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Catalysts to transformational leadership between managers and analysts in public service

Eugene Davis Stevenson III
Walden University

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Eugene D. Stevenson III

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Review Committee
Dr. Raj Singh, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Michael Brewer, Committee Member,
Public Policy and Administration Faculty

Dr. Richard DeParis, University Reviewer,
Public Policy and Administration Faculty

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

Walden University
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Abstract

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Eugene D. Stevenson III

MA, National University, 2015

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Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Transformational leadership (TL) is the ability of a leader to convince a subordinate or follower to adopt organizational goals as their goals. Transformational leaders utilize intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence to engage and mold their employees. Within the sphere of public management, current leadership research acknowledges the effect of TL but is still incomplete or inconsistent on how to catalyze TL consistently. The focus of this study was how TL is used between managers and analysts within California state public service. The theoretical framework for this study is complexity theory. Complexity theory states that the world is chaotic and interconnected. To understand how public leaders could have used TL with respective analysts, one-on-one interviews were used to gather consistent qualitative data from fifteen participants. Overall, the theme for accessing transformational leadership with analysts was flexibility. The human ability to understand how every input is connected to every output is extremely limited. Similarly, public leaders do not know all the inputs their employees must deal with inside and outside of work. The findings from the interviews can begin to inform positive social change through a more specific method for how TL can be used consistently.

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Dedication

Mom

Omnipresent

Majestic.

I Love you.

Like a strong wind in my sails, you have supported me to this goal.

Open-eyed I go forward to fulfill the dreams we created.

Very often I think of how consistent of an example you provided.

Early mornings, late nights, it never matters, you have always answered my call.

You have always been in my corner.

Only now do I begin to understand the amount of work you have done.

Unafraid, I march forward fueled by your love in my heart.

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I enjoyed your sense of humor with the URR process. Many students bemoan the process however you made it enjoyable and increased the quality of my observation.

To Rachel, Lil' Dave, and Eloise:

Thank you for your willingness to support my goals. I could not have done it without you three. Thank you for always bringing an admirable and commendable example of forgiveness and acceptance. I love you. Only with your care have I been able to reach for this dream. Always remember I'm in your corner and will always be here for you. Thank you three for being my inspiration.

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Chapter 1: Introduction to the Study

Transformational leadership (TL) is the ability of a leader to convince a

subordinate to adopt organizational goals as their goals within the company (Martije,

2018; Martin, 2015; Martin, 2017; Northouse, 2015). With success, an employee then

furthers their own career by tending to the goals of the organization (Martin, 2017;

Northouse, 2015). A transformational leader inspires subordinates and creates an ideal

partnership of influence from the leader to the employee (Moynihan et al., 2012;

Northouse, 2015; Wright & Pandey, 2009; Wright & Pandey, 2011). A main problem

within government and the field of public administration is that public leaders do not

know how to leverage TL in a consistent way (Baba et al., 2019; Martin, 2015; Martin,

2017; Moussa et al., 2018; Pasha et al., 2017; Wright & Pandey, 2011).

Current TL research primarily focuses on public service motivation (PSM), the

transformation of people who have varying degrees of motivation (Belle & Cantarelli,

2018; Bronkhorst et al., 2013), how to improve emotional intelligence (Adigüzel &

Kuloglu, 2019; Baba, 2019), and motivation of employees (Martin, 2017; Mavhungu &

Bussin, 2017;). Conducting methodological research into TL reveals investigations on

leadership effectiveness, how well managers find agreement with their emotions (Matjie,

2018), and how leadership can transform a government department environment that

develops innovation from a culture that does not (Moussa et al., 2018). Around the world,

researchers continue to find transformational leadership as integral to lasting

organizational change. Park et al. (2015) confirmed that leadership behavior does in fact

improve the work environment and led to a state of heightened efficiency within the Chinese public sector.

While there are calls for transformational leaders inside public bureaucracies, and research has been done on how to measure how transformational a manager is with their employees, there are scarcely any investigations that look specifically into the four tenets of TL: intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence (Martin, 2015; Martin, 2017; Moussa et al., 2018; Wright & Pandey, 2011). This amount of research means that public administrators, including managers within the State of California, still know little about how the four tenets of TL interact with analysts, nor how to access the specifics tenets of TL consistently (Wright & Pandey, 2011)

Generally, within California state service, TL is introduced to state supervisors when they start their first 80 hours of mandatory training (California State Legislature, 2018). After this initial training, managers are trusted to lead analytical staff and pick which applicable leadership theory is best to influence staff successfully (California Human Resources, 2019). California law dictates that a department may set what leaders must learn to be capable public leaders (California State Legislature, 2018). The California Department of Human Resources sets the standards for what is learned by leaders in Section 2801 of the HR Manual (California Human Resources, 2019). CalHR develops and maintains training material for all new managers and supervisors and delivers that training for almost all new managers and supervisors, unless another

department has a memorandum of understanding with CalHR that they will be responsible for that training (California Human Resources, 2019).

In these mandatory trainings, managers are introduced to various leadership theories available for managing effectively; TL is just one theory of leadership shared in the mandatory training (California Human Resources, 2019). Because there is a lack of dedicated research into the public sector, public managers' best efforts to lead analysts are most times based on methods better suited for other types of businesses such as private industry or the military (Arnold et al., 2016), leaving managers with methods that perform worse than they expect.

Within public service, analysts have a greater workforce power through union representation. The union that represents state workers is usually the Services Employee International Union (SEIU), offers greater representation for each individual employee, and can many times create an increased number of administrative steps required for the leader to use their full managerial power. Within public service, it is more difficult for managers than a private industry counterpart to assign overtime hours and change work requirements; for a public manager to reduce the pay or fire an employee there are strict administrative steps that are required. (Service Employee International Union 1000, 2016). This can mean that without inspiring an employee to change, public managers must work harder to have similar coercive power as a private industry manager. With SEIU protections, rank-and-file employee have more power to be what they would like e and have greater insulation from being overly pressured by leadership.

There is also an opportunity to contribute to the need for greater construct validity within transformational leadership (McClesky, 2014; Rowold & Bergmann, 2013; Silva, 2014; Thomas et al., 2009; Wright et al, 2011; Wright & Pandey, 2009). Construct validity speaks to how well one phenomenon can be measured from another. Within transformational leadership, having greater construct validity would mean that one is better able to test for the four specific aspects of transformational leadership. With greater construct validity, TL leaders and academics can understand how to access transformational leadership in a more finite and consistent way (McClesky, 2014; Rowold & Bergmann, 2013; Silva, 2014; Thomas et al., 2009; Wright & Pandey, 2009; Wright et al, 2011).

Complexity theory (CT) is used as a theoretical framework to understand the results found from the individual interviews of rank-and-file analysts. CT is also used to explain why it is so difficult to know things completely (Castelnovo & Sorrentino, 2018; Cilliers, 2005; Cilliers, 2002; Eppel, 2018; Geerlof & Van Beckhoven; 2016;). CT explains the nature of the world as a complex adaptive system (CAS), and in a CAS, the outputs are not connected to the inputs in a linear way (Cilliers, 2005; Cilliers, 2002). The outputs are disproportionately affected by the inputs in that the amount of input does not dictate the size of the output. This is commonly referred to as the butterfly effect (Maani, 2018).

Public bureaucracies and people are also complex adaptive systems (Acton, 2019; Haynes, 2016; Maani, 2018) This means that inputs to the organization, and to its employees, are connected in a nonlinear way to resulting outcomes. Leadership is there to

assist in helping successful outcomes emerge from the self and coevolution of employees and the organization (Acton et al., 2019; Haynes, 2016; Yammarino & Gooty, 2017).

I used Transformational Leadership theory to identify consistent management themes that emerge from the individual interviews of analysts. I used individual, one-on-one interviews between the author and participants to understand how analysts are transformed by their managers leadership, if at all. I developed the interview questions to understand how each specific tenet of TL is, or is not, utilized with analyst in California State Service. The interviews of SSA and AGPAs start to describe how analysts have been transformed by their management inside a public bureaucracy (Burns, 2003; Gaulthier, 2014; Geerlof & Beckhoven, 2016; Murphy et al., 2017; Pearson, 2013)

Background of the Study

In this study, I explored how managers within California state service can reliably use Transformational Leadership (TL) with the analysts they supervise. The current body of knowledge regarding transformational leadership shows there is some loose construct validity around the four tenets and how to measure them consistently (Moynihan, et al., 2012; Silva, 2014; Wright & Pandey, 2009; Wright et al., 2011). With successful interviews of SSA's and AGPA's, the amount of construct validity could be increased and TL can be used consistently and reliably by public service managers. I used one-on-one interviews to understand more about the catalysts to TL (Rowold & Bergman, 2013; Silva, 2014; Wright et al., 2011). In this study, I explored the situational catalysts to TL for analysts within California public service. Results from the interviews of state analysts can also be used to further TL construct validity research.

Investigations into leadership in public service have occurred, and results for an overall paradigm of leadership have been as varied as new public management (NPM) to task-based management to transformational leadership (Bass, 1985; Bass & Steidlmeier, 1999; Barbuto, 2003;McClesky, 2014) Per the CalHR manual, supervisors and managers in state services are not given a specific leadership theory nor actions that can be taken to incur reliable results with state staff (California Human Resources, 2019); rather, they are given a plethora of theories from which to choose (California Human Resources, 2019).

The social and political forces at work within public service vary quite a bit from private industry. One of the largest social forces at work is a strong and robust union. The Services International Employees Union (SEIU) bargains on behalf of state employees and represents the interests of all workers at the negotiating table (Service Employee International Union 1000, 2016). By understanding the tenets of TL and how it works with state staff, managers now can have the tools to keep employees happier and accomplishing increasingly complex organizational work. TL can help public service managers transform employees into what the department needs and not always have to hire new staff to accomplish new goals.

It has been shown that transformational leadership is easier to expose in studies of private industry and the military (Arnold et al., 2016). Military members must execute orders keep themselves alive and avoid bringing mortal injury to others (Arnold et al., 2016). Private industry energies essentially create a coercive environment in which, if employees do not take the instruction given from management, then their employment could be terminated (Arnold et al., 2016). These industries endure forces that are wildly

different from those within the governmental public sector (Wright & Pandey, 2009; Wright & Pandey, 2011).

Analysts who work for the California government have union protection that allows for occupational freedom (Service Employee International Union 1000, 2016). A key benefit bargained for is the ability for state employees to keep their positions for life; this means that if the person wants to stay in a position until they retire, that employee has the freedom and choice to stay in that position (Service Employee International Union 1000, 2016). Managers can be punished for taking administrative action against employees who have no desire to move up or to change positions (Service Employee International Union 1000, 2016). This means that transformational leadership in the manner it is used in private sector, or the military is different enough from government bureaucratic use that a generic qualitative research public industry study is justified to understand how to use transformational leadership (Wright & Pandey, 2009; Wright & Pandey, 2011).

The construct validity between the tenets of transformational leadership within the public sphere has a loose understanding (Silva, 2014). It has been shown that when transformational leadership is tested, it is possible to tell if the employee has been transformed; however, it is difficult to understand how or which of the tenets of TL were accessed to transform the employee (Moynihan, et al., 2012; Silva, 2014; Wright & Pandey, 2009; Wright et al., 2011). This means that the construct validity of transformational leadership is not tight enough to allow for completely generalizable procedures or processes to be transported confidently from one bureaucracy to another

(Wright et al, 2011; Wright & Pandey, 2009). Essentially what works with one employee within one government department might not work with that same employee within a different department. What works in one department with one employee might also not work with other employees within the same department.

The public bureaucracies and their employees are complex adaptive systems that exist in a world full of variability (Acton, 2019, Maani, 2018, Haynes, 2016). Using complexity theory to understand the world and its inhabitants also grants a new language lexicon that is better able to encapsulate and describe the inputs people and organizations deal with, and in what manner those inputs are connected to the outputs (Davis, 2015).

In this study, I examined how state analysts are transformed by public managers as was called for by Wright and Pandey in 2011. Understanding bureaucracies and its employees as complex adaptive systems (Castelnovo & Sorrentino, 2018; Eppel, 2018; Geerlof & Beckhoven; 2016) helps increase the understanding of leadership by giving a new appreciation for how people function as they manage unlimited inputs to create specific or desired outputs (Cilliers, 2002; Cilliers 2005). Complexity theory also gives managers additional language to describe and explain how the world we interact with functions. (Cilliers, 2002; Cilliers, 2005; Davis, 2015). Through this study, I improved how managers and leaders understand staff more accurately; it can now be that managers and leaders are answering the right questions about staff and stop measuring the wrong things attempting to answer the right questions (Denizen & Lincoln, 2018). An additional goal for this study was to create a foundation for future studies on transformational leadership.

Problem Statement

Research in public administration does not include how to specifically and consistently leverage or catalyze transformational leadership (Baba et al., 2019; Martin, 2015; Martin, 2017; Moussa et al., 2018; Pasha et al., 2017; Wright & Pandey, 2011). This has left public administrators, including administrators within California, with little research regarding the employee populations they manage, or how to transform those employees into the assets that the government needs (Wright & Pandey, 2009; Wright et al, 2011).

In this study, I specifically examined the catalysts that can dependably lead to successful TL by public administrators working in California state work. The results of this study may provide managers with the tools to develop their staff and provide the type of leadership that results in the employee's professional growth and organizational goals being accomplished simultaneously (Hughes, 2016; Kim et al., 2017; Martin, 2017; Northouse, 2015).

Within the State of California, public administrators are taught many different leadership theories during an 80-hour training (California Human Resources, 2019; California State Legislature, 2018) and are then expected to understand which leadership style is best for each individual employee they manage. The State of California mandates that public administrators have these 2 weeks of training to understand how to better lead those they supervise in state government (California Human Resources, 2019; California State Legislature, 2018). This little amount of training can place public administrators at a disadvantage. Unfortunately, there are specific nuances to bureaucratic state work that

cannot be generalized from military, hospitals, or private industry (Arnold et al, 2016; Wright et al, 2011), which are the examples used most often for TL research.

The SEIU Union protects the rights of the SSA's and AGPA's, there are a host of flexible job rights that other job industries do not enjoy (Service Employee International Union 1000, 2016). This greatly differing work context presents the problem that when public administrators attempt to use TL, current research does not include their subordinate population (Arnold et al, 2016; Wright et al, 2011). In this study, I addressed the lack of transformational leadership observations within state governments, specifically California State government, and has increased the ability for public administrators to consistently use TL with success.

Purpose of the Study

The purpose of this dissertation was to expose how public administrators leverage the specific tenets of transformational leadership with analysts. I used responsive interview questions, an interview protocol, and coding to understand how public administrators may transform analysts consistently within state service(s).

Research Question

How can public administrators catalyze transformational leadership with analysts?

Theoretical Foundation

I used TL as the theoretical foundation to explore the catalysts between managers and their analysts. I used TL as defined by full range leadership model. This version of TL traditionally uses the multifactor leadership questionnaire (MLQ) to measure how transformational a supervisor has been with an employee (Bass, 1985; Northouse, 2015).

There are two other distinct TL theories, one from Rafferty & Griffin (2004) and one from Podsakoff; Rafferty & Griffin (2004) include a fifth dimension and Podsakoff's version of TL is linked to taking charge behavior overall (Podsakoff et al., 1990; Rafferty & Griffin, 2004;).

Raffety & Griffin (2004) included a contingent reward dimension which Bass (1985) showed could be linked to TL (Li et al., 2016). Podsakoff's version has shown to be overall more highly linked to taking charge behavior (Bettencourt, 2004). Even though this is positive, I did not base this study on taking charge behavior and therefore did not choose Podsakoff's version. None of these three theories are researched heavily in public industry. However, full-range leadership-based TL theory is used most often, has the most research, and is referenced in the 80-hour course mandated by CalHR (2019). For these reasons, I chose the full-range leadership version of TL for this generic qualitative research study.

I chose TL as the theoretical foundation of this study because of the types of power relationships management has with their staff. It is common for public servants to be on salary (Office of Personnel Management (OPM) (OPM.gov, 2020; Publicpay.ca.gov, 2020) both Federal and California employees are salaried and are given raises on a strict schedule (CalHR, 2019; OPM.gov, 2020; Publicpay.ca.gov, 2020). It is illegal, perhaps even impossible, for management to change the amount of pay an employee makes without changing the classification the employee holds (CalHR, 2019; OPM.gov, 2020; Publicpay.ca.gov, 2020). This places leaders in an interesting position when managing staff. Public administrators must be able to get the best out of a person

while also achieving the goals of the organization (Bronkhorst et al, 2013), while being

unable to personally choose to change employee's compensation (AFGE, 2020; SEIU

1000, 2016)

Leadership within public service is a multifaceted phenomenon that can be

difficult to measure (Geerlof & Van Beckhoven, 2016). Strong union protection forces

management to incentivize employees to produce quality work with other benefits, such

as flexible hour, and changing the scope of work for the analyst (AFGE, 2020; CalHR,

2019). Using CT as a framework and TL as a foundation to probe the realities of rank-

and-file staff, I elucidated existing connections between analysts and managers in new

and positive ways (Northouse, 2015). This could also give management researched-based

tools on the usage of TL; complexity theory and transformational leadership theory will

be covered in detail in Chapter 2.

Theoretical Framework

The theoretical framework is used to understand the structure and functioning of

the world. The world is chaotic and complex (Cilliers, 2002; Cilliers, 2005) Complexity

theory is used to analyze the chaotic nature of knowledge and offers a modest

conceptualization of what it means to know any one thing (Cilliers, 2002; Cilliers, 2005).

This means that employees come to work different every day and that managers are in the

dark as to how the staff is different from day to day. It also means that the organization

and its priorities are also changing day to day. Mangers within public administration are

in a complex environment which means that leaders cannot know everything about their

personnel, and that personnel do not know everything about the organization. Leaders can

use any of the four tenets of transformational leadership to harness changing employees to a changing organization and continue to create consistent results.

Complexity theory (CT) is commonly described as the butterfly effect: the metaphor that the flapping of butterfly wings in one location can cause a tornado in an opposite location (Patton, 2011). The flapping of the butterfly wings is the input to the weather, or a complex adaptive system (CAS), and the output is the tornado (Maani, 2018). The human ability to understand how every input is connected to every output is limited (Cilliers, 2002; Cilliers, 2005) and is highlighted with the example above of the butterfly and tornado. Complexity is the idea that the infinite number of inputs into a system are connected in a nonlinear way to the outcomes or results (Cilliers, 2002; Cilliers, 2005; Eppel, 2018; Geerlof & Beckhoven; 2016). Complexity theory has provided a framework for understanding events that seem to lack consistency or could be multifaceted (Patton, 2011). Complexity theory is useful in events and context where traditional qualitative frameworks have trouble explaining the outcomes (Patton, 2011)

Within the realm of public administration, a CAS represents employees and the organization in which those employees work (Geerlof & Beckhoven; 2016; Wells, 2013). A central feature to a CAS is that the system itself is more complex than its parts (Geerlof & Beckhoven; 2016); this means that traditional leadership theories that break down a CAS to its basic parts to understand the whole will not work (Cilliers, 2002; Cilliers, 2005).

Complexity theory can give leaders a new perspective when managing employees; CT helps managers see employees as a CAS that is dealing with numerous

inputs that are not connected with soon-to-be outcomes (Cilliers, 2002; Cilliers, 2005; Hayes, 2018; Davis, 2015). Leaders use CT knowledge to assist rank-and-file employees manage their energy in a way that is simultaneously beneficial to the analyst and to the organization (Davis, 2015).

Nature of the Study

I chose responsive qualitative interviews (Rubin & Rubin, 2012) to investigate the catalysts to Transformational Leadership (TL) for public administrators. Transformational leadership theory lacks construct validity (Rowold & Bergman, 2013; Silva, 2014; Wright et al., 2011) when the specific tenets of TL are measured, it is very difficult to measure for one tenet against another (Rowold & Bergman, 2013; Silva, 2014; Wright et al., 2011). Transformational leadership is also in vogue, but public industry has very few studies dedicated to understanding the catalysts for reliable TL use by public administrators with government analysts. (Selcer, 2012). These results of this study may contribute to the leadership field by illuminating the direct catalysts to TL tenets for public administrators. Catalysts to transformational leadership tenets have been found through individually interviewing analysts within California public service.

TL is a method of leadership that can result in heightened investment from staff and the improvement of their personal lives alongside the improvement in their career (Baba, 2019; Faupel & Sub, 2018; Martin, 2017; Northouse, 2015). This study has begun to fill in the gaps of leadership by focusing on populations that are rarely studied. This observation also has questions that are crafted from the perspective of the follower, as opposed to the perspective of the leader. This study has helped elucidate what types of

behaviors can be taken by public administrators specifically within California, and generally to other public managers, to incur reliable transformational change from their subordinates.

Definitions

Staff Services Analyst

A rank-and-file worker who reports directly to management. Analysts can make few independent decisions outside the scope of monitoring a program(s) without oversight. Staff Services Analyst (SSA) is a junior journey level position (CalHR, 2006) whereas Associate Governmental Program Analyst (AGPA) is full journey level and may even be expected to preform expert level analysis and appear in court on behalf of the department for which they work (CalHR, 2007).

SSA positions are used for doing tasks that are not too varied or difficult (CalHR, 2006). There are three ranges to SSA, A, B, and C. As an employee increases through the SSA ranges they are given increased amounts of responsibility and raises in pay (CalHR, 2006). Range A is highly supervised, very structured, and routinized (CalHR, 2006). The analyst is introduced to governmental judgement and is allowed to start using discretion to accomplish their job (CalHR, 2006). The analyst must spend a year in Range A to be considered for promotion into Range B (CalHR, 2006).

Range B analysts have greater knowledge and are expected to show greater command of that knowledge through their completed staff work (CalHR, 2006). At this range the SSA is expected to multi-task effectively and mange deadlines (CalHR, 2006). The Range B SSA is also being introduced to more vague work definitions that give them

the opportunity to help inform and prioritize work for themselves (CalHR, 2006). The analyst must spend six months in Range B before becoming eligible for promotion into Range C.

Once an analyst is promoted to Range C, they are expected to use governmental concepts, such as law, policies, and manuals, to interpret the appropriate action either from or to the public (CalHR, 2006). Even though they are given more independence than a Range B SSA, the Range C SSA is still closely watched and monitored by the manager. The analyst must spend at least one year in Range C before they can be considered for promotion to AGPA.

Associate Governmental Program Analyst

AGPA positions have more varied work than the SSA and are given more independence over their work (CalHR, 2007). For a person to be considered for AGPA, they must have at least a year in the SSA Range C or have three years of consecutively increasingly difficult analytical duties that are similar to that of SSA Range C (CalHR, 2006). Generally, the AGPA incumbent is a Subject Matter Expert (SME) and can help solve more complex government problems verbally and in writing (CalHR, 2007). AGPA's must also be prepared to represent the department they serve in the court of law if the department is being sued (CalHR, 2007). Even though the AGPA can help inform their workload, they are not able to determine what that workload should be.

Staff Services Manager I

The Staff Services Manager I (SSMI) is an exempt employee who provides direct supervision regarding the completed staff work and the program(s) that the SSA and

AGPA monitor. Staff Services Manager I (SSMI) is the first level of management within the State of California and has the most contact with rank-and-file staff (CalHR, 1981). SSM I's generally manage a small unit with programmatic duties (CalHR, 1981).

The SSM I perform the most sensitive and difficult work within the unit and are solely responsible for the hiring and discipline within the unit they supervise (CalHR, 1981). These managers do have a superior that they must report to in the form of an SSM II or an SSM III (CalHR, 1981). Generally, an SSM I does not provide direct analysis of the programs within the office. On occasion however the classification is used to have a greater functioning employee that can manage themselves and a sensitive project completely (CalHR, 1981).

The SSM I is equally responsible for both the SSA and AGPA. The SSA has less work but is more dependent on the manager (CalHR, 2006; CalHR, 2007) The AGPA has more programs to work, is less dependent on the manager, and can help inform the way the work should be done (CalHR, 2006; CalHR, 2007). The problem of leading these two analysts is of equal size, just a different shape.

Completed staff work

The basis for understanding how well a worker has been achieving in their job is through completed staff work (California Department of Personnel Administration, 2009). These assignments are given from the manager to the analyst. How well the work is finished has a direct impact on how well organizational goals are achieved by the analyst, and possibly their manager (California Department of Personnel Administration, 2009).

Catalysts – Mediators and Moderators

Mediators are essentially opening variables while moderators are closing variables. A mediator between an analyst and manager would be a door to improvement, whereas a moderator would be a barrier (Barron & Kenny, 1986; Hayes, 2012). This study has found the codes and themes that both open and close, the alignment of personal and professional goals. There are actions that must be stopped for improvement to happen; that would mean that those behaviors have been moderated. There are actions that must begin to happen for improvement to occur; that would mean those behaviors have been mediated. It is an assumption however that the change one is looking for can happen with encouraging or discouraging certain actions. Therefore, change can occur if one can begin to encourage certain behaviors to the detriment of other negative actions, or, one can discourage certain behavior so an improved behavior can take the place of the previous behovior.

Emergence

Emergence is when a phenomenon arises from the interaction of a dyad (Acton el al., 2019). Within public administration leadership studies, leadership would be what emerges from the interaction of managers and employees within the organization (Acton et al., 2019; Haynes, 2017; Lichenstein et al., 2006). There are four levels of emergence: individual (intrasubjective), interactive (intersubjective), social (generic subjective), and microculture (extrasubjective) (Acton et al., 2019; Wiley 1998). This dissertation focused on the person-to-person interaction between an employee and their manager, which is the

interactive level within CT (Acton el al., 2019). In this dissertation, the emergence of leadership, or lack thereof, came from the interaction of employee and manager.

Feedback loops

Feedback loops are the negative or positive responses within a complex system (Castelnovo & Sorrentino, 2018; Haynes, 2016). All feedback loops are positive or negative; there are no neutral feedback loops (Castelnovo & Sorrentino, 2018). These loops provide the necessary stability for action to continue or provide the entropy necessary for change to occur (Castelnovo & Sorrentino, 2018). When a feedback loop is positive, it works as an amplifier, whereas a negative loop serves as discouragement or works to dissolve action (Castelnovo & Sorrentino, 2018; Haynes, 2016; Haynes, 2017). Feedback loops are required to bring stability to complex systems by encouraging or depressing action, which also provides another constraint. Constraint creates the context necessary for feedback loops within a CAS to occur (Castelnovo & Sorrentino, 2018; Haynes, 2017; Haynes, 2016; Houchin & MacLean, 2005; Jacobs & Weaver, 2010).

