2016

A Study of Followers under Transformational Leadership

Song X. Zhang
Walden University

Walden University

College of Management and Technology

This is to certify that the doctoral dissertation by

Song Zhang

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Jeffrey Prinster, Committee Chairperson, Management Faculty
Dr. David Gould, Committee Member, Management Faculty
Dr. Patricia Fusch, University Reviewer, Management Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2016

Abstract

A Study of Followers under Transformational Leadership

by

Song X. Zhang

MA, University of Minnesota, 1994

BA, Sichuan International Studies University, 1986

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

May 2016

Abstract

A gap exists in scholarship on how transformational leadership inspires healthcare workers in the eastern United States, which is important as healthcare costs are approximately 20% of the United States gross domestic product and rising. Improved healthcare performance may contribute to cost containment or even cost reductions. The purpose of this phenomenological study was to explore and describe the lived experiences of employees working for a transformational leader in a healthcare facility in the eastern United States. The conceptual framework was Bass's transformational leadership theory and von Bertalanffy's general systems theory. The overreaching research question asked how transformational leadership affected employees' perceived work performance and job satisfaction in a healthcare organization in the eastern United States. Twenty employees from a healthcare facility participated in the study. Data were collected via face-to-face and Skype interviews and were analyzed by hand using open- and axial-coding techniques, then validated by member checking. Study results showed that transformational leadership might help meet follower's psychological needs for autonomy, competence, and relatedness in this eastern United States healthcare facility. This study may help raise social awareness of the importance of transformational leadership and compel more organizations in healthcare and other industries to apply transformational leadership, thereby contributing to the prosperity of the organization, their employees, their families, communities, and the local economy through cost containment of products and services.

A Study of Followers under Transformational Leadership

by

Song X. Zhang

MA, University of Minnesota, 1994

BS, Sichuan International Studies University, 1986

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

May 2016

Dedication

I would like to dedicate this dissertation to my wonderful family who has been there for me through thick and thin. First, I would like to dedicate my dissertation to my father who passed away in the summer of 2012. My father was always a symbol of love, kindness, inspiration, and encouragement to the entire family. My father always encouraged me to go upward and onward with my professional learning. My last memory of him was in 2011 while my father was selflessly taking care of my mother who was hospitalized at the time. My father's love and inspiration will always be remembered and cherished.

Second, I would like to dedicate my dissertation to my wonderful mother who is the living proof of hard work, persistence, and strong will. My mother has instilled in me the will to persevere, and the desire to achieve regardless of the obstacles. My mother gave me many opportunities to read about various subjects of greater social concern. I am very grateful to my mother who made great efforts in helping me cultivate excellent study habits when I was a young girl. Lastly, I would like to dedicate my dissertation to the rest of my family especially my young son who has endured many hours of my absence and who has thrived in his school. Without their love and support, I would not have the strength to endure to the end. I am forever grateful for all their loving support during this marathon journey.

Acknowledgments

Thanks to my chair Dr. Jeff Prinster, a retired USMC Lieutenant Colonel, for his wonderful, strong, and generous support during this dissertation journey. I am very grateful for the many encouraging and inspiring conversations with Dr. Prinster through which Dr. Prinster encouraged me to move onward and upward with my research. Dr. Prinster guided me on how to gather sufficient literature review and on how to make this research study worthwhile. Thank you, Dr. Prinster, for your great support.

Thanks to my committee member Dr. David Gould for his wonderful and excellent support in helping me narrow down the leadership topic for the dissertation. Dr. Gould spent very generous time in reading my draft many times and in guiding me to concentrate on the things that matter the most. I am so grateful to the many phone conversations with Dr. Gould and to his very quick replies to whatever questions I had. Thank you, Dr. Gould, for your terrific guidance for this dissertation research.

Thanks to Dr. Patricia Fusch, the URR, for her reviews and feedback. Thanks to Dr. William Shriner and Dr. Salvatore Sinatra for their help. Thanks to Dr. Robert Levasseur for his knowledge on transformational leadership. In addition, special thanks to Dr. Michael Graham, who was my former professor at the University of Minnesota, for his ongoing support and unfailing trust. Furthermore, thanks to my good friend Julie Wyatt, a nurse practitioner, for her constant encouragement and support. Thanks also to many people at the Walden Academic Advising, the Walden Library, the Writing Center, and many others who have helped and encouraged me along the way. Thank you all for your support!

Table of Contents

iii

List of Tables

Chapter 1: Introduction to the Study

Leadership is a complex concept. Leadership may refer to those who occupy the highest positions in various organizations or it may refer to those who possess certain leadership characteristics or qualities (Silva, 2014). Silva identified an academic consensus, which understands that leadership as a circumstantial relationship between a leader and his or her followers. Cognition-based trust can mediate the relationship between transformational leadership and followers' job performance (Zhu & Akhtar, 2014). Thus, Zhu and Akhtar recognized the dual process model between the two constructs.

Furthermore, procedural justice, trust integrity, dependability, and organizational commitment may have the tendency to mediate the positive impact of transformational leadership on organizational growth (Katou, 2015). Responsible leadership may influence organizational processes and outcomes through both psychological and knowledge-based pathways (Doh & Quigley, 2014). Similarly, it is important to note the importance of the integration between transformational leadership and followers' psychological needs (Kovjanic, Schuh, & Jonas, 2013).

This study explores how transformational leadership affects followers in a health care organization in the eastern United States and carries the potential to build social awareness about the importance of transformational leadership and its effect on followers. In this chapter, I present the background of the study, problem statement, purpose of the study, and research questions. Then, I discuss the nature of the study, offer definitions,

and outline assumptions, scope, delimitations, limitations, and significance of the study before concluding with a summary.

Background of the Study

Employees' perceptions of relational identification with the supervisor and of self-efficacy can mediate the relationship between transformational leadership and supervisor-rated performance (Walumbwa & Hartnell, 2011). In a pay-for-performance atmosphere, transformational leadership is needed to cultivate an infrastructure that can affect organizational factors, processes, and expectations, thus contributing to the establishment of evidence-based practice (Everett & Sitterding, 2011). Moreover, as Biswas (2012) noted in a study of Indian employees, an employee's perception of his or her work environment may determine his or her level of job satisfaction, which in turn may affect the employee's job performance. Biswas further argued that informal communication with the transformational leader might in fact increase employees' interpretations of their job meaningfulness.

Furthermore, researchers have recognized a positive link between transformational leadership and followers' job satisfaction at both individual and team levels (Braun, Peus, Weisweiler, & Frey, 2013). Braun et al. indicated that transformational leadership is positively related to objective team performance, while Schuh, Zhang, and Tian (2013) noted that transformational leaders and moral leadership behaviors positively relate to employees' in-role and extra-role practices. Moreover, Schuh et al. argued that authoritarian leadership behaviors negatively relate to employees' in-role and extra-role efforts.

While there are numerous U.S.-based and international studies of transformational leadership, there is a gap in the literature exploring how transformational leadership affects followers' performance and job satisfaction in health care organizations in the eastern United States. In this qualitative phenomenological study, I addressed the gap between what is already known (the current state) and what is unknown (the desired state) about the ways transformational leadership affects followers' performance and job satisfaction in a health care organization in the eastern United States. This study is necessary because it may help raise social awareness of the importance of transformational leadership in health care, and it may help address how transformational leadership affects health care workers in achieving organizational goals. Furthermore, this study may help future organizations in their strategic planning to design and implement the most effective leadership practice.

Problem Statement

The problem that I sought to address in this study was the gap in scholarship regarding how transformational leadership affects followers in health care organizations in the eastern United States. Little studies addressed the integrated factors in transformational leadership that inspire followers to excel in such settings. This gap justifies the need for an increased understanding of the integrative mediating factors related to transformational leadership and employee outcomes. The study may contribute to positive social change because it may help raise social awareness about the importance of transformational leadership and its effect on achieving organizational goals.

The research problem was evidenced by the findings from Walumbwa and Hartnell (2011). Walumbwa and Hartnell argued many studies have only concentrated on explaining the boundary conditions for transformational leaders to motivate employees. Edwards and Gill (2012) emphasized transformational leaders' effectiveness in organizational structures. Furthermore, Eisenbeiß and Boerner (2013) addressed transformational leadership's effect on follower creativity. Finally, Aritz and Walker (2014) identified that there has been little research to address how transformational leaders can motivate the multicultural work force from an integrated perspective.

Purpose of the Study

The purpose of this qualitative phenomenological study was to explore and describe the lived experiences of 20 employees working for a transformational leader at a healthcare facility in the eastern United States. In this study, I define the lived experiences of the selected participants as the shared phenomenon working for a transformational leader. The lived experiences of the participants can be understood through the employees' work performance and job satisfaction.

Research Questions

Research Question 1: What are employees' lived experiences regarding the effect of transformational leadership on job performance?

Research Question 2: What are employees' lived experiences regarding the effect of transformational leadership on job satisfaction?

I derived the interview questions (see Appendix B) from the above research questions. I anticipated that I would be able to derive rich meanings from the experiences

of the 20 selected research participants. In addition, I expected that these meanings would be valuable to management research and practice for future organizations.

Conceptual Framework

The conceptual framework for this study included both transformational leadership theory and systems theory. Burns (1978) first introduced the concept of transforming (i.e., transformational leadership) and argued that transformational leaders could inspire positive changes in followers. Burns contended that transformational leaders are usually energetic, enthusiastic, and passionate about what they believe in and what they intend to carry out. Additionally, Burns illustrated that transformational leaders are involved in the change process themselves and help others succeed. Burns concluded that through vision and personality, transformational leaders help inspire followers to align their personal expectations, perceptions, and inspirations with those of the organizations.

Bass (1985) expanded on Burns's (1978) original idea and drafted what is known today as "Bass's transformational leadership theory." Bass's theory identified four dimensions of transformational leadership: (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration. Bass argued that all four dimensions are interrelated with respect, encouragement, and influence to motivate followers in achieving higher organizational goals.

In addition to Bass's transformational leadership theory, the other conceptual framework was the general systems theory (GST) developed by von Bertalanffy (1968). Von Bertalanffy and his followers viewed the world as a whole when attempting to solve

complex problems. Simply put, the essence of the GST is that the whole is greater than the sum of its parts with interdependence, interactions, and synergy between and among all parts of the entire system. Luhmann (1995) later developed systems theory, arguing that systems theory can be applied to every aspect of social analysis including communication, law, society, and evolution.

These two conceptual frameworks related well to my study. First, the study related well to transformational leadership theory. Transformational leaders may serve as role models for followers to emulate leaders' examples (idealized influence). Transformational leaders may inspire and motivate followers to achieve organizational goals (inspirational motivation). Furthermore, transformational leaders may intellectually stimulate followers to keep learning (intellectual stimulation). Finally, transformational leaders may provide followers with individual guidance or coaching to help followers grow professionally (individual consideration).

Second, systems theory helped me view the selected organization as a whole system, and helped me understand how the interdependence of and interactions among its parts worked together to achieve the overall organizational goals. From a holistic systems perspective, I assessed all the factors related to the lived experiences of the research participants at the selected organization. That is, I used systems theory to understand all the integrative factors affecting employees' lived experiences and outcomes in relation to transformational leadership. These integrative factors included, but were not limited to, the synergy and the interactions among all the system components for the chosen health

care organization such as the four dimensions of transformational leadership, and the employee outcomes.

Nature of the Study

Qualitative

I used a qualitative phenomenological approach to research because the focus of the study was on the lived experiences of the selected research participants. I collected data via either face-to-face or Skype interviews with the 20 research participants at my study site, a health care facility in the eastern United States. I analyzed the data through open coding and axial coding, and expected that the result would indicate how followers were affected by transformational leadership in terms of performance and job satisfaction.

