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Perceptions of Emotional and Social Intelligence Competencies Among Leaders Within Collective Impact Initiatives in Puerto Rico

Geraldine Bayron-Rivera

Walden University

College of Social and Behavioral Sciences

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Geraldine Bayron-Rivera

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Review Committee
Dr. Ernesto Escobedo, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Gary Kelsey, Committee Member,
Public Policy and Administration Faculty

Dr. Kristie Roberts Lewis, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

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Abstract

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by

Geraldine Bayron-Rivera

MA, Capella University, 2015

BS, University of Puerto Rico at Río Piedras, 1991

Dissertation Submitted in Partial Fulfillment

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Abstract

The complexity of global societies' issues requires leaders whose competencies facilitate collective impact initiatives as strategies for coordinating multisector efforts to transform substantial social problems. In Puerto Rico, such endeavors are not producing expedient long-term impact. It is crucial to implement said collaborations relying on leaders' emotional strength and skills, enabling efficient processes to find solutions for subpar circumstances in communities. It was unknown whether senior managers in Puerto Rico understood the necessary emotional and social intelligence leadership competencies which must be developed to improve organizational processes in local cross-sector collaborations. This phenomenological study aimed to understand whether these leaders perceived a need to improve emotional and social intelligence leadership skills to refine the collectivity's performance. Primary data source was a purposive sample of leaders from the PR Continuums of Care for the Homeless initiatives. Data collection was through 10 in-depth interviews. Data were analyzed through descriptive coding and theming strategy with an interpretative structure. Results indicated participants perceived that leaders' behaviors associated with emotional and social intelligence were necessary to manage conflicts and administer the alliance. Collectively, this could expedite processes by improving these skills and render better services for the homeless. This study was vital for leadership in Puerto Rico, recognizing a need for capacity-building programs to improve leaders' accomplishments within social change networks, thereby enhancing citizens' opportunities to obtain high-quality social services that could improve their living conditions and positive social change.

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Dedication

First, I must dedicate this work to God, whose universal divine energy has led me through paths of love and compassion each day of my life.

Furthermore, to the memory of my parents, Vilma and Wilson; my grandparents, uncle/godfather, and aunt who were educators and scholars and planted in me the seed for learning, sharing knowledge, and having faith. The values they taught me and lived by are what drive my every action. Their essence inspires me; without it, this dissertation would not be possible because I always want to be a better person for them.

Additionally, I dedicate this work to my island Puerto Rico, *mi patria Borikén*, which needs a new breed of resonant leaders and positive change advocates that can propel social transformations through which our true, wonderful colors can shine. "*Nací en la latitud perfecta, donde tuesta el sol y la lluvia refresca…*" (Cultura Profética)

"Young people have a duty to defend their country
with weapons of knowledge" (Pedro Albizu Campos)

Acknowledgments

First and foremost, I would like to sincerely thank Dr. Ernesto Escobedo and Dr. Gary Kelsey for their interest in my topic and for accepting being on my committee. Your encouragement and guidance have helped me during this journey. My gratitude and blessings always!

I could not have achieved this goal without my family and friends' remarkable support, my constant cheerleaders. To my life partner Maricelis, you have been my rock; thank you for giving me strength and loving support when I most needed them; I owe you lots of quality time!. To my sister Carmencita, thank you for sharing your faith and positive energy; *por ser el cascabelito de la familia*. To my best friend, Iris Awilda, thank you for always believing that I could and would do this. Love you all to infinity and beyond!

I would also like to thank Ixa López Palau; I am grateful for your friendship, our sisterhood, and for inspiring me to research emotional intelligence in leadership through your work educating for peace. See you at *La Penúltima Isla*.

Last, my utmost appreciation for my colleagues at the Puerto Rico Continuums of Care for the Homeless, who accepted participating in this study without hesitation. My wholehearted thanks. I feel so proud of the mission we share to help the homeless and build a better Puerto Rican society.

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Chapter 1: Introduction to the Study

Since the last decade of the 20ᵗʰ century and early 2000s, collaborative

governance has become a standard for public policymaking and management, especially

developing cooperative efforts across sector boundaries (O'Leary & Vij, 2012). These

collaborations increased due to the exertion of organizations trying to carry out objectives

that they could not fulfill alone. This modality has become an imperative approach for

handling complex public issues when the government does not have the means by itself

to solve the intricate web of overlapping problems in society (Andrews & Entwistle,

2010; Bryson et al., 2015; Cooper, 2016; Kania & Kramer, 2011).

Having turned into "a staple of public management research" (Bryson et al., 2015,

p. 647), cross-sector collaborations are often sought to undertake urgent and

unmanageable social problems (Crosby & Bryson, 2010; de Montigny et al., 2017); such

as homelessness, addiction, poverty, or public health. Public administrators and other

leaders from multiple sectors must develop and maintain inter-sector collaborations,

increasing public value (Bryson et al., 2015). An example of this is the collective impact

model. This model is a structured and well-coordinated collaboration among multisector

organizations that engage in reciprocally strengthening activities—at the same time,

aligning strategic planning efforts among diverse partners who are conscious that

separate ventures by various groups will procure restricted impact within communities

(de Montigny et al., 2017; Kania & Kramer, 2011). Kettl (2015) indicated that as the

government is unable to provide adequate public solutions by itself, it engages

businesses, nonprofit organizations, and community partners to disseminate risk and

create innovative countermeasures with long-term results that can generate social transformations.

Individuals and represented organizations in cooperative efforts become more dependable and constructive when they embrace and practice certain leadership attitudes and competencies. Joining resources, sharing goals, and a vision will spark strategic innovation within joint efforts (Bryson et al., 2015). As explained by Bryson et al. (2006), "People who want to tackle tough social problems and achieve beneficial community outcomes are beginning to understand that multiple sectors of a democratic society…must collaborate to deal effectively and humanely with the challenges" (p. 44). Collaborators communicate diverse perspectives to comprehensively understand how each partner can contribute an enhanced and more practical idea of the issues at hand, therefore, allowing the discovery of apparent responses that may not be available through a unidimensional viewpoint. Collaborative processes and structures empower the ability to create positive social change across sectors in society (de Montigny et al., 2017). They are constituted by integrative leaders who possess high levels of emotional and social intelligence and the aptitudes they bestow (Madden, 2017).

Through this research, I explored cross-sector leadership within collective impact efforts in Puerto Rico and the perceptions that local senior managers in said enterprises had of the members' emotional and social intelligence leadership competencies. This exploratory analysis was relevant because it contributed to improving leaders' capacities to develop expedient solutions that can positively impact Puerto Rican society utilizing multi-sector collaborations. For Puerto Rican leaders to advance transformative efforts,

they must address systemic and fundamental root-issues (Ehrlichman et al., 2018).

However, they continue to take peripheral actions to remedy immediate distress

situations. It was pivotal to understand managers' opinions and perceptions regarding the

development of specific leadership competencies, which can improve decision-making

and conflict management processes within these joint ventures.

Researching such phenomena bolsters the argument of provoking social change in

complex societies through a framework of cooperation from committed actors with

shared priorities and strategies, who have enough experience to innovate while

renovating the social order (Sagrestano et al., 2018). Scholars indicated that cross-sector

collectives are ideal for solving heterogeneous public problems (Cooper, 2016); so,

advancing comprehension of the systems and best practices necessary to build notable

strategic alliances was imperative to scholarship.

This chapter introduced the study, providing the background and problem

statement. Also, it stated the purpose of the study and the research questions.

Furthermore, it presented the conceptual and theoretical frameworks, the study's nature,

definitions, assumptions, scope, delimitations, and limitations. Additionally, it included a

discussion on the significance of this research and a summary of the dissertation's main

points.

Background

Studies show the influential stance of cross-sector collaborations in the 21st

century overall attempts to generate positive, long-lasting changes in society through

innovative policymaking and strategic provision of public goods. Bryson et al. (2015)

provided a working definition for cross-sector collaboration as "the linking or sharing of information, resources, and capabilities by organizations in two or more sectors" (p. 648). These scholars' theoretical framework for cross-sector collaboration established gaps regarding leadership characteristics and skills needed for proper collaborative endeavors. It indicated that for cross-sector partnerships to thrive, they require authority figures who engage partners in their respective agendas, assist in collaborative capacity-building, and consistently manage tensions that affect unity within the network. During the last decade, a popular representation of these endeavors has been the collective impact model developed by Kania and Kramer (2011; 2013). The model established formal, coordinated multisector collaborative efforts to combat complex social problems by creating long-term partnerships across government, nonprofit, and other private sector components, engaging extensively within communities.

Concerning public management, Andrews and Entwistle (2010) stated that public services are performed best through partnerships, where a variety of organizations assist each other by benefiting and leveraging complementary skills, expertise, and soundness. Multi-sector partnerships harbor synergetic advantages of resources combination that can help effectively undertake massive social issues. The investigation proved that cross-sectoral partnerships could produce effective outcomes regarding service delivery for the citizenry.

Crosby and Bryson (2005) created the Leadership for the Common Good Framework to approach collaborative leadership in multisector ventures. "The framework can provide useful guidance for public officials and managers who seek to meet complex

social needs in an era of stringency in public service budgets and of skepticism about

government's problem-solving ability" (p. 177). These scholars explained that success

requires following best practices, such as nurturing leadership competencies, which

empower productive partnerships across boundaries to manage public issues adequately.

They identified relationship and trust-building capacities as requirements to cooperating

efficiently. Additionally, they recognized the importance of having an adaptive capacity

and being empathic with others' perspectives to boost a shared vision.

In Madden's (2017) qualitative study involving 31 leaders participating in cross-

sector collaborations regarding affordable housing, the scholar identified a gap that

revealed that there is scarce information concerning prosperous collective action

enterprises' attributes. The research's purpose was to determine leadership performance

factors that characterized some cross-sector collaborations as successful, identifying best

practices that could be used to improve the performance of leaders working in less

successful efforts. Findings revealed that "emotional competencies exhibited by leaders

of successful collaborations suggest a leader's emotional intelligence is key" (Madden,

2017, p. 191). The scholar explained that such leaders have initiative, optimism, and

express empathy with ease. Also, they are adaptive, good negotiators when managing

conflict, and have an organizational design attitude that aids with maintaining power

balance, problem-solving, and focusing on human interactions.

Furthermore, Cooper (2016) analyzed the displayed leadership styles in a cross-

sector national disaster management network in the Caribbean. The author determined

that collective endeavors are crucial in confronting the complexities of disaster situations,

involving many actors at different stages of the catastrophe. Therefore, research must explore the distinct leadership styles that the diversity of participants manifests within networks. Cooper proposed that collaborative leaders adapt to the circumstances met and adjust their particular styles, combining or alternating them according to the given situation. Thus, producing collaboration, coherence, and better communication between partners.

Understanding that leadership role within cross-sector collaborations is crucial for their success, the study of relevant skills and attitudes becomes central to scholarship. Goleman et al. (2001; 2013) asserted that leaders who possess advanced emotional and social intelligence would positively influence formal collaborations because these competencies are fundamental elements for inciting high-quality achievements. Leaders' emotions and behaviors will drive everyone else's, consequently affecting the quality of their performance. High levels of emotional intelligence will help reach productive results since it creates a working environment where "information sharing, trust, healthy risk-taking, and learning flourish" (Goleman et al., 2001, para. 3).

Seal et al. (2006) integrated previous research to create a theoretical model for the process through which management cultivates emotional and social intelligence in organizational settings under the primary assumption that individuals can develop said intelligence quotients. They theorized that leaders who possess emotional and social intelligence capabilities could build strong relationships through diverse scenarios and guide compelling social systems' transformations with outstanding performance.

Moreover, Frizzell et al. (2016) investigated the relevance of proper leader development by exploring the capacity to fulfill leadership roles and responsibilities thrivingly while highlighting the advancement of knowledge and competencies regarding leadership effectiveness. The study focused on emotional factors that can influence positive leadership development. It explained a visible gap between the global scenario's demanding tasks, and the competencies leaders possess to manage challenges adequately through creative, collaborative impact activities.

Valero and Jang's (2016) investigation explored factors that enable productive collaboration partnerships within the context of federal homeless policy (HEARTH Act of 2009), which requires joint ventures (known as Continuums of Care) to deal with the incidence of homelessness in the United States and its territories. This study maintained that while the public policy embraces collaborative networks, not all of these alliances effectively support their purpose and attain their respective goals. Through this quantitative research, the investigator positively correlated several leadership behaviors to effective collaborative network leadership, such as the capacity to solve challenges in the collectivity, determining members' accountability, building and administering the network's legitimacy, sharing a vision, and maintaining stakeholders' eagerness regarding the collective mission. However, his analysis revealed that leaders participating in these efforts are not facilitating the collective processes. The current investigation's setting was Puerto Rico's Continuum of Care for the Homeless collaborative groups (CoCs PR502/PR503; as required by the federal HEARTH Act of 2009) and its

members' perceptions of specific leadership competencies that could enhance their performance and impact on Puerto Rican society.

Bodily et al. (2011) explained in their case study of a long-term inter-sector alliance to change educational public policy in Puerto Rico that the environment of local multisector alliances lacked reliable, competent leaders who could make proper decisions and adapt to the socio-economic and political situations in the island. Also, they show a reduction in leaders' performance and collaborative power among participating organizations. Consequently, the authors recommended studying further the link between appropriate leadership attitudes and abilities and these individuals' skills to make decisions, manage tensions, and successfully drive prolonged achievements through collective impact initiatives in Puerto Rico.

This research was relevant, timely, and significant within the context developed. It is currently essential to improve leaders' performance within cross-sector collaborative endeavors in Puerto Rico. To create better strategic solutions that can have a visible impact upon a community burdened by immense social, political, and economic difficulties that affect citizens' human and civil rights daily.

Problem Statement

Puerto Rico needs leaders who advance robust strategic solutions, such as cross-sector collaborations, that can produce lasting transformations upon a society afflicted by considerable barriers. The island is bankrupt, ingrained in an archaic colonial political status, with an anemic infrastructure unprepared for facing future environmental disasters, with inadequate public services management, and suffering from a blatant and

extensive government corruption pattern. Kania and Kramer (2011; 2013) indicated that

the commitment of critical multi-sector stakeholders who unite under common goals to

deal with society's most compounded issues is known as collective impact. Moreover,

scholars identified cross-sector alliances as ideal for solving multifaceted community

problems in the Caribbean (Cooper, 2016), gaining mutual benefit from sharing skills,

expertise, and soundness through a synergic combination of resources (Andrews &

Entwistle, 2010). The complexity and the interconnectedness of global dilemmas in the

21st century require leaders with competencies that make viable working productively

with partners across boundaries.

Studies regarding multi-sector collaboration and leadership in homeless policy

networks established that these partnerships' outcomes did not excel as expected because

"there are certain behaviors that the individual leader of a network must exhibit in order

to achieve effective collaboration" (Valero, 2016, p. 3). These investigations disclosed

that such efforts' leaders are not expediting networked processes. Additionally, Bodily et

al. (2011) studied an intersectoral coalition in Puerto Rico and explained that although it

achieved short-term progress, the lack of proficient leaders harshly affected the project's

widespread impact. The partnership drifted as its leaders did not make adequate

decisions, managed unfittingly, and adapted poorly to the island's fluctuating

circumstances. This collaborative venture "exhibited a weakening of and stasis in

interorganizational linkages and collaborative power" (Bodily et al., 2011, p. 90); due to

factors regarding "the strength and style of leadership in collaborative building" (Bodily

et al., 2011, p. 91). Leadership is essential for encouraging synergy within multi-sectoral

partnerships to thoroughly expand social benefits (Armistead et al., 2007). However,

Frizzel et al. (2016) understood that there is a visible gap between overall society's

onerous tasks, and the competencies leaders possess to manage challenges suitably

through joint efforts.

Bryson et al. (2015) determined there was a gap regarding leadership in cross-

sector collaborations, such as the need to investigate "the array of attitudes,

competencies, and capacities, needed for effective collaboration" (p. 650). Collaboration

requires nurturing relationships, trusting, and adapting to others' interests to advance a

shared vision. Leaders with proper emotional and social intelligence skills can improve

collective efforts because these elements are central for generating increased performance

levels, promoting self-awareness of feelings, and recognizing and validating others'

emotions. Consequently, improving relationships and managing emotions competently

(Goleman et al., 2001; 2013). Researchers have determined that the best strategic leaders

gain self-knowledge and emotional self-awareness, balancing it with technical

information to improve decision-making and to build strong relationships with others,

which enables leading change outstandingly (Seal et al., 2006).

It was unknown in the literature whether cross-sector senior managers in Puerto

Rico perceived that developing emotional and social intelligence leadership competencies

could influence their decision-making and conflict management skills within local

collective impact initiatives. For example, if these individuals understood that building

such leadership capacities could be beneficial for their performance within a network

dedicated to providing services for the island's homeless population, hence advancing its organizational processes to attain functional systemic changes expediently.

Purpose of the Study

The purpose of this qualitative phenomenological study was to understand to what degree cross-sector senior managers participating in collective impact initiatives to attain systemic changes in the provision of services to the homeless in Puerto Rico perceived that developing emotional and social intelligence leadership competencies could influence their decision-making and conflict management abilities.

Research Questions

RQ1 – How do senior managers participating in collective impact initiatives in Puerto Rico perceive the influence of emotional and social intelligence leadership competencies on conflict management and decision-making abilities?

RQ2 – To what degree do these senior managers understand that enhancing members' emotional and social intelligence leadership skills could help expedite local public policy improvements to provide services for the homeless on the island?

Theoretical / Conceptual Frameworks

The advocacy coalition framework (ACF) (Jenkins-Smith et al., 2018) concerns understanding the policy creation and change processes through relevant actors' activities interacting according to their shared beliefs, which consequently they turn into action. Strategically utilizing sociopolitical resources is relevant for these alliances to impact public policy. Moreover, this frame conceptualizes individuals as those who fundamentally advance global social change and not institutions per se. Thus, for ACF,

what drives meaningful policy changes are the beliefs, behaviors, and learning of the influential actors that comprise each advocacy coalition and its subsystems (Jenkins-Smith et al., 2018). Among ACF's most essential applications are investigations regarding organizational-level analysis, specifically concerning collaborative partnerships and the particular subsystem actors which participate in the alliance (Jenkins-Smith et al., 2018). Jenkins-Smith et al. (2018) suggested that it is crucial to advance further research regarding the collaboration members' functional characteristics.

The ACF is a foundational component of the leadership for the common good framework (Crosby & Bryson, 2005; 2010). This framework established a leadership structure for cross-sector collaborations, offering a collective scenario for advancing policy change and highlighting integrative leadership's influence in accomplishing positive coalition outcomes. It theorizes leadership for cross-sector coalitions as being pivotal in collaborative agendas to establish community needs to develop and implement innovative, responsive strategies (Crosby & Bryson, 2005).

Bryson et al. (2015) explained that public management scholars are concerned with how government officials must enact leadership proficiency in shared-power society structures. Thus, these practices are challenging traditional leadership ideas, shifting from exalting the individual traits and behaviors of leaders into accounting for the methods and circumstances that aid a collective to band together to attain their shared vision (Ospina & Foldy, 2015). The proposed investigation's focus will be an attempt to gain insight into the magnitude of these tendencies in public management and leadership.

These two frameworks formed the dissertation's theoretical base, embracing two models that outlined the conceptual framework for the study; the emotional and social intelligence leadership competencies model (Goleman et al., 2001; 2013) and the collective impact model (Kania & Kramer, 2011; 2013). These are specific concepts within the cross-sector collaboration subsystem of a broader coalition policy change context, which directly helped answer the gap presented in the problem statement.

The collective impact (CI) model is distinguished for providing a structured method for achieving expansive social transformations. It is an approach to create systemic social changes inviting different actors from several sectors (e.g., government, nonprofits, business, philanthropy, academia, etc.), following the same mission, in a structured manner to create strategies that generate shared outcomes (Christens & Inzeo, 2015).

The CI model has five core principles: a common agenda, encouraging mutually supportive activities, a system for shared measurements, stimulating continuous communication, and building a robust backbone infrastructure (Flood et al., 2015; Kania & Kramer, 2011). Flood et al. (2015) explained that the cooperative venture could guarantee positive outcomes if participating leaders stress the broader vision, demonstrate a commitment to collaborative strategies, maintain the balance of power, avoid conflicting values over shared goals, and support its infrastructure. This research explored the perceptions of Puerto Rican leaders who have participated in collective impact model initiatives.

Intindola et al. (2016) revealed that individuals could build healthier communities using cross-sector collaborations. They established that one of the essential factors for

attaining success in these collective actions is leadership, which is effectively exercised if

processes include rational strategic decision-making instead of failing when leaders

engage in behaviors that produce conflicting goals or interests (Intindola et al., 2016).

The researchers identified significant themes for cross-sector collaboration, including a

need for clarity in leadership, goal alignment, and evaluation systems for the collectivity

(Intindola et al., 2016). These scholars presented a challenge among multi-sector

collaborations, "the ability of partners to balance competing interests while avoiding

political behaviors that would limit the collaborative entity's ability to make quality

decisions oriented to the success of the collaboration" (Intindola et al., 2016, p. 2573).

Through this work, it became evident that there was a need to gain knowledge of how

leaders of successful collective ventures overcome these attitudes and competencies

barriers.

The emotional and social intelligence leadership competencies model

contemplates all these behaviors and abilities (Goleman et al., 2001). According to

Goleman and Boyatzis (2008), effectively leading requires "developing a genuine interest

in and talent for fostering positive feelings in the people whose cooperation and support

you need" (para. 3). Collective impact efforts are collaborations that need the support and

cooperation among leaders from different sectors to share strategies and resources,

developing trust, and making rational decisions that can thrive into transformative

actions. This feat is possible if leaders who participate in such alliances to produce

widespread social change develop behaviors that embrace self-awareness, self-

management, social awareness, and relationship management, thus, contributing to

effective group performance (Goleman et al., 2013). Figure 1 is a visual representation of this study's proposed frameworks.