Complex Adaptive Systems

Complex Adaptive Systems (CAS) are organizations, or people, that through the interactions of inputs, they self-organize. Through the co-evolution of two CAS, phenomenon we measure, such as leadership, emerge (Castelnovo & Sorrentino, 2018; Eppel, 2018; Haynes, 2015; Langley, 1999; Maguire et al., 2011). Within public administration, people and bureaucracies are both CAS, and what emerges between them is leadership (Eppel, 2012b; Haynes, 2016; Rhodes, 2011). A complex adaptive system is central to complexity theory, these are the entities that deal with the infinite inputs that

must result in individual, or specific outputs (Cilliers, 2003; Cilliers, 2005; Eppel, 2018; Geerlof & Beckhoven; 2016). The understanding of a person as a CAS can give increased insight when dealing with public employees by giving new terminology to how people process information and achieve goals (Castelnovo & Sorrentino, 2018; Eppel, 2018).

Assumptions

Assumption 1: finding individuals to interview are readily available. The State of California has over 229,000 employees employed. 206,659 of these employees are full-time (California State Controller's Office, 2019) and most of the full-time employees within the state reside in Sacramento (The Business Journals, 2012, May 15). Because of the physical number of employees working for the State of California, and residing in Sacramento, there were plentiful number of analysts to interview.

Assumption 2: state public service lacks valid mediators and moderators, or catalysts. Literature indicated that TL studies of public servants that are not military, or hospital staff, are in short supply (Arnold, et al., 2016; Bennet, 2000; Wright, et al., 2009; Wright & Pandey, 2011). Literature has also showed that there is a lack of TL research applicable to public administrators and a lack of use of TL within state public sector (Bennet, 2000; Wright, et al., 2009; Wright & Pandey, 2011). This means that the ability to connect personal and professional goals into a successful synthesis is not studied or used actively within the State of California. This study has investigated the catalysts to transformational leadership between analysts and managers.

Assumption 3: analysts and managers are familiar with qualitative interviews. Every public sector worker must go through an interview to secure his or her job, the

semi-structured, qualitative interview is very similar to the occupational one. The interviews were of employees that are tenured with California state service and have been with the State for five years or more. This ensured their ability to teach their job to people could exist and grant the interviewee a focused vision into the culture of their department's management. Rubin & Rubin (2012) comment consistently that in a responsive interview SMEs should be able to speak confidently to the hidden cultural connections within an organization. The time and latitude afforded from responsive interviewing to explore the depths of mediating connections as interviewees see fit was not foreign to the participants.

Assumption 4: change can happen through encouraging or discouraging actions. People can alter the habits through choices. Those choices can encourage a person to act in a certain way or to stop acting a certain way. This study assumes that change can happen either way, which allows for research to be conducted solely on how people choose to begin acting differently, as opposed to choosing to stop.

Scope and Delimitations

The scope of this investigation is to be of the full-time state analyst and how they are, or are not, transformed by their manager. It is limited to the analysts within California state service, and the method used for investigation was responsive individual interviews. This research should be generalized to populations that were used in its creation, and in measurement. National level and local level public service understanding could be transferred, but it should not be generalized to military or para-military careers as readily (Arnold et al., 2016; Bass, et al., 2003; Wright & Pandey, 2009; Wright &

Pandey, 2011). Military populations have been shown to have too much cohesiveness, which tends to moderate, or dilute the measurable amount of transformation a leader can have (Arnold, et al, 2016).

Limitations

This study explored connections that exist between analysts and managers in California public service. The term "analyst" is a banding of only two rank-and-file classifications within California State service: SSA and AGPA. The term "manager" is used to describe just one of the three Staff Services Manager exempt classifications within California State service: Staff Services Manager I (SSMI). Staff Services Manager II and Staff Services Manager III will not be contacted nor allowed for this study. The results can be attributed to public administrators who perform direct supervision generally, and, specifically to SSM I's in California.

There is always the risk of bias from the researcher. To minimize the amount of bias I have on the interviews I wrote short notes after every interview to ensure I am aware of my feelings and to stay as objective as possible (Rubin & Rubin, 2012). I used some of these notes in the results. There is also a risk of bias from the subjects studied. The findings could be too heavily generalized toward analyst who have been transformed by managers in California. There is also a possibility for bias from myself as the researcher. I am an African American and 40 years old. I am a California citizen and have been working for the State of California for 15 over years. I am committed however to taking measures that minimize my impact on the study of analysts.

Significance of the Study

Given the flexible nature of leadership, using quantitative methods to understand the applicability of leadership could lead to a lack of generalizability. When measuring for one specific tenet of TL, researchers are very likely to also find one of the others. Essentially when measuring for Idealized Influence tenet of TL they could also find Intellectual Stimulation, Inspirational Motivation, or Individualized Consideration being used as well (McClesky, 2014; Wright & Pandey, 2009).

I decided to conduct my study qualitatively to take the opportunity to add knowledge to the leadership field in a way that can make future measurement more reliable. After conducting the study, future transformational leadership measurement can now occur with increased reliability and can begin to inform other leadership theories as to how they could provide measurement with increased accuracy as well.

Significance to Practice

Current managers in public administration have little knowledge of TL and even less knowledge of why the construct validity of TL is too wide, or why it is difficult to apply TL. Scholars do not know why there is a lack of transformational leadership (TL) found in public agencies, and why there is a lack of construct validity within TL (Silva, 2014; Wright et al., 2009; Wright & Pandey, 2011). This study has begun to inform managers and scholars on the use of transformational leadership specifically within the governmental industry.

Significance to Theory

This study has contributed to the leadership field by finding direct catalysts to TL and has contributed to building a stiffer TL construct validity. This is a fit investigation with a constructivist epistemology. TL is a method of leadership that can result in heightened investment from staff and the alignment of their personal and professional goals. This study has begun to fill in the gaps of leadership and help elucidate what types of behaviors can be taken by leaders to incur reliable transformational change from their subordinates.

Significance to Social Change

Positive social change can occur through a more concrete understanding of what actions leaders can take to help transform their subordinates reliably. The current political and government status is dismal; having a consistent leadership ethos would be helpful in the monitoring that government management act accountable. Leadership within public service tends to rely on quantitative methods such as lean six sigma or subjective approaches like authentic leadership. This study has begun to alter the public industry leadership landscape and provide firmer footing for understanding the precursors to successful use of transformational leadership.

Summary and Transition

Transformational leadership as a theory has the potential to unleash positivity within the public administration community. TL naturally appreciates what is best about a person and can align it to blend personal and professional goals to stitch together a consistent and reliable persona. Individualized Consideration, Intellectual Stimulation,

Inspirational Motivation, and Idealized Influence can be used by a leader to mediate and facilitate their subordinate to achieve goals that can help improve the employee and the organization simultaneously.

The interchangeability of transformational goals from personal to professional, or vice versa, means that the applicability of transformational leadership is its greatest strength. Instead of public institutions using leadership theories that worked inside particular sections of particular industries, the use of transformational leadership within government could show as a transparent example to the American public of how to motivate analysts to generate better work without having managers do more than lead effectively.

Chapter 2: Literature Review

Transformational leadership is most often researched with populations that are not government technocrats. The detailed observation of public workers that are not medical staff or military is rare. In this study, I examined the catalysts that allow for Transformational Leadership (TL) between management and analysts. The themes found from successful responsive interviews can now be used to design more sensitive surveys that capture TL in accurate and authentic ways from the follower's perspective. Additionally, transformational leadership has loose construct validity and means that the catalyst to improvement can be misunderstood (McClesky, 2014; Rowold & Bergmann, 2013; Silva, 2014; Thomas et al., 2009; Wright et al, 2011, Wright & Pandey, 2009).

Complexity theory is even newer within academia than transformational leadership. Two seminal papers for CT being used were written by Paul Cilliers in 2005 and 2002. Cilliers examined how reality is complex and cannot be completely understood (2002), that as people we are finite in our ability to use our minds to reason. These two variables are what contribute to our lack of ability to understand why things happen, or how the inputs of life are connected to the outputs (Cilliers, 2005).

Cilliers lays groundwork for how the world is a complex place, that it is impossible to discern exactly how the inputs of life are connected to the outputs (Cilliers, 2005). Using CT to understand other people gives leaders new expectations to how much a leader can in fact know (Geerlof & Beckhoven; 2016; Cilliers, 2005; Cilliers, 2002), especially about their employees (Castelnovo & Sorrentino, 2018; Haynes, 2015; Maguire et al., 2011; Langley, 1999). The inability for leaders to know any one thing

completely means that leaders should have more modest claims regarding knowledge (Cilliers, 2005; Cilliers, 2002).

The literature review is specific and addresses the core tenets of Transformational Leadership and Complexity Theory. These tenets also naturally divide the literature review. The tenets of TL: Intellectual Stimulation, Individualized Consideration, Inspirational Motivation, and Idealized Influence. The tenets of CT: Complex Adaptive System, Feedback Loops, Emergence

Literature Search Strategy

I used a search protocol to discover sources for this literature review. Most of the results are within 5 years of 2020, results have been peer-reviewed. The lack of construct validity within Transformational Leadership began to show when the literature review was conducted.

When research for complexity theory is conducted generally, over six thousand results are found, key terms are also used to limit the number of results. Limiting the results by year from 2015 to 2020 limits the results to less than 2,500. When the filter of complexity theory is combined with emergence the results are 88; when combined with feedback loops the results are 6; when combined with complex adaptive systems the results are 45. Key search terms to narrow results were *complexity theory* AND *emergence*, *complexity theory* AND *feedback loops*, *complexity theory* AND *complex adaptive systems*.

When research for leadership is conducted generically, thousands of results are found, however, once key terms are used the number of results falls dramatically. Part of

this could be due to that lack of science behind what is accurate when it comes to transformation. When leadership is searched for using specific theories, such as Transformational Leadership Theory, the results are also in the thousands. Key search terms to narrow results were *transformational leadership, leadership styles, public industry, public sector, public service* NOT *military*, *transformational leadership* AND *intellectual stimulation, transformational leadership* AND *inspirational motivation, transformational leadership* AND *individual consideration, transformational leadership,* AND *idealized influence*.

To address saturation, I used as many databases as found to be applicable. Searching within every database available through Walden University was the only way to absolutely know if there was content applicable. Titles of the databases alone were not enough to discern applicability. Business Source Complete/Political Science Complete (BSC/PSC), SAGE Premier, SocINDEX, Taylor & Francis Online, Public Administration Abstracts, Inter-University Consortium for Political and Social Research Datasets (ICPSR), Nexi-Uni, and Project MUSE were the eight databases used.

The most results for complexity theory were also found through BSC/PSC. The three tenets of CT were searched for after complexity theory as a whole. This was done to get an idea for the depth of sources regarding CT as an entire theory. BSC/PSC returned the most results and the most applicable results. Even with thousands of results once pillars of CT were being searched the same articles continued to appear even while using different terms. This was how I knew that CT saturation was beginning to occur.

The most results for transformational leadership were found through BSC/PSC. The four tenets of TL were searched for after transformational leadership as a whole. This was done to get an idea for the depth of sources regarding TL as an entire theory. BSC/PSC returned the most results and the most applicable results for each tenet of TL as well. Even with tens of thousands of resources, once the individual pillars of TL were being searched, the same articles continued to appear even while using completely different terms. This was how I knew that saturation regarding TL was beginning to occur.

Theoretical Foundation

Leadership studies are almost exclusively observed from the leader's perspective, however, the transformation attempting to be understood occurs in the subordinate. My observation has taken the followers perspective and experience only into account by only including them in the study population. I have binned the two largest analyst classes in California state service to create themes that are catalysts for TL that applies to the majority of state service analytical subordinates. Researchers are still ascertaining what TL is and is not (Pasha, et al., 2017; Muterera, et al., 2016; Weiherl & Masal, 2016), and can at times lead to results from tests that are misleading at best or misinforming at worst (Muterera, et al., 2016).

Transformational Leadership

The origin of the term Transformational Leadership (TL) is from Downton in 1973 and brought to the fore by James MacGregor Burns in 1978 (Northouse, 2015). Burns was a political sociologist who separated power and leadership. To Burns,

leadership is intimately intertwined with followers' needs; power on its own has no such concern for followers needs (Burns, 1978). TL was then taken further and popularized by Bernard Bass from the 1980s to the present. Currently Transformational Leadership is made up of the "4 I's": Intellectual Stimulation, Individualized Consideration, Inspirational Motivation, and Idealized Influence.

Transformational Leadership is a part of the Full Range Leadership Model, which starts with Laissez-Faire Leadership, moves to Transactional Leadership, and ends in Transformational Leadership (Bass, 1985). The Full Range Leadership Model is not a series of prescriptions that are used in successive order, the theories are individual and unique. Using Lassiez-Faire Leadership does not lead to Transactional Leadership (Bass, 1985) This does mean that one employee who prefers to manage through transactions could never feel the need to manage through transformation. Therefore, having a successful transactional relationship with an employee does not mean that the employee needs a transformational relationship (Bass, 1985).

TL behaviors are found equally in men and women; however, it is that one half of TL is more likely found in one gender than the other. Women are more likely to use idealized influence and inspiration motivation, whereas men are more likely to use intellectual stimulation and individualized consideration (Martin, 2015). When a leader is able to use the gamut of TL, they are able to develop lasting relationships with their followers and affect the happiness of those who they are trusted to lead (Martin, 2017; Pai & Krishnan, 2015). Men and women both have the same likelihood of being transformational leaders and both can have a positive effect on their follower's happiness.

Leadership surveys and studies have only a loose to absolutely no understanding about the actual catalysts—mediators and moderators—to successful leadership behavior (Wright & Pandey, 2013) and could be, or is, creating obtuse understandings as to what measurements are correct for each theory. Misunderstanding which tenets concretely reside in each theory means that there is overlap of the tenets within each leadership theory. Overlap within studies could lead to a database housing peer-reviewed leadership theoretical content that use the same tenets to describe different leadership theories. Saturation then naturally becomes difficult if, even when researching different theories, returned to the researcher are the same papers over again.

Intellectual Stimulation (IS) has been shown to be linked to organizational innovation and knowledge sharing and is an important component of TL (Mokhber et al., 2015; Al-husseini & Elbetagi, 2018). Lee (2019) similarly was able to link the work motivation of teachers to their IS level; the greater a teacher's IS, the greater likelihood that they were to be motivated. Li et al. (2017) have recently found change behavior also positively linked to IS, the higher level IS a follower has, the greater that follower is taking charge behaviors will be. The applicability of change management is even larger in public service. Every 2 to 6 years a new elected official comes into power and the civil servants must alter how they work to accommodate freshly minted elected officials.

The nature of government could be affected by giving employees greater intellectually stimulating work. A public leader tending to the intellectualism of their employees by assigning work that will individually stimulate that employee through the works completion is also giving the organization its best chance to have employees that

take charge during organizational challenges (Li, 2017). Creating an organization of people who are stimulated enough to have answers to new problems helps leadership. Managers could then have increased faith that employees are able to address issues in the most salient way possible and that the method chosen will be in the organizations best interest.

Individualized Consideration (IC) is the portion of TL that directly applies to the employee and challenges the leader to tailor their direction to that employee (Northouse, 2015). As a leader begins to chart the path of influence with their employee, who that employee is must be reflected upon and taken in high enough regard that the same message must be told to two different people in two different ways. It is an important point that leaders who do not take subordinates' unique qualities into account could be missing influence that could result in greater work output and increases in personal goal achievement (Northouse, 2015).

All large public service agencies and governments are bureaucracies. Every employee of a bureaucracy is a small part of an overall machine that functions to make personnel expenditures cheap and heighten task efficiency. Without proper consideration, a manager could be doomed to believe that all people are equal in their ability to provide service, or perform a task (Northouse, 2015). The manager who considers each person under their supervision individually is going to be more likely to have access to the third level of leadership (Simmons, 2019) and then can use stories and other personal influence to lead. Through individual consideration, or the thoughtfulness for their subordinate, a leader can show their authenticity.

Inspirational Motivation (IM) provided from a Transformational Leader is encouraging; this means the contextual leader must imbue a sense of confidence into their followers (Northouse, 2015; Bass, 1985). Subordinates should have a clear vision of the future; leaders who are able to explain what their next actions and goals will be should also see an increase in the employee's organizational commitment (Northouse, 2015). Transformational Leadership positively correlates to employee's commitment to public service while Lassiez-Faire leadership—which sits opposite transformational leadership on the full spectrum of leadership—has a negative correlation to Inspirational Motivation (Adasilim, et al., 2018). Mokhber et al. (2015), and Long et al. (2016) were able to show that, when leaders take time to stimulate staff uniquely, there should be an increase in idealized behavior, commitment from staff, and organizational innovation.

Public service is known for having long-tenured employees, and unions bargain for the ability of public servants to be able to hold on to a position for as long as that employee likes (Service Employee International Union 1000, 2016). These large forces of organizational inertia cannot be overcome by the manager offering more pay, reduced hours, or a promotion. When a manager can inspire, they also are able to stoke their employee's commitment to public service. When used carefully, a leader could use inspiration to motivate the employee to create a better organization, which will also result in an improved workplace for everyone, included themselves (Long, et al., 2016). It is through this selfless service that the employee also shows their internal value to the organization. When IM is used to a full extent the manager can bring high value at the same time to employee and the organization.

Idealized Influence (II) is the way a leader walks the walk; it is the ability for a leader to show the actions they expect from others and perform as a role model for subordinates (Northouse, 2015). When followers watch their leader take a risk to follow the core values of the organization, the employees are being influence in an ideal way (Zineldin, 2017; Northouse, 2015). Employees are being shown through example, not just through commands or inspiration, how to accomplish organizational goals for personal success. Actions like this impact subordinates in a superlative way and can help create an organization of paragons who take the necessary risks to ensure the continued overall success of the organization. When individuals are rewarded for tending to the success of the organization their internal and organizational happiness is affected (Barbuto, 2005). No other leadership theory has been linked directly to happiness like Transformational Leadership has (Pai & Krishnan, 2015; Barbuto, 2005)

Happiness being connected to a leadership theory is a ground-breaking idea. The potential is that through leaders showing the example they expect and taking risks to ensure core ideals are accomplished, the happiness of individual employees is actively stoked (Salas-Vallina et al., 2017; Barbuto, 2005). A core ideal within an organization could be healthy work life balance. As an example, a manager could take steps to have a balanced work life and then put mechanisms in place so that their employees could tend to their work-life balance in the way the employee sees fit. The manager would also then hold them accountable for instituting those measures of equilibrium and help the employee have equal parts of work and leisure. Additionally, by managers exhibiting the

behavior they expect, the leader can have greater accountability over how an employee chooses to act.

Transformational leadership is a not a new leadership theory, however of all the leadership theories, it is closest to infancy. In the 40 years since the inception of TL, Scholars have continued to conduct new research into the individual components, but progress has been slow. Keyword searches throughout literature review commonly return hundreds to thousands of resources and a lack of construct validity could be helping drive all these results.

Intellectual Stimulation

Bakri & Elmasry (2019) showed that Intellectual Stimulation (IS) can be linked to good governance, and that having inspired subordinates is unnecessary for organizational success. All the tenets of Transformational Leadership are important; however, to have a transformational staff does not mean they must be inspired. This continues to be found in the research, inspiration helps to keep staff, but it is not required to have transformational staff. Intellectually stimulating employees does however result in greater team cohesion (Sun et al., 2014)

Rodriguez et al. (2017) took steps to control for Intellectual Stimulation and show that Authentic Leadership could be accounted for and were able to show that Self-awareness and balanced processing were noteworthy predictors of extrinsic job satisfaction. Van der Kam et al. (2015) and Warrick (2019) both provide evidence for how a lack of self-awareness results in inaccurate leadership and lack of valid intellectual stimulation for followers. Inaccurate stimulation can also mean that leaders are

essentially administering their vision of the future, using their employees with little

regard for their unique intellectual gifts. By not accurately stimulating follower's

managers can set the organization up for versions of suboptimal success (Van der Kam,

et al., 2015).

Leaders can gain much by understanding the differences in how employees

perceive management. Women are less likely to suffer from be agentic, or direct with

employees (Saint-Michel, 2018). Employees assume that female leaders are more

transformational, even when their behavior might be otherwise (Saint-Michel, 2018).

This makes is it even more important for male leaders to understand the perceptual

differences that followers have of female and male leadership.

Organizational Innovation

For successful organizational innovation to occur, employees must have particular

characteristics when attempting to innovate an organization. They must have certain

amount of taking charge, a willingness to endeavor for achievement, a can-do attitude,

and propensity to learn from individual experiences and from those of a team (Li et al.,

2013; Li et al., 2017). Li continued to find evidence regarding TL and organizational

innovation and confirmed it by showing within their research confirmatory studies of

how TL can allow individuals to transcend personal wants and achieve individual success

by improving the status quo (Li, et al., 2017; Bass, 1985).

Currently there are three unique Transformational Leadership theories in use. This

dissertation is using the Transformational Leadership that is defined by the full-range

leadership model and is measured using the Multi-Factor Leadership Questionnaire

(MLQ). The third definition of transformational leadership is the version used by Li is also the one that is defined by Podsakoff (TFL). Podsakoff's version of the theory, TFL, has greater construct validity that the version proposed by Rafferty & Griffin. The purpose of Li's research is to show the effect of certain aspects of TFL. This reason makes this version of TL best for their use.

Taking charge behavior is the single greatest necessity for organizational innovation. Li was able to show that TFL is mediated best through follower's self-identification with their leadership, and that, IS was the greatest factor for predicting taking charge behaviors (Li, et al., 2017). The greater the intellectual stimulation a person receives the greater the likelihood that follower will be willing to look to help improve the organization through innovation. This self-identification component was exhibited only from modernist followers (Li, et al., 2017), while that could a potential issue within my own study; analysts entering California State Service must have a bachelor's degree and almost all managers have previously been analysts. For those managers and analysts that do not have degrees, they must interact with coworkers and bosses that do have that intellectual training. This naturally modernizes the entire workforce and makes the research from Li, et al., cogent.

The second type of Transformational Leadership is a five-factor model by Rafferty & Griffin (2004) their model includes personal recognition. This is a very large difference. TL as it is measured by the MLQ has no requirement of the subordinate to be recognized by the organization; additionally, the requirement of personal recognition has been shown to be a transactional behavior and not transformational (Podsakoff et al.,

1990) Needing to be personal recognized can have a corrupting effect on transformation. Depending on the type of reward the person wants, the transformation could be from the reward gained and not from the alignment of personal and professional goals.

Good governance

Good governance (GG) is more than a term, it is an inclusive definition of actions that leaders can take to assist followers with meeting work goals. A transformational leader would then be using good governance to help continue the inertia they set in motion by combining professional and personal goals of subordinates. Effective roles, promote value, accountability, transparency, and capacity building, are the five principles of GG (Elmasry & Bakri, 2018). Whether being used in a mature or nascent government, when the five principles above are used together, they make a potent argument on how to generate more effective fellowship from subordinates and move them closer to agreed goals.

Public work is rarely done by an individual person, public work is done within small teams of three to six people within a unit. Good governance therefore takes on more than organizational flavor, it also pertains to the way smaller units within the organization are created. Sun, et al., (2012) completed their research prior to that of Elmasry & Bakri but both found that heightening the level of good governance has a large effect on followers' ability to be intellectually stimulated.

Leaders in the public industry can provide the link between high levels of GG rank-and-file staff (Atkins, 2008) and this is even the more necessary as government continues to enmesh with the increased expectation of the citizens. These expectations

are based on a very wide range of sources, from formal education to social media

(Elmasry & Bakri, 2018; Ceron et al., 2014; Madge et al., 2009), and leadership within

government must find a way to transform these various public requests into personal

career opportunities for the staff. It is through this redesigning of perceptions and values

and then sharing of expectations is what helps mold and change the aspirations and goal

of employees and increase the GG within a unit (Sun et al., 2012; Masud, 2013; Elmasry

& Bakri, 2018).

Leaders using GG techniques to increase IS in followers is a complex task. It is

complex in that there is little satisfaction from the public for the job done by government

employees, so leadership must find methods of growth with work products that ultimately

will not meet the approval of the public (Ojala, 2013; Elmasry & Bakri, 2018). The State

of California, Government, has such a large amount of responsibility that no answer can

take all consequences into account, there will always be a party hurt through

governmental action, this makes finding success can be exceedingly limiting (Elmasry &

Bakri, 2018).

Multiple studies, including Elmasry & Bakri (2018), and Sun et al., (2012) found

a positive and significant relationship between Good Governance and Intellectual

Stimulation. Leaders that take steps to create offices that have increased accountability,

transparency, capacity building, effective roles, promoting value, and embody these

values, have success within their units. Success looks like staff who are presented with

social complex problems with small chances to please the concerned public.

Transformational leaders within California State Service can use administration and

conditions described above to intellectually stimulate employees and give California citizens what they really want: public industry staff that is fulfilled meeting ever evolving and daily changing standards.

Self-awareness

A perception of oneself is needed by everyone to effectively lead themselves and subordinates to goals set. Accurate self-awareness is absolutely necessary to be transformational, when a leader as an inaccurate understanding of themselves it can have damaging effects for them and for their followers. Effective transformational leaders use their self-awareness to share their concept of the future and utilize that vision to cultivate deeper relationships with their followers (van der Kam et al., 2015; Saint Michel, 2018; Warrick, 2019). By employees agreeing with the leaders shared vision, the manager has also charted a course for the analyst's intellectual stimulation. If the analyst agrees to the role the manager has set forth for them, then the tools or skills required for completion of those goals have also been outlined. It does not necessarily make a leader transformational because they have a vision for their staff, it is necessarily that one cannot be transformational if they do not have accomplishable goals that are shared between them and their staff.

Self-awareness is more than what we think about ourselves, it is an interactive process, self-awareness is essentially a feedback loop (Cilliers, 2002; Cilliers, 2005) of what people perceive of us and what we perceive ourselves to be (van der Kam, 2015). Van der Kam et al, (2015) also shows how inaccurate self-awareness can harm the exchanges between leaders and members, and for people to be objective when

investigating self-perceptions. One must consider both how they see themselves and how others see them.

Leaders who are viewed as being transformational by employees, are able to create deeper and wider bonds with followers (van der Kam, 2015), when employees perceive that leadership is not transformational, management will have difficulty creating bonds that result in transformation of the staff. If leadership is trying to intellectually stimulate staff in the ways those employees require, then leaders must first know what the future vision is, the roles and tools required to achieve that vision, and then share it with staff. The collaboration of all-around shared goals is the ground with which transformation occurs.

