplished networkers with excellent social skills
Stress management	Capable of withstanding pressure and regulating stress
Trait empathy	Capable of taking someone else's perspective
Trait happiness	Cheerful and satisfied with own lives
Trait optimism	Confident and likely to take a positive view in general

CHAPTER III

RESULTS

The researcher has designed this study in a thematic research method to investigate first the relationships between two important constructs (i.e., TL and EI). Besides, the objective of this study has been to investigate the relationship between the leaders' attitudinal (leadership) behaviors, and their use of their emotional skills in guiding their followers and the organization during times of uncertainty, turmoil, and social and economic pressure. The researcher also has identified and examined the relevant interview outcomes in the context of the individual and organizational levels of challenges and psychology.

Eight (8) leaders who have participated in this cross-sectional study design have had a great deal of leadership experience, and have been working in different sectors for over ten (10) years in their respective positions. The researcher administered meticulously an IPA framework to develop an understanding of the leaders' beliefs and experiences, clarify the amplitude of distinct challenges these leaders face, verify existing relevant research studies, and present further findings on the influencing as well as beneficial roles of TL and EI on organizational performance during a crisis of unprecedented proportions through a thematic approach. In this study, the researcher has discussed in detail the participants' descriptions of their TL type of behaviors (e.g., acknowledging organizational limitations, managing uncertainty, encouraging autonomy, charismatic approach, supporting new ideas, empowering followers, inspiring for shared goals and collectivism, showing genuine concern, providing flexibility, and communicating effectively and efficiently) with the inclusion of quotations from the respondents' narratives. Additionally, the researcher, in this study, aimed to illustrate in detail how EI skills (e.g., emotion regulation, sharing fears and sentiments, empathy, and self-awareness), which the participants have expressed as being amongst their critical competencies, contributed to a style of TL, and with the two constructs'

integration, helped attain successful organizational performance amidst a global health crisis.

The findings of this study, hence, concentrate on the superordinate and subordinate themes identified under the umbrella of an IPA framework and through a thematic analysis of the respondents' descriptions of their work experiences and interactions with their followers. The themes that this study presents and which the participants have expressed are prevalent broadly amongst all participants. The extraction and structuring of the subordinate themes have enabled the research to move into the interpretative stage, and evaluate the substances that the respondents have derived from their work experiences, interactions, emotions, perceptions, and concerns. Section 3.1 of this study, which is below, explains the analysis of the specific descriptions of these substances. Besides, the researcher discusses the broader meanings of the noted themes in the subsequent sections of this study.

Corporate culture entails the behaviors, principles, and characteristics of an institution. It is a relevant and crucial concept, since if their necessities and ideals are compatible with their leaders, followers are more prone to appreciate their tasks and they perform better. A strong culture adds significant value to the company's heritage and ethical standards. It allows establishing and preserving the workplace trajectory; it is challenging to maintain the moral principles of the organization consistent without it. In particular, a strong culture draws better skillsets and succeeds in preserving them. It contributes to the integrity of the corporate brand as well. A strong culture, hence, helps the perception of the corporation by carrying a compassionate identity, addresses the needs of its workforce, and provides a convenient organizational environment. All the participants of this study have expressed their organization to possess a strong culture:

“Our company works as a multinational regarding international maritime transport. Being a pioneer in its field, its most basic task is to be the respected and reliable company of the sector in its services.” (P1: Pos. 1)

“Of course, our institution has a vision and a mission. As I said, it is not possible for them to change very quickly since it is a well-established ... for 20 years; this is something from the past.” (P2: Pos. 6)

They all have emphasized that their organizations are multinational companies that have succeeded in highly competitive environments, are pioneers in their respective sectors, and uphold humanity and other basic values:

“We are a boutique service brand. In this sense, considering that the employee is the most important resource, we attach importance to teamwork and commitment values.” (P3: Pos. 1)

“I can say that the fundamental values that ... embodies are the humanitarian approach of the senior management, and the very clearly expressed purpose and broad-minded concepts ...” (P5: Pos. 1)

The important point, which the participants have underlined, is that having a culture premised on a firmly supported and broadly shared array of ideals, which long-established methods and frameworks embrace collectively, is undoubtedly the prerequisite to a prosperous workplace because the culture of an organization characterizes the appropriate direction for workplace behavior:

“Some core values are cult ... In other words, social responsibility, social outreach, and internationalization are the basic values given importance to. Quality, quality in education, perfectionism ...” (P4: Pos. 3)

“Focus of the ... is more on building long-term relationships with its customers (...) and creating value or providing expertise in every area of their businesses. Doing the right thing and thinking long term are the key for its strategy.” (P6: Pos. 2)

This strong culture consists of collective ideals and principles that leaders develop, convey, and strengthen through different methodologies and, consequently, it molds the preconceptions, attitudes, and awareness of the

followers. Transformational leaders, who also enjoy high levels of EI, align their characteristic attitudes more energetically with such environments.

Participants in this study have stated unanimously that the leadership journey is a difficult and long process. This journey, which begins with the leader who understands himself or herself, continues through reflecting on his or her internalized awareness, attitude, discourse, and behavior:

“... constantly improving myself and trying to keep searching for the truth.”
(P3: Pos. 2)

“I was able to distinguish the differences that led to success and I developed a business character and principles of my own.” (P5: Pos. 2)

Therefore, leadership in the workplace represents a sign of a position or authority beyond the definition. A leader is a leader if he or she has a follower. The Leader takes a strong self-goal as the axis, and responds effectively to expectations, needs, and concerns to gain respect, and these leaders influence and guide (successfully) their followers:

“I learned to evaluate and manage processes not only for my own ... but also for corporate benefit by looking at different windows. Today, I am pleased to share these experiences ... with all its clarity, and ... their progress by following the light I put in their way.” (P7: Pos. 1)

“I can do this by building relationships, being passionate about goals, and influencing those around me.” (P5: Pos. 2)

Hence, in the leadership journey, successful leaders analyze and make use of their experiences well, read and reflect their own feelings appropriately, regulate the feelings of their followers, and ensure a collective engagement with and a commitment to the ‘high purpose’ within the framework of their respective corporate cultures. Leaders, who successfully personify all of the above-mentioned attributes and skills, have already come a long way in their leadership journey.

Table 3.1, which is below, summarizes the main themes excerpted from participants' narratives with respect to their organizations' profiles and leadership journeys.

Table 3.1. Superordinate and subordinate themes: Company Profile and Leadership Journey

Superordinate Themes	Subordinate Themes
Company Profile	Multinational
	Competitive and pioneer
	Rooted and reliable
	Adheres to human and other fundamental values
Leadership Journey	Know yourself and know others
	Leadership experience and training is important
	Professional networking is essential for progress
	Self-awareness and individualized consideration

3.1. INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS

This study's IPA framework aims to define associations and observations that are relevant to the topics, which it covers, assesses, and articulates. Besides, it offers a transparent and functional context, and provides "core skills that will be useful for conducting many other kinds of analysis." (Braun and Clarke, 2006, p.78) Practicing a 'latent' level of themes, this study, hence, seeks to examine outside of what the participants have expressed, and means to "identify or examine the underlying ideas, assumptions, and conceptualisations – and ideologies - that are theorised as shaping or informing the semantic content of the data." (Braun et al., Clarke, 2006, p.84)

3.1.1. Self-Description of Being a Leader

Table 3.2, which is below, summarizes the main superordinate and subordinate themes within the scope of the participants' self-description of being a leader.

Table 3.2. Superordinate and subordinate themes: Self-Description of Being a Leader

Underlying Theme	Superordinate Themes	Subordinate Themes
Mastering how to lead effectively can have a significant influence on the followers', organization's, and personal performance. The leader needs to consider individual objectives, abilities, and limitations in order to be successful. Successful leaders build relationships with their followers by promoting clear dialogue, fostering employee engagement, and progression and they constantly provide and seek input.	Perceived Individual Strengths	Inspire and influence, cooperation and support Emphatic approach, look at various angles, observe and listen
	Perceived Individual Weaknesses	Emotion regulation Risks involved in the dominance of personal needs and goals
	Basic Needs for Effective Leadership	Adhering to group opinion Help develop and mentor for a happy follower
	Critical Matters to Focus on and Other Perceived Features	Importance of perspective and directing People connection

3.1.1.1. Perceived Individual Strengths

Strengths are characteristics and talents that individuals possess and they primarily take advantage of them for their individualized mental and physical well-being. In an organizational environment, these virtues can help individuals lead more effectively, perform functions, communicate, and motivate and inspire their followers to achieve collective benefits. Participants of this study have summarized their perceived strengths as follow: the ability to make decisions, possess management and administration skills and acumen, motivate and value, inspire, influence, engage, listen, and develop. They have characterized themselves to be understanding, cheerful, spirited, cooperative, supportive, passionate, empathetic, trusting, responsible, accountable, and open to change. They have expressed their commitment to building strong relationships and interpersonal interactions, observing and looking at various angles, and working tirelessly.

3.1.1.1.1. Inspire and influence, cooperation and support

Some of the prevailing narratives of the participants have entailed their perceived strengths in their abilities to inspire, influence, cooperate, and support. Inspiration is to express an idea, vision, or mission, establish a clearly defined target, and ensure that the followers internalize and access it. Influence is fundamentally the capacity to impel others to adapt to and engage in their own

missions. It is possible to generate it through awareness, confidence, efficiency, personal accomplishments, and consistency amongst other attributes:

“I believe I can lead and inspire a team to do their best and strive to achieve goals.” (P5: Pos. 2)

“To ensure that all my friends that I usually try to do, including myself, work at the highest level of their capacity while simultaneously making them feel win-win.” (P4: Pos. 8)

Leaders encourage their followers to recognize their own characteristics, support them to integrate into these characteristics, avoid the use of common guidelines, and adopt attractive strategies. A successful leader needs to work individually with his or her followers to help them develop and strengthen their skills and reach their extended goals:

“I try to keep the idea of "constantly improving your team with yourself", which I see as a part of devoted work, in my daily work routine.” (P7: Pos. 2)

“So, I know how to put myself in their shoes and motivate them. I know how to raise them if my team is low, if they lose direction, how to set targets for them.” (P2: Pos.19)

Successful leaders have a cooperative, supportive, and enthusiastic attitude. They seek feedback from different perspectives and respect perspectives from different backgrounds. Transformational leaders aim to design innovative frameworks, and build dynamic relationships to transform their follower to generate circumstantial strategies to challenging situations:

“I give ideas, get ideas, direct, soothe, irritate, I try to do it all together in harmony.” (P5: Pos. 3)

3.1.1.1.2. Empathic approach, look at various angles, observe and listen

For a leader to offer an empathic approach implies that he or she addresses the follower appropriately, recognizes, comprehends, and considers the follower's capabilities, incapacitations, desires, expectations, and sociocultural belonging:

“ ... I am a very empathetic person. I understand very well the mood and spirit of the other party. So I know how to put myself in their shoes and motivate them.” (P2: Pos.19)

Hence, developing a connected rapport with the follower, based on honesty and trust, is a crucial aspect of empathic behavior:

“I ask questions related to their clothing, their families and themselves, etc.” (P2: Pos.21)

Participants have also expressed their preferences to look at various angles of distinct circumstances, observe their followers moods and attitudes, and listen effectively to what they communicate physically as well as mentally. They have disclosed these attributes as their leadership strengths:

“I try to view events from various angles.” (P3: Pos. 2)

“... open minded to untested and at conventional solutions, building trust and strong relationship.” (P6: Pos. 8)

“I have always observed their actions, decisions and behavior, as well as the consequences they produce.” (P5: Pos. 2)

Leaders with the above-mentioned characteristics aim to provide their followers with the necessary space to convey their wishes, desires, and expectations and they respond intensively and delicately when their followers communicate with them. These leaders attempt to react effectively to their follower's expressive discourses, screen their conduct, interpret the troublesome, testing attitudes or

expressions, and observe and react in an efficient way to the follower's enthusiastic status.

3.1.1.2. Perceived Individual Weaknesses

Weaknesses in leadership are characteristics that a leader may possess that could translate to detrimental organizational behavior as well as leader-follower interactions. Certain leadership weaknesses may relate to particular individual competencies, whereas other weaknesses may relate to the follower's approach to leadership behavior. Whilst having a flaw in a leadership competence may diminish the scope of influence of the follower, it may also prompt the appreciation of those flaws, and the perseverance to develop. Through proper training and a motive to gain knowledge, the leader may either learn to regulate and control the visibility of his or her perceived weaknesses, or overcome them. Participants of this study have summarized their perceived weaknesses as follow: being too friendly, soft, supportive, misperceived and sometimes exploited, having prejudices, time-management, and experiencing emotions such as anxiety, irritability, and lack of patience. One of the participants reported a lack of focus to drive change.

3.1.1.2.1. Emotion regulation

Self-regulation is one of the preeminent dimensions of TEI. Many situations involving effective leadership require appropriate cognitive methods, namely the successful management of ethical dilemmas, relationship confrontations, and workplace challenges. Considering the great influence of the emotional state on perception and behavior, there must exist strong leadership skills to regulate emotional experience and behavior:

“Some of the followers have become more passive aggressive especially during the COVID-19 pandemic. Sometimes, your patience runs out.” (P8: Pos. 4)

“However, besides being a positive person in temperament, I can be very emotionally affected by the positive / negative energies of the people around me.” (P7: Pos. 3)

“While the problems to be solved do not make me nervous, non-solutionist attitudes can reduce my motivation.” (P7: Pos. 3)

“ ... I can say a concern for the future.” (P3: Pos. 2)

Regulating emotions is the “process by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions.” (Gross, 1998, p. 275) Because regulating emotions is a vital ability that contributes to the success of leaders, some of the participants have expressed their commitment to master how to regulate distinct detrimental emotional states:

“In order to manage this situation internally, I get support from personal development publications. Recently, in this sense, I am reading David Burns' book "Feeling Good - The new mood therapy". Likewise, I share these posts with my teammates from time to time.” (P7: Pos. 3)

“Sometimes I can be very angry. I am gradually learning to control this too.” (P5: Pos. 2)

Explaining the emotion regulation methodologies utilized by leaders and the depth in which they concentrate on relevant techniques for emotion regulation, have often been key issues in research studies, considering that individuals show distinct trends in the governance and transmission of their emotions and that based on the circumstance, these trends can be dynamic or counterproductive (Vetrivel, 2018).

3.1.1.2.2. Risks involved in the dominance of personal needs and goals

Some of the leaders' approaches may be at risk of ill-usage, misunderstanding, or misinterpretation by their followers. In this case, the leader may find it difficult to achieve the desired results. Individualized consideration,

which is at the core of TL, for example, may result in a follower's turning this into an individualistic opportunity. Because of his or her leader's distinct and personalized attention and interest, the follower may choose to exert pressure on the leader through a variety of issues. Besides, the follower may not indulge in his or her task efficiently, require increased leader involvement, try to convey this distinct attention and interest to a different perception within the team, and damage the cooperation that the leader strives to achieve:

“When it is thought that this is the case, there are also those who feel as if: will this guy do what he says? There are also those who feel like the person is very soft. Because we are working with basic characters after all, so not everyone can understand this style, so maybe my weakness would be better if I gave a little more slate according to the pulse.” (P4: Pos. 10)

“... but sometimes this can be an abuse of goodwill. People can understand this something like ... they can understand it like she will not say anything.” “This sometimes causes me to be exploited.” “These are my responsibilities, my team's responsibilities, this is our responsibility, you do the rest; sometimes I cannot display this stance very much.” (P2: Pos. 23)

In other instances, the leader, either due to his or her vast experience, or because of his or her desire to achieve may at times find it difficult to manage time constraints, indulge in details, becomes a victim of extreme expectations, or misses his or her true purpose:

“As your qualifications stacks up, so do your expectations.” (P8: Pos. 4)

“I always want to have all the details of the processes, which can cause me to be too questioning until I get to the point of making a decision.” (P7: Pos. 3)

“... more delegation.” (P6: Pos. 9)

“... I need to assign tasks to others that I know I can do better, for example. However, if I cannot not authorize, I could have more work that I could not handle myself.” (P5: Pos. 2)

Leaders must be aware of their weaknesses and try to find the right training methods to overcome them. Successful leaders know how and what to monitor, listen, and when to act:

“I took lessons in time management and learned how to tackle tasks effectively to overcome this weakness, and I continue to learn.” (P5: Pos. 2)

3.1.1.3. Basic Needs for Effective Leadership

The principal and central driver of performance, creativity, and organizational productivity is successful leadership. It is equally important for successful leadership to be relevant, influential, and perceptive. An organization cannot be competitive or prosperous unless efficient and capable leaders lead it. Successful leaders recognize their own motives, talents, and limitations. By promoting transparent interaction, stimulating the progression and improvement of their followers, and offering and accepting frequent and relevant input, they prioritize communicating candidly with their followers. They convey a significant relevance not only on their supporters whom they supervise but also on their organization. Followers of potent leaders are more content, efficient, and engaged with their organization and this fact creates a cumulative impact on the organization's ability to perform. Participants of this study have summarized the basic needs for effective leadership as follow: adhering to group opinion, a functional delegation of tasks and responsibility, helping develop and mentor for a happy follower, support, inspiration and motivation, empathy and justice, listening and communicating, and commitment to group identity, fairness, recognition, coherence, and accountability. Participants have also reported that effective leadership characteristics include hard work and expertise, aggressiveness, honesty, reliability, trust, accountability, agility, dynamism, persuasion ability, and a democratic style.

3.1.1.3.1. Adhering to group opinion

Leaders with strong EI characteristics recognize that transitional or innovative thinking is necessary for progress and success and they acknowledge this fact. They aim to encourage, and are receptive to fresh and creative ideas, which their followers offer and for the benefit of maximized organizational performance, these leaders tend to avoid preserving standardized parameters. When followers realize that they can freely introduce new ideas in the group, they generate true creativity, commitment, and performance:

“Attitudes such as working together and making decisions, team spirit, common benefit, trying to observe the impact of the decisions to be made on each member of the team, and valuing the feedback from my team while coming to the decision stage are valuable for me.” (P7: Pos. 5)

“Given the 7/24 access to the working environment, mail concerns are in the increase of workload hence prioritization, collaboration and interaction are main things I am trying to focus currently.” (P6: Pos. 10)

A successful leader understands and acts correspondingly; instead of effectively ordering his or her followers, they choose to devote time and energy on how to persuade them on what the context needs. These leaders admit that if they influence and instruct their followers to take specific actions in a form suitable only for their own purposes, they will not be able to achieve the level of follower commitment to their goals:

“A leader should be a part of the achievement instead of laying orders, and just demanding.” “I try to get everyone’s input for the path that should be followed to reach the goal.” (P8: Pos. 6)

“... to ask and take their opinions, blend them with my views and find the right one, that is, the effort to work common sense.” (P4: Pos. 21)

“I think I am a good leader. In style, as I mentioned above, I adopt a management with common sense and participation.” (P1: Pos. 4)

Leaders, who adhere to the opinions of the group, encourage their followers to establish individuality, and create meaning based on their individual abilities. Leaders, who listen to and support a collaborative approach, understand the positive attributes of their followers and give them accountability for their actions and reactions:

“In order to take initiative, initiative should also be given.” (P4: Pos. 23)

“By setting common goals and objectives ... to form a team of colleagues and to mobilize this team ...” (P7: Pos. 4)

3.1.1.3.2. Help develop and mentor for a happy follower

TL characteristics such as intellectual stimulation and individualized consideration entail the development of the followers both professionally and psychologically. These leaders choose to provide guidance, mentoring, and training to their followers, they spend time encouraging and coaching their followers to expand their existing skills, and stimulate them learn new talents to be effective in the workplace to improve performance. Leaders with higher EI are emotionally committed to empowering their followers by providing them an inspiring environment, and guiding them towards personal progress. Such leaders approach their followers with passion and care and their primary interest lies in the follower’s contentment:

“As a leader, I do my best to keep the team working happily.” (P1: Pos. 4)

“I mean, I am trying to get my follower to absorb and adopt it.” (P2: Pos. 48)

“I try to coach them by listening to them and benefiting from my own experiences on issues such as any personal or work-related problems they encounter, and the improvement of business-related processes and processes.” (P3: Pos. 3)

“It is mostly a process that I manage with mentoring or with examples, making them find the truth.” (P7: Pos. 4)

Followers appreciate dilemmas and the sense of achievement that comes with resolving them. Encouraging them to take such an initiative is usually a successful strategy. Leaders assign responsibilities, promote independence and innovation, and provide followers with opportunities to acquire knowledge and development, thereby encouraging common achievements in loyalty, confidence, belonging, and happiness:

“I believe ..., to direct and develop the team, to make each individual feel his or her added value, and impact on the processes amongst them.” “As I care about seeing my team happy and peaceful ...” (P7: Pos. 5)

“I think behavior is very important in leadership.” (P4: Pos. 13)

“So I had to do an incentive thing.” (P2: Pos. 35)

“If I cannot do something, or how can I say it, I try not to act with very unrealistic expectations as a leader. And I try to set an example.” “It should align with the discourse, it should be consistent.” (P4: Pos. 13)

For the leader to succeed to command and direct, the leader and the follower must have the confidence and awareness of a consensus and the leader must establish productive interaction with his or her followers to do this. Therefore, to establish a collective rapport that is essential to building a compelling responsibility value system, and to set an effective example requires a genuine personal relationship with the followers. An effective leader does not just tell his or her followers what they need to understand and achieve but recognizes how to explain

the way(s) to complete the task. Hence, these leaders guide their followers towards a cooperative and engaged-work setting and the followers feel a strong sense of possession of the tasks' trajectories. The followers feel more secure, and realize more control of their daily responsibilities.

3.1.1.4. Critical Matters to Focus on and Other Perceived Features

Successful leaders display determination, enthusiasm, trust, dedication, and tenacity in addition to offering purpose, motivation, and encouragement. These leaders cultivate their followers' unique qualities and skills, and create alliances dedicated to accomplishing common objectives. The most efficacious leaders share the preceding qualities: they frequently express their insights, act as role models, display trustworthiness, connect constructively, render tough judgments, acknowledge accomplishments, motivate, impel, encourage, and mentor their followers. Though the participants of this study have indicated that approaching (especially) the new generation followers with a uniform leadership model is no longer appropriate, the participants have expressed their beliefs that some basic leadership styles, regardless of time and circumstance, are essential for their institutions to write success stories. Participants of this study have summarized the critical matters that successful leaders need to focus on as well as other perceived futures that they need to possess for effective leadership as follow: the importance of perspective and directing, attaining a fine line between autocracy and democracy, and charisma. The participants have also noted the importance of self-development for productivity, balancing anxiety and conservatism, people connections, trust and harmony for follower engagement, and a more independent and empathetic approach.

3.1.1.4.1. Importance of perspective and directing

Leaders must first discern how to be successful and acquiring such knowledge and expertise requires education, training, communication, networking, time, and discipline. Knowledge is also the ability to perceive the precise relationship, connectedness, and implications of physical and psychological

circumstances. A leader, who can internalize the corporate spirit, can direct his or her followers, persuade them, create a collaborative work environment, and develop them in line with the expectations and needs of the organization. The leader's focus, being in a level that includes the needs and expectations of the organizational tasks as well as the workforce, facilitates him or her to achieve success and act together with his or her followers within the framework of individual vision and mission perspectives:

“A good leader should be supportive, directive and success-oriented. I think I have these features too.” (P1: Pos. 5)

“I was showing everyone the same type of leadership. However, as I get to know people and understand who understands what, if I can shape them accordingly, I can get my leadership better. Nevertheless, this is not an easy thing either. Moreover, it is something that takes a lot of time and something tiresome.” (P2: Pos. 63)

“It can be progressed by diagnosing the problems, using common sense, and involving them.” (P3: Pos. 6)

“I sometimes can be more goal oriented, goal focused.” (P8: Pos. 7)

A successful leader has accumulated a high degree of trust and respect to be able to guide his or her followers to achieve individual and collective ambitions. When the followers share their leader's ambition and believe that their leader's direction entails a collective benefit, aspiration, or need, they pledge their maximum for the common pursuit:

“... encouraging others to think unexpectedly, strengthening mental portability.” (P5: Pos. 5)

“... I gain commitment by influencing them and persuading them to set specific goals and also to ‘buy’ the process.” (P5: Pos. 6)

“... open the way when there were obstacles and always watch their backs.”
(P5: Pos. 7)

“... I'm cheerful, trying to get prompts.” (P2: Pos. 65)

“I think the leadership method I apply is suitable for the needs of both my institution and my team.” (P7: Pos. 8)

“I am a democratic and instructive leader.” (P7: Pos. 9)

The expressions of the participants have emphasized the importance of leadership qualities that are instructive, supportive, independent, contributing, influencing, persuading, seeking, developing, listening and understanding, concentrating, directing, motivating, and engaging their followers.