According to Birchall (2014), qualitative research method is highly recommended when the goal of the study is to extract personal narratives. Specifically, Birchall viewed the qualitative research method as ideal for developing theme-based narratives from semistructured interviews. Additionally, Chan and Walker (2015) supported the use of phenomenological study in qualitative research to gain access to a subconscious phenomenon in order to understand the rich meaning of the lived experiences of research participants. I thus chose a phenomenological approach for the study because the purpose of this qualitative research was to explore and describe the lived experiences of 20 research participants in a health care facility in the eastern United States. The idea was to explore what these 20 employees would say about their lived experience under transformational leadership.

Data Collection

I started data collection by distributing an informed consent form (see Appendix A) to the research participants by email. In the informed consent form, I thoroughly explained the purpose, the benefits, and the risks involved in the study. After I heard back from the participants via email with their completed informed consent forms, I then called those who had agreed to join the study to schedule a mutually convenient time for our meetings via Skype or face-to-face interviews. I took detailed notes during the face-to-face or Skype interviews and assigned a specific number to the notes I took for each participant. I recorded each number with the participant's name on a separate sheet of paper, which was locked in a safe drawer in my home office. Only I have access to that document.

With the intent of hand-coding the data, I read through the notes from the 20 interviews. I made further notes on each of the numbered interview notes to make sense of the meanings conveyed by each participant. Moreover, I used one sheet of paper to write down all the themes specific to each face-to-face or Skype interview. After I repeated this process 20 times, I reviewed and consolidated all the major themes from all the 20 individual notes and wrote all the themes down on another sheet of paper. I crossed out repeated themes and compiled the remaining different themes in a final document. The final document thus included all the themes that I had extracted from all the 20 interview notes.

Definitions

Job satisfaction: A pleasant or positive emotional state originated from employee's contentment and appreciation for the occupational experience. The factors that may affect job satisfaction include warmth among employees, trust, respect, and good relationships between employees and superiors. Employee job satisfaction can refer to the feelings and attitudes that employees have toward their jobs and the organization that employs them (Voon, Lo, Ngui, & Ayob, 2011).

Leader-member exchange (LMX): A measure of the quality of social relationships between a leader and a follower. The goal for the leader is to develop as many high-quality relationships as possible with the follower (Power, 2013).

Leadership: Perceived in psychological theories as a social influence process in which leaders apply interpersonal skills to inspire and motivate followers in achieving group goals. In contrast, leadership is perceived by business-oriented models from perspectives like organizational strategy, structure, workplace staffing, and work systems (Kaiser, McGinnis, & Overfield, 2012).

Multicultural teams: Global teams composed of people from diverse cultural backgrounds (Groves & Feyerherm, 2011). Multicultural teams can be perceived as double-edged swords with the potential to either inspire or frustrate the team members, and with the potential to build bridges or barricades (Berg, 2012).

Transactional leadership: A type of leadership focusing on exchanges between the leader and the follower that leads to gratification in both parties in order to maximize organizational and individual gains. These exchanges allow the leaders to achieve

performance objectives through contractual agreements and extrinsic rewards of the followers (Burns, 1978). Transactional leadership allows followers to satisfy their own self-interest and fulfill organizational goals such as increased quality, reduced cost, and increased production (Sadeghi & Pihie, 2012).

Transformational leadership: An ideal leadership style that advocates for positive changes in individuals and social systems. Transformational leadership has four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Furthermore, positive outcome is generated through transformational leadership with the end goal of helping followers become leaders. The goal of transformational leadership is to align followers' identity, values, and aspirations with the missions and values of the organizations (Bass, 1985).

Assumptions

There are five assumptions in this study. First, I assumed that the president of the selected health care organization is a transformational leader. This president has made significant changes to transform the organization's financial reimbursement from the federal government and its organizational culture. Second, I assumed that transformational leadership is positively linked with followers' best performance and job satisfaction.

Third, I assumed that leaders consider transformational leadership effective for organizational change in the selected institution for this research study. Fourth, I assumed that teamwork and collaboration are more productive and better than working individually, especially for achieving long-term organizational goals. Working together

has the potential to make individuals feel more connected with each other and encourages

a sense of spiritual pride, thus minimizing the material rewards and maximizing positive

organizational goals. Fifth, I assumed that transformational changes are made because of

the changes in organizational goals, visions, and the sense of purpose.

The above assumptions were important in the context of my research because

explicit assumptions are necessary to describe the research phenomenon. With these

assumptions about transformational leadership and transformational leaders, I was able to

carry out my study about how transformational leadership affected the 20 participants in

their overall work performance and job satisfaction.

Scope and Delimitations

There is a lack of information in the literature that addresses how transformational

leadership affects followers' performance and job satisfaction in health care organizations

in the eastern United States. To fill this gap, I studied the lived experiences of 20

participants who work for a transformational leader in one health care setting. From a

comprehensive perspective, I explored the 20 participants' perspectives on how or in

what way transformational leadership affects their performance and job satisfaction. The

scope of this phenomenological study was delimited to a relatively small population of 20

participants and excluded those who are under 18 years of age and who are mentally

disabled.

I anticipated that the readers would have to make their own judgment about the

transferability of this research for future studies because of the relatively small and

purposefully selected sample of 20 participants. Transferability was up to the readers to

decide. Further, since this study was based on one single research facility, thus potentially limiting the transferability of its findings to other industries or settings.

Limitations

The limitation of this qualitative study included the use of a purposeful sample of only 20 individuals from one single health care organization in the eastern United States. The choice of the participants and site was mostly due to the restraints of my time and financial resources. Additionally, the study was limited due to its qualitative nature with limited participants. Overall, the study differed from a quantitative inquiry using statistical measures such as the mean, the medium, the mode, and the standard deviation to quantify the responses from a large sample of participants. The judgment of applying the findings of this research to other settings was solely up to the readers to decide.

Another limitation may be the inaccurate responses from some participants in the event that they wanted to get through the face-to-face or Skype interviews as quickly as possible. Finally, researcher bias may have been another limitation for the study. Maxwell (2013) contended that there are two types of validity threats for qualitative research which might lead to invalid research conclusions. Maxwell argued that the first qualitative research validity threat is researcher bias, which results from the theories, beliefs, and perceptual lens of the researcher. I worked to mitigate my researcher bias by being aware of its existence. Second, I also mitigated my researcher bias by concentrating on really hearing and recording what each participant wanted to convey at the original interviews. Maxwell argued that another threat to validity is reactivity, the influence of the researcher on the research setting or individual. Maxwell indicated that the goal of

qualitative study is not to eliminate that influence or reactivity, but rather to understand

that influence and use it productively. Therefore, I applied Maxwell's concept of

reactivity by being aware of my own influence as the researcher on the participants and

by being as professional as possible to the participants during interviews.

Significance of the Study

Significance to Practice

First, this study is significant to leadership practice because it may help advance

leadership practice in health care. There has been a lot of research over the years

addressing the link between transformational leadership and followers' performance and

job satisfaction in other industries and settings. However, little research has been done to

explore the integrative and underlying reasons that drive health care workers in the

eastern United States to thrive. This study may help fill in the gap in knowledge

regarding the most effective leadership practice for health care organizations.

Furthermore, this study may help future health care organizations and other industries

realize the importance of transformational leadership and the intricacies of how

transformational leadership can affect employee performance and job satisfaction.

As such, more organizations outside the scope of this research may benefit in

carrying out their own strategies in achieving their organizational goals. More

organizations may learn about the comprehensive factors that may affect the

psychological wellbeing of the employees. This study may have policy implications for

leadership scholars to see how transformational leadership may differ from transactional

leadership in influencing followers' work performance and job satisfaction.

Significance to Theory

Second, this study may be significant to transformational leadership theory. The study explored an under-researched area regarding the integrative factors involved in meeting the psychological needs of health care workers in the eastern United States. The study may help advance the knowledge in understanding how or in what way these integrative factors affect health care workers' performance and job satisfaction. Bass's (1985) transformational leadership theory indicated that transformational leadership has four main dimensions including idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Furthermore, transformational leaders appear to address three major followers' needs including the need for competence or a sense of mastery, the need for relatedness (feeling connected to others), and the need for autonomy (Hetland & Hetland, 2011; Kovjanic, Schuh, Jonas, Quaquebeke & Dick, 2012).

Through this research, I addressed how transformational leadership affected the 20 participants in each of the four specified dimensions. The study may advance the knowledge for transformational leadership theory by showing how the integrative factors may affect followers' psychological well being and how their three central needs are met. This study may add to Bass's transformational leadership theory by showing how each of the four dimensions of transformational leadership affects health care workers' performance and job satisfaction.

Further, this study may advance systems theory by identifying how the four dimensions of transformational leadership (Bass, 1985) may work together as integrative

and interactive factors to affect followers' performance and job satisfaction in healthcare settings. According to the GST outlined by von Bertalanffy (1968), the whole is better than the sum of its parts with interdependence and interactions among all parts of the system. In this study, I explored the ways in which health care workers feel psychologically inspired through the interrelatedness of the four dimensions of transformational leadership. Furthermore, the dissertation may contribute to systems theory by understanding how the three elements of the workers' psychological needs may work together as integrative and interdependent factors to contribute to optimal organizational outcomes.

Significance to Positive Social Change

Positive social change can refer to the improvement of human or social conditions by promoting the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, or societies. Positive social change can also be understood as the deliberate process of crafting and employing ideas, strategies, and actions to advocate for the greater global good. Moreover, positive social change can also be identified through the development of well principled, knowledgeable, and ethical leaders who are and who will be role models in civic or professional fields. These leaders should be ethical scholar-practitioners who are committed for the advancement of greater societal good.

My study may contribute to positive social change through the acquired knowledge that I gained from this research. My study would be useful for other researchers, program developers, educators, health care organizations, and other

industries searching for suggestions or guidance on the best leadership style to employ. This dissertation has the potential to influence thinking in academia about how the integrative factors related to transformational leadership can affect health care workers' performance and job satisfaction. Additionally, the study may provide excellent education to the public, especially to the health care organizations in the eastern United States, about the importance of transformational leadership, and about how improved productivity, better morale, and positive organizational culture can all be encouraged with the help of transformational leadership. Furthermore, the dissertation has the potential to educate others about the need to implement transformational leadership in other settings or industries. In short, this study has the potential to bring about positive social change in academia, health care, and other industries through education and suggestions on the best leadership style to employ for future organizations.

Summary and Transition

In this chapter, I introduced major issues related to how transformational leadership affects follower performance and job satisfaction in a health care organization in the eastern United States. The chapter included an introduction to the four I's of Bass's (1985) transformational leadership theory including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. I confirmed that there is not sufficient literature to address how the integrative factors related to transformational leadership work together to best motivate followers in health care organizations in the eastern United States. I showed how I integrated Bass's transformational leadership theory and von Bertalanffy's (1968) GST into my conceptual

framework. I also explained how I used a qualitative phenomenological approach to

collect data and open and axial coding to derive major themes. Finally, I addressed this

study's potential significance to leadership practice, theory, and positive social change.

Chapter 2: Literature Review

There is a gap in the literature on how transformational leadership can best inspire health care workers in the eastern United States to achieve the best organizational outcomes. The purpose of this study was to bridge that gap by conducting a qualitative phenomenological study with 20 participants via face-to-face or Skype interviews. I explored the lived experiences of the participants while focusing on how transformational leadership affected their personal outcomes such as performance and job satisfaction. Few studies have explored the mediating factors such as the qualities of the relationships that inform how transformational leadership affects followers' performance and job satisfaction (Carter, Armenakis, Field, & Mossholder, 2012). Furthermore, there is an evident gap regarding the causes and consequences of how employees perform in relation to transformational leadership (Irshad, Hashmi, Arshad, & Akram, 2014).