Inaccurate self-awareness, or illusions, can be harmful to the department, analysts, and to managers themselves. Warrick (2019) showed that leaders physically take years away from their life by living through the illusions of their abilities. Leadership illusions can make managers toxic, harsh, and combative. Leadership styles vary in their openness, when leaders use theories other than transformational leadership, it can make them closed off and blind to employees. This naturally results in a leader who has flawed knowledge about their staff and then would be making assumptions about their followers instead of knowledgeable choices (Warrick, 2019).

Having low self-awareness results in more than flawed vision, it also drives down the ability of leadership to authentically and accurate understand their followers. A lack of self-understanding can affect the leader's ability to knowledge who should take on what role before putting their vision into motion. This would also mean the wrong people

got the tools so the intellectual stimulation was less than required, the lack of stimulations for that person means they also would have less organizational innovation.

Self-awareness is also understanding how followers perceive leadership and the possible differences between possible perceptions. Saint-Michel (2018) has poignant research showing females are generally considered transformational leaders, even when they do not display TL behavior. This means followers are acting on their perception of the person and not on the actions, this has important implications for all genders of leadership. Followers simply see women as more transformational than men, men adopting particular portion of the female understanding, and putting woman in increased leadership roles can therefore help men and organizations meet their goals.

Individualized Consideration

Teachers and educators are commonly studied and found to be transformational leaders. This makes sense, children are sent to school to be transformed into contributing members of society. Even though thought of last, teachers and educators are the second set of transformational leaders we meet, after our parents. Sarfraz, et al., (2018) used quantitative surveying to understand how transformational entrepreneur educators were and found that they exhibited the same behavior that Martin found within the librarian population he studied (2015)

Level three leadership (Clawson, 2012) and storytelling (Simmons, 2019) could be critical factors in attempting to access employees directly and reliably. Clawson divides the access a leader has to followers into three levels. At the third level an employee is completely open to leadership, flexible and willing to receive direction

(Clawson, 2012). To facilitate this access, storytelling can be used. Leaders can use stories to make difficult topics more personal, turning what can be an arduous exercise into an enjoyable attempt at trying to help someone improve (Simmons, 2019). In this symbiotic relationship both the leaders and follower alike can attend to each other's development.

Educators, librarians, & public industry leaders

Career fields that encompass education are very often public based jobs. Teachers, administrators, school site staff, and public librarians, are all apart of large education system: a system created to engender the greater good of each person through rigorous mental training. Educators and librarians are also therefore public industry leaders who are using transformational leadership to get the best out of children and adults, alike. "When true transformational leadership is in place, everyone throughout the organization becomes a leader" (Martin, p. 333, 2015). This is especially poignant in education, each adult is charged with the responsibility of creating independently learning children and grown-ups (Sarfaz et al., 2018).

Teachers essentially function as leaders in the classroom, and through their modeling of individualized consideration, create an example of how one takes the individual characteristics into account when trying to reach them in a unique way. Generalizing research such as this means that within the classroom students take the place of staff and the teacher takes the place of the manager (Sabir et al., 2015; Sarfaz, et al., 2018). Teachers transform their students by identifying their specific learning needs

and the addressing those through their one-on-one relationship and mentorship (Bass, 1985; Renko et al., 2015; Sarfaz et al., 2018)

Women make up the bulk of educators and librarians and are routinely found to use transformational leadership more thoroughly and more often; research from Martin also (2015) agreed with previous findings from Sarfaz (2018) and that women were found to have individualized consideration more than men. With the bulk of California State service being made up of mostly women, this research can be generalized readily to public service where women are the majority. Understanding how transformational leadership functions in other spheres of public service can also help justify and embolden administrators to hire less transactional male managers and more female managers.

Teachers endeavor to create leaders out of students through their instruction. Educators are charged with the responsibility of transforming children in social adept humans that can contribute to the greater good of society (Mason, 2015; Sabir et al., 2015; Sarfaz et al., 2018). This means that every socialized person within our larger community has a feeling of what it is to be transformed. Everyone has had the privilege of receiving training and tutelage from numerous public servants.

The most successful public education servants use transformational leadership to transition us from one state of consciousness to another (Mason, 2015; Sabir et al., 2015; Sarfaz et al., 2018). Through proper generalization to a larger public body, the California public analysts, transformational leadership could get the exposure that supersedes the classroom and be used within public service as a whole. Instead of only teachers having the individual consideration of each child, using available context and internal flexibility

to reach unique educational goals, adults could be using this method of leadership by default and consider each subordinate or follower individually. This provides that subordinate with the unique learning context they require, and the leader shows an example of management that considers the follower first. Leading in this way creates leaders out of everyone.

Communicating wisdom

Wisdom is essentially the ability of one individual to communicate the correct course of action that another person could take. Generally, a person's wisdom comes from education and life experiences that have put an individual in position to learn about themselves, their actions, and the effects of actions taken (Zacher et al., 2013) Ardelt (2004) breaks down wisdom into three distinct mechanisms: cognitive, reflective, and affective. The cognitive mechanism is knowledge, acceptance of life and its circumstances, and the ability to consistently inspect both the meaning of intra- and inter-personal events (Ardelt, 2004). The reflective mechanism is how a leader can become introspective and provide themselves with internal dialogue that result in self-discovery (Ardelt, 2004). The affective mechanism is a leader's ability to bring all the lessons learned from external and internal lessons, and then relay this their followers with empathy and compassion (Ardelt, 2004).

There are many ways a leader can relay wisdom with followers, however one of the most effective ways is to utilize storytelling as a tool to reach higher levels of leadership influence (Simmons, 2019) A manager who considers analysts individually can deliver stories from their experience that directly talks to the analyst's current

challenge (Northouse, 2015). "If a picture is a worth a thousand words, then a story is worth a thousand assurances" (Simmons, p. 5, 2019) Stories are versions of the truth. When a leader uses stories from their past to affect the follower's future, the followers can identify how a leader considers them important and a valuable asset (Simmons, 2019) by the time and effort the manager puts into finding and crafting a story that is as unique as the analyst is.

The highest level of leadership according to Clawson (2012) is the third level; this is where a follower has granted the leader access to the place within their character where traditions, philosophies, and knowledge, can be found or VABEs: values, assumptions, beliefs, and expectations. It is at this junction that wisdom from the manager and the stories they tell the analyst become real. Managers and analysts are then able to learn and grow from one another equally (Clawson, 2012). The manager can give direction that is accepted without hesitation and is able to learn from their ideas directly and with feedback from the analyst. Likewise, the analyst can offer criticism and inform their manager as to how their methods are helping or hurting the goal (Clawson, 2012). This means that with a level-three relationship both leaders and followers are given opportunity to communicate wisdom from their vantage point and inform each other of the greater good to reach the agreed upon goal.

Storytelling affecting memes and VABEs

Memes are the habits we build when executing action based on VABEs, memes therefore are more than choices, it is also the example of the way we live our life. Memes are developed over time and may be passed to other people (Clawson, 2012). Memes

continue to be produced until the external context has changed, at this point those habits would be considered damaging or detrimental and would be discarded by the user (Clawson, 2012). To promote the most efficient and effective advice, managers must be reflective and conduct introspective exercises to ensure that memes stay valid and applicable; Ardelt (2004), Clawson (2012), and Zacher et al., (2013) all found that introspective discipline is also the way to ensure that followers are receiving the type of leadership that is best for them. A constant meme shown in the example of transformational leaders is a willingness to consider the individual when creating a plan for them.

Storytelling is a tactic that naturally sets the leader up to access memes of their followers and change one or more of their VABEs. Becoming an adroit leader with storytelling as a tool also requires potent active listening skills. For the manager to know which or what type of story is best, they must deeply hear their analyst and approach listening as a skill (Simmons, 2006). After the manager has taken an analyst's concerns into account, they are then able to create or utilize stories about the organizations future that generate excitement and help engender a sense of consideration from leadership to staff (Simmons, 2006). It is then a transformational manager's duty is to make sure that all analysts under their leadership getting the individually considerate stories they need. The manager taking actions so highly personalized makes even more certain that the third level of leadership is active. When analyst start to use these tactics with themselves or others it makes them a transformational leader as well.

The wise leader can use their personal experiences and create individually potent stories that affect the VABEs of a follower. In this way, being able to communicate with more people with unique stories shows how much wisdom a leader truly has to offer. Additionally, if a leader seeks to grow their wisdom, using vehicles such as introspection, reflection, and storytelling can give them that avenue to grow their followers and themselves simultaneously. When a leader uses their active listening skills, they are displaying consideration for that individual, when they use the information gathered to influence them for transformation, the leader is displaying individual consideration for their follower.

Inspirational Motivation

When contrasting the inspirational component of work for an employee with Transformational Leadership and Transactional leadership: Transformational Leadership has positive linkage to employee organizational commitment while Transactional leadership has a weak one. This means that organizations who want to keep motivated staff are in better long-term position by implementing Transformational Leadership with its managers (Adasilim et al., 2018; Long et al., 2016; Mokhber et al., 2015; Northouse, 2015).

Deinert, et al., (2015) broke down the subgroups of Transformational Leadership and were able to show that these sub-dimensions had relationships to different personality traits of leaders. Interestingly, all the inspirational motivation sub-dimension relationships had a connection to all personality traits tested. Deinert and other scholars have yet to connect which sub-dimensions of Transformational Leadership relate to

particular personality traits. It could be that the questions or investigation of Deinert, et al., (2015) are too coarse to capture the more granular experiences happening. It is either that or there simply is no smaller connection and inspirational motivation relates to all personality traits.

Motivation tends to be an internal mechanism that resides inside each person to varying degrees. Even though much has done on to understand the motivation portion of TL, it is still largely a mystery. As recently as 2014, Hostad, et al., attempted to show that Transformational Leadership can buttress the emotional strain of employees and thus transformational leaders would be able help increase their motivation. What they found was only employees with high amounts of motivation could be buttressed through the conduct of the leaders.

Affective organizational commitment

When a leader or leadership begin(s) to communicate their high expectations for employees in attempt to heighten the level of commitment from all within the organization those individuals are beginning to have their emotional state positively affected from work (Long et al., 2016). Essentially leadership has relayed to employees they will be able to give themselves the freedom to find emotional satisfaction from work and these actions begin to stoke an affective organizational commitment (Long et al., 2016).

Inspirational motivation has a significant, strong, and positive relationship with affective organizational commitment, as a portion of transformational leadership, this give TL impacts within organizations that transactional leadership severely lacks. In fact,

transactional leadership has a negative relationship with affective organizational commitment. Using the transactions of an organization to elicit commitment to the organization results in the opposite (Long et al., 2016; Mokhber et al., 2015)

When an employee has greater organizational commitment their tenure with the organization is longer and they are less like to turnover (Mokhber et al., 2015). Organizational commitment also means that job performance, absenteeism, and citizenship behavior within the organization are more positive and improved (Long et al., 2016). Having employees around more often, with better attitudes, and greater job output is the kind of affective organizational improvement top leaders within any public or private business are looking for.

Leaders showing the way with high expectations and the commiserate willingness to build the capacities of personnel is how motivation can be modeled (Long et al., 2016; Northouse, 2015). Trust can be built between managers and analysts who work together to achieve the vision that they have been agreed upon. By the analyst telling the manager how they can improve the conditions at work, and the manager taking actions to improve work, the analyst is encouraged to trust in the leader and their ability (Long et al., 2016; Gillespie & Mann, 2004).

When steps like the above have been taken to motivate staff, the affective organizational commitment of that employee rises because their emotional attachment to the organization increases. Emotional attachment helps the employee have a feeling of belongingness that can increases their ability to perform at a high level (Long et al., 2016; Mokhber et al., 2015). This renders the transformational leader able to support values and

norms that allow organizations to change and evolve and contributes to the ability of an employees and the organization to stay innovative.

When employees can find social satiation at work their ability to align themselves with the goals of the organization increases, and this in turn has a positive effect on their affective organizational commitment (Long et al., 2016). The greater an employee's commitment is the greater the likelihood that they will also be innovative. This fosters a positive cycle of improvement between the leader, employee, and the organization. In government work, the public provide the issues requiring solving, the leaders empower the rank-and-file, and the rank-and-file then take this opportunity to have impact.

Mokhber (2015) defines innovation as the employee's ability to bring new ideas and products successfully to market. Within the public sphere this definition has power as well, status quo and precedent are extremely strong within government. Leaders having the ability to help employees create products that change the organization and themselves for the better means there is a formula where every party involved can improve.

Motivation as a leadership tool

Khan & Ismail (2017) define motivation as a leader's ability to romanticize a vision with a type of idealism that results in followers focusing on goals that the organization longs for. When a leader takes inspiration seriously, they can broach topics such as faith, belief, and morals (Khan & Ismail, 2017). In this way Inspiration Motivation (IM) *can b*e seen as kin to storytelling. Based on the goals that an organization sets, a leader can use storytelling to reach followers values, assumptions, beliefs, and experiences (Simmons, 2019). This description is extremely close to that of

IM, perceptive leaders can use motivation to "…discuss their most essential values, convictions, and concentrate on alluring vision (Khan & Ismail, 2017). Leaders who use storytelling as an inspiring element of their leadership can access potent variables that can more reliably contribute to organizational success.

When a person is inspired by their leadership, they are more likely to be committed to the organization (Jain & Duggal, 2016). In fact, the ability of a leader to motivate their employees creates a pathway of success that then leads to a satiated feeling within subordinates. This internal fullness felt is one that individuals yearn for and are slow to leave organizations that provide it (Kahn & Ismail, 2017; Jain & Duggal, 2016; Loon et al., 2012). When a person is experiencing fullness at work, they are open to input regarding their personal growth; when an organization desires a greater level of motivation within, bringing in transformational leaders who excel with inspiring staff can generate this result.

Public service has a very low turnover rate, the ability of a transformational leader to "…rejuvenate and change their organization by creating and modeling vision…" (Loon et al., 2012) should be appealing to upper administration. The lack of new employees means that there is also a dearth of new lives into public service. Keeping employees motivated can be a crucial element to keep from conserving too much ineffective culture over time within government.

The appealing vision of a leader and their ability to express that to followers is a potential facilitator that generates consideration within others and can lead to a concurrent improvement within the employee! This means that through helping the

organization achieve its vision, an employee is helping themselves and the business who has employed them. This is because motivation is carried out at the individual level; motivation taking place inside the employee means they can advance themselves and the government simultaneously (Loon et al., 2012).

An inspirational leader uses their initiative to ensure they see life through rose tinted glasses, and their ability to share that inspiration is what can give employees additional tools to deal with different organizational issues, to their and the governments benefit (Jian & Duggal, 2016; Loon et al., 2012). Managers who can motivate their employees will find that they are also able to put analyst feelings of fear to rest and give tools to analysts that generate greater internal happiness. This occurs through the employee's ability to affect both their personal and career-based goals while working.

Idealized Influence

Critics of transformational leadership have often cited Authentic Leadership as another theory of influence that could be just as effective with employee. An important aspect of Authentic Leadership is Charisma (Adigüzel & Kuloglu, 2019). The study of Zineldin (2017) un-links leader effectiveness from Charisma and shows it has a negative relationship to leader effectiveness. While being charismatic does have positive attributes, one of them is not getting employees to be more motivated; however, showing an ideal example of what behavior is expected, does motivate employees.

There is positive linkage from the effort given by employees to the influence they feel from their leaders. Those who are inspired through transformational leadership have increased satisfaction in their job and are willing to give extra effort; employees also have

increased feeling of higher meaning, self-determination, and impact from their work when their leader is influencing them in an ideal way (Joo & Lim, 2013). When an organization has a desire to become a learning organization, TL has shown adroit delivery of individualized results to every person on staff (Loon, et al., 2012). This type of attention is the goal-oriented and personalized, the perfect kind of organizational zest required to synthesize employees into one cohesive learning team.

Leadership has evolved from being task based to understanding that simply holding people accountable for their actions is only going to get so much reaction or improvement from subordinates (Metcalf & Metcalf, 2014). Transformational leadership has the ability to put "followers" at the middle of their universe, which can coalesce the disparate forces one feels and makes them a "leaders" in their world. Ford & Harding (2015) show more than once that it is a fantasy for organizational leaders to conceptualize their subordinates as followers. The nature of leadership studies is leader-centric, despite wanting results from the subordinate population, whose responsibility leaders are charged. Instead of researchers researching the relationship in a follower-centric way, it is most often done from the leader's perspective. This can naturally segment the mind of a leader from the population for whom they are responsible by the research being informed from the goals of a leader as opposed to how to massage the goals of subordinates into the goals of the organization.

Happiness

Happiness is known as a state that people attain emotionally. This can make happiness a normative phenomenon where individuals who believe they are happy tend to

be happy or happier (Zineldin, 2017; Pai & Krishnan, 2015). Transformational leadership is known for its ability to put leaders into position to model behavior that is ideal for the public organization. The inability of public service to give raises in pay, or directly promote individuals means public leaders could be in position to mostly affect the happiness, and public leaders being Transformational can result in that outcome more often than with any other leadership theory (Salas-Vallina et al., 2017; Wright & Pandey, 2011; Wright & Pandey, 2009)

When subordinates and followers were to imitate the leader's example then they would be exuding behavior that is ideal within the organization, thus help their career, and affect their happiness (Salas-Vallina et al., 2017; Pai & Krishnan, 2015). Transformational leadership essentially makes the leader the catalyst for improvement in another employee's behavior (Salas-Vallina et al., 2017). Because happiness is affected or determined by factors such as organizational learning capability and empowerment, happiness is a higher-level construct that must be understood through the interworking of multiple behaviors (Salas-Vallina, 2017). Employees that are happier have a greater organizational learning capability and feel more empowered, when an individual is being empowered to use their organizational learning capacity to its max, the leader, organization, and subordinate all become greater winners.

Positive attitudes have been found to be linked to positive emotions (Salas-Vallina, 2017; Zineldin, 2017), the ability for a leader to exhibit a positive organizational attitude increases the number of individuals who can find increased amount of satiation from the work and creates generally happier people. The positive relationship of work to

happiness has positive physical consequences for the organization as well: people are at work more often, absenteeism goes down; productivity goes up, the organization is able to achieve more with the same staff; illness and health care claims go down, happier employees are generally healthier people who use health benefits less (Pai & Krishnan, 2017). The reverse is also true that bad or inhibiting feelings decrease the body's ability to regulate normal body function (Zineldin, 2017)

The importance of happiness at work cannot be overstated, and the position of a leader to model behavior that can result in happier employees is too understated. Through modeling behavior at work that results in success, leaders can position breadcrumbs for others to follow. When a subordinate chooses to follow the example of their leader, they are implementing a new habit upon themselves. When the habit is being set, it is also a two-fold process for both the leader and their follower: the leader must moderate themselves and choose actions that result in model organizational behavior.

When a leader is showing an example of temperance to their subordinate, they are, at the same time, inculcating an objective habit within themselves and providing the ideal example required for transformation. Followers receive a similar treatment when they follow instruction from the leader. Subordinates are able to hold leaders accountable by following the example being set before them, and, by following that example, they are creating excellent organizational habits. Essentially, through the leader modeling temperate action, followers are also learning how to moderate themselves in an ideal way for others. This positive reciprocal nature of transformational leadership is specific to itself; no other leadership theory has the ability to influence subordinates without the

leader displaying too much of their personal choices. Personal genuineness or authentic leadership, transactional, and laissez-faire leadership are not methods of leadership that are aligned with increasing levels of happiness the way they all can increase motivation (Barbuto, 2005).

Transformational leadership being related to happiness can be a large reason for governmental departments to adopt TL as the basis for leadership training. Public work comes with the promise of no increased raises no matter how hard the person works. A leaders or manager that charges themselves with the responsibility of modeling successful behavior accomplishes four objectives: two goals at once within two people.

1. The leader has to successfully mediate themselves to show the correct behavior

2. The leader solidifies the habit of considering others first by completing step one.

3. The subordinate watches the leader choose to mediate themselves; these actions positively affect the subordinate.

4. The subordinate solidifies the habit of considering others first by completing step three.

When a leader models these temperate behaviors, they are, by process of administration, making themselves and their subordinates happier. They are also modeling the behavior to others on how they can go and take action to encourage happiness in others. Lastly, and perhaps most importantly, through their action, are making the organization a generally better place to work. Making happiness the premium,

as opposed to promotions, greater responsibility, or greater pay, public leaders can configure discussions with staff around actions they can control as opposed to ones they cannot.

Follower-Focused

This study focused on what analysts need to have a transformational relationship catalyzed by middle management within the State of California public service. Middle managers within California have direct contact with staff, their ability to tailor administration vision to work effort is key to organizational success. They have very often been over-f in research, only one article found specifically addressed the same types of leaders as this study. Carter et al., (2014) found that middle management is where the change within an organization is mostly administered. These leaders are charged with understanding the vision from top-level management, relaying that vision to rank-and-file employees, and then implement the strategies necessary to see that vision to fruition (Carter et al. 2014).

Organizational communication is a major component of a middle managers job within the State of California. As the manager is less in charge with handling direct work, they are then trusted with the vision of the work that is being done by staff.

Transformational leaders are able to begin a process of change at the individual level with their subordinates and this helps build strong connections between the leader and follower to create a high-quality relationship (Carter et al., 2014; Wang & Howell, 2010; Lee & Feng, 2008). The greater a transformational leader one is, the greater the

likelihood that person is able to enter a high-level of leader-member exchange (Lee & Feng, 2008).

When a leader has a high-level relationship, they are then able to use a strong vision to incur the third-level of leadership with employees (Clawson, 2012). This can be vital to change management, the leader needs buy-in from subordinates for organizational success. Knowing that a strong vision helps congeal employee support, also gives leaders more freedom to utilize stories (Simmons, 2019) to help employees understand where the organization is and where it wants to go, with success. When a leader takes the time to focus one follower at a time, they are exhibiting an ideal influence within that relationship. While many leaders may practice this naturally, knowing the term that should be ascribed to one's actions gives validity to their analysis because now they are able to describe how that phenomenon encourages repeatable results in others.

Researchers have found that the vision of a leader, their idealized influence shown to employees, dictates the values and direction of the unit (Dvir et al., 2004). Transformational leadership can be initiated from the follower or the leader. A truly unique quality is called promotion focus (PF); PF is a lens through which hope, ideals, and optimism helps give one the necessary risk-taking behavior required to engage a positive transformation (Kim et al., 2017). This is contrary to Preventative Focus (PV), which encourages the individual to focus on the duties of the job and to take actions that maintain status quo relationships. PV is the perspective of transactional leadership.

PV results in a leaders and rank-and-file employees have less initiative beyond that of completing required transactions. The PF of transformation is stronger than the

roles of the leader-follower relationship. This means that whether a follower or the leader

exhibits PF, the relationship they have will have more transformational qualities than one

that has a PV (Kim et al., 2017).

PF of transformation can be used as a supplementary or as complementarily, PF is

so strong that a subordinate who has Promotional Focus is able to help a transactional

leader move their relationship with them to a more transformational place. Having a

leader with a Promotional Focus makes it safe for an employee who prefers transactions

to experience a different form of leadership that is less likely lead to failure, unlike

leading by transactions (Kim et al., 2017).

Transformational leaders are successful because at the core of TL is in fact the

evolution of people, or transformation and change (Carter et al., 2014). This can be

accentuated positively through how an organization is laid out, now, both public and

private organizations tend to be flatter and have greater horizontal responsibility than in

the past. This means that middle managers are trusted more and given autonomy to create

and sustain organizational change. Utilizing transformational leadership naturally puts

leaders, and followers, in position to adopt changing or evolving organizational norms

and values.

Even though public service has relatively high number of individuals who work

long enough in one job field to collect a pension, this does not mean they require no

transformation. On the contrary, because leaders will be elected with different values, and

administration will change how they measure success, leaders and followers need

leadership theories that are more elastic and provide enough bandwidth to help people

evolve. The ability to accurately understand their subordinates' feelings or take the time to do so is a key strength of being a follower- focused leader (Clarke, 2010). Leaders use their idealized influence, their ability to convey a vision, to a group and individually, for employee, organizational, and personal success.

Change management

Change management is defined as the process that moves an organization from one defined set of beliefs and goals to a new set of beliefs and goals (Alqataweneh, 2018). "Change is a fundamental trait of transformational leadership, as in the current leadership literature, transformational change is based on the change that will be made in the behavior and attitudes of followers" (Alqataweneh, 2018). Idealized influence is the facet of Transformational Leadership that focuses exclusively on the ability of a leader to make a compelling vision and then to be a living version of the change that the organization is seeking (Alqataweneh, 2018; Bass, 1985; Faupel & Süß, 2019; Northouse, 2015; Warrick, 2018). Indeed, Alqataweneh (2018) found a significant relationship between idealized influence and change management. Leaders who adopt TL as their standard method of leadership are poised to make successful changes in employees and thus, the organization.

An appealing vision of the future is required to be a successful transformational leader. The ability of the leader to create a perception of the future that is beneficial to the organization and the employee is necessary for the employee to move from desires that satiate on themselves, to adopting challenges from the organization as theirs in order to satiate personal desires and the organization (Van der Voet, 2016). Successful

organizational change starts with individual employees and their unwillingness to adopt new visions can be the downfall of any change management effort (Van der Voet, 2016). The vision created by a transformational leader is appealing in its administration, TL puts leaders in position to empower employees and have them be an essential part of a new business solution (Northouse, 2015; Van Der Voet, 2016).

The nature of government itself is a highly complex environment, politics and the nature of democracy, logically create a contextual situation that requires constant change (Faupel & Süß, 2019; Van der Voet, 2016). More than one scholar has found transformational leadership a natural solution to complex organizational context, as it is difficult to have routine mechanization that is effective in differing environments. In a similarly complex fashion, transformational leadership has a direct relationship with the level of individual change adopted by employees, and this in turn has an indirect relationship with the change process of the organization (Van der Voet, 2016). The great vision of the leader, their ability to exude those greater qualities, the employee's adoption of those qualities, affects the organization in a positive way. This cycle of excellence can only be incurred with the adoption of transformational leadership at the unit and individual level.

Change is a stressful process. Employees engaged in an organizational change process are then placed within a stressful process while at work. The ability of the leader to convey a positive and compelling vision in the midst of organizational change helps employees change their beliefs about the change process (Faupel & Süß, 2019). This differing belief to the benefits of change is a natural consequence, transformational

leaders give subordinates new VABEs with which to rest their understanding of the world around them (Clawson, 2012). New visions of change make the change process attractive and lessens resistance to altering personal behavior for organizational success.