3.1.1.4.2. People connection

Strong leadership requires effective interaction, which the development of a passion for contextual awareness drives. Successful leaders are competent debaters in a range of environments and circumstances, including the workplace and crises. They exercise compassion and honesty, and consider how they can recognize their followers through visual and auditory signals when they aim to successfully influence and encourage them:

“Also, the leader should not be detached from his followers. What is being said about their leaders amongst them, they should ear”; “... must have a prediction of how he or she is perceived.” (P4: Pos. 29)

“When the leader loses the people connection and its agility against the fast changing environment, he or she might fail.” (P6: Pos. 15)

The core authenticity of successful interpersonal relationships requires accuracy, openness, completeness, reliability, attention, and publicity. However, these procurement skill sets are only useful because leaders recognize that they should practice them only when needed. Influential leaders have keen insight into

cognition and conceptual awareness. Such leaders are those who have had plenty of practice detecting their follower's emotions, complexities, behaviors, beliefs, and interests. They have an exceptional aptitude to transform their message, which is mainly concerned with satisfying the wants and requirements of their audiences:

“If a leader doesn't listen to the employees below, he will definitely fail. I think it starts with listening. Listening and showing empathy shows that the other person is valued.” “... transparent, honest and open communications.” (P3: Pos. 6)

“Humane, listening, just.” (P3: Pos. 7)

“... understanding the diverse needs of followers.” (P5: Pos. 5)

“... will be open to other thoughts, and my ideas in a way we can all agree upon ...” (P5: Pos. 6)

“... as a leader you always have to keep in touch with your followers feelings too.” (P8: Pos. 7)

“If you can read your followers feelings, in return you can connect and empathy with them. If you can empathy with them, then you would know how to touch them and how to get them going. A leader is bound to fail if the person thinks leading is just giving orders.” (P8: Pos. 8)

A leader's primary focus is to ensure that his or her followers engage and fixate on workplace performance. In order to strengthen and encourage their followers, leaders must first establish and maintain a clear and sincere connection with them. A successful leader analyzes clearly, communicates his or her thoughts effectively, and propagates a wide array of knowledge to his or her followers. He or she manages the continuous transfer of feedback inside the organization and among the third parties. Hence, retaining an effective leadership interaction with the followers, in essence, is essential to maintaining follower well-being, and

organizational performance, especially during times of unprecedented circumstances.

3.1.2. Developed Leadership Characteristics and Applications

Table 3.3, which is below, summarizes the main superordinate and subordinate themes within the scope of the participants' developed leadership characteristics and attitudes.

Table 3.3. Superordinate and subordinate themes: Developed Leadership Characteristics and Applications

Underlying Theme	Superordinate Themes	Subordinate Themes
Transformational leaders are sensitive to the needs, wants, and concerns of their followers. By establishing frequent and open communication with their followers, they set up their decision-making mechanisms by following pluralistic and participatory methods. These leaders give importance to the development of their followers whilst raising awareness for a common purpose. They advocate for their rights, motivate, listen, express opinions, and try to display a high level of empathy.	Individual needs are secondary, the importance of communication	Open and frequent communication Creating awareness of a shared goal
	Applying the spirit	Performance-oriented intellectual stimulation Staying empathetic to follower needs
	Critical behavioral features	Motivating, appreciating and thanking
	Workplace strategy and focused approach	Listening, acknowledging and expressing Prioritized individualized consideration
	Collectivistic approach	Supporting pluralistic, inclusive and collective decision-making Adherence to follower opinion

3.1.2.1. Individual needs are secondary, the importance of communication

Successful leaders recognize the value of efficacious and frequent communication. The absence of open and frequent interaction may have a detrimental impact on the follower's self-esteem and another immediate effect could be that the follower may struggle to recognize his or her leader's strategic goals. It is common for a leader to create animosity and cynicism by coping indifferently with an issue and ignoring the emotions and motivations inherent in it due to a lack of adequate or frequent communication. Leaders must also create a cognitive environment for specific pursuits that lead to organizational performance. They must (clearly) structure and communicate collective goals, guidelines, and norms so that followers can easily understand and adopt them. A leader, who

prioritizes others, induces a positive inspiring environment that instills trust and esteem in his or her followers. A desire to succeed and seek out innovative strategies guide such leaders' behaviors and actions. These leaders choose to delegate and empower their followers. They recognize their followers' talents, skills, and capacities and they energize them to accomplish the objectives. They set challenging but achievable goals for their followers, which contain controllable uncertainties. They act with agility and at the same time are concerned with seeking their followers' merit. Instead of prioritizing their individual needs, they concentrate on their followers' professional and psychological well-being. Participants of this study have summarized the individual needs being a secondary concern, and the importance of communication as follow: awareness of the need for more delegation and initiative, open and frequent communication, creating awareness of a shared goal, agility for sustainable performance, seeking follower merit, and an empowering approach.

3.1.2.1.1. Open and frequent communication

Leaders need to get to the essence of what relates to their followers' needs and experiences and employ interactive techniques that effectively indulge them in all matters. Successful leaders can achieve this goal through open and frequent communication. These leaders emphasize the fact they are not only conversing with their followers, but that they engage firmly with them to accomplish their followers' genuine involvement, and all of its related professional recompenses:

“I try to set a common goal by preferring open communication, revealing mutual common needs and meeting in the middle ground.” (P3: Pos. 10)

“... but I usually have an explanatory side and I'm telling them, you don't have to agree with me either. I am not trying to get you accept by my opinion, but I am telling you that this is the case from my perspective.” (P4: Pos. 67)

“I try to ensure the importance of the idea and action that each team member can convey by constantly communicating.” (P5: Pos. 10)

“I had to communicate a lot to lead the change.” (P4: Pos. 34)

Regularly establishing contact with followers, providing transparency, appreciation or recognition, and establishing a diverse and inclusive workplace culture that has a high degree of follower awareness, which contributes to meaningful organizational results, requires effective communication:

“I had a very open discussion with the full team to share my thoughts as well as my concerns.” (P6: Pos. 17)

“... by frequently mentioning our business conduct order, and the productive results we have achieved in our communications.” (P7: Pos. 11)

“I have held many sessions to explain that the change were not to effect anyone, anyway and it was for the good of the company.” (P8: Pos. 10)

“... you may do brain storming sessions, you may do informative meetings.” (P8: Pos. 17)

“Communication between team members is critical and this gives the team the opportunity to meet regularly and talk about their challenges and best practices.” (P5: Pos. 11)

“I discuss what to do every week with my followers.” (P3: Pos. 14)

Knowledge alone will not alter conduct or precisely accomplish strategic objectives that an integrated engagement platform would. From industry trends to recognition of milestones and achievements, organizational rewards and strengths, training and growth, well-being and safety, and effective and frequent communication of a wide range of topics are essential:

“... I feel like I need to meet my team at least once a week, at a specific time and on a specific day of the week.” (P5: Pos. 11)

“... close interaction.” (P6: Pos. 25)

“... put all the ideas on the table ...” (P7: Pos. 19)

“... we turned these meetings into one on ones.” (P8: Pos. 15)

“To prevent this, it was very helpful to schedule routine coordination meetings.” (P7: Pos. 11)

When a leader succeeds in promoting a combination of dialogue frequency and transparency with clear frameworks for the followers to provide views and opinions freely, the followers will be empowered and the leader will have created an atmosphere of collaboration in which they and their followers identify, and act on shared interests:

3.1.2.1.2. Creating awareness of a shared goal

The main characteristics of performance-targeted entities involve collectively held goals. The common goal and purpose provide a shared approach for the leader and his or her followers to build a sense of belonging, which proves to be extremely beneficial. These advantages include laying the foundation for accountability, and minimizing the use of arbitrary tensions in promoting constructive and effective collaboration. To accomplish a task, having a series of common goals that all members of the organization know and focus on consistently offers a great advantage in achieving organizational performance:

“As someone who knows that success will come with the realization of the set goals, the most important thing here is to set “correct and realistic” goals.” (P1: Pos. 11).

“It is very important to set a goal.” (P2: Pos. 103)

“The job has goals, we always set goals, and we don't work without goals.”
(P4: Pos. 42)

“The common goal and creating a win-win situation is the key.” (P8: Pos. 11)

Collective expectations can help with contextual recognition or a shared sense of what is going on, and what the subject of the task means. Leaders set up thorough guidelines and administrative practices for the goals, which they expect their followers to achieve. Hence, each follower has a specific function to accomplish to meet the organization's overarching goals. All of these functions are crucial. Even so, there exists a clear connection between the organization's economic stance and its ability to set up and achieve objectives. Leaders, who have clearer associated priorities among followers, achieve far greater performance. When the followers do not recognize or acknowledge the affiliation between the expected practices and their leader's performance objectives, the organization generates a detrimental efficiency. Such circumstances often lead to distracted or confused behaviors, and often to diminished efficiency and effectiveness. To ensure the organization's sustainability, it is vital that leaders define and tightly match follower and organizational performance-related targets:

“Setting targets is very important. Followers should know what they are running for.” (P8: Pos. 12)

“... if you are not going to give direction, how will you manage without giving direction.” (P4: Pos. 46)

“... but my preference was towards building trust and being open, and this worked actually with a growth opportunity for the overall team.” (P6: Pos. 17)

“I always try to set my proposals with a profound technical ground and reasoning unless it is driven by market or regulatory change requirement and self-explanatory.” (P6: Pos. 21)

“... I try to draw clearer and wider frameworks compared to the previous processes and expand the free decision-making areas.” (P7: Pos. 11)

“I always express my belief in a win-win policy.” (P7: Pos. 13)

“... clearly explained the constraints that the bank has to manage.” (P6: Pos. 22)

The followers must recognize whether their engagement relates to and meets the interests of the organization, in addition to feeling adequately appreciated or rewarded for their contributions. The common goal allows leaders to allocate effectively human capital through different initiatives, stronger task coordination, and objective awareness so that they implement an organizational framework faster. Besides, mission synchronization enhances leadership by encouraging followers to grasp all the roles linked with particular objectives, removing inefficiencies across activities, and concentrating followers on the organization’s strategic objectives, all of which contribute to organizational performance.

3.1.2.2. Applying the spirit

Enabling an organizational spiritual environment instills basic principles of connectedness, and a sense of confidence among people who are a part of a specific working ecosystem, which in effect orchestrates collaborative emotions, and contributes to an overarching workplace climate that leaders guide by passion, evidenced by a constructive attitude, solidarity, and coherence amongst the members of the system. It encompasses acts of generosity, compassion, and consideration for others, as well as honesty and faith. Incorporating ethical principles and metrics in the workplace can help leaders develop follower tendencies and behaviors, which foster engagement. When a leader promotes an

essence through his or her conduct, he or she enhances follower engagement, collective awareness, and the followers' intrinsic identification with the tasks. Perception of 'value' at the workplace is the engagement of its members' administration through a sense of inspiration, contextual reasoning, and a desire to involve in meaningful tasks and that creates a meaning. Value, or essence, hence, instills satisfaction, fulfillment, and a tendency to achieve. When the leader succeeds in offering a 'philosophical' organizational spirit, he or she can foster hope, optimism, and commitment. Participants of this study have summarized their conception of applying the spirit as follow: making the follower internalize, creating a positive environment, increasing belonging, encouragement and inspiration, performance-orientated intellectual stimulation, and staying empathetic to follower needs.

3.1.2.2.1. Performance-oriented intellectual stimulation

A key aspect of TL is intellectual stimulation, which has a beneficial and important impact on the exchange of explanatory and substantive information between the followers and their leaders. Leaders encourage and inspire followers to share their experiences openly, which has a substantial impact on organizational creativity. When a leader inspires his or her followers, innovation (such as the development of unique ideas or techniques) may increase. The effect of cognitive obstacles that may prohibit followers from communicating their expertise and insight can subside through the mental reinforcement of the TL approach; in this case, the followers may emulate the leader who serves as an archetype:

“I'm trying so hard to change them.” (P2: Pos. 117)

“I was thinking the research made was not inclusive and detailed enough and wanted him to dig deeper.” (P8: Pos. 14)

“... to be supportive in the points where he or she makes his or her own decisions and to open up areas where they can use priority...” (P7: Pos. 17)

“If I have a team member who needs or is working towards improvement in one aspect, I give him or her the opportunity to take on the task and make sure he or she has the tools to succeed.” (P5: Pos. 13)

When followers are motivated to think introspectively about the challenges that they face in their assigned tasks, act according to their own plans and find new ways to solve the challenges, they may produce excellent results. When leaders inspire their followers to re-recognize their beliefs, perform objective analysis when completing tasks, and use imagination and originality when performing tasks or duties, they play an effective role. Successful leaders usually motivate their followers to re-face the basic assumptions of the challenge. They promote strategic reasoning about problems when drawing conclusions, and stimulate creative methods to resolve conflicts. Followers, hence, come up with innovative ideas and if their leaders stimulate intelligence and innovative thinking, these ideas take their organization to the next level:

“I especially try to convince them that it will be very beneficial for their personal growth.” (P3: Pos. 11)

“I wanted him to start this series by monitoring it closely in the first place, taking the risk that it would also include these uncertainties.” (P4: Pos. 62)

“I set milestones so that each member can check their progress.” (P5: Pos. 14)

“It is an open issue, I can do it, he said; let's get it on us as a team. I thought could they do it. ... and we went through the approval process and they are doing it now.” (P4: Pos. 69)

“... and the focus ... was on the specific individuals and the risk that I have observed for each of them with an action plan behind.” (P6: Pos. 29)

“Investing in them through training, activities.” (P8: Pos. 11)

3.1.2.2.2. Staying empathetic to follower needs

Empathy is the manifestation of moral recognition and it serves as a symbol that the leader is reliable and that he considers his or her follower's needs instead of just his or her own. Empathy often enables leaders to effectively perceive and react to the concerns of their followers in a manner that maximizes productivity. A leader, who has a greater understanding of and foresees the needs of a follower, will determine which policy frameworks can strengthen or weaken positive outcomes. Presenting effective input to a follower will increase his or her trust in what he or she wants to achieve-as well as the details of how to do it and it will reduce job uncertainty, and increase the follower's self-esteem. These strengthened positive emotions would enhance followers' feelings of protection, allowing them to feel more confident in putting in more energy, and seeking new approaches to their work demands:

“It is necessary to know people exactly and to accept them as they are.”; “... there are some features that make you who you are, accepting them too ...”
(P2: Pos. 119)

“I tend to see the positive sides more and always try to leave open doors.”
(P4: Pos. 36)

“You must have empathy.” (P5: Pos. 8)

“I take a conflict-mediating approach. I believe it is important to listen to both sides and understand where each request or expectation comes from.”
(P5: Pos. 16)

Empathic leaders consider their followers irrespective of their endeavors at the workplace. A considerate leader maintains a meaningful and supportive approach towards his followers' work commitment, which helps increase the success rate and creativity of the followers. Empathy encourages followers to feel comfortable talking about their mistakes when they are aware of the fact that their

leaders will not judge them and it inspires the leaders to figure out what is (truly) behind their followers' detrimental results. Empathetic leaders, hence, assist struggling followers in improving and excelling:

“Very frequently, I have check-in meetings with the team members to understand how they are feeling.” (P6: Pos. 18)

“Knowing them is critical.” (P6: Pos. 29)

“While planning all this, I empathized and decided what to do.”; “‘What would I expect if it were me?’ I tried to lead myself with that question.” (P7: Pos. 12)

“You need to understand what your followers feel, want and what makes them happy.”; “Feeling empathy and acting on it is the key.” (P8: Pos. 11)

Leadership is fundamentally about others' needs and expectations. It entails motivating others to go outside of their capacities, and steering them in a convincing and stimulating path. Empathy is at the core of these two behaviors. It builds connections, provides perspectives, advocates awareness, directs comprehension, strengthens talent, and nurtures successful communicators to inspire and motivate followers in their social and professional situations.

3.1.2.3. Critical behavioral features

The actions that effective leaders display, when leading, characterize them. These habits affect whether or not followers are encouraged and influenced by their leaders, or whether they simply comply with their leaders' impositions. The way the followers portray their leaders, and their attitudes and actions, reflects their leadership skills. Leaders use their skills to assist themselves to steer, drive, and influence their followers' actions and attitudes. Leaders inspire and improve efficiency by mentoring and working with their followers to support them to thrive in their current positions, and plan for potential ones. Followers, who are more efficient, produce better results, increase innovation, and improve the organization's

overall performance. Truthfulness is a critical attribute of a leader's effectiveness. Consciousness, trust, leading through experience, open and honest communication, and knowing how to resolve problems are all characteristics of a successful leader. These leaders aim to ensure that they understand and value their followers and they desire that their followers acknowledge this recognition. Participants have expressed the above-mentioned elements as critical leadership behavioral features as follow: modest but convincing type of approach, building trust as a role model, motivating, appreciating and thanking, and believing and being faithful.

3.1.2.3.1. Motivating, appreciating and thanking

Motivation, appreciation, and thanking are important characteristics of leadership behavior, which entails the leader's want for their followers to succeed, foster commitment, allegiance, and strong performance. Motivating leaders align and balance the interests of their followers with the expectations of the organization, ensuring that the organization shares the same values and principles as his or her followers and that the followers are supported and trained in a way that fulfills the interests of the organization. Appreciation is the act of recognizing the follower's intrinsic value. It is not inherently about openly expressing their achievements, but their value as a partner, team member, and an individual. Thanking, on the other hand, is an open expression of gratitude:

“Motivation is a very important factor in business life, and both material and spiritual motivation is important for every employee. Appreciation when successful and listening carefully to each and every idea is one of the motivation-enhancing elements.” (P1: Pos. 15)

“I appreciate a lot, I do it with everybody, and I do it a lot in an open environment. For example, one of my most beautiful features is that I never say I have done it to the upper management without mentioning with whom I am doing that job.” (P2: Pos. 95)

“I try to motivate them by appreciating what they do well.” (P3: Pos. 15)

“I prefer to get them motivated.” (P8: Pos. 16)

“Or if I see that he or she has an extraordinary talent in that subject, I say it with appreciation.” (P4: Pos. 58)

Acting as a role model is the main motivation for others to achieve their goals or ambitions. A successful leader leads by example, and encourages his or her followers to participate in strategies, major concerns, and processes. This fact not only inspires them but also exposes them to the complexity of challenging considerations, and helps them fully realize their tasks at the workplace. These leaders foster moral and mental strength, which have a huge effect on an organization's success. Incidentally, successful leaders are constantly mindful of their choices and actions, ensure that their followers cherish fulfilling functions collectively, identify themselves with the context of their followers, and make an effort to perceive issues from their perspectives:

“If there is little creativity in it, we look at adding creativity together.” (P4: 38)

“I never pretend like they don't exist. I thank them. I say, we would never have done this without them.” (P2: Pos. 95)

“In other words, I try to motivate people as follows: since I approach you with the perspective that your current job should prepare you for the future.” (P4: Pos. 60)

“I see what they are going through and try to motivate them a lot. This is a very tiring thing.” (P2: Pos. 117)

“I still try to increase the empowerment within the team to keep them motivated. During such period, for their engagement and motivation, delegating responsibility and making them being more visible and being more recognized seem to be very much critical more than ever.” (P6: Pos. 24)

They comprehend their followers' needs and expectations in trying situations, and make their followers physiologically and psychologically healthier as a result. Followers, hence, develop a sense of accomplishment as they complete a satisfying and demanding task and the leader transmits his or her followers the impression that they are doing an exceptional job that is critical to the organization's performance and this fact motivates the followers to achieve their objectives.

"I definitely use a time when we gather in a group, such as a meeting, to bring praise to the team member." (P5: Pos. 9)

"Because I motivate people to come up with ideas." (P4: Pos. 62)

"I appreciate their success in front of the group so that others can learn best practices." (P5: Pos. 9)

3.1.2.4. Workplace strategy and focused approach

Leadership establishes ultimate goals and then delegates the mechanisms for achieving those goals to the followers. This strategy enables leaders to be extremely productive and resilient. These leaders do not indulge themselves in daily functioning; they consider employing the best teams and then they motivate them via frequent interactions. They are aware of how innate attributes, abilities, and vulnerabilities interact throughout the workplace. They mentor and support each of their followers to concentrate on results that are in line with the organization's strategic objectives.

Successful leaders savor understanding their followers' skills, intentionally discovering what inspires each individual, matching potential to the mission, having faith that with the proper support skilled individuals can achieve the intended result, catalyzing abilities and driving them to performance and efficiency, and trusting their followers to perform their utmost. They focus their workplace strategy on a detailed review of the existing environment as well as an educated assessment of the organization's potential success and they offer a list of guidelines to bridge the

disparity between the actual setting and the expected outlook as to the necessary potential for strategic planning development, and execution. These leaders are concerned with expertise and attitudes as well as common strengths, and culture.

By identifying distinct disciplines, developing frameworks of assessment, guiding their followers, establishing clear schedules, and explaining how the followers need to accomplish the objectives, successful leaders strive to accomplish goals and support their followers to attain them. They explain attitudes and practices, inspire their followers, and offer them the necessary resources, data, and assistance for fulfilling their missions through a concentrated and individualized approach. These leaders deliver guidance to their followers and they render decisions centered on essential principles that not only propose rationale, but also leverage a variety of uncertainties, in an effort to maximize the possibility of mobilizing follower enthusiasm.

Leaders keep close track of individual successes, processes, and implemented strategies, monitoring development and standard of practice of their followers on a regular basis, and deciding what their followers need to achieve the organization's targets and priorities. These leaders, on the other hand, must address collective needs as well in order to enhance organizational success. They do this by demonstrating a set of characteristics to a group of people around the organization, and, hence, are able to exert more control in a less nuanced way than they would have been able to do so through individualized consideration. When a leader remains linked to the collective's struggles and achievements, he or she may predict more accurately the kind of assistance that would be most efficient. These leaders are also in a stronger stance to provide timely assistance-needed. They aim to provide a structure for initiatives that direct explicitly at promoting cooperation and engagement, which entails a strategy, a mechanism for implementing the strategy in place, and metrics to track achievements and evaluate results. These leaders also structure an evaluation framework that centers on the followers' fulfilling their obligations, and remaining committed to the collective strategy rather than solely on individual results. They aim to foster a unity of mission by achieving agreement

on what constitutes meaning for the task. This integration encompasses the value proposition that the task aims to create, project's delivery plan, and benefit that occurs amongst the individual exchanges. Enabling genuinely differing followers to pursue mutual understanding in a mutual objective, while pursuing that objective in diverse manners, is at the heart of a more collaborative organizational strategy. Leaders accomplish this through coordination and collective inclusion and this encourages the followers to benefit from the organizational environment through the blend of cooperation and inclusion because their leaders recognize and appreciate their fostering a meaningful collective effect by incorporating individual skills and expertise. Hence, a successful leader knows how to balance the time and the effort need to address collective and individual needs. These leaders prioritize the development of social interaction and they establish a network system based on relationships and moral assistance while ensuring the well-being of followers. Participants of this study have summarized their apprehension of workplace strategy and focused approach as follow: emotional approaches, guiding but not parenting, listening, acknowledging and expressing, and prioritizing individualized consideration.

3.1.2.4.1. Listening, acknowledging and expressing

Successful leaders listen to their followers, are sensitive to their expectations and needs, sincerely acknowledge all their requirements, take action to meet their wishes, and know how to express themselves clearly. Efficacious listening and independent of the circumstance can assist leaders in making better judgments. During an efficient conversation, leaders leverage their understanding of perceiving effectively others' messages. They cultivate awareness as a needful practice, concentrate on behavioral indicators to fully comprehend their followers' statements, and perceive correctly their sentiments through effectual communication. While they share their personal feelings, for particular, their followers mean to do the same. TL style necessitates active communication, where the leader concentrates on the needs of the organization and the follower, who is performing the specific function. Transformational leaders, hence, are more prone

to encouraging their followers to strive for success and commitment. Developing healthy alliances is an essential aspect of leadership, and effective listening is an integral part of that process:

“I listen to the suggestions and opinions of my entire team so that the work can be done better, to the end, and immediately implement what we can benefit from doing our job.” (P1: Pos. 17).