Figure 1

Theoretical and Conceptual Framework Diagram
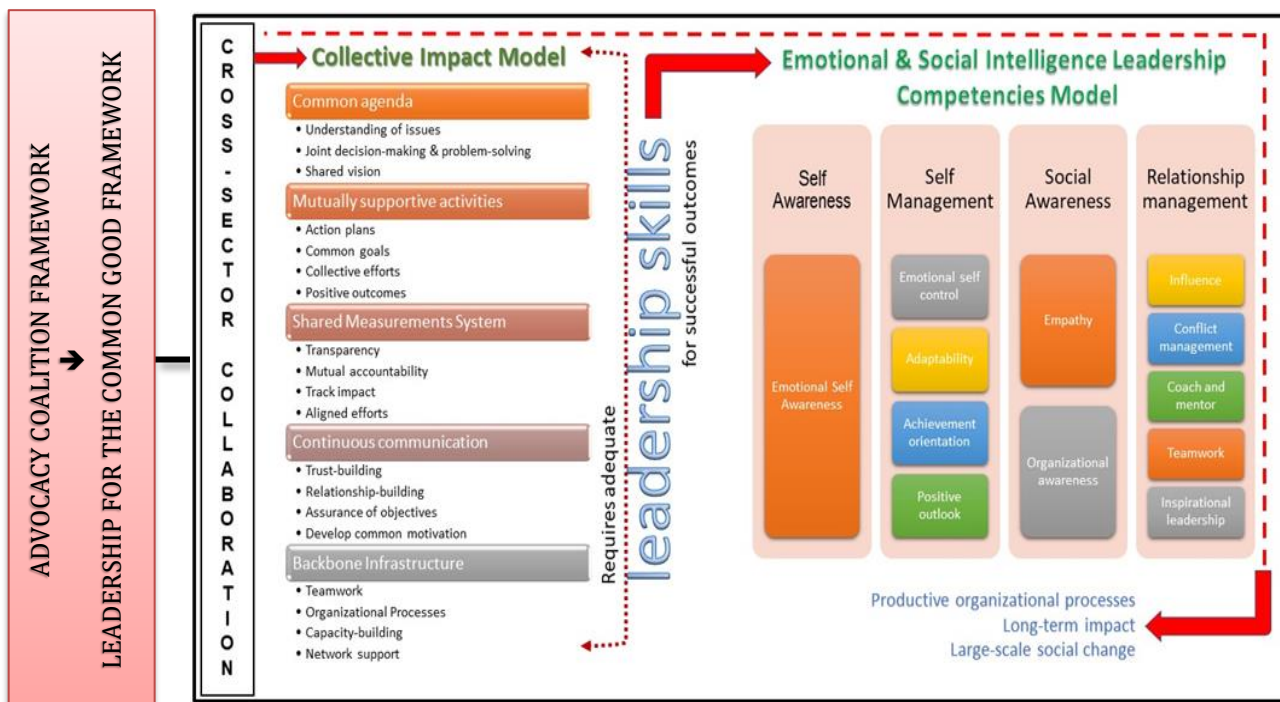
Nature of the Study

The phenomenological approach was the best-suited method to guide this qualitative inquiry since it aims to gain a deeper understanding of people's experienced circumstances concerning the studied phenomenon (Patton, 2015). The investigation focused on exploring how Puerto Rican leaders make sense of their experience within collective impact initiatives in the island through their interpretation of emotional and

social intelligence leadership competencies. This approach fitted the study's purpose

because it could help emphasize these individuals' intrinsic interpretations of their

knowledge concerning the particularities of their shared experiences in cross-sector

collaboration efforts in Puerto Rico. These leaders' experiences, opinions, values, and

perceptions were the vehicles to understanding the phenomenon. As Senge et al. (2015)

explained, to achieve profound changes that may boost progress within actions taken

against society's most chaotic situations, the guidance of individuals who incite collective

leadership is essential. By exploring the experiences of Puerto Rican leaders who

participate in a local collective impact venture, it may be possible to understand distinct

competencies that help manage challenges within the collectivity's dynamics.

Phenomenology was adequate for this study's purpose of exploring a critical issue

in these leaders' performance within their particular involvement in collective impact

enterprises by obtaining vivid descriptions of a given situation and its context

(Groenewald, 2004). Therefore, it was crucial to formulate research questions in a way

that encouraged meaningful, exhaustive responses from the people under the studied

conditions.

According to Ravitch and Carl (2016), phenomenology recognizes an issue's

rationality by the individuals involved in the studied circumstances. Therefore, this

approach guided the research question and the frameworks of this investigation. Also, it

modeled the data collection method and the development of the interrogations that helped

generate the needed information to answer the inquiry. As such, 10 in-depth interviews

with multi-sector leaders participating in Puerto Rico's Continuum of Care for the

Homeless (CoC PR502/503) were the primary data collection tool. They provided access

to the perceptions, opinions, descriptions, emotions, memories, and judgments of these

leaders who directly experienced the studied phenomenon (Patton, 2015). The data

sources provided the essence of the participants' life conditions and the constructs which

form their worldviews.

Per the research's approach, data analysis was phenomenological. As explained

by Patton (2015), this analysis is an interpretative structure, where the researcher

examined data for comprehending the essential meaning of the lived circumstances of a

phenomenon for specific individuals. This data analysis classified and characterized

participants' personal experiences and found meaning in these people's conscious

perceptions of the world around them.

Data assessment was through codes, categories, and themes; this was a descriptive

strategy that enabled the exploration of consistent patterns within determined qualitative

information. The result of this assessment is "a description of those patterns and the

overarching design that unites them" (Given, 2008, para. 1). Through this analytic

induction process, the researcher uses codes to systematically revise ideas that enhance

the meaning of the different perspectives that describe the real world's complexities

(Rubin & Rubin, 2012).

Definitions

For clarification purposes and a better understanding of the subject manner

contained in this dissertation, the following are some key words referenced throughout

the study:

Collaboration: associating with others by sharing resources and working toward a common goal that can produce mutual benefits. It is also defined as joint ventures between multiple organizations or agencies seeking to improve public value by achieving collective goals by working united instead of alone (O'Leary & Vij, 2012).

Collaborative governance: is defined as a governing strategy popularized over the past two decades which unites varied private interest groups with public managers under a common agenda to commit, under consensus, to a formal, advisory, and coordinated decision-making structure, which focuses on implementing public policy or managing public service programs and resources (Ansell & Gash, 2008).

Networked structures: these are organizational arrangements where one or more institutions unite to contribute a beneficial commodity or proffer a needed service, some of which are partnerships, alliances, coalitions, or councils (Agranoff & McGuire, 2003; 2012).

Collaborative advantage: is defined as the accumulation of goods through pooling varied resources from multiple actors that generate public value (Bryson et al., 2006).

Cross-sector collaboration: means "the linking or sharing of information, resources, activities, and capabilities by organizations in two or more sectors to achieve jointly an outcome that could not be achieved by organizations in one sector separately" (Crosby et al., 2015, p. 648).

Collective impact: is a productive and structured form of cross-sector collaboration to tackle compound social and environmental problems through the engagement of relevant actors from different sectors, working toward a shared vision of

producing large-scale social systemic changes through a measured-driven structure (de Montigny et al., 2017; Kania & Kramer, 2011).

Emotional intelligence (EI): is understood as the capacity of remaining aware that emotions drive people's behavior and impact individuals positively or negatively. It is also the capability of learning how to direct those emotions (both in ourselves and others), particularly when under stress (Goleman, 2006).

Social intelligence (SI): is defined as the capacity to generate positive impact by knowing oneself and others through the connections created through social interactions nourished by awareness of our and others' emotions (Goleman, 2006).

Assumptions

The following were assumptions presumed during this qualitative research:

1. That the sample of ten to twelve senior managers from either Continuum of Care for the Homeless in Puerto Rico was an adequate representation of the population, which could provide worthiness to the study.

2. The in-depth interview questions were answered truthfully and adequately by all participants, without biases, thus yielding reliable and compelling data.

3. The time between the interview and the publication of the results did not affect the responses' validity.

4. The interview questions were appropriate for the research.

5. Interviewed participants were knowledgeable about cross-sector collaborations and leadership performance. These individuals had firsthand experience in collaborative initiatives.

6. An understanding of emotional and social intelligence positively impacted the
outcomes of the collective.

Scope

Creswell (2007) explained that phenomenological research prefers situating participants at a particular site, where they have all shared the phenomenon to be studied. Therefore, the participants' selection was within a specific scenario, these being the two collective impact initiatives known as Puerto Rico's Continuums of Care for the Homeless (CoC-PR502 and PR503). These initiatives share the same objectives and goals; they only differ regionally. The intended sample was from multisector senior managers who are participating or have participated in said alliances for at least two years and who have been in leadership positions for at least three.

For this research, I suggested 10 to 12 in-depth interviews. Rubin and Rubin (2012) explained that qualitative research does not need a vast number of participants to prove its balance and diligence, provided that the researcher explores alternative perspectives and meticulously evaluates them.

Although these collectives have the same mission of providing services that help improve homeless citizens' quality of life and help eradicate homelessness on the island; their operational protocols differ; they have regional particularities, and historically, marked performance differences. However, the sample is decidedly uniform. The sample size is determined according to data saturation when the data sources do not generate new codes. Furthermore, when coding becomes more analytical or theoretical instead of

descriptive, and the obtained information starts to make sense regarding the research

question, saturation begins (Ravitch & Carl, 2016).

Delimitations

Delimitations are traits that define the boundaries chosen by the researcher for the

investigation; they close the scope of the study (Creswell, 2007). In this research, the

delimiting criteria for sample selection established inclusions and relevant exclusions.

Participants must have served as leaders in a Continuum of Care for the Homeless in

Puerto Rico for at least two years. They must represent either the government, nonprofit,

the served community, or private sectors in a position of leadership. They must also be

adult individuals who served as organizational leaders and who have been in positions of

senior management, who have at least three years' experience in a leadership position

(accumulated within any of the represented sectors). If the person is a community leader,

they must be or have been a participant within the represented community for at least

three years and have at least one year's experience in a position of leadership. Possible

exclusions include leaders who are not working in Puerto Rico, individuals with an

illness or disability, which may affect their ability to give consent, leaders who cannot

make managing decisions in their work settings, and refusal to give informed consent.

These factors were set to assure those research participants have the necessary

leadership experience while managing partnerships across different sectors. Moreover,

the research inferred a need for restricting knowledge and perceptions of the participants

to leadership within cooperative scenarios and to manage while being accountable for

shared decisions among several sectors.

Transferability

This aspect is possible by providing vast contextual information about the investigation setting and where the researcher collects the data (Shenton, 2004). The detailed descriptions of the data collection process and each resource's circumstances in this study provided a means for readers to transfer features of the research design and conclusions to other research settings.

Further transferability strategies could be documenting results from similar studies performed in diverse settings to contrast and compare with current findings. Additionally, for the dissertation, I used purposive sampling, which according to Devault (2018), approaches transferability because it demands considering participants' characteristics so far as they have a connection to the research question.

Limitations

Through this study, I presented potential risks that must be addressed ethically, such as bias and the researcher's role, and participants' privacy protection to avoid negative impact professionally. It is ethically correct to consciously identify the researcher's role within the research process's contextual interaction (Derry, 2017). As a senior nonprofit manager, my professional experience, participating in formal multisector cooperative efforts in Puerto Rico, could generate some partiality. Therefore, one challenge regards the separation of roles and consciousness of the mentioned bias. These circumstances require that I remain keenly and always aware of any judgments when interviewing peers who shared experiences within these collectives — in this manner, decreasing any actions that may interfere with the reliability of their responses. Although

I do not work directly with these potential participants and do not have direct power over their working status, since some know me professionally, it was beneficial to present in the design the measures that were taken to minimize any biases or influences that could arise. Such measures were continuous journaling and an interview guide, which standardized the followed protocol during the in-depth conversations for data collection.

It was best to make certain assurances to participants indicating that the information they shared was kept confidential, providing privacy measures, such as pseudonyms or identification codes, if they so desired, so that their jobs and professional relations may not be affected; especially those who work in government. In Puerto Rico, public managers work within a highly politized environment; if the opinions of any of the interviewed leaders are contrary to the ruling political party, it could compromise their jobs. Also, they may have opinions regarding a colleague's performance within the alliance, which may be perceived as a breach of trust among partners, thus, affecting the collaboration if they identify the interviewee. It was essential to share with potential participants the procedures used to protect their confidentiality, such as using codes and safety measures for storing data. A central ethical concern was to ensure understanding of the informed consent and safeguard of confidentiality; this way, protecting the relationships built among partners; because if they misinterpreted any answers, these connections could break. It was vital to warn participants that others in the field could identify them even when not using their name and not deceive them with false expectations.

Significance

This study's results could help practitioners create capacity-building materials to coach them toward developing procedures that could help achieve transformative outcomes in the Puerto Rican context. Senior managers could acquire leadership skills to become network leaders with high emotional and social intelligence levels, who maintain proper relationships, think strategically, design, and coordinate activities toward changing complex social arrangements (Ehrlichman et al., 2018).

As a matter of public policy, during the 21st century, it is recognized that "in a time of scarce resources and intractable problems, no one in the social sector, including policymakers, can afford to believe in singular solutions" (Bockstette et al., 2014, p. 4). Citizens confront challenges that are overwhelming for policymakers, who are embracing other sectors through collective actions that generate collaborative policies that affect the quality of life of residents through lasting results. These efforts require skilled leaders to strategically create progress, managing the most abiding, unruly social issues (Bockstette et al., 2014). Accordingly, this research helped Puerto Rican leaders improve their understanding of how to help others within local collective impact initiatives efficiently attain their potential to cultivate transforming influencing skills.

Summary

Chapter 1 introduced the topic of cross-sector collaborations, the role of leadership, and the significance of emotional and social intelligence to improve performance. This chapter discussed the study's background, presented the research questions, discussed the research's limitations and scope, and defined key terms for

understanding the dissertation. Chapter 2 reviewed the empirical literature concerning

collaborations across sectors, the collective impact model, and leadership competencies,

which are best practices within cooperative initiatives. Chapter 3 provided the research

methodology, its design, population description, sampling method, instrumentations, data

collection procedures, and the data analysis plan. Chapter 4 included the data collection

and analyses of the narrated facts by the ten senior managers interviewed. Finally,

chapter 5 included a summary of the investigation and provided recommendations for

Puerto Rican leaders across all sectors who want to effectively participate in cross-sector

collaborations that can produce long-term, systemic transformations in Puerto Rico's

society. Chapter 5 also included suggestions for future research.

Chapter 2: Literature Review

Introduction

Puerto Rico is a United States territory currently bankrupt, entrenched in an outdated colonial political status, with an unstable infrastructure, unprepared for facing hurdles such as critical environmental disasters, adequate urban planning, or poverty eradication. The island confronts inadequate public services management and high-profile government corruption. Puerto Rico requires leaders who propel tactical solutions, such as cross-sector collaborations, that can produce lasting transformations upon a society burdened by immense sociopolitical and economic difficulties. Scholars identified cross-sector alliances as ideal for solving complex community problems in the Caribbean (Cooper, 2016), as public services perform best through partnerships that mutually benefit from sharing skills, knowledge, and stability through a synergic combination of resources (Andrews & Entwistle, 2010). During current times, leaders are required to develop competencies that embrace working productively with partners across boundaries to produce practical solutions to the complexity of global dilemmas.

The purpose of this qualitative phenomenological study was to understand to what degree cross-sector senior managers participating in collective impact initiatives to attain systemic changes in the provision of services to the homeless in Puerto Rico perceived that developing emotional and social intelligence leadership competencies could influence their decision-making and conflict management abilities. The literature on cross-sector collaborations manifested that leadership roles and abilities within these efforts are essential to achieving long-term success, cohesion, trust, adequate conflict

management, and strategic decision-making (Agranoff, 2007, 2012; Ansell & Gash,

2008; Bryson et al., 2006, 2015; Crosby & Bryson, 2005; Thomson & Perry, 2006).

However, scholars determined there was a gap regarding leadership in cross-sector

collaborations, emphasizing the need to investigate attitudes and skills that generate

productive collaborations (Bryson et al., 2015). As a consequence of this breach in the

literature, Bryson et al. (2015) suggested further research to expand knowledge regarding

the interplay among managerial behaviors, procedures, and organizational arrangements.

This chapter provided background on concepts regarding cross-sector

collaborations for large-scale social change, specifically, the collective impact model.

Also, on notions regarding the role of leadership for developing successful multisector

alliances, emphasizing the emotional and social intelligence competencies needed to

nurture such interorganizational bonding (e.g., building trust), to skillfully manage

tensions, and to adequately share power for expedient decision-making. This review

initially focused on an overview of collaborative management, the advocacy coalition

framework, cross-sector collaborations such as the collective impact modality, and its

leadership framework. Followed by an assessment of the need for such intersectoral

partnerships when dealing with complex social issues, the overall significance of

leadership to sustain these efforts and reach long-term goals, and how becoming resonant

leaders with high levels of emotional and social intelligence can encourage productive

joint efforts. Additionally, this chapter focused on the examined, analyzed, and

synthesized material on how it relates to the context of leadership within collective

impact efforts in Puerto Rico to provoke systemic changes on services provision and

local public policies which affect the local homeless population. This literature review included the following themes: collaborative public management, collaboration across sectors, value creation through such efforts, the collective impact model, cross-sector leadership, and the emotional and social intelligence leadership competencies model.

Research Strategy

I performed the research strategy for this study by using Walden University's library system, accessing most of the data through multidisciplinary database sources. Such as Academic Search Complete, SAGE Journals, Thoreau Multi-Database Search, Google Scholar, Google, Science Direct, and ProQuest Dissertations and Theses. Also, thematic content databases, such as Political Science Complete and Business Source Complete Combined Search, Public Administration Abstracts, SocINDEX, Psychology Databases Combined Search, ABI/INFORM Collection, and Emerald Insight. The search included keywords as *collaboration, collaborative management, cross-sector / inter-sector / multisector / across sector collaboration, advocacy coalition framework, collective impact, cross-sector collaboration leadership, emotional and social intelligence leadership, decision-making, and conflict management*. Most of the literature that framed the research problem was published during the past five years; however, older articles used were either seminal work or helped establish the issues' lifespan. Documents identified as relevant to the research problem were saved locally in a dedicated external hard drive and remotely utilizing the Zotero software, which helped organize the bibliography thematically and provided access to view said articles by

accessing the software, either online or through a laptop. As a security measure, also the relevant material was saved in Dropbox, a cloud storage service.

Theoretical and Conceptual Foundation

Collaborative Management: An Overview

O'Leary and Vij (2012) stated basic definitions for collaboration within the theoretical context of public management. They cited scholars from the last decade of the twentieth century who indicated that collaboration is a working relationship with other professionals to gain mutual benefits — also defined as shared activities by several agencies working jointly to enhance public value as a result of their cooperative efforts instead of their outcomes from working as separate entities. These scholars developed a formal definition from the writings of Agranoff and McGuire (2003), establishing collaborative public management as "a concept that describes the process of facilitating and operating in multi-organizational arrangements to solve problems that cannot be solved or easily solved by single organizations…to achieve common goals, often working across boundaries and in multi-sector and multi-actor relationships" (O'Leary & Vij, 2012, p. 508).

Current public management theory indicates that managers are required to function across organizations and sectors, as much as within hierarchies, to obtain productive results. Through networked structures, such as partnerships, alliances, coalitions, or councils, public and private industry leaders work jointly to create strategies that can produce quality services and a better good for society (Agranoff & McGuire, 2003; 2012). In the twenty-first century, globalization, involution, and interdependence

shaped the global scenario into one where organization and sector boundaries are blurred,

giving way to cooperative actions, which may uproot or supplement bureaucratic

methods (Agranoff & McGuire, 2003; 2012). This type of managerial practice is also

known as collaborative governance, which unites varied stakeholders with public bureaus

in habitual forums to interact in decision-making efforts directed by general agreements

(Ansell & Gash, 2007). Additionally, the umbrella concept of collaborative governance

comprises the practices of collaborative policymaking and collaborative management,

which state the structures and protocols that shape joint activities between organizations

(public, private, and nonprofit) and civil society, with the end objective of deciphering

public problems and achieving public goals (Scott & Thomas, 2016).

 According to scholarship, environmental transformations surrounding public,

private, and nonprofit agencies stimulated the advancement of collaborative public

management. For the most part, dominant public ordeals became too much for a single

organization to handle, which demanded innovative approaches to tackle them. Also, the

trend of government outsourcing increased exponentially over the last decades, and the

need to improve publicly funded programs' results led administrators to recognize and

implement new avenues to provide government services. Additionally, collaborative

governance accentuated that innovative uses for technology enhanced government

information sharing in a practical and integrative manner. Furthermore, citizens

heightened their governance engagement, which resulted in distinct ways of jointly

finding solutions and carefully designing proper decisions (Agranoff & McGuire, 2003,

2012; Ansell & Gash, 2007; Bryson et al., 2015; O'Leary & Vij, 2012).

Collaboration is not a panacea of tools for effectuating serviceable governance; it is a toolbox for heightening practical solutions for society's most compound problems. It is alluring as a concept, but it is challenging in practice because human beings are not inherently prepared to work well with others as teams. Also, some tensions underly all collaborative experiences. However, suppose the network leaders actively acquire competencies to manage conflict strategically, compassionately, and creatively within the collective's contextual reality. In that case, it becomes possible that all parties involved develop reasonable expectations for the network's success across sector boundaries (Jarvis, 2015).

According to Ehrlichman et al. (2018), some challenges adjudicated to collaborations are: interfering personality struggles, avoidance of strenuous conversations, trust-building, the misunderstanding of leadership within a collaborative scenario, and failure to dedicate resources to imperative organizing administrative purposes so that collaborative initiatives may succeed. For such collaborating enterprises to flourish, leaders must recognize the insufficiency of accomplishing objectives as alienated institutions versus the advantages of mastering interorganizational and intersectoral alliances and the skills required to achieve high-quality performance and long-standing outcomes (Senge et al., 2007).