Change management is a critical component to successful organizational change (Alqataweneh, 2018; Faupel & Süß, 2019; Uhl-Bien & Arena, 2018; Van der Voet et al., 2016) and is an integral part of transformational leadership itself. At the center of transformational leadership is the idea of change itself: when TL is used successfully, the subordinate or follower, is willing to alter their perceptions of triumph and adopt a new vision that integrates their and organizations success (Northouse, 2015; Van der Voet et al., 2016). Within the public sphere of work this can be especially potent, the context of the bureaucratic agency can and does change on a cyclical basis with elections. Elections change the vision for the State departments, a leader's ability to embrace change as a powerful modicum of improvement and management helps employees, and thus the state, meet continually changing goals from the individual level.

Successful change management is similar to TL in that it requires leaders to embrace issues that affect individual staff so that they may able to embrace the organizations issues as their own (Faupel & Süß, 2019). When a leader is able to generate this level of agreement, the positive effects of the employee's behavior are the organization accomplishing its goals as though they were their own. Moving an organization from one goal to the next requires this kind leadership (Alqataweneh, 2018) and when a leader is transformational, making an employee change is a natural part of the leadership process.

Theoretical Framework

Complexity theory gives leaders a framework to understand reality that is more in line with how reality actually occurs (Beckhoven; 2016; Cilliers, 2002; Cilliers, 2005; Geerlof &; Maani, 2018). Action does not just happen where a result occurs as simple mechanism, it is the result of stability from an attractor (Hayes, 2018) upon opportunities for infinite choice (Maani, 2018). CT as an understanding helps leaders take hold of this relationship (Maani, 2018). This is how the butterfly effect comes about, from unknown connections of inputs to outputs, outcomes occur (Maani, 2018).

CT gave me a framework for understanding social phenomenon as Complex Adaptive Systems: people, communities, bureaucracies, all can be understood as a CAS (Allen et al., 2011; Boulton et al., 2015; Davis, 2015; Eppel et al., 2011; Haynes, 2017). The inputs into a CAS can best be understood as unpredictable and erratic (Davis, 2015) and we as people are unable to understand how all inputs are connected to our results (Cilliers, 2002; Cilliers, 2005). Having an updated view of reality also requires leaders to update their language with which to understand that view (Davis, 2015). The same words basically mean something different under the lens of complexity; showing empathy for a man new to fatherhood might have been seen as weak, juxtaposed currently, it could also be seen as a strength to have empathy for that new father (Davis, 2015).

Leadership can also be seen as energy management (Davis, 2015). Within a bureaucracy, the job of a manager very well could be leading an employee navigate a day of high emotion or entanglement. An example of entanglement within public work is how an employee can a very sick child while having to come to work, or, is dealing with

sensitive work issues such as harassment. Using CT as a way to understand employees gives leaders meaningful tools when trying to understand an individual's multiple attractors have varied intensities (Hayes, 2018), connected in unknown ways (Cilliers, 2003; Cilliers, 2005) People being a CAS means as employees they come to work with a different issue that is connected to an output, we do not know in a way that we might not understand (Cilliers, 2003; Cilliers, 2005). In this context knowledge is not matter or a thing, it is a product from the relating of one person to another (Davis, 2015).

People as human units are highly detailed, CT gives leaders a view that appreciates that detail by promoting the need for leaders to investigate employees as whole entities (Davis, 2015). CT encourages leaders to not try and break people into pieces the leader understands but to engage with the employees and allow those leadership directions to emerge from the interactions between the employee and the manager (Davis, 2015).

CT helps leaders see people inside organizations as interconnected complex adaptive systems, and the way that those systems interact is through feedback loops (Haynes, 2016; Maani, 2018). Complexity theory treats these feedback loops as normal (Haynes, 2016) and does not require leaders to reduce the number of attractors in a system in order to understand it (Manni, 2018). Breaking a system into pieces will not reveal the whole; a leader must see the problem as holistic so that as leadership emerges (Acton et al., 2019) through co-evolution and self-organization of CAS units or people (Haynes, 2016; Maani, 2018).

Complexity Theory

The nature of reality makes it such that we simply cannot know completely about any phenomena (Cilliers, 2002; Cilliers, 2005). The nature of life being complex; the infinite number of inputs and our finite ability to process those inputs makes us, people, Complex Adaptive Systems (Cilliers, 2002; Cilliers, 2005). Accepting people as a CAS means that a leader will never really understand everything about their followers so they must make more limited, or modest, claims about how to lead them effectively (Cilliers, 2002; Cilliers, 2005).

A main argument for this limitation is that our understanding and knowledge is always framed by history or by context (Cilliers, 2002; Cilliers, 2005). This means that each person naturally has a different understanding of the same phenomena because no one person is born into the exact same living conditions as another person (Cilliers, 2002). Essentially, there are no clones created at the same time that a person is born. Therefore, even though people are able to discuss and understand completely how a CAS functions, people are unable to understand how inputs will affect outputs in any certain way (Cilliers, 2002; Cilliers, 2005).

Complexity theory grants an epistemology that is empowering to a leader and to TL, the way a leader understands the world to work around them is critical to the proper use of leadership power (Cilliers, 2002). It is not that a leader is making mistakes by not understanding the seemingly infinite connections, it is that it is impossible to keep track of all the connections (Cilliers, 2002). This finite ability to understand places natural constraint on how we understand the world around us (Cilliers, 2002). This makes

Complexity Theory strictly about how we understand a complex world to work and not about describing the world is in fact (Cilliers, 2002).

Continuing with the nature of knowledge, when a person "learns", or gains knowledge, it is contextualized by the experience in which that knowledge is gained (Cilliers, 2002). CT helps us understand that the constraint of this type makes knowledge it itself an item of complexity as well (Cilliers, 2002). Knowledge is created through a web of connections through which we are not completely aware of (Cilliers, 2002). This also makes the very nature of knowledge complex and presents another justification for modest, limited, claims of knowledge (Cilliers, 2002; Cilliers, 2005). Complexity Theory puts leaders and individuals in a better position to understand how knowledge between different followers is acquired differently. By this understanding knowledge is not created inside a person, knowledge emerges from the interaction of two CAS systems, the creation of knowledge is then also itself a complex process (Cilliers, 2002).

Knowledge require context and context creates a subjective nature with which to understand reality (Cilliers, 2002). This subjectivity means that some components of reality are considered while others are not (Cilliers, 2002). This creates limits to our knowledge and have modest statements about our understanding can confirm this (Cilliers, 2002). The boundaries that define phenomena that we experience does not confine them, rather, it establishes the boundary with an item can be observe (Cilliers, 2002). Without boundaries there would no distinct bodies of water, yet having boundaries demarcate one body from another does not create a wall that keeps those bodies from sharing water. This understanding of boundary can help leaders understand employees

and followers as permeable objects that share information and knowledge in complex ways that are difficult, perhaps impossible to track: like how water from a lake can seep into another water system underground and not through any visual boundary at all.

Complexity theory gives the public administrator greater power to understand their followers by giving different terms to deal people problems (Cilliers, 2002). The boundaries are of the phenomenon we are observing, the limits are what we cognitively place upon these phenomena so we can study them (Cilliers, 2002). Through our cognitive ability we are changing the nature of reality, and through our limited ability we are always missing components or reality that could have dire effects on us or on followers (Cilliers, 2002). Making modest statements of reality can keep a leader from taking too bold or assertive of a stance and unknowingly affect another CAS, person, in a wicked way (Cilliers, 2002).

Knowledge

Epistemology has to do with the way that we understand the world and how we describe it to others. Ontology has to do with the way the world actually is. Complexity theory (CT) has to do with the way that we understand the world to work (Cilliers, 2002). Complexity theory gives a researcher, or person, a perspective that world is a complex place, and we are simply unable to understand the trajectory of all the different variables that are at work at once (Cilliers, 2002; Geerlof & van Beckhoven, 2016; Haynes, 2017)

Every intellectual strain of thought has a different idea of what "knowledge" is (Cilliers, 2005). Between the differing epistemological positions there is no agreement even as to what central tenets make knowledge different from nonsense (Cilliers, 2005).

Complexity theory emphasizes an interpretative or constructionist nature to reality which means the outcome is not predetermined and cannot be known prior to it occurring (Cilliers, 2005). This finite nature to know reality places a limit on how much we can "know" in fact (Cilliers, 2005). Acknowledging this feature of reality would force us to make more modest assertions about what is true (Cilliers, 2002; Cilliers, 2005).

Modest used in these terms is similar to the word prudent, to make careful statements about what is real and to have a willingness to provide constraint that make a practical statement possible (Cilliers, 2005). There is an importance for modest statements, having a modest position as a leader places that leader closer to authenticity as the future is uncertain and having modest statements about the future corroborates this fact (Cilliers, 2005). In this way having a modest position looks increasingly responsible and one that exhibits higher ethics (Cilliers, 2005).

Complex systems display behavior that results from their interaction, this is called emergence (Cilliers, 2002; Cilliers, 2005). CAS can change their behavior at any time to continue getting successful results (Cilliers, 2002; Cilliers, 2005). Because CAS must adapt quickly, the system is able to change one part while keeping other parts the same or changing those other parts at different timescales (Cilliers, 2002; Cilliers, 2005). This is understood as system memory and could be understood within a CAS of a person as their flexibility to learn new methods (Cilliers, 2005).

People being CAS means that no matter how a leader could want improvement, the entire person is going to improve piece by piece. It is then key to understand what piece should be worked on. This is where TL give leaders the tools to significantly probe

in a positive manner that blends improves the person and thus their work (Burns, 2003; Gaulthier, 2014; Geerlof & van Beckhoven, 2016; Pearson, 2013)

It is the assembly of the complex system that makes it act in complex ways. (Cilliers, 2005) It is not a virtue of how we understand the system to behave that makes the system complex. (Cilliers, 2005). For complex behavior to occur there must be some constraint on the system (Cilliers, 2005), if there are no rules upon a system at all then it becomes pure chaos. Under these conditions function discontinues: imagine a tree that does not grow with the structure of a tree; what does that tree grow into? Grass, fish, people? Without a rule, or constraint of some kind on a system, there is not an opportunity for complex behavior (Cilliers, 2005). Similarly, if there is a stranglehold of constraint then there is no opportunity for behavior to occur (Cilliers, 2005).

There must be some constraint on a system for a CAS to occur (Cilliers 2005). People, as a CAS, are confined in the choices they can actually make, and when at work they are confined to particular actions that can be taken for success occur (Cilliers 2005). Accepting people as a CAS gives us the opportunity to use Complexity theory as a way to describe the manner in which people deal with the multiple, if not infinite inputs (Cilliers, 2005). CT can show how people are confined to a particular set of responses and that this constraint creates context for complexity occur (Cilliers 2005).

The infinite amount of input possibilities also means that there are always aspects of reality that we know nothing about (Cilliers, 2002; Cilliers, 2005). Humans are simply unable to understand every input into a complex system, and, because we are unable to

understand every input, we are unable to understand how inputs are connected to outputs (Cilliers, 2002; Cilliers, 2005).

When looking at the nature of reality as complex, it makes it impossible, difficult at best, to make assertive, strong statements about knowledge (Cilliers, 2002; Cilliers, 2005). If we accept reality to be infinite and our understanding finite, then we have constraints on our knowledge (Cilliers, 2002; Cilliers, 2005). These constraints make it impossible again to have bold, assertive statements about reality (Cilliers, 2005).

Knowledge in the Complex world is contextual, it is based on observation of the viewer, which means that each viewer is going to have a different understanding of what reality is; we cannot then actually make purely objective statements about reality or what knowledge is (Cilliers, 2005). If a leader wanted to have greater alignment with reality, then they would have to make more "modest claims" about reality (Cilliers, 2002; Cilliers, 2005).

Cilliers (2005) defines a modest claim as a limited one. It is not one that is weak or lacks foundation, as the idea of having a modest claim comes from understanding the world around us as a complex place (Cilliers, 2005). It is acknowledging complexity that allows for more modest claims about reality while inhabiting a place of strength (Cilliers, 2002; Cilliers, 2005). The unknown isn't from the unwillingness of one to investigate, it is from an acknowledgment that the inputs are not connected to outputs in ways that can be understood with a human mind (Cilliers, 2005). Acknowledging that phenomenon give opportunity to limited, or modest, claims about reality (Cilliers, 2002; Cilliers, 2005).

Attractors

Attractors are the social device that causes periods of stability amongst or within complex adaptive systems (Haynes, 2017). Attractors work in concert or compete with each other at the same time, this is called working in plural (Haynes, 2017). CT is critical of classical leadership theory that believes in direct control with efficiency as a hallmark of competent leadership (Haynes, 2017). The infinite number of interactions that can occur between CAS is a central feature to complexity theory and creates natural opportunities to a public bureaucracy and the managers that lead by giving a new understanding to what it means to have limited knowledge (Allen et al., 2011; Boulton et al., 2015; Eppel et al., 2011; Haynes, 2017).

Using CT to understand the world does not mean that the understanding of CT has to be complex (Fox & Tversky, 2000; Haynes, 2017). An example of an attractor would be how a person consistently likes one type of car over another. No matter how many different types of cars are looked at any one time, the person should settle around the types of car that they like. Imagine if people did not have attractors that performs as boundaries, we would never know what consistent actions would define one person from another. The same person would be just as likely to own a sports car, truck, luxury car, hybrid, and economical car, at any one time. In this way attractors function like a likelihood in a weather pattern (Haynes, 2017), while it can be wrong, the path of the storm based on the model of attractors is largely correct and defines the weather (Haynes, 2017).

The coming together of people within a system of rules creates the context for self-organization and co-evolution (Haynes, 2017). Managers interact with employees and through this interaction leadership occurs (Haynes, 2017). Leadership interaction emerges and takes form as positive and negative feedback (Haynes, 2017). When a leader is giving positive feedback subsequent actions from employees are amplified, conversely negative feedback from a leader inhibits future action and negates preceding decisions made by the employee (Haynes, 2017).

Complexity theory asserts that working in a systemic environment is not regular or predictable, but instead a dynamic environment filled with people creating a highly complex environment (Haynes, 2017; Snowden & Boone, 2007). A complex environment is one that has infinite attractors that are not connected in a linear way to the outcomes (Haynes, 2017; Castelnovo & Sorrentino, 2018; Haynes, 2015; Maguire et al., 2011; Cilliers, 2005; Cilliers, 2002; Langley, 1999). How these attractors combine create the boundaries for how we understand one CAS, or person, from another (Haynes, 2017).

Complex Adaptive Systems

Complexity theory can be understood as the science of organization and makes CT a natural way to understand the manner in way organization's function (Castelnovo & Sorrentino, 2018; Eppel, 2018; Haynes, 2015; Langley, 1999; Maguire et al., 2011). A complex adaptive system (CAS) is an entity that is more complex than its parts (Cilliers, 2002; Cilliers, 2005) In a complex adaptive system it is not known how the inputs are connected to outputs (Cilliers, 2002; Cilliers, 2005). This means that the traditional theories that break leadership into small pieces to understand the whole will naturally

miss the manner in which inputs are connected to outputs by assuming it can be done in the first place (Castelnovo & Sorrentino, 2018; Eppel, 2018; Geerlof & Beckhoven, 2016).

The entities that make up those organizations – rank and file employees (analysts), external stakeholders, management, administration, internal politics, etc.… – could be more properly understood when considering all these inputs of the organization under the understanding of CT (Castelnovo & Sorrentino, 2018; Eppel, 2018). The employees that work are also complex adaptive systems which means each person has inputs that they must manage, then come into work and must adapt to the constraints within the organization and still deliver the expected outcomes (Allen et al., 2011; Boulton et al., 2015; Davis, 2015; Eppel et al., 2011; Haynes, 2017). Understanding each of employees – managers and analysts – as a CAS within a public bureaucracy, another CAS, the ideas of emergence, co-evolution, and self-organization can be used to describe the manner in which individuals interact and leadership occurs (Castelnovo & Sorrentino, 2018; Eppel, 2018).

Attempting to reduce complexity is similar to putting up walls to create a lake in the ocean, it simply makes no sense. Leaders should instead be attempting to adopt complexity and use the ideas of how interaction occurs in order to take advantage of those interactions (Butler & Allen, 2008; Cairney & Meyer, 2015; Castelnovo & Sorrentino, 2018; Rhodes et al., 2011). Using a theoretical lens such as complexity theory allows for a possibly deeper examination of interactions that make up the implementation of public administration leadership (Castelnovo & Sorrentino, 2018). The adoption of CT

gives an administrator a natural flexibility when dealing with employees (Castelnovo & Sorrentino, 2018; Eppel, 2018).

Leaders would need to begin using terminology from complexity theory in order to properly describe the manner in which interaction between two CAS objects occurs, such as emergence, co-evolution, and self-organization (Castelnovo & Sorrentino, 2018). Leaders could consider employees a CAS and could then assume they do not know how inputs into employees are related to their outputs (Castelnovo & Sorrentino, 2018; Cilliers, 2002; Cilliers, 2005; Haynes, 2015; Langley, 1999; Maguire et al., 2011). This then could heighten the amount of flexibility the leader has to relate and increase their willingness to cooperate, or co-evolve, with followers (Castelnovo & Sorrentino, 2018). This flies in the face of traditional understandings of power and power of leadership, which tries to confine complexity in the name of control (Castelnovo & Sorrentino, 2018).

Authors continue to agree that public administrators can greatly benefit from using complexity as a way to view systemic features within bureaucracy and that through the adoption of such a perspective would allow leaders to engage with complexity as opposed to reduce it (Castelnovo & Sorrentino, 2018; Rhodes et al., 2011). By leaders choosing to focus on using complexity as a perspective they actually reduce how difficult it is to understand the world as complex (Castelnovo & Sorrentino, 2018). Leaders are then capable of utilizing emergence as a natural product between two CAS without getting lost on how the connections are being made; within a complex adaptive system

the connections are not linear so leaders also cannot always know how inputs are connected to outputs (Castelnovo & Sorrentino, 2018).

Complexity and a CAS requires constraint on an infinite system (Cilliers, 2002; Cilliers, 2005) and within a bureaucracy restraint take the form of legislation and regulation (Castelnovo & Sorrentino, 2018) creating the necessary ingredients to label a government bureaucracy a Complex Adaptive System. Within a CAS, the increase or decrease of actions requires active feedback loops (Castelnovo & Sorrentino, 2018; Haynes, 2016). A feedback loop is either positive or negative and either encourages or discourages action: a positive feedback loop strengthens and magnifies an action while a negative feedback loop diminishes or dissolves action (Castelnovo & Sorrentino, 2018; Haynes, 2016; Haynes, 2017; Houchin & MacLean, 2005; Jacobs & Weaver, 2010).

When a system has predominately negative feedback loops it tends to be more stable, whereas a system that has predominately positive feedback loops encourages exponential growth or decline (Castelnovo & Sorrentino, 2018; Haynes, 2016; Haynes, 2017). A public administrator understanding of positive feedback loops and their function can greatly aid in their ability to help control the feedback and encourage transformation within a system and help bring a balance through their leadership (Castelnovo & Sorrentino, 2018; Haynes, 2017).

Feedback Loops

Within transformational processes there are feedback loops that encourage or discourage action (Geerlof & Beckhoven; 2016; Haynes, 2016). Complexity takes these loops into account and grants the manager a different way to understand the future

outcomes that emerge from the interaction between them and staff (Geerlof &

Beckhoven; 2016; Haynes, 2017). Transformational leadership is cited many times by

complex theorists as a theory that is aimed at the morals and consciousness of followers,

and then because of this personal, internal impact, the quality of work is improved within

an organization is also improved (Burns, 2003; Gaulthier, 2014; Geerlof & Beckhoven,

2016; Murphy et al., 2017; Pearson, 2013;)

     CT give managers new insight to how external inputs – employees, legislation,

public movements – have effects on public organizations (Haynes, 2016). Public

organizations are examples of complex adaptive systems because of the opportunity for

interactions, the movement of energy, that occurs between the levels of the organization

and between that public organization and society as a whole (Haynes, 2016).

     Complexity is the idea that there is infinite number of inputs into a system are

connected in a non-linear way to the outcomes or results (Cilliers, 2003; Cilliers, 2005;

Eppel, 2018; Geerlof & Beckhoven; 2016). This idea of reality means that there is no

way to understand outcomes prior to them occurring (Castelnovo & Sorrentino, 2018;

Geerlof & Beckhoven; 2016; Eppel, 2018). Complexity theory holds that there are inputs

that we will never know everything prior to making a choice, so, we do not know how the

inputs to those results are connected (Geerlof & Beckhoven; 2016; Wells, 2013) This

particular idea focuses on the issue of self-organization as an emergence concept.

Emergence occurs a dynamic between two people (Acton et al., 2019; Geerlof &

Beckhoven; 2016; Murphy et al., 2017).

Whether that movement of energy is positive or negative provides the direction of the feedback loops within a CAS; negative feedback loops create stability by discouraging action, whereas positive feedback loops encourage entropy within the system through support of new methods and ideas (Haynes, 2016). The feedback loops are what give rise to co-evolution and self-organization within a public organization (Haynes, 2016). When public managers and employees are engaged to perform work, they are self-organizing using feedback loops and co-evolving, it is through this process that leadership emerges (Eppel, 2012b; Haynes, 2016; Rhodes, 2011).

Complexity theory as a theoretical framework for public administration, places the employee as a Complex Adaptive System (CAS) within a larger complex adaptive system called a bureaucracy, which is inside another complex adaptive system called society (Geerlof & Beckhoven; 2016). This view is required because we do not know what particular input in an employee from a manager is going to result in the output that the manager is looking for (Geerlof & Beckhoven; 2016). Having a complex view of reality would then allow the manager to interact with their staff specifically because they are unable to know certainly what their staff need as a CAS, the communication between the dyad creates an environment for leadership to emerge from their interaction (Geerlof & Beckhoven; 2016).

Having a complex understanding of reality helps managers understand how just a small choice between "this" or "that" can lead to large changes, and a CAS can almost instantaneously morph from simple to intricate from the smallest input (Haynes, 2016). Actors within CT are one of the five phenomena that are frequently studied. Actors are

treated as interdependent parts of a complex sum, and when these parts interact, they self-organize and co-evolve in a way that create positive and negative feedback loops that allow for leadership to emerge (Haynes, 2016).

By this view leadership emerges from the interaction of a dyad. Using complexity theory to understand an increasingly diverse world places the leader is a position of knowledge and subsequently, power (Geerlof & Beckhoven,2016). Decisions made by actor 1 within a CAS, affects the other actor 2 and forces actor 2 to react in a way that results in actor 2 trying to maintain their position within the organization, or seeking to improv it (Haynes, 2016). Being able to describe the nuance of leadership in a new way is part of the power of complexity, CT is able to provide explanation for occurrences that otherwise would have been left without description, such as emergence (Haynes, 2016).

Emergence

Emergence does not reside in a person; it is the process between two people. It is actually a potential volatile dynamic that results in a one person being the leader and the other being the follower (Acton et al., 2019). The manner of emergence between a dyad of CAS is leadership, essentially leadership is not inside of a person, it is a process that happens between two people in an interactive dynamic (Acton et al., 2019).

The inspection of emergence does not mean concentrating on the product, it means to concentrate on the process, leadership is not about some trait, symbol, or authentic person, it is about understanding how leadership emerges with dynamic interactions (Acton et al., 2019; Haynes, 2017; Lichenstein et al., 2006). Emergence of leadership occurs when CAS interact (Acton et al., 2019). There are four levels of

emergence: individual (intrasubjective), interactive (intersubjective), social (generic subjective), and microculture (extrasubjective) (Acton et al., 2019; Wiley 1998). In this study the interactive or intersubjective level of emergence will be investigating.

Intersubjectivity is interaction, it is how two individual impact one another (Acton et al., 2019). This level of emergence is investigated the least (Acton et al., 2019; Yammarino & Gooty, 2017) the interaction between a manager and an analyst is an intersubjective interaction and is the subject of this dissertation. There are three principles to an emergent process: elemental properties, mechanisms, and form of the outcome (Acton et al., 2019).

Elemental properties

All emergent processes have elemental properties that are integral to its make-up (Acton et al., 2019). If a manager would wish to engage an employee in a transformational relationship, they may have to begin with understanding what makes up that person and what makes themselves a leader (Acton, 2019). These would be the types of building blocks necessary to build to a higher-level outcome (Acton, 2019).

Mechanisms

Mechanisms are used to define how a process is to be done (Acton et al., 2019). Once the elemental properties have been found, the process of how they are organized is by virtue of procedural rules (Acton et al., 2019). Mechanisms can also be seen as a constraint (Cilliers, 2002; Cilliers, 2005), the constraint is how that the process is defined, in terms of what that process is, how it is to be done, and outlines how leadership should develop. Defining how a process occurs also defines how a process should not occur,

placing a restraint and fulfilling the requirements for complexity (Acton et al., 2019; Cilliers, 2002; Cilliers, 2005).

Form of outcome

After placing elemental properties into a mechanism, the form of outcome determines how the process can be understood (Acton et al., 2019). In terms of public administration, this would mean that after a manager has begun to understand their employee, and has initiated a system of transforming them, how well the analyst becomes the employee expected is how the process of transforming that analyst can be understood (Acton et al., 2019). If they become all of what we expected then the process went well, if they did not, then the process went poorly (Acton et al., 2019).

Emergence continues to occur because CAS are constantly receiving external input (Acton et al., 2019). For the public administrator this means that analysts inside their organization are consistently coming to work with slight to major variations. The manager would then have to continuously stay engaged with individuals and continuously ensure they understand the elemental properties, so that when placed into a leadership mechanism, the expected form is the outcome (Acton et al., 2019). Acton (2019) suggests that there is too little research done on dynamics of leadership and that increasingly there are calls for studies into followers. This study has investigated followers and has to begin understanding specifically what actions followers are looking for in order to be transformed, as Acton et al., (2019) suggested a study should be conducted.

Summary and Conclusions

Transformational leadership is not a new form of leadership. Teachers, coaches, and parents transform their children into functioning adults every day; Transformational Leadership is new to research and this means that there is little known about how it functions. Most research is done on how the 4 I's of TL connect with portions of Public Service Motivation or how individually the 4 I's can be triggered by a leader to have the subordinate create greater or more efficient output. None of the research found dives into the catalysts of transformational leadership so it is not readily known how to activate the 4 I's consistently. With research finding that inspiration is tied to all personality types, it makes it even harder to know how to transform a person, as the ability to initiate inspiration in a person might not come from an external source.

Intellectual Stimulation has been linked to organizational innovation that could help knowledge sharing within an organization. These types of latent effects are precisely the kind that public industry stands to gain from, strong union protection assures that individuals may keep their job for life, and it guarantees that there will be jobs in the future. The union also assures that jobs will be available for citizens to apply; TL has the capacity to encourage knowledge transfer, thereby makes the job easier of the incoming employee and can create a natural system of accountability.