“I always give them a say.” (P2: Pos. 87)

“I try to understand them better, value their concerns and try to take advantage of features that can also play an important role in solving this problem.” (P3: Pos. 9)

“I talked a lot, listened a lot, I had to spend some time that I normally need to devote to the work, in order to adapt to this change.” (P4: Pos. 34)

“I listen to their feedback and change those requests if it's the right thing to do. However, if that is not the case, I will stick to the facts as to why requests are necessary.” (P5: Pos. 12)

“If there is no way to find a common view, I accept that situation, if it is not affecting my way of executing my job. If impacts, this might require an escalation to ask for further view to solve it.” (P6: Pos. 30)

Acknowledgment is the act of identifying the significance or nature of a condition. When the leader appreciates the value or consistency of the follower's initiatives, the follower believes that his or her leader notices, acknowledges, and comprehends. When a leader respects a follower's acts and comments, it offers the follower the motivation and underlines why his or her performance leads to collective progress. Effective leaders instinctively encourage their followers to introduce innovative insights when they feel the spirit of solidarity. However, followers become isolated and unsure of their effect inside the framework if their leaders do not acknowledge them. Followers often desire to exchange opinions and

thoughts, share experiences about their challenges, and present alternative solutions when they have faith in their leaders in the sense that (their) leaders will sincerely acknowledge them. Hence, the frequent act of recognition becomes critical to avoid follower detachment, and low morale:

“The most important thing here is to listen to the other party, to understand their point of view and to express themselves correctly and to meet at a common point for the solution of the problem.” (P1: Pos. 13)

“I acknowledge. I am not like that. More precisely, how does it benefit us? I get the ideas in my own context.” (P2: Pos. 126)

“Understanding and listening to what everyone is saying, regardless of subordinate or superior, makes them feel good.” (P1: Pos. 17)

Leaders, who appreciate the value of individual intelligence, pursue better follower interactions, are creative, and exchange experiences with their followers often and explicitly. They aspire to deliver and accept additional insight through their frequent interactions with the followers on strategies and policies, and offer adequate guidance to their followers to define and explain specific standards and targets. The open and authentic interaction between the leader and the follower encourages the follower to come up with innovative ideas and opinions on strategic choices, priorities, and initiatives:

“In other words, I listen and when I believe, I do my best to meet the expectations and make this known.” (P5: Pos. 16)

“I listen to them to see why they disagree. I may need to go back and re-explain the instructions or requests and the reasons for this.” (P5: Pos. 12)

“I did an exchange meeting to get their feedbacks and expectations.” (P6: Pos. 23)

3.1.2.4.2. Prioritized individualized consideration

Individualized consideration means having concern towards the followers, and paying attention to their needs. These leaders have a responsive attitude towards their followers, show genuine interest, and respond appropriately to recognize and meet their needs and expectations:

“By following their development closely, I try to show that I am with them in their career journeys.” (P3: Pos. 15)

“I can say that I am in contact with almost everyone and I work with them very closely.” (P4: Pos. 38)

“Delivering bad news to the team or parting paths with an employee and sharing the knowledge of this are among the challenges of a leader.” (P5: Pos. 8)

“I try to make observations over and have a close touch to my team.” (P6: Pos. 18)

“I tried to chat a lot with my teammates not only about work but also about private life.” (P7: Pos. 11)

“It is very valuable in terms of evaluating the development areas of the employees, rewarding their skills and efforts, and meeting their expectations in this way.” (P7: Pos. 20)

Since followers have a wide range of cognitive traits centered on their unique knowledge and talents, they need the leader's help in adjusting their behaviors. The transformational leader functions as a role model, and guides the followers' attention and enthusiasm for progress and growth in order to set up an inspiring atmosphere. Via their interpersonal skills, these leaders promote reciprocal relationships by recognizing their followers' attributes in terms of aspirations and desires. Transformational leaders often aim to sustain performance

by engaging with their followers and then tracking them consistently to assess whether they need additional support or guidance. The most significant effect of individualized consideration is the encouragement and empowerment of the follower:

“My procurement manager had an idea for our dining area, which meant serious remodeling and relocations however, I found his idea to be beneficial from all aspects and we have implemented his idea.” (P8: Pos. 16)

“I look at it from the point of view that you have to win everyone you work with.” (P4: Pos. 54)

“Sometimes there are things that nobody wants to do, and I try to delegate them fairly.” (P4: Pos. 58)

“If you do this job, this is for your benefit or you can use it for a purpose in your career in the future.” (P4: Pos. 60)

“Making a decision that will affect a person's life is never easy.” (P5: Pos. 8)

“I find out what motivates team members individually, so I can talk about how a goal or change will benefit them.” (P5: Pos. 9)

“I take a personal interest in their development, and they are more motivated when they see that I am dependent on their growth.” (P5: Pos. 14)

“... not to miss the people component.” (P6: Pos. 18)

“... close in-person touch.” (P6: Pos. 25)

“It is also important to meet the individual expectations and their growth aspirations, strengths and development areas.” (P6: Pos. 29)

3.1.2.5. Collectivistic approach

The collectivistic paradigm stresses the importance of a collaborative and pluralistic framework of leadership in which all participants communicate across a range of structured and ad hoc systems. Leaders with a collectivistic approach choose to dismiss, downplay, or bypass common control and governance systems at the workplace. These leaders' responsibilities encompass a variety of interpersonal interactions, platforms, and interactions that incorporate individual links inside the group and the workplace, and interactions that overreach organizational frontiers. When workplace and situational expectations are diverse and dependent, the participants engage in them collaboratively and leaders are accountable to both their followers and themselves. Hence, these leaders take great care in adhering to their followers' opinions and experiences, and encourage them to share those distinct facts with their team members. They define a collection of task operations that their followers can perform in a myriad of contexts, assign them uniformly, independently or in any range of forms, and enable their followers to undertake pluralistic acts and choices. These leaders promote their followers to integrate their approaches with the context's cultural and institutional contexts, share relevant and consistent views, which is crucial when working in complex settings, and define essential roles to promote follower effectiveness.

Leaders take a specific position in that they argue that leading is a consequence of knowledge sharing, a contribution to collective operations, and that they have an effect on collaboration and development and these leaders inspire their followers through a common and delegated position of authority. There exists a compelling dependence on common cognitive frameworks as well as common skills and behavioral patterns, particularly in achievement-oriented environments. Participants of this study have summarized their perception of the collectivistic approach as follow: adherence to follower opinion, supporting pluralistic, inclusive, and collective decision-making, and the encouragement of follower transcendence.

3.1.2.5.1. Supporting pluralistic, inclusive and collective decision-making

Because maximizing organizational performance is critical for leaders, they aim to allow their followers to undertake collaborative functions at the workplace. This concept necessitates both sufficient oversight of all operation spheres, and the presence of structures that enable various stakeholders to perform their tasks unitedly. Operational responsibilities embody this method of leadership and followers take it collectively. In pluralistic environments, success develops by coherent and collaborative decision-making, where each participant presumes a unique function, and cooperates in harmony. A group with a diverse range of abilities, experiences, resources, and credibility can enforce their perspectives and desires more efficiently and beneficially. Building the operational and conceptual synergy required for meaningful performance in a pluralistic context necessitates directing one's activities across the advancement of organizational performance. Societal and professional interconnectedness, innovative populism and space are all drivers that lead in varied contexts to improving organizational performance in a pluralistic environment. This interconnection promotes the consistency of reform plans and a certain degree of commitment among colleagues and innovative populism promotes the development of beneficial solutions. Leaders endure challenging business decisions for longer periods for success to emerge if they have enough space. Transformational leaders, for example, enhance the cultural competence of their followers through their actions and deeds, which favor the development of increasingly inclusive models of leadership, and stronger project outcomes. These leaders build a vibrant and comprehensive community that provides stronger and faster strategic choices. They choose to adopt a progressive and inclusive approach to create and retain a growing and distinctive community:

“In general, as someone who supports the pluralistic management model, it is my main duty to help my followers take more priority and get more involved in the events.” (P1: Pos. 10)

“... always with my team; they will be there at the meeting.” (P2: Pos. 95)

“I explain that all ideas are actually valuable in decision processes taken with common sense, and the important thing is to be able to meet on a common ground in the decision to be made about that job.” (P3: Pos. 16)

“You may be thinking completely the opposite, you can bring a completely different point of view, because I told you this does not have to be, let's argue. I have an approach to find the truth by discussing it.” (P4: Pos. 48)

“I encourage working together to reach a win-win agreement for both parties.” (P5: Pos. 9)

“Me and my teams’ roles have very much a close relation with other areas of finance and business; need to get always cross functional feeds to end up with a result.” (P6: Pos. 20)

“First of all, I always explain the importance of managing the processes as a single team with our internal / external customers and service providers, not just by seeing them by heart or just from our own window.” (P7: Pos. 13)

“Involving them in the decisions being taken make them feel part of the big family.” (P8: Pos. 11)

Maximizing interaction and integration with the objectives happen when the leaders include their followers in decision-making processes. For every group, having a positive and motivating goal is important since it cultivates commitment, and a spirit of common ownership. Followers, hence, believe that commitment and ownership are their responsibility because their leader unites them through a shared vision. Transformational leaders promote both accomplishments and improvements in incorporating integrated practices. They strive to encourage an inclusive environment in which people of all backgrounds can openly share and articulate their opinions. This form of collaborative environment allows followers to eliminate prejudices, and form insightful conversations. These leaders do not

hesitate to admit to their flaws and shortcomings. Consequently, they incentivize their followers to express their unique behaviors and actions, and then function collectively to refute myths, and foster an honest discourse:

“There are issues that are not necessarily agreed upon. In these cases, instead of saying, what I say is true, we try to find common ground about what is more correct by brainstorming and evaluating the situation.” (P1: Pos. 18)

“I state that I respect the opinion of my follower.” (P3: Pos. 13)

“I query, I query things, if I have no information on a subject.” (P4: Pos. 50)

“You need to be open to feedback and be willing to ask for help when you're not clear about how to achieve a goal.” (P5: Pos. 10)

“Collaboration and displaying honesty.” (P6: Pos. 18)

“Team success as whole is very much important.” (P6: Pos. 29)

“We examine the proposed solution step by step together, whether it will lead us to our goal or not, and its positive / negative impact on the solution process of the following possible stages.” (P7: Pos. 15)

“Diversity and inclusion is one of the values I respect dearly.” (P8: Pos. 18)

3.1.2.5.2. Adherence to follower opinion

Adherence to follower opinion entails acknowledging and acting on distinct skills and experiences in the pursuit of a common purpose. Acknowledging multiple viewpoints in discussions is incredibly important because it helps leaders to understand and respond to circumstances in quite varied contexts. Views also relate to the way leaders perceive various operational roles. Their personality traits, beliefs, present mindset, and assertions they carry into a circumstance shape leaders' perceptions. An approach that helps a leader to consider truly a situation that arose in the past assists him or her in making a potential judgment more

effectively. This approach involves listening to followers to comprehend effectively their views on a particular subject or circumstance as well as being genuinely interested in understanding and discovering more about their viewpoints. Leaders may misinterpret their own views with actualities, and fail to comprehend fully the opinions of their followers. Consequently, to lead effectively, leaders must participate in debates and consultations, as well as confront a range of views at the same time:

“As part of our business, we are faced with functional and managerial problems every day. In order to solve these problems, which are different every time, we need to approach from different perspectives.” (P1: Pos. 12)

“I’m too open to different perspectives excessively.” (P2: Pos. 110)

“We can only reach the truth when we can look at it from different perspectives. When you start to apply this in business life, healthier relationships can arise because you can engage employees in the business.” (P3: Pos. 12)

“Yes, I always look for a different perspective; usually if there is a problem challenge or subject, I will tell them my point of view, and then ask them what they think.” (P4: Pos. 48)

The more productively the leader interacts and acknowledges, the more the issues will appear obvious to him or her and he or she will be able to gain plenty of fresh insights. Leaders who pay attention thoroughly, and consider what others expect can make judgments that are both working and helpful to their followers. Recognizing the followers’ experiences has many prospects for performance when it comes to cultivating collaborative actions with them. A successful leader, hence, is mindful of what his or her followers are saying. Correspondingly, the followers become motivated when their leader begins to consider and value different points of view. In the absence of a strong appreciation of followers’ perspectives, a leader cannot cultivate empathy. If he or she wishes to lead successfully, the leader must

direct his or her emphasis to what the followers experience and perceive. Leaders with good empathic awareness and regulation capabilities are more effective in their relationships with others, and guide their followers successfully to organizational performance:

“I have always expressed that I am absolutely open to all ideas. Therefore, I embrace ideas. I evaluate them, sift them when necessary, highlight them when necessary, and ensure that action is taken.” (P5: Pos. 14)

“Either while dealing with a problem or executing day-to-day job, we need to take different points of views.” (P6: Pos. 20)

“I ask questions (sometimes too many!) To understand the process and first ask my teammate's solution plan.” (P7: Pos. 15)

“Most of the time, the combination of ideas forms the best solution.” (P8: Pos. 13)

“Our senior management is also mostly very approachable and listens every kind of ideas when it is in relation to people.” (P6: Pos. 26)

“You do not have to agree with me, after all, we do not have to agree on everything, but when I say that we share our ideas, I move away from the ground of dispute and personal attack.” (P4: Pos. 67)

3.1.3. The Ability and the Need to Perceive and Manage Emotions

Table 3.4, which is below, summarizes the main superordinate and subordinate themes within the scope of the participants' abilities to perceive and manage their emotions, and their need for it.

Table 3.4. Superordinate and subordinate themes: The Ability and the Need to Perceive and Manage Emotions

Underlying Theme	Superordinate Themes	Subordinate Themes
Emotional intelligence involves knowing, handling, and improving one's own emotions, regulating self-reasoning, behaving, and empathizing with others. It is the capacity to recognize and convey own emotions in full, the ability to empathize with others, understanding and managing of own emotions, the regulation of self-reasoning and behavior, which affect addressing problems at hand; and some people do better than others in these tasks.	Own Proficiency	Regulate own emotions positively
	Acknowledgement and Management	Training and experience is crucial
	Affiliate Proficiency	Appreciate and encourage diversity
	Acknowledgement and Management	Encouraging cross-communication
	Collective Proficiency	Caring about others' needs and experiences
	Acknowledgement and Management	Handling issues through open discussions, hearing what others are really saying

3.1.3.1. Own Proficiency Acknowledgement and Management

Individuals with elevated EI thresholds have emotional competencies and abilities that enable them to control their individual impulses. Consequently, people with elevated thresholds of EI are able to correctly interpret both positive and negative emotions, as well as control their own emotions to achieve a wide range of beneficial results or cognitive states like inspiration or intellectual thought. EI associates with an individual's conviction, recognition, and understanding of his or her emotional abilities and it emphasizes personality traits such as intuition, emotional commitment, endurance, and vigilance. Emotions may be subconscious and they begin before a person is even aware of them. Even when the person is not aware of them, emotions may have a huge effect on his or her thoughts and reactions. Once the person is conscious of them, however, he or she may evaluate them smartly and calmly. Consequently, self-awareness and acknowledgment are the foundations for regulating emotions and resolving (for instance) a distressed mental state. When the person is self-aware, he or she can control his or her own emotional states, which have an impact on those with whom he or she interacts. In a leadership position, for example, self-awareness and acknowledgment also include having a clear image of one's strengths and weaknesses, as well as responding graciously. A person, who practices structured self-awareness and acknowledgment, is conscious of his or her own perquisites and drawbacks, explores knowledge, learns from mistakes, and identifies the areas in which he or

she needs to develop. Participants of this study have summarized their own proficiency acknowledgment and management of their emotions at the workplace as follow: balanced social approach, recognizing how self-attitude influences followers, regulating own emotions positively or negatively, self-motivation, the criticality of training and experience, and the importance of understanding emotions.

3.1.3.1.1. Regulate own emotions positively

“In general, emotion regulation refers to processes that influence which emotions we have, when we have them, and how we experience or express these emotions. Emotion regulation is defined by the activation of a goal to modify the emotion-generative process, and involves the motivated recruitment of one or more processes to influence emotion generation” (Gross, Sheppes, & Urry, 2011, p.6) and “cognitive control is surely an important path to modulating emotion; in other words, cognition is central to emotion regulation.” (Gross, Sheppes, & Urry, 2011, p.5) Emotional self-regulation, hence, is a series of cognitive and social behaviors that individuals may perform explicitly or implicitly. Past emotional interactions can activate such behaviors, thereby preventing, triggering, or weakening behaviors. Positive emotion regulation is essential in leadership roles because it helps to re-evaluate and perceive mechanisms, produce better results, and require less conscious processing. This fact reduces the burden and allows leaders to spend more time on organizational performance:

“It is certain that there are changes and fluctuations in everyone's emotions during the work process. However, as a leader, it is very important not to show your emotions too much and take control.” (P1: Pos. 20)

“It is important to be able to balance and manage emotions, and not to let emotions prevent making decisions.” (P3: Pos. 20)

“There are all kinds of emotions, one of them is nervousness; I do not get easily angry; I am someone who has control of nervousness. I also breathe when I get angry and I do not go over it at that time. Therefore, I regulate by giving myself time, putting distance in between.” (P4: Pos. 76)

“Everyone experiences distinct and different levels of emotions. I like to experience emotions; I recognize them and try to manage them as much as possible.” (P5: Pos. 18)

The selection of an emotion regulation method has far-reaching and complex consequences. First, the entire phrase has an effect on one's contented state and aids in the monitoring of the intensity, duration, and essence of the emotional interaction. Second, one guides and tracks the opinions of everyone else. Third, one may maneuver others' preferred emotions, which can help them accomplish a number of personal goals. Finally, emotional control enables a person to recognize affective changes to the social setting. In most situations, one controls negative emotions like frustration, stress, and fear to reduce their intensity and tends to optimize positive emotions like affection, pleasure, and satisfaction. Even so, based on the circumstances, the opposite may be realistic to assume in the sense that one may try to suppress his or her excitement or charm, for instance, in order to hold one's own behavior in control:

“I try to allow myself to be bored and sad as well as to laugh and have fun.”
(P7: Pos. 23)

“I try not to lead with my emotions. Leaders are also people, as you know. If we were to lead with our emotions, I believe it might be disastrous in some instances.” (P8: Pos. 20)

“I mean, I live very extremes in terms of managing my emotions sometimes, but that side of me has also improved. My dear Demet, I am very angry, if you pay attention, I am saying, I shut up now. I say to myself, you are very angry now; tomorrow you will think very differently, do not react now.” (P2: Pos. 136)

3.1.3.1.2. Training and experience is crucial

As emotions become strong, they modify the manner our minds operate, and weaken our basic thinking skills, judgment capacity, and sometimes even our social adjustment. Leaders can gain a critical awareness of emotional states through experience. As experience grows, leaders recognize better such states, adapt more easily, and react appropriately. Whilst confronted with disrupting interactions, dynamic environment, instability, or stress and anxiety, the leader may underachieve. Leaders, hence, must overcome the emotional states that may hinder the cultivation of confidence, teamwork, and commitment at the workplace. Those leaders with structured emotional abilities (i.e., TEI) can function also at their healthiest in the midst of organizational transition, and create a sustainable and resourceful follower engagement. Leaders must build leadership qualifications that allow them to act preemptively instead of responding solely in dynamic environments, as well as exhibit compassion and concern for their followers. Hence, training is an essential tool for the leader to build self-awareness.:

“Regarding this, I can say that the trainings I have received over the years have been very useful.” (P1: Pos. 20)

“... but I think I will go a long way in "regulation".” (P2: Pos. 136)

“Developing leadership competencies and emotional intelligence should come first.” (P7: Pos. 22)

“Recently, I have been trying to improve myself in mood management by reading some publications on mindfulness and participating in trainings.” (P7: Pos. 23)

“I aim to develop in terms of giving myself “breathing space” in order to experience positive or negative emotions such as happiness, anger, and sadness.” (P7: Pos. 23)

“I think experience is one of the most precious values, not only in business life, but also in our entire life. It is not just something that has come with years; it is a value knitted knot by experience.” (P7: Pos. 28)

Self-motivation is the ability to satisfy a desire, a goal, or an intent without the influence of external influences, and a vital skill for behavioral changes among people. Self-motivation helps one to complete daunting tasks or express oneself more thoroughly. Highly self-motivated leaders embrace their experiences gracefully, have an understanding of those experiences’ implications, exert a great effort in personal development, and possess the adequate energy to cope with positive or detrimental emotions, which affect their behaviors and actions.

3.1.3.2. Affiliate Proficiency Acknowledgement and Management

Self-motivation also enables the leader to complete difficult tasks or have more in-depth discussions with his or her followers. Self-motivation is essential for encouraging oneself to recognize an advantageous situation and address it, planning and finding value in an encounter, engaging in a new challenge, interest, or conflict, being enthusiastic about one's lifestyle, and having the courage to see it through amidst adversity or the follower's disparaging comments. Consequently, this ability is the capacity to restrain emotions, and delay impulses, as well as to withstand gratification if needed, and important in a variety of acts such as appreciating and encouraging diversity. Pessimism, such as fear, impairs thinking whereas balance and harmony strengthen it. Leaders, who are talented at managing their emotions, may be able to motivate themselves even when they are nervous; distress, for them,

does not always mean a lack of motivation or weak performance. On the contrary, self-motivated leaders tend to be open to perceive both their and their follower's state of mind, and other existing contextual dynamics. The more self-aware the leader is, the better he or she gets at recognizing his or her follower's views, and fosters diverse perspectives. Affection or worry, for instance, stems from the leader's ability to empathize. A leader, who can read his or her follower's emotions, is in a stronger position to plan and organize and the leader is more persuasive, sociable, and attentive. Participants of this study have summarized their affiliate proficiency acknowledgment and management of their emotions at the workplace as follow: appreciating and encouraging diversity, expressing clearly emotions and ideas, emotional awareness and transparency, encouraging cross-communications, positive approach with high energy, managing conflict to facilitate performance, service and support orientation through an empathetic approach, and staying in the comfort zone.

3.1.3.2.1. Appreciate and encourage diversity

A leader must be responsive to an ever-changing organizational climate and respect and promote his or her followers' unique perspective, views, and feedback. Followers from various cultures and demographic environments cooperate as a community to solve the numerous obstacles that their organizations encounter. Strong leadership in a dynamic workplace setting results in improved efficiency, follower motivation, and acknowledgment. The leader must demonstrate respect for the richness of his or her follower's perspectives by providing a welcoming atmosphere that encourages the follower to believe that his or her leader is available in crises and other instances of especial importance. The leader gains a greater understanding of his or her follower's diverse experiences and the follower acts more at ease when his or her leader demonstrates sincere concern in interpreting his or her opinions and views. This mindset inspires the follower to exchange his or her experience and skills, which aids in the productive functioning of a workplace:

“It is very important for a good leader to be open to changes. In the developing world, if you are not open to changes, your chances of surviving will be difficult.” (P1: Pos. 21)

“I think it is also useful to discuss the necessity, benefits, and suitability for us and possible consequences of diversity.” (P3: Pos. 21)

“I think I am open to diversity.” (P4: Pos. 82)

“If I was wrong due to lack of information, I know how to apologize.” (P5: Pos. 20)

“I believe in the motto: "The only constant is change".” (P7: Pos. 24)

“I listen to every comment, criticism made.” (P8: Pos. 22)

By being conscientious of his or her follower’s wishes, interests, and aspirations, a leader may strengthen the interactions with his or her follower. Empathy and social skills of the leader play a crucial role in the encouragement of diversity at the workplace. These skills provide for trust, follower cooperation, and a powerful communication. When trust develops, followers share further knowledge, emotions, and perspectives. Powerful communication broadens the foundation from which followers connect to one another. Follower cooperation results in a unified accomplishment of goals and strategies. Embracing and promoting diversity, hence, allow the leader to take advantage of the awareness that the diversity brings to the workplace. The leader enhances the collaborative ability of his or her followers, and motivates them to do so with sincere sensitivity and respect. In a healthy working environment, there will naturally be then a meaningful diversity:

“if one issue comes up from only one person, I evaluate it as it may be personal, if 3 or more people are voicing the same concern, then there is an issue that needs to be addressed and I concentrate on it to correct it.” (P8: Pos. 22)

“If change and development are inseparable, achieving this requires courage, requires getting out of the comfort zone and taking risks.” (P7: Pos. 24)

“When I get a contrary comment or criticism, I try to express myself first by explaining that I believe there may be some justification to the other person, and then without trying to refute his opinion, I try to explain myself.” (P7: Pos. 26)

“I have a direct method; I definitely do not go on defense.” (P4: Pos. 84)

“I respect that opinion, even after receiving a dissenting comment.” (P3: Pos. 22)

“I do not think that a leader who does not tolerate criticism will be successful.” (P1: Pos. 22)

3.1.3.2.2. Encouraging cross-communication

When drawing a conclusion, a leader must be diligent, and examine thoroughly the characteristics, inclinations, and actions of his or her follower. He or she must pay attention to and comprehend what the follower is saying. A successful leader ensures that his or her organization has a central philosophy, which includes a key objective, and principles that unite its members. Successful leaders also create an atmosphere of trust. Trust develops in an interaction when a follower observes his or her leader in practice, and realizes that the leader is not acting solely for individual purposes, but for a greater cause. Via his or her conversational and positive actions, the leader establishes trust and the follower expects the leader to behave correctly at the appropriate time and for the appropriate purpose:

“With respect and logic, I listen to all criticism and explain the reasons for my own opinions.” (P1: Pos. 22)

“First of all, I see it as one of the important aspects of always listening to the other party and continuing the discussion in a healthy way.” (P3: Pos. 22)

“I am a person who likes to talk, I like to interrupt. But if I am being criticized, I try not to intervene, I listen, I even say, I listen to you, you tell me, then I tell you, and I wait for the other person to pour out what's inside. After he or she tells me, I ask questions to see if I understood his or her problem correctly.” (P4: Pos. 84)

Establishing interactions marked by faith, respect, dependence, and the intensity and consistency of social interactions, clarification of rights and duties, pace, promptness, and genuineness of correspondence, integrity to have the work completed, transparency of common objective, guidance and foresight, and upholding assurances and obligations are all essential responsibilities of the leader. Encouraging cross-communication enhances the above-mentioned tasks and occurrences:

“First of all, I make sure that I get it right. Then, I state that “it may have sounded to you like this, you may be right from your own perspective, but know that I did it with the purpose of thinking this.” That way, I explain my perspective to ascertain that my goal was not to hurt, or to do this and that.” (P4: Pos. 84)

“I try to express and relate my position from my point of view. I absolutely listen and communicate. I do not go to the corner and stop immediately.” (P5: Pos. 20)

“I believe that one of the most important qualities a leader has to develop is to "listen". Regardless of the subject, it is important to first listen with all your channels, understand and then respond.” (P7: Pos. 25)

When a leader advocates versatility, maintains transparency, encourages constructive dialogue, keeps his or her environment in mind, and actively seeks to strengthen interpersonal interaction, he or she forms bonds with followers, which helps and leads to organizational performance.