This chapter is organized as follows. First, I outline my literature search strategy and identify the databases that I used to gather peer-reviewed scholarly publications. Second, I discuss the conceptual framework on which this qualitative study was based. Third, I review literature in seven major areas including leadership, transformational leadership theory, systems theory, employee outcomes, follower performance, job satisfaction, and leadership skills and organizational change. Finally, I conclude with a summary that illustrates the main themes and key points covered in this chapter.

Literature Search Strategy

To search for scholarly literature pertinent to my study topic, I used a variety of databases available from Walden University Library, Google Scholar article alerts, and

the standard Google searches. In particular, I used Thoreau and Business Source Premier at the Walden University Library to locate peer-reviewed journal articles published in the last 3 to 5 years. For some seminal contributions on certain topics, I went back more than 5 years in time to locate the needed material. I was able to locate enough literature on my research topic related to transformational leadership for the purpose of this phenomenological study.

In addition, I set up article alerts through Google Scholar to feed me with the most up-to-date peer-reviewed journal articles. I also searched for the peer-reviewed and open access articles via the use of regular Google to increase my chance of finding the right research material. The articles I found covered the topic of transformational leadership and how transformational leadership affects employee performance and job satisfaction. The key search terms I used for all searches include *transformational leadership*, *follower or employee performance*, *job satisfaction*, *job satisfaction in relation to transformational leadership*, *organizational change*, and *data saturation*. I was able to locate enough research literature on the study topic to yield a sufficient body of evidence to fulfill the purpose of this review.

Conceptual Framework

For the past 3 decades, the topic of transformational leadership theory has caught the attention of many researchers. Burns (1978) first developed transformational leadership theory when he suggested that transformational leaders concentrated on the followers' values and helped followers align their values with those of the organization, thus resulting in value system congruence between the leader and the follower. Burns's

concept of transformational leadership emphasized the leader's ability to raise followers to higher ground.

Bass (1985) expanded Burns's initial ideas on leadership and established what is known today as "Bass's transformational leadership theory." In Bass's view, transformational leadership is characterized by its four I's: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. According to Bass, transformational leadership theory accounts for a particular association between a leader and his or her followers that explains the followers' extraordinary performance and achievements for the collective gains of the organization. Moreover, Bass posited that transformational leadership goes beyond the simple day-to-day transactions or exchanges through contingent reward as evidenced by transactional leadership. Transformational leaders can influence followers to seek the organizational long-term growth, thus contributing to the achievement of the overall organizational goals.

Gundersen, Hellesoy, and Raeder (2012) analyzed transformational leadership and leadership effectiveness within international project teams that face dynamic work environments. Gundersen et al. claimed that the suitability of transformational leadership varies according to context and pointed out the need for additional empirical work on the relationship between transformational leadership and team outcomes exists. Hamstra, Van Yperen, Wisse, and Sassenberg (2011) explored transformational (and transactional) leadership style in relation to followers' preferred regulatory style, workforce stability, and organizational effectiveness. Hamstra et al. argued that leadership might influence

followers' turnover intentions, that a match between follower self-regulatory strategies may influence organizational outcomes, and that leadership style preferences may fit with regulatory style preferences.

Hargis, Watt, and Piotrowski (2011) argued that transformational leadership behaviors are important for team cohesion, efficacy, and leader effectiveness while transactional leadership is related to actual task performance and extra effort. Humphrey (2012) contended that transformational leadership might help with organizational citizenship behaviors whereas laissez-faire leadership may help with none. Furthermore, Dussault, Frenette, and Fernet (2013) contended that transformational leadership was found to be effective in motivating followers for the fulfillment of organizational objectives.

Previously, von Bertalanffy (1968) introduced the GST by pointing out that the system consists of four main things. First, the system has its parts or variables within the system. Second, the system has its qualities or properties. Third, the system has its internal relationships among its parts. Fourth, the system exists in an environment. In summary, von Bertalanffy's GST can be understood that the whole is better than the sums of its parts. Additionally, the system has its interdependency, interrelatedness, and interactions among all the components in the system.

Most recently, Luhmann (1982) expanded GST to be applied to fields such as sociology, law, and many other fields. Furthermore, Moeller and Valentinov (2012) applied von Bertalanffy's theory to indicate that the commercialization of nonprofit organizations is an example of what von Bertalanffy described as the *mechanistic* nature

of the nonprofit sector. Moreover, Moeller and Valentinov contended that nonprofit organizations are open systems with interacting environment in which the supply of resources is not secure. According to Moeller and Valentinov, commercial activities related to these nonprofit organizations should be seen as the self-regulatory mechanism enabling such organizations to fulfill their missions even under hostile environments.

Senge (1990) introduced the concept of systems thinking and argued that an effective organizational change can be understood through the lens of five disciplines. According to Senge, the most important discipline is systems thinking. Senge indicated the first feature of systems thinking is that all parts must be present for the entire system to function optimally, and pointed out that the system needs to be arranged in a specific way for it to carry out its purpose. Additionally, Senge explained that smaller systems serve a purpose within larger systems with each system having its discrete entity and integrity. Finally, Senge indicated systems remain stable through fluctuations and adjustments with feedback indicating transmission and return of information.

My study benefited from the above conceptual frameworks for a number of reasons. First, I used the transformational leadership theory framework to explore how the four dimensions of transformational leadership affected employee performance and job satisfaction in the selected health care organization. Second, this study benefited from systems theory because I used it to examine the study looked at the selected organization as a whole system. I applied systems theory to analyze how one component of the system, such as leader's idealized influence, is interdependent with other parts of the system such as employee performance and job satisfaction. The goal was to prove that

the entire organizational outcome is more important than the sum of its individual parts such as employee performance and job satisfaction. My aim was to illustrate that the synergy and entire organizational outcome generated from the interactions among the various parts of the system are far more important than the independent function of each part or the sum of all.

Literature Review

Leadership

According to Allio (2013), the concept of leaders and leadership go back in time to the sixth century B.C. in the work of Asian philosophers like Confucius, LaoTzu, and Sun Tzu. In the fourth century B.C., philosophers like Plato and Aristotle theorized Western society's ideas on leadership, and focused mainly on power and survival, and on the battle between emotion and reason. Kaiser et al. (2012) argued that psychological theories have presented leadership as a social influence process in which leaders apply interpersonal skills to inspire and motivate followers to work together in achieving group goals. In contrast, business-oriented models framed leadership from perspectives like organizational strategy, structure, workplace staffing, and work systems (Kaiser et al., 2012). Kaiser et al. stated that the two views could be complementary to each other in manners that leaders can influence total organizational performance.

Trait theories. In the 1920s, Taylor was influential in employing the much-needed management model based on work productivity. Taylor was the first one to distinguish *manager* from *worker*. The prevalent leadership theory during that scientific management era was the great man theory developed by Carlyle. Germain (2012)

identified that in the great man theory, a leader can refer to someone who is hereditarily talented with special skills and qualities to lead the followers. The great man theory was the first theory that provided a foundation for trait-based theories that were developed decades later. According to Germain's research, great man theory existed in the 1900s whereas trait theory existed in the 1940s–1950s. Traits may include leaders' social, physical, and intellectual characteristics that distinguish leaders from followers. Germain further posited that leadership trait and skills are attributes. The strength of the trait theories includes its breakthrough at that time in understanding the importance of leaders. However, the weakness is that no universal leader traits were discovered.

Behavior theory. Then, Germain (2012) argued that the next school of thought occurred in the behavioral era (1950s to 1960s). According to behavior theory, leaders can be trained by adapting their behaviors to follow the behaviors of effective leaders. This leadership theory was a classic reflection of the argument about whether leaders are born and trained representing a matter of nature versus nurture. These two schools of thought diverged after World War II. One theory was based on the role of the leader whereas the other theory was based on the relationship between the leader and the follower as well as the group performance. Furthermore, Germain suggested that the trait approach had come to a dead end. From that point on, leadership theories started to include task and relationship components. The weakness of this behavior theory is that it could not explain situational factors that helped with leadership success or failure.

Contingency and participative theories. Contingency theory may refer to the period from 1960s to 1970s. Contingency theory indicates there is no one single best way

to lead or manage an organization as different environments may provide different antecedents (Fiedler, 1964). Organizations are always situated in an environment, which consists of an internal and contingent external context. While the former comprises structures, processes and technologies of an organization, the latter is independent of the existence of any organizations. What this contingency theory means is that the external environment can have an influence on what leadership style would be best for the situation. No one leadership style is best for all situations. Additionally, Germain (2012) posited that participatory theory came next including three types of decision makers: Autocratic, democratic, and laissez-faire leaders.

Situational theory. Situational theory may refer to the idea that the best leader's action depends on a range of situational factors. These factors may include motivation, abilities of followers, and leader-follower relationship. In summary, the best action of the expert may rely on a number of situational factors including expert and employee relationship (Germain, 2012).

Transactional and transformational leadership theory. Burns (1978) developed the concept of transactional leadership. In transactional leadership, people are motivated by clear reward and punishment. Burns's work expanded the horizon on the concept of a leader and developed a way to recognize exceptional leadership. Burns emphasized the value congruence between the leader and a follower. According to Burns, any leadership process can be perceived as either transactional or transforming. Burns broadened the concept of a leader and developed a way to identify exceptional leadership.

Transformational Leadership

Leadership expert Burns (1978) first introduced the concept of transformational leadership. Burns continued and proposed the following points with the first one being that transforming leaders are usually energetic, enthusiastic, and passionate about what they believe in or carry out. Second, Burns indicated transforming leaders are involved in the change process themselves helping others succeed. The last point Burns mentioned is that through vision and personality, transforming leaders can inspire followers to align their personal goals with those of the organizational ones.

Bass (1985) expanded on Burns's (1978) view and argued that people would follow someone who inspires them and who conveys both vision and passion for a collective future. Both Burns and Bass argued that transactional and transformational leadership convey two distinct types of leadership rather than opposites. Bass bridged the gap in traditional leadership theories. Bass argued that traditional leadership theories could not account for the motivation that workers may sense when they belong to a well-managed organization. Moreover, the recognition of the transforming leader changed the previously held beliefs about the character and the limits of leadership behavior and leader-follower relationships.

Furthermore, Bass (1985) created a new construct, which is what is known today as the Bass's transformational leadership theory. According to Bass's theory, there are two dominant modes of leadership including transactional and transformational leadership coupled with a third less known leadership style called laissez-faire leadership. In Bass's theory, transactional leadership means a leadership style in which the leader

rewards the follower for the task well done. Bass argued that transformational leadership refers to a leadership style in which the leader motivates the follower to achieve higher organizational goals. In Bass's view, laissez-faire leadership refers to a leadership style in which the leader makes no effort to meet the followers' needs and makes no reaction to followers' noncompliant behaviors in reaching group goals.

According to Bass's (1985) transformational leadership theory, there are four main dimensions of transformational leadership with idealized influence being the first one. Bass proposed that transformational leaders could serve as role models for followers to emulate and buy into transformational leaders' ideas. In addition, Bass posited that transformational leadership provides inspirational motivation to inspire and motivate followers to achieve higher organizational goals. Third, transformational leaders use intellectual stimulation to promote followers' creativity and encourage intellectual learning. Finally, Bass indicated that transformational leaders give individualized attention to followers to address their individual needs and help with individual career coaching.

Moreover, Bass (1985) argued that transactional leaders mainly use the following means to achieve goals: Contingent reward, active management by expectation, and passive management by exception. In particular, Bass mentioned that contingent reward means that leaders either reward or punish followers based on task completion. From Bass's perspective, active management by expectation means that leaders observe, correct, and punish those deviant behaviors. Furthermore, Bass indicated that passive management by exception means that leaders wait for, yet do not seek out, followers'

deviant behavior. According to Bass, transactional leadership is a traditional and common leadership style in which leaders motivate followers in accomplishing the already stated goals by clarifying work expectations. Bass further stated under transactional leadership, followers are expected to do what their supervisors tell them with the idea to follow the chain of command.