Individualized Consideration shares kinship with teaching and parenting. When a parent considers their child ideally, they are thinking about what manner of influence would be best for that unique individual. Correspondingly, leaders who are attempting to align the personal and professional goals of their followers will find greater success when

they lead each person according to their unique character, personality, and goals. Transformation inside another person occurs in earnest when the follower has bought in. One of the most potent ways to encourage follower buy-in is to consider the individual reasons that each person should want to be a part of their individual evolution.

Inspirational Motivation is a component of transformational leadership that every person already has residing inside them. Everyone is motivated to a varying degree. It is the transformational leader's job to use that unique motivation to encourage transformation. It is still unknown what personality traits are connected to the inspiration of an individual. This could be for many reasons but two are compelling. One is that more research still needs to be conducted to find the connections of inspiration to specific personality traits, or inspiration is connected to all personality traits. As Deinert, et al., (2015) showed in their study, all personality traits tested connected to inspirational motivation.

Idealized Influence is "walking the talk". "Walking the talk" is the leader expressing through a compelling vision, and their actions the principles they tout. A leader who is attempting to have impact that has maximum impact on their subordinates must model the behavior they seek from their followers. In this way the leader is their own best example of what they expect from others. The leader who is practicing an ideal influence over others therefore would embody the expectations they have internally and not just have it as an external goal for others to meet. The transformational leader makes individual and organizational change easier by exuding the standard they have for others and is a model for how the lessons they are imparting should be administered.

The location of where transformational leadership occurs makes TL a dynamic, intersubjective activity, an activity that can be better understood with the contextual lens of Complexity Theory (Murphy et al., 2017). CT proposes the hierarchical structure of bureaucracy are the constraints (Cilliers, 2002; Cilliers, 2005), or tension, necessary for emergent phenomenon to occur (Murphy et al., 2017). In the practice of public administration, the emerging phenomenon is leadership and takes the form of helping followers understand their job (Bass, 1985), providing clear roles, and finding innovative ways to integrate new solutions into old systems (Marion & Uhl-Bien, 2007; Murphy et al., 2017; Osborn & Hunt, 2007).

The idea that people can be managed in some top-down fashion is what begins to put managers within public bureaucracy in a poor position, CT gives public leaders a framework that manages the tension of a fast-changing world but very rigid work structure (Murphy et al., 2017). Leadership is a meso-level activity, which means that it happens above the personal level (micro), and below the organizational level (macro) (Murphy et al., 2017). The manager within public service is part of the rigid bureaucratic structure that provides the necessary constraint to create the tension necessary for transformation (Murphy et al., 2017; Uhl-Bien et al., 2007). It then becomes the public leader's job to effectively manage this tension for innovation and enable change (Murphy et al., 2017).

Both Murphy et al (2017) and Smith & Lewis (2011) find that qualitative study is the most appropriate for studying leadership under the lens of complexity theory. CT gives the researcher the necessary width to describe attractors within the system while

allowing for both dynamic and static relationships to inputs and outputs to exist (Cilliers, 2005; Murphy et al., 2017). Murphy et al (2017), also found that for public leaders to embrace the idea of tension and constraint (Cilliers, 2005) they would have to abandon the comfort of "this or that" logic and adopt a mindset that is dynamic and all-inclusive (Smith & Lewis, 2012). The adoption of CT would allow public managers to thrive in difficult situations and provide inspiration to employees to find new possibilities at stressful times (Murphy et al., 2017).

Chapter 3: Research Method

I have discovered how public administrators leverage transformational leadership; this was accomplished using responsive interviewing, which makes the interview subject the expert (Rubin & Rubin, 2015), as opposed to the interviewer being the expert. Interviewing state analysts is complex (Cilliers, 2002; Cilliers, 2005), the questions use language from the "4 I's" of transformational leadership and Appreciative Inquiry (AI). Responsive Inquiry (RI; Rubin & Rubin, 2015) interviewing techniques create positive questions regarding organizational norms. RI helps craft questions that elicit how transformational leaders have best served analysts in California State public service. AI (Cooperrider, 2018) is another positive method of inquiry that puts stakeholders in control of determining what changes should be made for continued success (Cooperrider, 2018). During the interview process, the interviewee is asked what has been done to empower them as a person to transform them in a specific ways.

By utilizing individual interviews with subject matter experts, I have begun to show how TL can be used effectively with California State analysts. Analysts comprise a large section of the state workforce, managers need current understanding of analyst's language and posture, a more current understanding can help them transform employees to someone who accomplish personal and organizational goals at once (Northouse, 2015; McClesky, 2014; Silva, 2014; Rowold & Bergmann, 2013; Thomas et al., 2009; Wright et al, 2011, Wright & Pandey, 2009).

Leading employees in a transformational way is documented multiple times as a preferable way to lead in a complex adaptive system in a complex world (Burns, 2003;

Gaulthier, 2014; Geerlof & Beckhoven, 2016; Murphy et al., 2017; Pearson, 2013;). In a

CAS, leaders use transformational tactics to channel employee energy in a way that

encourages positive feedback loops as a mechanism and causes expected outcomes to

emerge for the employee and the organization (Acton, 2019; Castelnovo & Sorrentino,

2018; Haynes, 2018). Complexity theory and transformational leadership were both

found to be an essential to understanding why this method of investigation was chosen

(McClesky, 2014; Murphy, 2017; Rowold & Bergmann, 2013; Silva, 2014; Smith &

Lewis, 2011; Thomas et al., 2009; Wright et al, 2011, Wright & Pandey, 2009;).

Research Design and Rationale

How can public administrators catalyze transformational leadership with analysts?

The central concept to this investigation is Transformational Leadership. Responsive

Interviewing was used to create overall interview framework for how the investigation

and interviews were handled and conducted to uncover the "4 I's" of TL: Intellectual

Stimulation, Individualized Consideration, Inspirational Motivation, and Idealized

Influence. Appreciative Inquiry was also used to help create questions that were positive

and placed the interviewer in a satisfied state of mind (Bass, et al., 2003; Hornstrup,

2014).

I found that both TL and CT were investigated best using qualitative methods, and

Rubin & Rubin (2012) recommended responsive interviewing (RI) for high-quality

generic qualitative research observation and inspection (McClesky, 2014; Murphy, 2017;

Rowold & Bergmann, 2013; Silva, 2014; Smith & Lewis, 2011; Thomas et al., 2009;

Wright et al, 2011, Wright & Pandey, 2009;). Catalysts are the "open doors" or

opportunities that a person needs so that they can be available for the leader to provide an example or instruction (Hughes, 2016; Kim et al., 2017; Martin, 2017; Northouse, 2015). By combining these methods I have created an environment that is conducive to understanding what the catalysts are to encourage TL within analysts in California State service.

Rationale for Method Used: Responsive Interviewing

Responsive Interviewing (RI, Patton, 2015) is a qualitative study approach and is appropriate, RI is essentially a method used in search for the experience from interview participants . I used generic qualitative research study and semi-structured interviews (Patton, 2015) to explore on a purposefully deeper level the lived experience of human beings. These interviews gave me the opportunity to convert an individual or shared feeling(s) into a focus of study and bring illumination to portions of existence that many times went unexplored. RI is a naturalist perspective method that places the researcher as an active participant in the research (Patton, 2015; Rubin & Rubin, 2012). When using RI, it is paramount that the researcher understands themselves, the population being studied, and how the researcher could or could not interact with the population through the study.

A generic qualitative research inquiry requires the scientist to capture methodologically, carefully, and thoroughly, then describe how people experience phenomena (Patton, 2015). Responsive interviewing is used in times when reality is not agreed upon. A challenge is not good or bad; however, one perspective could see a challenge as a problem whereas another perspective could see it as an opportunity. RI is

sensitive to these differences in data and puts the researcher in position to take advantage of the increased understanding (Rubin & Rubin, 2012). My investigation probed the transformational experience that California State public workers have had with their leaders. This made RI fit for this investigation.

The phenomenon in this research study are the catalysts to the 4 I's of transformational leadership. As an interpretative constructionist, I am aware of my view of the world, work, and transpired events. It is critical to maintain self-awareness because without this safeguard, it could be impossible for the researcher to delineate their thoughts from those of the interviewees (Rubin & Rubin, 2012). Interpretative constructionists devote intervals of time to self-inspection. This is to understand their personal assumptions and ensure that it presented to audience that view the work (Rubin & Rubin, 2012). Once codified, the results will show it is possible for a manager to catalyze transformation more reliably within their subordinates.

As the social scientist the generic qualitative research study gave me the ability to define the item in question and conduct a rigorous methodological study around that item in question. None of the peer-reviewed articles that I gathered in my literature review were generic qualitative research studies of transformational leadership. When I investigated the two terms together, scant resources are found in every database. It could be that scholars feel that meanings between the connections of TL and public industry have already been found, or it could be that because the implications are not always clear as to how to measure TL effectiveness (Uhl-Bien & Arena, 2018).

I commonly found no research results when looking for responsive interviewing. RI is a newer paradigm for qualitative inspection and could be a reason for there being very few search results. RI as a paradigm equips the researcher with greater tools for interpreting the world or context around them. In contrast to a realist perspective, where an investigation of a phenomenon would occur while ignoring the context for which the phenomenon exists. I used RI in this study o investigate further the overall context that allows for the catalysts to TL within California State government analysts, and the use of transformational leadership with those employees.

I used responsive interviewing to uncover the catalysts, mediators, of transformational leadership between analysts and managers. The goal was to elucidate the connections needed to be made by management so that analysts can be transformed into the assets the State needs. In turn, these employees end up fulfilling their personal desires and generating greater personal worth through completed staff work that helps the organization reach visionary goals. When I used RI, I was able to create detailed, transparent, and rich description of the data, (Rubin & Rubin, 2012) which allowed for a credible and accurate portrayal of the context and the results from the investigation.

RI is a sensitive research tool (Rubin & Rubin, 2012); I was in position to probe only as deeply as the content expert would allow. In the deed of conducting the interview, RI framework heightened the ethics of interviewing. Pressuring or deceiving interviewees is not only wrong, but also not likely to be effective, because it destroys the trust relationship necessary for good interviewing (Rubin & Rubin, 2012). Understanding that the relationship between the researcher and interviewee can be harmed through probing

can lead a researcher to keep the observation from resulting in misinformation and bad data.

Accuracy and credibility were maintained if not heightened through the researcher's use of RI. For a study to be accurate, the researcher must have a method that records the conversation verbatim as it transpired originally. In my study accuracy was addressed through Zoom recording the interview and Otter.ai artificial intelligence transcription software to accurately create printable transcripts. Credibility was addressed by showing that the population being studied is critical to the phenomenon being studied. Only analysts from California were interviewed in order to best understand the catalysts of transformational leadership for California analysts. Additionally, I have been an analyst within state service before, this previous knowledge is relied upon to be able to clearly enunciate complete self-awareness during the study.

When a researcher uses RI as a qualitative research concept they are attempting to uncover the deeper meanings and understandings of everyday life (Patton, 2015; Rubin & Rubin, 2012). With my study I have uncovered the deeper meaning to workplace transformation and how a manager can catalyze this complex environment. The individual interviews have exposed what portions of state departmental culture must be addressed for an individual to be amenable to transformation from their leader.

Rationale for Methods Not Used

There were four other methods that I considered to investigate the catalyst of transformational leadership: narrative research, case study, ethnography, and grounded theory. Narrative research looks to stories and other types of cultural phenomenon

(Patton, 2015), such as family myths and legends, written nonfiction, suicide letters, and personal histories. There was no written narrative to analyze, such as speeches, for narrative research to be applicable. Narrative research would have been inadequate for this investigation. There were not enough documented cases of successful bureaucratic transformational leadership to provide me with a relevant study.

A case study is a essentially a record of research or a detailed account of a particular person, group, or situation over a period of time. Case study would have been insufficient also because many social scientists disagree about what constitutes a valid case for inspection (Patton, 2015).

Ethnography is the basis of anthropology. Anthropology is the studying of human cultures. The American public diaspora is not foreign to the researcher and is not foreign to the committee.

Grounded theory involves the collection and analysis of data, the resulting theory is a result from the data found. This means that development and analysis of theories happens only after data collection. The purpose of grounded theor is to produce a theory. Grounded theory could have introduced too much bias for an objective study. I could not have used grounded theory to understand the catalysts of TL because they have not been found yet. It would not have been possible to ground myself in research that had not yet been conducted.

Role of the Researcher

As the investigator, I was the interviewer. As the interviewer RI uniquely placed me slightly below the role of the interviewee or the Subject Matter Expert (SME). The

interviewee is the person who has the knowledge that I, the interviewer, am looking for. Rubin & Rubin (2012) state repeatedly that the interviewer must have a perspective or posture that puts the interviewee at place where sharing is optimal and normal.

In order to encourage participants to offer a complete and transparent sharing of their information to me, the interviewer, I created a welcoming, safe, and confidential interviewing space by renting an office. It was in downtown Sacramento and was in excellent proximity to all the participants who may have granted interviews. I have been working for the State of California for over 13 years and have been in both the analyst classifications in this study. Currently I am a Research Manager I and have not had any link to the job classifications being studied in over six years.

The participants and I never had a relationship. We were never friends and I never worked with the SME's that were interviewed. Even though snowball sampling was used, no participant was brought to the interview without my final approval. If I would have had a relationship with any person then they would have been turned away. Power biases are managed through the sampling process. I did not interview anyone I was currently with or had ever worked with. There was no monetary incentive for participation.

The SEIU Union contracts with the State of California regarding worker rights. Once SEIU and the State have found agreement, the agreed upon contract is voted upon by union members. However, SEIU members are not placed into structured focus groups by the union to see what the population they serve would like to change. This means that the agenda set for the employees could very well include goals that are unique to the union and have little effect for employees. By ignoring workers there could be a possible

void left which means this investigation was perhaps union members first chance to contribute their understanding of effective transformational leaderships. That was incentive enough.

Methodology

Responsive interviewing is a technique that is supported in qualitative research. When considering a phenomenon that still requires more elucidation or one that lacks construct validity, such as transformational leadership, conducting responsive individual interviews is the best way to ensure that future studies are investigating the correct occurrences. Rubin and Rubin (2012) go into detail regarding responsive interviewing in their third edition of *Qualitative Interviewing: The Art of Hearing Data* and was used as a seminal source for this portion of the observation.

Responsive individual interviews are for aggregating participant's perspective into the science of administration. I created the study in this way to encourage the inclusion of those who are defined by the research, so that those who are affected by the results would have had an active hand in creating it.

All the participants were either SSA's or AGPA's within the State of California public service ranks. The two bands of employees are both made up of two class descriptions; both descriptions include beginning and journey level staff.

Participant Selection Logic

My study utilizes a nonprobable design and this type of design worked well with this observations subjects because the subjects required exploration to create solid hypothesis that can define further research. O'Sullivan et al. (2017) found that this

generalizability is driven down through this choice; however, being purposive with the interviewee selection should bring the ability for future researchers to generalize the results to other governments and industries of public service. I used purposive snowball sampling to find state workers that encapsulate characteristics in 15 analysts so that finding catalysts to TL for all analysts in California state service was possible.

Purposive sampling is when a main criterion is selected for discerning whether a person has the potential to represent what is attempting to be studied (O'Sullivan et al., 2017), and I have outlined the criteria below so that there can be a greater guarantee of the sampling process finding analysts who were going to be able to describe the amount of transformation they have encountered with state managers, or lack thereof.

To keep interviewee bias at a minimum, I purposefully asked people I knew within state service to ask individuals I had never met, but met the study criteria, to be interviewed. In the strict sense of snowball sampling, the population could have been difficult to find. My population ended up being easier to find than initially thought. No one I interviewed was a friend nor persons I have worked with. This was to ensure any transformation I might have created in another person is kept from being a part of the data pool and any bias effect from me can be kept to a minimum.

The participants will have all been in state service for at least 5 years. This was to ensure that they are regular and functioning portions of the California State Service and that their experience was accurate. By having a baseline of service tenure worked, I was able to moderate outliers that could have driven down the ability to create themes from the shared codes of the interviews.

There were to be no less than 12 interviews held. If no codes or themes had been found within this initial pool of employees, then the significance could have been that there were not catalysts to transformational leadership within public service for these two bands of employees. It could also have been that there were not enough participants in the study. In which case I would have had to add nine more participants which would have summed for a total of 24 participants.

Analysts

The analyst band was only made of SSA's and AGPA's, the two general classes of analyst within the State of California. Analyst classifications that were not included are more specialized classifications that requires employees to have a certain amount of education and work experience: Research Data Analyst, Investment Analyst, Actuarial Analyst, and Informational Technology Analyst, are all types of analysts not included in this study. Transformational leadership is mediated partly by the leader having the ability to intellectually stimulate someone (Sun, et al., 2014), it could be understood inversely that those individuals with more intellectual skill need less stimulation or transformation.

Those employees with prior intellectual achievement would have already taken steps to transforming their intellect by having achieved additional skills and degrees (Sun, et al., 2014). For this major reason, the two general analyst classes that require no more than a high school diploma or bachelor's degree, are banded together for inspection.

The Staff Services Analyst range requires that every person hired into Range C must have a college degree (CalHR, 2007). If the analyst is not hired into Range C, then the degree is not a requirement. Analysts would then enter "Ranges" starting with Range

A without a BA degree. Range A of the SSA class is highly supervised, very structured, and routinized (CalHR, 2006). The analyst is introduced to governmental judgement and is allowed to start using discretion to accomplish their job (CalHR, 2006). The analyst must spend a year in Range A to be considered for promotion into Range B (CalHR, 2006).

Range B SSA must have greater knowledge and are expected to show greater command of that knowledge through their completed staff work (CalHR, 2006). At this range the SSA is expected to be able to multitask effectively and mange deadlines (CalHR, 2006). The Range B SSA is also being introduced to more vague work definitions that give them the opportunity to help inform and prioritize work for themselves (CalHR, 2006). The analyst must spend six months in Range B before becoming eligible for promotion into Range C.

Once an analyst is promoted to Range C, they are expected to use governmental concepts such as law, policies, and manuals to interpret the appropriate action either from or to the public (CalHR, 2006). Even though the analyst is given more independence than a Range B SSA, the Range C SSA is still more closely watched and monitored than the full journey level AGPA. The analyst must spend at least one year in Range C before they can be considered for promotion to AGPA.

Essentially those hired into the SSA ranks have already undergone a mild form of transformation (Sun, et al., 2014). These beginning level analysts could have been hired straight from college (CalHR, 2007). The manager's ability to link personal and professional goals for the SSA could very well have a discernable effect on these

employees because this band is made of workers new to working in general, new to State Service, or both.

Even though SSA has a mandatory education requirement to enter Range C automatically, very often the worker is nascent in their career, within State Service, or both. Range C SSA's can apply for the promotion to AGPA after they have had a year of experience (CalHR, 2007). Many times, people are SSA for years before becoming AGPA. Additionally, AGPA is the average pay and rank that many individuals retire out of State Service from (Wing, 2016). It could be roughly understood that many employees spend much of their State career in the SSA and AGPA ranks and that most retirees do not make it into management (Wing, 2016).

AGPA positions have more varied work than the SSA and are given independence over their work as well (CalHR, 2007). For a person to be considered for AGPA they must have at least a year in the SSA Range C class or have three years of consecutively increasingly difficult analytical duties that are similar to that of SSA Range C (CalHR, 2006). Generally, the AGPA incumbent is a SME and can help solve more complex government problems verbally and in writing (CalHR, 2007). AGPA's must also be prepared to represent the department they serve within the court of law if the department is being sued (CalHR, 2007).

To become an APGA requires no more than a high school diploma (CalHR, 2007), however all people hired into the class do have prior analyst experience or experience that is a direct analogue (CalHR, 2007). People hired into this class technically, do not need a college degree, and this classification outranks the SSA

(CalHR, 2007). The AGPA can become a manager after one year of experience (CalHR, 2007).

Generally, the AGPA incumbent is a SME and can help solve more complex government problems verbally and in writing (CalHR, 2007). AGPA's must also be prepared to represent the department they serve within the court of law if the department is being sued (CalHR, 2007). Having the AGPA within the analyst band makes sure the observation process included individuals who never attended college. I did this to create a more generalizable field from which to transfer the findings from. If all analysts had degrees, then the findings could have only been reasonable transferred to public careerists with college education.

Instrumentation

I created the instrumentation being used to measure the catalysts to TL amongst analyst in California State public service. The instrument is a series of interview questions that I created in the Advanced Qualitative class and worked in co-ordination with the chair of my committee to develop. The questions were established to put the interviewer in a positive frame of mind. Transformation that happens successfully within an organization generally has positive latent effects like efficiency (Bass & Avolio, 1990), women also tend to be a greater part of leadership when the organization is transformational (Bass, et al., 1996; Sekerka, et al., 2006) and transformation tends to happen more readily when it is person to person behavior (Bass & Seltzer, 1990).

Appreciative Inquiry

I used Appreciative Inquiry help create questions that placed the participant as integral to the process of finding new information (Patton, 2015) and focused on organizational change (Doggett & Lewis, 2013; Johns & Leavitt, 2001; Priest, et al., 2013; Wolf, 2011;). AI was shown to be defined by Constructionism (Saha, 2014; Sandu, 2011; van der Haar & Hosking, 2004), and is linked to change leadership (Hornstrup, 2014). This understanding helped me create questions that got directly to how an analyst in California state service can allow for their transformation.

When a leader uses AI regularly as an organizational change tool, gender tends to be moderated (Sekerka, et al., 2006), meaning that women tend to be a greater part of leadership when AI is used intra-organizationally on a regular basis (Serka et al., 2006). As a method, AI, has also been used as a process for finding peace among disparate groups (Cooperrider, 2018) and for furthering education innovation (Orr & Cleveland-Innes, 2015).

Appreciative Inquiry was a helpful paradigm for me to create questions the erect an atmosphere of positivity. Bass, et al., (2003) found that transformation in a military unit is difficult to measure, if possible, at all, because of the unit cohesiveness. If a team is cohesive with or without a leader then transformation is almost impossible to measure. Therefore, it is important to place a person in a context that is individual, and also positive. Teamwork and achieving goals as a team moderates, or dampens, the transformational effect of individual leadership.

Interview Questions

1. Would you please describe a time you felt your work success and personal goals were supported by your management?

2. What actions are taken by your manager to grow your abilities as an employee?

3. How have the actions of your manager resulted in you having control over your destiny?

Question one through three are aligned with Individualized Consideration.

4. Describe actions your management takes to show you the standards they expect? Are they similar to the standards they set for themselves?

5. Imagine being influenced in an ideal way by your management, what actions did, or could they take to encourage you to align work success and personal goals?

6. What are actions taken by your management that would stymie their influence or impact upon you?

Question four through six are aligned with Idealized Influence.

7. Please take the time to describe what actions your manager chooses to motivate and encourage you at work.

8. What choices does your manager make that allow you to align work inspiration with personal goals?

9. Please describe opportunities management made for you to dream about your career and the future of your career.

Question seven through nine are aligned with Inspirational Motivation.

10. As a public servant what opportunities are you given to define the type of work that you do?

11. Tell me about times you discovered improvements that would result in more efficient work product; did management change their stance after your discovery?

12. Have you had the prospect to design a study or design your own work?

Question ten through 12 are aligned with Intellectual Stimulation.

13. Is there a topic you would like to cover that I missed?

I used responsive interview as the data collection resource. RI can be bolstered by the questioning techniques of AI, AI has been used in practice with reflexive questioning behavior (Roddy & Dewar, 2016) and responsive therapy (Gerber & Basham, 1999). The interviews were conducted in person or through Zoom. I blended the therapeutic nature of AI with the principles of TL to create questions that did elicit positive feelings from the interviewees. The research I conducted to saturate myself in TL was also used as the source data for each question.

Basis for instrument development

I chose each interview question because of its ability to illuminate one of the four aspects of transformational leadership. I useds the questions first within Walden's advanced qualitative class where they were field tested with interview subjects who were previously employees with the State of California. After I completed the field test, the interview questions were shown to be aligned. One interviewee was an SSA and the other

was an AGPA. These two individuals shared identical codes in different transcripts,

which in turn created themes. This meant that I could use the questions to identify themes

that are shared between participants that are analysts with the State of California.

Both field test participants were career public servants. Both had served more

than 10 years within the state. Participant number one had recently retired from the

position of Staff Services Manager II and had spent more than 20 years working for the

people of California. Whereas, participant number two was still employed with the State

of California and at the time of the interviews had a little more than 11 years' experience

with the state. Participant number one had a bachelor's degree and participant number

two did not.

Content Credibility

The field test was conducted with two volunteers who were both public servants.

In the field test the 12 questions above were included to test for alignment with

transformational leadership and ensure content credibility. I was able to attain credibility

with the content can be partly attained through the research process and showing who

they recruited and why they were included. Rubin & Rubin (2012) instruct researchers to

take care to be accurate about the data they are collecting, those individuals selected

should have be able to elucidate the phenomenon being studied. Using this definition of

credibility would therefore mean each question must highlight the portion of

transformational leadership it is meant to, and not otherwise. I saturated myself in

leadership literature and in the individual principles of transformational leadership to

begin the construction of each question. I also took time to become familiar with the

appreciative inquiry technique to increase my effectiveness with responsive interviewing (Rubin & Rubin, 2012).

Procedures for Recruitment, Participation, and Data Collection

I used snowball sampling which is a form of purposive sampling, to answer the research question of how public administrators can catalyze transformational leadership with analysts. I chose purposive sampling to show the participants attitudes or dispositions that are being studied (Patton, 2015; Ravitch & Carl, 2016). I wanted to purposefully have responsive interviews with the analysts who are internally rich in content.

I collected instrument data from two California State public workers who were both analysts in the past. At the time of the field test, one had retired from the State as a Staff Services Manager II and the other was a Staff Services Manager. They both had at least five years of experience, had held the necessary analyst classifications, and we had never worked together. I held the interviews in a private office leased in Sacramento. Both the participants had been both two types of analysts: Staff Services Analysts or Associate Governmental Program Analyst. My goal was to have about an even split between the two "analysts" bands, but the field test participants ended up having been in both classifications.

I collected the data alone throughout individual responsive interviews. Interviews were held at the convenience of the participant. No follow-up interviews were necessary because Otter.ai created transcripts that were easy to understand.

I held interviews as long they needed to be for the participant to share all the data they had. My plans were to interview a maximum of 24 participants if saturation was not found. Each interview was scheduled to be 15-60 minutes in length but ended up being whatever length the participant needed to be, no interview exceeded 120 minutes. I recorded the data using two Philips handheld recorders and then transcribed by Dragon software from Nuance. I connected the recorders directly to the computer and the recording then downloaded into text. It was then pasted into Microsoft Word and printed for analysis.