3.1.3.3. Collective Proficiency Acknowledgement and Management

Cooperation, grouping, sense of community, encouragement, control, commitment, differentiation, concentration, recognition, awareness, gratitude, constructive contact, reverence, courtesy, demeanor, and transparency are all examples of social skills. A leader with a high degree of EI possesses adequate social skills to attain a high degree of proficiency in affiliated acknowledgment and management of his or her emotions, actions, and reactions. Empathy, as mentioned earlier, involves acknowledging or recognizing the feelings of others. Compassionate and loving people are more open to the implicit circumstances that hint at what others expect or want. Affinity or concern, for example, stems from a person's ability to empathize. Someone, who can read other people's emotions, prepares better and he or she is more influential, extroverted, and responsive.

A collective approach entails the mechanisms through which leaders join forth with their followers to address a range of workplace actions and challenges. Members of the group fathom where the organizational objectives should reach, give meaning to their perceptions and relationships, and form their behaviors and beliefs to achieve the optimal outcomes through these mechanisms. Therefore, the collective framework improves the exchange of resources and establishes an environment in which group members feel respected, and have the right to contribute to the realization of these common goals. The emphasis of collective and collaborative perspective transitions to the normative dynamics that create leadership in a workplace as well as the universal order of interactions, and the significant, empathic, and structuring functions that support, set up, and determine these interactions. Participants of this study have summarized their collective proficiency acknowledgment and management of their emotions at the workplace

as follow: caring about others' needs and experiences, handling issues through open discussions and hearing what others are saying, social, trustable and honest approach, trusting their followers, and using sensitivity to managing interactions.

3.1.3.3.1. Caring about others' needs and experiences

Leaders need the collective potential of their followers to act as key drivers in solving challenging issues. Collective engagement, collaboration, and cooperation are all examples of this. To resolve complex concerns, individual commitment coupled with the opportunity to create clusters of leaders who collaborate to support concerns, (reform) strategies, and frameworks are vital. The leader needs more than enthusiasm, imagination, or exceptional strategies to transform the dynamics of ambiguity, cooperation, and immediacy into possibilities. That transformation requires also social skills, empathy, and a collaborative approach. Each leader faces a dilemma in developing an atmosphere, and formulating a message that stimulate enthusiasm and commitment. When the leader cares about his or her follower's needs and expectations, he or she establishes successfully an environment of trust, integrity, cooperation, and engagement. The follower feels respected, understood, and valued. Then, followers are better involved, exert their utmost ability, and internalize the mission and vision of the organization:

“I advocate the idea that a different perspective is positively valuable. Likewise, I support those who ask me for opinions and advice as much as I can.” (P1: Pos. 24)

“In short, instead of establishing artificial relationships with a lot of people, I prefer close relationships that are few but essentially qualified, sincere and that value people.” (P3: Pos. 23)

“I carry a responsibility here. Let me explain what motivates me: the responsibility that I take, a responsibility for my work and my stakeholders, a responsibility for students. If I do not fulfill my responsibility, people will be in trouble. What motivates me is the crowd that I am responsible for.” (P4: Pos. 90)

“Whether I have a teammate or not, I take care to maintain the best relationship with everyone at the highest level.” (P5: Pos. 21)

“I prioritize human values, peaceful working environment and team spirit in my relationship with my team and managers.” (P7: Pos. 27)

“I would be happy to be consulted and share what I have with all my transparency.” (P7: Pos. 28)

Leadership aims to direct organizational performance and work engagement. The ongoing task of the leader is to gather a group of different followers to unite and create an atmosphere where the followers can successfully cooperate around universal and common interests.

3.1.3.3.2. Handling issues through open discussions, hearing what others are really saying

Although collective action may help build internal enthusiasm and commitment, there is still a need for a transparent and consistent planning phase. Leaders must determine a way to bring these two principles together so that followers can integrate and collaborate, while still centering on the responsibility of implementing and delivering the framework. The potential to harness the most of a follower's ingenuity and imagination, while preserving consistency and an emphasis on performance, is the right balance and developing such a climate is no simple matter for the leader. The leaders aim to overcome such challenges through their social skills and empathic approaches. Their goal is to solve problems through open discussions, and listen to the true thoughts of their followers:

“I can easily discuss all kinds of business matters with both my subordinates and superiors and express my thoughts.” (P1: Pos. 23)

“In line with the necessity of different perspectives I mentioned earlier, I am quite comfortable asking my colleagues for advice.” (P3: Pos. 24)

“If I know something a little, I always get advice from those who know more, that is, no matter what their role is, the attendant at the entrance of the campus, who may know a subject better than me.” (P4: Pos. 95)

“I am very comfortable exchanging ideas and would like it often. Especially on matters that I do not know or do not want to spend time with.” (P5: Pos. 22)

“... very open, both with the followers and superiors. I prefer to share my thoughts (good or bad) immediately.” (P6: Pos. 34)

The capacity to recognize and control the expectations of others is the nature of communication and this capacity is what drives prestige, leadership, and social competence. Emotionally intelligent leaders, who possess these skills, are effective in every endeavor that necessitates peaceful harmony with their followers. Organizational effectiveness depends on a sequence of discussions and interactions. Mastering the ability and expertise of attentive and empathetic communication, enhances a leader's efficiency, minimizes misconceptions, and maximizes his or her reputation, and confidence amongst his or her followers. Empathic leaders hear for meanings beyond the statements, communicate with engaged mannerisms, strive not to disrupt, lessen their own emotional states, and resist reacting with their own answers as they observe. These leaders are good at settling disputes, forming an engaged workforce, and improving interactions with their followers. They strictly adhere to what their followers are saying, recognize their own experiences, and behave according to their followers' needs and expectations. These leaders do not cast aspersions. They promote participation, show direct interest, and take the initiative from inside:

“I wouldn't hesitate to consult one of my manager or teammates, older or younger than myself.” (P7: Pos. 28)

“Regarding work, I can easily ask my colleagues for advice.” (P1: Pos. 24)

“I act very independently in general, but I also like to consult, especially based on expertise.” (P4: Pos. 93)

“Never have concern. I always get advises from cross teams and from my colleagues.” (P6: Pos. 35)

3.1.4. The Use of Leadership and Emotional Skills amidst a Health Crisis and Their Implications for Organizational Performance

Table 3.5, which is below, summarizes the main superordinate and subordinate themes within the scope of the participants’ use of leadership and emotional skills amidst a health crises and the perception of those skills’ implications for organizational performance.

Table 3.5. Superordinate and subordinate themes: The Use of Leadership and Emotional Skills amidst a Health Crisis and Their Implications for Organizational Performance

Underlying Theme	Superordinate Themes	Subordinate Themes
Transformational leadership style coupled with high emotional intelligence skills contributes to a better perception of the leaders by their followers. These leaders’ task behaviors such as recognizing how and when to prepare, coordinating, guiding and managing, allocating responsibilities when and where necessary, interacting, inspiring, adjusting, appreciating, and empathizing with their followers, thereby foster a supportive environment. A supportive environment, on the other hand, is of major importance when dealing with crises.	Implementation of Safety Management Tasks	Operational and job safety issues are prioritized Prepared and/or adopted and encouraged new operational routines for performance enhancement
	Leader’s Strategic Approaches and Actions	Agility and creativity Empathy, encouragement and motivation Follower concern in the foreground and ethical approach
	Leader’s Emotional Approaches and Actions	Adopting measures to recognize basic sensitivities and create a meaning Relationship management, empathy, and support
	Leader’s Approaches and Actions for Organizational Performance	To support productivity and to stimulate the follower, provide motivation and assistance Reflect, recommit, re-engage, re-think and re-boot work, workforce, and workplace Adopting well-focused decisions, measures and services

3.1.4.1. Implementation of Safety Management Tasks

An organizational risk management program covers the welfare and security function structure, regulations in an organization, the strategy formulation for incident and sickness mitigation, the executive leadership duties, the processes, methods, and assets for establishing, adopting, assessing, and sustaining the risk management and control frameworks. Regulation and engagement, preparation, execution, and prosecution of assessment methods, and monitoring and evaluating efficiency are all important components of an effective risk management program.

During a crisis, leaders establish the skills and support structures required to execute effectively the hygiene and security policies, goals, and priorities at the workplace. They inspire and encourage their followers to function responsibly, and aim to preserve their wellbeing rather than merely avoiding incidents. Via proper and adequate communication, the utilization of an advisory board where one prevails, and the protection management mechanisms, these leaders ensure successful follower engagement and commitment. They maintain solid contact with their followers, and promote integrity, inspiring them to contribute to the hygiene initiatives in a conscientious and knowledgeable manner. These leaders track, supervise, and assess workplace wellbeing and welfare performance, compare results to agreed-upon benchmarks to determine wherever changes are required, and regularly assess how well the risk management program is working by examining both the establishments and their followers, and the processes and structures in place, as well as reviewing personal actions and results. These leaders' primary aim is to recognize the possible triggers of poor results, as well as any fundamental influences, and their consequences for the architecture and implementation of risk management systems.

Followers acknowledge compliance, and ultimately promote the incorporation of policies into the workplace environment by gradually evolving from the increase in safety and welfare knowledge to the stage of the COVID-19 pandemic prevention measures, and the apparent functional importance of cognitive

adaptation. Followers' knowledge and attitudes shift because of the enforcement practices, which motivate them to follow the protective standards and procedures. Even so, regulation enforcement is still an ongoing application of protective habits, and when followers gradually change their preconceptions about threats and security processes, it encourages them to be more alert. Hence, safeguarding, encouraging, and engaging the followers are leadership activities that show leaders' sincere dedication to workplace safety. Leaders use these approaches to provide a safer environment for their followers during crises, laying the groundwork for constructive leadership and (followers') safety responses. Participants of this study have summarized their experiences in the implementation of safety management tasks at the workplace as follow: clear communication of issues to diminish anxiety, contextual acceptance, friction and emotional wear, and loss of personal touch. Besides, some of the participants have expressed their concerns about not being ready to meet the challenges. Even so, they have emphasized the operational and job safety issues' prioritization, as well as preparing or adopting and encouraging new operational routines for performance enhancement and some of the participants have maintained the status quo in their communications.

3.1.4.1.1. Operational and job safety issues are prioritized

Leaders rely on strengthening workplace flexibility, installing and administering protective measures, sustainable work conditions, as well as safety gear and they educate their followers on the indicators, manifestations, and threat characteristics identified with the pandemic, to monitor and mitigate the unsafe conditions imposed on by the COVID-19 pandemic. They take action to reassess and implement basic hygiene and social isolation measures in the workplace, as well as poor follower identification, and isolation and protection policies. Prioritizing operational and work safety issues has two main implications: the productivity of the followers, and the overall recognition and image of the organization. Therefore, leaders take various measures to maintain a meaning and a purpose. These leaders first detect all potential safety risks at the workplace, then set up safety protocols, and advise their followers to adhere to them. They maintain

the unity of their followers to promote a culture of safety. They formulate protection and coordination strategies, attract and motivate their followers to participate in discussions, stay consistent, and build confidence:

“More telephone and video teleconferencing systems were introduced.”
(P1: Pos. 27)

“We cut off face-to-face communication, just everything is via Zoom. We proceed one-on-one with the least possible contact to avoid unnecessary risk.” (P4: Pos. 102)

“We switched to functionalities such as flexible working and working from home. Both in terms of the safety of the team and in order not to get sick and become unable to do business otherwise.” (P5: Pos. 24)

“As a team leader, my role was mostly on the socialization of the people needs and concerns during this extraordinary period while trying to keep them connected and satisfied.” (P6: Pos. 36)

These leaders encourage follower commitment through clear communication of issues to diminish anxiety, and assist their followers in staying in touch at all times. They often evaluate the effectiveness of their safety awareness guidelines and communication in the workplace, implement rapid decision-making and task development strategies, and simplify bureaucratic procedures. They take great care to avoid or prepare for the adverse inclination of their followers to maintain their productivity. To maintain operational safety and efficiency, these leaders adopt a follower-first mentality. They prepare for geographic (location-based) function and activity clustering, emphasize technologies and resources that all can use for remote work and online communication, and develop a reliable interaction plan:

“Before the pandemic, we were to take some actions as we thought the actions were fit for the better of the company. However, now, we take some actions to protect our own employees. For example, I had to cut down of some cost so that I did not have to lay off some of my own employees. We have taken those actions so that we could keep them working for us.” (P8: Pos. 25)

“I had a role in execution with multiple follow-up and on-site / timely intervention.” (P7: Pos. 29)

“First we said health, and then we established our order in a way that would not affect business performance.” (P5: Pos. 24)

3.1.4.1.2. Prepared and/or adopted and encouraged new operational routines for performance enhancement

Leaders evaluate, prepare, and adopt new working routines based on the necessities, which crisis envelop. Insightful and agile leaders act swiftly to ensure the efficient functioning of tasks, as well as encouraging their followers to align with new standards, and engaging them in critical decision-making processes. The COVID-19 pandemic has forced followers to remain at home for a prolonged period to avoid infection and prevent or delay the progression of the disease, necessitating the use of virtual work technologies. In this case, for example, the organization's online infrastructure experiences higher activity than normal, causing streaming access problems. Leaders need to foresee and take actions to enhance organizational capabilities to overcome the disadvantages that may limit performance. Besides, deterioration or unavailability of key facilities such as transportation and information technology can make implementing policies and initiatives much more difficult. Leaders, hence, carefully design different methods to solve obstacles, paying particular attention to those areas that require a lot of direct intervention, which pose high risks to organizational performance and the well-being of followers:

“We learned by living a little and took action. However, over time, I can say that we have become more experienced in this regard and may act more prepared and equipped when the next wave comes.” (P1: Pos. 26)

“We do not know how prepared we will be because we still do not know what kind of crisis we will face. Nevertheless, according to experience, our ability to adapt is strong.” (P2: Pos. 142)

“In IT, since our company has developed the remote access model earlier, the adaptation process in daily work is easier. I tried to contribute by giving advice and guidance in the decision stages of the formation of the part-time home-working model.” (P3: Pos. 26)

“We had such a period, but we calmed down and then we gained more skill.” (P4: Pos. 97)

“We conveyed the problems, helped define what the problem was, and provided solutions.” (P4: Pos. 99)

“We wanted to have a broad vision as soon as possible. However, we do not doubt that our activities are set to standards of forecasting and flexibility in communication, employee needs, teleworking, business tracking and setting up regulations. Of course, I played a very active role in the development of our current guidelines during the pandemic process.” (P5: Pos. 23)

In every crisis, maintaining faith, and preserving or restoring the cohesion and self-esteem of the followers depend on successful interaction. Leaders develop a systemic relations plan that explicitly sets out the mechanism and procedures for engaging with their followers to deliver consistent and thorough workplace guidelines. They ensure that their followers have the necessary skills and resources, such as the necessary technology, documentation, and other basic infrastructure means to complete important functions remotely or at the workplace within the framework of a newly structured process:

“We have established a central command structure ready to be activated in times of crisis, including a dedicated crisis manager and a supportive response team serving as the staff of the crisis manager. We have created a series of crisis scenarios that guide the development and implementation of response plans regarding potential impacts on customers, suppliers, facilities and employees.” (P5: Pos. 25)

“As an organization, we were already discussing remote and flexible working and partially applying before the COVID-19 hence our infrastructure was quite ready for the new model and as a result not much struggled from operational / organizational perspective.” (P6: Pos. 36)

“Fortunately, in a short time, we had a setup that could manage our business remotely without any problems. I can say that I was effective not necessarily in the development and realization of the process, but in its healthy application.” (P7: Pos. 29)

“It turned out we were pretty prepared for the pandemic. If you have asked me this question before the pandemic I would have said “we are not prepared”, however, it turned out we were fully prepared.” (P8: Pos. 25)

3.1.4.2. Leader’s Strategic Approaches and Actions

Leadership is vital to working governance systems, which include a plan to guide these systems, since organizations concentrate on ensuring the path they want to continue in the long term. Because the accomplishment of collective objectives depends on the involvement of the followers, transformational leaders, for example, try to match their followers' activities with the predetermined strategic mission by enticing their inspirational drivers. A contextual assessment of all situations and circumstances, as well as a forecast of the organization's ideal potential, are part of the leader’s strategy methodology phase. The leader’s strategy aims to offer an array of proposals to bridge the disparity between the actual and the preferred environment in terms of follower input needed for both the development and

execution of the organization's tasks and objectives. Size, consistency, followers' expertise and attitudes, collective capacities, and organizational environment form the leader's approach. The leader aims to determine various tasks to establish the unity of intent and to induce the participation and cooperation of his or her followers.

To improve organizational performance, the leader advocates for collectivism, which displays the willingness of the leader to work together in teams to execute policies, resolve issues, react appropriately to challenges, conform to transitions, and promote creativity. Leaders aim to create a sustainable workplace environment, which requires unique characteristics to promote collective methods, follower participation, accountability, follower power and cultivation, and mastery of the environment. Leaders cannot accomplish all of the tasks required to produce performance and, hence, they depend on the sincere contributions of their followers. Consequently, leaders foster a workplace environment in which they encourage and inspire their followers to engage in and devote their energies to the fulfillment of strategic objectives. Participants of this study have summarized their individual strategic approaches, actions, and experiences at the workplace (during a crisis) as follow: agility and creativity, balanced optimism and realism, diminished frequency in meetings, empathy, encouragement and motivation, and facilitation and professional flexibility. They expressed the importance of increased and transparent communication methods with a focus on intellectual stimulation and improvement of followers' ability to innovate, and following a supportive and collective approach. Some of the participants have confessed to their status quo in professional flexibility and style. The point that they all have emphasized strongly, encompassed putting follower concern in the foreground, and an ethical approach at the workplace. Some of the participants have highlighted also the importance of follower empowerment, and instilling hope, not fear in their followers.

3.1.4.2.1. Agility and creativity

The ability to drive operational transitions, create an engaged workforce, and maneuver through difficult responsibilities with resilience and ingenuity are all part of leadership agility and creativity. These leaders possess the skill and potential to evaluate uncertainty, make proactive decisions, and move effectively to adapt to dynamically evolving environments, whilst achieving outcomes, and building the potential of their followers to accomplish likewise. Honesty, creativity, pace, commitment, and purpose are the main features of these leaders. They create a degree of consciousness, personality, and meaning that inherently encourages their followers based on their morals and ideals. A balance of consciousness and responsibility, which guide their mentalities and attitudes, accelerates these leaders' progress. They are also forward thinking, and possess a genuine enthusiasm about their surroundings, proposing and promoting original approaches and cultivating discipline, logic, and knowledge. Their function is less about dominance and regulation and more about support and they question the standards, and engage in transformation with an unwavering dedication to assisting their followers:

“I can say that I maintain my visibility and influence in the organization with limited interaction opportunities.” (P5: Pos. 27)

“As with the critical issues list, this is supposed to be an agile model. I think I showed the agility that I could.” (P5: Pos. 28)

“Adaptation and learning skills have been the important ones. Learning agility and prioritization against the fast changing environment as well as against the increasing demands.” (P6: Pos. 40)

“Even still, taking action very quickly ...” (P7: Pos. 36)

“I have to say change management and crisis management. We have for sure have gone through some fundamental and serious changes, and through a major crisis.” (P8: Pos. 33)

“In this world of uncertainty, adaptability, consistency, and agility are the main issues that new generation leaders should view with transparency.” (P5: Pos. 31)

They instill a level of momentum and concentration in their followers by setting ambitious expectations, preserving a consistent pace, and making rapid assessments based on sometimes-incomplete information to support their followers’ engagement, and their organization to progress. These leaders eliminate authority in the pursuit of collective identity, merge teams, encourage follower participation, and are collaborative regardless of follower demographics. They know that participation breeds organizational performance, so they weave through intricate groups of followers to promote cooperation, and strive to increase their participation. These leaders set the organization's course, and coordinate their followers and workplace assets, focusing on eliminating roadblocks, and encouraging their followers to discipline and commitment. They communicate openly and promote the unrestricted exchange of knowledge to quickly respond to transitions, and establish an adaptive environment based on common principles to complement tasks and follower goals:

“In the pandemic environment, I choose to take more initiative in business processes and avoid blockages or slowdowns in processes.” (P7: Pos. 37)

“Being agile and continuous learning against the fast changing world.” (P6: Pos. 44)

“I expose myself to the maximum data development set. I examine the decision processes and actions of others.” (P5: Pos. 29)

“We are organizing a rapid increase in online service channels not only for market channels and service, but also to move the company from offline to online for all our services. Creative and agile models work here too.” (P5: Pos. 30)

“I think I'm agile.” (P2: Pos. 163)

3.1.4.2.2. Empathy, encouragement and motivation

Empathy involves acknowledging or recognizing the feelings of others. Responsible and compassionate leaders are more willing to accept implicit circumstances that suggest others' expectations or wants. Empathy is a particularly important aspect of EI, as it contributes to improved workplace efficacy. Leaders, who are successful at understanding others' feelings, are more active at work and in social settings. The more self-conscious the leaders are, the more experienced they become in understanding their followers' thoughts. Proclivity or compassion, for instance, stems from a person's ability to empathize. A leader, who can read other people's emotions, is more persuasive, outgoing, and responsive:

“They say I understand their situation very well. One needs to be empathetic.” (P2: Pos. 172)

“Second generation has changed etc. I do not think the issue is about generations, I think the issue is about empathy.” (P2: Pos. 181)

“In this system, some people who wanted to work from home had a service problem. There were too many people, who complained about office space, asked for a mask, and asked for hygiene rules. I listened, spoke and demanded all of these needs regularly. There were things that I could solve, and others that I could not solve. Therefore, I spent a serious time there.” (P4: Pos. 106)

“... empathy.” (P5: Pos. 31)

“Before the COVID-19, it was more of unplanned or direct/ immediate communication, as we were working in the same workplace and had a chance to immediately observe anything that needs to be flagged. Now it requires further effort to keep the close touch with the team members to understand more in their personal/home related needs... you require putting touch that is more personal in your communications.” (P6: Pos. 37)

Transformational leaders use motivational messages and instinctive interaction to encourage their followers to focus on their personal goals. Since these leaders respect their followers' attempts, they promote and inspire them and as a result, a holistic equilibrium develops at the heart of enthusiasm and commitment. These leaders establish a common bond with their followers by building relationships based on common objectives. As a result, motivating leaders integrate effective and affective aspects into the shaping system by stimulating dialogue and sensitive propositions. They instill a sense of encouragement in their followers by assisting them in discovering and comprehending their emotional state and meaning. Encouragement entails a welcoming environment, as well as toleration, breadth, and motivation. Rather than attempting to direct or lead the conversation, for example, the leader concentrates on the context of the conversation. After establishing a reasonable control of the flow of the followers' emotional situations, the emotionally intelligent leader is, hence, in a better stance to lead the organization through unpredictable and tumultuous times:

“In this process, keeping the morale of the team high was one of the most important issues.” (P1: Pos. 30)