The Advocacy Coalition Framework

The advocacy coalition framework (ACF) (Jenkins-Smith et al., 2018) aids in understanding the policy creation and change processes through the behaviors of relevant actors, who associate by following their shared beliefs, consequently turning them into

action. This theory visualizes individuals as those relevant to advancing social change instead of institutions. Moreover, ACF states that what drives meaningful policy changes are the beliefs, behaviors, and learning practices of the influential actors that constitute each advocacy coalition and its subsystems (Jenkins-Smith et al., 2018).

Homelessness is a major social malady that comprises concurrent physical and mental health issues, legal problems, unemployment, and extreme poverty, among many other socially unjust circumstances. The complex issues affecting this social sector require the implementation of adequate, evidence-based, innovative responses from public policy and governance.

According to Fleury et al. (2014), the ACF provides the means to assess the proper implementation of public policies and programs highlighting actions by coalitions formed by interested parties regarding the prominent issues and policies. This theoretical framework depicts the significance of diverse stakeholders engaged with the enforcement of any given public policy. Also, it gives notability to collaborative enterprises organized by these actors, with the primary purpose of affecting policy and the policy subsystems. Fischer et al. (2007) explained the policy subsystem concept as the context parameters that frame a policymaking process. These scholars indicated that geographical confines, an important subject matter, and diverse policy partakers from multiple sectors delimit a subsystem.

Sabatier and Weible (2007) understood that the ACF as a framework was created to "deal with "wicked" problems – those involving substantial goal conflicts, important technical disputes, and multiple actors" (p. 189). An issue such as homelessness qualifies

as a terrible, iniquitous social ailment that requires collaborative strategizing among

many interested groups to implement public policies and programs which can transform

unjust social conditions.

In the Fleury et al. (2014) study regarding adapting the ACF to the planning phase

and implementation process of Montreal's systemic response to homelessness, the

authors emphasize the relevance of the multiple actors engaged in the proper execution of

public policy and their attempts to affect system changes. ACF posits that public policy

results from the collision between belief systems among stakeholders and the alliances to

which they adhere.

This theoretical framework concludes that each belief schema embraces essential

values and social constructs that involve understanding the issues and assessing the

various solution alternatives (Fleury et al., 2014). An underlying assumption of the ACF

is that invested players in a public concern have a three-level belief system. The top-level

contains deep core beliefs; these are standard, fundamental principles highly unyielding

to change (e.g., civil and human rights, religion, or ethnicity). At the second level lie the

policy core beliefs, including all regular empirical concepts that extend throughout a

whole policy subsystem. In other words, the set of values that specifically associate with

one policy sector, such as housing policies or mental health policies. These beliefs are

more flexible than those at the top level; however, they still endure change (e.g.,

awareness of the harshness of system-wide issues, the balance of power among multiple

sectors). Finally, the third level includes what is known as secondary beliefs, which are

experiential notions that adhere to implementing a policy in a particular sociopolitical

arena. These secondary beliefs have a narrower span, addressing specific details or rules within policy programs. According to Fischer et al. (2007), these sets of values are highly prone to change as they counter new data and emergent circumstances.

The significance and success of cooperative policy participants are contingent on the individuals' dexterity to convert policy core beliefs into substantive policy by seeking out collaborators with similar perspectives and coordinating their behaviors among partners within advocacy coalitions (Fischer et al., 2007). The advocacy coalition model supposes that logic motivates collaborative participants but are limited by a flawed cognitive capacity to grasp a convoluted world scenario. Therefore, actors within alliances or coalitions intend to simplify their social conditions by filtrating their worldviews through their particular creeds (Sabatier & Wieble, 2007).

Since individuals intuitively relate to their ideologies, they become inherently skeptical of others who differ from their credence. Thus, when interacting within a policy subsystem, they become personally involved, increasing emotional responses based on fear of opposing views, which generates conflict; moreover, bypassing rational decision-making (Fischer et al., 2007). Based upon this tenet, the ACF's version of participants' roles steers these people to search for compatible partners to develop formal collaborative efforts. Consequently, the role of leadership within collaborations is pivotal in provoking systemic changes, as long as these individuals can acquire and balance cognitive, emotional, and social abilities that help catalyze sensible problem-solving into policymaking strategies.

Leaders become solution finders who utilize multiple perspectives and resources across sectors, getting involved with varied stakeholders, to develop innovative and adequate responses that can take care of today's intricate challenges (Becker & Smith, 2018). Becker and Smith (2018) stated that "the indispensable ingredient in determining whether we overcome our obstacles and seize the opportunity of these times remains the same as it has been throughout history: leadership" (p. 2). Under the complexity of the current world scenario, achieving effective transformations requires transformative, collaborative, integrative, resonant leaders who can manage and positively influence cross-sector collaboration efforts.

Collective Impact Model

During the past nine years, cross-sector collaboration leaders adopted the collective impact model, which became the most popular approach for systemically managing tenacious social problems through cross-sector collaborations. It is a technique that provides strategic management and organizational structure to multi-sector alliances (Karp & Lundy Wagner, 2016). This model assembles leaders from different sectors to relinquish their separate plans and adopt a collective method for coordinating large-scale social change (Kania & Kramer, 2011). Since its development in 2011, a myriad of collaborations worldwide implemented this framework's principles, influencing public policy in places such as the United States and its territories, Canada, Australia, the United Kingdom, Israel, and South Korea (Kania et al., 2014).

Kania and Kramer (2011) defined collective impact as the dedication of a group of significant multi-sector stakeholders to a united plan focused on solving a particular

social problem. Notwithstanding, different from previously conceived cross-sector collaborations, collective impact endeavors entail a centralized configuration that requires five requisites for synergistic success: (a) a committed staff, (b) structured protocols that convey a joint agenda, (c) shared measures for tracking progress, (d) constant communication among partners, and (e) co-operative actions that strengthen the collectivity and maximize its long-term results (Christens & Inzeo, 2015; Cooper, 2017; de Montigny et al., 2017; Flood et al., 2015; Kania & Kramer, 2011).

Scholars indicated that the idea of collective impact repels the ongoing practice among sectors, such as nonprofit organizations or civil society, which usually incur in isolated impact efforts that generate numerous separate solutions to critical social problems. These independent strategies mostly confront and cancel each other out by overutilizing needed resources to attain a sound impact for producing a systemic transformation (Flood et al., 2015; Kania & Kramer, 2011). The collective impact approach requires a mindset shift from entities working independently to working within a comprehensive system that will provoke substantial change (Kania et al., 2014).

Furthermore, complying with the five structural requirements of collective impact is not enough for achieving a productive, high-quality effort. Kania et al. (2014) indicated that a radical modification of collaborators' attitudes is necessary regarding who will participate in the alliance, in which manner will they work with each other, and how will they advance said cooperative efforts. Those who get involved in the collectivity must be crucial partners from all the interested sectors (e.g., government, nonprofit, business, philanthropic, and academic sectors), as well as people who have experienced the

circumstances surrounding the social issue; these individuals must embrace diverse perspectives on the issues, thus bringing about consequential communications. This multiplicity of opinions will promote a collective grasp of the issues and build a sense of bilateral responsibility for the cooperation (de Montigny et al., 2017; Kania et al., 2014). Expressing and embracing different perspectives cultivates a culture of learning from one another, thus, providing a pragmatic image of the dilemma, allowing for the development of high yielding solutions (Christens & Inzeo, 2015; de Montigny et al., 2017).

In terms of how they will unite under collective goals, it is crucial to exalt data gathering through evidence-based practices; these input mechanisms are pivotal within collective impact ventures. Nevertheless, these will not attain significant, expedient, and influential results if leaders within the collective undervalue the vast capacity of building trustworthy interpersonal relationships that facilitate a shared vision and joint learning processes. Regarding how these partners advance their actions, the complexity of the issues which give these alliances purpose requires adaptive leaders who are adept in strategic problem-solving and who are willing to engage in continuous learning to develop innovative responses to system-wide problems (Edmonson & Hecht, 2014; Kania et al., 2014). "Achieving population-level change…requires all stakeholders to abandon the search for a single silver bullet solution. Instead, they must shift their mindset and recognize that success comes from the combination of many interventions" (Kania et al., 2014, p. 5).

The collective impact model is a flexible tactical framework for producing long-lasting social change. It will expand and endure by fostering a leadership core that

exercises strategic planning and continually adapts to changing scenarios by being watchful of arising opportunities and visionary ideas that are not apparent without a previously planned set of actions. Hence, the importance of incorporating organizational structure and integrative leadership under one collaborative principle. Leaders who collaborate pave the way for cooperative learning and strategizing by urging repeated interplay among partners and nurturing trust (de Montigny et al., 2017). Furthermore, it is imperative to understand the leadership aptitudes and attributes that enable prosperous collaborations across sector boundaries.

Leadership for the Common Good Framework

Scholars distinguish leadership roles as crucial for advancing objectives through formal cooperative efforts (e.g., coalitions, alliances, councils, and continuums of care, among others), by accepting people's beliefs as motivators for collaborating with others who possess similar values and concerns and are willing to work toward producing beneficial social transformations through policy changes. A framework that embraces all collaborative guiding markers is necessary since leaders seek to influence multi-sector actors, impacting the collaboration's plan and direction. Crosby and Bryson (2005) developed the leadership for the common good framework, which focuses on cultivating mutual gain strategies that can involve various degrees of action at the personal, team, organizational, and societal levels. Under this theory, representatives from different sectors commit to outlining public issues and developing favorable answers by nourishing innovative imperative policies, programs, and protocols to assure a

reciprocally beneficial system over extended periods (Bryson et al., 2015; Crosby &

Bryson, 2005).

   According to Crosby and Bryson (2005), this framework promotes extensive

understanding of "how visionary, political, and ethical leaders operate and why visionary

work in forums is so critical to the success of policy change efforts" (p. 182). These

scholars stated that leaders within cross-sector partnerships should be aware that to show

productiveness and successfully meet social needs in a shared-power world, they must

work to resolve and correct complex social problems through the practice of skills which

are depicted in the framework and by accepting that to provoke significant social

changes, dexterity to collaborate and work with others is of the utmost priority. "No

single individual, group, or organization can make significant headway in fulfilling these

needs without cooperating with other individuals, groups, or organizations that have a

stake in producing better outcomes" (Crosby & Bryson, 2005, p. 184). As Becker and

Smith (2018) explained, to effectively meet the complexity of current social issues,

leaders must choose collaborations instead of addressing the problems by contending

with one another, conforming, conceding, or evading.

   Nevertheless, it has been a particular challenge to gather diverse stakeholders into

collaborative efforts that combine information and resources, guided by one vision and

common goals because of individual interests and power imbalances. Thus, stalling

processes through improper decisions and unreliable conflict management (Bryson et al.,

2006). Participants within collaborations tend to get frustrated due to this collective

idleness (Bryson et al., 2015; Huxham & Vangen, 2005). Researchers established that

cross-sector collaborations do not solve all social issues tackled, some resulting in adverse outcomes that can enhance the problem meant to be resolved because transformations sometimes have unexpected consequences throughout the system (Bryson et al., 2015). Jarvis (2015) indicated that collaborations are commonly short-lived. Sometimes, they are executed through ambiguous procedures and purposes. They mostly react to continuously changing political scenarios, with consequent public sector restructuring. All these factors contribute to alliances that develop into practices that trigger decentralization and failure.

Bodily et al. (2011) researched the challenges and expectations of several collaborative social change efforts regarding education reform. One of the studied cases was The Alianza, a multisector network formed in Puerto Rico with a Ford Foundation grant in 1994. The purpose of this collaboration was to determine if there was a possibility of implementing education reform, nurture conditions for change, and foment innovative educational cultures within areas with the harshest socioeconomic conditions on the island.

During the initial phase, the collaborative enterprise's implementation throughout eleven schools received commendations for producing effective results. They developed a group mission, vision, and strategic plan. The Alianza attained such success that they acquired additional financial resources from the Kellogg Foundation to expand their efforts to five more local school districts. After a decade, Puerto Rico's Department of Education announced they would adopt Alianza's systemic change model to transform the overall school system.

Since 2006, the local context was becoming unstable, as the island's economy was chaotic, increasing its weaknesses over time. In 2008, the partnership, which did not receive a proper follow-up, started to fade. Additionally, political scandals and corruption at the highest government levels consumed the education sector. Consequently, collaborators of The Alianza wandered, trying to survive the challenging environment and the dissipation of resources destined for education.

The network's leaders changed various times. It started with charismatic, experienced leaders who specialized in collaboration and vision-building. As Bodily et al. (2011) explained, when the cooperation started, its leadership was also unpretentious and enthusiastic. As time passed and the ruling political party changed, more leadership changes occurred, relying on less popular individuals, with minimum expertise, who were more concerned with finishing government-sanctioned research than with real education public policy transformation. General interest in reform was still a priority among citizens; however, the network leadership did not behave in ways that could foster a creative, sustainable environment for collaborative impact through interorganizational connections across sectors.

Another study relevant to the Puerto Rican scene concerning collaboration efforts studied more than a thousand local nonprofits and community-based organizations. Martínez et al. (2014) revealed, through the analysis of focus group participants' experiences, that there was an overall opposition to incur in collaborations because of feelings of inadequacy when writing collaborative agreements, and insufficient resources to acquire help from experts in specific areas like the legal aspects of said memoranda of

understanding. Still, these scholars' results suggested that participants recognized the significance of partnerships and collaborations and acknowledged that there was a higher probability of services duplication and poor integration of community transformation strategies without these ventures.

In contrast to this local context example, people whose goals are to confront large-scale problems, such as homelessness or education policies, generally need to work across sector boundaries to advance collective comprehension of the issues and overall engagement to collective solutions (Bryson et al., 2015). These scholars studied several multisector alliances to formulate and update the framework, initially presenting a case study of the African American Men Project in the Minneapolis-Saint Paul metropolitan area in Minnesota, a 130-member commission to deal with public policies affecting this community in the mentioned area (Crosby & Bryson, 2005). This initial study determined important framework components such as the continuous awareness that activities in the 21st century occur in a 'shared-power world.' Additionally, the clever design and application of forums, arenas, and courts to foster policy changes and the policy change cycle's useful examination. The final component, especially noted in this investigation, the responsibility of leadership aptitudes.

Awareness of Shared-Power World

Scholars state that for the past decades, there has been a rise of dependence between individuals and institutions; therefore, leaders are obliged to perform in congruence with this relationship, to deal productively with wide-ranging social necessities. Crosby and Bryson (2005) explained that leaders are required to develop

strategies that are "shared within and across sectors" (p. 184) to respond to unmet social needs, such as housing, employment, safety, or education, while producing long-lasting outcomes.

Understanding the equitable, collective characteristics of current global circumstances is challenged by the surmounting task of rallying a diversity of interested parties into gathering under cooperative, fragmented power endeavors to integrate data, resources, and actions regarding synergistic goals. Moreover, it is pivotal to pay attention to those most affected by unmet needs or by public dilemmas and those who possess valuable resources to satisfy identified needs within society (Bryson et al., 2006). Consequently, these authors posit that an ample number of paramount stakeholders must enroll in advocacy coalitions, or other formal collaborations, to propel impactful solutions by compelling policymakers to adopt and mobilize new policies, programs, and protocols (Bryson et al., 2015).

Forums, Arenas, and Courts

These are the shared-power contexts throughout which individuals broaden mutual understandings of public affairs. According to Crosby and Bryson (2005), they connect to the three dimensions of power: (a) Creation and discussion of collective purpose, (b) Conception and enforcement of policy decisions, and (c) Negotiation of disagreements and approval of conduct. Efficiently treading these dimensions requires competent multisector leaders who are creative negotiators adapting to and rising from conflictive settings, sustaining, and advancing a collective vision to produce enduring outcomes.

Leadership Aptitudes

According to the seminal writings of Crosby and Bryson (2005), this framework suggests that individuals who participate in cross-sector collaborations must practice eight main leadership competencies:

1. understanding the socio-political, economic, and technological context of leadership

2. understanding personal leadership, thus, assessing self and others while leading

3. enhancing team leadership by building productive workgroups

4. organizational leadership by sustaining humane and worthwhile organizations

5. visionary leadership, developing and sharing meaning within forums regarding historical incidents, ongoing reality, the alliance's mission, and the future landscape

6. political leadership, creating and executing decisions in legislative, executive, and administrative arenas

7. ethical leadership, arbitrating disputes and penalizing behaviors in courts while educating partners about ethics, laws, and protocols, and

8. policy entrepreneurship, organizing leadership responsibilities throughout policy change cycles (Crosby & Bryson, 2005; 2006).

Smith and Becker (2018) presented a cross-sector leadership framework developed at the Presidio Institute, congruent with Crosby's theory. It distributes nine

essential skill sets under a three-level structure. At the first level, these scholars placed

actions that can build team leadership, such as enhancing trust, dealing with power

dynamics and conflictive situations, and encouraging innovation. At the second level,

actions that require organizational, political, and ethical leadership, to solve problems,

such as perceptions of impact on individuals, utilizing a systems approach, and using data

to validate results. At the third level, they placed actions that require personal, visionary,

and entrepreneurial leadership competencies, which can help attain meaningful impact.

It is of significant concern to the presented gap in this research the aspects

regarding personal leadership, which intend to generate meaning and mobilize personal

assets. Crosby and Bryson (2006) called this set of skills "a sense of one's leadership

calling" (p. 189); they explained that responding to a personal mission of guiding change

efforts originates from those things that these individuals care for genuinely. According

to this theory, other crucial personal leadership behaviors are integrity, having a sense of

humor, self-awareness of human interactions, and learning processes. Also, cross-sector

leaders must have an ability for self-efficacy and boldness, cognitive, emotional, and

behavioral intricacy, and a dedication to constant learning. Additionally, having authority

and resources, supportive personal networks, a sense of balance, and an acute

consciousness of how leadership can be reinforced or depleted by the individual's

position in dominant social arrangements (Bryson et al., 2015; Crosby & Bryson, 2005;

2006; 2010; Jarvis, 2015).

Other relevant competencies for cross-sector leaders under this framework denote

that to respond skillfully to imperative needs in society, leaders must evaluate and

understand the contextual background that helped the concerned situations evolve.
Bryson et al. (2006; 2015) clarified that leaders must explain how tendencies or
variations within systems take part in the ascension of a social need and how these give
way to a window of opportunity for leadership. Also, team leaders excel within
collaborations by embracing communications that associate with members' actions
coordination, building common ground for understanding and trust, cultivating smart
problem-solving strategies, and encouraging faithful allegiances across sectors. Some
ideal competencies are active listening, conflict management, causal planning, and
empowering others (Crosby & Bryson, 2005; Smith & Becker, 2018).

In terms of political leadership, some suggested skills by Crosby and Bryson
(2005) are dealing with conflict among and within communities, developing prosperous
and sustainable coalitions, and defeating bureaucratic opposition. Also, embracing
transactional skills for dealing with conflictive plans, having capable skills to negotiate
support, gaining favorable positions to harbor power balance and governing choices, and
fomenting constructive disagreements to allow a better-informed decision-making
process. After describing the crucial role of leaders within cross-sector collaborations,
scholars suggested additional research related to the ideal manner to pursue leadership in
shared-power multisector settings to produce better outcomes through collaborative
endeavors (Bryson et al., 2006, 2015; Crosby & Bryson, 2005).

Overall, Crosby and Bryson (2010) revised their framework to portray public
managers within cross-sector collaborations as integrative public leaders; since in today's
world, government administrators and executives are confronted with a need "to inspire,

mobilize, and sustain their own agencies, but also to engage numerous other partners in

their problem-solving efforts" (p. 211). Furthermore, merited by the typical shortcomings

of governments, the business sector, and civil society, endurable solutions need to rely on

the strengths which are standard to each sector while minimizing their vulnerabilities

(Crosby & Bryson, 2010). These leaders must pursue the task of uniting a diversity of

stakeholders in semi-permanent structures, usually across sectors, to find remedies to

convoluted public problems to effectuate a common good; "integrative public leaders will

have to lead across sector boundaries to foster the requisite relationships and resource

flows needed to produce desirable outcomes" (Crosby & Bryson, 2010, p. 211).

Emotional and Social Intelligence Leadership Competencies Model

Empirical research found that the most efficient leaders possess advanced levels

of emotional intelligence (EI); "emotional intelligence is the sine qua non of leadership"

(Goleman, 2015, p. 1). Goleman's seminal study aimed to identify skills that depicted

remarkable accomplishments at 188 corporations around the world. After data analysis,

the scholar concluded that "intellect was a driver of outstanding performance" (p. 3);

however, he discovered that proportionately emotional intelligence was twice as

influential for achieving excellence than its counterparts, cognitive intelligence quotient,

and technical dexterity.

Emotional intelligence in leadership refers to a collection of five capacities that

help good leaders attain their highest talents while also advancing better qualities and

fruition in their followers. The five skills are self-awareness, self-regulation, motivation,

empathy, and social skill (Goleman, 2015). Furthermore, in subsequent studies, scholars

added social intelligence as an integral part of this 'greatness-in-leadership' model. Goleman and Boyatzis (2008) discovered particular behaviors by leaders, mostly showing empathy and harmonizing with others, that impact their brain cells and their followers' minds. These researchers confirmed that flourishing leaders' behavior greatly influences brain cells' engagement. Thus, when leaders connect with others, becoming attuned to their needs, their minds behave correspondingly, as if they were part of one system. Under this principle, striving to become a better leader means adopting positive social behaviors that encourage connections through the brain's social system (Boyatzis et al., 2015).

Goleman and Boyatzis (2008) defined social intelligence as relational skills, constructed on specialized neural circuits and their endocrine systems, that assist in affecting others to achieve their best potential. Social neuroscience and neuropsychology are the foundation disciplines for this theory; they identified the involved set of neurons during this process: (a) mirror neurons (create shared knowledge), (b) spindle cells (produce intuition and form the social guidance system for better decision-making), and (c) oscillators (help individuals to physically respond to others coherently). Namely, social intelligence manifests in leadership through degrees of adaptation among individuals, their level of connection and understanding of one another, and the manifestation of skills and aptitudes which nurture relationships that inspire rapport.