If I would have had trouble understanding a transcript then that participant would have been followed up with through e-mail or with an interview. They could have been asked again those questions whose answers were unclear to provide the clarity that was missing. If my recruitment had not revealed saturation with the participants chosen, the search would have been engaged again to find up to nine more participants. Both field test members checked their transcript to ensure that the process being undertaken generated accurate data.

Participants exited the study through a debrief process. I led them through a debrief process which was an explanation of what potential their contribution meant to leadership studies. I also led them through a short demographics survey. After the survey was complete, I asked them if they had any questions or comments.

Data Analysis Plan

I collected data only from individual responsive interviews, he interviews were to about 120 minutes in length or less. I leased an office space exclusively for the purpose

of collecting, coding, and theming respondent data. I used database research to saturate myself in transformational leadership theory, complexity theory, and to help create questions that aim directly for the heart of how subordinates are transformed. I also deeply researched appreciative inquiry to augment my responsive interviewing techniques and to create questions that were aligned with a constructionist paradigm that would foster transformation.

The only research question that was asked: how can public administrators catalyze transformational leadership with analysts?

I showed the interview questions to be credible and dependable through field test and were aligned with the literature to elucidate connections. I completed RI and AI research to ensure that the questions crafted place the respondent in the frame of mind that is conducive to them describing their improvement. This meant the questions point to when the participant has been willing to be transformed, when they are open to transformation, or what types of actions can open analysts up for transformation.

Field Test

I completed the field test within the Advanced Qualitative class with Walden University. In this class my questions were discussed at length with the professor, and they were reviewed by a pool of students prior to the field test and after the field test had been concluded. I generated the questions from the onset with the intention of being used for dissertation interviews.

Participants for the field test were selected based on their occupation and their longevity with the state. One respondent was a servant for over 20 years and the other

participant was a servant for over 10 years. Both interviewees had worked in departments that I had never worked in before. It was paramount that the individuals I selected I never worked with, this was integral to ensuring that the participant selection criteria and resulting codes & themes for catalysts to transformational leadership, are transferable to the populations they were purported to measure.

The interviewees were recruited via e-mail. The interviewees contact information was given to me from friends of mine with whom I had worked. For the field test to be dependable I utilized the identical selection criteria that I would use for the dissertation study. The interviewees were given the confidentiality form and the consent form for the interviews to go forward, as directed by Walden University. I collected data via in-person interview. The field test utilized Philips Voice Recorders and Dragon Nuance Transcription software. The questions used for the interview are outline immediately below.

When I executed the field test utilized above, I used the exact 12 questions proposed for the dissertation. I did the initial interviews were purposefully done in this way to show the alignment of the research and that catalysts could be found between public servants who share enough critical characteristics. I concatenated public sector workers based on the class they work in, the duration of their employment, and whether the participant is part of the military/hospital population, or they are not.

I asked the questions in a private setting. One interview was conducted in silence and the other was conducted with fans blowing in the background at the microphone. This was done to mimic white noise and to see if the introduction of "error" into data

resulted in poor outcomes. While the method did result in some transcriptions that were nonsense, it did not result in a loss of data. Three of the four questions relating directly to TL returned shared codes. When data codes are shared, they become themes. Data themes are the information that can be shared with SSMI's and their organizations to catalyze a transformational leadership relationship and the rank-and-file.

Question one through three measured individualized consideration or the attention the respondent felt from their leader. The questions ask about when support was also aligned with their personal and professional goals. Both respondents in the pilot test shared the code "Personal Opportunity". This meant that they both felt that personal opportunities were integral to them feeling considered by management. The questions were able to return unique codes for each interviewee and provide a theme: managers who create greater individual personal opportunity for staff increases how much consideration a follower feels.

Question four through six measured idealized influence or how often does the leader embody the expectations they have for others? Each question returned a unique code from each respondent. One interviewee wanted management to allow new ideas and the other needed to have personal understanding of the big picture. Since the codes were very different, no theme could be made at that time for those interviewees.

Question seven through nine measured inspirational motivation. Even though research has shown that people are not able to have their level of inspiration changed, they are able to have the inspiration accessed by leadership or, leadership can also crush inspiration (Holstad, 2014). The data I collected from these questions was shared across

interviews. This elevated the code data to a theme: inspiration was increased by management allowing new ideas.

Question ten through twelve measured how intellectual stimulation is stoked by leadership in public service. I asked the respondents how they often they were allowed to define what their completed staff work should be. This question shared codes across the interviewees, so the codes became a theme. The theme of intellectual stimulation: public servants do not define their own work.

Question 13, I ask if the participant would like to add anything to the interview that I might have missed.

The content of the instrument had shown to measure what it was purported to measure. In three of the four main categories used in the pilot interviews, three were able to return themes. This means that 75% of the questions regarding Transformational Leadership would be able to be generalized to the population that were interviewed. The data from the field test indicates that for transformation to occur within these public employees: they need personal opportunities to feel considered, management allowing new ideas increases inspiration, and that, as public servants, they did not define their own work.

I used Dragon Voice Analytical, Microsoft Word and Excel to transcribe, interpret, and analyze the interviews. Dragon Voice Analytical is the program that is provided with the Philips recorder purchased to record the interviews. After I completed the interviews, the recorder is connected to the computer, and it transcribes letter for

letter what the recorder "heard". The transcript produced was clear and was used to verify the interviewees' responses. Also, the software can transcribe the data in real-time.

One of the participants even had the time after interview to stay and verify the transcript for its consistency. The amount of time to wait for the transcript to be written was about ten to thirty minutes.

I coded by hand using the qualitative coding method of micro coding popularized by Johnny Saldana (2016). No coding software was used; I identified codes in the transcript then those questions that shared codes were elevated to a theme. An example: in question one, the first participant described their personal opportunity as being able to address difficult situations while the second participant described situations where their outlook could be a benefit to the organization. Both wanted personal opportunity to feel individually considered by management.

When a micro-code is identified it is given one symbol: a single under line. The single lines are used to identify words or, phrases. Transcript answers that identify a concept was micro-coded with two underlines. I created a box to the right of the transcript to identify codes. When micro-codes are present more than once in a question it becomes a full-code and is written to the right in a box. When a full code for words, phrases, or concepts is found multiple times between participants, it becomes a theme.

Discrepant data cases will be saved but will not be included in the final analysis. If this had occured, then, this outlier data would have been reported in the final discussion.

Issues of Trustworthiness

Credibility

Qualitative research requires credibility and accuracy. Credibility was partly attained through my research process and showing who I recruited and why they were included. How data was stored, recorded, and transcribed could have made the report of findings extremely accurate or extremely incorrect. Those individuals selected were able to elucidate the phenomenon being studied, the I took care to be accurate about the collecting the data. Rubin & Rubin, (2012) instruct researchers to exercise caution and ensure that what was said in the interview, is what is being coded. I addressed accuracy in this study through proper snowball sampling, note-taking, and Zoom recordings.

Transferability

I leased a private office space to address transferability, I did this to provide more of a guarantee that data collected was able to be free of bias. This allows for other researchers of Federal, State, and Local public servants to duplicate my study. Both Saldana (2016) and Rubin & Rubin (2012) agreed that having quiet surroundings contributes to a generalizable, credible, and accurate study. The least amount of noise in a transcript means that the transcripts created from the interviews will be without bad data which can contribute to a diluted pool of results. If the transcript would have been filled with words that make no sense, or if I would have been unable to make sense of the words being spoken due to distractions or accompanying noise, then more interviews would have been had to be conducted.

Dependability

Dependability of my findings was established through triangulation. Triangulation is essentially having multiple sources corroborate or disagree about a particular phenomenon. Agreement, or lack thereof, can only be established if multiple sources are consulted or if triangulation occurs. Both Ravitch & Carl (2016) and Denizen (2009) agree that data triangulation requires multiple sources to have a confident study of phenomenon. My design of the study calls for purposive sampling to find a specific type of California State public worker, data and perspectival triangulation were ideal for this type of sampling.

Data triangulation and purposive sampling are similar in that, the data chosen, and the samples selected follow a similar direction (Ravitch & Cark, 2016), they are to gather various sources which can speak to the phenomenon. Data can be triangulated based generally on people or on time. This study is of people, which naturally calls for, or allows for, data triangulation. For data to be triangulated more than one sample must be gathered from the strategy being used for researching one phenomenon. For my study 15 people were the initial amount that was interviewed, there was a possibility of follow-up interviews, but none were required. Data was triangulated through the sampling process.

Perspectival triangulation is related to data triangulation. It is the essentially how a researcher intentionally creates a system that includes an assortment of individuals who are rich enough in experience to study. The people sampled should be varied enough to add dependability (Ravitch & Carl, 2016) to the study and enough sampling variability of content that the contextual nuances are found. By the description provided it can be seen

how my intentional sampling strategy for this study meets the standard for perspectival triangulation.

Confirmability

Reflexivity is the ability of a researcher to stay flexible between their roles as a researcher and as a methodologist to create a study that has dependable results. Dependable results mean that what was found by one researcher can be found by another (Ravitch & Carl, 2016). A sequence of decisions had been made in my research design to address confirmability or the dependability of findings. The bandings for the classifications studied have been clearly outlined. Limitations, and definitions have been clearly laid out as well.

The positionality of myself to the study was paramount to a confirmable study. I used informal memos to expose what internal biases could exist, I was continually able to refine myself to take these circumstances into account. Additionally, by documenting biases, the biases themselves can be available to future researchers so that they can conduct their study with a clear vision.

Responsive Interviewing was specifically chosen for the flexible position the researcher is placed in. Rubin & Rubin (2012) outline specifically and in detail how the interview is meant to be a conversation where the participant is subject matter expert. This natural juxtaposition was ideal for positionality and result in dependable outcomes no matter who the researcher is.

Ethical Procedures

I invited Staff Services Analyst and Associate Governmental Program Analyst, to the study. The people in these classifications must have been in State Service for at least five (5) years, could be male, female, or non-binary, may be of any ethnic background, and over the age of 18 to be in the study. I obtained names and contact information via snowball sampling method. It was possible that co-workers of participants could have suggested others to participate because more people could also have the prerequisite experience. If that would have occurred, I would have begun to reach out to those other possible participants to see if they in fact, qualified.

IRB approval was obtained. No institutional permission from the State of California was required as the interviews were not generalized for only one department. Any state worker that met the prerequisites could have been interviewed. Snowball sampling could have resulted in more willing participants than was necessary for saturation. I did follow up with all volunteers to let them know whether they were selected for the study.

This study was voluntary. The participants were free to accept or turn down the invitation. No one at the department they worked in would have treated them differently if they would have decided not to be in the study. If they decided to be in the study, they still could have changed their mind later. They were able to stop the interview at time.

Describe treatment of data, including archival data, including issues of: data was not anonymous to the researcher, but the data results were anonymous. No names or

identifying information were taken from any participants. They were not asked where they work, where they have worked, or if they plan to work in a new department. Their employment history, outside of actions taken by leaders to transform them, was not considered valid. The respondent was told if the answer they gave was sufficient for the question.

Protection for confidential data: reports I created from this study did not share the identities of individual participants. Details that might have identified participants, such as the location of the study, also were not shared. I did not use any personal information for any purpose outside of this research project. Data is being kept secure in an encrypted hard drive, and paper versions under lock and key in my private office Sacramento, CA. Data will be kept for a period of at least 5 years, as required by the university.

Other ethical issues as applicable: There is a potential benefit to the public service community for their participation. The answers that were given to me will begin to outline the steps that can be taken within an organization to create a transformational atmosphere. There is a potential benefit of increasing the accountability of leadership. There is also a potential of using positivity to elucidate efficient administration methods and for finding solutions.

Summary

This investigation is of a phenomenon that has been rarely studied, therefore it makes sense to have an approach to reality that requires agreement of those included in the study. The perspective of this inquiry is Constructionist, meaning I create the truth through the construction of reality, and through agreement of inputs in reality, not

through my assignment. A Positivist perspective would have demanded that the catalysts named first, and then data would have to be produced to corroborate of disprove the Positivist Claim.

Phenomenology narrative research, case study, ethnography, and grounded theory were all plausible qualitative research methods for this investigation. Generic qualitative study was used in the inspection of catalysts of transformational leadership because the catalysts exist between individual people inside of a specific organizational culture. Generic qualitative study was used to uncover deeper meanings and to effectively probe the lived experience of individuals.

To inspect the catalysts, individual responsive interviews were chosen. A key strength to this interview protocol is the willingness to make the participant the expert, not the researcher. This is an important aspect of the study as the catalysts have yet to be identified and the interviews are the vehicle for exposing these new concepts.

Appreciative inquiry was used to help create questions that placed the respondent in a peaceful and perhaps thankful state of mind. This method has been used within organizations to find peace among dueling groups and to further individual innovation in education. Using the principles of AI has helped make questions that are unobtrusive and show little bias.

Coding was handled only me, the researcher, no software was used to help identify codes and themes. Coding expert Saldana (2016) commented in his work The Coding Manual for Qualitative Researchers, that first time researchers should code by hand and even when software is used, the researcher should inspect the codes and themes

found before being used as confirmable, dependable, transferable, and confirmable

results.

Chapter 4: Results

Research in public administration does not include how to specifically and consistently leverage, or catalyze, transformational leadership; this can leave public administrators, including administrators within California, with little research done regarding the employee populations they manage, or how to transform those employees into the assets that the government needs (Baba et al., 2019; Martin, 2015; Martin, 2017; Moussa et al., 2018; Pasha et al., 2017; Wright & Pandey, 2011; Wright et al, 2011; Wright & Pandey, 2009).

I created this study to look specifically into the catalysts that can dependably lead to successful TL by public administrators within California. By furthering the knowledge of catalysts to successful use of TL with analysts, managers could then develop their staff and provide the type of leadership that results in the employee's professional growth and organizational goals being accomplished simultaneously (Hughes, 2016; Kim et al., 2017; Martin, 2017; Northouse, 2015).

The purpose of this dissertation exposed how public administrators leverage the specific tenets of transformational leadership with analysts. With responsive interview questions, successful interview protocol, and consistent coding, the knowledge for public administrators to transform analysts consistently within state service(s) has been further understood.

How can public administrators catalyze transformational leadership with analysts? To begin answering this question, I use the first part of Chapter 4 to go through the field test, the two test individuals, and how the 12 interview questions were established. Next,

I discuss the method for carrying out the interviews is based on Responsive Interviewing and Appreciative Inquiry Techniques. Most of the interviewees were White with age being 35-45 years and has held both the SSA and AGPA positions. The language most native is English and all of them had at least some college education.

Data collection and analysis are in depth views of the interviews, followed by evidence of trustworthiness, and results. I utilized the results portion of the chapter to talk specifically about the experience of each interview, I also included the table of codes and the table of themes.

Field Test

I completed the initial field test in the Advanced Qualitative class with Walden University. In this class I discussed the questions at length with the professor, and the questions were reviewed by a pool of students prior to the field test and after the field test had been concluded. I generated the questions with the intention of them being used for dissertation interviews.

I selected the participants for the field test based on their occupation and their longevity with the state. Selecting individuals with whom I never worked was critical to ensuring that the method for creating codes and themes were or are generalizable and transferable to the populations they were purported to measure.

I recruited the interviewees via e-mail. Their contact information was given to them from friends of mine with whom I had worked before. In the field test the interviewees were given a confidentiality form and a consent form for the interviews to go forward, as directed by Walden University. I collected data via in-person interview.

I utilized the exact 12 questions proposed for the dissertation in the field test. I conducted the test interviews like this to show the alignment of research and that catalysts could be found between public servants who share enough critical characteristics. The public sector worker needs to be concatenated based on the class they work in, the duration of their employment, and whether the participant is part of the military/hospital population, or they are not.

I asked the test questions in a private setting. One interview was conducted in silence and the other was conducted with fans blowing in the background at the microphone. This was done to mimic white noise and also to see if the introduction of "error" into data resulted in poor outcomes. Three of the four categories relating directly to transformational leadership returned shared codes. Codes that are shared become themes. Themes are the data that can be shared with organizations to catalyze a transformational leadership relationship and the rank-and-file.

I chose each interview question because of their ability to elucidate one of the four particular aspects of TL. I used the questions within the advanced qualitative class where they were field tested with interview subjects who are employees with the State of California. After the field test was complete the interview questions were shown to be aligned. One interviewee was an SSA and the other was an AGPA. These two individuals shared identical codes in different transcripts, which in turn created themes.

In the field test, I included the 12 questions to test for alignment with TL and ensure content validity. Validity can essentially be summed up in the statement: does the test measure what it is purported to quantify? Using this definition of validity would

therefore mean each question must highlight the portion of TL it is meant to, and not otherwise. To begin the construction of each question I saturated myself not only in the literature but also in the individual principles of TL. I also took time to become familiar with the AI technique to increase my effectiveness with RI.

Research Setting

During my dissertation, the COVID-19 pandemic affected the way people worked and lived and kept most people from going into work or conducting interviews in person. California had the greatest fire season on record. The fires were so intense it created soot and ash that was large enough to see with the naked eye. Starting in March of 2020, and then for the first 9 months of the year, the COVID-19 pandemic resulted in closed businesses, canceled holidays, there was no ability to leave the house. Racial tension spread through the United States when George Floyd was murdered by police in Minneapolis, Minnesota on May 25th, 2020. I am African American, and the crisis affected me personally and the nation shared in my grief while riots ensued across the nation.

I received my IRB number to begin interviewing participants, but the COVID-19 pandemic relegated me to using Zoom to conduct all the interviews. While this was perceived by me as a problem, it ended up making the interviews and the coding process much easier. To conduct the interviews and analyze the data I leased a small office space. It is hard to overstate the amount of tension that existed during the summer of 2020. Cities were literally on fire from riots, natural disasters, and political turmoil; people were on edge constantly, no person was allowed to go outside and there was no clean air

for people to literally breath. Zoom and a private office was the perfect solution for finding recruits and analyzing the data.

Demographics

There were 15 participants for the study. I utilized seven categories to capture the demographics of the participants. Almost half of the participants ages were 35-44 at 46%. This was also the youngest group of participants but not the youngest band available as the participants could have been as young as 21. Respectively, the rest of the participant ages were 45-54: 27%, 55-64: 20%, 65+: 7%.

Figure 1

Participant Age
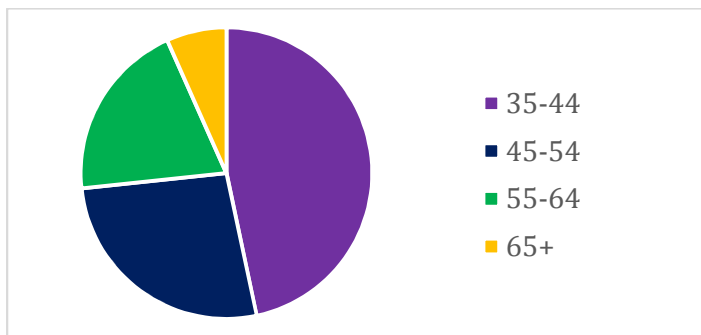
Tenure of individuals was almost evenly spread, 34% were 5-9 years, 20% were 10-14 years, 13% were 15-19 years, 13% were 20-24 years, and 20% were 25+ years.

Figure 2

Tenure
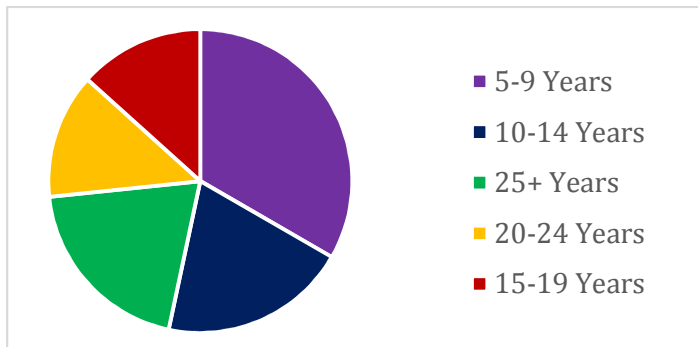
Ethnicity was not evenly spread: 46% of participants were White, 27% were Hispanic, 20% were Black, and 7% were Asian.

Figure 3

Ethnicity
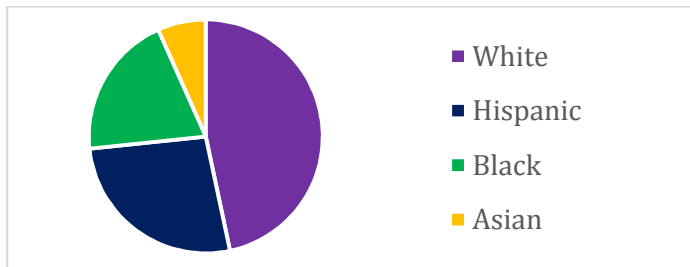
Gender was almost split evenly with 60% of participants being male and 40% were female.

Figure 4

Gender
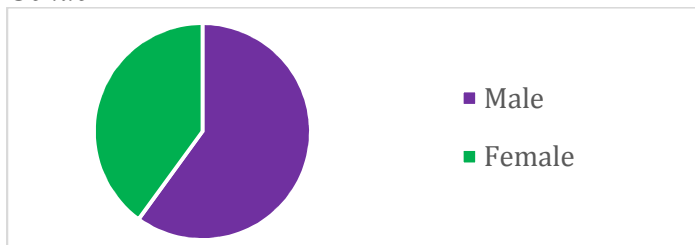
The languages that individuals were comfortable speaking was almost 100% English.

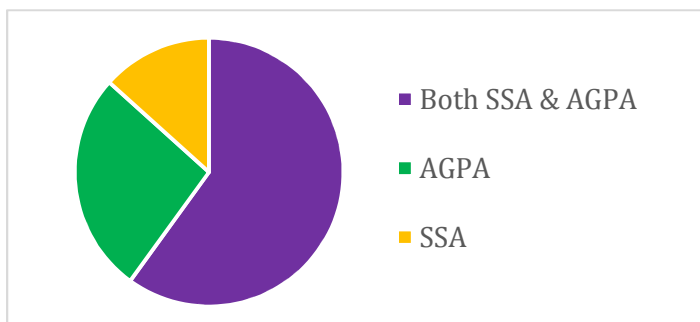There was only one comfortable Spanish speaker.

Figure 5

Language Spoken
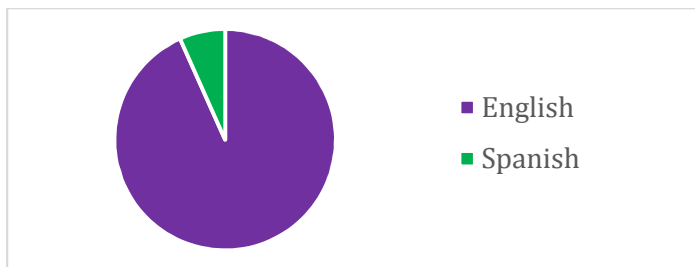
Almost two-thirds of all participants were both SSA and AGPA. 13% had only been SSA
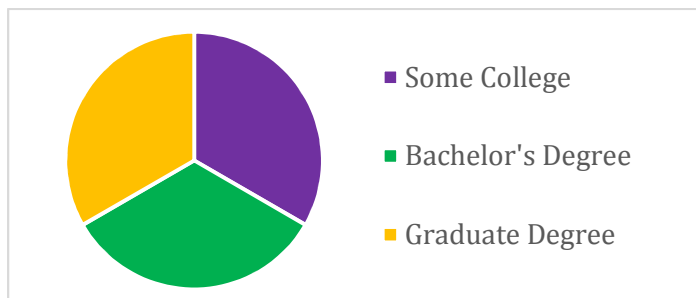
and 27% had been only AGPA.

Figure 6

Classification

Education level presented a perfect spread, 33.3% of individuals had some college,

33.3% had a bachelor's degree, and 33.3% had a graduate degree.

Figure 7

Education Level

Data Collection

I held interviews between the end of January and the beginning of April in 2020.
There were 15 total interviews conducted and only the first interview was held in person.
Conducting the interviews through Zoom was actually easier because the software
records the entire interview without fail. Zoom creates an audio transcript and a video.
Either one of these items can be used to create a transcript from. Otter.ai created the
transcripts from the Zoom videos. I chose to use the videos instead of the audio file to
ensure that all interactions of the interview were coded.

Otter.ai creates transcripts that delineate one speaker from the other. It also allows
for keyword searches which can make analysis more efficient. Once the transcript was
transcribed completely, I copied the text and pasted it into Microsoft (MS) Word. These
individual MS Word documents were printed and kept in my personal briefcase, under
my supervision, at all times. After the analysis is complete, I shredded the paper copies
and have only the digital copies of the interviews on a hard drive that is kept in a safe.

The first interview was 1 hour, 14 minutes long and was held in person. 18 unique
codes were created from this interview. Part of my analysis method was to allow the

codes to be organically created strictly from the interviews. This meant that the first interview would have only unique codes, and as saturation was beginning to occur, codes should be repeating, and there should be very few new codes. The second interview was 39 minutes long, was held through Zoom and resulted 14 total codes: five repeated and nine new. The third interview was 57 minutes long, was held through Zoom, and resulted in 18 codes: 12 repeated and six new. The fourth interview was 1 hour and 13 minutes long, was held through Zoom, and resulted in 19 codes: 16 repeated and three new. The fifth interview was 29 minutes long, was held through Zoom, and resulted in 19 codes: 18 repeated and one new.

The sixth interview was 1 hour and seven minutes long, was held through Zoom, and resulted in 15 codes: all 15 were repeated codes. The sixth interview was the first time that there were only repeat codes from the interview and no new codes. The seventh interview was 44 minutes long, was held through Zoom, and resulted in 31 codes: all 31 were repeated codes. At this point, back-to-back interviews had repeated codes and one of the interviews returned the greatest number of codes seen thus far from any interviewee. The eighth interview was 1 hour and 30 minutes long, was held through Zoom, and resulted in 24 codes: 21 repeated and three new.

The ninth interview was 1 hour and 17 minutes long, was held through Zoom, and resulted in 20 codes: all 20 were repeated codes. The tenth interview was one hour and 30 minutes long, was held through Zoom, and resulted in 15 codes: all 15 were repeated codes. In the tenth interview I began to recognize that there were more interview results where the codes were no unique than there were unique codes. The majority of codes, in

a majority of the interviews were repeated codes. Only the first two interviews had a majority of codes that were unique.

The eleventh interview was 1 hour and 31 minutes long, was held through Zoom, and resulted in 34 codes: 33 repeated and one new. This was the eleventh interview so the fact that there were so many repeated codes could indicate a saturation point with the data. After consulting with my Chair, it was determined that four more interviews should be conducted to check and see if saturation was near found.