“What am I doing? For example, I go to Nero and buy cookies for all of them. Actually, that is nothing, but something tiny like that, they like. I am a creative person anyway.” (P2: Pos. 172)

“I give the followers more say in business matters and make them feel like they own the business. As I continue to improve performance, I balance being an inspiring and comforting leader.” (P5: Pos. 27)

“I believe the motivational approach is coming and I try to act that way.”
(P5: Pos. 31)

“... to keep them engaged, connected and motivated. It requires extra efforts to make them believe and commit in you and in organization.” (P6: Pos. 37)

“I tried to encourage again by setting an example during the implementation phase.” (P7: Pos. 32)

3.1.4.2.3. Follower concern in the foreground and ethical approach

When leaders show a constructive tendency towards their followers, show individualized interest, and execute appropriate responses to understand and help achieve their expectations, they attract the undivided attention of their followers. Since followers have a wide range of interpersonal traits dependent on their unique knowledge and talents, they need their leader's help in adjusting their perspectives. Via their interpersonal skills, these leaders promote reciprocal relationships by recognizing their followers' characteristic features of desires and interests. Transformational leaders often try to sustain their success by interacting frequently with their followers, and then monitor them progressively to see whether they need additional support or guidance. They often provide them with space to complete effectively their tasks:

“What can I do? Now I started to skip the confirmation part so as not to disturb people by calling them from their mobiles.” (P2: Pos. 174)

“Even in the period before the pandemic, in my understanding of leadership, people were always at the forefront.” (P3: Pos. 30)

“In fact, there is nothing that has changed, health was the biggest value for me from the beginning and it continues to be important in the same way.”
(P4: Pos. 114)

“... employee health and safety is the most sensitive issue for me.” (P5: Pos. 28)

“... and continue focusing on people component.” (P6: Pos. 44)

“In this period when we learn to say health first, I try to show the necessary flexibility in terms of not only saying but also applying it.” (P7: Pos. 33)

“Health of our employees has become our top priority. We handle this priority in two aspects: a) prevention b) supporting the ones who got ill.” (P8: Pos. 29)

When leaders focus on their followers, the followers acknowledge leadership sincerity, and aim for superior organizational performance, especially in times of crisis. TL focuses on inner motivation and collective interaction. These leaders indulge their followers in such a manner that they all contribute to the organization's objectives, and effectively navigate change management while adhering to their organization's mission and vision. The leader and the follower, hence, have a complex partnership of shared gain and assistance. They require and support one another and the mission, organization, or purpose they work on necessitates their collective enthusiasm. A leader prioritizes his or her follower's needs and expectations through an ethical approach. These leaders recognize the fact that only through the assistance, cooperation, and engagement of their followers, under the umbrella of an ethical structure, will the organization reach a maximized performance. For the followers to provide these inherent behaviors, leaders ensure that followers take precedence over their own interests:

“In other words, it is necessary to understand that the other person is human, whatever the priority of the other person is. I think a leader who puts people in front of him, knows the value of people, understands people, will be successful. I think the leader of the future should know how important human capital is.” (P2: Pos. 181)

“Especially if we consider that the majority of employees will be composed of Y and Z generations from now on, "human-centered leaders" who know the new generation, know their needs and how to achieve success, will come to the fore in this uncertainty process brought about by change. In this sense, I think that the most important thing that is needed in the pandemic period we are in and in the following periods is human-centered leadership styles. I try to describe a leadership style that prioritizes and inspires employees and embraces the fact that employees drive organizational success.” (P3: Pos. 31)

“Because our leader did not make us feel valuable. They did not solve the shuttle service problem on time, did not increase the food allowance on time, caused us to come to the office unnecessarily, did nothing to replace the staff vacancy, and behaved too late. Whatever they had not done, I would have done them.” (P4: Pos. 138)

“When explaining a decision taken, it satisfies the followers to state how much I think of them and this increases their commitment to the decision. To summarize briefly: employee health is at the forefront of decisions to be taken in line with the priority order of the targets.” (P5: Pos. 29)

“... ethical approach.” (P5: Pos. 31)

“I have always tried to overcome difficulties through expressing my team the idea that the most valuable thing is human capital. Considering the trends and expectations of the new generation, I do not believe that any structure where humanitarian values are not at the forefront will be long-term.” (P7: Pos. 39)

“The first thing we focused on as I have mentioned in your above question is the health and wellbeing of our employees.” (P8: Pos. 30)

3.1.4.3. Leader's Emotional Approaches and Actions

EI, as explained earlier in detail, refers to individual emotional skills and behavioral attributes that exist in the roots of one's character. It relates to the individual's confidence, acceptance, and understanding of his or her emotional abilities. Its distinction emphasizes the differences in personality traits including intuitions, emotional commitment, endurance, and composure, which are unrelated to contextual abilities. The capacity of a leader to be engagingly motivating and mentally stimulating depends on his or her emotional approach at the workplace. Without EI, motivating followers, challenging their core ideology constructively, and inspiring them are difficult if not impossible tasks for a leader.

Crisis management, which includes steps taken to avoid, evaluate, and track occurrences for the benefit of the organization and its adherents, as well as active involvement and normalization during and after the developed conditions, is a method to reduce the effect and avoidance of an evolving instability. It entails also constructive participation and stabilization during and after the developed detrimental conditions. EI enables leaders to build positive and long-lasting social relationships with their followers, as well as cope effectively with unforeseeable and daunting events. Followers, who confront stressful and unpredictable experiences, encounter anxiety, stress, uncertainty, grief, and distress, depending on the nature of the contexts. These disruptive emotions harm follower performance in times of crisis or shortly afterward and the emotional approach of the leader serves as a facilitating impact on the followers' behavioral reactions to such internally and/or externally induced negative stimuli and disruptions. These leaders are aware of the complex situations under which their followers exhibit behavioral attitudes toward structural problems, and are able to monitor effectively their followers' feelings and actions. This fact impels leaders to decide how to respond in the face of obstacles, threats, disputes, and uncertainty, taking into account the impact of their attitudes on their followers' perceptions as well as their own psychological state.

An emotionally intelligent leader, who practices a genuine emotional approach towards his or her followers, often controls his or her behavior and responses more proficiently, understands his or her followers' perceptions through empathy and other skill sets, and improves the followers' positive mindsets through the application of precise, polite, and friendly attributes. Participants of this study have summarized their individual emotional approaches, actions, and experiences at the workplace (during a crisis) as follow: adopting measures to recognize basic sensitivities and create meaning, relationship management, empathy, and support, and active listening, recognition, and flexibility. They also have emphasized the importance of acting to diminish emotional interactions and distractions, impulse control and security, professionalism, optimism, realism, and inspiration.

3.1.4.3.1. Adopting measures to recognize basic sensitivities and create a meaning

Leaders, who can successfully concentrate on others, are the ones who pursue a shared purpose with their followers, and have the most influence and the followers choose to collaborate with them candidly; irrespective of the organization or status, they evolve as true leaders. Successful leaders use cognitive empathy to describe themselves in a real context. This fact is a vital talent for extracting the maximum out of their followers. Leaders, who practice cognitive empathy, 'reason' with their emotions rather than experience them explicitly. Efficient coaching, guiding their followers, and interpreting their nuances all require emotional empathy. Empathic consideration, which is similar to emotional empathy, allows leaders to perceive not only how their followers feel, but also what they desire from them. These leaders function with expertise in any circumstance by paying consideration to the collective meaning, follow the fundamentals naturally, and behave in a manner that comforts their followers:

“I behave in ways that try to ensure their welfare on behalf of the management and my institution.” (P2: Pos. 169)

“I foresee an opportunity. Things slowed down a little bit, for example, people staying at home so long was also an opportunity; This caused them to think about things, they turned to their inner selves a little bit more, and they questioned what I was doing and why I was doing for them.” (P4: Pos. 130)

“Since I have helped adopt such a style from the very beginning, I observe that the uncertainty-related distress of the employees is less.” (P5: Pos. 26)

“... domestic problems due to the changing home-office life balance ...” (P7: Pos. 39)

Leaders, who recognize the basic sensitivities of their followers, are conscious of how their followers view them, acknowledge what they expect of them, screen out obstacles, and encourage their followers' thoughts to wander freely and without prejudices. Being a great leader necessitates pragmatism and rationality, as well as an appreciation for creativity and the ability to put it into action. Although integrity is always the right approach, sensitive leadership frequently necessitates composure. Leaders often offer context to their followers at the workplace by integrating them with a psychosocial intent, proposing a meaning and purpose, and communicating with a persuasive message. They give their followers independence, recognize the importance of their efforts, provide regular input, establish administrative procedures, and value and honor success:

“In other words, doing this business should be meaningful for them to come here. It should be giving meaning. That is why, one needs to be a leader who creates this meaning.” (P2: Pos. 181)

“Meaning of life, meaning of work are very important concepts and a leader should appreciate these concepts.” (P2: Pos. 182)

“Taking without giving, giving without taking only happens in the short term.” (P4: Pos. 136)

“Detailed models need to be established to understand and measure basic sensitivities.” (P5: Pos. 28)

“We must remain loyal to customers, establish emergency operational plans, protect our employees, communicate with our staff, reduce burnout wherever possible, and act decisively but without regret.” (P5: Pos. 31)

3.1.4.3.2. Relationship management, empathy, and support

Owing to their capacity to identify and consider their internal sentiments as well as the sentiments of their followers, some of the leaders are more effective and influential. Consequently, these leaders position themselves better in maintaining the best organizational interactions by using essential relational perception abilities. The very first aspect of interpersonal proficiency is interpersonal consciousness, which serves as the basis for developing strong social interactions. It entails a lot of attention and careful assessment, which the leader practices concurrently. Whilst staying fully involved in the discussion or debate, these leaders tend to distinguish between their followers' feelings. To do so effectively, they display a lot of compassion and good interpersonal skill sets. Empathy allows leaders to cultivate or mentor their followers to their true capacity. Empathic leaders recognize and appreciate their followers' talents and achievements whilst also searching for ways to offer constructive input for their future development. These leaders have an innate proclivity for predicting and satisfying the expectations of their followers. Leaders, who listen in good faith and deliver persuasive signals, are effective negotiators. They create an inclusive, direct, and coherent organizational atmosphere. Good leaders create respect, justify choices, manage challenging discussions, embrace input, and retain dignity at the workplace to maintain follower interactions strong and flourishing. They are transparent and perceptive, provide constructive and informative views, attach importance to effective communication, and deal with the facts with compassion and a common understanding. These leaders make wise assessments, and match their goals with their impacts. They encourage their followers in their efforts, stimulate their intelligence, consider and

respond to their needs and desires, and maintain excellent interactions through an empathic approach:

“First of all, it is expected that they act in accordance with the seriousness of the current environment, comply with all measures and behave in mutual understanding in order not to risk their teammates both in the office and outside.” (P1: Pos. 29)

“The only reason for me to come is the unfair practice of these people because academic administration is not like normal administrative, they can really come in rotation so I try to make their lives easier.” (P2: Pos. 169)

“I think that the future leader, who can understand the individual motivation in others, reveal it and direct it for the benefit of the institution, by keeping that person in the organization, will probably be successful.” (P2: Pos. 181)

“Although the distances are getting longer, I am actually trying to instill the awareness that we all need each other more. We see that teams with high team spirit experience less problems during the pandemic.” (P3: Pos. 29)

“To support each other. To remove the issues of dispute as much as possible.” (P4: Pos. 112)

“It is very important to be able to notice how the team is feeling, as decisions are made very quickly and the agenda changes instantly.” (P5: Pos. 29)

“Keeping connections and interactions and supporting each other towards individual growth aspirations are now more critical to remain connected and to retain talented people with the organization.” (P6: Pos. 39)

“There may be many reasons for organizational anxiety, both within and outside the organization. I also experienced examples of this in my team during this period.” (P7: Pos. 39)

3.1.4.4. Leader's Approaches and Actions for Organizational Performance

In the workplace, operational problems can cause psychological reactions. These responses are as important as consistent and functional behavior patterns. Although leaders expect their followers to react rationally and practically in times of organizational crisis, crises are difficult and emotionally draining situations that evoke strong emotions. The leader's high EI level, embedded in his or her TL style, offers a significant support framework for the followers' adverse emotional encounters elicited in response to challenges and unpredictable circumstances, reducing their negative emotional states in times of crisis. As a result, the functional results become more efficacious and leaders, hence, manage to reduce the crisis's negative effects on organizational performance.

Efficient leaders are capable of making the right decisions and judgments, provide motivation through a balanced blend of optimism and possible rationality, and try to communicate a shared objective. TL parameters and EI characteristics relate closely to these attributes. Focusing on organizational goals and achieving those goals can lead to positive feelings amongst the followers. Transformational leaders with higher EI levels are more likely to build a positive environment that embodies professional, collaborative, and committed followers and aim to resolve efficiently the negative impact of crises on organizational performance. Leaders with TL skills have the power, expertise, and enthusiasm to influence the actions of their followers, enabling them to form their individualized expectations and preferences to achieve the organizational objectives. The ability of leaders to understand the consequences of transformation strategies, which affect their followers' sensitive practices, is one criterion that contributes to a successful and productive workplace.

Crises jeopardize a corporation's sustainability and crises characterize uncertainty, ambiguity, and chaos. It is thus unavoidable that in the wake of uncertainty, followers seek their leaders to direct them, take efficacious and conscientious acts, and show serenity and consistency. Transformational leaders

possess the unique abilities, expertise, and inspiration that enable them to affect or direct their followers' actions, as well as transform positively their confidence and commitment in fulfilling organizational goals. Transitions during a crisis, on the other hand, are difficult to cope with because they depend on an inherent continuity and, as a result, need the supportive advantages that transformational leaders can provide. The transformational paradigm argues that when faced with a non-routine obstacle, it is not the performance hurdles, the situations, or the intervention approaches themselves that truly matter. What makes a difference, though, is how the follower perceives the performance problems, the particular situations, or the intervention approaches. When faced with a non-routine task, a leader's primary focus is to find out how the challenge affects him or her and the followers. This fact is what influences eventually the leader's acts and, as a result, the organizational outcomes.

Performance management aims to improve follower efficiency and the organizational outcomes. Leaders achieve this by the implementation of, amongst others, a range of tools, appropriate rewards, strategic interactions, proactive preparation, empowerment, team harmony, and appropriate performance assessments. Participants of this study have summarized their individual performance approaches and actions at the organizational level (during a crisis) as follow: to support productivity and to stimulate the follower, providing motivation and assistance, adopting measures for strong communication and well-focused decisions, measures, and services, and creating rituals that allow transitions to manage the boundaries between work and home. They emphasized the importance of reflecting, recommitting, re-engaging, re-thinking, and rebooting the work, workforce, and workplace. The participants have expressed the need to adhere to social interaction and human touch, and a cautious and prescriptive approach. They have indicated that uncertainty carries its own risks, which the leaders need to tackle cautiously, and expressed the significance of trustworthiness as well as the attention they need to deliver to follower burnout syndrome.

3.1.4.4.1. To support productivity and to stimulate the follower, provide motivation and assistance

Workplace interest and followers' perceptions of concerns increase with intellectual stimulation, as does their ability to think strategically about challenges. Consequently, this leadership cornerstone entails leaders' activities that maximize their engagement in addressing the followers' interests. The implications of intellectual stimulation include improved followers' ability to imagine, perceive, and evaluate underlying problems, as well as the improved quality of the perspectives they offer. By questioning the norms, engaging with problems from a different perspective, and approaching common concerns in new ways, transformational leaders encourage their followers to be creative and innovative. These leaders use motivational gestures, and subconscious feedback to encourage their followers to endeavor their career needs. When a leader seeks the desired objective, he or she communicates also how to accomplish it. These leaders identify criteria that their followers can pursue, develop priorities, exhibit dedication and confidence, and, in essence, convey inspirational motivation. Because transformational leaders respect their followers' contributions, they support, promote, and inspire them and as a result, a holistic equilibrium evolves at the heart of enthusiasm and commitment. Besides, these leaders encourage their followers to focus on goals and a vision, while also enabling them to foresee the compelling potential collection of conditions or circumstances:

“First of all, to ensure the continuity of work, to provide an environment where everyone can work motivated and productively in the new order, to make available all kinds of technical and equipment requirements.” (P1: Pos. 31)

“When the leader does not provide employee satisfaction, the contributions of that team decrease and I cannot do everything on my own.” (P4: Pos. 122)

“The biggest trap is that this institution should ensure employee satisfaction.” (P4: Pos. 134)

“Our current focus is more on the digitalization, simplification of tasks and creating more value on the (internal/external) people side.” (P6: Pos. 41)

3.1.4.4.2. Reflect, recommit, re-engage, re-think and re-boot work, workforce, and workplace

In the face of a crisis, as the organization responds to it, certain characteristics distinguish between durable and competent leaders. Recognizing the necessary paradigm change, acknowledging and managing the complexities and effects, incorporating confidence as the mechanism for transition, distinguishing the goal and launching the retrieval strategy, and benefiting from others' achievements are some of these distinct but critical leadership attributes. These leaders take specific measures for multiple parameters, and evaluate them based on their territorial role and profession. In clear contexts, they react, regenerate, and reconsider their followers' performance and they, hence, succeed. The majority of these leaders' top priorities shift to disaster management and a focus on safety protection, critical infrastructure, and the optimization of practice and training. Leaders proceed with a set of goals and a concept of where they want to go during such stages. They aim to integrate follower well-being and commitment into the company's objectives and functions. They search for opportunities for what their followers can seek. Their viewpoint stresses the importance of pursuing future goals confidently within the unknown. The way leaders manage and navigate these competing standards helps determine the organization's potential trustworthiness. Leaders maximize their influence on followers by supporting intentions, and integrating health and environmental considerations into various areas of daily tasks:

“However, in this environment, I see the opportunity both personally and as an institution to develop ourselves, to experience different ways of working and different ways of doing business that have never been experienced before.” (P1: Pos. 33)

“These were my tools. Now that I lost them, I am trying to develop something to replace them.” (P2: Pos. 172)

“A little rest, a little return to yourself. Participation in online has increased, participation in online activities has increased, thus our impact has expanded even more.” (P4: Pos. 132)

“In this period when globalization is experienced forcefully and technological development never stops, we have an opportunity to question the traditional working systems.” (P5: Pos. 30)

Leaders, who accept the capacity to upsurge what their followers can understand, develop, and perform in a technologically advanced environment, improve their followers' chances of career advancement. Perspective-taking leaders see ambiguity as an opportunity instead of a challenge and they align themselves to adopt meaningful measures to transform the unpredictable to an advantage. Leaders, who embrace these characteristics, have the ability to bring the workplace to function efficiently, lead the dynamic development of their followers, and influence a sustainable and successful performance. Welfare, environmental hygiene, and the provision of monitoring and care are all priorities of these leaders. They consider their followers' emotional health, which includes organizational activities like accommodating arrangements that consider followers' cognitive and social safety, the complexity of individual rights, and assistance. They maintain vigorously the organizational link with their followers:

“It will require to develop new working models supporting the change in company culture as well in individual mindsets, critical for the employee satisfaction with the job their doing and for their retention.” (P6: Pos. 43)

“We reshaped our processes in a short time with the contribution of our teams and managers.” (P7: Pos. 36)

“The pandemic opened new opportunities for some businesses but not for us.” (P8: Pos. 28)

“We have developed some new tools that we can use to turn this pandemic into an opportunity.” (P8: Pos. 30)

“Of course, all the positive outcomes of our investments will eventually have a positive impact on my career. In addition, from personal perspective, this pandemic gave me a change to sharpen my skills on crisis management.” (P8: Pos. 32)

These leaders articulate their business goals; they illustrate where it is reasonable to revert to predominant job objectives and where new conditions demand an updated effort; and they offer background and guidance for the reasoning behind the future challenges, the new workplace dynamics of office space and virtual practice, and the consistency of employment measures. Leaders need to change their mindset to reform tasks, their followers, and the working environment. This reality drives leaders to take chances or risks in the presence of adversity. The key goal of these leaders is to consolidate workplace stability to achieve truly responsive and useful follower participation. This fact entails creating a modern and collaborative community that operates with a strong emphasis on goals, linking followers' efforts and prosperity to the strategic performance-oriented objectives.

3.1.4.4.3. Adopting well-focused decisions, measures and services

Successful leaders pursue a content philosophy to make decisions. Leaders with a better perception of the environment are those who make assessments based on checked and evaluated information. They complete objectives that yield optimal outcomes, and explain the actions that they have taken. Credible judgment is critical for understanding functional dynamics, and explaining possible adverse effects and outcomes. Carrying a comprehensive view to supporting and servicing involves getting a thorough awareness of how all facets of the workplace connect, as well as providing directed transparency of how the leader identifies requirements, and

converts them into efficient performance. In a dynamic network, changing one factor may have an adverse effect on others and leaders define these influences, evaluate them, and prepare for challenges as much as practicable. To achieve effectively these concepts, leaders recognize the complexities of the processes, cooperate to reflect and function rationally, and search for trends in the requirements of and dynamics between the process components where necessary. They strive to achieve a goal with the fewest possible measures that they need to take. These leaders consider in terms of results, and arrive at realistic ideas that furnish positive impacts. They delete a method, system, practice, or parameter if it is unable to deliver meaningful outcomes, or generate beneficial results. They try to establish a common response to exceptions that also provides simplicity. These leaders are aware of how everything leads to the exhibition of performance:

“If I have to, I prefer to make certain decisions by minimizing the risks.”
(P1: Pos. 32)

“I always want to make sure that I have all the correct data in order not to make the wrong decision while making them. When I make decisions, I have a feeling that I am making decisions based on incomplete data, and I have a tendency to make quick decisions.” (P2: Pos. 174)

“There must be a clear explanation for everything you do; you should be able to validate them. Any decision is better than indecision; therefore, you need to make a decision keeping that in mind.” (P4: Pos. 128)

“Under this pandemic crisis, decision-making processes are also becoming more dynamic and requires more and more transparency and empowerment.” (P6: Pos. 42)

“By examining the examples in the sector, many measures that are well thought about working order and hours, meal order, hygiene habits, service order, and many other issues have entered our lives.” (P7: Pos. 36)

There exist basic roles that leaders play in their position as policymakers. The roles of leading, critical thinking, providing and distributing assets, and mediating are amongst them. The successful leader makes decisions based on transparency, belief, bravery, and interaction. These leaders cultivate because of these factors. Taking tough choices contributes to self-contemplation, and understanding one's own beliefs. These leaders evolve through expressing their issues to their followers in an organized manner. Evaluating, asking, behaving, reassessing, and engaging are some of the most important leadership roles focused on meaning formation. Observation, rational reasoning, empathy, morality, and engagement are all vital facets of successful leadership. These leaders are adaptable, open-minded about how a challenge is identified, and capable of effectively evaluating multiple meanings of issues:

“We try to provide different opportunities at different stages through strict market monitoring.” (P7: Pos. 38)

“We focused on how we can turn this crisis into an opportunity for us. We have come up with some ideas to minimize the economic impact of the pandemic on us. I can share that we were probably the first who have gone online and rendered the services that used to be face to face.” (P8: Pos. 30)

“I believe every crisis bares an opportunity within itself. We have moved almost all our services online, which meant lower costs, but we have not lowered our prices. Yes, we had to invest in sum lump some money to be able to go online, but in the end, we believe this will be financially beneficial for us. We have proven ourselves that we are as successful online as face-to-face.” (P8: Pos. 32)

These leaders recognize challenges quickly, and act swiftly to avoid them. This ability is critical not only for a leader's everyday assessment but also for coping with a crisis. They prefer to discuss and evaluate the issues collectively and frequently. These leaders assist in the analysis of circumstances, the formation of consensus on goals and tactics, and the production of mission engagement and

enthusiasm to make successful leadership judgments. They reinforce a shared culture, set up trusting relationships and collaboration, and manage and promote initiatives. These leaders foster cultural equality and ethics by encouraging and promoting knowledge sharing, secure required services, cultivate and inspire their followers, and encourage and facilitate knowledge transfer. They engage their followers in situational frameworks, which lead to efficient functions, as well as maximized engagement and encouragement. These leaders accomplish this by promoting vigorously the engagement of and including all their followers in the development of common goals and objectives. They suppress strenuously the feeling that a common goal or objective is not just a concept amongst their followers. These leaders ensure that their followers feel and embrace them as a powerful energy internally.