Individuals who achieve higher levels of emotional and social intelligence can become resonant leaders whose emotions and actions encourage change in those around them (Goleman et al., 2001; 2013). Resonance refers to a sense of being synchronized

with others; resonant leaders engage people around them; they communicate sincerely about significant issues regarding people's views and their work environments. These individuals' moods and actions will match the managed situations' context, but their emotional maturity will help them approach issues with an optimistic perspective (Goleman et al., 2001; 2013). They listen intensely because they are empathic and sincere, and above all, these leaders foster an environment of transparency, mutual appreciation, and trust (Boyatzis et al., 2013). According to Boyatzis and McKee (2005), leaders who continuously achieve individual and shared goals utilize their emotional and social intelligence skills to develop collective hope, kindness, mindfulness, and humor into their relationships.

Goleman and Boyatzis (2015) rebuilt their theory into an array of skills divided into two major elements: the interpersonal group or social intelligence, comprised of social awareness and relationship management, and the intrapersonal group or emotional intelligence, which includes self-awareness and self-management. These changes generated the emotional and social intelligence leadership competencies model (ESI). Officially, scholars explained ESI as "an ability to recognize, understand, and use emotional information about oneself (EI) or others (SI) that leads to or causes effective or superior performance" (Seal et al., 2006, p. 194). A leader's emotional state will determine how an organization or group of followers will perform; because temperament is infectious and disseminates swiftly and impressively throughout the enterprise. Therefore, making emotional leadership a primary task for leaders. Individuals who embrace these concepts practice emotional or primal leadership; they employ a careful

analysis to understand their processes, how their temperament and actions affect others, and consequently adapt their methods appropriately (Goleman et al., 2001; 2015). According to Goleman et al. (2001; 2015), resonant leadership is the manifestation of the ESI leadership competencies model in action. It requires the following competencies,

1. Self-awareness, this skill aids managers to rigorously measure their emotions and to use intuition to interpret how they are influencing those around them,

2. Self-management or self-regulation this ability helps managers candidly and respectfully direct their emotions in an accountable and adaptive manner,

3. Social awareness, this aptitude assists leaders in understanding how they make others feel, by being sensible and empathic, and having organizational instincts, and,

4. Relationship management, this competency, deals with practicing transparent communications, having the capacity to mediate conflict, and consequently develop resilient personal connections.

A study performed by Boyatzis et al. (2013) discussed characteristics typical of emotionally and socially intelligent leaders. These individuals exhibit competencies such as adaptability, emotional self-management, emotional self-realization, an optimistic view of life, and a forceful drive to achieve — also, organizational commitment, self-confidence, integrity, and trustworthiness. Regarding social intelligence, effective managers will display empathy, organizational awareness, and expertise in building and managing teams. Additionally, they inspire, impact, coach, and mentor followers, are

adept at conflict management, showing cross-cultural sensitivity, persuasiveness, and are efficient at leading change efforts.

Moreover, Pastor (2014) stated that productive leadership performance is necessarily contingent on a leader's capacity to decipher complicated social issues. The foundation of success resides in the quality of their social interactions, which are influenced by their degree of emotional awareness and their competence for regulating emotions. The scholar discussed studies that showed that individuals who demonstrated superior EI levels attained superb sales or management performance because, in those cases, prosperity is connected to the capacity for understanding and nurturing interpersonal relationships.

Research has been consistently indicating the abilities needed to attain a resonant leadership level, which enables managing emotions to encourage constructive interactions that can advance shared goals, a collective mission and vision, and common objectives. Through a study regarding best practices and characteristics of successful collaborations, Madden (2017) demonstrated that common traits among leaders of productive collaborative efforts were high levels of emotional intelligence manifested through innovative development and creative problem-solving strategies. Also, adaptability, focusing on positive actions that could bear favorable outcomes, a willingness to work across boundaries, an emphasis on working with partners who possess community acceptability and are focused on a mutually beneficial mission. Madden's (2017) research demonstrated that emotional intelligence is pivotal for leaders of prosperous alliances to show competent performance results.

Summary

Chapter 2 explored and documented the theories of cross-sector collaboration and leadership which support the study. The major themes in the literature depicted cross-sector collaboration as a large-scale problem-solving solution in today's society. Also, research connected the success of such collectives to having effective leadership. Furthermore, scholars vastly explained how emotional and social intelligence are crucial to leadership effectiveness and successful partnerships. Pastor (2014) expressed that leaders with such behavioral capacities brought about stronger interpersonal relations, personal motivation, and that of others. They are good listeners, sensitive to others' perils, visionary, dynamic, innovative, and creative, showing high-quality performance, endurance under pressure, and adaptability to change.

The explored studies indicated that dealing with social issues in a networked world requires leaders who are prepared to work in an environment where cooperating with others who may have different viewpoints and practices is indispensable to achieve success. These leaders must be inclusive, authentic, collaborative, and transformational. The new public manager is an integrative leader who leverages his/her emotional and social intelligence capabilities to create collective solutions for large-scale social problems, which produce a long-lasting impact on society (Crosby & Bryson, 2010; Goodman, 2018).

According to Jarvis (2015), the literature emphasizes that collaboration pools resources and knowledge, thus dealing better with intricate social issues. The collective process enhances leaders' opportunity to be original and inventive, utilize shared

expressions and methodology, and provide an array of cooperative services (Crosby & Bryson, 2005). Nonetheless, scholarship simultaneously established that collaboration is riddled with complexity, challenges, and incertitude; since collective protocols utilize most resources, network members become disillusioned, and partnerships sometimes turn into collective laziness (Huxham & Vangen, 2005; Jarvis, 2015). Hence, managing in a networked context requires leadership competencies that facilitate strategic decisions and advance skillful problem-solving.

Bryson et al. (2015) indicated a gap regarding the mixture of behaviors, skills, and knowledge that permeates cross-sector collaborative leadership. Likewise, Frizzell et al. (2016) suggested a clear gap between the ordeals of worldwide events and leadership abilities to manage appropriately such hurdles using innovative collective impact activities. This qualitative phenomenological research explored cross-sector leaders' opinions and experiences in Puerto Rico and whether these senior managers perceived that developing emotional and social intelligence leadership competencies could influence their decision-making and conflict management skills within a formal, local collaborative impact venture.

Chapter 3: Research Method

Introduction

The purpose of this qualitative phenomenological study was to understand to what degree cross-sector senior managers participating in collective impact initiatives to attain systemic changes in the provision of services to the homeless in Puerto Rico perceived that developing emotional and social intelligence leadership competencies could influence their decision-making and conflict management abilities. For example, if these individuals understood that building said capacities could be beneficial for their performance within a network dedicated to providing services for the island's homeless population, hence advancing its organizational processes to attain functional systemic changes expediently.

Chapter 3 included the research design, rationale, and methodology. Also, it revisited the role of the researcher, revealing any encountered biases or ethical issues. The discussion then turned to methodology regarding participant selection, sample size, and context, followed by data collection, instruments, sources, adequacy, and validity. Furthermore, this chapter included utilized procedures for recruitment, participation, and data collection execution. Additionally, I presented a data analysis plan; and it approached trustworthiness issues such as credibility, transferability, dependability, confirmability, and reliability. Lastly, I discussed ethical procedures, such as participants' agreements, treatment of participants, and a description of data treatment concerning confidentiality and protections.

Research Design and Rationale

The phenomenological approach was the most reliable method for performing this inquiry. It emphasized gaining a deeper understanding of people's experienced circumstances concerning the studied phenomenon (Patton, 2015). The investigation intended to portray the essence of Puerto Rican leaders' involvement in cross-sector collaborative endeavors through how they rationalized the need for emotional and social intelligence leadership competencies. Phenomenology focuses on these individuals' intrinsic interpretations of their comprehension related to the particularities of their shared experiences.

While rationalizing which approach to choose for framing this research, the narrative approach was considered because it studies "how human beings experience the world" and how they express their constructions of reality, formed through these individuals' participation in social dynamics (Moen, 2006, p. 56). Still, this research focused on analyzing and comparing data collected from comprehensive descriptions of diverse participants' shared experiences in a given situation; instead of only examining an individual's life stories.

Phenomenology fit this study's purpose of exploring a critical issue in these leaders' performance within their particular experiences regarding collective impact enterprises. Their experiences, convictions, values, and viewpoints were the vehicles to understanding the phenomenon. Phenomenology means obtaining vivid descriptions of a stipulated situation and its context (Groenewald, 2004). Therefore, it was crucial to

formulating research questions in a way that encouraged meaningful, exhaustive

responses from the people experiencing the studied conditions.

For this study, the proposed research questions were:

RQ1 – How do senior managers participating in collective impact

initiatives in Puerto Rico perceive the influence of emotional and social

intelligence leadership competencies on conflict management and decision-

making abilities?

RQ2 – To what degree do these senior managers understand that

improving members' emotional and social intelligence leadership skills could

help expedite local public policy improvements to provide services for the

homeless on the island?

These questions helped to acquire a comprehensive understanding of emotional

and social intelligence competencies in the context of multisector collaborative impact

initiatives in Puerto Rico concerning homelessness public policies and programmatic

services offer. These research questions also met the criteria of relevance to the

significant themes explored; they could impact the proper execution of public, business,

and nonprofit managers. Furthermore, these inquiries were ethically correct, focused on

enhancing the greater good, and were attainable and suitable for performing the research.

The research questions helped understand the aptitudes which contribute to the fact that

dissonant leaders cannot advance robust and lasting impact through collaborations

because of their incapacity to manage tensions properly between partners, therefore,

stalling social change efforts (Jarvis, 2015). Bad leadership equates to a deficiency of

intrapersonal and interpersonal abilities fostered by developing emotional and social intelligence maturity levels. A focused leader will improve strategic decision-making, innovativeness, and organizational planning skills (Boyatzis et al., 2013; Fowlie & Wood, 2009; Goleman, 2013).

According to Ravitch and Carl (2016), the purpose of phenomenology is to recognize the rationality of an issue by the individuals involved in the studied circumstances. Therefore, this approach guided not only the research questions and the frameworks of this investigation but also the data collection method and the development of the interrogations that helped generate the needed information to answer the inquiry. In-depth interviews with multi-sector senior managers who participate in collective impact initiatives were the primary data collection tool. They provided access to these leaders' views, descriptions, emotions, memories, and judgments who directly experienced the studied phenomenon (Patton, 2015).

Role of the Researcher

It is ethical to identify the researcher's position within the research process's contextual interaction (Derry, 2017). While reflecting upon this study's researcher's positionality and the implicit and explicit assumptions which guided this work, it was apparent that during my professional experience as a nonprofit manager, I became aware of the significance of creating cross-sector collaborations to produce broad transformative social impact. Thus, I embraced the proposed conceptual models and theories for this study. As such, I continually checked and journaled my opinions and perceptions to enhance transparency and decrease biases.

For the last 15 years, I participated in planning councils, coalitions, community collectives, and continuums of care that deal with issues such as poverty, homelessness, HIV/AIDS patients, domestic violence, and sexual aggression in Puerto Rico. In all these cooperative ventures, Puerto Rican leaders from various sectors contributed to create new programs, impact public policy, develop strategic planning agendas, and advocate for the rights of vulnerable populations on the island. Nonetheless, I witnessed how procedures, which need to be expedient for the citizenry's genuine benefit, stop working due to conflicts among members from different sectors who do not understand the advantages of sharing interests, goals, and values. Having a clear position regarding the explored issues allowed me to better employ phenomenological reduction or bracketing to set aside my previous experiences, suppositions, and biases to enhance observations and descriptions of the issues. Therefore, concentrating on the in-depth knowledge acquired by exploring others' meanings regarding their first-hand experiences (Patton, 2015).

An ethical challenge in this research concerned the separation of roles. Having participated as a leader in such efforts in Puerto Rico, as the researcher for this study, I was cognizant of any biases when interviewing peers with whom I have shared experiences within these collectives, in this manner, decreasing any actions that could interfere with the reliability of their responses. Additionally, it was vital to question and explore the viewpoints of leaders that have these experiences but with whom I have not shared circumstances, thus, maintaining balance and diversity among opinions. Hence, increasing the research process's quality by transparently addressing issues that may become demanding tasks or limitations within the study (Ravitch & Carl, 2016). It was

essential to state that I did not have direct power over these people's working status. Another employed technique to manage biases was peer debriefings, utilizing a support group of informed peers to regularly examine the research's progress. This method provided a fresh perspective, constructive criticism, and a neutral examination of possible bias.

Methodology

Participant Selection

This research used purposive sampling, selecting individuals to participate for particular reasons generated by the essential constructs, and the context encompassing the research questions (Ravitch & Carl, 2016). This purposeful sampling strategy intended to utilize the homogeneous sampling technique, also known as the group characteristics sampling; where the researcher selects participants, who share very similar traits, thus, creating a distinct information-rich cluster that could help unfold and clarify significant patterns regarding the studied phenomenon (Ravitch & Carl, 2016).

Furthermore, Creswell (2007) explained that phenomenological research prefers situating participants at a site, where they all shared the phenomenon to be studied. Therefore, this research setting was two collective impact initiatives that share the same objectives and goals: Puerto Rico's Continuums of Care for the Homeless (CoC-PR502 and PR503). The sample was from leaders who have been members of these multi-sector alliances for at least two years and who have been in senior management positions for at least three. Accordingly, the study has a high level of homogeneity among its sample.

Mason (2010) mentioned that scholars suggest including five to twenty-five or at least six participants in a phenomenology study. In his research illustrating the phenomenological research design, Groenewald (2004) specified utilizing ten interviewees, following scholars who indicated that two to ten participants are adequate to reach saturation. Also, he cited Creswell's (2007) recommendation of up to ten individuals for this type of study's in-depth interviews.

For this research, I suggested at least ten to twelve interviews, with a maximum sample of 15 participants. Ideally, the sample should contain at least three representatives from each sector within the collectivity. According to Rubin & Rubin (2012), "you probably want to interview at least two or three people from each relevant vantage point, both to assure that you have abundant illustrations on each point and also to be able to incorporate information from people who paid attention to different aspects of a process or incident" (p. 63). Rubin and Rubin (2012) explained that qualitative research does not need a vast number of participants to prove its balance and diligence, provided that the researcher explores alternative perspectives and meticulously evaluates them.

Although these Continuums of Care have the same mission of providing services that help improve homeless citizens' quality of life and help eradicate homelessness on the island, their operational protocols differ. They have regional particularities, and historically, marked performance differences. However, the sample was decidedly uniform. According to Mason (2010), in such cases, an example of six interviews could be enough to procure significant themes and valuable interpretations. Consequently, the sample size was final according to data saturation, when the data sources did not generate

new codes. As suggested by Ravitch and Carl (2016), an investigation reaches data

saturation when "you are continuing to see recurring patterns and concepts in your data or

have enough data to sufficiently answer your research questions" (p. 265). Moreover,

when coding becomes more analytical or theoretical instead of descriptive, and the

obtained information starts to make sense regarding the research question, saturation

begins (Ravitch & Carl, 2016).

Accurately defining the inclusion and exclusion criteria during the research's

design enhances the external validity of the study's results (Patino & Carvalho Ferreira,

2018). Inclusion criteria specify what characteristics the potential participants must have

to qualify for the investigation. These factors help determine the sample size by

narrowing the representation for the selected population who lived the experience

regarding the studied phenomenon. Therefore, ensuring that participants provide essential

data to accurately respond to the research question (Patton, 2015). Patino and Carvalho

Ferreira (2018) explained that exclusions are "features of the potential study participants

who meet the inclusion criteria but present with additional characteristics that could

interfere with the success of the study or increase their risk for an unfavorable outcome"

(para. 2). The following table demonstrated this research's criteria for sample selection:

Table 1

Inclusions and Exclusions for Participants

Inclusions	Exclusions
- Participants must have served as leaders in a Continuum of Care for the Homeless in Puerto Rico for at least two years	- Leaders who are not working in Puerto Rico
- Must represent either the government, nonprofit, served community, or private sectors in a position of leadership	- Individuals with an illness or disability which may affect their ability to give consent
- Adult individuals who served as organizational leaders and who have been in positions of senior or middle management.	- Leaders who cannot make managing decisions in their work settings
- Organizational leaders must have at least three years' experience in a leadership position (accumulated within any of the represented sectors)	- Refusal to give informed consent
- If the person is a community leader, they must be or have been a participant within the represented community for a least three years and have at least one year's experience in a position of leadership	- Interviewees who at some point in time were participants at programs managed by the interviewer or who may have received case management services from the interviewer

Contact and recruitment of potential participants

For this investigation, potential participants who met the IRB requirements for

eligibility received invitation emails or letters. These individuals were considered as

candidates for the interviews because they were senior managers in their respective

professional settings or leaders in their communities. They had the experience of working

collaboratively across sectors in Puerto Rico as part of one of the local Continuums of

Care for the Homeless (CoC PR502 and CoC PR503), which made them appropriate for

exploring this research's topic since they were knowledgeable regarding the studied

phenomenon. Consequently, they felt more comfortable with the interview process,

making it easier to establish rapport and build trust among the conversational partners

(Rubin & Rubin, 2012). The Continuums of Care on the island were approached and

asked for a Letter of Cooperation (Appendix A).

The invitation emails or letters contained the same information for all candidates

(Appendix B). They included a Spanish translation since most of the invitees speak

Spanish as a first language. The email or letter included the informed consent document

(Appendix C) as an attachment and explained that those interested could read the form

and answer as instructed. The invitation also provided a Spanish translation of the

informed consent document ad verbatim according to the wording established by the

IRB's Office of Research and Compliance.

Interview meetings could be performed through one of several options, for

example, using either Skype or Zoom, which are known Voice over Internet Protocol

formats, telephone interviews, or the preferred option of face-to-face interviews. I

translated all interview materials (invitations, informed consent, and guide) into Spanish.

However, if an interviewee had the capability of having the conversation in English, this

was the preferred choice.

Instrumentation

Interview Guide

To develop this research's interview guide (Appendix D), I considered the

investigation's phenomenological foundation and that the central inquiry came from a

need to comprehend a phenomenon as perceived by the participants' descriptions of their

lived experiences. This way, the primary research questions became a vehicle to create an

inquiry protocol that helped discern the significance of particular circumstances; the guide "focuses on discovering the meaning of a phenomenon" (Englander, 2012, p. 15).

This study's primary research questions were intended to expand knowledge regarding Puerto Rican leaders' experiences in applying emotional and social intelligence competencies in a cross-sector collaborative initiative setting to enhance organizational performance. According to Groenewald (2004), phenomenological interviews must capture detailed descriptions of the studied circumstances and their context. Thus, the interview guide questions embraced the concepts brought forth by the central inquiry, and, as suggested by Jacob and Furgerson (2012), were grounded in the literature which described not only the phenomenon (collective impact, and emotional and social intelligence leadership) but also the intended interviewees' (Puerto Rican multi-sector senior managers) characteristics; combined with my personal experience within the explored field. The interview guide had some standardized, open-ended questions. Patton (2015) indicated that the guided approach could include several crucial items explicitly written as they should be asked, leaving space for the interviewer to explore some themes at his/her preference.

Wimpenny and Gass (2000) stated that the interview process in a phenomenological study requires three questioning stages. First, questions that determine the interviewee's experience context; second, those which help compose the experience; and third, questions that reflect on the lived experiences meaning. Hence, the interview guide questions followed this order to gain a deep comprehension of the studied phenomenon.

A way of using the interview guide to obtain content that ensured validity and credibility was by elaborating the questions clearly and precisely so that responses enlightened the meaning of the inquired phenomenon. First, it was imperative to identify interviewees who were proficient in the research's topic and circumscribing the questioning to their direct knowledge (Rubin & Rubin, 2012).

Content validity required taking measures to guarantee that the obtained data was accurate and trustworthy. Audio recording the interview was a step toward this goal; also, making a verbatim transcription of said recording. This transcript could be then compared with the researcher's notes, taken during the conversation, and with the reflective memo written immediately afterward (Rubin & Rubin, 2012). Another way to ensure validity was by giving participants a chance to check the transcript for accuracy; hence, heightening the fact that it was reliable information.

Talking to informed people regarding the research's topic demonstrated credibility. The initial background questions in this research's interview guide aimed to establish professional experience and personal involvement in the local community. Probing and reformulating questions to procure similar answers were other ways of guaranteeing credibility when the interviewee seemed hesitant in their responses (Rubin & Rubin, 2012).

"Credibility comes not just from who you interview and how well you check what they say, it also comes from showing readers how carefully you have carried out the research" (Rubin & Rubin, 2012, p. 67). Therefore, making a clear report of the findings,

through which readers could witness and evaluate the research design details, was a

critical step toward achieving high-quality outcomes from the interviews.

The following is a list of the primary and secondary sources of data for this study:

1. In-depth Interviews, mostly face-to-face, and e-mail or telephone for follow-up

2. Secondary resources for the literature review: published journal articles, other published dissertations, and websites.

The research's environment was vital to data collection as the selected site for this

investigation was relevant to the issue that will be studied since it concerned the

particular experiences of leaders in Puerto Rico. The type of site was also critical because

the research explored the leadership dynamics within the cooperative conditions of

collective impact initiatives working to create a robust transformative social impact in

Puerto Rico's homeless population. The selected sites were formal networks that generate

official documentation that could need reviewing to contextualize the collected data.

Procedures for Data Collection

This research's exploratory essence required that data collection was performed to

obtain a profound consciousness of Puerto Rican leaders' insights concerning emotional

and social intelligence competencies practiced within a particular cross-sector

collaborative initiative on the island. The interviews were mostly done face to face, with

the option of using telephone calls or using the Zoom (www.zoom.us) or Skype Voice-

over-Internet Protocol applications since these are user-friendly, accessible platforms.

These options were available for participants that were only accessible remotely; in such

cases, they were more useful than a phone interview because they provided the possibility of having visual access to the interviewees' nonverbal expressions. These interviewing events took approximately 60 minutes, with an additional thirty minutes for writing a memo afterward.