In contrast, Bass (1985) argued that transformational leadership embraces a large-scale vision of the whole organization, exemplifying great efforts in performing beyond the listed expectations. Bass contended that transformational leadership skills could be learned and developed. According to Bass's transformational leadership model, transformational leaders use the following techniques to achieve goals including idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Bass's transformational leadership theory emphasizes that the four dimensions work well together to bring about the positive organizational outcomes. According to Bass, under such transformational leadership, leader's idealized influence can influence followers to accept change. Whereas leader's ability can inspire followers to move in the direction envisioned by leader, Bass argued that transformational leaders value the followers' contributions of new ideas through intellectual stimulation. Lastly, Bass concluded transformational leaders give individual consideration to each employee in the process of achieving organizational goals and of bringing about positive social change.

Contemporarily, Paulienė (2012) argued that more comprehensive comprehension on transformational leadership could be achieved when combining leadership styles with culture. Schuh et al. (2013) examined whether transformational leadership would interact

with moral and authoritarian leadership behaviors in predicting employees' in-role and extra-role efforts. The research results from Schuh et al. showed that for highly transformational leaders, moral leadership behaviors would relate positively to employees' in-role and extra-role efforts. In contrast, Schuh et al. argued that authoritarian leadership behaviors would relate negatively to both employees' in-role and extra-role behaviors.

Moreover, Schuh et al. (2013) argued that transformational leadership has a significant influence on the contemporary understanding of leadership effectiveness. Schuh et al. pointed out leadership researchers have identified various leadership behaviors that are representative of transformational leadership. The most characteristic one is the expression of the compelling vision meaning transformational leaders can voice a compelling picture for the organizational future. Additionally, Schuh et al. argued transformational leaders could also show a strong sense of organizational purpose to inspire followers by pointing out attractive development opportunities for the entire organization.

Furthermore, Schuh et al. (2013) pointed out another characteristic of transformational leadership. That characteristic is leaders' charismatic role modeling function in the organization. Schuh et al. argued that transformational leaders not only can influence followers, but also they can provide charismatic examples to show their conviction. Schuh et al. argued that transformational leaders encourage followers to collaborate with leaders in order to reach the organizational goals. Furthermore, Zacher,

Pearce, Rooney, and McKenna (2014) contended that leaders' personal wisdom has a positive impact on the quality of leader-member exchange (LMX) as well.

The strengths of the above researchers lie in the fact that they touched upon the specific aspects of how transformational leadership can influence followers and organizations. That is positive, as the public needs to see the concrete details of how this well-regarded transformational leadership can affect day-to-day employee functions on a concrete scale. However, the weakness is that both Paulienė (2012) and Schuh et al. (2013) did not specify any of the drawbacks of transformational leadership in each of their research.

One example of transformational leaders is Steve Jobs, former CEO of Apple, as noted by Steinwart and Ziegler (2014). Steinwart and Ziegler explored how Jobs used transformational leadership to inspire and motivate followers in achieving higher goals. Steinwart and Ziegler used Jobs as a *paradigm case* of transformational leadership through comparing the practical remembrances by others at the time of Jobs's passing to the theoretical discourse of transformational leadership. Steinwart and Ziegler found some transformational leadership traits in Jobs as being creative, passionate, innovative, and visionary.

However, Steinwart and Ziegler (2014) pointed out what was lacking in Jobs's leadership practice. In particular, Steinwart and Ziegler did not find the following two traits in Jobs's former work with his followers including empowering and interacting. This study was chosen because this is a superb example of what is missing in a real-life person like Jobs in the combined dimensions of a true transformational leader. The strong

point of the article is that Steinwart and Ziegler used Jobs as an example to illustrate how important it is to engage followers while carrying out true transformational leadership practice in the real world setting.

Systems Theory

von Bertalanffy. Systems theory was first initiated by von Bertalanffy (1968), a biologist, as the basis for the study known as *general system theory* (GST). According to von Bertalanffy, systems theory is the study about abstract phenomenon of organizations, independent of their substance, type, or temporal scale of existence. In the view of von Bertalanffy, systems theory is about the understanding of how elements or components within the whole system influence one another. All components in the system are interrelated, interdependent, and connected. The idea of von Bertalanffy's GST includes that the behavior of one component of the system affects all other parts in the entire system. Furthermore, all components are interconnected through interactions, defined as processes or functions. In essence, von Bertalanffy argued that the system consists of four main things: objects, attributes, internal relationships, and the environment. First, von Bertalanffy indicated that the system has its objects meaning the parts, components, elements, or variables within the system. The objects can be physical or abstract or both, depending on the exact system. Second, von Bertalanffy continued to state that the system consists of attributes meaning the qualities or properties of the system. Third, the system has internal relationships among its components or elements. Lastly, von Bertalanffy stated a system exists in an environment.

In short, von Bertalanffy (1968) argued that the system is a set of things that affect one another within an environment, thus forming a larger pattern that is different from any of individual parts all summed up. From the perspective of von Bertalanffy, what matters includes the interaction and the synergy among the interactions of each component within the system. Furthermore, von Bertalanffy viewed an open system as one that has input, throughput (processing), output, and feedback loops. In particular, von Bertalanffy indicated that an open system receives information and uses it to interact with its environment.

From the perspective of the GST initially proposed by von Bertalanffy (1968), the concept includes the wholeness (the whole is better than the sums of its parts) and interdependence. Furthermore, von Bertalanffy posited that all system parts are related through their correlations, chain of influence, subsystems, self-regulation and control, and an interchange with the environment. Additionally, from the view of von Bertalanffy's GST, all systems parts are linked with each other via inputs/outputs, the need for balance/homeostasis, change, and adaptability.

Luhmann. Luhmann's (1995) social systems theory expanded the general systems theory to a broad range of disciplines including law, economy, politics, ecology, religion, sociology, mass media, administration, and several others. Luhmann's theory is based on the biological theory of autopoiesis explaining that social systems create themselves via communication, nothing but communication. Communication is the core element in Luhmann's social systems theory. Luhmann argued that the communication comes through the following main selections: Information, utterance, and understanding,

driven by expectation as a fourth selection. Luhmann contended that social systems are systems of communication, and the society is global through communications. Furthermore, Luhmann argued that system is established by a boundary between itself and its environment.

According to Luhmann (1995), the system separates itself from an infinitely complex exterior with the interior as a zone of reduced complexity. Furthermore, there is no explanation on how humans create communication, and how understanding is achieved. Therefore, Luhmann posited that communication is an autopoietic process that creates itself and creates social systems as well. Moreover, Luhmann indicated that language should be the only unit of analysis, as language may create the illusion that people may understand and communicate well with each other. Luhmann's exclusion of human action in his theory of communication is controversial. However, Davis (2013) argued that Luhmann's theory should not be dismissed, yet to be further explored. Davis suggested that Luhmann's theory echoes well with the theory of the coordinated management of meaning and with Caller's theory on complexity.

Systems thinking. Senge (1990) is known for his idea on the art and practice of the learning organization. Senge's vision of a learning organization focuses on decentralizing leadership role with an emphasis on the capacity of all people working together toward a common vision. Senge differed from other theorists because Senge came up with this visionary leadership. Senge advocated for personal mastery, mental models, shared vision, and team learning. In particular, Senge contended that people should have a shift of mind from seeing people as helpless to seeing people as capable of

creating their own reality and future. Senge used the term *fifth discipline* to indicate systems thinking as the cornerstone for learning organizations.

Senge (1990) defined systems thinking as the capstone for organizational learning. In Senge's view, systems thinking helps leaders see organizational problems as cyclical, multifactorial, and nonlinear. Systems thinking helps organizations see the feedback mechanism to help with the understanding of system adaptation, continuous learning, and constant adjustment. Furthermore, systems thinking helps with the understanding that system communication happens at all levels of the organization.

Employee Outcomes

On the concept of employee outcomes, Kovjanic et al. (2012) attempted to extend on theorizing transformational leadership and employee's self-determination. Kovjanic et al. argued meeting the followers' needs for autonomy, competence, and relatedness can mediate the link between transformational leadership and employee outcomes. Such employee outcomes may include employees' job satisfaction, self-efficacy, and commitment to the leader. Even though the research study was done in Germany and Switzerland, however, it has more universal implications as far as the link between transformational leadership and employee outcome is concerned. The overreaching theme is that employees' basic need fulfillment induced by transformational leadership and self-determination can help with positive employee outcomes such as job satisfaction, self-efficacy, and affective commitment.

Moreover, Kovjanic et al. (2012) proposed that transformational leadership can help shape employee's attitudes and behaviors through fulfilling employees' three basic

psychological needs for autonomy, self-efficacy, and affective commitment. Kovjanic et al. identified the implications for future management practice. Overall, leadership or management needs to meet all of employees' three basic psychological needs in order to bring about the most desirable work outcomes and employee job satisfaction. The strength of this perspective is that it provides valuable input for future leadership training and leadership strategic planning. According to Kovjanic et al., employee's self-efficacy is enhanced through addressing the need for competency. Commitment to the supervisor is achieved through satisfying the need for relatedness. Kovjanic et al. further argued that management teams would need to adjust their leadership strategies to prioritize meeting one psychological need over another at different times of leaders' strategic planning. A weakness of this study is its narrow focus on sampling as the majority of the participants were selected in Germany. Broader selection of participants from other countries and industries is encouraged in the future to bring about a broader generalizability for the research findings.

This perspective connects well with the study done by Neubert, Wu, and Roberts (2013). Neubert et al. argued that ethical leadership is positively related to organizational citizenship behavior and employee commitments. Neubert et al. contended that an ethical leader could influence an employee's extra-role compliance behavior and normative commitment. Moreover, Neubert et al. contended that an ethical leader could influence an employee's extra-role voice behavior and affective commitment as well. Further, Neubert et al. stated that the quality of the relationship, namely the leader-member exchange (LMX), is perceived as a moderator of the relationship to employee behavior and

commitment. The strong overreaching theme from the study of Neubert et al. is that ethical leadership plays a vital role in employee's positive outcomes. The limitation of this research lies in the fact that the study mainly mentioned ethical leadership without specifically addressing the most sought-after concept of transformational leadership.

Another example is the research from Effelsberg, Solga, and Gurt (2014b) contending that there is little research on the employee's ethical behavior as an outcome of transformational leadership. Effelsberg et al. explored the unethical yet pro-organizational employee behavior. Effelsberg et al. found out that transformational leadership positively affects employees' willingness to engage in unethical yet pro-organizational behavior. That is to say that those employees are willing to go out of their way to benefit the organization even though their behavior is not considered ethical by any means. Therefore, Effelsberg et al. concluded that research should be directed to complement transformational leadership with an explicit mission. Effelsberg et al. pointed out that future research may further discuss the interplay of transformational and ethical leadership in regards to employees' unethical yet pro-organizational behavior. The strength of this study by Effelsberg et al. is that it has strong reliability and generalizability to apply its results to other settings. However, the weakness may be that this research may have a method bias as the study only relied on the single source of participant's self-report. Another weakness may be related to social desirability. The study only surveyed the research participants' willingness to engage in unethical behavior, not the actual behavior itself. Therefore, the results may not be a true and accurate reflection of employees' actual behavior in the real world.