CHAPTER IV

DISCUSSION

This study has attempted to explain in-depth a paradigm, using an IPA methodology, of participants' (with ample organizational leadership experiences) perceptions, skills, and behaviors related to their leadership style, EI, and work practices amidst a concurrent and unparalleled form of a global health crisis. The focus of this study has been on the perceived influencing effects of the leader who leads his or her followers through his or her unique behavioral traits and other competencies (i.e., TL style and TEI skills) and with a collaborative approach to attain maximized organizational performance. Besides, this study has sought to identify these leaders' key concerns of their relationships with their followers in various aspects (i.e., behavioral and emotional), and has attempted to outline important, detailed, ethical, and required leadership approaches and workplace solutions in unpredictable and tumultuous circumstances. These circumstances have caused considerable social and economic unrest, fear amongst the workforce, diminished organizational functioning, and the general government bureaucracy more difficult to operate efficiently. This study has provided also a valuable review of the topics concerned in the sense that it has suggested an efficacious and tedious administration of an IPA methodology and process on the study's particular objectives.

The current research study has incorporated critical insights from the respondents' experiences and thoughts as the researcher has approached the participants' definitions and explanations of them through an interpretative and phenomenological look, and has followed a thematic analysis method. The study has focused on the participants' characteristics, leadership approaches, emotions, workplace practices and experiences, and the leaders' perceptions of the needs and expectations of their followers in general in their attempts to navigate toward organizational efficiency during a crisis. The findings in this study have helped the researcher understand, from the leader's perspective, some crucial views, amongst many others, such as the criticality of establishing a comprehensive and sustainable

organizational vision and mission, embraced collectively by the followers, to attain organizational efficiency.

4.1. SUMMARY OF THE FINDINGS

4.1.1. Interpretative Phenomenological Analysis

There may exist a false impression that the use of a small participant group may generate convenience for the researcher with respect to the time and effort he or she needs to put forth in an analysis process. Nevertheless, conducting IPA research is a complex and challenging work and by no means it would result in an efficient project unless the sampling group is relatively small. In using an IPA methodology, the researcher undoubtedly needs to adopt a broad range of techniques. Besides, having ample background for conducting a successful interview process is essential for the researcher to gather critical and useful information. As well, deliberate, structured, and thorough research entails the flexibility and transparency in seeing the things from the perspective of the respondent, and skill to regulate the trend that may enforce deductive theoretic concepts. The IPA methodology allows for an inductive framework that extracts hypotheses from the information provided by the participants. For an IPA paper to be successful, first, the study ought to concentrate strongly on theoretic evidence, which relates to the consistent and explicit details of the study. Second, a correctly selected group of respondents is of utmost importance as it provides a genuine umbrella of narratives, which relate strictly to the topics of discussions sought by the researcher. Third, the study needs to provide ample room for the interpretation of each concept and the findings should not be simply informative, but also interpretative and the review should lead to confluence, as well as diversity in accordance with the available literature. Finally, the composition of the article must be precise.

4.1.2. Emotional Intelligence

The focus of this research work has been primarily on describing some of the leadership's behavioral and emotional implications during a global health crisis. The researcher has aimed to depict some of the beliefs and methods that the leaders engulf in their behavioral approach to their followers for organizational efficiency, whilst concurrently predicting outcomes and coping in turbulent and uncertain environments. The following points of discussion summarize some of the organizational consequences of leaders' emotional attitudes. First, the greater the EI of the leaders, the stronger the workplace interactions, and the higher the self-awareness and standardization are. Second, based on the participants' expressions, it appears that the EI traits seem to play a key role in how the leaders apply their transformational leadership approaches to lead their followers during the pandemic, and retain their followers' engagement and efficacy. Third, the elevated EI standings of the leaders stimulate higher concentrations of accountability, as well as serenity and reinforcement that influence the success of both the followers and themselves, their developing successfully and quickly alternative options, and follower engagement and performance. Finally, leaders with higher levels of EI tend to consider opportunities to establish, or readjust the beneficial incentives (material, spiritual, or safety) for followers, especially during a health crisis. These leaders are empathic.

Interpreting correctly others' emotions enables the leaders with information on how the followers perform or are likely to perform in the future, and how the climate and interactions influence them or are likely to influence them in the future. Through EI, the leaders are more responsive to their followers' mindsets and can predict correctly their responses in different circumstances. Furthermore, emotional regulation allows the leader to concentrate on a resolution, inspire the followers, and generate an environment of excitement and positivity.

4.1.3. Transformational Leadership

The following points of discussion summarize some of the organizational consequences of the TL style and the leaders' behavioral attitudes that reflect the dimensions of TL. First, during a crisis, transformational leaders function with confidence and honesty, question perceptions and familiarized behaviors, preserve relational conformity, and provide clarity in times of uncertainty to respond effectively to their followers' needs and expectations (i.e., individualized consideration and idealized influence). Second, they articulate tasks and responsibilities, and give their followers productive advice and support (i.e., individualized consideration, inspirational motivation, and intellectual stimulation); during crises, deviations from the standard often result in extensive adjustments and these adjustments pave the way for the followers to challenge presumptions (Kuhn, 1970). Third, they play a role in transitioning the workplace framework, confronting the existing conditions, bringing the organizations into unique thresholds of accomplishment and standardization, incentivizing workplace skill-development, and offering a framework for the leadership through turbulent as well as secure intervals of time (i.e., intellectual stimulation, inspirational motivation, and idealized influence). Fourth, they motivate their followers by assigning additional or new types of accountability, fostering logical reasoning and self-actualization, and disputing the tradition (Kark et al., 2013) and these facts (i.e., intellectual stimulation, inspirational motivation, and individualized consideration), in effect, culminate a more successful, inventive, and dedicated follower engagement. Finally, the cognitive dimensions of TL style serve as regulators toward the characteristics that a crisis displays (Mumford et al., 2007). In crises, transformational leaders guide their followers through a cycle of understanding and acceptance by creating a coherent strategy that promotes redefining self-concern for a collective benefit, which eventually ensures organizational sustainability.

As 'leader authenticity' has also been amongst the common concepts, which the participants of this study have expressed, it is important to mention shortly this paradigm's relationship with TL. Research studies suggest that authentic leadership

(AL) is “a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviours on the part of leaders and associates, fostering positive self-development.” (Avolio, Walumbwa, & Weber, 2009, p. 424). Self-awareness is key to this leadership style; on the other hand, charisma is not a critical issue for these leaders (Leroy, Palanski, & Simons, 2011). “Authentic leaders provide durable relationships, and lead with purpose, meaning and values; but drawing powerful visions, having charisma and stimulating creativity among followers within an organisation may be expected from transformational leaders.” (Avolio et al., 2005, p.329) Nevertheless, a strong and positive correlation does exist between AL and TL (Banks, McCauley, Gardner, & Guler, 2016). AL has traits in common with TL, such as self-assurance, optimism, durability, and strong ethical principles. Research studies, on the other hand, emphasize the prominent distinctions between the two leadership styles as follow: “We believe the key distinction is that authentic leaders are anchored by their own deep sense of self; they know where they stand on important issues, values and beliefs. With that base, they stay their course and convey to others, oftentimes through actions, not just words, what they represent in terms of principles, values and ethics. Transformational leaders may also have this deep sense of self joining our two views of leadership, or they may be able to transform others and organizations, through a powerful, positive vision, an intellectually stimulating idea, attention to uplifting the needs of followers and by having a clear sense of purpose.” (Avolio et al., 2005, p.329)

Previous researches on leadership and managerial capabilities have posited that the process of inspiring followers is a major feature of successful governance and organization (Kanter, 1983). Transformational leaders strive to show a greater degree of self-respect, certitude, and motivation to encourage their followers to express a collective purpose (Bass, 1985). Consequently, the follower tends to display increased loyalty to the leader, and sets up an interaction with him or her that incorporates gratefulness and appreciation. In line with previous research

studies, the respondents' narratives in this study have revealed also that obtaining follower loyalty becomes a specifically vital issue during times of uncertainty when the leader has an increased need for cooperation, and mutual trust between him or her and the follower. Likewise, a collectively adopted approach to a shared goal helps the leader attain organizational effectiveness during crises. This pluralistic perspective of the respondents describes the extent to which followers prioritize organizational effectiveness (Singelis, Triandis, Bhawuk, & Gelfand, 1995). Research studies have suggested that TL would be more impactful when the need for a collectively adopted approach is required due to the compelling urgency of follower-alignment, task-focus, and trust for the leader (Jung, Bass, & Sosik, 1995).

4.1.4. Emotional Intelligence and Transformational Leadership

The results of this study have suggested that emotionally intelligent leaders are also more likely to display the characteristics of TL, as TL style seems to embed the elements of EI. The results have suggested strongly that transformational or charismatic leaders master emotions and EI provides a framework, and constructs a terminology to clarify how the leaders navigate around emotions. The respondents' narratives have suggested that the dimensions of TL, most demonstrated by the directing effect of (Trait) EI, particularly during a crisis, are individualized consideration and inspirational motivation. Inspirational motivation entails optimism, encouragement, motivation, adaptability, assertiveness, and risk-taking. EI characteristics such as self-awareness (i.e., self-confidence), self-regulation (i.e., conscientiousness and innovation), self-motivation (i.e., commitment and optimism), empathy (i.e., organizational awareness), and social skills (i.e., influence and persuasiveness) play key roles in the emergence of this specific TL dimension. Individualized consideration entails acknowledgement, support, concern, flexibility, and facilitation. EI characteristics such as self-awareness (i.e., accurate self-assessment), self-regulation (i.e., trustworthiness, integrity, and initiative), self-motivation (i.e., achievement orientation), empathy (i.e., service orientation), and social skills (i.e., conflict management, efficient communication, and collaboration) play key roles in the emergence of this specific

TL dimension. Although the respondents have somewhat less explicitly expressed the influence of EI on idealized influence and intellectual stimulation than the above-mentioned dimensions, research studies have suggested that EI plays a significant role as well in attitudinal behaviors related to these two dimensions. These results have endorsed the observations as documented in earlier research studies (Gardner et al., 2002).

A criterion that results in a strong and dynamic workplace is the willingness of the leaders to pre-consider the effects of transition strategies, which influence their followers' responsive behaviors. All the respondents of this study have shared their views that EI and TL's role in tackling workplace efficiency is crucial, as leaders need to achieve maximum organizational performance. Leaders, who implement transformation processes, should acknowledge their followers' behavioral reactions to reduce detrimental workplace consequences. Thus, a leader with the ability to alter appropriately his or her attitudes, perceptions, and actions in light of unexpected disruption in a manner that embodies the followers' concerns and needs, also carries healthy EI skill sets. Inherently, an emotionally intelligent leader is ideally equipped to oversee organizational transition efforts whilst paying careful consideration to his or her followers, who may demonstrate undesired attitudinal responses to transition and if the leader fails to recognize the emotional reactions of the followers to change, transition, or uncertainty, he or she would certainly accelerate the deterioration of organizational efficiency.

Based on the observations in this study, as mentioned earlier, the researcher has construed the fact that leaders with higher EI levels are more likely to display TL behaviors; nevertheless, future research needs to examine the extent to which leaders with different levels of EI display TL behaviors. When examining the respondents' narratives in this study, it becomes more evident that the TL dimensions, which correlate positively with EI traits, are principally individualized consideration and inspirational motivation. Respondents' less frequent emphasis on the impact of EI on idealized influence and intellectual stimulation may suggest that EI's effect on these two dimensions is less than its effect on other TL dimensions.

However, idealized influence entails also charismatic approach; charisma, on the other hand, embodies the act of signaling to group members, one's readiness to lead, and the signaling mainly refers to communicating in a value-based and emotional way. Hence, there exists some ambiguity in the literature, which explains idealized influence as a measure that often focuses on how much the followers admire the leader and these can be the consequences of signaling; future research studies need to address this dubiety.

4.1.5. Emotional Intelligence, Transformational Leadership, Crisis Management and Organizational Performance

Leaders who display TL aspects are those who possess the ability, experience, and charisma to affect their followers' behavior, allowing them to shape their individualized standards and desires to accomplish the operational objectives. The respondents, nevertheless, have described these modifications to be complex, since they require internal consistency, and certain suitable visionary capabilities such as incentive for creativity, analytical stimuli, and interpersonal empathy, which are all key factors that maneuver the organization and the followers through crises. The results of this study have addressed also the fact that through integrating their EI attributes in times of crises, leaders with TL styles should devote careful consideration to improving further their leadership skills and individual strengths. TL and EI, together, play a significant and critical function, particularly when the organization faces societal and financial instability, and is therefore in the cycle of transformation and that the TL dimensions can contribute to optimal efficiency as well as productive guidance, supported by the leaders' embedded EI abilities. TL requires the involvement of both the leaders and their followers and handling interpersonal interactions is the key substance of such a transitional phase. If the leaders dwell on objectives, but do not develop and change their followers' perceptions or habitual behaviors, or establish a great deal of bond with them, it becomes more difficult to achieve strategic objectives or workplace productivity. This study has suggested also that TL style is a significant means to enable entities to develop their competencies, particularly for those faced with vigorous pressure

more. This study's results have manifested that the leaders need to recognize, acknowledge, and apply those values, which EI skills provide, to attain the much needed 'best' effects. The outcomes of this study have implied further that the leader's EI skills can have a significant effect on the followers' engagement. For example, self-esteem helps the leader make choices without experiencing much anxiety, and act with the support of his or her followers. Openness, which also has its roots in TL (i.e., inspirational motivation), is a basic element of EI (i.e., self-regulation). EI helps the leader handle himself or herself and the follower transparently, and efficiently, with the primary goal of attaining success in organizations.

The respondents have described likewise that TL style strengthens follower morale, and maximizes follower efficiency. Such a leader's (traditional) acts include cultivating and expressing an optimistic image of the direction of the workplace, engaging in behaviors that bring out the best in the followers, displaying sincere interest and appreciation for others, and creating a culture of cooperation instead of dominance and rule. These attributes, which the respondents have expressed, play a critical role in overcoming uncertainty and avoiding tumultuous working processes. The unique features of EI, which are self-awareness, emotional empathy, integration of emotions to promote emotional thinking, comprehension, authenticity, self-regulation of emotions, and guiding others to regulate their emotional behaviors positively, are, hence, vital virtues in managing crises.

Research studies have suggested that TL is a very influential type of leadership due to its dynamic and individualized-focus style (Sabuncuoglu & Tuz, 2008). This leadership style is responsive to creativity, which requires fundamental organizational transitions. Leaders, who display TL attributes, consider themselves as advocates of reform and they inspire their followers. The findings of this study have exhibited the irrefutable reality that two constructs, which are leading and instability, link tightly with each other. Crises endanger the stability of an entity and confusion, complexity, and turmoil signify them. It is, hence, inevitable amidst the turmoil that the followers expect their leaders to take the appropriate and

considerate actions, guide, and demonstrate calmness and coherency (Zhang & Bartol, 2010). One of the more crucial emphases of this study, hence, has been to interpret and present how transformational leaders, embedded with EI capabilities, describe their handling of crises. Reviewing existing research studies on TL, coupled with the respondents' narratives, it becomes evident that this type of leadership includes creating a common purpose, inspiring and encouraging followers to achieve this purpose (Zhang et al., 2010), taking care of the followers' needs and requirements, and empowering them (George, Craig, & Snook, 2015). Such leaders choose to resolve to consistency, prioritized follower concept and they cooperate to maneuver their followers and their organizations efficiently through crises.

The performance approach, during crises, necessitates the leader to track various practices and functions at the workplace to maintain that all services provided, as well as the process by which the organization delivers them, are appropriate and efficient. Defining the performance requirements that are applicable to the predetermined initiative, and determining how to achieve them, as well as the systematic modification of a scheme or structure to raise the trust or consistency of the result, are two distinct aspects of organizational performance. It refers to the ongoing commitment to maintaining a framework's credibility and efficiency in delivering a goal, as well as the organized or expected measures required to ensure that services meet the defined criteria. The leader's goal is, hence, to ensure that all participants cooperate profoundly to enhance the business policies, services, and culture to generate a sustainable performance. The performance-oriented method entails a set of criteria established collectively to ensure that the functions and outputs meet the appropriate requirements, or are suitable for a particular task. Consequently, the leader's goal is to set up key objectives that the followers also decide on and have faith in, determine how they collectively assess the goals and objectives, and undertake the measures necessary to assess performance. The successful leader recognizes and resolves any performance

problems that occur, monitors the aggregate standard of performance attained, and maintains that collective output meets the expectations as well as standards.

A global health crisis, which evokes functional turbulence, also elicits emotional responses amongst the followers. Such responses are as basic as being logical and practical conducts. Admittedly, although the leaders expect their followers to respond reasonably and practically in times of crisis, such crises are traumatic and mentally fatiguing circumstances that may elicit extreme feelings. Crises often influence organizational performance if not handled appropriately and, hence, the EI of the leader plays an important role in his or her ability to shield against the adverse reactions exhibited by the followers. In this study, the respondents' descriptions of this prospect, thus, have offered resolutely their awareness of the important function that EI skills play in organizational efficiency during crises.

The COVID-19 pandemic reveals just how exposed the workforce is to social and economic danger. Because of the pandemic, many business sectors around the globe reorganize or dissolve, many people lose their jobs, and the psychological, financial, social, and health effects of these transitions are prone to being enormous. Besides, the effects of the pandemic have a greater impact on distinct workforce demographics, depending, amongst others, on leadership effectiveness, organizational strength, follower personality, and culture. However, the findings of this study have suggested also that severe situations may present opportunities for the identification and comprehension of factors that are critical but not apparent under idealistic or standardized circumstances. The COVID-19 pandemic crisis, no doubt may generate positive organizational effects, which may lead to reduced operational costs, increased use of technology, productivity, a change in the workforce structure and way the organization operates, and the creation of new kinds of jobs and titles. On the other hand, to achieve these positive outcomes, as the participants of this study have all explicitly expressed, the organizations need experienced and emotionally intelligent leaders who display genuinely TL behaviors.

4.1.6. Successful Leadership

The importance of leadership at every level of life cannot be underestimated. Whilst many leaders perhaps have not demonstrated managerial or approachable equivalence in response to the uncertainty, emptiness, and despair created by the COVID-19 pandemic, the hard work, and learning them will contribute to positive implications in supporting their journey to perseverance and becoming strong leaders. Successful leaders of the future will be those who can bring communities together, make difficult decisions and detect the opportunities that others do not see, take the right actions on time within the framework of a collective understanding and acceptance, and acknowledge successfully everything that is going on around them. Leaders, who can make the right decisions quickly, work in complete harmony with their followers despite being under pressure, comply efficiently with their followers' basic needs and expectations and still achieve the results they care about, outline the concept of (future) successful leadership. In other words, in the definition of future leadership, in fact, those leaders, who possess EI skills and display genuine TL attitudes, and use them in the most efficient and ethical way and therefore, have internalized the concepts that are important, are the ones who will shape the future. It will be important for the leaders to understand what really is going on, listen carefully or read and analyze the relevant information, and have the cognitive capacity to adopt the consequences of proposed decisions.

The effectiveness and efficiency of the workplace depend on and demand for successful leadership. Successful leadership provides a sense of mission and solidarity amongst all the stakeholders. Developing a healthy corporate atmosphere creates a culture where followers achieve their optimal productivity, and successfully engage in pursuing organizational goals. Leaders, hence, engage strenuously their followers in the creation of specific key processes and strategies. These leaders drive passionately their followers' morale and as a result, the followers' performance and commitment increase dramatically. They encourage their followers to continually develop their abilities and retain continuity in their

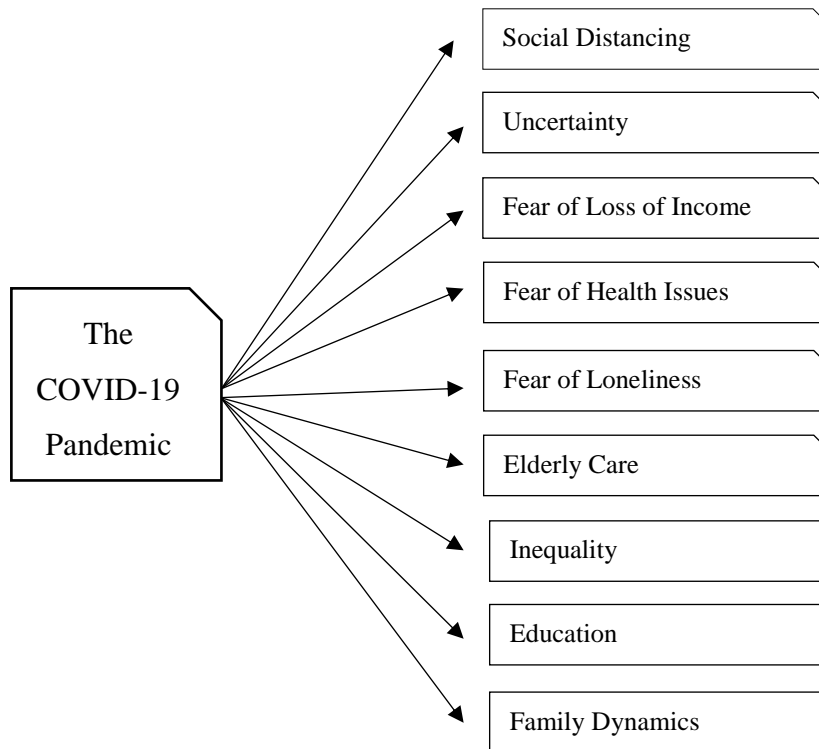
tasks. Inspiring them, including and engaging them in judgments and decisions, and acknowledging their accomplishments are all part of this concept. Followers perform to their full capacity when they feel respected, as it enhances their morale and inspiration. They feel motivated and responsible for their decisions when their leaders encourage them to be engaged in daily activities.

4.2. IMPLICATION OF CURRENT STUDY

Efficacious qualitative research strengthens our understanding of the perspectives, relational frameworks, methods, conceptual breadths, and behaviors of leaders with TL attitudes and high EI competencies. An effective IPA, hence, incorporates both the theoretic and prominent perspectives. The purpose and nature of a methodology of a phenomenological study (i.e., IPA) is its capacity to examine, probe, and decipher the participants' encounters. "We conduct qualitative research because a problem or issue needs to be explored." (Creswell, 2018, p. 47) In every descriptive analysis, hence, the qualitative method provides the opportunity to analyze, evaluate, and consider the contentious topics. In a research study that aims to extract analytical data from the participants' narratives and on the impact of TL style and EI skills on organizational performance during a global health crisis, IPA methodology, hence, is one of the potent methodologies to apply.

This study has helped observe certain key connotations of topics of discussion amidst a pandemic crisis that has caused also unprecedented social implications (Figure 4.1), which the respondents have described. It is important to note that the current generation of leaders and their followers are experiencing the unknown, which has already caused and will continue to cause diverse economic, social, political, organizational, way of life, and work consequences as well for future generations.

Figure 4.1. Social Consequences of the COVID-19 Pandemic



Some of this study's findings have implicated that EI helps leaders achieve high quality interaction, efficiency, consistency, workplace rapport, perception, and trustworthiness. High levels of EI create higher levels of accountability as well as comfort and encouragement, which affect positively the potency of both the followers and the leaders in their resolution, participation, and performance and help leaders to identify prospects for incentives that ultimately succeed. Hence, leaders gain the advantages of enhanced judgment practice and productivity, thereby achieving sustainable operational progress and organizational performance. The findings of this study have suggested that EI influences the propensity to resolve crises. The leaders, therefore, should also strive to develop their (Ability) EI skill sets to deliver progressively successful assessments in the wake of unforeseeable circumstances, which are undoubtedly challenging for most leaders. Leaders with higher EI, in unpredictable situations, are also likely to make assessments that are more effective. It is no less important to suggest that the impact

of the EI level of leaders, on regulating followers' aversive behavioral attitudes in reaction to organizational challenges, holds with it some important consequences for leaders, which concern interesting frontiers in their EI practices.

Transformational leaders, on the other hand, possess distinct skills, experience, and charisma, which help influence or guide their followers' behavior and transform their followers' faith and engagement in achieving the organizational objectives. These adjustments during a crisis are, however, complex, since they rely on an intrinsic consistency and, hence, require the advantage, which transformational leaders are in a position to offer. Managing interpersonal interactions is the key substance of the means of implementing change and transformational leaders set up strong relationships with their followers to attain organizational engagement, commitment, and performance. Transformational leaders are open to innovation, make radical changes, behave as change agents, inspire their followers toward a mission, develop a shared vision, encourage their followers, and care about their needs. A leader, who uses a TL style with the ability to adapt his or her emotions, thoughts, and behaviors to unpredictable circumstances, embodies, hence, a set of balanced EI skills. A competent transformational leader, who is strong in self-regulating his or her emotions, is often responsive to and supportive of the concerns of the followers, whilst not giving in to the susceptibility of appraisal, and the need to protect his pride (Riggio, Murphy, & Pirozzolo, 2013).