I used the Rev application to audio record the interviews; this application has the advantage that it can immediately receive the recordings for transcription. Their services are speedy, the transcripts are precise, and its costs are moderate. If the interview was in Spanish, this software's transcription services were not available. Instead, the interviewer used the Google Chrome plugin Transcribe which is multilingual. Their transcripts are very accurate, which generated minimal corrections. For the translations to English, various online services were available, the most comprehensive being PROMPT Online Spanish to English Translation (http://translation2.paralink.com/Spanish-English-Translation/) which translates text giving the user the option of comparing accuracy among several translation services such as their service, Google Translate, and Microsoft Translation. At this moment, Google's was the most correct and precise (word for word). The translated text needed verification and correcting of some phrases. Since it was a direct transcript, it did not need adjusting for syntax.

As part of debriefing participants, before starting the interviews, they were told the research title, which spurred feelings of ease because their expertise made them feel they were on solid ground. Since interviewees had experience regarding leadership and cross-sector collaborations, they could feel more comfortable.

During the introduction, I included statements meant to make participants more relaxed with the process. First, reassuring them that their expertise and familiarity with the subject matter were pivotal to their participation. Then, stating there were no right or wrong answers since the primary interest was gaining knowledge from their lived experiences; and finally, by indicating that they were in control to stop the interview at any point if they so desired. Another taken step to make the meeting a simple procedure was providing a brief definition of the three basic concepts (e.g., collective impact, emotional intelligence, and social intelligence), which were mentioned repeatedly in the line of questioning. The guide's writing style also helped the procedure, going from general questions concerning participants' background to more specific questions regarding the research's topic and their particular experience; it made the process flow, which resulted in much valuable information.

Certain assurances to participants were required to accomplish ethical research. Confirming participants that the information, opinions, and perspectives they shared were kept confidential, providing privacy measures, such as pseudonyms or identification codes; if they so desired so that their jobs and professional relations were not affected, especially those who worked in government. In Puerto Rico, public leaders, and administrators, operate within a highly politized environment; if the opinions of any of the interviewed leaders were contrary to the ruling political party, it could compromise their jobs. They could also have opinions regarding a colleague's performance within the alliance, which a member could construe as disrespect or a breach of trust that could affect the collaboration if the researcher identified the interviewee. So, giving them

guarantees regarding their privacy was fundamental to this investigation. It was crucial to share with potential participants the procedures used to protect the confidentiality and make sure they understood the informed consent.

<div align="center">**Data Analysis Plan**</div>

Plan's Description and Consistency with Approach

As explained previously, this study pursued the phenomenological approach because the investigation intended to portray the essence of Puerto Rican leaders' involvement in collective impact endeavors through their interpretation of emotional and social intelligence leadership competencies. Their lived circumstances and worldviews were the vehicles for understanding the phenomenon.

As explained by Patton (2015), the phenomenological analysis is an interpretative structure, where the researcher explores to comprehend the essential meaning of the particular circumstances of a phenomenon for specific individuals. This data analysis classified and characterized participants' personal experiences; moreover, it helped find meaning in these people's conscious perceptions of the world around them. To interpret the collected data under this approach, I pursued the following method suggested by Creswell (2007) and Patton (2015):

- First, describe the researcher's personal experiences with the studied circumstances, avoiding judgment. Patton (2015) indicated that this technique is called epoque, which attempts to raise awareness of the researcher's bias and minimize personal engagement with the subject matter. Thus, disposing of preconceptions so that the study can concentrate on the participant.

□ Second, perform phenomenological reduction or bracketing (Patton, 2015); through classifying the data by locating significant statements regarding how the participants experienced the phenomenon. Then deciphering these phrases' meanings and obtaining the participants' explanations of the expressions. Followed by reviewing the definitions in contrast with the phenomenon's reoccurring characteristics, and finally, it provides a provisional interpretation of the event regarding said reoccurring attributes.

□ Third, group the data into significant clusters or themes and write a textual description of what the participants experienced regarding the phenomenon (Creswell, 2007). Then, writing a structural narration to understand how the experience occurred, pondering on background and context in which these individuals experienced the phenomenon.

□ Fourth, as explained by Creswell (2007), the final step of the phenomenological analysis requires writing a "composite description of the phenomenon incorporating both the textural and structural descriptions. This passage is the essence of the experience" (p. 159).

Analyzing data through codes, categories, and themes is a descriptive strategy that enables the exploration of consistent patterns within determined qualitative information. The result of this assessment is "a description of those patterns and the overarching design that unites them" (Given, 2008, para. 1). Coding helps the researcher to initially organize and identify data that can aid with the analysis. These markers help determine patterns and linkages within the data that describe or indicate meaning (Ravitch & Carl,

2016). Through this analytic induction process, the researcher uses codes to systematically revise ideas that enhance the meaning of the different perspectives that describe the real world's complexities (Rubin & Rubin, 2012).

The interviews were coded using In Vivo and Concept coding as first cycle coding methods. These were appropriate because since phenomenology explores the essence of the participant's experiences, the In Vivo method reproduces descriptions from the interviewees' voices. According to Saldaña (2016), In Vivo coding helps the researcher identify if he/she has understood what the participant considers significant, thus, helping to shape and summarize meanings within the study. On the other hand, according to Rubin and Rubin (2012), concepts that flow from the conversational partner's voice usually communicate "goals, values, perceptions, or attitudes or represent strategies that frame action" (p. 194).

Considerations for QDA Software

When determining which QDA software to explore, I considered the study's phenomenological approach. There are contrasting opinions among phenomenologists regarding QDAS; there is an objection to its use, indicating that QDAS affects a phenomenological researcher's work by dehumanizing a process commonly guided by extracting the essence of meaning from the lived experiences of individuals. However, others believe the use of these platforms is appropriate, as long as phenomenologists keep themselves grounded within the "epistemologies and ontologies of the research genre, use manual and computerized methods to be intimate with the data, and interrupt

analysis…phenomenologists can remain awake by maintaining an intimate presence to their data inside and outside the world of the software" (Sohn, 2017, p. 9).

The investigator researched programs that could facilitate the integration of audio recordings to listen to the voices of participants while working with the text, this way maintaining the connection with the human side of the phenomenological research approach (Sohn, 2017). Another central concern was looking for multi-lingual software since most of this research's transcripts were in Spanish. Consequently, I chose Transana and MAXQDA since their features met such needs. They also handle the data harmoniously to maintain a phenomenological researcher's connection with the researched phenomenon's essence (Sohn, 2017).

Transana has many features, but its platform is less sophisticated and a bit more complicated for users to get acquainted with than MAXQDA. Compared to hand-coding, Transana would not be much different from using a combination of Microsoft's Word and Excel; the only significant advantage is its audio, video, and still images integration capacity within a single analysis. Thus, to experience a marked improvement in data management and analysis, MAXQDA represents a better choice. Transana can handle multiple transcripts simultaneously to help approach the data from various analytical points of view on the same screen, enabling the researcher to document several layers of vocabulary, gestures, actions, and interactions. However, although the software links the video or audio data to verbatim transcripts, the platform cannot perform the transcription per se.

Although both are available for Mac or Windows, only MAXQDA also provides

a MAXApp for iOS and Android, making it possible to collect text, audio, and video data

through mobile devices, code it, organize it, and export the work to MAXQDA to

continue the analysis. This feature is a huge benefit when interviewing in different

scenarios and using mobile devices for recording or taking videos.

MAXQDA has impressive features like managing more data types than Transana,

such as text, Excel or PDF files, pictures, audio, videos, SPSS files, bibliographic

records, YouTube, or Tweeter comments, and it can also analyze entire web pages. Since

it can work with bibliographic data, it can help researchers organize and assess literature

and passages, thus quickly creating literature reviews. Nevertheless, what made this

software most appealing and considered a plausible selection for this dissertation was its

onboard multi-language transcription tool, which handles audio and video recordings. It

is a time saver when compared to using Word and Excel for coding multiple interviews.

It is possible to transcribe directly on the platform. MAXQDA's multi-lingual capacity

helps import and analyze documents in any language by using Unicode (MAXQDA,

2019). Furthermore, the program lets the researcher create codes and variables in these

languages also. MAXQDA's interface is available in more than ten languages, including

English and Spanish.

Lastly, regarding the initial argument of guiding this choice through this

research's phenomenological approach, Sohn (2017) indicated that this platform's memo

and logbook features systematize researchers' thoughts in a more flexible and precise

way, which aids phenomenological investigators when bracketing. Additionally, the

scholar explained the advanced search and retrieval functions provided, stating that "a potential problem with coding in phenomenology is to lose the context of the coded segment of text, but with a click, MAXQDA retrieves the context of a coded segment" (Sohn, 2017, p. 7). Therefore, coding becomes a way for the researcher to fully engage with the data, which in this case are the words of a human being.

I was inclined to combine manual coding by using Microsoft Word and Excel during the first cycle and integrating QDAS during the more complex phases of data analysis. Therefore, as Sohn (2017) suggested, to remain congruent with the research approach, it required a balance between the use of QDA software and the direct connection with the data, being continually aware that the software is not the leader of the research's direction. Accordingly, even though software like MAXQDA provides many facilitating features, the researcher must consciously spend time journaling, listening to audio recorded material, reviewing transcripts, and maintaining an understanding of the human aspect of the research and the integrity of the distinctive types of collected data.

Issues of Trustworthiness

As explained by Ravitch and Carl (2016), "validity and trustworthiness…require, among other things, a commitment to being clear and honest about the goals, expectations, and processes of your research as well as the roles and responsibilities of all involved" (p. 363); reaching trustworthiness in qualitative research is possible through enhancing and demonstrating credibility, transferability, dependability, and confirmability (Patton, 2015).

Credibility

It establishes the congruence of the findings with reality (Shenton, 2004). To achieve this trustworthiness dimension, I followed prolonged engagement and persistent observation techniques (Creswell, 2007), taking measures to establish and strengthen trust with interviewees. The investigator also became familiar with the culture of cross-sector leadership in Puerto Rico, acquiring tacit knowledge, thus gaining a contextual understanding of the circumstances beyond what participants say (Tracy, 2010). This quality increased credibility because it helped the scholar-practitioner recognize within the participants' descriptive narrations, the studied culture's values.

Furthermore, from the project's beginning, I started journaling to establish positionality and reflect on any possible biases and preconceptions regarding the subject matter. Another possible procedure was peer debriefing, which provides an alternative perspective and neutral check into the research's progression (Creswell, 2007). Further, to ensure openness from the participants, they were given a choice to participate voluntarily in the study, thus, guaranteeing only individuals who genuinely want to share information. The investigator also took measures in the introduction to the conversation explaining there were no right or wrong answers, hence establishing rapport from the start.

Some other strategies that were considered during the dissertation process to advance credibility were triangulation, using multiple data collection sources, like observation or document revision, to compare data and corroborate. Thus, emphasizing themes or viewpoints (Creswell, 2007). Another method considered was member

reflections, which could allow participants to critique, give opinions, feedback, and even collaborate regarding the results from the collected data (Tracy, 2010).

Transferability

This aspect was possible by providing vast contextual information about the investigation setting and where the researcher collects the data (Shenton, 2004). Ravitch and Carl (2016) stated that transferability is how qualitative studies' results can be applied to more ample contexts "while still maintaining their context-specific richness" (p. 189). The detailed descriptions of the data collection process and each resource's circumstances in this study provided a means for readers to transfer features of the research design and conclusions to other research settings. According to Shenton (2004), the research offers readers ample descriptive material of the context; they can compare the studied phenomenon's circumstances with their experienced situations and identify similar characteristics which can help them transfer information (Creswell, 2007).

Further transferability strategies would be documenting results from similar studies performed in diverse settings to contrast and compare with current findings. Therefore, forming a comprehensive draft to develop a guideline for understanding, which future research could use as a foundation (Shenton, 2004). Additionally, for this dissertation, I used purposive sampling, which, according to Devault (2018), approaches transferability because it demands considering participants' characteristics so far as they have a connection to the research question.

Dependability

It was attainable by detailing thoroughly the procedures taken to develop, perform, and analyze the investigation. In this manner, future researchers should be confident in repeating the work effortlessly (Shenton, 2004). As suggested by Shenton (2004), I included standardized sections that provided readers the chance to understand the methodology and its productiveness fully. They were design and implementation, data gathering methodology, and a reflective assessment of the project.

During this investigation, a considered technique was data auditing (Creswell, 2007), where an external consultant auditor could delineate if the research situation is consonant with their circumstances after reviewing a rich and thick data set. Moreover, "the auditor examines whether or not the findings, interpretations, and conclusions are supported by thick data" (Creswell, 2007). This practice provides research with a stronger sense of reliability.

Confirmability

This qualitative research aspect guarantees that the study's conclusions result from participants' experiences and opinions instead of the investigator's views and traits (Shenton, 2004). For this project, I performed ongoing reflective journaling exercises to reduce bias.

This aspect could also be viable during the dissertation process through triangulation, phenomenological reduction, reflective memos, and audit trail diagrams. As Shenton (2004) explained, the latter should be two, one data-oriented and the other theoretical.

Ethical Procedures

Ethical processes included measures taken to ensure IRB authorization, interviewees' recruitment, consent forms, positionality, confidentiality, and adequate data storage. The preceding sections discussed these issues. However, the following is an overview of the most relevant ethical issues for this study.

Scholars understand that ethical concerns must be contemplated to sustain the integrity and validity of any research project. As Chowdhury (2015) explained, researchers must be committed to social justice and moral values; they must be respectful of human participants and provide the fairness of informed consent. Moreover, by upholding such principled standards, investigators can produce studies that ethically protect participants' rights and show them genuine esteem. Consequently, "throughout the endeavor of qualitative research, researchers maintain privacy, anonymity, and right of participants which guarantee no harm to them" (Chowdhury, 2015, p. 152).

These high ethical criteria present unique challenges. One particular task is protecting the privacy of participants, which is inherent to the researcher-participant relationship. This bond can develop certain intimacy through the conveyed information between the conversational partners, which can produce several ethical concerns, such as regarding the study's collaborators' privacy. This matter involves safeguarding anonymity, confidentiality, and informed consent (Ravitch & Carl, 2016).

Sanjari et al. (2014) indicated that even though confidentiality, in most instances, means not revealing personal information except in specific situations, for researchers, it requires a discussion of the expected outcomes from the investigation. Through

anonymity, the researcher ensures that the data collection process is not interrupted by anyone who might diminish the participants' autonomy to provide information. Only when discussing overly sensitive material, can a third party have access to data gathering sessions (e.g., interviews with children or other vulnerable groups that may require counsel) (Sanjari et al., 2014). The latter was not the circumstance of the present study; as explained earlier, participants were informed of their privacy rights but warned about the possibility of being identified by peers due to their particular experiences. Although this investigation did not use participants' names, by disclosing the possibility of identification, I gave them the alternative of not doing the interview or abandoning it at any given moment if they understood it was best. Thus, in ensuring privacy and confidentiality, informed consent had a pivotal role, notifying in advance the content and use of the gathered data. This practice made me accountable for informing those collaborating with the study, all crucial aspects of the research in an accessible, intelligible communication (Sanjari et al., 2014).

Another unique challenge that qualitative researchers confront is designing studies that comply with beneficence principles and non-maleficence, which require "calculating the risk-benefit ratio of the research" (Houghton et al., 2010, p. 19). Nevertheless, investigators must be committed to foreseeing the likely consequential results of a data collection process, such as an interview or observation, to be able to contemplate benefits versus any conceivable harm (Ravitch & Carl, 2016). No beneficial outcome from collecting data can outweigh the harm it may cause to a participant; hence, investigators must have alternative strategies to protect collaborators by all means. As

explained by Sanjari et al. (2014), "sometimes a conflict between the right to know (defended on the basis of benefits to society) and the right of privacy (advocated based on the rights of the individual) may happen" (p. 4).

In phenomenological qualitative research, information is gathered, focusing on narratives that describe human interactions. Therefore, researchers become arbitrators between the participants' experiences and the engaged community (Sanjari et al., 2014). They must be reflective upon their involvement to prevent unwelcome personal judgments that could disrespect others' shared experiences (Ravitch & Carl, 2016). As exposed by Houghton et al. (2010), "the researcher must be mindful of the ethical implications when managing the relationships that develop through the research" (p. 19) — for example, being aware of not disclosing too many personal details of participants' experiences that may cause embarrassment or identify them, by including robust methods which assure confidentiality. Taking this measure is a way of being respectful to research contributors (Houghton et al., 2010). This action will boost the project's quality and trustworthiness. Investigators must be conscientious of all ethical ramifications when developing relationships through the research to ameliorate any moral standards violations. This practice is possible by upholding the ideals of autonomy, beneficence, and fairness (Houghton et al., 2010). A way of demonstrating careful consideration for protecting the participants' shared experiences is by utilizing the member checking technique, which enhances rigor and communicates to those sharing the information that the investigators value and respect their feedback (Houghton et al., 2010).

Since qualitative investigations handle sensitive subject matter comprehensively, it becomes a research method that can provoke emotional risks and stressful circumstances upon participants and researchers alike. As such, detailed protocols for dealing with emerging disturbances must be created as preventive measures so that those involved in the research can have a guide when they need to solve such conflicts. These guidelines become practical strategies for conducting perceptive, ethically minded qualitative inquiries. Thus, having a better chance to generate results that advance transformations that can improve peoples' lives within the studied communities (Sanjari et al., 2014).

Summary

Chapter 3 included the methodology that guided the research. It described the research design, sampling method and procedure, the researcher's role, participants' selection, recruitment procedures, sample size rationale, and instrumentation. This chapter also clarified the data collection process, the data analysis plan, and data management protocols. Furthermore, Chapter 3 included information on trustworthiness, which covered the management of reliable results and the utilization of a meticulous data collection system that responded to a phenomenological qualitative research modality. Also, it contained documentation on challenges that could arise during the study, particularly those pertaining to ethical concerns, such as gaining access to data or participants, IRB approval, informed consent, confidentiality, and privacy measures.

Chapter 4 will document data collection and analysis processes. It will explain analysis methods and evidence of trustworthiness. It will finish with a detailed narration

of results addressing each research question and presenting data that support the overall

findings.

Chapter 4: Results

Introduction

The purpose of this qualitative phenomenological study was to understand to what degree cross-sector senior managers participating in collective impact initiatives to attain systemic changes in the provision of services to the homeless in Puerto Rico perceived that developing emotional and social intelligence leadership competencies could influence their decision-making and conflict management abilities. The study included two research questions that guided data collection:

1. How do senior managers participating in collective impact initiatives in Puerto Rico perceive the influence of emotional and social intelligence leadership competencies on conflict management and decision-making abilities?

2. To what degree do these senior managers understand that enhancing members' emotional and social intelligence leadership skills could help expedite local public policy improvements to provide services for the homeless on the island?

This chapter explains the process of data collection and data analysis. Also, the results of the study are discussed. I employed in-depth face to face semi-structured interviews for data collection. The chapter contains an interview setting description, demographics, and number of participants. The evidence of trustworthiness is examined as it relates to the data collection process. Finally, I present an analysis of the phenomenological study's results, discussing them according to each interview question.

Research Setting

To commence data collection, I relied on the approval of Walden University's Internal Review Board (IRB). As a result, I performed data collection through face-to-face interviews, which were done via Zoom software (www.zoom.us), due to social distancing imposed by de COVID-19 pandemic. The interviewed participants were ten leaders from various sectors (nonprofit, government, and community) who were members of the Puerto Rico Continuums of Care for the Homeless (CoC PR502 and CoC PR503). The CoCs are collective impact initiatives mandated by the United States Housing and Urban Development Department (HUD), which have the mission of providing services and maintaining public policies that help improve homeless citizens' quality of life, thus eradicating homelessness on the island.

The ten participants were selected through purposive sampling, utilizing the group characteristics technique; based on established criteria, mainly their membership status in a CoC and their organizational leadership level or position. Thus, ensuring a mix of leaders with enough experience in cross-sector collaboration efforts in Puerto Rico. The selected participants shared similar traits, therefore creating a particular information-rich cluster that helped clarify significant patterns regarding the studied phenomenon (Ravitch & Carl, 2016).

Before the interviews, each candidate was sent a letter of invitation and an informed consent document via email, informing them of the process and any interview expectations.

Demographics

A total of 10 members of Puerto Rico's Continuums of Care participated in the interview process. The interview guide included four questions regarding demographics to determine eligibility to participate in the research. The sample incorporated only participants who were members of a Continuum of Care for the Homeless in Puerto Rico for at least two years, who were in senior or middle management positions within one of the major sectors that comprise said multisectoral collective. Also, these participants were organizational leaders with at least three years' experience in a managerial position. To protect the confidentiality, I randomly assigned each participant an identifying code (see Table 2).

The participants' ages ranged from 40 to 65 years of age, with the mean age of 53 years. Participants have been in leadership positions from 4 to 33 years, with a mean number of years of 16. Eight out of 10 participants were born in Puerto Rico, while two out of ten were born in other countries but raised in Puerto Rico since an early age and considered themselves Puerto Rican. Four out of ten leaders worked purely in the nonprofit sector, two out of ten were community (peer) leaders. However, since they also worked in the nonprofit sector, they are simultaneously nonprofit leaders. Four out of ten were government leaders from several sub-sectors within government (municipal, state, and federal). The interviewees' gender identification was distributed between five females and five males. All the participants ($n = 10$) were top-level management, half were directors, and half were senior managers. All 10 participated in a Continuum of Care for the Homeless in Puerto Rico for more than two years.