From a moral standpoint, Kim and Kim (2013) argued that leaders' moral competence is associated with employees' task performance and organizational citizenship behavior. Kim and Kim studied 102 supervisor and employee relationship dyads from seven organizations in South Korea, and revealed that leaders' moral competence is indeed positively related to employees' task performance and organizational citizenship behavior. Kim and Kim contended that the positive employee psychological empowerment as a result of leader's moral competence partially mediates the relationship between leaders' moral competence and employee task performance as well as organizational citizenship behavior. Furthermore, person-supervisor fit can moderate the relationship between leaders' moral competence and employees' psychological empowerment.

The study brings light to appreciate the importance of the leader and the follower in that a strong relationship between these two can bring more positive results for the organization. However, the weakness of this article by Kim and Kim (2013) lies in its limited selection of samples. The samples were only selected from one geographic area in South Korea, thus limiting its generalizability to other countries or settings outside of the Korean social and geographical context.

Employee Job Performance

Self-efficacy. First, Walumbwa and Hartnell (2011) argued that the relationship between transformational leadership and self-efficacy was mediated by relational identification with the supervisor. In other words, relationship with the supervisor mediated the association between transformational leadership and self-efficacy, which in

turn was positively linked with employee performance. In particular, the result has huge practical implication for management practice. Previous research only found the link between transformational leadership and efficacy beliefs. This study by Walumbwa and Hartnell demonstrated how transformational leaders could enhance employees' self-efficacy. In other words, transformational leaders can inspire followers to develop relationship identification with the supervisor, thus helping with employees' relationship identification and self-efficacy resulting in improved job performance. Thus, this is a contribution to the research world from Walumbwa and Hartnell.

Similarly, Carter et al. (2012) argued that transformational leadership relates to the quality of the relationship, change frequency, and consequences during continuous organizational change. Carter et al. contended that the quality of the relationship between these two parties served as a mediator to influence employee work performance. Moreover, Uddin, Rahman, and Howlader (2014) used descriptive statistics, bivariate correlation, and regression analysis to illustrate that transformational leadership is negatively related to deviant workplace behavior. The strength of these two articles lies in their emphasis on the positive link between transformational leadership and employee performance. The weakness may be their limited use of research samples. Future research may consider using more research participants to broaden its research scope and generalizability.

Perceived organizational support. Zhang, Farh, and Wang (2012) used an inductive approach to explore the antecedents of perceived organizational support in relation to employee performance and motivation in the People's Republic of China.

Zhang et al. argued that perceived organizational support (POS) is a major contributing factor for employee motivation, performance, and organizational commitment. Zhang et al. revealed that the major antecedents of POS in China includes procedural justice, supervisor support as well as some culture-specific factors.

Given the Chinese cultural context, Zhang et al. (2012) indicated that the practice in China has given an emphasis on the moral and humanistic factors such as care and help with the less fortunate members of the workforce. The strength of this study is that scholars could gain a fresh perspective on how or in what ways the Chinese workforce can be motivated to achieve the best workplace performance. Obviously, given the cultural context and the cultural limitations of the Chinese society, the weakness might be the research's limit on the geographical selection, therefore limiting the study's generalizability to other cultures or countries.

Balance and organizational citizenship. Basham (2012) addressed both transactional and transformational leadership in higher education. However, Basham argued that a balance of both transactional and transformational leadership could have a positive effect on the performance and effectiveness of the organization. This perspective is different from the one by Shanker (2012). Shanker argued that employee performance could be enhanced when organizational citizenship behavior can be emphasized. Shanker further found that the employee would demonstrate greater performance when they feel a strong connection with their organization. It is refreshing to see Shanker's conclusion that organizational citizenship behavior has a leveraging affect on transformational leaders' emotional intelligence to understand employees' various needs. In addition, Aryee,

Walumbwa, Zhou, and Hartnell (2012) supported their hypothesis stating

transformational leadership is linked with followers' performance through meeting the

needs of the employees' psychological well being. Specifically, Aryee et al. argued

employees' work engagement links with their innovative behavior, thus relates to

employee performance. Both engagement and innovative behavior are moderated by the

quality of the relationship between the leader and the follower.

The reason the above three articles were chosen is because all of them addressed

how transformational leadership affects employee performance from different angles.

Aryee et al. (2012) looked at employees' work engagement while Shanker (2012)

demonstrated a link between higher employee performance and organizational

connection. Furthermore, Basham (2012) emphasized the importance of having both

transactional and transformational leadership working together in higher education. They

all advocated for transformational leadership. Noticeably, none of the three studies

addressed any of the research limitations in their narratives.

Employee performance. Likewise, Chi and Pan (2012) tested and supported that

transformational leadership is positively linked with employee performance, with

follower N-S and D-A job fit perceptions, and with follower perceived fit with their job.

The strong point of this research includes its practical implications for future human

resource practice to train and increase managers' transformational leadership practice.

The main weakness is that the cause between variables is hard to predict from the

research's current cross-sectional design. The study is limited as all study variables were

measured at the same time. Another cultural study is the one from Mokgolo, Mokgolo,

and Modiba (2012). Mokgolo et al. argued that transformational leadership has a positive correlation with followers' leadership acceptance, performance, and job satisfaction. This study contributed significantly to the understanding about the importance of transformational leadership and its positive effect on the performance, satisfaction, and commitment of the followers in the South African context.

According to Tebeian (2012), there is constant technological change in the global world we live in. Information and knowledge are crucial and powerful. The question remains on how to motivate a workforce that is technologically literate. Tebeian argued transformational leadership work most effectively in modern times when motivating employees to achieve desired team performance. Realizing the loss of expertise and time through employee fluctuation, Tebeian suggested building an attractive working environment where employees are fired up to do the best they can and produce the best results. Tebeian advocated for the approach in which leader is the main pawn, the generator and sustainer of a healthy environment. The first contribution of Tebeian's study is that it introduced servant leadership along with transformational leadership. The second value is that it created a conceptual framework to be applied to actual work context. The weakness of Tebeian's study is that it did not sufficiently address the limitations to study how transformational leadership would affect the technologically sophisticated global workforce. Similarly, Ispas (2012) called for transformational leadership to lead a sustainable hospitality industry in the twenty-second century. Ispas argued that this type of transformational leadership could help the hotel employees to do

the right thing. Ispas argued that transformational leadership could also help with good manager-employee relationship and with perceived employee performance by customers.

The following four research studies were conducted and were culture specific. One is a study from Sani and Maharani (2012) examining 333 lecturers using a statistical method. Sani and Maharani proved that transformational leadership, organizational commitment, and citizenship behavior are all antecedents for the lecturers' better performance in the universities in Indonesia. Another study by Biswas (2012) found the same results as those from the study of Sani and Maharani. According to Biswas, how employees perceive the work environment in India plays a predictive role in determining the employees' performance and job satisfaction. Similarly, trust and informal communication of the leaders can also enhance the meaningfulness of these employees' job interpretation. As a result, Biswas argued this contributes to improved individual performance and better organizational effectiveness.

The third culture-specific study is the one from Chen, Hwang, and Liu (2012) presenting a robust model in understanding the voluntary performance of military personnel in China. Specifically, Chen et al. tested the relationships between employee relationship satisfaction, trust in the leader, and employee's voluntary performance. Using the LISREL model, Chen et al. proved that transformational leadership directly and indirectly influenced the voluntary employee performance, which was mediated by followers' trust and relationship satisfaction with their leader.

The next study is from Jimoh, Olayide, and Saheed (2012) arguing that there was a significant relationship between emotional intelligence and job performance in Nigeria.

Jimoh et al. contended that transactional leadership was found to be significant on job performance, yet transformational leadership was found to motivate workers to out-perform the expectations. Jimoh et al. recommended emotional intelligence training to be included in the local government system to help improve the overall employees' emotional intelligence and eventually performance. All these culture-specific studies are important to understand how transformational leadership would affect employee performance in other countries and cultures. The drawback would be the above studies' limitations on their local geographical area thus restricting the generalizability of the research findings to other countries or settings.

Job performance. Abbas, Iqbal, Waheed, and Naveed Riaz (2012) investigated the relationship between transformational leadership and innovative work behavior in workers in educational institutions. Abbas et al. used purposive samples of 200 employees from schools, colleges, and universities. Using Pearson correlation, Abbas et al. examined five elements of transformational leadership: the idealized influence attribute, idealized influence behavior, inspirational motivation, intellectual stimulation, and individualized consideration. Abbas et al. contended these elements connected well with elements of innovative work behavior: idea promotion, idea generation, work commitment, and idea implementation. The strength of the study is that it can help future educational institutions in their selection, recruitment and other development practices for the employees. The weakness of the article lies in its limit on educational setting only, thus restricting its generalizability to other industries or settings.

Cavazotte, Moreno, and Bernardo (2013) argued about the improved employee job performance through almost the same perspective as Abbas et al. (2012). Cavazotte et al. stated that employees' relational identification with the manager and employee's self-efficacy beliefs can help with employee's higher levels of task performance and helping behaviors. The results showed that employees under transformational leadership appeared to have a stronger relationship with their managers and higher level of self-efficacy. Cavazotte et al. were the first ones who looked at identification with the leader and employee's self-efficacy simultaneously with the understanding that these two different mental processes would bring different performance outcomes. Lastly, Cavazotte et al. found a strong relationship between transformational leadership and followers' self-efficacy in the Brazilian work environment. Cavazotte et al. contributed greatly to the calling for more leadership research in more diverse cultural backgrounds as it rose above the limits of U.S.-EU contexts and into the Brazilian work setting. Second, Cavazotte et al. also have contributed to the understanding of the role that psychosocial processes play on followers' job performance. Cavazotte et al. indicated the link between higher levels of the Brazilian employees' task performance and helping behavior with transformational leadership.

Furthermore, Khan, Asghar, and Zaheer (2014) argued that transformational leadership has a more significant impact on employee job satisfaction and firm financial performance as compared to transactional leadership. As such, Khan et al. encouraged firms to maximize their gains by choosing the most effective leadership style for their organizations. Similarly, Fernet, Trépanier, Austin, Gagné, and Forest (2015) deepened

our comprehension on the relationship between transformational leadership and employee functioning. In short, Fernet et al. proposed an integrative model to help us understand the linkage between transformational leadership and employee psychological health (burnout and psychological distress), attitudes (occupational commitment and turnover intention) and job performance (professional efficacy, self-reported individual and objective organizational performance). Fernet et al. supported the notion that transformational leadership is related to employees' optimal job function after exploring two mechanisms including perceived job characteristics (job demands and resources) and employee motivation (autonomous and controlled).

Leadership effectiveness. Tonvongval (2013) argued that leadership effectiveness is of paramount importance when the pace for unprecedented changes in business is fastened, and when firms cannot afford to invest in products, marketing and other staff motivational programs any more. Tonvongval investigated how 42 branch managers affected employee engagement on improvement of sales revenue, staff attrition and customer complaints. Alpha analysis, t-tests, and correlations were employed to judge data reliability and statistical significance. The study results confirmed the statistical significance of transformational leadership intervention.

Psychological empowerment. An example of examining the psychological empowerment is the research study from Yao, Chen, and Cai (2013). In this study, Yao et al. argued that the psychological empowerment has a positive effect on employee loyalty and performance as medicated by employee job satisfaction. In addition, Maharani, Troena, and Noermijati (2013) conducted a study in PT Bank Syariah Mandiri Malang

East Java, and argued that organizational citizenship behavior can mediate the effect of

transformational leadership and job satisfaction on employee performance. This is

different from the study by Luse (2013) stating that effective managerial strategies can

help with creating an effective work environment in the medical imaging department.

Luse argued that a number of strategies including assessing worker performance and

satisfaction, transformational leadership, and enhancing professional development can all

be applied with the goal to employ effective leadership strategies in order to retain the

highly skilled workers, to make sure teams are effective and patients are highly satisfied.