The leader's ability to reason and maintain harmony is important. The conceptual paradigm raises awareness of meanings, assumptions, and behaviors (as being the human norms) amongst the followers. The inevitable consciousness of life creates conscience predictions in a workplace setting. Having a sense of meaning is important, particularly during the planning phases of judgments and decisions when challenges or uncertainties exist. It is both a function and a result of the decision-making mechanism because conclusions both form and result through interpretations. It is significant because, in organizations, circumstances create systemic challenges. When leaders and their followers embrace genuinely a

purpose, they link to and unite around a shared goal. Individual aspirations, hence, give way to collectively embraced ambitions. A successful leader recognizes that the secret to stimulating his or her followers lies in building a common conceptual image of the workplace potential that reflects the common ideals and desires of all participants.

This study has contributed also to interpret some key implications in the organizational, leadership, and follower contexts of important issues of discussion in the wake of a pandemic crisis that has impelled extraordinary ramifications (Table 4.1), which the participants of this study have narrated.

Table 4.1. Key Implications of Topics of Discussion

<i>Categories of Crisis Effects</i>	<i>Sub-categories of Crisis Effects</i>	<i>Transformational and Emotionally Intelligent Leader's Moderating Attitudes</i>	<i>Outcomes</i>
Organizational	Internal Communication Failure	Increased Communications and Bonding; Empathy	Collaboration, Confidence, Adaptability, Decision-Making
	Decreased Quality in Decision Processes	Individualized Attention and Stimulation; Recognition	Functionality, Engagement, Efficiency, Agility
	Corrupted Relations Between Departments	Direction, Collectivism, Support, and Coherence; Assistance	Practicality, Coherence, Collectiveness
	Loss of Control of Perceptual Processes	Common Purpose, Vision, and Strategy and Operation Formulation; Motivation	Direction, Purpose, Adaptability, Accomplishment
	Confusion in Mission, Authority, Responsibilities, and Safety	Change Leadership, Clear Mission and Responsibility Allocation, Effective use of HR, and Situational Decision-Making Authority; Understanding	Motivation, Environmental Assessment, Courage
	Increased Differentiation and Conflicts	Acknowledgment, Negotiation, Creativity, Delegation	Coherent Decision-Making Processes
	Diverging Organizational Values	Role-modelling, Charisma, Stability	Shared Vision and Mission, Trust, Reliability
	A Huge and Urgent Reset	Organization, Assertion, Adaptation, Optimism	Stability, Coherency, Goal-Orientation, Flexibility
	Virtual Operations	Stimulation, Empowerment, Innovation, Effective Communication	Command, Control, Encouragement
	Diminished Organizational Performance	Experienced Decision-Making Processes, Agility, Durability, and Sharing; Diligence	Collectivity, Common Purpose, Functionality, Financial Stability
Leader	Centralized Authority	Balancing Optimism and Realism, Charisma, and Concurrence; Self-awareness	Rationality, Contextual Understanding
	Inadequate Coordination	Collectivism, Frequent Updating, and Organizational and Circumstanced Practicality; Self-regulation	Time Management, Strategy Formulation, Collaboration
	Leadership Development	Training, Facilitation, Flexibility	Adaptation, Innovation, Education, Effectiveness
	Strategic Policy Decisions	Risk-taking, Trustworthiness, Managing Uncertainty	Efficient Management of Uncertainty, Strategic Planning
	Pressing Personal Challenges	Moral conduct, Ethical, Inspiration, Motivation	Effective Leadership, Follower-Orientation, Others-First Attitude
	Staggering Sudden and Unprecedented Demands	Reliability, Appreciation, Encouragement	Creativity, Speedy Resolution, Increased Concern, Facilitation
	Failure in Tracking and Measuring Changes	Empathy, Consideration, Sharing	Appreciation, Adaptation, Empowerment, Consideration
	Need for Training	Concern, Motivation, Inspiration, Challenge	New Skills, Needed Skills, Role-Modelling
	Virtual Leadership	Effective Communication	Collectivism, Guidance, Control, Challenge
	Exhaustion	Follower-orientation, emotional intelligence, intellectual stimulation	Acceptance, Motivation, Idealized Influence

Table 4.1. (cont.) Key Implications of Topics of Discussion

<i>Categories of Crisis Effects</i>	<i>Sub-categories of Crisis Effects</i>	<i>Transformational and Emotionally Intelligent Leader's Moderating Attitudes</i>	<i>Outcomes</i>
Follower	Induced Stress on Performance	Inspirational Motivation, Facilitation of Job Crafting, and Flexibility; Optimism	Diminishing Stress Levels, Increased Performance Quality and Quantity
	Reduced Tendencies in Organizational Change	Incentive, Intellectual Stimulation, and Change Management; Encouragement	Entrepreneurship Type of Fast and Efficient Decision-Making Processes
	Demoralized Staff	Acknowledgement and Understanding, Sense of Purpose, and Motivation; Empowerment	Resolved Individual Conflicts, Increased Mutual Trust, Diminished Discontent
	The Rise of Fear and Panic among The Personnel	Individualized Consideration, Frequent Communication, Acknowledgment, and Assurance; Kindness	Less Traumatic Stress, Engagement, Concentration, Comfort
	Physiological and Psychological Depression	Structural, Operational and Job Safety Issues, and Rapport; Social Skills	Belonging, Trust, Security
	Increased Self-Defense	Follower Commitment, Concurrence, Stimulation, Collaboration, and Idealized Influence; Self-motivation	Organizational Devotion, Belonging, Job Security
	Loss of Goal Orientation	Intellectual Stimulation, Personal Recognition, Framework Innovation, Objectivity, Clear Coping and Operational Strategies and Mission; Responsive Behavior	Consistent Behavior, Emphasis on Long-Term Goals, Vigilance, Mental Efficiency
	Considerable Distortion of Stimuli	Individualized Consideration	Motivation, Purpose, Sharing, Assessment
	Rigid and Dogmatic Adherence to Some Values and Positions	Idealized Influence	Flexibility, Reliability, Trust, Collectivism
Work From Home	Inspirational Motivation	Guidance, Empowerment, Encouragement, Flexibility, Safety	

The participants' accounts in this study have suggested resolutely that during a crisis, intellectual stimulation is a necessary leadership tool to challenge the followers to correctly analyze a situation, reduce panic, stay optimistic, and acknowledge the circumstances. Individualized consideration plays a significant role in creating a perception of the leader and the organization, as a caring actuality. Inspiring motivation becomes essential to meet the followers' anticipation of their leaders to communicate high expectations, and influence their resolve so that the followers can achieve a high level of performance. Idealized influence provides for 'praised' charisma, which helps unify the followers to work enthusiastically for a common goal. Besides, during crises, transformational leaders are skillful users of emotions, which, consequently, help manage follower anxiety and concern.

The COVID-19 pandemic affects the way leaders deal with key concerns surrounding the planning issues and attitudes of their followers. Synchronized and deep deterioration in morale, a marked downturn in consumption and services, depressed mobility, severe hit to the labor market, contraction in global trade, disruptions in social and economic activity, and uncertainty of the future are amongst the prominent topics of today's leaders. The COVID-19 pandemic has laid the foundation for leaders to mix the tried and proven leadership styles in new and innovative ways. The leader is now in a position to make sure to maintain the organizational functioning running and progressing, whilst concentrating on being adaptive to respond adequately but fiercely in a rapidly evolving world where the impact of the COVID-19 pandemic, and the strategic judgments and feedback from the followers and external partners can diverge dynamically. Hence, leaders need to explore innovative and stronger forms of interpersonal leadership behaviors in an endeavor to give their followers, many of whom are experiencing unquestionably challenging individual problems, distinguished support.

Today's leaders ought to cope with the fact that varying on the distinct personality traits, professions, and organizational culture, many of their followers experience sadness, depression, fatigue, anxiety, isolation, and insecurity. The leaders need to inspire their followers to remain active participants of their

organization, whilst also encouraging and supporting them in tackling the pandemic's psychological and moral consequences. Individualized consideration, inspirational motivation, personal recognition, self-regulation, empathy, and social skills are amongst the behavioral attributes that will help the leaders best to cope strategically and efficiently in adjusting to these tough and challenging circumstances. Leaders will need to analyze, acknowledge, and (if necessary, display or acquire the necessary skills) address those challenges wisely, methodically, and in a manner that embraces collective needs and desires to cope firmly with a huge crisis such as the COVID-19 pandemic. Leaders, otherwise, will risk fulfilling their obligations to maintain their followers' psychological, as well as physical well-being, or attaining the successful continuance of follower retention and organizational performance.

4.3. LIMITATIONS OF CURRENT STUDY AND RECOMMENDATIONS FOR FUTURE RESEARCH

4.3.1. Interpretative Phenomenological Analysis

Literature studies point to many critical universal limitations of a qualitative study, which the researcher needs to take into account. First, participants' accounts of their observations, however accurately professed they may be, the researcher's readings of them may be somewhat biased. Second, an absence of unanimity on the hierarchical frameworks between the researcher and the participants may also lead to avoiding alternative but relevant and critical aspects of the analysis. Third, the potency of the researcher to have previous experiences with, and intimate but inadequate knowledge of participants, for example, may further impinge on an impartial research paper. Fourth, the researcher should base his or her analysis on ample descriptive information, and be rigid. Fifth, the researcher needs to provide a broad scope for the interpretation of each topic, which should not only be informative but also analytical. Finally, the researcher should refer to concurrence as well as diversity and must write with diligence. In this study, the researcher took

great care to avoid falling into the traps of the above-mentioned risks and limitations, which a qualitative analysis may embody.

In general, a qualitative research methodology depends on a small number of participants. This reliance, hence, may demarcate the universality of the articulated encounters. This study has focused on the impact of the actions and decision-making processes of leaders with ample degrees of EI levels, and a genuine TL style of governance amidst unprecedented uncertainty. The researcher has based his analysis on a qualitative methodology, which has helped him gain significant oversight through the interview processes. A lack of a sufficient number of participants of diverse sectors and organizations of different sizes may limit, however, the generalized findings of this study. Likewise, the participants' individualized understanding of their encounters and sentiments, the development of the end objectives or questions, and the evaluation processes may influence the structuring of the framework of the analysis. Other limitations may incorporate conditional restrictions such as financial and cultural diversities, distinct organizational factors that may exist, and other non-operational individual and organizational determinants.

4.3.2. Leadership

Consequently, to be able to draw other distinct implications, the researcher suggests that future research studies should focus more closely on the diverse types of leadership styles that leaders adopt (e.g., AL, PTL, and charismatic leadership) and examine the related influences of both TEI and AEI on organizational performance in these contexts. The intent in this thorough analysis rests on the contribution of the potential and relevant leadership behavior consequences in guiding the followers to pursuing organizational efficiency amidst a global health crisis. We do not also yet fully recognize the prolonged effects of the COVID-19 pandemic crisis for the leaders, their followers, and organizations (e.g., its impact on follower morale, efficiency, and retention). To understand the long-term consequences, scholars may also need to look further into lived experiences, and

gain knowledge on how leaders and organizations have managed previous pandemics. The COVID-19 pandemic is a phenomenal circumstance because it is a challenge also to public well-being and thus needs dealing through a distinct range of behavioral mechanisms. Hence, we need the formulation of additional theories about how distinct kinds of challenges such as the global health crises affect organizational behavior.

It seems important to note also that this study has concentrated on genuine TL style of governance and EI skills of leaders. Research studies should not underestimate the fact that certain leaders may look or behave in a variety of styles to entice and convey the features of TL, but their genuine attributes or intensions gradually may manifest as otherwise. Pseudo-transformational leadership (PTL), for example, embodies “low idealized influence and high inspirational motivation and these associate with higher perceptions of fear, obedience, dependence, perceptions of abusive supervision, and job insecurity by followers.” (Barling, Christie, & Turner, 2007, p. 858) Besides, these leaders may display “high idealized influence and low inspirational motivation and these associate with the lowest levels of obedience, dependence, and job insecurity among followers.” (Barling et al., 2007, p. 858) When a pseudo-transformational leader sees little benefit in assisting those who do not demonstrate the potential of providing him or her with quick benefits, their true intentions emerge but the followers’ perspectives of the true intensions of their leader may take a while to reformat. These leaders are interested more in self-promotion and they embody tactical judgment mechanisms, focus less on moral guidelines, and disregard their followers. They undervalue regulatory concerns, and prioritize private agenda over workplace interactions. PTL is beyond the scope of this study, but it is critically important (because of the above-mentioned reasons) that future researchers must ascertain that, in their studies, the participant bodies entail ethical respondents, who openly and freely provide genuine information about their leadership attitudes and experiences. Otherwise, these researchers need to examine in-depth the followers’ perspectives of their leaders as well.

4.3.3. Emotions

This analysis has incorporated from the leader's perspective the emotions, which their followers may have been experiencing such as uncertainty, tension, distress, and anguish as well as the work outcomes such as task engagement, and efficiency as the potential consequences or effects of the COVID-19 pandemic crisis. Future research could extend this framework to incorporate different behavioral responses, which may include, for example, sorrow, fury, remorse, disobedience, and dissatisfaction. Besides, researchers may introduce the implications of workplace engagement, mental fatigue, and avoidance into their analyses. Likewise, researchers may examine other effects of psychological responses to an organizational crisis such as socially desirable behavior, the handling of organizational commitments, and other positive expressive attitudes, which may also persist in such uncertain conditions. Future research could present this framework through a quantitative evaluation methodology, and, hence, reaffirm or enhance the aforementioned outcomes. Such quantitative research would improve the awareness and knowledge of how leaders, in times of uncertainty, use their distinct cognitive and leadership capacities and enhance existing theories on AEI and TEI, as well as their interactions with distinct leadership styles in diverse contexts.

4.3.4. Followers' Perceptions

We should discern that there might be a difference between how leaders recognize themselves in dealing with a crisis and how followers actually perceive and internalize the actions of their leaders. Most competent leaders may believe that they hold the requisite characteristics of TL, and EI skills, whilst the followers may not agree with that fact or the leader may not display adequately those abilities. Further research on this study's topics that would include the followers' perspectives of their leaders' actions and attitudes might inherently shed more light in understanding the ultimate effects of TL style, with the influencing or guiding role of the leader's EI skills, on the followers as well as organizational performance

during crises of considerable proportion. The possibility that the leader overestimates one or more of his or her TL traits (i.e., idealized influence and individualized consideration) and that this possibility being not quite apparent in the descriptive narratives of the respondents, further supplement the importance of attaining also followers' perceptions of their leader's behaviors and actions. Followers' perceptions become crucial if, as discussed above, the respondents (as leaders) do not sincerely express their (leadership) behaviors, mislead the researcher, and aim to hide their true style of leadership (e.g., PTL).

4.3.5. Constraints

This study has focused on the effects of leaders' behaviors, decisions, and resolution processes, which bring about certain other constraints. These constraints include contextual barriers and overarching considerations such as operational and financial restrictions that are unique to an organization, many of which are outside the scope of this analysis. Besides, non-operational considerations may also affect or place pressure on the leader's progressive handling of a crisis, such as the exerted pressure of major stakeholders, or the upper executive branch and cast doubt on TL's and EI skills' positive and necessary contribution to organizational performance.

Coupled with the existing literature, the results obtained, findings suggested, limitations recognized by the researcher of this study, and interpretations of the emotions, behaviors, attitudes, thoughts, and observations of the respondents, are now all subject to and provide a plausible perspective for future studies by scholars.

CHAPTER V

CONCLUSION

There are several important facets, which the researcher believes that this study contributes to the existing literature on TL and EI relationships. First, the researcher has tried to demonstrate the strength of a qualitative analysis methodology (i.e., IPA) in constructing a framework, which combines interpretations with existing theories, and helps confirm them. Second, through a qualitative analysis, the researcher has identified and correlated with each other many critical aspects of leadership behavior patterns. This may prove to be extremely difficult, time consuming, or even impossible to do so in a quantitative study. Third, this study has examined and shown the strength as well as the necessity of the TL-EI relationship for attaining maximized organizational performance during the pandemic and utilizing an IPA methodology, this study has stood out as unique. Finally, the researcher has developed a personal framework to pursue as a future study, through an IPA methodology, where he will examine a new leadership model, its interactions with (ability) and (trait) EI, and their coupled effects on organizational performance during or in the absence of crises.

The researcher's efforts to reach an understanding of how to define the functions of the TEI skills and the TL style in improving and transforming organizational performance have provided some clarity on the associations of these two constructs, and have suggested that scholars should build up related literature reviews. These associations suggest that TL style seems to embed EI traits; this study's findings, hence, propose that the EI traits and TL dimensions intervene with each other; it seems also that EI enables TL to emerge. Though it may not be appropriate to conclude that EI is the only quality that matters for the materialization of TL (for example, leader's individual dispositions in personality, values, and attitudes play obviously a critical role in TL style), but that EI is a definitely crucial component, which must exist to a degree. The TL style influences the actions of the followers and the leader's EI levels influence these

transformational attitudes. The interaction between the EI of the leader and his or her style of TL offers a strong propensity for association and exigence. Consequently, organizations need to invest in the development of their leaders' personality traits, emotion regulations, attitudinal behaviors, and thought patterns through a series of training programs.

The TL concept has been attracting plenty of interest from scholars, experts, leaders, organizations, and policymakers over the past two decades. TL is a conceptual construct that is appealing and mainly relevant because the TL style has helped increase the leaders' standards of achievement and complacency with their followers. The awareness and appreciation of TL have evolved, hence, for its almost omnipresent implementation as well as its recognition as being an ideal type of leadership in almost any circumstance. Transformational leaders carry high aspirations for their followers and trust that their followers will exert their ultimate effort in the workplace. Consequently, these leaders encourage, engage, promote, and motivate their followers to surpass the typical achievement standards. These leaders concentrate on their followers, their concerns, psychological and professional development, and physical well-being. Respondents of this study have all achieved prominence within their respective positions and organizations, and have demonstrated through their narratives that they embody all the dimensions of TL style. The participants of this study have all reported to practice motivation, either clandestinely or openly, to inspire their followers. Literature studies have already suggested that there exists a strong degree of association between effective organizations and TL and this particular study has suggested that a TL style is an incredibly beneficial instrument to manage transition, performance, or sustainability especially during a crisis.

Making decisions more collaboratively, listening to their followers, sitting at meetings where all (genuinely) discuss impacts and outcomes, or trying to find the best way of action collectively pave the way for successful leadership. A leader, who thinks he or she is the only decision-maker, will not achieve (ultimately) the best outcome. The leader, who is successful today and who will be outstanding in

the future, is the one who can cope with the extraordinary pressures, and the speed at which problems or challenges arise. He or she will be the one in succeeding to gather all the audiences he or she addresses, under one solid roof. Great leaders, hence, need a certain amount of humility and courage. Displaying humility, understanding their followers, accepting that they (leaders) do not know everything but that rather depend on others, showing courage, the ability to foresee an outcome, forcing and constructing it, and avoiding or quickly overcoming time-consuming comments and approaches make up the important concepts in the leadership journey.

The developing global turmoil due to the COVID-19 pandemic, which has affected many communities and economies around the world, is one of such rare adverse occurrences. This global turmoil may have the potential to present a much more important impact on the organization than its existing internal problems. The explanation that underlies this concept is the existing threats of external causes, which add to more uncertainty than from the more manageable internal threats or presuppositions. Whatever the form of the crisis is, it can induce a significantly detrimental organizational performance because of the unprecedented challenges these organizations now endure. Amidst such crisis, the successful leaders will be able to, however, consolidate their sphere of influence by indulging in bureaucratic processes that are beneficial, correcting or delegating the bureaucratic work as well as related responsibilities with agility, and reshaping them against potential challenges that lie ahead. Besides, leaders will be able to achieve genuine dialogue if they can address both their strong and weak allegiances, whilst strong ties can encompass stakeholders who provide unnecessary information, weak ties, on the contrary, may also transpire as frameworks that generate new ideas; and a successful leader cannot ignore this fact.

This study has suggested that a crisis such as the COVID-19 pandemic, which has developed by (non-controllable) external factors, entails rising threats, and comes along with both negative and positive ramifications. A successful organizational transition, potential acknowledgment, engagement, and beneficial

experience impacts may illustrate an assessment of the positive side of this health crisis. Negative effects, on the other hand, entail caused leadership challenges, diminished follower performance, and organizational inefficiency. Through careful planning for all eventualities, increased communications, and appropriate leadership, organizations will effectively deal with the threats and the adverse effects of the crisis.

Leadership style is no doubt a most important aspect of proper organizational functioning. Organizations are in a position to measure the leaders' cognitive and professional traits and improve them by employing consistent performance-leadership processes. Research findings reinforce the contention that TL style is critical also for organizational growth, success, and sustainability. Likewise, TL, embedded with the leaders' EI capabilities, culminate in an increased dominance and influence on one another. Both the TL style and EI skills shape organizational performance, but their equilibrium results in overcoming the strains of the circumstance. Inherently, effective leadership, during an imposed organizational transformation (or threat), is about encouraging, guiding, and assisting the processes of amelioration. A crucial factor is for the leaders to recognize that the followers may display atypical behaviors, and communicate unpredictable demands during transformations. Correspondingly, a formerly cohesively and efficiently functioning workforce may begin to display limited performance, and struggle in ways that demand higher levels of leadership guidance. This fact is quite a characteristic of the psychological and cognitive dynamics inherent in adapting to and incorporating challenging transitions. Unproportioned or inadequate risk assessment may also interfere with individual standards, which are fundamental values that dwell in the subconscious, and influence behavior, as ideals or perceptions that are never abstract or isolated and they occur in a complex interaction.

This study's findings have suggested that crisis leadership does not restrict itself to logical reasoning and governance. Instead, mental factors also assume critical roles amidst periods of difficulty and uncertainty. Besides, impartial

incidents are not the only determinants that influence the follower's stance, conduct, and practice. Conversely, the impulses that emerge from such disturbances and pragmatic actions often serve a major role in influencing those effects. Consequently, it is important to appreciate the complex dynamics that exist between individual well-being, task performance, and workplace engagement. It is imperative also to recognize the impact of different systems, procedures, personality traits, methods, and leadership approaches to comprehend fully the true values, which the TL style and the leader's EI skills contribute to organizational performance amidst a global health crisis of unprecedented proportions of these modern times.

In conclusion, if a leader is able to shed light on a successful strategy of tasks, interactions, and behaviors, reflect a genuine purpose through his or her employment of a TL style of approach, and use effectively his or her (Trait) EI skills he or she can lead the organization to achieve maximized performance. The leader, who is furnished with and who utilizes assiduously both of these constructs, may increase organizational accomplishment and enhance its scope, and the range of his or her influence through encouraging, engaging, and inspiring each of his or her followers. If the follower indeed idolizes his or her leader as being the essential drive behind a common purpose, which recognizes follower priority, and is worthy of achieving and that, if the leader can use this much valuable gained-trust to attain a collective meaning, the organization may be more ingrained in improving its performance during uncertainty and turmoil.

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APPENDICES

APPENDIX A

CONSENT AND VOLUNTARY PARTICIPATION FORM OF PARTICIPANTS (ENGLISH VERSION)

Dear Participant,

The objective of this study is to examine the relationship between transformational leadership style and emotional intelligence, and their collective implications on organizational performance amidst a health crisis.

The aim of the study is to investigate the leaders' perspectives on how they practice their leadership skills as well as their personality traits during the unprecedented, and how these approaches affect their followers and the organization's performance in general.

The interview questions are prepared with the aim of collecting data for the Organizational Psychology Master's Thesis study that is carried out by Selim Sonsino under the supervision of Dr. Gergely Czukor.

The interview will last for one and a half hours. Personal information of the participant will be kept in private and the findings of the study will only be used for scientific research purposes. In terms of the importance of the quality of the study, it is crucial that the answers, which the participant provides, and the information that the participant conveys during the interview, are sincere and correct.

Participation in this study is voluntary. No stage in the application process of the study is expected to cause any personal discomfort. If the participant feels uncomfortable for any reason, he or she is free to discontinue the participation in this application, without explaining the reasons.

The interview can be done online, as per the participant's preference. If the participant agrees, there will be an audio recording during the interview. This a preferred method not to miss any critical information that the participant may provide. Recordings will be transcribed and a content analysis will be conducted.

The participant's name, surname and the organization he or she works for will not be disclosed in the research. The data collected from the participant will not be used individually, they will be combined in a data pool, and the analysis will be conducted as a whole.

If the participant is not comfortable with the audio recording of the interview, the interviewer will take detailed notes during the session and will require the participant's consent for the notes taken. In the case that the interview begins with an audio recording, the participant is free to discontinue the recording. The recordings or interview notes and the survey answers will be kept with a participant number only.

The participant can contact Dr. Gergely Czukor or me if he or she has any further questions or issues.

Thank you in advance for your participation.