Table 2

Demographic Characteristics of Participants

Code	Age	Gender	Nationality	Current Job	Represented Sector	Years of Leadership Experience
PtA	45	M	Puerto Rico	Director	Nonprofit	17
PtB	46	F	Puerto Rico	Senior Coordinator	Nonprofit	9
PtC	61	F	Massachusetts, USA	Executive Director	Community & Nonprofit	12
PtD	40	F	Puerto Rico	Executive Director	Nonprofit	8
PtE	65	M	Puerto Rico	Executive Director	Community & Nonprofit	20
PtF	52	M	Puerto Rico	Director	Nonprofit	4
PtG	50	F	Puerto Rico	Social Projects Manager	Government	30
PtH	65	M	Puerto Rico	Programs Coordinator	Government	15
PtI	62	F	Spain	Programs Coordinator	Government	33
PtJ	42	M	Puerto Rico	Programs Manager	Government	8

Data Collection

The recruitment, selection, and interview process of participants took six months

(June-November 2020). It took longer than expected due to the decreased availability of

people who readjusted their daily work schedules due to lockdown and social distancing

during the COVID-19 pandemic. In general, many government agencies and nonprofit

organizations were either working as first responders for the homeless population or

working remotely, as their workplaces were shut down by Puerto Rico's governor

executive orders. An invitation email with a copy of the informed consent document (in

both English and Spanish) was sent to each candidate. Nine out of ten participants

provided electronically signed copies of the document; the remaining participant

provided a printed copy. All candidates immediately agreed to the interview but had

trouble fitting the time into their adjusted schedules. The study proposed interviews to

take place face-to-face. Nevertheless, due to these circumstances, everyone agreed to do

it via Zoom, a Voice-over-Internet Protocol application, where the conversations took

place through simultaneous video conferencing.

Before each interview, I explained the study's objectives, reviewed the informed

consent, and clarified important concepts mentioned during the interview (e.g., collective

impact, emotional and social intelligence). Moreover, I ensured privacy by performing

each interview alone in a room behind closed doors and asked again for the participant's

consent for digitally recording the interview process, to which each interviewee agreed.

Consequently, we proceeded to start the interview; these dialogues' duration was from 30

minutes to approximately two hours. The interview guide had 14 questions overall; four

were demographic data to establish qualifications for the study. Ten were open-ended

questions, introducing topics to generate in-depth conversations that addressed the two

research questions. To dismiss any concerns about the value of their input, I reminded

interviewees that all comments regarding the research topic would be considered relevant and appreciated. Participants immediately appeared to be at ease with the interview process format and shared their opinions and perceptions freely.

Creswell (2007) indicated that researchers must use bracketing as a technique to preserve objectivity, credibility, and reliability of data. Bracketing facilitates a complete understanding of an interviewee's viewpoints. Throughout the data collection process, the technique was used to ensure my perspective did not interfere with the procedure, thus remaining unbiased throughout the conversation.

Participants were offered to review the interview transcripts to ensure that I had precisely captured the essence of their points of view. However, all ($n = 10$) declined to review their transcripts, although two indicated they preferred to read the completed, approved study. It is essential to establish that data collection was done in Spanish; initial transcripts were in Spanish and later translated to English. All manual notes were reviewed and documented. Participants were told that a presentation with a summary of the study and its findings would be sent to them. It will be available for any CoC member after the research has final approval.

There were no considerable variations in the data collection plan, aside from conducting the interviews via Zoom instead of in person. There were no atypical circumstances encountered during the data collection process. All data collected during this study has been regularly backed up and stored on a password-protected computer hard drive, and a password protected cloud account (e.g., Dropbox); also, digital recordings are backed up in the same manner. All hard data, including interview notes,

transcripts, and translations, are stored in a locked file cabinet accessible only to me to ensure confidentiality for all participants. All notes will be shredded and the computer files will be destroyed following five years after the publication of this dissertation, as required by Walden University protocols.

Data Analysis

The data collection was analyzed manually using Microsoft Excel and Word. Using Microsoft Word, the interviews were transcribed, first in Spanish, and then translated to English. Microsoft Excel was then used to help with coding and thematic analysis. At first, In Vivo coding cycle was performed; from these results, I did a concept coding cycle. After identifying meaningful concepts, I performed a cycle to identify patterns. Consequently, extracting meaningful and recurring themes for each question answered, which depicted the overall positions of the participants' understanding of emotional and social intelligence leadership competencies within collective impact initiatives in Puerto Rico. Codes and themes were created based on the narrative responses to each question.

The interview questions explored the participants' comprehension of cross-sector collaboration strategies, perceptions of leadership working across sectors, of opportunities and challenges confronted in multisectoral initiatives, their opinions regarding emotional and social intelligence skills and attitudes within the leaders of such efforts, and finally, their points of view regarding conflict management and decision making within cross-sector collaborations. Based on the narrative results, themes were created that effectively answered the study's research questions.

Evidence of Trustworthiness

Credibility

The research questions and interview guide were based on the literature and used in this phenomenological research to understand the perceptions of cross-sector leaders in Puerto Rico. This approach was consonant with methods employed by other researchers performing phenomenological studies. This study also received approval from Walden University and Puerto Rico's Continuums of Care for the Homeless leaders to ensure the study was done credibly and ethically. The goal of phenomenological research emphasizes the experiences of daily life (Creswell, 2014). Hence, to secure credibility, confirmability, and dependability, specific procedures were strictly followed throughout data collection and analysis.

Transferability

This research focused, particularly on Puerto Rico. Nevertheless, due to the information in which the study is centered, it can be effortlessly transferred to research in another location. Distinctively for this study, the recruitment criteria were broad, which permits for transferability and the flexibility of adding additional criteria that other investigators understand as relevant based on the viewpoints they are researching within the approached fields.

Dependability

During the interview process, I took notes; also, these in-depth dialogues were digitally recorded to capture ad verbatim what each participant stated. Recording the conversations resulted in a trustworthy narrative of the collected data by creating a

permanent record of the interviews, which were used as a reference numerous times after said interviews. The digital recording eliminated the need to use memory recollection of what was transmitted during the conversations. Microsoft Excel was used to perform the first and second coding cycles and thematic analysis. Microsoft Word was used for transcriptions and writing translations. This data will be maintained and available for five years, and after such a time, it will be deleted and destroyed to assure confidentiality and privacy.

Confirmability

To secure confirmability in this research, I used substantial descriptions from the participants and bracketing; this latter technique required that I summarize my thoughts, reactions, and observations of nonverbal communication during data collection and analysis processes. This research includes verbatim transcriptions of each interview, which offer contextual and detail-rich data. The study's results were coded, categorized, analyzed, and themed. Following this protocol warranted the data endured unbiased by affirming the analysis centered on the results of the participants' answers per se. During the interviewing and data analysis process in a separate research journal, I wrote notes, identifying by colors patterns and themes as they emerged. Moreover, I used direct quotations to ensure the information was founded upon cross-sector leaders' perceptions of participating in collective impact initiatives in Puerto Rico. Copies of the interviews were not sent to participants as they indicated the recording would be enough for confirmation of the narrative.

Results

This section presents the study's results after data collection was done by face-to-face interviews via the Zoom application, as explained previously. The following is a depiction of the individual interviews of ten multisector leaders who are or have been members of the Puerto Rico Continuums of Care for the Homeless, who voluntarily agreed to participate in the research. These interviews were guided by a set of 14 questions customized from the research questions to explore the perceptions of emotional and social intelligence competencies among leaders participating in collective impact efforts in Puerto Rico. As the interviews progressed, sub-questions arose, which were used to explain issues further. Each question generated concepts repetitively among participants, which determined patterns that eventually developed into themes. I will be describing a narrative of participants' responses as well as using several quotes. As explained before, four questions were used to establish demographic data; the rest were coded regarding the narration of lived experiences.

Question 3b: Could You Share Some Stories Regarding Your Experience as a Leader?

This question's topic was the participant's perceptions of leadership in general. Seven out of ten interviewees understood that leadership is challenging, that it can be frustrating and sometimes overwhelming. They also agreed that it could be a revealing experience, full of satisfaction. Five out of ten participants indicated that to achieve goals, a leader requires abilities such as administrative skills and being supportive, in addition to having a sense of empathy, being advocates for their served populations, and having the

willingness to listen and convey open communications. Two out of ten expressed that they must possess an ability to adapt to changing circumstances. Also, five out of ten reported that through their experiences as leaders, they understood that it is vital to preserve social equity through leadership and that leaders must demonstrate a willingness to cooperate, align and be helpful to others. Nine out of the ten interviewees explained that most leaders are serviceable and can be sensitive, confident, and strong.

Moreover, seven out of ten leaders agreed that to attain goals and be effective, it is pivotal that leaders have the proper knowledge and become part of the learning process. Four out of ten participants expressed that leaders should be able to observe keenly and evaluate diverse perspectives when making decisions; they should be trustworthy and nonjudgmental in their interactions. Although developing a set of skills was relevant throughout most answers regarding leadership, one participant indicated the sense that others tried to explain; PtD said, "you develop skills, but there are other things that you already have in your package, that come with you"; referring to such things as values, motivation, a moral compass, and attitudes. The themes identified throughout the answers to this question were: empathy, knowledge, service, collaboration, accountability, communication, and challenging tasks.

Question 4a: What Do You Believe Were/Are the Goals of Such Initiatives as the CoC?

Two main objectives were identified; six out of ten participants suggested that the CoC's purpose is to eradicate homelessness in Puerto Rico. While nine out of ten pointed out that providing efficient and effective services for the homeless is the Continuums'

primary goal. Two of these participants mentioned that the collaborative efforts were intended to cause impact through service provision. As expressed by PtA, the CoC's "main objective is to impact, is to be able to serve." Additionally, six interviewees indicated that the CoCs are a support system for all entities that provide services for the homeless population on the island. It is constituted to enhance services that can help improve the quality of life for these individuals. PtD said that the CoC's purpose is "to eradicate homelessness and provide services…and that quality support services are provided so that people can improve their quality of life and reach stability". Two interviewees mentioned the CoCs' pivotal role as collaborations that execute said objectives through finding cohesion to share resources properly and reach goals competently. Two other participants added the importance of members' understanding of the served population and of helping overall society to understand homelessness in Puerto Rico. In the words of PtG, an important objective is "to maximize existing resources for the homeless population by leveraging the strengths of each organization in the CoC and supporting each other in the process of ensuring that people stay off the streets." PtE emphasized that one objective is "to be able to understand the problem comprehensively with an expansive view." The themes identified through these answers were: collaboration, cohesion, service, support, life improvement, impact, and homelessness eradication.

Question 5: In Your Professional Opinion, What Are the Best Strategies for An Organization or Agency To Tackle Large-Scale Social Problems.? Do You Believe This Work is Best Approached Alone or In Collaboration and Why? How Do You Think Better Outcomes for Social Transformations Are Obtained by Collaborating Within the Same Sector or Across Sectors?

This question was answered unanimously by all ten participants, indicating that the best strategy to tackle large-scale social problems was a collaboration; all ten believed these collectives should be cross-sector efforts. Although two added that sometimes it was beneficial to work within the same sector to expedite results.

Regarding dealing with large-scale social issues, PtB said, "It is best approached collaboratively because a single organization cannot make a change," and PtC mentioned, "without collaboration, you will not be able to prosper." All the interviewed leaders agreed that an organization or agency alone could not handle such multifactorial problems in society. PtD commented, "I do not believe that a problem of this magnitude should or can be addressed by a single agency." Also, PtA was emphatic, saying that "The only time I have seen in history that a lone person, an ordinary being, managed to defeat something so great, something so powerful, was when David killed Goliath…Another was Don Quixote, who in his madness faced the great mills…if you try to put yourself in either of these two positions, you are bound to fail because you just will not be able to do it".

Nine participants suggested that these efforts were productive as long as there was synergy, alignment, and consensus among the alliance members. For example, PtD

expressed, "there must be a synergy of knowledge of the social problem you are working on." PtJ suggested that "working in unison is much easier…it was certainly demonstrated after hurricane María that collectively it is much easier; you reach many more people at the same time because it is a gigantic network of help and services that everyone can access". Also, PtB expressed that "the strategy is to work as a team, to be able to align ourselves, to be able to identify what the needs are, work out the plans for those needs, and offer the participants the best options of services."

Four out of ten mentioned the advantages of sharing resources; five participants manifested that collaboration made possible expanding and providing a variety of services. PtA said, "the fact of me joining my will with the will of others or the resources that I have and the resources that the other has, is a way of catapulting, it is a way of expanding the impact capacity." Additionally, PtE mentioned, "the key for me is that the collaborative process can effectively integrate the opinions of different sectors to have a broader vision of the problem."

All ten indicated that through a multisector alliance, it was possible to enhance knowledge by learning from partners' expertise and promote a better understanding of the served population and their needs. For example, PtF pointed out that "Each organization or agency has an expertise which it can bring to the table and one organization alone cannot cope with everything, with the diversity of the problems of homeless people and the conditions to be able to provide what people need"; and PtJ mentioned that "We need each other…each sector has its expertise, its area that dominates, the area where it may be able to provide resources more easily, the important thing is that they can make it

accessible to everyone". The themes identified in the answers to this question were: collaboration, alignment, broad scope, cross-sector collaboration, knowledge, growth, services, synergy, and resources.

Question 6: Tell Me About Your Experiences as A Leader Working Across Sectors. Can You Give Me an Example of These Experiences Within the Framework of the CoC, Working With Different Leaders From Different Sectors?

Six out of ten answers referred to collaboration and sharing, referencing these practices as crucial to successful efforts when working with leaders from different sectors; PtD indicated that "the rule should be that we always act collaboratively, that communication always exists, and that these agreements are materialized." Also, PtF mentioned the effect of collaborating with different sectors "when we see that many organizations and several agencies come together…the multiplier impact is seen, and the homeless person receives more than they need". Furthermore, seven interviewees outlined knowledge as being imperative when collaborating with multisector leaders; PtB said, "if you have the knowledge, it is important to be able to share it and help…it is important to be knowledgeable, you must learn from everything", and PtE mentioned that "Part of the work in the CoC is not only the decision making, but it includes that all those representatives go through an educational process in one way or another."

Other characteristics were depicted as disrupting collaborations with managers across sectors such as leaders' attitudes and egos; PtG emphasized that "it has really been super challenging…trying to build bridges because you always find characters who are more directed towards themselves, rather than to the collective's well-being, and that

frustrates". Further, transparency, trust, open communication, empathy, embracing diversity, respect, and finding consensus were qualities mentioned as facilitating procedures. For example, PtC indicated that "we have to work and be able to function, having the greatest empathy towards those we respect, understand and listen closely", and PtG mentioned that "we have to seek consensus…this is how one goes about achieving things". The participants agreed that collaborating with leaders from all sectors made the efforts less onerous and less burdensome; as PtD expressed "efforts could be more collaborative and they will result in benefits for all…the burden that it will carry is less, and possibly less onerous for the agency or organization…it will be less onerous if we as organizations learn more about the effects of collaboration".

It should be noted that three of the ten people interviewed mentioned they found dealing with government leaders a demanding task; two of the three were government sector leaders themselves. PtE mentioned that "It is a source of much conflict when goals include not only the private sector, nonprofit, academia, the homeless, but also representatives of municipal governments and the government sector in general. The collaboration becomes a little more complicated…there are open conflicts because the government looks at things one way and I as a community sector leader look at it in another". Moreover, PtI, who is a government representative, went as far as saying that "the government must be a part [of the collaboration]. However, it must not be the lead agency; they should not be in control". Identified themes in this question were: collaboration, knowledge, attitudes, egos, empathy, trust, transparency, respect, and consensus.

Question 7: What Do You Think Are the Most Beneficial Reasons for Working

Together Across Sectors?

Eight out of ten participants mentioned the diversity of resources (both financial

and human) as the most beneficial factor working together across sectors. They indicated

that having access to a vast pool of resources made the work less burdensome. As

explained by PtA, "the burden is lightened…the number of resources acquired when you

join becomes an exponential benefit because you start to bring elements that may

impact…easing the burden solidifies commitment and that genuine sense of working for

people"; PtB explained that "the benefits will always be more when you join a

network…a collective group can generate more programs, which can bring more

income". Also, PtC indicated that by accessing more resources "you have a greater

range"; and PtD mentioned that participating in an alliance provides "a broader network

of resources, and a staff of human resources that are a little more relaxed, more focused

on what they have to do."

Other beneficial reasons mentioned for collaborating across sectors were the

ability to achieve common goals, have a greater scope, and enrich creativeness through

new ideas (3/10). PtI said, "we have a variety of resources which provide good ideas that

are also growing," and PtJ verbalized that a convenience of these efforts was "knowing

that each one has different resources that you can use and that more ideas would arise that

help you know how to get to the goal." Another benefit shared was the facilitation for

acquiring knowledge (2/10), cost-effectiveness, and having a better chance to provoke

systemic changes. PtE eloquently expressed what they feel is beneficial while

participating in collective impact efforts, "Being in a representative forum of various sectors allows me the opportunity to continue working with the issue of equal rights systemically." The themes that emerge from these answers are diversity, resources, creativeness, knowledge, change, goals, and capacity.

Question 8: Would You Share Some Difficulties or Challenges of Collaborating with Leaders From Different Sectors?

The participants accentuated challenges confronted within the collaboration that affected organizational protocols such as making decisions or solving conflicts, and the length of time it takes to attain their goals. Two main factors complicate collective processes; nine interviewees said that attitudes or behaviors, such as ego, favoritisms, the need for constant recognition, and personalism, while five out of ten participants mentioned lack of knowledge or understanding as continuous obstacles within the alliance. Other challenges mentioned were an imbalance of power within the group, difficulties reaching consensus, individual agendas and interests, competing values, adaptability issues, a need for open communications, control or imposition of ideas, and lack of equity among sectors.

PtA explained that while there are many leaders with the openness to embrace others' ideas, there were some who felt a great need to impose their criteria, "you can have a little of everything, the one who arrives and imposes their position, the one who says it and adjusts or opens up to try to reach a happy medium among members; and there is always the one that if you don't do what they want, they get mad and leave the table." Furthermore, PtC said "the most difficult thing is human resources, the leaders;

because each one wants to see that their effort is worth it, that it is the most important, that it needs recognition." While PtD expanded the explanation mentioning that "at the beginning, I saw many power struggles, there were many leaders; many bosses, I saw great ideas, great efforts but with much showing off…the limelight, in terms of leadership, is something that must be learned to manage…it takes hold of you. You totally lose the north of what you are doing because the center becomes the leader and not the served population". Regarding knowledge, PtG mentioned that "to get to that point where everyone understands most of the processes is the biggest challenge." At the same time, PtJ noted that "understanding that you can do everything and that you do not need help from others" is a predicament when dealing with some multisector leaders. PtB pointed out, in terms of a balance of power, "I have seen in meetings, the issue of balance of power, I have seen it and did not like it." Accordingly, PtG added, "I think the biggest challenge is to maintain everyone at the same level…there are people who get drunk with power and do not know that power comes and goes".

Question 9: Do You Think There Are Particular Leadership Skills, Regarding Emotional and Social Intelligence, Which Could Be Developed or Improved for Collaborating Across Sectors?

Seven out of ten explicitly answered yes. The other three implied that affirmatively understood that emotional and social intelligence skills should be developed or improved for a more productive cross-sector collaboration. According to eight out of ten participants, the proper management of emotions is pivotal when collaborating across sectors; this is closely related to self-awareness and self-regulation, which were

mentioned as necessary by six interviewees. PtB said, "that is where the self-regulation of emotions comes in because if you as a leader tell someone the truth in a way where you are controlling your impulses and your emotions, then maybe you will get a good result." Regarding self-awareness, PtB also said, "if you want to avoid mishap or catastrophe in a collective meeting, you have to be aware of emotions because there is always someone who must be an entity of peace." They expanded the conversation by indicating that a leader must analyze others to have good social interactions within a group trying to work for a social benefit. Additionally, PtC expressed that being aware of emotions "is very important; sometimes it is maturing through age and other times it is maturing through knowledge…emotions are good in the sense that what causes you discomfort lets you know that something is not right and you have to cause change." Additionally, PtD said "the leader has to show self-control and has to regulate himself or herself somehow." It was PtG's opinion that "it is vital for you to know yourself in terms of strengths, weaknesses, what are your critical issues, which ones you can work with, which ones you cannot and when are you going to need someone who knows more than you, without feeling threatened."

Furthermore, seven of the ten participants indicated that knowledge (learning, education, understanding) and transparency (openness, honesty) are qualities that leaders within multisector collectives should improve. In PtB's words, "Transparency is something that dictates your being; you have to be as transparent as possible." Six out of ten mentioned the development or improvement of open and sincere communication skills. Five participants made the distinction of developing keen listening abilities. As

expressed by PtC, "In a social environment if we sit at the table and have open dialogues, transparent dialogues, dialogues knowing that we have differences; the differences are not all bad, the differences tend to be good." Five of the ten participants expressed that learning to accept the diversity of perspectives within the collective was needed in the Continuums of Care. Also, three mentioned that respect is critical, as is letting go of ego so that the alliance is not destroyed.

Other mentioned skills were optimism, objectivity, willingness to cooperate, maturity, alignment, and constructive criticism. In regards, PtC expressed that "Socially, the most important thing is to have a mature dialogue with respect, openness, and transparency." Moreover, PtG said the alliance might grow "when people understand that we are working on this and it is not personal; I am saying that you are wrong, but it is not you, it is the concept. Much maturity is still needed in that sense. You have to educate, for example, the government about the idiosyncrasies of organizations, and how they move, how they work. Organizations have to enter a process of self-reflection because they have to learn that there are processes they need to follow".

Question 10: Tell Me About Instances, If Any, During Your Engagement Within These Collaborations Where Conflictive Issues Among Members' Viewpoints or Competing Values May Impact the Collective's Goals. What Skills Should Leaders Employ to Resolve Such Situations?

A constant answer among participants is that although they have many differences, they still have positive achievements because they maintain clear sight of the collective impact initiative's goals. PtA explained, "Usually, even when there are

differences, the objectives are achieved, in terms of acquiring funds and that the services can be provided."

Interviewees identified several conflictive experiences that determined how they eventually reach goals. Six out of ten indicated issues dealing with the diversity of perspectives, particularly when confronting collective versus individual opinions or interests. Five out of ten mentioned that same duality regarding objectives when individual agendas overrun common goals.