The twelfth interview was 1 hour and twelve minutes long, was held through Zoom, and resulted in 34 codes: all 34 were repeated codes. This interview returned the more repeated codes than any other observation. The thirteenth interview was 1 hour and 23 minutes long, was held through Zoom, and resulted in 25 codes: 24 repeated and one new. The fourteenth interview was 1 hour and 30 minutes long, was held through Zoom, and resulted in 17 codes: 16 repeated and one new. The fifteenth interview was 1 hour and 17 minutes long, was held through Zoom, and resulted in eight codes: all eight were repeated codes.

Data Analysis

I chose to move in an organic way from categories to themes using the codes that were gained from the interviews. I asked each participant all 12 questions and each interview was fully coded for data each time. I alone analyzed each interview, when there were words or phrases that was repeated in the same question in the same way, then that word or phrase was elevated to a code and denoted with a single line underneath. Almost

all the data found was in the phrases that the interviewees were using and not in single words.

When I code data that is shared across interviewees, the code can be elevated to a category. Categories are codes that are shared between interviewees. When I first established a code, it had been done by finding it within a single interviewee at least twice. If the code is not found again, then it is not elevated to a category. I found the theme of the questions in the end by finding the mode of all the questions response categories. 17 total themes were found using the above method.

My first quadrant of questions measured how a leader has exactly considered their followers as individuals. The first question returned the theme sincerity, the second question returned the theme tapping potential, the third question returned two modal themes: flexibility and trust. Within these three questions measuring IC there was not a single nor multiple themes shared so there is no overarching theme regarding IC. The questions were as follows:

1. Would you please describe a time you felt your work success and personal goals were supported by your management?

2. What actions are taken by your manager to grow your abilities as an employee?

3. How have the actions of your manager resulted in you having control over your destiny?

My second quadrant of questions measured how a leader has chosen to directly utilize their example to show staff, or followers, what is expected or what the standards

are. The fourth question returned the theme culture, the fifth question returned the theme know their wheelhouse, and the sixth question returned the theme Kanye West of management. Within these three questions measuring II there were not multiple data themes shared so there is no overarching theme regarding II. The questions were as follows:

4. Describe actions your management takes to show you the standards they expect? Are they similar to the standards they set for themselves?

5. Imagine being influenced in an ideal way by your management, what actions did, or could they take to encourage you to align work success and personal goals?

6. What are actions taken by your management that would stymie their influence or impact upon you?

My third quadrant of questions measured how a leader has encouraged followers or has found ways to align their work and personal goals to stir in them a greater level of PSM. The seventh question returned the theme showing appreciation. The eighth question returned the theme flexibility, and the ninth question returned the theme more opportunities. Flexibility as a data theme was found in both the first quadrant of questions and also this third quadrant. This was the first time that a theme was shared between the pillars of TL. Within these three questions measuring IM there were not multiple themes shared so, there is no overarching theme regarding IM. The questions were as follows:

7. Please take the time to describe what actions your manager chooses to motivate and encourage you at work.

8. What choices does your manager make that allow you to align work inspiration with personal goals?

9. Please describe opportunities management made for you to dream about your career and the future of your career.

The final quadrant of questions was regarding IS. This quadrant returned six unique codes and two themes unique codes, and these questions created more unique themes than any other block of questions. The tenth question returned three themes: Tracking, Flexibility, and Analyst do not get Stimulation. This question also shared the theme Flexibility with questions six and eight. The eleventh question returned two themes: Continuous Improvement Culture, and Technology as an Improvement Tool. Flexibility, and the third question the theme More Opportunities. The twelfth question also returned two themes: Analysts do get Stimulation, and Analyst do not get Stimulation.

The questions were as follows:

10. As a public servant what opportunities are you given to define the type of work that you do?

11. Tell me about times you discovered improvements that would result in more efficient work product; did management change their stance after your discovery?

12. Have you had the prospect to design a study or design your own work?

In the fourth and final segment of three questions, I measured how a leader has taken steps to excite followers or has found ways to align their work and abilities in a

way that allows the analyst to make the work their own. Within the three questions measuring IS there were multiple themes shared and this was the only quadrant of questions that had its own theme. The overarching theme for IS is that Analysts do not get Stimulation.

Evidence of Trustworthiness

Credibility

I established in this study what actions followers need from their leaders for them to be transformed. Most if not all leadership studies are done from the perspective of the leader, or what has the leader done to get a particular action from followers. I attained credibility for this study through my research process and showing who I recruited and why they were included. Only analysts that have been in state service for more than five years, and over 18 years old, and are or have either been SSA or AGPA were included in the study. Individuals selected have be able to elucidate the phenomenon being studied, and I, the researcher took great care to be accurate about collecting the data just as Rubin & Rubin, (2012) instructed. How I stored, recorded, and transcribed the data could have made the report of findings extremely accurate or extremely incorrect. My method ensured that what was said in the interview, is what I coded.

I addressed accuracy in this study through sampling, note-taking, and Zoom to record the interview. It was my intent to enrich the data pool from each interview, by taking notes on actions of the interviewee during the interview, however some of the interviewees elected to not have their camera on. These notes were simply to describe the

physical appearance or the participant, however since I was not able to see them all, I elected not to include these types of notes for anyone.

Transferability

To address transferability, I leased a private office space, this ensured that the interviews were conducted free from distraction. Only the first person elected to conduct the interview in person, the rest chose Zoom. Both Saldana (2016) and Rubin & Rubin (2012) agree that having quiet surroundings contributes to a generalizable, credible, and accurate study. The only amount of "noise" I got in any interview came from the lack of Internet bandwidth for myself and the interviewee. This only happened once, and it had no effect on the transcript.

A huge benefit of Zoom is that it's always recording from the perspective of each participant. So, even though I could not hear the person sometimes, that did not mean Zoom did not record. The transcripts created from the interviews were complete and required no participant to review their answers for completeness. If the transcript had been filled with words that make no sense, or if I had been unable to make sense of the words being spoken due to distractions or accompanying noise, then more interviews could have been conducted, or had each person review their transcript.

Dependability

Dependability of my findings is established through triangulation. Triangulation is essentially having multiple sources that agree or disagree about a particular phenomenon. That agreement, or disagreement, can be established when triangulation occurs. Both Ravitch & Carl (2016) and Denizen (2009) agree that data triangulation requires multiple

sources to have a confident study of phenomenon. The design of the study was purposive sampling. I chose this design to find a specific type of California State public worker. Data and perspectival triangulation are ideal for this type of sampling. Data triangulation and purposive sampling are similar (Ravitch & Cark, 2016), the data chosen, and the samples selected –follow a similar direction – they are to gather various sources which can speak to the phenomenon.

I triangulated data for this study based on people. For data results to be triangulated 15 interviews were held and there was no need for follow-up interviews. Data was triangulated through the sampling process and the results of each interviewee. Each person was able to either contribute unique codes or was able to corroborate the codes that had been previously established.

Perspectival triangulation is related to data triangulation. It is essentially how I intentionally created a system that included an assortment of individuals who were rich enough in experience for me to study. As Ravitch & Carl (2016) instructed, the interviewees, analysts, were varied enough to add dependability to the study and there was enough sampling variability of content that the contextual nuances of transformational leadership in a complex environment were found. By the description provided it can be seen how the intentional sampling strategy of this study meets the standard for perspectival triangulation.

Confirmability

Reflexivity is the ability for the researcher to stay flexible between their roles as a researcher and to create a study that has dependable results (Ravitch & Carl, 2016).

Dependable results mean that what was found by one researcher can be found by another. If another researcher was to follow the steps that I have laid out above and utilized the codes I have established in this study, they will be able to confirm the results. My sequence of decisions made in this research design address confirmability or the dependability of findings. The bandings for the classifications studied were clearly outlined. Limitations, and definitions were clearly laid out. My positionality was paramount to a confirmable study.

Responsive interviewing was specifically chosen for the flexible position the researcher is placed in. Rubin & Rubin (2015) outline specifically and in detail how the interviewee is meant to be a conversation where the participant is subject matter expert. This natural juxtaposition is ideal for positionality that can result in dependable outcomes no matter who the researcher is.

Study Results

This research dissertation had one question: how can public administrators catalyze transformational leadership with analysts?

To answer this single question, there were 12 aligned interview questions given in 15 interviews and resulted in 180 total data points and 38 codes were found. This section is organized by interview participant. I gained saturation through the interview process and to share the results I am walking through each interview as they occurred for myself. I will also include a table of how the codes for each interviewee happened.

Interviewee one was the only person who participated at the physical location. We had a delightful time trying to figure out how to get an iPhone to record longer than three

minutes. Even though we found a way to work with the limits of technology, I was relieved to have Zoom for the remainder of the interviews. The first interview was the only discussion that resulted in all unique codes. Choosing to allow the codes to create themselves through the interviews naturally meant the first interview would be all new information. While all the data was new, this person did not return the most codes.

The most interesting code was returned by this person. They described a leader who was a micromanager and a hands-off manager, at the same time. She coded this type of leader "the Kanye of Management". She said, "I have had a manger who manages to somehow be both micromanaging and hands-off at the same time and I am still not sure how that's possible. He was like the Kayne of Management…it's a really frustrating". The interviewee went on describe the leader as someone who is detached from the work until a problem occurs or something unfortunate arises. It was at this point that the manager went into complete micromanager mode and began to criticize staff, when before the leader had nothing to say about the same exact work.

They created codes A through M in Table 1 below: sincerity, tapping potential, unit culture, know their wheelhouse, Kanye West of management, trust, do it well, no leader help, more opportunities, higher education, continuous improvement culture, analysts do not get stimulation. The themes sincerity, tapping potential, culture, know their wheelhouse, Kanye West of management, trust, more opportunities, continuous improvement culture, and analysts do not get stimulation were created from this interview.

Interviewee two participated through Zoom. After the first interview and the amount I could remember from our interaction, I decided that if Zoom could be used then it should be to dimmish the amount of personal touch each interview has. I was afraid of only having a limited ability to provide an identical experience to everyone. Zoom allowed there to be alignment with the experience of all the interviewees. This interviewees' results were nine new codes and five repeating codes. They created codes N through V in Table 1 below: duty statement, exposure, training, dishonesty, showing appreciation, flexibility, tracking, writing procedures, analysts do get stimulation. The themes of showing appreciation, flexibility, tracking, and analysts do get stimulation, were created from this interview. Even though I did not know it yet, the overarching theme for the whole observation from this interview: Flexibility.

Interviewee three participated through Zoom. Oddly enough I began to hit a stride with interviewing by number three. I did not have the questions memorized yet, but I had asked all 12 twice, and the efficiency beget a feeling of confidence. I had an easier time asking for the flyer to begin circulating. This interviews' results were six unique codes and five repeating codes. They created codes W through B1 in Table 1 below: professional development, you can question, lack of culture, consistent, lack of integrity, support to transition out.

Interviewee four participated through Zoom. Interviews by this time were not quite on autopilot, but I was beginning to see the actions I was taking with interviewees as my job. It began to feel as though I was training myself for the future. The feeling of ownership over the process helped me feel empowered. This interviews' results were

three unique codes and 16 repeating codes. They created codes C1 through E1 in Table 1 below: leaders express an interest, group brainstorming, technology as an improvement tool. The last theme: technology as an improvement tool was created from this interview.

Interviewee five participated through Zoom. I had purposively been pushing myself to print the results after the interview was conducted. One of the issues I had run into was the time it took to actually get a transcript from its verbal form to printed paper. Each interview had to save to the hard drive after the interview was done. This process took anywhere from 30 minutes to an hour and half to save. After this was complete, I had to move the interview file to Otter.Ai so that transcription could start. Even though the service was speedy it still took at least an hour to create a transcript. Once the transcript was finished, I could begin copy pasting the information into MS Word. Depending on the length of the interview this could take anywhere from 30 minutes to two hours. The average total time it takes to get data from an interview to a printed document is four and a half hours. The interviewee created code F1 in Table 1 below: lack of communication

Interviewee six participated through Zoom. This was the first interview that had no new codes. This person completely corroborated codes what the previous interviewees had shared through their interviews. This was not necessarily a surprise that there were no new codes for an interview, but it was a surprise that the sixth interview had 15 repeated codes. This did not mean I had reached a saturation point, but rather that a point had been reached where a level of saturation might or could be observed. The interviewee created no new codes in Table 1 below.

Interviewee seven participated through Zoom. This was the second interview that had no new codes. This person again completely corroborated codes that the previous interviewees had shared through their interviews. This was a complete surprise. I certainly did not expect to have 31 previously created codes agreed to within the seventh interview. While Mason (2010) does say that saturation can occur within six interviews, it is unlikely that only six interviews are necessary to find categories, codes, themes, and confirm that the results found are indeed accurate. The interviewee created no new codes in Table 1 below.

Interviewee eight participated through Zoom. This was the first interviewee who returned codes for overtly negative experiences. The leader they described wanted their orders followed but did not want to follow their own rules. They talked at length about how the leader has a different set of rules that he followed. The leader called in sick to meetings from being hung-over and wanted to be treated nicely while he was being curt and mean to the staff. Even though the interviewee was invested in their job, their motivation from doing a good job was originating from wanting a promotion, not from their needs or skills being aligned by leadership. The interviewee created codes G1 through J1 in Table 1 below: not similar expectations, sabotage, has not tried to align.

Interviewee nine participated through Zoom. All the codes from this conversation were duplicates. This was the third person that did not have any original codes. To provide greater assurance I started to force myself to code at a greater micro-level. This was to ensure that I was giving myself every chance to find new information and agree with old codes. This step is one that I found really contributed to my confidence that if

saturation was going to occur, then it would be found. After coding eight previous interviews, the process of coding itself was becoming more efficient, and it seemed an accurate and adequate time to increase my efforts to find new data. The interviewee created no new codes.

Interviewee ten participated through Zoom. All the codes from the interview were duplicates but one: Lean Six Sigma (LSS). LSS is a technical way for an individual to look at the way staff are accomplishing work with a particular method of identifying inefficiency in the workplace. No interviewees to this point had produced codes that were highly specific to the type of job that this person was. All of the other codes from this conversation were duplicates. The specificity of the one unique code prompted me to speak with the chair about how we would begin to address saturation and how many more interviews should be completed.

At this point three out of ten, 30%, of the interviews were all duplicate codes. Eight out of ten, 80%, of the interviews were a majority duplicate codes. Only two out of the ten, 20%, of the interviews had a majority new codes, and only one interview out of ten, 10%, had all new codes. If the one interview with all new codes is understood as a point of comparison: there were three times more interviews with all duplicate codes, and eight times more interviews with a majority of duplicate codes. How much more duplicate information that had been found to this point is the reason saturation was addressed with interviews 11-15. If no new compelling information of data collections trends occur, then 15 interviews is all I would need to end data gathering and begin

analysis. This interviewee was number 10 and created code only one unique code K1: LSS

Interviewee 11 participated through Zoom. While I was working to expand my ability to code and produce a greater number of micro-codes, I had also entered the realm of data verification in earnest, so it was a convenient marriage of opportunity and new skills. No new trends were found to act against previously gained knowledge. Interview 11 produced the second greatest number of duplicate codes with 33, and one new code: L1, leader sets plan.

Interviewee 12 participated through Zoom. This interview returned the greatest number of duplicate codes: 34. It was a heartening feeling for the greatest number of codes in an interview to be found in the data verification portion of data collection. This being the most codes found, and, the most duplicate codes, while trying to find new data was a great sign that the method, I had outlined to find the catalysts to transformational leadership could be close. Interview 12 produced no new codes.

Interviewee thirteen participated through Zoom. This interview also returned the greatest number of duplicate codes: 34. Interviewee 13 was the third person who created negative codes. At this point three out of 13, 23%, created codes that described a negative transformational experience at work. They had a very strict manager who was a "do as I say, not as I do" kind of leader. When the interviewee found a mistake that the leader had done, the leader gave a series of excuses as to why it was ok for them to produce a mistake. When the leader found a mistake that the interviewee had done, the leader

documented an intervention and put the interviewee on a performance plan. This interview created on negative code in Table 1 below: M1, degrading my abilities.

Interviewee 14 participated through Zoom. This was the last interview that produced a unique code and brought the total number of micro-codes used to 38. To reiterate, a micro-code is determined when a word or phrase has been repeated by the same person first, and then reiterated by another interviewee. All of the final micro-codes to this point had used have been found more than once in more than one person. Interview 14 produced one new code: M1, family oriented.

The final interviewee, number 15, was over an hour long. This was the final interview for the observation and also in the five-interview verification process. Only three new codes were found from interview 11 through 15, or 7.8% of the codes were found in these five interviews. This also meant that 92.2% of the codes were found in 66.7% of the interviews conducted. I found that I gained saturation after interview 11. Even though there were repeated codes in multiple interviews, after I conducted the eleventh interview, nine interviews had a majority of codes that were previously created. This was more than four times as many interviews that had a majority of unique codes; in the first 11 interviews there were nine with more repeated codes than not, and two with more new codes than repeated. At the 15th interview there were 13 interviews with a majority of repeated codes, and only two interviews where most the codes were new. Saturation was verified when there were six times more interviews conducted with repeat codes than new codes.

Table 1

Individual Interview Codes

	Code_Name	Code_Number
Code A	Sincerity	1
Code B	Tapping Potential	4
Code C	Unit Culture	6
Code D	Know Their Wheelhouse	7
Code E	Kanye West of Management	8
Code F	Trust	9
Code G	Do It Well	10
Code H	No Leader Help	11
Code J	More Opportunities	12
Code K	Higher Education	13
Code L	Continuous Improvement Culture	17
Code M	Analysts Do NOT Get Stimulation	18
Code N	Duty Statement	19
Code O	Exposure	20
Code P	Training	21
Code Q	Dishonesty	22
Code R	Showing Appreciation	23
Code S	Flexibility	24
Code T	Tracking	25
Code U	Writing Procedures	26
Code V	Analysts Do Get Stimulation	27
Code W	Professional Development	28
Code X	You Can Question	29
Code Y	Lack of Culture	30
Code Z	Consistent	31
Code A1	Lack of Integrity	32
Code B1	Support to Transition Out	33
Code C1	Leaders Express an Interest	34
Code D1	Group Brainstorming	36
Code E1	Technology as an Improvement Tool	37
Code F1	Lack of Communication	38
Code G1	Not Similar Expectations	40
Code H1	Sabotage	41
Code J1	Has Not Tried to Align	42
Code K1	Lean Six Sigma	43
Code L1	Leaders Set Plan	44
Code M1	Degrading my Abilities	45
Code N1	Family Oriented	46

Table 2

Themes

	IC	II	IM	IS	Overall Theme
Question 1	1				
Question 2	4				
Question 3	24, 9				
Question 4		6			
Question 5		7			
Question 6		8			
Question 7			23		
Question 8			24		
Question 9			12		
Question 10				25, 24, 18	
Question 11				17, 37	
Question 12				18, 27	
Overall Theme					24

Summary

How can public administrators catalyze transformational leadership with analysts? Specifically, the research I conducted has shown at least one theme per interview in eight questions, with three interview questions returning two themes, and one interview question returning three themes. The administration of the questions naturally banded the data into quadrants.

To consider someone as an individual is to think of them as unique or one-of-a-kind. Based on the understanding of a complex world, leaders should have a more modest position on what they "know" about their followers. Understanding people as complex adaptive systems means that as individuals, they are subject to chaotic and random inputs. When managers, leaders, take the active role in getting to know their staff,

followers, they are taking a sincere and honest step towards considering staff as individuals. Staff, followers, need to feel that they are trusted, and that the leaders are flexible to their needs and the needs of work. When a leader can become consistent in how they tap the potential of analysts in the unit they are showing the staff they want to know them individually and stokes trust.

When a leader has a culture of getting to know analyst's "wheelhouse", or what the analyst is good at, and stays invested in the creation process the leader can have ideal influence with employees. Having this type of internal unit culture also keeps that manager from being a "Kanye" – someone that is consistently inconsistent, a person that is both a micromanager and hands off at the same time. Respondents dependably remarked that "Kanye" managers can be relied upon to be unreliable at best and destructive at worst. "Kanye" managers drive down happiness and through making employees directly unhappy also tend to encourage employees to engage in negative actions such as sabotage.

Analysts interviewed were clear that they are motivated by leaders who are flexible, show appreciation, and give more opportunities for success. Showing appreciation can be anything from baking cookies to giving staff administrative time off; leaders who give more opportunities are individuals who put staff in front of leadership on salient projects that highlight their skills to the entire leadership team.

Intellectual stimulation returned the most interesting results of all the tenets. Every question regarding IS had more than one theme and was the only pillar of TL that returned a theme of its own. Question 10 had three themes, question 11 had two themes,

and question 12 had two themes. The most surprising result I found was the single theme for intellectual stimulation: analysts do not get intellectual stimulation from their leaders.

How can a public administrator in public service catalyze transformational leadership with analysts? In a word: flexibility. The world is a complex and chaotic place – if a public administrator is going to transform unknown circumstances consistently and constantly with skills of employees that might not be completely known, then the leader must be a supple, malleable person that is willing to engage one of the 14 specific themes where their followers need leaders to engage them.

Chapter 5: Discussion, Conclusions, and Recommendations

Within the spectrum of leadership studies there is a void when measuring the public sector employee. The literature review I conducted found that research focuses from the point of view of the leader, and tends to be from education, hospital, military, private sectors. The purpose of this study was to find the catalysts to transformational leadership for governmental analysts. The population studied was SSA and AGPA. The 15 interviewees were found strictly through snowball method using e-mail. I conducted 14 interviews through cyberspace using Zoom, and one interview was done in person. My saturation point was found to be had near interview number nine and was confirmed within 15 total interviews.

There are four pillars of transformational leadership: individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation. The themes for individualized consideration: sincerity, tapping potential, flexibility, and trust. The themes for idealized influence: culture, know analysts wheelhouse, and Kanye West of management. The themes for inspirational motivation: showing appreciation, flexibility, and more opportunities. Intellectual Stimulation returned six themes and was the only pillar of TL that returned a theme for itself overall, which required the theme to be repeated more than once within the fourth quadrant of questions, which was highly unexpected. The six themes were tracking, flexibility, analysts do not get stimulation, continuous improvement culture, technology as an improvement tool, and analyst do get stimulation. Out of these six two were repeated: analysts do not get stimulation. Overall, the theme for accessing transformational leadership with analysts was flexibility.

Interpretation of Findings

Each of the pillars of transformational leadership can be split further into deeper

categories that begin to give insight into what can be done to catalyze transformational

leadership with analysts. I found the themes through individual interviews and are

connected back to the deeper categories of the four pillars of TL. I use the following

section to break down each pillar of TL in the same order as it has been broken down in

Chapter 2. Intellectual stimulation breaks down into organizational innovation, good

governance, and self-awareness; individualized consideration into educators,

communicating wisdom, and storytelling, and VABES. Inspirational motivation is in only

two sections of affective organization commitment and motivation as a leadership tool;

finally idealized influence has three sections: change management, follower-focused, and

happiness.

Intellectual Stimulation

The themes for intellectual stimulation all point to actions that the leader can take

to catalyze transformation with followers. However, none of what is found within the

realm of stimulation is found to be inspiring. Staff that are stimulated intellectually are

more likely to work as a team and are more likely to be transformed. This does not mean

that a leader must get staff with college degrees; in fact, the spread of education within

the interviewees was equally spread between some college, bachelor's degree, and

graduate degree, with five individuals in each category. This means that leaders who seek

to stimulate staff intellectually must give them cerebral problems to solve and equip them

tools necessary to provide answers to them.

Organizational Innovation

My study confirms the research of Li et al. (2014, 2017) and of Bass (1985) that individuals can grow beyond focusing exclusively upon themselves. The themes continuous improvement culture and technology as an improvement tool, are the kinds of actions that followers cited as opportunities to find stimulation while attending to the business of the public. These tools allow for analysts to improve the status quo while improving their world at the same time. This blend of goals addressed through one action is the very definition of transformational leadership.

Analyst being able to take charge is the single greatest ingredient for organization innovation. The interviews returned the code: tracking. Analysts indicated that they either have used or would like to use the ability to track assignments so that they can stay on track, or ahead of the work, while keeping management apprised of any issues, concerns, or successes. When leaders begin to give these types of Flexible assignments, Trust is encouraged between both parties and the third level of leadership could be more easily accessed (Clawson, 2012)

The interviews confirmed that Organization Innovation can be stoked through successful transformational leadership. The individual codes for catalyzing OI as a transformational leader are by the leader creating a culture of continuous improvement, and then allowing analysts to utilize technology as an improvement tool, in order to track assignments and their quality.

Good Governance

Good governance (GG) is a shortcut term that is used to describe a series of actions that a leader can take to increase the amount of governance that exists in their unit as a culture. GG can refer to an individual, however GG tends to describe the culture in a unit of individuals. Increasing good governance is a complex task because public stakeholders are rarely pleased with the outcomes from government (Elmary & Bakri, 2018; Ojala, 2013) The study confirmed that the tracking (25) of assignments and how flexible (24) the leader is can directly affect how the outcomes from completed staff work. Public stakeholders and upper management can be informed about the progress of work, the date the work will be completed, and even questions that arise for inputting current data can all be tracked (24). How should it be tracked? The leader needs to be flexible (24), perhaps even receptive, to the suggestions of analysts. Taking these steps keeps analyst from not getting the adequate stimulation (18), they need.

Workers can create the completed staff work they are told to create with only have IS. Giving staff the opportunity to track assignments, flexibility from the manager can begin to give analyst the necessary ingredients to find stimulation from their work. The leader having the flexibility with how work is tracked can lead to a flexibility to how work is accomplished. Leaders who create a culture of utilizing their flexibility are inherently allowing the five principles found by Elmasry & Bakri, (2018) and Sun et al. (2012) of good governance to be put in practice: increased accountability, transparency, capacity building, effective roles, and promoting value. The creation of a timeline that has allowed input from staff to be final means that the leader has allowed for those roles

to increase their accountability and capacity by being transparent with the planning. When work is shown to the leader's manager, the leader can promote the value of staff by showing the plan staff created.

Self-Awareness

Being self-aware as a leader means that they can consider themselves as independent in a relationship with a subordinate and are able to use their understanding of themselves to create a deeper relationship with their followers (San Michel, 2018; Van der Kam et al., 2015; Warrick, 2019). Leaders who use this self-awareness acutely can share their vision of the future and create buy-in with followers.