Yao et al.'s study addressed psychological empowerment whereas Maharani et al.'s study

talked about organizational citizenship behavior's link with job satisfaction. Lastly,

Luse's study talked about how manager's strategies can help with the best performance

outcome in the medical imaging environment. However, all three articles lack the

evidence to state why the performance of workers is linked with transformational

leadership.

Kovjanic et al. (2013) operationalized followers' performance through quantity,

quality, and persistence. Kovjanic et al. revealed that satisfaction of the followers'

psychological needs for competence and relatedness can mediate the relationship between

transformational leadership and followers' work engagement resulting in employees'

work quality, quantity, and persistence. Kovjanic et al. argued that followers' basic

psychological needs satisfaction including needs for competence, relatedness, and

autonomy and work engagement might mediate the relationship between transformational

leadership and performance. The strength is that these research findings are in line with

the theoretical model of Bass (1985) and Burns (1978) in that employees' needs satisfaction constitute a central mechanism behind transformational leadership.

Another similar study on psychological empowerment is from Lan and Chong (2015). Lan and Chong contended that transformational leadership is significantly related to employee psychological empowerment. Further, employees' psychological empowerment is significantly connected to employees' working attitudes. Importantly, Lan and Chong pointed out that not all dimensions of transformational leadership are significantly associated with employees' psychological empowerment. Lan and Chong further stated that not all dimensions of employee psychological empowerment are significantly related to employees' work attitudes either. Thus, Lan and Chong identified that employee psychological empowerment can only partially mediate the link between transformational leadership and employees' work attitudes.

Hospital setting. Approaching the study from a public hospital setting in Italy, Bellé (2014) explored the potential of two extra-task job characteristics. Bellé included beneficiary contact and self-persuasion interventions to enhance the influence of transformational leadership on public sector employee performance in Italy. One hundred and thirty-eight nurses at a hospital in Italy were recruited for the study. Even though the participants who were exposed to the transformational leadership manipulation alone barely outperformed a control group, the performance impacts of transformational leadership were greater among nurses exposed to either beneficiary contact or self-persuasion interventions. This study is limited due to its geographic location, which is only located in Italy. The study may restrict its application to other countries or cultures.

Performance. Another cultural study was carried out by Kim, Kang, and Park (2014). Kim et al. confirmed that a transformational leadership style of a CEO positively influences both the objective and subjective performance of the firm. Under uncertain conditions, the effect of CEO transformational leadership style on firm performance became greater. In contrast, the CEO's transactional leadership style was not found to significantly affect the firm's objective performance. The effect of CEOs transactional leadership style was found to be greater in a context of high uncertainty. However, the results still supported the notion that transformational leadership positively affects performance.

Furthermore, Hamstra et al. (2011) examined when and why transformational leadership was perceived to be effective by followers. The studies of Hamstra et al. revealed that perceived transformational leadership effectiveness is affected by a match between leadership style-driven strategies and followers' preferred strategies. In particular, Hamstra et al. found out that transformational leadership would encourage promotion-focused strategies, thus creating a regulatory association for promotion-focused followers. Therefore, leadership is considered more predictive of an enhanced effort. Hamstra et al. contributed to our understanding of the leadership process, especially to the interpersonal influences on followers' self-regulatory experiences.

Employee Job Satisfaction

Charismatic leadership. Vlachos, Panagopoulos, and Rapp (2013) approached employee job satisfaction through the lens of charismatic leadership. Vlachos et al. argued that charismatic leadership could help with employee's value-driven ideas by

considering the organizational values to be associated with doing much greater societal good. Vlachos et al. argued that this perspective could help improve an individual's job satisfaction by realizing what one does can contribute to the general greater good.

Organizational commitment. In contrast, Yang, Wu, Chang, and Chien (2011) differed from Maharani et al. (2013) as well as Vlachos et al. (2013) in that Yang et al. concluded employees' job satisfaction has a lot to do with employees' commitment with the organization. Yang et al. took a different perspective by emphasizing on the employees' organizational commitment. Of course, Yang et al.'s study is limited as their research focus is of a cross-sectional nature, not a longitudinal one. Therefore, causality factor cannot be tested. Furthermore, their sample only consisted of military officers in the public sector with limited applications of their findings to other public settings.

Yang (2014) contended that transformational leadership has an effect on cooperative conflict resolution through several alternative models related to the mediating role of job satisfaction and change commitment. Yang used samples from customer service personnel in Taiwan and carried out an empirical study to generate the best fitting model. Yang's study suggested that transformational leadership can bring about inspiration and employee job satisfaction consequently yielding cooperate conflict resolution.

Moreover, Basford, Offermann, and Behrend (2014) argued how much followers appreciate leader apologies and how these perceptions influence followers' work-related outcomes. Followers who viewed their leader as trustworthy were more likely to perceive their leader's apology to be sincere, as compared to those who previously doubted their

leader's trustworthiness. A mediation model was supported, showing that attributions of apology could foster perceptions of leader's humility, which enhanced followers' perceptions of transformational leadership.

Leader-member exchange (LMX). This notion connects with another example from Power (2013) claiming that leader-member exchange (LMX) theory does not focus on the specific characteristics of an effective organizational leader. Rather, Power pointed out LMX focuses on the nature and quality of the relationships between a leader and the subordinates. According to Power, a leader should develop as many high-quality relationships with followers as possible. Furthermore, Power pointed out this will lead to increases in subordinates' sense of job satisfaction, organizational citizenship, and attainment of organizational goals.

Furthermore, Power (2013) stated that interest in corporate social responsibility (CSR) is gaining momentum in academic and managerial circles. With a critical lens, Power indicated that prior work has paid little attention to how CSR initiatives should be implemented inside the organization. Against this backdrop, Power further examined the effect of CSR initiatives on group-employees. Power tested a comprehensive and multilevel framework that focuses on whether employees derive job satisfaction from CSR programs. Finally, Power predicted that a manager's charismatic leadership would influence employees' interpretations about the motives of their companies' engagement in CSR initiatives.

Job satisfaction in financial industry. Belias and Koustelios (2014) concluded that transformational leadership is perceived as one of the most effective leadership

styles. This transformational leadership style is being employed in different workplaces, settings, and is being followed by bank managers in Greece proving to have a positive effect on employees' performance, job satisfaction, and job commitment. A similar study conducted by Bushra, Usman, and Naveed (2011) revealed that transformational leadership also positively impacts employees' job satisfaction in the banking industry in Lahore, Pakistan. Both studies contribute to our understanding of the effect of transformational leadership on banking industries in Greece and Pakistan. The drawbacks include their restricted generalizability to other settings due to the geographical limitations.

Moreover, Khan et al. (2014) analyzed the influence of transformational and transactional leadership on employee job satisfaction and firm financial performance. Khan et al. found that transformational leadership has a more significant influence on employee job satisfaction and firm financial performance as compared to transactional leadership. As such, Khan et al. proposed that financial firms should maximize their profits while choosing the appropriate and most effective transformational leadership style to help with the fulfillment of their organizational goals.

Tonvongval (2013) explored the influence of organizational development intervention on transformational leadership of branch managers on employee engagement. Tonvongval found that the organizational development intervention has a positive impact on employee job satisfaction and extra effort.

Job satisfaction in public relations. Yang (2012) analyzed public relations practitioners in Taiwan to indicate that the various dimensions of transformational

leadership had a positive influence on employees' job satisfaction. Furthermore, Munir, Rahman, Malik, and Ma'amor (2012) found a positive, linear, and strong relationship between transformational leadership and job satisfaction. Therefore, Munir et al. indicated that it is important to know how transformational leadership affects employees' job satisfaction because job satisfaction in turn may affect employees' morale and performance.

Job satisfaction among engineers and faculty members. Laglera, Collado, Montes de Oca, and Marco (2013) argued that engineers' job satisfaction could play a key role as the primary link between transformational leadership and work satisfaction. Moreover, Amin, Shah, Tatlah, and Ijaz (2013) examined the interplay between leadership styles (transformational, transactional, and laissez-faire) and faculty job satisfaction in a public university in Pakistan. The findings highlighted that there is a significant relationship between leadership styles (transformational, transactional, and laissez-faire leadership) and faculty's intrinsic, extrinsic, and overall job satisfaction.

Amin et al. (2013) further stated transformational leadership style has a strong positive and statistically significant effect on faculty's intrinsic, extrinsic, and overall job satisfaction level. It is interesting to note that both the studies of Amin et al. and Laglera et al. (2013) talked about how transformational leadership affects professionals like engineers and university faculty members. They both contributed to the understanding of how transformational leadership affects those two areas. The weakness is that the study applications may be limited given their limited research samples in specific geographic areas.

Job satisfaction and fairness. Approaching job satisfaction from a very different angle, Bacha and Walker (2013) argued that there has been a concern about ethical leadership and ethics in business research literature. Addressing lack of attention to outcome satisfaction and trust in the leader, Bacha et al. further indicated there are three types of fairness: distributive fairness, procedural fairness, and interactional fairness. Recognizing a partial relationship between employees' perceptions of fairness and transformational leadership, Bacha et al. found that procedural and interactional fairness are significantly related to transformational leadership.

Job satisfaction in education. Tesfaw (2014) argued that secondary teachers' job satisfaction is positively linked with transformational leadership behavior. Aydin, Sarier, and Uysal (2013) pointed out that transformational leadership of school principals has a positive effect on job satisfaction and organizational commitment for teachers. Aydin et al. called for a change in leadership styles from transactional to transformational in order to retain good teachers. In contrast, Omar and Hussin (2013) found out only two out of the three dimensions of transformational leadership have significant relationships with job satisfaction. In particular, Omar and Hussin located a positive relationship between intellectual stimulation and job satisfaction whereas individual consideration was negatively related. The study revealed that leadership was an insignificant mediator in the relationships between charismatic, intellectual stimulation and individualized consideration with job satisfaction. Moreover, Omar and Hussin used job satisfaction survey, organizational commitment questionnaires, organizational trust inventory, as well

as transformational leadership inventory to argue that transformational leadership does positively influence job performance.

With a special focus on education, Tok (2013) presented a picture of how transformational leadership affected teacher's job satisfaction through the description of teacher's perception of their school administrators. Tok used statistical measures to confirm that teachers with transformational leadership administrators are happy and fond of their jobs. On the other hand, Türkay, Nuri, and Esen (2013) argued that transformational leadership with school administrators is linked with school teachers' job satisfaction.

Job satisfaction and dimensions of transformational leadership. Eisenbeiß and Boerner (2013) approached transformational leadership from another aspect. Eisenbeiß and Boerner argued that even though transformational leadership helps with followers' creativity, yet at the same time transformational leadership increases followers' dependence on the leader, which in turn may reduce that creativity. Eisenbeiß and Boerner pointed out this negative side effect of transformational leadership on employee behavior.

Yi-Feng (2014) carried out an empirical study to yield the best fitting model. Yi-Feng suggested leadership that promotes integration (change commitment), inspiration, and motivation (job satisfaction), in the proper order can help with the proper management of conflict resolution. This paper included the effects of transformational leadership on cooperative conflict resolution (management) by evaluating several alternative models related to the mediating role of job satisfaction and change

commitment. Samples of data from customer service personnel in Taiwan were analyzed. Yi-Feng suggested that leadership that promotes integration, inspiration, and motivation, in the proper order, can help create the means for cooperative conflict resolution.