Accordingly, PtD said, "I think the worst trigger that exists within any group, but specifically the CoC, is not looking beyond what you are proposing to do and seeing it at the individual level. You have to see it at the collective level so that you can transcend". PtD expanded by mentioning that leaders in the CoC must have "the desire to look at it from a collective point of view and not from an individual one, and I think our group is still a long way off." PtE explained these varied opinions sometimes clash against each other, manifesting competing values among leaders of the alliance, a conflict between the values of one sector versus the principles of another sector, "sometimes the values of the group can be in opposition to mine, and I have to be able to raise somehow my sectoral interests or my institutional interests which are not about the collective. I have been able to experience that battle for many years".

Six out of ten participants said poor knowledge and lack of understanding were challenges that easily influenced attaining goals. Four interviewees pointed out communication issues that impacted the collectivity's performance. Three mentioned that some leaders demonstrate commitment issues tied to personalities that needed individual

recognition for their contributions to the collective. Referring to dynamics within the CoC, PtB said, "It is well known that there is a communication problem and there are frictions." However, PtC, although acknowledging said issues, explained that the group has tried to remedy these difficulties, "That deficiency of who comes out on top has been remedied enough with the vast majority, both with the government and with other organizations, I believe the dialogue, the knowledge, the understanding, the educating us has remedied enough…the biggest problem is communication, and the greatest difficulty is not listening". PtJ expressed experiencing that when dealing with leaders across sectors they "work with people who are well dedicated to their organizations, and they are people who have personalities, some very strong and influential…they try to sway and create groups for personal benefits…the kiosks, the famous tribes where each one pulls to their side".

When facing conflicts in the alliance, other referenced concerns were competing values among cross-sector leaders, a need for better listening skills and open dialogues, for having a broader vision, and for more maturity when interacting among leaders. Additionally, one participant mentioned that leaders should exercise more respect towards one another, align with collective goals, and manage emotions when dealing with discords.

Question 11: What Is Your Opinion of the Way Members Make Decisions Within These Collectives? Do All Sectors Have Equal Input? Do You Think A Particular Sector Has More Power When Making Decisions? Do You Believe This Process Should Be Done Differently to Increase Efficiency and Expedite Outcomes?

Nine participants understood that all sectors do not have equal input in the way decisions were made in the collectivity, thus, creating an imbalance of power. Seven were emphatic, verbalizing there was no equity among sectors within the Continuum of Care. Although PtG expressed there are balance and equity within the group, their answer contradicts itself because they mentioned that "there are people who have been very wise, managing to stay in the circle where decisions are made more frequently because they know more about the knowhow, know more about processes, and they do not necessarily share all the information with the base. The ones who want more funds secure a chair where decisions are made because they have more access to information".

Six out of ten understood that communication problems and the imposition of strong opinions contributed to this power struggle. Perils such as a need for transparent and open dialogues, for less timidity among leaders to express themselves, and more willingness to share information, disrupted decision-making processes. PtB suggested that "there is always a group that is more vocal than the others." PtD said, "there are some sectors that have a more vocal participation." PtE indicated that "there are always voices that speak louder. Either because they use strength to move things as they want them, and they use some pressure techniques so that their opinion is the one that prevails, or whether even less desirable or less ethical mechanisms are used. There may be cases

where there may be a collusion between two or more sectors to move an agenda where there are specific interests involved".

Regarding this imbalance of power within the initiative, four interviewees said that members need more knowledge to make proper decisions and participate equitably. PtB mentioned that "almost always a group is aware or has full knowledge of what is being discussed. The rest vote for, or against, but do not enter the discussion." PtF added, "many have not grasped the real concept of what the CoC can achieve; they have seen it as having a grant and are going to do the minimum necessary to maintain it." Three participants mentioned a need for better cooperation among leaders in terms of sharing information. Also, there was a perception of fear and lack of confidence among leaders to speak their minds. They observed that some use their positions to influence others in the collaboration improperly. PtA said, "whether one sector has more influence than the other may be due to different factors. The influence that each one has on a group depends on their experience, their willingness, their transparency, but it also depends on the authority and power that this group gives them to be able to influence." Furthermore, PtA explained, "the collectivity is the one that decides who will have more influence and who will not. So, it is not really if one sector influences more than the other; it is how that body allows one sector to have more influence on the others".

Other mentioned factors affecting decision making within the alliance were members' attitudes, the propensity to collude with others to sway decisions in their favor, low or lax performance standards within the government sector, which puts more pressure on other sectors to work toward reaching the objectives, and an inclination to

make politicized decisions. PtE mentioned that "government representatives generally

enter the partnership with an attitude that indicates 'I am the government, and I have the

authority to impose my position.' There is always a battle where the government sector

always tries to impose its position and judgment above other community voices."

Moreover, PtE continued, "we cannot deny that the government sector, because of our

politicized culture or characteristics in our way of being, what many political scientists

call our colonized attitude; the people who represent the government feel that they have

authority and that the community sector has very little power." Accordingly, PtD

indicated, "Right now, the third sector is very vocal, but the power is within the

government. The third sector is the most vocal and brings the strength, but the decisions

do not necessarily depend on what the third sector is requesting; they are accommodating

to what is most appropriate for the government sector, whatever benefits them in

particular. These are totally politicized decisions". PtD went further, indicating that "the

government sector's power is always above us (nonprofit) and their power is not

necessarily aligned with the collective's complete needs. It will shift towards the needs of

a certain sector. I believe that governmental power suffocates us".

Question 12: Tell Me About Your Experiences Working with Managers From

Different Sectors (Public, Nonprofit, or Private Sector).

Four interviewees concluded that they experienced gaps in knowledge when

working with leaders from different sectors. Regarding PtB explained, "In the

government sector outside the San Juan Metro area, I have seen a deficiency of

knowledge of their projects…they do not have total knowledge, and they do not want to

learn either." Four out of ten mentioned the need to include the served populations when making decisions among sectors; these participants described the benefits of having such individuals' particular expertise within the collaborative initiative.

Three out of ten said they found working with the corporate and government sectors challenging; PtG, a government representative, indicated that "working with the government is incredibly challenging…for those who come from working in community-based organizations, the government's work culture is very frustrating. My motto is that sometimes you feel like you are pushing square wheels, they do not move!...you try and then you have to find how to push them, how to fit them, that is my frustration".

Other factors identified while working with multisector managers were different capacity and agility levels. For example, PtG mentioned, "for managers of organizations as well as those of private companies, the level of agility and the ability they have to move things is much faster than for the government. It makes a difference in how productive they feel." PtJ explained further, "in nonprofit organizations, you have the power to solve what you have to, and then you explain to your board of directors what happened. You have that freedom within what the board and the organization allow you. In government, due to the bureaucracy, the protocols, and the processes, you cannot solve everything as you would like to because it is more complicated than in nonprofits or corporations." Additionally, participants recognized a need for further understanding of diverse work cultures between sectors, of more commitment and synergy of sectors besides the nonprofit, a need for embracing diverse perspectives, more maturity, and upholding more responsibility for the work and results thereof.

Question 13: Do You Believe There Is A Difference in Leadership Attitudes and

Capacities Among These Sectors?

Participants unanimously answered they believed there are differences in attitudes and competencies among leaders from different sectors. Six interviewees answered there was a contrast in attitudes, particularly concerning perceptions of power and knowledge. For example, PtJ answered "Yes, there is a difference in attitudes and capacities due to the composition of the sectors and the sense of power that each sector may have; and also, protection and the sense of belonging of each sector". Furthermore, PtE said, "a government representative has the attitude of 'I am the government and I am used to the fact that I am the authority and the one who decides'…that is contrasted most of the time in terms of skill, because sometimes the government people do not necessarily have the knowledge or are the most knowledgeable on the subject, they are there to impose their criteria…out of pure power, they feel powerful, which is an attitude, versus the knowledge that they really bring to the table". In accordance PtH mentioned, "the interests are different, the interests of those in the government sector is to retain power…government has an attitude of keeping quiet, hiding, not telling, not informing, not divulging when one needs to know; that is what I have seen so far in the State government…not so much with the federal government".

Additionally, interviewees identified differences regarding adaptability, awareness, communication skills, work culture, transparency, and a sense of belonging. PtA shared that "A leader is a leader in any sector and must have the openness to develop other skills. It is up to you to align and develop other abilities or see how you can adjust

the ones you have to go in absolute favor of that balance. It is not that you change who you are; in the end, those skills you always bring will help you in one way or another, to the extent that you can make that balance. Moreover, the balance is called adjustment".

Question 14: Is There Anything Else You Would Like to Share?

Three participants expanded their answers regarding understanding collaborations; PtB mentioned that alliances "create sensitivity and being able to help not only the participants but other colleagues." PtG explained the value of "knowing what collaboration is and the importance of how you collaborate intersectorally is very necessary, but we still have a long way to go to reach the optimal level of what it is to make an alliance, of what are the things needed…all sectors need to learn and listen more and try to be empathic with each other. I believe a genuine effort is needed". Lastly, PtJ recognized that "Collaborations at first may seem hard, and in a moment create a clash between sectors when they are working together. Then they begin to gain that trust and understand that everyone has the same north, there they begin to work together and understand each other".

Regarding the efforts performed by the CoC's diverse membership, PtC emphasized, "there have also been great achievements, there are organizations that have been transformed, others have not. We are always taking two steps forward and one backward. However, we are always taking more forward. There have been more improvements, more scope, more services". Moreover, PtI recognized that "when you see the achievements that we have attained as a group despite having our differences, those are the things that motivate us to continue."

Figure 2.

Themes That Emerged Through the Interviews Process

Summary

The purpose of this study was to understand to what degree cross-sector senior managers participating in collective impact initiatives to attain systemic changes in the provision of services to the homeless in Puerto Rico perceived that developing emotional and social intelligence leadership competencies could influence their decision-making and conflict management abilities. Chapter four provided an overview of the processes utilized to gather, handle, and analyze the data collected from ten multisector leaders participating in the Puerto Rico Continuums of Care for the Homeless regarding their perceptions of cross-sector collaboration and leadership with emotional and social intelligence abilities. Participants were selected according to purposeful sampling techniques, and all were informed of the study's objectives, their rights and signed an informed consent form before the interview process.

Answers from in-depth interviews assessed how these leaders perceived overall leadership, collaborating across sectors, and how developing or improving emotional and social intelligence leadership capacities could help solve conflicts and assist in better decision-making procedures. Thus, helping expedite the provision of services for the homeless on the island by attaining the collective's goals. The study has two research questions. The interview guide had 14 questions, four of which were intended to collect demographic data that assured qualifications for participation in the study. Ten questions were guided toward collecting the participants' experiences with the phenomenon. The themes were elaborated founded on the transcription, coding, and analysis of the interviews. The relevant themes produced from this study were: knowledge, communication, collaboration across sectors, attitudes, the balance of power, diversity, equity, adaptability, emotions management, trust, synergy, commitment, transparency, and alignment.

All participants identified cross-sector collaborations as the best strategy to tackle large-scale social problems. They agreed that the collective impact initiative in which they all participated (the CoCs) has two main objectives, ending homelessness in Puerto Rico and providing services that could improve said population's quality of life. Moreover, participants agreed that such an alliance helped all members reach these objectives by sharing resources. All ten manifested perceptions of a need for improved conflict management techniques and decision-making abilities by developing leadership characteristics with high levels of emotional and social intelligence to help become a more effective and productive alliance.

Across all interviews, a lack of knowledge among leaders from different sectors was recognized as a significant obstacle to attaining better results. A continuous pattern was revealed concerning a challenge when collaborating across sectors regarding leaders' behaviors, which sometimes generated inappropriate dynamics that disrupted the workflow. Furthermore, all participants mentioned requiring more suitable communication skills within the alliance, such as having open and transparent dialogues and sharpening listening capacity among sectors. Interviewees identified issues regarding leaders' attitudes, such as ego, empathy, respect, control, maturity, and a need for constant recognition, as significant factors that contributed to less expeditious procedures towards providing better services or improving public policies that affected the homeless population. All interviewees believe there is no balance of power or equity among the alliance sectors, which weakens its efficacy. Overall, participants understood that their work in the collectivity produced positive results for the community. However, reaching these objectives has been a burdensome and sometimes slow process due to controversies among leaders from different sectors and a resistance to letting go of individual interests, favoring collective benefits.

In the next chapter, there will be an interpretation of findings, limitations of the research, recommendations, and implications of the study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative phenomenological study was to understand to what degree cross-sector senior managers participating in collective impact initiatives to attain systemic changes in the provision of services to the homeless in Puerto Rico perceived that developing emotional and social intelligence leadership competencies could influence their decision-making and conflict management abilities. The research focused on the cross-sector leaders' lived experiences while participating in the Puerto Rico Continuums of Care for the Homeless and their understanding of multisector collaborative efforts and leadership competencies, particularly those related to emotional and social intelligence.

The perceptions of these leaders were sought through in-depth interviews. The collected data was analyzed to identify codes, patterns, and themes that helped explain how these senior managers perceived the influence of emotional and social intelligence leadership competencies on administrative actions within the collaboration. Interviews were transcribed and translated, data were coded, patterns identified, and conclusions were reached from themes recognized during the analysis procedures using manual methods.

Literature review revealed a gap regarding the combination of behaviors, abilities, and expertise that pervade through cross-sector collaborative leadership. I attempted to contribute to the body of knowledge on cross-sector leadership by reconciling the literature gap.

According to the results, participants agreed that multisector collaboration was the best strategy to tackle substantial social problems, such as homelessness. Subsequently, a sole organization or agency would not be able to amount the needed resources to deal with such complex issues and simultaneously cause an exponential impact on society. However, the interviewees also expressed that although common goals guided their efforts and they achieved some crucial objectives, the road toward said accomplishments was overrun with challenges pertaining to differences in cross-sector leaders' personalities, poor communications, lack of knowledge, and emotions management. Furthermore, participants concluded that development and improvement of emotional and social intelligence competencies were needed among the leaders in the Puerto Rico Continuums of Care for the Homeless to perform better when managing conflict and making decisions. Additionally, they expressed that enhancing such skills could help expedite the alliances' efforts to improve local homelessness public policies and quality of services for this population.

This chapter includes the following topics: interpretation of findings, limitations of the research, recommendations, and implications for positive social change.

Interpretation of findings

During the past decade, cross-sector collaborations have become a popular strategy for dealing with compound, wicked social issues, such as homelessness. When dealing with large-scale social dilemmas, discussed frameworks, such as the collective impact model, structured and strengthened these collaboration efforts through the use of evidence-based practices (Kania & Kramer, 2011). These are highly convoluted and

interdependent problems resulting from barriers confronted in the public and private

sectors. Dealing with such wicked quandaries "requires more than just sharing resources;

it requires members of different sectors to learn together using adaptive approaches to

problem-solving in context" (Zuckerman, 2020, p. 2). However, literature established that

how these alliance members interact and therefore lead will determine the level of

success in attaining the collective goals toward producing real social transformations

(Frizzel et al., 2016).

As expressed in the peer-reviewed literature on Chapter 2, scholars indicated that

partnerships and cross-sector alliances are the best way for public services to excel by

gaining benefits from sharing skills, knowledge, and balance by maintaining synergistic

relationships among resources. Since 2011, this strategy's best example is the collective

impact model, depicted in this study's setting through the Puerto Rico Continuums of

Care for the Homeless. This research's participants confirmed this tenet by affirming that

their best work was performed through collaborating across-sectors. This viewpoint was

consonant with current public administration theories regarding collaborative

management, which expressed that managers must perform across organizations and

sectors through networked structures, to attain positive transformative results for global

societies (Agranoff & McGuire, 2012; Scott & Thomas, 2016).

Additionally, as identified in Chapter 2, the results obtained from the in-depth

interviews confirmed that the mentioned challenges by Ehrlichman et al. (2018) were the

same as the ones confronted by this study's participants. For example, personality

struggles that interfere with performance, the avoidance of difficult conversations, and

communication abilities problems. The misconception of leadership in a multisector

collaborative scenario, the lack of overall knowledge and recognition of the advantages

of understanding intersectoral alliances, and the thorough enhancement of skills required

to garner high performance and long-lasting results. Other identified challenges were an

imbalance of power, absence of equity among sectors, lack of cohesion, political

decisions, and difficulties between competing values (e.g., individual versus collective

interests).

The advocacy coalition framework gives notoriety to multisector leaders'

collaborative endeavors to affect policy and its subsystems (Fleury et al., 2014) when

dealing with complex problems, such as homelessness. Scholars understood that these

leaders' interactions within policy subsystems would increase emotional responses that

could generate conflict in the collective efforts. Consequently, as Bryson et al. (2015)

explained, the role of leadership within alliances became crucial to produce systemic

changes, provided these relationships maintain a balance regarding cognitive, emotional,

and social competencies. This study exposed that the mentioned balance is imperative to

influence and enrich conflict management and decision-making within the collective.

Also, to perform suitably and timely toward achieving public policy improvements and

providing quality services for the homeless in Puerto Rico.

The themes identified provided answers to both research questions. Concerning

the influence of emotional and social intelligence leadership abilities on administrative

procedures within the studied collective impact initiative and how having these

competencies could help facilitate achieving its objectives towards services provision and

advocacy for the homeless population. Given that all the research participants mentioned they believed there were particular leadership skills, regarding emotional and social intelligence that could be improved or developed for better collaborations across sectors. Particularly, skills such as proper management of emotions through self-awareness and self-regulation, the willingness to enhance knowledge and promote understanding of others, maintaining mature and transparent communications, and achieving synergy among collaborators. Furthermore, exercising keen listening abilities, attaining a balance of power and equity among sectors, and avoiding competing values that exalted individual benefits over the common good pursued by the collectivity.

The emotional and social intelligence leadership competencies model discussed in Chapter 2 is comprised by four principal areas that, when developed and improved, leaders become more efficient. These are self-awareness, self-management, social awareness, and relationship management (Goleman, 2015). According to Boyatzis et al. (2015), becoming an efficient leader meant assimilating positive social behaviors that promote connections through the brain's social system. Thus, leaders who attain higher emotional and social intelligence levels can become resonant leaders (Goleman, 2013). These leaders are tuned to others' emotions while channeling them in a positive direction. According to Buitrago et al. (2017), this translates into empathy among leaders, which guarantees effective results; a quality that this study's participants repeatedly mentioned as fundamental to foster respectful and trustworthy relations in the Continuums of Care. As previously explained, the interviewees revealed themes that are consonant with this description of leadership. They understood that qualities compatible with this leadership

model must influence more favorable outcomes from the collective impact initiative discussed.

Some other inferred themes from the interviews were openness, control of emotions, responsibility, balance, harmony, maintaining clear sight of goals, having a broader vision, respecting a diversity of perspectives, adaptability, commitment, enhanced knowledge, better communication and listening, increased maturity, willingness to share, and alignment. These competencies are embraced in the literature definition of resonant leadership.

Buitrago et al. (2017) mentioned that a good leader must know how to properly listen to others' opinions, this way envisioning relationships beyond appearances. A continuous comment among participants was that within the CoCs, leaders only listened to themselves or to those who had similar opinions to them; hence, becoming an impasse when making decisions or managing conflicts. They expressed a need for respecting different points of view, adapting to changing circumstances, and accepting that others within the collaboration could provide better solutions; thus, requiring letting go of ego and the necessity of individual recognition. Social intelligence guides how organizational leadership performs through proper communication that shows influential emotions when achieving better results (Buitrago et al., 2017). According to Boyatzis and McKee (2005), resonant leaders portray themselves as transparent, organized, affective, and reliable. They guide their efforts toward supporting others, being sensitive to others' needs, and having a commitment to service, while sharing knowledge, resources, and power. These collaborative leaders are sensitive beings who work through teams to identify the

collective emotions that can advance negotiation when solving conflictive situations. According to Buitrago et al. (2017), "resonant leadership achieves a change in people, fostered by fluid communication, maintaining empathic and stable interpersonal relations, and acquiring the best response from each team member. All of which could be natural, understanding said leader's psychology, who manages emotions in communication, debate, and negotiation, thus, clearly achieving an emotional balance within those who are part of the team" (p. 100).

Scholars established that a relevant factor in a collaborative initiative's success was the responsibility of leadership attitudes (Bryson et al., 2015). Furthermore, as explained in chapter 2, local investigations performed in 2011 and 2014 stated that network leaders in Puerto Rican regional alliances were unstable and obtained inconsistent results due to feelings of inadequacy, insufficient sharing of resources, and working in a highly politicized environment. However, they recognized the value of partnerships and collaborative efforts, accepting that community transformation was not adequately achieved without these enterprises (Bodily et al., 2011; Martínez et al., 2014).

Outcomes from the current investigation are consistent with previous findings. As interviewees expressed that although they faced many challenges (e.g., leaders' attitudes, political decisions, lack of knowledge, and overall a need for improving emotional and social intelligence leadership abilities, among others), they remained active in the collective impact initiative. Because it was pivotal to accessing increased resources, having an exponential impact on society, and achieving the common goals of providing better services and quality of life for Puerto Rico's homeless population. They insisted

that even though not every member was aligned, most did the work because they all believed in the collective's ultimate goal of eradicating homelessness in Puerto Rico. Accordingly, these results revealed a need to promote cohesion, transparent interactions, adaptability, emotions management, balance, equity, and education within the collective initiative. Moreover, the Puerto Rico Continuums of Care for the Homeless leaders need to embrace emotional and social intelligence competencies, becoming resonant leaders, which can help produce extensive and enduring social change.

Limitations of the Research

The study's addressed limitations were a potential for bias and the researcher's role and participant's privacy protection to avoid negative impact professionally. Due to my professional experience as a senior nonprofit manager, who participated in cross-sector collaborations in Puerto Rico, some partiality could be generated. Thus, an encountered challenge was maintaining a separation of roles and consciousness of said bias. I remained continuously aware of any judgments when interviewing peers with whom I have shared experiences within the collectives, thus decreasing any actions that could have interfered with the trustworthiness of responses. Since most interviewees knew me professionally, it was favorable to take measures that helped minimize any influences or biases that could emerge, such as continuous journaling and utilization of an interview guide, which standardized the protocol during the in-depth conversations performed for data collection.