I have read and understood the information specified to me. I understand what is expected of me in this study and I agree to participate voluntarily.

I accept ()

I do not accept ()

I accept audio recording ()

I do not accept audio recording ()

Signature of the participant

.....

Selim Sonsino

Dr. Gergely Czukor

.....

.....

selim.sonsino@bilgiedu.net

gergely.czukor@bilgi.edu.tr

APPENDIX B

CONSENT AND VOLUNTARY PARTICIPATION FORM OF PARTICIPANTS (TURKISH VERSION) GÖNÜLLÜ KATILIM FORMU

Sayın Katılımcı,

Bu çalışmanın amacı, dönüşümcü liderlik stili ile duygusal zekâ arasındaki ilişkiyi ve bunların bir sağlık krizinde kurumsal performans üzerindeki kolektif etkilerini incelemektir.

Çalışmanın amacı, liderlerin daha önce benzeri görülmemiş zamanlarda liderlik becerilerini ve kişilik özelliklerini nasıl uyguladıkları ve bu yaklaşımların takipçilerini ve genel olarak kurumlarının performansını nasıl etkilediği konusundaki perspektiflerini incelemektir.

Görüşme soruları, Selim Sonsino'nun, Dr. Gergely Czukor danışmanlığı ile yürütmekte olduğu Örgütsel Psikoloji Yüksek Lisans Tez çalışması için veri toplamak amacıyla hazırlanmıştır.

Mülakat bir buçuk saat sürecektir. Katılımcının kişisel bilgileri gizli tutulacak ve çalışmanın bulguları sadece bilimsel araştırma amacıyla kullanılacaktır. Çalışmanın kalitesi açısından, katılımcının verdiği cevapların ve katılımcının görüşme sırasında ilettiği bilgilerin samimi ve doğru olması çok önemlidir.

Bu çalışmada, katılım gönüllüdür. Çalışmanın başvuru sürecinde, hiçbir aşamasında herhangi bir kişisel rahatsızlığa neden olması beklenmemektedir. Katılımcı, herhangi bir sebepten rahatsızlık duyuyorsa, nedenlerini açıklamadan bu çalışmaya katılmayı bırakmakta serbesttir.

Katılımcının tercihi gereği, mülakat internet üzerinden de yapılabilir. Katılımcı, kabul ederse, görüşme sırasında bir ses kaydı olacaktır. Bu, katılımcının sağlayabileceği kritik bilgileri kaçırmamak için tercih edilen bir

yöntemdir. Kayıtlar, yazıya dökülecek ve ilgili içeriğin analizi yapılacaktır. Katılımcının adı, soyadı ve çalıştığı kurum bilgileri, araştırmada açıklanmayacaktır. Katılımcıdan toplanan veriler ayrı ayrı kullanılmayacak, bir veri havuzunda birleştirilecek ve analiz bir bütün olarak gerçekleştirilecektir.

Katılımcı, mülakatın ses kaydı ile devam etmesini istemiyor ise, mülakatta, görüşmecisi, oturum sırasında ayrıntılı notlar alacak ve alınan notlar için katılımcının rızasını isteyecektir. Mülakatın bir ses kaydı ile başlaması durumunda, katılımcı kaydı sonlandırmakta serbesttir. Kayıtlar veya mülakat notları sadece katılımcı numarası ile saklanacaktır.

Katılımcı, benimle veya Dr. Gergely Czukur ile ilgili başka sorusu veya sorunu olursa, iletişime geçebilir.

Katılımınız için şimdiden teşekkür ederiz.

Bana verilen bilgileri okudum ve anladım. Bu çalışmada, benden ne beklediğini anlıyorum ve gönüllü olarak katılmayı kabul ediyorum.

Kabul ediyorum ()

Kabul etmiyorum ()

Ses kaydını kabul ediyorum ()

Ses kaydını kabul etmiyorum ()

Katılımcının İmzası

.....

Selim Sonsino

Dr. Gergely Czukur

.....

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.....

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APPENDIX C

INTERVIEW QUESTIONS (ENGLISH VERSION)

The following set of questions aims to develop the dialogue to understand how the participant describes herself or himself as a leader:

1. Would you please provide me with some information about your company? In which sector does your company operate? Are your operations local or multinational? Where would you position your company in terms of its competitiveness? Which is most important to your organization—mission, core values, or vision? Can you please elaborate?
2. Would you please provide me with some information about yourself? How did you as a leader reach where you are today? What was it exactly about those experiences that made them so important for your leadership development? Why have they been so impactful on you? What are your greatest strengths? What are your featured weaknesses?
3. Would you please tell me about your current leadership role(s)? What principally do you do as a leader? What is the role, according to you, that leadership plays to a manager? Please guide me through your leadership roles and practices typical of a day, week, or month.
4. How do you define leadership? What is your leadership style? What are the most important values you demonstrate as a leader? What is the most difficult part of being a leader?
5. What other leadership styles would you have preferred you possessed? Can you please give me some examples of the specific traits that you would be describing?
6. Can you please elaborate if and why would you have preferred to possess those other leadership traits? What leadership skills do you find most useful? According to you, how can a leader fail?
7. In your opinion, how do your followers define your leadership?

The following set of questions aims to develop the dialogue to understand the participant's leadership characteristics:

8. Would you please discuss some of the challenges you have faced while leading through change and what did you do to overcome them? What were the difficult decisions you had to make as a leader, and how would you describe your reasons behind those decisions?
9. Can you discuss how you prefer to act as a role model for your followers? In what ways do you encourage them? How do you approach them to win their support, and build a shared purpose? How do you build support for ideas/goals with people, who are not members of your team, and who you have no direct authority over?
10. How would you emphasize what the significance is of setting targets specific to your followers?
11. How do you manage how much insight your followers possess before making a decision? Do you propose different ways of looking at issues and tasks? When dealing with problems, do you look for different points of view? Can you describe an occurrence to exemplify that?
12. Can you describe what has transpired the last time you got into a disagreement with a colleague?
13. How frequently, and in what aspects, do you discuss with your followers about your organization and on what needs to be done? How do you delegate responsibilities to your followers?
14. Do you try to get your followers motivated? If you do, what are your methodologies? How do you encourage the development of your followers? Can you describe an instance when a colleague with a unique idea approached you? What was your reaction?
15. How would you go about getting coherence among a team who disagree?
16. How do you support the diverse demands, skills, and expectations of your followers? Can you explain your views about how important it is to fully understand each colleague individually?

17. How do you handle your colleague when he or she does not agree with you?

The following set of questions aims to develop the dialogue to understand the participant's ability to perceive and manage emotions:

18. What does living in an emotional state mean for you as a leader? How do you perceive your emotions and respond to them?
19. How open are you to change? Can you give me an example of an instance you showed resilience?
20. How do you prefer to respond to criticism? What do you do after receiving a confronting comment?
21. How would you describe yourself socially? Specifically, how do you choose to develop and maintain your relationships with your followers and superiors?
22. How comfortable are you in asking for the advice of your colleagues? Can you please elaborate?

The following set of questions aims to develop the dialogue to understand the participant's use of skills amidst a health crisis:

23. How prepared are you personally and as an organization to cope with the developing pandemic crisis? Are there pre-defined communication instruments and guidelines? What role, if any, have you played in the development and actualization of those processes?
24. How did you use to communicate with your colleagues before the beginning of the pandemic? Is there any change in the tone of your communication if we compare it with today? Can you specifically deliberate on leadership agility, and employee flexibility and engagement?
25. What kind of decisions did you make to protect your followers against the probable damages of the pandemic?

26. What actions do you take today to bolster yourself and your followers?
What do you think you and your followers should be doing for each other at the workplace?
27. Which values have been important to you as a leader as the pandemic crisis progressed? How did you achieve your objectives during this fast-paced environment?
28. What is the most important thing do you focus on now, first as a leader, then as an organization? How do you and your organization manage this uncertainty? Have you developed innovative solutions during these non-traditional times? Can you please elaborate?
29. How do you prefer to make decisions under uncertain circumstances? How do you evaluate your decision-making process in these times of the pandemic crisis?
30. Though we all are in the midst of a humanitarian crisis in terms of public health and have seriously been affected financially, do you envision an opportunity for your organization and/or for yourself? If yes, can you elaborate? Specifically, which traps and opportunities do you envision for you as a leader and for your organization during this health crisis?
31. In your opinion, what are the most important leadership competencies required to successfully manage organizational anxiety during this pandemic crisis? What advice do you have for other leaders who are walking into a world of uncertainty?

The following set of questions aims to obtain demographic information:

32. Your Age:
- 30-40 Years
 - 41-50 Years
 - 51 Years and above
33. Your Gender:
- Female
 - Male

34. Your Level of Education:
- Undergraduate
 - Graduate
 - PhD
 - Other:
35. Number of Years Employed:
- 10-15 Years
 - 16-20 Years
 - 21 Years and above
36. Number of Years Employed at the Current Workplace:
- 5-10 Years
 - 11-15 Years
 - 16 Years and above
37. Size in terms of Number of Employees at the Current Workplace:
- 500-1.000 Number of Employees
 - 1.001-2.000 Number of Employees
 - 2.001 and above Number of Employees
38. Title Held at the Current Workplace:
39. Current Title Held in Number of Years:
40. Your Marital Status:
41. Number of Children (if any):
42. Your Current Workplace Located at (District, City):,
43. Your Home Located at (District, City):,
44. Your Proficiency in the English Language:
- Intermediate
 - Advanced
 - Superior

APPENDIX D

INTERVIEW QUESTIONS (TURKISH VERSION)

Aşağıdaki soru seti, diyalogun, katılımcının bir lider olarak kendini ne şekilde tanımladığını anlamak için, geliştirilmesini amaçlamaktadır:

1. Lütfen, kurumunuz hakkında biraz bilgi verir misiniz? Kurumunuz hangi sektörde faaliyet gösteriyor? Kurumunuz yerel mi yoksa çok uluslu mu çalışıyor? Kurumunuzu rekabet edebilirlik açısından nerede konumlarsınız? Kurumunuz için hangisi en önemlidir- misyon, temel değerler, veya vizyon? Biraz bahseder misiniz?
2. Lütfen, kendiniz hakkında biraz bilgi verir misiniz? Lider olarak bugün bulunduğunuz yere nasıl ulaştınız? Liderlik gelişiminiz için onları bu kadar önemli kılan deneyimler tam olarak nelerdi? Neden sizi bu kadar etkilediler? En güçlü yönleriniz nelerdir? Öne çıkan zayıflıklarınız nelerdir?
3. Şu anki liderlik rollerinizden bahseder misiniz? Lider olarak prensipte ne yaparsınız? Size göre liderliğin bir yönetici üzerinde oynadığı rol nedir? Lütfen, bana bir gün, hafta veya ay içerisindeki tipik liderlik rolleriniz ve uygulamalarınız hakkında rehberlik eder misiniz?
4. Liderliği nasıl tanımlıyorsunuz? Liderlik tarzınız nedir? Lider olarak gösterdiğiniz en önemli değerler nelerdir? Lider olmanın en zor kısmı nedir?
5. Başka hangi liderlik stillerine sahip olmayı tercih ederdiniz? Lütfen açıklayacağınız belirli özelliklerden bazı örnekler verebilir misiniz?
6. Bu diğer liderlik özelliklerine sahip olmayı tercih edip etmeyeceğinizi ve neden tercih edeceğinizi lütfen açıklar mısınız? Hangi liderlik becerilerini en yararlı buluyorsunuz? Sizce, bir lider ne şekilde başarısız olur?
7. Sizce, takipçileriniz liderliğinizi nasıl tanımlıyor?

Aşağıdaki soru seti, diyalogun, katılımcının liderlik özelliklerini anlamak için, geliştirilmesini amaçlamaktadır:

8. Değişime liderlik ederken karşılaştığınız bazı engelleri ve onların üstesinden gelmek için neler yaptığınızı ele alır mısınız? Lider olarak vermek zorunda olduğunuz zor kararlar nelerdi ve bu kararların ardındaki nedenlerinizi nasıl tarif edersiniz?
9. Takipçileriniz için nasıl bir rol modeli olmayı tercih ettiğinizi ele alabilir misiniz? Onları hangi yollarla teşvik etmektesiniz? Desteklerini kazanmak ve ortak bir amaç oluşturmak için onlara nasıl yaklaşmaktasınız? Ekibinizin üyesi olmayan ve üzerinde doğrudan yetkiniz olmayan kişilerle fikirler/hedefler için nasıl destek oluşturabilirsiniz?
10. Takipçilerinize özgü hedefler belirlemenin ne kadar önemli olduğunu ne şekilde vurgularsınız?
11. Bir karar vermeden önce, takipçilerinizin ne kadar içgörüyeye sahip olduklarını nasıl yönetmektesiniz? Sorunlara ve görevlere farklı bakış açıları sunmakta mısınız? Sorunlarla uğraşırken, farklı bakış açıları mı arıyorsunuz? Bunu örneklemek için bir olayı tarif edebilir misiniz?
12. En son bir meslektaşınızla anlaşmazlığa düştüğünüzde, gelişen süreci anlatabilir misiniz?
13. Takipçilerinizle ne sıklıkta ve hangi açılardan, kurumunuz hakkında ve ne yapılması gerektiği hususları üzerinde tartışmaktasınız? Takipçilerinize sorumluluklarını nasıl delege edersiniz?
14. Takipçilerinizi motive etmeye çalışır mısınız? Eğer evet ise, yöntemleriniz nelerdir? Takipçilerinizin gelişimini nasıl teşvik ediyorsunuz? Benzersiz bir fikri olan bir iş arkadaşınız tarafından yaklaşıldığınız zaman ile ilgili bir örneği tarif edebilir misiniz? Tepkiniz neydi?
15. Aynı fikirde olmayan bir ekip arasında uyumu ne şekilde sağlamaya çalışırsınız?

16. Takipçilerinizin çeşitli taleplerini, becerilerini ve beklentilerini nasıl destekliyorsunuz? Her meslektaşınızı bireysel olarak tam olarak anlamanın ne kadar önemli olduğu hakkındaki düşüncelerinizi anlatabilir misiniz?
17. Sizinle aynı fikirde olmadığı zamanlarda iş arkadaşınızla nasıl başa çıkıyorsunuz?

Aşağıdaki soru seti, diyalogun, katılımcının duyguları algılama ve yönetme yeteneğini anlamak için, geliştirilmesini amaçlamaktadır:

18. Duygusal bir hal yaşamak bir lider olarak sizin için ne ifade ediyor? Duygularınızı ne şekilde algılar ve onlara nasıl tepki verirsiniz?
19. Değişime ne kadar açıksınız? Direnç gösterdiğiniz bir örnek verebilir misiniz?
20. Eleştiriye nasıl cevap vermeyi tercih edersiniz? Karşıt bir yorum aldıktan sonra ne yaparsınız?
21. Kendinizi sosyal olarak nasıl tanımlarsınız? Özellikle, takipçileriniz ve üstlerinizle ilişkilerinizi nasıl geliştirmeyi ve sürdürmeyi seçersiniz?
22. Meslektaşlarınızdan tavsiye istemek hususunda ne kadar rahatsızsınız? Lütfen detaylandırabilir misiniz?

Aşağıdaki soru seti, diyalogun, katılımcının bir sağlık krizinde beceri kullanımını anlamak için, geliştirilmesini amaçlamaktadır:

23. Kişisel olarak ve kurum olarak gelişmekte olan pandemi kriziyle başa çıkmak için ne kadar hazırlıklısınız? Önceden tanımlanmış iletişim araçları ve kılavuzlarınız mevcut mu? Bu süreçlerin geliştirilmesinde ve gerçekleştirilmesinde, varsa, hangi rolü oynadınız?
24. Salgının başlangıcı öncesinde iş arkadaşlarınızla ne şekilde bir iletişim kurmaktaydınız? Bugünle karşılaştırsak, iletişiminizin tonunda herhangi bir değişiklik var mı? Liderlik çevikliği, çalışanların esnekliği ve işe katılım konularına özellikle değinebilir misiniz?

25. Takipçilerinizi, salgının olası zararlarına karşı korumak için ne tür kararlar aldınız?
26. Bugün kendinizi ve takipçilerinizi güçlendirmek için ne tür adımlar atıyorsunuz? Sizin ve takipçilerinizin işyerinde birbiriniz için ne yapması gerektiğini düşünüyorsunuz?
27. Pandemi krizi ilerledikçe, bir lider olarak hangi değerler sizin için önem kazandı? Bu hızlı tempolu ortamda hedeflerinize nasıl ulaştınız?
28. Şu an, öncelikle bir lider, sonra kurum olarak odaklandığınız en önemli şeyler nelerdir? Siz ve kurumunuz, bu belirsizliği nasıl yönetmektedir? Bu geleneksel olmayan zamanlarda, yenilikçi çözümler geliştirdiniz mi? Ayrıntılı açıklayabilir misiniz?
29. Belirsiz koşullar altında karar vermeyi nasıl tercih edersiniz? Pandemi krizinin devam ettiği bu ortamda, karar verme süreçlerinizi nasıl değerlendiriyorsunuz?
30. Hepimizin halk sağlığı açısından insani bir krizin ortasında olmamıza ve ayrıca finansal olarak ciddi bir şekilde etkilenmiş olmamıza rağmen, kurumunuz ve/veya kendiniz için bir fırsat öngörüyor musunuz? Cevabınız evet ise, ayrıntılara girebilir misiniz? Özellikle, bu sağlık krizi sürecinde bir lider olarak ve kurumunuz için hangi tuzakları ve fırsatları öngörüyorsunuz?
31. Sizce, bu pandemi krizi sürecinde, örgütsel kaygıyı başarıyla yönetmek için gereken en önemli liderlik yetkinlikleri nelerdir? Belirsizlik dünyasına giren diğer liderler için ne gibi tavsiyeleriniz olur?

Aşağıdaki soru seti, demografik bilgileri edinmeyi amaçlamaktadır:

32. Yaşınız:
 - () 30-40 Yaşında
 - () 41-50 Yaşında
 - () 51 ve üzeri Yaşta

33. Cinsiyetiniz:

Kadın

Erkek

34. Eğitim Durumunuz:

Lisans

Yüksek Lisans

Doktora

Diğer:

35. Çalışmakta Olduğunuz Süre:

10-15 Yıl

16-20 Yıl

21 ve üzere Yıl

36. Bugünkü İşyerinizde Çalışmakta Olduğunuz Süre:

5-10 Yıl

11-15 Yıl

16 ve üzere Yıl

37. Çalışmakta Olduğunuz Kurumun Çalışan Sayısı Açısından Ölçeği:

500-1.000 Çalışan

1.001-2.000 Çalışan

2.001 ve üzere Çalışan

38. Unvanınız:

39. Bu Unvanı Kullanmakta Olduğunuz Yıl Sayısı:

40. Medeni Durumunuz:

41. Çocuk Sayısı (var ise):

42. İşyerinizin Konumu (İlçe, İl):,

43. Yaşadığınız Yerin Konumu (İlçe, İl):,

44. İngilizce Dilindeki Yeterliliğiniz:

Orta Düzey

İleri

Üstün

APPENDIX E

CODING STRUCTURE: THEMATIC CATEGORIES, SUPERORDINATE AND SUBORDINATE THEMES

Categories	Superordinate Themes	Subordinate Themes
Self-Description of Being a Leader	Company Profile	Multinational
		Competitive and pioneer
	Leadership Journey	Rooted and reliable
		Adheres to human and other fundamental values
		Know yourself and know others
	Perceived Individual Strengths	Leadership experience and training is important
		Professional networking is essential for progress
		Self-awareness and individualized consideration
		Management and administration skills
		Charismatic approach to motivate, value, and engage
Perceived Individual Weaknesses	Inspire and influence, cooperation and support	
	Emphatic approach, look at various angles, observe and listen	
	Consistent and hard work, development	
	Open to change, adaptive	
Basic Needs for Effective Leadership	Openness, and efficient and frequent communication	
	Efficient decision-making capability	
	Prejudices	
	Emotion regulation	
	Risks involved in being too soft and supportive	
Critical Matters to Focus on and Other Perceived Features	Risks involved in the dominance of personal needs and goals	
	Lack of focus to drive change	
	Adhering to group opinion	
	Functional delegation of tasks and responsibility	
	Help develop and mentor for a happy follower	
Critical Matters to Focus on and Other Perceived Features	Support, inspire and motivate	
	Empathy and justice	
	Listen and communicate	
	Should be driven by group identity, fairness, recognition, coherence and accountability	
	Importance of perspective and directing	
	Autocracy vs. democracy	
	Charisma	
Self-development for productivity		
Critical Matters to Focus on and Other Perceived Features	Anxiety and conservatism	
	People connection	
	Trust and harmony for follower engagement	
Critical Matters to Focus on and Other Perceived Features	More independent, more empathetic	

APPENDIX E (cont.)

**CODING STRUCTURE: THEMATIC CATEGORIES,
SUPERORDINATE AND SUBORDINATE THEMES**

Categories	Superordinate Themes	Subordinate Themes
Developed Leadership Characteristics and Applications	Individual needs are secondary, the importance of communication	Aware of the need for more delegation and initiative Open and frequent communication Creating awareness of a shared goal Agility for sustainable performance Seeking merit Empowering approach
	Self-development	Open to development
	Applying the spirit	Making the follower internalize Increasing belonging, encouraging and inspiring Performance-oriented intellectual stimulation Staying empathetic to follower needs Creating a positive environment
	Critical behavioral features	Modest but convincing Building trust as a role model Motivating, appreciating and thanking Believing and being faithful
	Workplace strategy and focused approach	Emotional approach Listening, acknowledging and expressing Guiding and not parenting Prioritized individualized consideration
	Collectivistic approach	Supporting pluralistic, inclusive and collective decision-making Follower transcendence is encouraged Adherence to follower opinion

APPENDIX E (cont.)

**CODING STRUCTURE: THEMATIC CATEGORIES,
SUPERORDINATE AND SUBORDINATE THEMES**

Categories	Superordinate Themes	Subordinate Themes
The Ability and the Need to Perceive and Manage Emotions	Own Proficiency Acknowledgement and Management	Balanced social approach Highly emotional Recognize how self-attitude impacts followers Regulate own emotions negatively Regulate own emotions positively Self-motivation Training and experience is crucial Understanding emotions is important
	Affiliate Proficiency Acknowledgement and Management	Appreciate and encourage diversity Clearly express emotions and ideas Emotional awareness and transparency Encouraging cross-communication High energy and positive approach Managing conflict, facilitating for performance Service and support oriented, empathizing Staying in the comfort zone
	Collective Proficiency Acknowledgement and Management	Caring about others' needs and experiences Handling issues through open discussions, hearing what others are really saying Not very social Social, trustable and honest Trusting Using sensitivity to manage interactions

APPENDIX E (cont.)

**CODING STRUCTURE: THEMATIC CATEGORIES,
SUPERORDINATE AND SUBORDINATE THEMES**

Categories	Superordinate Themes	Subordinate Themes	
The Use of Leadership and Emotional Skills amidst a Health Crisis and Their Implications for Organizational Performance	Implementation of Safety Management Tasks	<ul style="list-style-type: none"> Clear communication of issues to diminish anxiety Contextual acceptance Friction and emotional wear Loss of personal touch Not ready to meet the challenges Operational and job safety issues are prioritized Prepared and/or adopted and encouraged new operational routines for performance enhancement Status quo in communication 	
	Leader's Strategic Approaches and Actions	<ul style="list-style-type: none"> Agility and creativity Balance optimism and realism Diminished frequency in meetings Empathy, encouragement and motivation Facilitation and professional flexibility Through increased communication Status quo in professional flexibility Status quo in style Transparent communication style is effective Follower concern in the foreground and ethical approach Focus on intellectual stimulation and boosting follower innovativeness Empowerment A supportive and collective approach Hope, not fear 	
	Leader's Emotional Approaches and Actions	<ul style="list-style-type: none"> Adopting measures to recognize basic sensitivities and create a meaning Relationship management, empathy, and support Active listening, recognition, and flexibility To act to diminish emotional interactions and distractions, impulse control and security Professionalism, optimism, realism, and inspiration 	
	Leader's Approaches and Actions for Organizational Performance	<ul style="list-style-type: none"> To support productivity and to stimulate the follower, provide motivation and assistance Adopting measures for strong communication Creating rituals that allow transitions in order to manage the boundaries between work and home Reflect, recommit, re-engage, re-think and re-boot work, workforce, and workplace Adopting well-focused decisions, measures, and services Adhering importance to social interaction and human touch Uncertainty carries its own risks Trustworthiness is crucial A cautious and prescriptive approach Burnout syndrome needs attention 	

APPENDIX F

ETHICS BOARD APPROVAL

Ethics Board Approval is available in the printed version of this dissertation.