Leaders with high self-awareness utilize technology as an improvement tool and ask staff to collaborate with them to create tracking timelines that establish the who, what, when of the work to be done. Leaders taking this action to catalyze a relationship with an analyst grants them a flexibility with followers and helps codify a continuous improvement culture within the unit. Through the process of having the analyst cooperate with the leader to create the accomplishable goals, or the timeline tracking document, leaders are able to kickstart the process of transformation with analysts.

Self-aware leaders are more than individuals who can collaborate, they show their followers that they are comfortable working with themselves to reach positive levels of entropy. The relationship with ourselves is essentially an internal feedback loop with our own CAS. Leaders with greater levels of self-awareness are more likely to been seen as transformational by employees (Van der Kam, 2015), employees that see their leaders as

transformational do get stimulation, analysts that do not see their leader as transformational do not get stimulation.

When a leader lacks self-awareness it is damaging to their health, the health of their followers, and the health of the organization. Leaders lacking self-awareness are living through the illusion of their skills and become caustic in their approach (Warrick, 2019) The nature of transformational leadership is for the leader to utilize their organizational power to create an environment of continuous improvement. When a leader uses a version of leadership other than transformational, they are setting themselves up to be blind to employees needs because of the way different leadership theories are administered. Leaders that lack self-awareness are not conscious of what they can do to provide stimulating work environment for staff.

Individualized Consideration

Individualized consideration can be understood as the efforts made by a leader to tailor their efforts to lead each person trusted to their stewardship uniquely. The four themes returned for IC are sincerity, tapping potential, flexibility, and trust. To be transformed, analysts need to be thought of as unique. Interviewees indicated that when a manager is sincere in their communication and deeds, they are able to tap the potential of the analyst. When managers are flexible with how they communicate and how they act, the manager begins to engender trust in the analyst.

Teachers, librarians, and public industry leaders make up the bulk of populations used by previous researchers to begin understanding IC (Martin, 2015; Sarfaz et al., 2018); however, parents are the first type of leader people meet who will customize their

leadership just for us. One of the most unique and direct ways to consider someone different is for the leader to tells stories from their experience that speaks directly to the challenge being felt by the follower(s) (Clawson, 2012; Simmons, 2019). Interview results confirm that managers who use similar methods as teachers and parents can reach the third level of leadership and grow trust between them and the analyst. When managers take this route, they are improving themselves as leader, the analyst as a follower, and the department as an organization. This path puts into action the research of Martin (2015): "(w)hen true transformational leadership is in place, everyone throughout the organization becomes a leader" (p. 333)

Just as Simmons (2019) indicated in her book, storytelling is a shortcut to level three: the most potent level of followship for a leader. In agreement with Simmons (2019), interviewees indicated that using stories can help them feel a level of sincerity from the leader and imbues them with a sense of trust. When the follower begins to trust the leader, and if the leader is flexible and challenges themselves to utilize storytelling, then they are more likely to be tapping the potential of the analyst.

Public industry leaders as educators

Within the realm of education and state service management women make up the bulk of the populations. This allows for the first level of generalization of findings to be direct. Teachers utilize a level of flexibility with their students to create specific learning plans that address individual learning needs (Bass, 1985; Renko et al., 2015; Sabir et al., 2015; Sarfaz et al., 2018). Flexibility was the theme for these questions and when managers change the way they explain what is expected, or is malleable in what those

expectations are, they are acting similarly to how teachers customize a learning plan based on student needs and skills. There are two significant findings from the interviews that agrees with the research about teachers: managers that are flexible are less likely to utilize transactional leadership, and the most successful leaders are flexible with their analysts to create leaders out of them.

Male and female public managers alike can access transformational leadership by being flexible with how they choose to communicate with analysts. Not only are they considering that persona as unique, but the leader is also setting an example of how to generally treat analysts. At once the manager has set a standard of flexibility for how the analyst can expect to be treated and how the analyst should treat other analysts.

Communicating Wisdom

When a leader wants to communicate wisdom to a follower, they are trying to give them advice that is going to directly affect their action in some substantial way (Zacher et al., 2013), the most affective, and perhaps efficient way to do this is through storytelling (Clawson, 2012; Simmons, 2019). interviewees indicated that they allow themselves to be transformed more readily when leaders express a sincere desire to do so. Storytelling is a unique way to access the highest level of leadership, Level 3, while conveying expectations and standards. In fact, interviewees were sharing stories about how leaders had shared lessons or stories with them to help them understand responsible courses of action.

Memes, VABEs, and affecting habits

When a leader is exhibiting high levels of individual consideration for their followers, they are being transformational, and, setting an example for how to consider another person as an individual. Public managers that utilize storytelling in sincere and flexible ways to reach analysts are making efforts to tap the potential of the analyst. Analysts need to feel that their leader is using their organizational power to improve their work-life if the leader seeks to transform the analyst to what the department requires.

Analysts are more likely to trust those leaders who are flexible enough to tell stories that are sincerely selected to tap their potential. When analysts become open to leadership, they are naturally setting themselves up to have their VABEs—values, assumptions, beliefs, expectations—affected by their manager. Listening is an inherent part of communication and public managers that listen to their analysts are much more likely to select effective stories from their personal lexicon. A manager is simply unable to know what to say to an analyst if they have not listened to the concerns that they must alleviate through their leadership. The wisdom shown by a leader who selected the correct story is flexible enough to find it, shows a sincere effort to tap the potential of analysts, change from state leadership and incur greater trust.

Inspirational Motivation

Respondent interviews confirm the research findings: leaders who utilize transformational leadership can create greater organizational commitment (Adasilim et al., 2018; Long et al., 2016; Mokhber et al., 2015; Northouse, 2015), and the way this is done is through the manager showing appreciation, having flexibility, and providing

more opportunities. The three themes for IM are showing appreciation, flexibility, and more opportunities. A manager who attempts to grow the amount of internal motivation of an analyst through inspiration is thus going to begin transforming them; whereas a manager who attempts to inspire an employee through transactions will begin to discourage them.

Affective organizational commitment

When an employee's commitment to the organization is affective, it means their tenure is longer, their absenteeism is lower, job performance is greater, and their citizenship is improved (Long et al., 2016; Mokhber, 2015). Interviewee's responses created the unique theme, more opportunity, which means that analysts are more committed to the department they work for when flexible leadership gives the analyst an opportunity for professional, internal, or academic growth. It is through the flexible manager, or leader, acting on behalf of the analyst and their growth, that encourages the analyst to stay with the organization longer, which positively affects the amount of high-quality time they spend at work, and stokes encouraging feelings in the analyst.

Results from the interviewees agree with the research and it was found that when a manager is flexible and models to the analyst how they are creating more opportunities for them, the leader is also showing the analyst how to create opportunities for improvement within the organization. This continuous improvement between the manager, analyst, and organization encourages the analyst to attach positive feelings and belongingness (Gillespie & Mann, 2004; Long et al., 2016; Mokhber, 2015;). Mokhber (2015) defines innovation as an employee's ability to bring new ideas and products to the

organization by managers making opportunities for analysts, they are physically making a thoroughfare for analysts to improve the organization and creates a formula for organizational development that is durable.

Motivation as a leadership tool

The specific theme returned for this facet of IM: showing appreciation. When I combined this theme with the research, it means a leader who takes showing appreciation seriously is flexible in their ability to display it and could be able to broach topics such as faith, belief, and morals (Khan & Ismail, 2017). There is a confine to what breadth a leader can talk about faith, belief, and morals, within state service, however even if the conversation was about faith in the organization, or belief in the department, the leader would be perfectly equipped to have such discussions if they were to take showing appreciation seriously.

A manager, or leader, can be flexible and creative in their acts of appreciation and try to create a full experience at work so that the analyst is open to the managers input regarding their growth. Just as found by Loon et al., (2012). The appealing vision of a leader, manager, and their ability to express that to followers, analysts, is the catalyst that generates consideration within the analyst themselves. This means that when a manager can motivate an analyst to do and be their best, the department they work for becomes better, or its best, too.

Idealized Influence

Idealized influence is how the overall example of how a manager, leader, is personally beholden they are to the standards they set for their analyst, follower

(Northouse, 2015). Interviewees returned three themes for how a leader 'walks the walk': unit culture, know their wheelhouse, Kanye West of management. Unit culture is defined by the environment that the manager creates within their office. The willingness of a leader to adhere to the standards they set for their followers has a direct effect on the unit culture. Know their wheelhouse means that a leader has taken the time to talk with the analyst about what they are good at and what they feel they need to improve. Once a manager knows what an analyst is good at, it is through this knowledge that a manager shows that they care as much about the analyst as they might say they do.

Kanye West of management was not the only negative theme to be generated but it was a term that an interviewee created in their interview to describe how their manager was both hands-off and a micromanager; both of which were complete unpreferred ways of management by all participants. The combination of these two disliked management styles is combined into the term Kanye West of management.

Managers must know the strengths of their analysts and create a unit culture where the manager is as beholden to the analyst's success as the analyst is to success of the staff work they do. It is the ability of transformational leadership to coalesce complex inputs that makes followers feel like a "leader" in their life at work.

This study was done from the perspective of the followers exclusively to get their outlook on what they need to be transformed. Interviewees were asked questions about actions taken by managers that worked best for them. Almost all other leadership studies are done from the leader's perspective. Leaders, or managers, are asked a range of questions about the actions they took that resulted in the office that they were looking for.

Doing studies on leadership from the leader's perspective naturally leaves the perspective of the followers out of the results. This study was done strictly to understand followers in the public industry and what they would want in a leader, so the analyst is willing to be transformed.

Change management

Interviewees returned the theme change management for unit culture. By a manager instilling a unit culture that accepts change, the manager is positioning themself to also be able to make changes within the analysts as people. Using the tenets of complexity theory, change management is defined as the process that moves a complex adaptive system from one define set of beliefs and goals to a new set of beliefs and goals. The theme I found, unit culture agrees with the research. By managers adopting transformational leadership to lead in a complex world then the managers physical example is a manifestation of what the organization is seeking and provides a compelling example for analysts to follow.

Unit culture is the ingredient that would allow for a manager to mediate or reduce stress that is created from governmental work, the leaders being the example of this culture speaks directly to the calls of Faupel & Süß (2019) and Van der Voet (2016). Both of their studies found that transformational leadership has a direct relationship with the level of change adopted by employees. This means that when a leader takes action to reduces staff stress, the leader is setting the example of adopting change as a culture and is providing an example on how to deal with change, or how to transform a problem into an opportunity.

When a public department or organization wants their employee population to improve the department is going to have to provide an example of what their expectations look like. Faupel & Süß (2019) found that the vision of the leader is part of what is required for successful change management. Essentially, it is not good enough to just have a plan; managers that can be the change that they seek from analysts and create a unit culture of improvement are in fact getting the analysts to adopt new visions of themselves and of what they believe the organization to be.

The finding of unit culture to catalyze change management also agrees completely with the research of Alqataweneh (2018), they found that when a leader is transformational, making an employee change is a natural part of their leadership process. Change management is a critical component of transformational leadership and the way that a leader can implement this into their everyday work is through the unit culture.

Follower-focused

Transformational leadership is a follower-focused leadership theory. This means that leaders who follow the paradigm of transformation put their followers first and as the main priority of the managers administration. The theme for a manager being follower-focused: know their wheelhouse. For a manager to "know the wheelhouse" of an analyst they would first have had to take the time to know who the analyst is, their strengths and weaknesses. The "wheelhouse" of an analyst are the skills and weaknesses that each analyst brings to work. Analysts indicated that managers who take the time to unpack their backpack of skills are showing the kind of example they require to be transformed by leadership.

Organizational communication is a major component of transformation, the manager making it their job to have more open communication between the analyst and themselves is what analysts indicated they desire from a manager that seeks to catalyze organizational opportunities for transformation. Through open communication with staff, managers are able to understand concretely what issues or difficulties analysts could be bringing to work. The world is a complex place and people's lives change from day to day.

Managers must know what the strengths of an analyst. When a manager seeks to understand the things that an analyst does well, they also can begin to understand what they are weak in. Managers who have strong communication skills are more likely to be in position to listen to the issues that could be plaguing the analyst. This is vital information that can help the manager not take certain action that could be harmful. Knowing the wheelhouse of the analyst helps give the analyst work they can be successful at, and also helps keep the manager from putting the analyst in a failing position.

Promotional Focus (PF) is the unique perspective of a transformational leader. PF is the lens through which hope, ideals, and optimism are utilized to help a manager create the encouragement for staff to engage in necessary risk-taking behavior, which is required for the manager to engage in staff's positive transformation. Leaders who take the time to know an analyst's wheelhouse have taken the time to cultivate active communication and are in position to take advantage of PF in savvy and active ways. At the heart of transformation is change (Carter et al., 2014) and if a manager seeks to

change analysts, then they must create open channels of communication so they can get to know the skills and weaknesses of the staff, or their wheelhouse.

Happiness

Utilizing the theoretical framework of complexity theory, we can begin to see happiness as a multi-faceted construct that, to begin modestly understanding, we must investigate multiple streams of input into the result. It is in the realm of complexity that the theme for happiness is perhaps best understood. The theme Kanye West of management for happiness was a term created by the first interviewee. They indicated that this meant that the manager was both a micromanager and hands-off at the same time. They specified that a manager who conducts themselves in this way drives down happiness. They described a manager who most of the time was detached from the work, until the analyst made a mistake. No matter the size of the mistake, once the manager saw an error, the manager would begin to completely micromanage the analyst and their work. This is how a leader is both hands-off and a micromanager. This type of behaviour was shown to depress happiness in staff.

As other interviews were conducted, analysts consistently described leadership that was both hands-off and micromanaging. After they would offer a description that was identical to interview number one, I would offer this term to encapsulate a dichotomy, or even hypocritical actions. Every analyst agreed that this was a suitable, and humorous way to describe leadership who simply failed most of the time to be present in high quality ways that contributed positively to the mission of the unit.

According to transformational leadership theory, the leader is in the ideal place to model the types of behavior that is successful within a public organization (Salas-Vallina, 2017). Leaders who act like "Kanye West" are creating an example that analysts cannot follow. An analyst cannot be hands-off from their work until a miscalculation is found in the work, then micromanage the project. Even though this is what their leader would have done with them. This disconnect from the manager and their example means that leader is taking action that if the analyst were to commit to, the leader would have much worse reactions than micromanaging. Analysts that have to deal with this type of hypocritical management action are having their happiness driven down.

The theme Kanye West of management is in congruence with the research. It is too often understated that the position of a leader who models ideal behavior can result in happier employees! Salas-Vallina (2017) and Zineldin (2017) both found that positive attitudes are linked with positive emotions. While my study did not confirm that negative attitudes are linked with negative emotions, it did confirm that leaders who exude examples that cannot be adopted by staff, makes the staff unhappy. Analysts indicated they are looking for a type of leader who is reasonable, patient, understanding, and consistent. The pejorative theme agrees with the research, which showed that leaders who are not example of temperance, are also not showing a habit of objectivity, and are not showing the type of behavior required to catalyze transformation with analysts.

Limitations of the Study

The population of analysts while varied does describe an average person that works in state service: a 35–44-year-old White Male, who has been in the state service 5-

9 years, speaks English, has been both SSA and AGPA, but could have as little as a High School diploma or as much as a Ph.D. The results can be directly used with a person who is similar to described above and should then be less generalized to individuals unlike them. This does not mean that results cannot be used with an Asian woman, it means that the effort taken with the Asian woman with must be different from the White man.

My study only included two types of analysts in California State service. This limits how directly the results can be generalized to all analysts within California, and to public analysts at large. This means that the results of the study can be directly generalized to similar types of analysts in a public service system that is similar to California; the results can be generalized directly to any rank-and-file analyst that is in a full-time government. Any structure that has less complexity than California should moderate how directly they use the results. The type of analysts interviewed does limit the classes of analysts that can be directly generalized to as well. There are many classes of analysts within public service and how TL is used with each class of analyst is going to be different. It does not mean that the findings cannot be used with each analyst. It means that the findings will be used with each analyst differently.

My ethnicity, African American, could have a limiting presence on the study. To assuage that, I interviewed different genders, ethnicities, education levels, experience levels, and ages. Even though these steps were taken, when a leader that is unlike me encounters ethnicities unlike the ones interviewed, they could be limited in their ability to apply the findings directly. However, both preceding conditions must be met for this limitation to be valid.

Recommendations

The opportunities for further research are plentiful. Almost all leadership studies are done from the perspective of the leader. My study was the first to link complexity theory as a framework for the nature of people and transformational leadership as a foundation to catalyze on the nonlinear connection of inputs to results. The specific nature of the research question I posed offers futures researchers bountiful landscape still to investigate.

My study only investigated the catalysts to transformation with a specific banding of analysts within California State service. Other types of governments such as part-time, city, county, or federal, were not included in this study. To understand more holistically how transformational leadership can be used, these other types of governments should be investigated. Those results could be combined my results to grant greater insight into what public industry analysts in general need to be transformed.

Complexity Theory

Individuals as a CAS must utilize feedback loops to manage the entanglement of random inputs into their life. Research showed that there is a different language and even different definitions to everyday language, such as empathy. Davis (2015) showed that this exact word has changed meaning through time. People have a relationship with language, CT granting a new perspective can lead to new actions through redefining our words. Dais (2105) showed that managers who lead better also are more efficient at work. My study did not attempt to investigate the relationship of how one understands the world

to how they work in the world. Studies that look further into the efficiency of managers actions and their understanding could be a potent future study.

My study utilized the understanding of a CAS to describe people, communities, and businesses; but did not look directly into what a CAS is itself. How does a CAS, a person in this case, react to random inputs that are outside of work, and how do they manage them, so they do not become issues at work? Further research into followers is critical for leaders to understand more about the populations they are trusted with.

It is the follower, or the subordinates, that can tell leaders more about themselves. Not leaders talking to leaders about what other leaders have done to arrive at their success. For leader X to transform other people they must know who that individual is they are trying to alter, not the methods that some other leaders took with other people, or person, that are not the individual(s) that leader X is trying to transform. It is exactly this self-enforcing hedonism for current leadership perspective that propels a lack of diversity, a lack of perspective, and an increase in willingness to manage by task.

CT clearly shows that every CAS is different all the time, I encourage future researchers to investigate leadership from perspective of followers for followers' sake, which is all of us. Every person has someone that they answer to, research into the follower therefore helps leadership, and rank-and-file, alike. This is contrary to common belief where there are two types of workers. In fact, there are two types of context that the same worker can exist in. Future research could investigate how one person must navigate a spectrum of followership and leadership, not the movement of an individual from one siloed existence from another.

This study utilized the language and the understanding of complexity theory to make it easier for individuals to understand people. Managers could begin to know their staff as unique complex adaptive systems that must deal with the different relationships which create feedback loops (Castelnovo & Sorrentino, 2018; Hayes, 2016; Hayes, 2017) that affect their life. These feedback loops can include parents, children, extended family, friends, education, finances, and fitness – or lack thereof in any category. Public service managers having some baseline knowledge regarding staff, from staff themselves, could provide the groundwork for creating a new culture in state service. Research into understanding people as a CAS, and its effect on a leader's perspective of followers is another avenue of research.

Transformational Leadership

Scholars have used the multi-factor leadership questionnaire most often to measure how transformational a leader has been with their followers. While this test will provide potent information, it does not tell the leader what actions they can take to transform the analyst. Currently, the MLQ tells the leader how transformational they have been not how to be transformational. My study was the first of its kind, which utilized unique research-based questions to understand how public service managers have acted to transform analysts in California state service. Researchers now have a starting point for crafting more detailed questions to expound on my findings or corroborate them. Further research could be done into how managers can act to reliably transform their staff.

Future studies could take individual pillars of transformational leadership and look deeply into each one attempting to find the catalyst and find greater or more

consistent catalysts to transformation within each tenet of transformation. With further research the themes found here for each pillar can be agreed with or expounded upon. In this study flexibility was found to be the overall catalyst to transformation with public analyst. Future studies can start from this point and find greater detail or start from the theme of flexibility and find additional large catalysts that employees indicate transform them.

Implications

Transformational leadership as a theory is itself, positive. When it is used by a leader it puts the person in position to consider, motivate, and stimulate their followers, it is at this point that their influence is an example that can be followed and used directly by subordinates with others. Transformational leadership being split into four pillars of understanding gives leaders and managers the opportunity to try different tactics with followers and subordinates alike. Even though transformational leadership rests on a spectrum of leadership, it does not mean that the complete spectrum known need be used. Visible light is also on a spectrum and within that spectrum some of the light is extremely harmful to humans, such as prolonged exposure to UV light and X-Rays.

Leadership is very much the same. There are many different leadership theories that rest on the spectrum of leadership. My study and research agree, TL is a positive force on the spectrum of leadership. If we were to understand TL to be on a spectrum, similar to light, then with prolonged exposure to types of leadership other than TL, the effect could be extremely harmful to humans and the organizations they work in.

Individual change

Knowledge in a complex world requires agreement between two parties or more. This means that for leaders to know anything about their follower(s), the leader and the follower(s) must agree about who the follower(s) are. No one is simply able to assign or create knowledge in a complex system. Knowledge is generated through agreement. Followers must agree with leaders about themselves for leaders to have knowledge about followers. Managers can create an environment where the leader is constantly maintaining a culture where staff are able to update the manager with knowledge about themselves without creating tumult or issues. This allows the manager to constantly put the analyst in a position that best meets the analyst's skills, best encourages the analyst to gain new skills, and continues to help the analyst generate new habits that can affect poor skills.

This is an individual change that can come from a leader adopting complexity theory as a framework of knowledge as to how the world works and transformational leadership as the foundation with which to create further change within themselves. The pejorative theme "Kanye West of management" does not go far enough to begin stimulating oneself in high quality ways. It does however elucidate a relationship of the consistency of one's actions, and how it makes followers feel. It does not mean that followers will not respond to this leadership tactic, it means that followers will be made sad by this tactic. The theme having a connection to negative emotions means that there could be a theme in the population of analysts that connects with happiness directly. In lieu of having this knowledge of how to directly make staff happy, managers can begin to

understand concretely how one should not act if they seek to keep from depressing their staff or making their followers sad.

Public administrators, or leaders, who are making choices to ensure their example does not depress their staff is more likely to be engaging in considerate, motivational, stimulating actions that are ideal for that analyst or follower. Managers who have utilized the four tenets above as a spectrum of actions with which to act are most likely acting in a transformational way.

Family Change

The manner which the leader aligns more than one issue in a complex world is how they are transforming how they conduct themselves. The ultimate goal of transformational leadership is for the leader to align their work and personal goals so that a single set of tools can be used to address different work relationships at once. When this understanding is generalized to other relationships for the leader, there is a potential for a leader's personal goal to be a better leader in their family and aligning the problems they have at home with the problems they may have with staff at work.

It is in the administration of process where the leader is transformed; the destination or goal does not transform the leader, the process to reaching the goal or destination does. The evolution of conduct is the very change that the manager, leader, is looking for in themselves. The manager could find answers through their alignment: there is more than one problem in their complex world that could be positively affected through one change in their leadership administration.

Organizational Change

A department of government, or public organization, who has a cadre of leaders who are transformational are showcasing an example of flexibility and trust. It would be a department where managers know the wheelhouse of each staff member and show appreciation. Analysts indicate that being flexible in appreciation is a way sincere managers act and managers who present more opportunities – to staff who are ready for them – is a great way to show appreciation.

Leaders who are present in the work and create the type of culture above are less likely to micro-manage, because they trust the staff, and more likely to present at key times because they are not hands-off. Flexible leaders are more likely to use technology as an improvement tool and give analysts more quality stimulation through flexible timeline tracking. Together these efforts by an individual leader can look to amount up to a unit with a continuous improvement culture.

Within California state service, it is the office unit that makes up each department, the office unit could be compared to a cell within the human body. Each cell is different and has a different function but all together they work towards one common goal: a healthy body. Having units that have a continuous improvement culture because each unit is led by a transformational manager could then lead to a department that is transformational in total because each unit inside is transformational.

Policy Change

A department within California state service that has a policy of using transformational leadership as the cornerstone of their leadership methodology would be

equipping leaders with a spectrum of tools from one leadership theory. This is opposed to

giving managers as many theories as possible and expecting those managers to know

which theory works best for them and which works best for their staff. It could be that a

manager feels that they are their best when they adhere to an authoritative type of

leadership, but their staff could prefer authentic leadership. There is a natural disconnect

between what staff expect and what managers can do, CalHR beginning to look at

adopting one leadership standard – transformational leadership – which has a natural

spectrum of action choices, gives management consistent tools to evolve staff into what is

needed by their department and gives analysts consistent expectations of leadership.

Analysts indicated through interviews that they feel considered as an individual

when managers are sincere, flexible, and trusting. In doing so managers are more readily

able to tap the potential of analysts. To motivate analysts' managers must show

appreciation and give more opportunities in flexible ways. More opportunities can even

mean that the manager gives that analyst more time to themselves. Managers need to

create a continuous improvement culture and use technology as an improvement tool to

be flexible with the way work is tracked. Taking these discriminate steps are the

beginnings to creating an office that through specific organization, stimulates analysts

intellectually.

When the leader wants to create a unifying atmosphere, they take the time to

create a culture where they know the wheelhouse of each analyst. A leader, manager,

who engages the preceding actions, is setting an example of creating an office that takes

everyone into account individually, uses analyst's best skills to achieve organizational

goals, and shows appreciation in as many ways as possible. A leader who conducts themselves in this manner is keeping negative feelings away from the staff by being present and taking an active role in creating an inclusive and compassionate office culture.

Conclusion

The very essence of transformation is the ability to provide an opportunity for leaders and followers alike, everyone, to catalyze on specific types of opportunities when those breaks become available. To accomplish this most often a leader must be flexible. Flexible with how they consider subordinates, flexible with how they motivate, and flexible with how they stimulate. When a manager is flexible with their personal conduct the manager is influencing analysts in the most ideal way and provides the ideal example for analysts to emulate.

A flexible manager is showing an example of moderation and temperance, which is ideal for any manager who seeks to access the third level of leadership and transform analysts into what departments within California state service needs. Analysts must be flexible with management so that everyone can reach personal and organizational goals. Managers need analysts that are going to be flexible to changing priorities and supple enough to continue learning new skills that the organization needs. The best way to have analysts that are flexible to the manager and the organizations goals, is for the manager to show, through their actions, an example of what proper moderation and consciousness, flexibility, looks like.

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Appendix A: Confidentiality Agreement

CONFIDENTIALITY AGREEMENT

Name of Signer:

During the course of my activity in collecting data for this research: "Catalysts to transformational leadership between managers and analysts in public service" I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement, I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.

2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.

3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.

4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.

5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.

6. I understand that violation of this agreement will have legal implications.

7. I will only access or use systems or devices I'm officially authorized to access, and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: **Date:**