Job satisfaction in health care. On the topic of health care, there are several studies worth noting. First, Munir, Nielsen, Garde, Albertsen, and Carneiro (2012) explored the mediating effect of work-life conflict between transformational leadership and job satisfaction and employees' psychological well being in the Danish elderly care system. Munir et al. claimed that transformational leadership might improve the perceptions of work-life balance and employee wellbeing. Next, Top, Akdere, and Tarcan (2015) introduced the Turkish hospital setting and claimed that there is a strong need in the future for Turkish hospitals to apply transformational leadership style. Top et al. argued that both organizational commitment and job satisfaction have been found to be positively related to transformational leadership in both public and private sectors. This research is the first to touch upon the Turkish context and Turkish public health care system. The weakness of the study is that the research samples were only limited to two organizations in Turkey. It is questionable whether or not this result can be generalized to other hospital settings or other types of industries in other countries. Top et al. called for more heterogeneous sample in the future to extend research focus to examine organizational citizenship, adjustment, trust, job performance, empowerment, and employee turnover. Importantly, Top et al. called for inclusion of transactional leadership in future research.

In a similar research study, Negussie and Demissie (2013) pointed out another aspect of how transformational leadership affects nurses' job satisfaction. Negussie and Demissie argued that nurses have a tendency to prefer transformational leadership than transactional leadership. The article is valuable, as it has given practical implications for future nurse leadership practice to use the preferred transformational leadership style in order to help achieve and maintain nurses' job satisfaction.

The fourth study focused on health care is the one from Ghorbanian, Bahadorr, and Nejati (2012). Ghorbanian et al. used the Pearson correlation to conclude that the highest mean score for job satisfaction in medical emergency room is related to transformational leadership whereas the lowest score is related to laissez-faire leadership. Moreover, Ghorbanian et al. found a significant relationship (with $p < .01$) between transactional and transformational leadership and job satisfaction. Ghorbanian et al. concluded that health care sector policy makers should provide the foundation to implement transformational leadership in order to enhance emergency medical staff job satisfaction.

Another study talking about job satisfaction in health care is the research done by Roberts-Turner et al. (2014). Roberts-Turner et al. addressed the job satisfaction among 935 hospital-based pediatric RNs. Roberts-Turner et al. assessed the relationship between nursing leadership and job satisfaction of hospital-based pediatric RNs. They assessed how autonomy (transformational leadership) and distributive justice (transactional leadership) influence RN job satisfaction, and how RN socio-demographic characteristics influence job satisfaction as well via the autonomy and distributive justice. I analyzed the

influence of transactional leadership while analyzing the influence of transformational leadership. The study of Roberts-Turner at al. emphasized the positive effect of not only transformational, but also transactional leadership.

A most recent study by Alotaibi, Yusoff, Al-Swidi, Al-Matari, and AlSharqi (2015) is worth noting. Alotaibi et al. argued that patient safety has become an important topic among health care professionals, policy makers, and the public due to the emphasis on health care errors that result in negative situations. Alotaibi et al. supported the positive relationship between transformational leadership and organizational climate as well as the relationship between organizational climate and perception of patient safety. Furthermore, Alotaibi et al. proposed that organizational climate has a mediating effect on the relationship between transformational leadership and perception of patient safety. The research findings of Alotaibi's study are of a great importance with implications for future practitioners and policy makers.

Job satisfaction and turnover intentions. The opposite of job satisfaction is job dissatisfaction and turnover intentions. According to Caillier (2014), both transformational leadership and mission valence are linked with the motivational properties of an agency's mission. Caillier explored how transformational leadership and mission valence interact with each other to influence turnover intentions and extra-role behaviors. Caillier found out that transformational leadership had a direct, negative connection with turnover intentions. In addition, Caillier pointed out the relationship between transformational leadership and turnover intentions was somewhat influenced by

mission valence. Caillier indicated the relationship between transformational leadership and extra-role behaviors was influenced by mission valence as well.

Similarly, Wang and Yen (2014) emphasized that the Taiwanese TV reporters' turnover intentions would be much lower when a positive safety climate environment is in place at work. In contrast, Wang and Yen did not find a significant effect of the safety climate environment on the relationship between transformational leadership and these TV reporters' turnover intentions. Men (2014) explored the association between transformational leadership, the use of communication channels, symmetrical communication, and employee satisfaction. Men's research findings showed that transformational leadership positively affects the organization's symmetrical internal communication and employee relational satisfaction.

Men's (2014) study differed from the study of Wang and Yen (2014) in that Men identified the importance of leaders' face-to-face communication with employees. In particular, Men pointed out that face-to-face communication between the leader and the follower can positively affect employees' satisfaction. Moreover, Men described the phenomenon that employees often times prefer regular emails to receive general information about the company decisions, policies, events, or changes of the organization. However, Men emphasized that employees would prefer employee meetings after the email and employees would love the interpersonal communications with their managers.

Leadership Skills Training, Job Performance, and Organizational Change

Mathew (2014) used differential and descriptive statistical analysis to contrast the differences in five components of transformational leadership skills between graduating

nursing students and practicing nurses in clinical settings. The study confirmed

significant differences in modeling the way, inspiring a shared vision, enabling others,

and encouraging the heart. The study suggested implications for future nursing education

to apply transformational leadership training in the curriculum.

Tse and Chiu (2014) researched how transformational leadership affects job

performance through a social identity perspective. Referencing social identity theory, Tse

and Chiu provided a model to explain the underlying process through which

transformational leadership influences the Chinese employees' creative and

organizational citizenship behaviors. Tse and Chiu used individual differences and group

identification to represent the characteristics of personal and collective identity

orientations. Tse and Chiu further contended that the differences in individual and

collective identity would lead to different performance outcomes. Furthermore, Tse and

Chiu pointed out that the individual difference could mediate the relationship between

individual-focused transformational leadership and creative behavior. Moreover, group

identification can mediate the relationships between group-focused transformational

leadership and organizational citizenship behavior toward individuals and groups. The

study may be limited in its generalization of its findings to other countries or settings as

the study was only carried out in China.

Importantly, Chow (2014) addressed a very significant topic on transformational

leadership and organizational change. Chow argued that the success of organizational

change is largely dependent upon the supportive attitudes and behaviors of employees

toward organizational change. Chow explored the mechanism through which

transformational leadership influences employees' behaviors for a successful organizational change. By analyzing nine companies in Taiwan, Chow revealed that transformational leadership not only affects employees' behavioral support for change, but also demonstrates its indirect effect on supportive behavior to change through self-efficacy. Chow contributed to the research literature by pointing out the interplay of transformational leadership and self-efficacy within an organizational change context. However, this study is limited as it was conducted in Taiwan with its cultural characteristics associated with the Taiwanese environment only, thus limiting its generalizability to other settings or cultures.

Likewise, Veríssimo and Lacerda (2015) indicated that leadership integrity is a necessary prerequisite or quality for transformational leadership behavior. Furthermore, with integrity, transformational leaders' behaviors are associated with CSR practices. Veríssimo and Lacerda indicated integrity is crucial as transformational leaders would actively engage in more responsible behaviors. Veríssimo and Lacerda called for an awareness of the importance of leadership integrity and of how integrity would relate to transformational leadership.

Furthermore, Kao, Pai, Lin, and Zhong (2015) applied a dual perspective approach to understand the concept of transformational leadership. Kao et al. incorporated the perspective of motivational and social-political views. Kao et al. made attempts to further understand the influence of transformational leadership on the innovative behaviors of frontline employees. Kao et al. contended that the perceived organizational climate for innovation, creative self-efficacy, and expected image gains

may all mediate the relationship between transformational leadership and employees' innovative behaviors.

Summary and Conclusions

I reviewed the extant literature on the main subjects of leadership, transformational leadership, systems theory, employee outcome, employee performance, employee job satisfaction, and leadership skill training as well as organizational change. It was evident that previous research has richly presented many valuable perspectives on transformational leadership and its impact on employees. Many studies have explored quantitatively about how transformational leadership has positively affected employee performance or job satisfaction or both in education, health care, banking, and other business environments.

From the above extensive literature review, I have the impression that the research is diverse in its breadth and depth. However, I did not find any of these research studies encompassing or addressing the comprehensive factors that are crediting transformational leadership for its positive effect on followers in health care settings in the eastern United States. No extant research has explored why transformational leadership may affect health care workers' positive outcomes in the eastern United States. The lack of research or gap in this area justifies the need for this dissertation to explore the integrative factors that truly inspire health care workers to excel in their day-to-day performance and job satisfaction.

Given the above knowledge gap, there is a need to carry out a phenomenological study to fill in that gap by describing the lived experiences of employees working for a

transformational leader. This research extended the knowledge in the discipline on how transformational leadership would affect employee outcomes. This phenomenological study looked at the holistic factors that may have contributed to the positive outcomes of the health care employees in their work performance and overall job satisfaction in the selected research organization. The study has the potential to aid future health care leadership practice in achieving optimal organizational goals. This phenomenological study embarked on collecting data from the selected 20 research participants via either face-to-face or Skype interviews. After the raw data were collected, I read, categorized, and coded them by hand. Chapter 3 includes the research method on how I collected and analyzed the data through the selected qualitative phenomenological approach.

Chapter 3: Research Method

The purpose of this qualitative phenomenological study was to explore and describe the lived experiences of 20 employees working for a transformational leader at a healthcare facility in the eastern United States. For the purpose of this research, I defined the lived experiences of the research participants as the shared phenomenon working for a transformational leader. The lived experiences of these participants included their work performance and job satisfaction.

In this chapter, I offer a detailed explanation of my research method and how I conducted the research. I explain why I chose a qualitative phenomenological research design, and discuss my role as researcher, including my main responsibilities. Next, I describe the specific methodology including participant selection logic, data collection instrumentation, procedures for recruitment, participation, data collection, and data analysis. Finally, I address the trustworthiness of the study including research credibility, transferability, dependability, confirmability, and ethical issues, and then conclude with a summary highlighting the key points of the chapter.

Research Design and Rationale

Research Question 1: What are employees' lived experiences regarding the effect of transformational leadership on job performance?

Research Question 2: What are employees' lived experiences regarding the effect of transformational leadership on job satisfaction?

Bansal and Corley (2012) distinguished the differences in data collection tools, techniques, and processes between qualitative and quantitative research. These scholars

contended that qualitative researchers do not know what theory their insights might illustrate while quantitative researchers concretely follow specific plans because their data collection is focused on testing a certain theory.

Bansal and Corley (2012) argued that the purpose of qualitative research is to build theory inductively, even though the data can also be used for theory testing or deduction. They noted the challenges that qualitative researchers face such as having a short and multipurpose front end, and argued that qualitative front end must engage the reader, and convey the gap that justifies the need for the research questions. They further noted that another challenge is for qualitative research to have a strong back end holding a strong discussion to summarize the main findings and discuss further practical implications of the research.

Furthermore, Bansal and Corley (2012) emphasized that qualitative researchers have the flexibility in choosing different research approaches. Bansal and Corley indicated qualitative researchers need to provide detailed explanation of data collection, data analysis, and data presentation. Moreover, Hannah and Lautsch (2011) reviewed the controversial issue of counting in qualitative research. Furthermore, Cairney and St Denny (2015) noted researcher bias needs to be acknowledged for qualitative research.

Quantitative research was not appropriate for my study. Simply put, qualitative research focuses on a relatively smaller number of purposely-selected research participants via interviewing or observing to explore the deeper meaning of a phenomenon. In contrast, quantitative research focuses on a much larger number of randomly selected participants using statistical measures such as the mean, the median,

the mode, and the standard deviation to prove or deny a certain hypothesis. Obviously, quantitative research would not be appropriate for my particular study as my research focus was not to quantify the lived experiences of those research participants, but rather to describe and understand those experiences in greater depth.

Furthermore, a mixed methods approach was not appropriate for my research because the focus of my research was only on exploring the deeper meaning of the lived experiences of those participants, not on quantifying them. Therefore, qualitative research was best to meet the design and the explorative nature of my research.