Certain assurances were made to participants indicating their shared information was kept confidential, providing privacy measures, such as the use of identification

codes. Thus, not affecting their jobs and professional relations with other members of the

alliance. I shared with potential participants the procedures used to protect

confidentiality, such as using codes and the safety measures for storing the collected data.

It was ethically correct to help each participant to understand the informed consent and

safeguard of privacy; in this manner, protecting the built relationships among the

alliances' partners. The misinterpretation of their answers by any partner could foster a

break in their professional connections. Hence, it was vital to warn participants that

others in the field could identify them even when not using their name. This practice

avoided any appearance of deceiving them with false expectations and guarantees that

they accepted participation in the study voluntarily.

Recommendations

Further research is recommended to explore the development of resonant

leadership within cross-sector collaborations profoundly. This study circumscribed to

perceptions of emotional and social intelligence competencies that could influence

conflict resolution and decision-making within a collective impact initiative in Puerto

Rico. Nevertheless, it is encouraged to perform more comprehensive studies regarding

resonant leadership in different collaborative settings on the island, amplifying the

generalization of results and promoting best practices locally.

Due to this study's setting, there were two major dominant sectors studied, the

nonprofit and the government sector; only two participants represented the community

(served population) sector. Future researchers should expand the study to other sectors

involved in formal collaborations, such as the private (corporate), academic, or religious

sectors. Moreover, including additional community leaders in the study to understand

their role in making decisions, solving conflicts, and promoting improved public policies.

Furthermore, this study was limited to collective impact initiatives in Puerto Rico; future

researchers could compare these results with other areas in the United States where

Puerto Rican leaders participate in collective impact ventures or study collaborative

efforts dealing with Puerto Rican populations' issues in other regions.

Additionally, this study utilized the qualitative phenomenological approach. Thus,

allowing me to gain knowledge from participants' lived experiences and their perceptions

of the influence of emotional and social intelligence leadership competencies in the

collective's endeavors. Future research should use the information obtained from present

outcomes to create a survey or use other qualitative methods to contact more participants

and expand the sample size. This practice would endure correlations, generalized

outcomes, and longitudinal testing's potentiality, therefore, considerably expanding

impact in the leadership and multisector collaboration fields.

Implications for Positive Social Change

The findings of this research can contribute to positive social change by offering

multisector leaders who participate in local collective impact efforts, strategies and ideas

that may help sustain alliance's culture and organizational protocols, therefore promoting

more efficient results and reaching their goals effectively. Through the information

provided in this study, practitioners may create capacity-building materials to coach

future leaders toward developing procedures and adapting behaviors that can help

achieve transformative outcomes for Puerto Rico's communities.

Future managers may also recognize and comprehend common behavioral and practical factors that can impede their application of emotional and social intelligence leadership abilities, enabling adept organizational procedures within these social change networks on the island. They could acquire and learn to improve skills to become network leaders with elevated levels of emotional and social intelligence, who preserve proper relationships, think strategically, construct, and coordinate actions toward changing complex social frameworks (Ehrlichman et al., 2018).

Dunfey (2017) indicated that "sociologists define social change as changes in human interactions and relationships that transform cultural and social institutions" (para. 2). These transformations produce a long-term impact on global communities. The idea of researching collective impact initiatives and leadership best practices for improved performance bolsters the argument of provoking social change in complex societies, such as Puerto Rico's, through the cooperation of committed actors who have sufficient experience to innovate while restoring the social order. Scholars explained that multi-sector collectives are ideal for solving compound public issues (Cooper, 2016), so advancing cognizance of the systems and reliable practices necessary to build notable collective ventures is imperative to scholarship. Specifically, if the transcendental purpose of overall research is to reinforce learning, promote creative breakthroughs, and review doctrine to provoke meaningful social change.

Conclusion

The purpose of this study was to gain an understanding of cross-sector collaboration leadership and the perspectives of local leaders regarding emotional and

social intelligence competencies while cooperating to eradicate homelessness and serve the homeless individuals on the island. The study focused on the impact of these leadership abilities on conflict management and decision-making within the network by assessing these senior managers' viewpoints and experiences as expressed through in-depth conversations.

The data showed participants' overall acceptance regarding cross-sector collaborations as the best strategy to deal with compound social problems, such as homelessness. All agreed there was a necessity to develop and improve skills and behaviors associated with emotionally and socially intelligent leadership to manage conflicts and make productive decisions within the alliance efficiently. The themes created from the results were: a need for more knowledge of and understanding among multisector leaders, of maintaining a balance of power and equity, of employing better communication and listening skills, and of avoiding competing values. The research also identified a leaders' need for self-awareness and self-regulation of emotions and for dealing with attitudes such as ego, respect, empathy, and maturity. Furthermore, themes such as transparency, synergy, adaptability, responsibility, diversity, and willingness to collaborate were also recognized. The data supported the theoretical and conceptual frameworks proposed.

Additionally, this research study established that while the collaborative initiative's inner workings were riddled with multiple challenges, the collective goals and shared vision are greatly engaged with its leaders' higher values, beliefs, and personal integrity. Consequently, they relentlessly continue to strive toward achieving their

expressed mission of eradicating homelessness in Puerto Rico while providing efficient

services for this disadvantaged population.

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Appendix A: Recruitment Letter for Individuals

Recruitment Letter to Individuals

_____

Date

(invitee's name)
(invitee's address)

Dear Sir/Madam,

I hope this note finds you well. My name is Geraldine Bayron-Rivera, I am a doctoral student at Walden University and I am conducting a dissertation research titled, **Perceptions of Emotional and Social Intelligence Competencies Among Leaders within Collective Impact Initiatives in Puerto Rico**. A vast number of studies have concluded that beneficial cross-sector collaborations which produce long-lasting social transformations are dependent on having leaders who possess the attitudes and competencies for effectively guiding across sectoral borders. As such, this research study will explore, through the participants' narration of their lived experiences, the continuum of care (CoC) for the homeless members' understanding of emotional and social intelligence leadership competencies and if they believe related aptitudes could help improve organizational processes, such as conflict management and decision-making, within cross-sector collaborative initiatives in Puerto Rico. While this study will provide me with the data regarding cross-sector leadership competencies within Puerto Rico's CoCs leadership, the study will offer evidence-based information to Puerto Rican leaders across sector concerning particular competencies which could impact organizational processes within the collective effort and their results toward long-lasting social change.

I would appreciate your voluntary participation in my dissertation study through an in-depth interview. Since participation is voluntary you can withdraw at any time during the conversation.

The ideal way to gain the required knowledge is by having conversations with experienced individuals like yourself. I have chosen you for this investigation based on the acknowledgment you and your organization (or agency) have received for your work within cross-sector collaborative initiatives in the island.

To be eligible to participate, I am looking for CoC leaders who:
- Have served as leaders in a Continuum of Care for the Homeless in Puerto Rico for at least two years
- Must represent either the government, nonprofit, served community or private sectors in a position of leadership

- ☐ Are adult individuals who served as organizational leaders and who have been in positions of senior or middle management
- ☐ Are organizational leaders, that must have at least three years' experience in a leadership position (accumulated within any of the represented sectors)
- ☐ If the person is a community leader, they must be or have been a participant within the represented community for a least three years and have at least one year's experience in a position of leadership

I have enclosed a detailed consent form for the study and a copy of the Walden University Institutional Review Board's approval, dated _April 21, 2020_. If you meet eligibility conditions and would like to participate, please call me at _____ or email at _____ with further questions, so that we can arrange a meeting. I thank you for your consideration and look forward to hearing from you.

Sincerely,

Geraldine Bayron-Rivera
PhD Student
Walden University

Appendix B: Informed Consent

CONSENT FORM

Answer within a maximum of 7 days after receiving this form.

You are invited to take part in a research regarding Puerto Rican leaders within multisector collaboration efforts and their perceptions of required leadership competencies to obtain positive results. The study is titled *Perceptions of Emotional and Social Intelligence Competencies Among Leaders within Collective Impact Initiatives in Puerto Rico.*

The researcher is inviting adult leaders participating or who have participated, for at least two years, in one or both Continuums of Care for the Homeless in Puerto Rico (PR502/PR503); who have been organizational leaders in senior or middle management positions for at least three years; or who are community leaders who have represented their community for at least three years and have at least one year's experience in a leadership position to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part in it. I welcome any questions you may have after you read this form.

This study is being conducted by a researcher named Geraldine Bayron-Rivera who is a doctoral student at Walden University. You might already know the researcher as a Programmatic Services Director at Corporación La Fondita de Jesús (a senior management position in one of Puerto Rico's nonprofits dealing with homelessness), but this study is separate from that role.

Background Information:
The purpose of this study is to is to explore your understanding of emotional and social intelligence leadership competencies and if you believe they could help improve organizational processes, such as conflict management and decision-making, within cross-sector collaborative initiatives in Puerto Rico. The ideal way to gain this knowledge is by having conversations with experienced individuals like yourself.

Procedures:
The following provides information regarding the study:
- You will be asked to participate in an individual interview.
- The interview will not last more than 90 minutes.
- With your permission, I will digitally audio record the conversation, while taking notes. It makes it easier to have a dialogue and listen attentively to your valuable input.
- After your interview is transcribed, you will be contacted via email and provided your interview's transcription to allow a process called *member checking,* where

you will be able to review and comment on any part of the transcribed conversation. The *member checking* process should not take more than 45 minutes. It would be highly appreciated if revisions could be returned by email within a period of 5 working days. Any corrections will be included in the data collection.

Here are some sample questions:
- Could you share a summary of your professional experience?
- Could you share some stories regarding your experience as a leader?
- Have you been or are you an active participant in cross-sector collaborative efforts in the island?
- In your professional opinion, what are the best strategies for an organization or agency to tackle large-scale social problems such as homelessness?
    o Do you believe this work is best approached alone or in collaboration? Why?
- Based on your experience, what do you think are the most beneficial reasons for working together across sectors?

- Based on your expertise, would you share some difficulties or challenges of collaborating with leaders from different sectors?
- Do you think there are special leadership skills, regarding emotional and social intelligence, which could be developed or improved for collaborating across sectors?
    o In your professional experience, in which ways could becoming aware of one's emotions impacts a leader's ability to manage conflictive issues or make decisions within a partnership?
- What is your opinion of the way members make decisions within these collectives?
- Please tell me about your experiences working with managers in:
    o. the public sector
    o. the nonprofit sector
    a. the private sector (business or community leadership)
- Do you believe there is a difference in leadership attitudes and capacities among these sectors?

Voluntary Nature of the Study:
This study is voluntary. The researcher will respect your decision of whether or not you choose to be in the study and will not treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind at any later.
You are free to stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as becoming upset. Being in this study would not pose risk to your safety or wellbeing. The study will contribute to positive social change by providing cross-sector leaders in Puerto Rico with a better understanding of emotional and social intelligence skills which could help foster leadership that can expedite policymaking and strategic planning for better services provision to efficiently deal with homelessness in the island.

Payment:
There will be no compensation for participating in this study. However, you do have my most sincere appreciation.

Privacy:
Any reports coming out of this study will not share the identities of individual participants. The researcher will not use your personal information for any purpose outside of this research project. You or the organization you represent, are not publicly identified during this research, thus remaining in the strictest confidence. Furthermore, the researcher will not include your name or anything else that could identify you in the study reports, through the use of code names or numbers. However, due to nature of collaborations among local leaders, there is minimal chance that by the shared experiences within the collective other members could still identify you as one this research's participants. If this would be a problem for you and at any time you feel you cannot continue with the conversation, at your request we will stop the interview. Data will be kept secure in a locked filing cabinet. The data on my computer or backup hard drives can only be accessed by digital fingerprint, password, or access code. The identifiers' code book will be store elsewhere in a safe locked storage. Data will be kept for a period of 5 years, in said secured storage, as required by the University and then destroyed.

Obligation:
If by any chance issues regarding abuse or criminal activities may arise, I have an obligation to report such information to the proper authorities.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone call _____ or email _____. If you want to talk privately about your rights as a participant, you can call Walden University's Research Participant Advocate at 1-612-312-1210 or via email at irb@mail.waldenu.edu. Walden University's approval number for this study is 04-21-20-0701393 and it expires on April 20th, 2021. The researcher will give you a copy of this form to keep for your records.

Obtaining Your Consent

If you feel you understand the study well enough to decide about it, please indicate your consent by reading and signing below in acceptance:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. I have asked questions, which have been answered to my satisfaction.

I consent to participate in this investigation.

_____

Printed Name of Participant

_____

Date

_____

Participant's Signature

_____

Geraldine Bayron-Rivera, Researcher

Appendix C: Interview Guide

Topic: *Perceptions of Emotional and Social Intelligence Competencies Among Leaders within Collective Impact Initiatives in Puerto Rico*

Research Questions:

RQ1: *How do senior managers participating in collective impact initiatives in Puerto Rico perceive the influence of emotional and social intelligence leadership competencies on conflict management and decision-making abilities?*

RQ2: *To what degree do these senior managers understand that improving members' emotional and social intelligence leadership skills could help expedite local public policy improvements to provide services for the homeless on the island?*

Invitation

Invitations will be sent to 10 to 12 individuals via email or regular mail on _____, 2020. They will be sent in English with a Spanish translation. The letter will be accompanied by a document of Informed Consent. Asking for a formal response consenting to be interviewed and recorded.

Introduction

The purpose of this study is to is to explore your understanding of emotional and social intelligence leadership competencies and if you believe they could help improve organizational processes, such as conflict management and decision-making, within cross-sector collaborative initiatives in Puerto Rico. The ideal way to gain this knowledge is by having conversations with experienced individuals like yourself. I have chosen you for this investigation based on the acknowledgment you and your organization (or agency) have received for your work within cross-sector collaborative initiatives in the island.

There are no right or wrong answers; I only wish to gain knowledge from your expertise. You are under no obligation to continue with the interview if at any point you do not want to. Should you wish to do so, you may finish this interview at any point during my questioning. I want you to feel comfortable with this conversation.

Once more, I would like to obtain your consent regarding this interview's recording. I will be audio recording this conversation since it makes it easier to take notes while

having a dialogue and listening attentively to your valuable input. I want to emphasize that you or the organization you represent, are not publicly identified during this research, thus remaining in the strictest confidence. The only shared information is your answers to these questions, which you will provide voluntarily. The provided information is for educational research and data analysis only.

Thank you for sharing your valuable time and insights.

First, a brief definition of three basic concepts which I use during the interview:
- ☐ Collective impact
- ☐ Emotional Intelligence
- ☐ Social Intelligence

A **collective impact** initiative is defined as a common agenda effort which brings together leaders from different sectors working toward a shared vision of producing large-scale social systemic changes through a measured-driven structure (Kania & Kramer, 2011).

Emotional Intelligence (EQ) is understood as the capacity of remaining aware that emotions drive people's behavior and impact individuals positively or negatively. It is also the capability of learning how to direct those emotions (both ourselves and others), particularly when under stress (Goleman, 2006).

Social Intelligence (SQ) is defined as the capacity to generate positive impact by knowing oneself and others through the connections created through social interactions nourished by awareness of ours and others' emotions (Goleman, 2006).

Note to interviewer:

▪ *Bulleted information is a conceptual guide for the interviewer to generate follow-up or probes / Sub-questions are arranged alphabetically as a, b, c…*

Interview Questions
1. Tell me a little about yourself, some background information
   - ☐ Name
   - ☐ Age
   - ☐ Birthplace

2. Could you share a summary of your professional experience?

    a. Please, describe your current job?

    b. How long have you been in a leadership position?

3. Could you share some stories regarding your experience as a leader?

    a. Which sectors have you represented as a leader?

    b. What has this experience meant to you?

4. Regarding collaborative initiatives in Puerto Rico, have you been or are you an active participant in one of the Continuums of Care for the Homeless in Puerto Rico? *(if yes, continue interview; if no, ask a few more general questions regarding their opinion on the phenomenon and request referrals for the people from their organization who were actively involved)*

If no,
    a. What are your views on cross-sector collaborations to produce social transformations?

    b. In your opinion, what should be the goals of this type of collaborations?

    c. What role would you see yourself taking within the alliance?

    d. Could you refer a colleague who has participated in such collective impact initiatives in the island?

If yes,
    a. How long have you been a part of the CoC in Puerto Rico?

    b. What is/was your role?
        i. Can you give me a specific example of your work within this role?

    c. What do you believe were/are the goals of such initiatives as the CoC?

5. In your professional opinion, what are the best strategies for an organization or agency to tackle large-scale social problems such as homelessness, drug addiction, domestic violence, disaster management, etc.?

    a. Do you believe this work is best approached alone or in collaboration? Why?
        ☐ Collaboration

    a. (*if the leader believes in partnership*) In your experience, how do you think better outcomes for social transformations are obtained by collaborating within the same sector or across sectors?
        ☐ Multi-sector approach
        ☐ Systems transformation

6. Tell me about your experiences as a leader working across sectors

    a. Can you give me specific examples of this experience within the setting of the collaborative efforts which you have mentioned?

7. Based on your experience, what do you think are the most beneficial reasons for working together across sectors?

8. Based on your expertise, would you share some difficulties or challenges of collaborating with leaders from different sectors?

    a. Please provide some examples of instances where you confronted the following difficulties or challenges
        ☐ Power balance
        ☐ Political decisions
        ☐ Competing values
        ☐ Conflicts of interest

9. Do you think there are particular leadership skills, regarding emotional and social intelligence, which could be developed or improved for collaborating across sectors?

a. In your professional experience, in which ways could becoming aware of one's emotions influence a leader when managing conflictive issues or making decisions within a partnership?

☐ *Self-awareness (self-confidence, candor, self-assessment, constructive criticism)*

☐ *Self-regulation (reasonable, trustworthy, fair, control of feelings and impulses, adaptability, transparency, thoughtful, mindful)*

☐ *Motivation (passionate, creative, innovative, charismatic, driven, organizational commitment, optimistic, initiative, inspirational, developing others)*

☐ *Empathy (thoughtfulness, teamwork, collaborative, careful listening, equity, diversity, coaching, useful feedback)*

a. In your experience, which social skills do you understand could advance better organizational processes within a collaborative effort to generate social change?

☐ *Social skills (friendliness, negotiation, building rapport, network minded, relationship building, decision-making, finding solutions, team management, persuasion, change catalyst, influence)*

10. Tell me about instances, if any, during your engagement within these collaborations where conflictive issues among members' viewpoints or competing values, may impact the collective's goals

a. In your opinion what skills should leaders employ to resolve such situations?

11. What is your opinion of the way members make decisions within these collectives?

a. Do all sectors have equal input?

b. Do you think a particular sector has more power when making decisions?
   i. Please, provide some examples of instances when this happened

c. Do you believe this process should be done differently to increase efficiency and expedite outcomes from these collectives?

12. Please tell me about your experiences working with managers in:
    a. the public sector
    b. the nonprofit sector
    c. the private sector (business or community leadership)

13. Do you believe there is a difference in leadership attitudes and capacities among these sectors?
    ☐ *Emotional intelligence skills*
    ☐ *Social intelligence skills*

14. Is there anything else you would like to share before we finish?

15. Do you have any questions for me?

Closing Statement

Thank you for your time. Your feedback will be combined with information from other interviews and analyzed to help gain understanding and improve leadership in collective impact initiatives in Puerto Rico. If you have any additional questions regarding this study or know of another expert leader I should interview for the research; please do not hesitate to contact me. Once the study is finalized, submitted and accepted, the obtained data during our conversation will be kept for a period of 5 years, in a secured storage, as required by the University and then destroyed.

Appendix D: Researcher's Epoche

My name is Geraldine Bayrón-Rivera. I have worked for more than 25 years with vulnerable sectors of the Puerto Rican population within government, private, and nonprofit sectors. Most of these years have been in nonprofit organizations dedicated to helping HIV patients, the homeless, domestic violence survivors, people with addictions, the LGBTQI+ community, and poverty eradication on the island. I started as a case manager, and for the past 15 years, I have been part of senior management teams. Currently, I work in one of Puerto Rico's leading nonprofits as Program Services Director, dealing with homelessness, community integration, social justice, and poverty eradication in San Juan.

As part of my job, I participate in several multisector boards, councils, coalitions, and continuums of care that intend to create collective impact and provoke change in the island's most complex issues and improve citizens' quality of life. Thus, enhancing Puerto Rico's capacity to protect the rights and values of its citizenry. For the past 10 to 12 years, I have been part of the Board of Directors of the Continuum of Care for the Homeless for the Balance of State (CoC-PR502), a multisector initiative to oversee public policies and program services for the homeless population in Puerto Rico. I have participated in this collaboration since its beginnings. However, there has been a constant challenge, stalled procedures, and struggles with decision making. Mostly, due to conflicts between the participating leaders, who sometimes seem to forget that they are working under a joint mission by putting their own institution's interests and values first.

These tensions are continuously apparent when the group meets either in a general assembly, board meetings, or within its committees.

I passionately believe in the powerful effects that working in collaborations can produce on society's most complex issues. When multisector leaders unite to incite social changes, they pool resources to help innovate and transform communities in general. I have observed that these types of associations prolong procedures too much, which weakens efforts to achieve the set goals. Many leaders in these collaborations seem to be too concerned with politics or benefiting their particular entities. Most are individuals who have successfully risen to leadership positions at top or middle-level management in their organizations and are respected for their social change efforts. However, when associating to reach common objectives, I have perceived egos getting in the way of the better good. I am aware that this may not be everyone else's experience, so as the researcher, I must be conscious of any biases to be receptive to others' assessment of their situation within multisector associations.

I understand that it is pivotal to provide capacity building materials that help develop the best qualities in these leaders so that their united message can resonate among themselves and the initiative's beneficiaries. Enhancing emotional and social intelligence competencies could aid their interactions so that their emotions do not get in the way of the collective efforts. Therefore, producing better results which can help positively transform Puerto Rican society.