Among the five qualitative approaches, the grounded theory approach was not appropriate because the intent of grounded theory is to go beyond the description in order to generate a theory. That was not the focus of my study. The narrative approach was not appropriate either because narrative research is focused on the narratives of an individual. My study was aimed at exploring the lived experiences of 20 individuals, not just one person. As such, the narrative approach did not suit the needs of my research. Ethnographic study is about a group that shares the same culture. The ethnographic approach would not be appropriate for the study because the 20 selected participants may come from diverse cultural backgrounds, and they may not share the same culture. Lastly, a case study is concerned with developing an in-depth analysis of a program, an event, one case, or multiple cases. That was definitely not the focus of this study. As such, a case study was out of the question.

With the exclusions of the above four qualitative approaches, I determined that the phenomenological approach was the best choice for the research given my purpose. A

phenomenological study focuses on understanding the essence of the lived experiences of several individuals in order to understand the universal meaning of those experiences. That was the purpose of this research. This study was aimed at describing and exploring the lived experiences of many individuals working under transformational leadership. Therefore, a qualitative research method with a phenomenological approach was the most appropriate choice for me to carry out this study.

Role of the Researcher

Xu and Storr (2012) advocated for helping students learn about the importance of qualitative researchers being research instruments. For phenomenological study, the researcher's role is to bring individual lived experiences into words in data collection, to try to understand those experiences, to categorize the themes from the reflected experiences, and then to record the experiences in writing (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014).

I served as the primary data collection instrument for this study. My role in this research was a research instrument and an observer to collect data. My role was also an analyst to code, interpret, and present data. I conducted interviews with the research participants either face-to-face or via Skype. First, I emailed the research participants the informed consent form (see Appendix A) to thoroughly explain the purpose, the benefits, and risks associated with the study. I then called those who were willing to participate in the study to arrange a mutually convenient time to conduct the interviews. I asked them the open-ended interview questions (see Appendix B) at the interviews. Then, I organized the hand-written notes I took during the interviews and assigned a number to each of the

interview notes. I repeated the process 20 times until I completed all 20 interviews. I conducted data analysis by grouping the interview responses into categories, making sense of them, and summarizing the distinct themes.

I established and maintained a courteous and professional relationship with all the participants. There was no supervisor versus supervisee relationship between me as the researcher and the 20 participants, and I had no direct work relationship with any of them. Additionally, there was no instructor-student relationship between me as the researcher and the research participants. I worked hard at maintaining the professional relationship with all 20 participants during and after the interviews. Therefore, there was no power issue to be addressed to throughout the research process. Their participation in the study was voluntary with no coercion throughout the research process.

Maxwell (2013) has noted that research is always potentially biased by researcher subjectivity, and that researchers are in danger of creating a flawed or biased study if they drive their research by their personal desires. Further, Maxwell pointed out that it is impossible to eliminate the theories, beliefs, and perceptual lens of the researcher, but contended that qualitative researchers should be aware how our own values and expectations might affect the conduct and conclusions of the research. The effect may be positive or negative. Maxwell emphasized the need for qualitative researchers to explain possible researcher biases and the need and how they handle such challenges in the research.

From the perspective of epoche, the researchers' understandings, judgments, and knowledge are set aside, and the research phenomena are reinvestigated in an open and

objective manner (Moustakas, 1994). Patton (2002) confirmed that the researchers should be aware of personal biases and gain clarity about their own preconceptions calling for a phenomenological attitude shift that can be achieved through epoche. For my study, I identified and handled my own researcher biases by being consciously aware of their existence, and by using an appropriate research method such as epoche in the study. I set aside whatever personal values, knowledge, and assumptions I had and concentrated only on reflecting the authentic views of the research participants.

Finally, my role as a researcher was to address other ethical issues related to the study. I made efforts to protect the confidentiality and privacy of the research participants, and remained cognizant of other ethical issues such as gaining informed consent from the research participants, and building professional researcher-participant relationships. I also ensured that I fully explained the risks as well as the benefits of joining this research study to all the 20 participants.

Methodology

Participant Selection Logic

The population or participants for my study were 20 employees working in a health care facility in the eastern United States. I used purposeful sampling strategy to collect data through face-to-face or Skype interviews. Specifically, I selected a health care organization as my research site in the eastern United States to conduct my dissertation study. I wrote a letter to the senior leader of that health care organization to gain permission to conduct my research at that site. I asked permission to have access to the facility's organizational chart.

I chose and recruited up to 20 research participants, including both line workers and managers for a broader participant pool. My research purpose in this phenomenological study was to explore and describe the lived experiences of those participants working under transformational leadership. Those people who work under the transformational leader in the selected health care facility met the criteria to be included in the study. Thus, criterion sampling was used for the research when I actually selected the participants.

To begin with, I intended to recruit 20 participants for the study because I anticipated no new information would continue to emerge after I completed the 20 interviews. Yet, I remained open and flexible to adjust that sample size number until I reached full data saturation meaning no new information was emerging after I completed the 20 interviews. I first emailed 25 individuals with the informed consent forms to explain the purpose of my research. Upon receiving the completed informed consent via email from the participants and after excluding those who did not return my original email, I called each of the selected 20 individuals to schedule a mutually convenient time for the research interview. I only contacted those who replied my original email and those who expressed an interest to join the study. During the face-to-face or Skype interview, I asked each participant the previously crafted interview questions as specified in Appendix B.

According to Moustakas (1994), epoche is a Greek word referring to refrain from judgment, or abstain from the everyday way of looking at things. From the perspective of epoche, the everyday understandings and knowledge of things are being set aside.

Therefore, using epoche, I set aside my own personal views and was able to review the

participants' responses as objectively as possible. I gained a better understanding of the

phenomenon from the participants' perspective about their lived experiences while

providing theory-based explanations for the phenomenon.

Learning from the technique of epoche, I conducted the long interviews by

observing the participants' facial expressions and other nonverbal body language at the

live face-to-face or Skype interviews. Furthermore, I took notes during the live interviews

with the research participant and wrote down his or her answers to each interview

question. I repeated the process 20 times until I gathered all the data from a total of 20

research participants. Once I determined there were no new themes emerging from these

20 participants, I concluded that I reached data saturation. Then, I started to organize,

read, categorize, and hand-code all the collected data to find out themes or patterns from

the live face-to-face or Skype interviews.

Instrumentation

Approaching from a medical point of view, Walker (2012) argued that data

saturation should be the gold standard for data collection. Walker contended that data

saturation is a tool to ensure if sufficient data have been collected to support the study.

Moreover, Walker provided valuable insight for cardiovascular nurses to understand how

data saturation works in qualitative research.

In this research study, I conducted my interviews with the participants through

face-to-face or Skype interview to collect data. Specifically, I initially sent out the

informed consent forms (see Appendix A) to the potential participants by email to

explain the purpose and the risks as well as benefits associated with the study. I followed up with those who expressed an interest to join the study with a phone call or an email 3 days later to schedule a mutually convenient time for the face-to-face or Skype interviews. That way, I was able to conduct the long interviews using the designed interview questions (see Appendix B) and observing the participants' nonverbal language. The email exchanges and phone calls were only tools aimed at paving the way for the actual interviews.

In particular, I used open-ended interview questions to explore what the participants perceive as their lived experiences with their transformational leader and how that transformational leader affects their performance and job satisfaction. All the interview questions were derived from the original research questions so that the participants' responses would be relevant to the central focus of the study. I expected that the participants' replies to the open-ended interview questions might yield sufficient data to depict the emerging themes regarding their lived experiences with transformational leadership.

I chose and recruited a purposeful sample of 20 participants to join the research study. I intended to make necessary adjustment to the sample size as necessary to make sure that data saturation would occur before I concluded my data collection. I remained flexible and prudent in my use of sample size to make sure no new information was emerging from the selected 20 participants before I ended gathering the data. I intended to increase my sample size to recruit more participants if there was still new information

or themes emerging after I completed all the interviews with the 20 participants. I made sure that I had reached data saturation before I ended my data collection.

Pilot Study

According to Maxwell (2013), qualitative researchers should pay attention to two important implications that lack of a logical connection. First, Maxwell suggested that qualitative researchers should anticipate how people understand the questions, and how they would likely to respond. Maxwell encouraged researchers to put themselves in the position of the participants and then project how researchers would react to these questions themselves. Second, Maxwell argued that qualitative researchers should *pilot test* the interview instructions and questions to see if they would be clear and understandable as planned and if any revisions would be necessary.

In order to clarify if my dissertation interview instructions and questions were clear, understandable, and free from bias, I carried out a pilot study with two individuals before I actually started the main study. These two individuals were not included in the final research study and their replies were excluded from the final report. I interviewed two individuals from the same health care organization via face-to-face and Skype interviews for my pilot study. I did not make any changes to either the interview instructions or the interview questions as there was nothing that was confusing or unclear. I focused my pilot study discussion in the discussion section. I obtained Walden IRB approval with the approval number of 6-29-15-0091948.

Procedures for Recruitment, Participation, and Data Collection

I collected my research data through interviews via either face-to-face or Skype interviews. Some participants did not have access to Skype, so I agreed to have face-to-face interviews at a private conference room of the research site. For those who did have access to Skype, I conducted interviews through Skype. Most participants joined the interviews through Skype from their home or work office.

After I gained permission to conduct my research from the senior leader at the selected health care facility in the eastern United States, I chose and recruited 20 participants who were interested in joining the study. Those participants met the inclusion criteria for joining the study. First, in order to join the study, participants had to be at least 18 years of age. Second, participants had to have working experience in that health care facility for over 2 years. Third, participants had to be mentally competent to answer all those interview questions. I recruited people from both management and line work so that I may have a wider variety of participant pools.

In particular, I first sent out my initial research invitation in the form of the informed consent (see Appendix A) via email to 25 individuals to explain the purpose, the benefits, and the risks related to my study. I asked them to email their responses to me with their intention to join within five calendar days. Some participants returned my email right away. Some did not. It took some time for the first 20 people to get back to me by email about their interest to join the study. Then after I heard back from the first 20 people who wanted to join the study, I either emailed or called them to schedule a mutually convenient time for our face-to-face or Skype interviews. I did not hear back

from the other five people I initially contacted by email. For those who did not have

access to Skype, I agreed to meet face-to-face in a private meeting room at the research

site. For those who did have access to Skype, I scheduled Skype interviews at a time that

was convenient for everyone.

Once an appointment was scheduled, I then prepared myself for the actual

interviews. I made sure that I had all the necessary tools ready such as pens, some loose

leaf paper, the sheet of paper with the interview questions on it, and the folder that would

be used to hold all the paper in one place. Due to the fact that some participants did not

have available time to meet face-to-face or through Skype right away, the whole

interview process with the 20 research participants took longer than I expected. On a

positive note, all of the participants were polite, cooperative, and enthusiastic about the

research topic on how transformational leadership would affect their occupational

outcomes. I expected to be able to derive rich meanings from the replies from the selected

20 participants.

I planned to take notes during the face-to-face or Skype interviews. I planned to

diligently write down the answers to the interview questions from each participant on one

sheet of paper. I used both sides of the paper as needed if that individual's answer was

relatively long. Data from each interview were recorded in the form of written notes on a

piece of paper. That paper was stored in a locked drawer at my home office. No one

except me can have access to that locked drawer. Thus, data would be kept safe and

confidential. During each interview, I listened to the participant attentively and took

careful notes. My intent was to get an accurate understanding of what each participant

really wanted to convey. The participant exited the face-to-face or Skype interview by being acknowledged by me with appreciation for his or her time and effort in joining the study.

There was no coercion issue involved with the participants in the data collection process. I made it clear to the participants that joining the study was totally voluntary. I made it clear to them that they could withdraw from the study at any time with no fear of retaliation. I had no direct supervisor vs. supervisee or instructor vs. student relationship with any of the participants, thus removing any issue for possible conflict of interest or power concern from the study.

Furthermore, the senior leader at the selected health care institution had no influence or coercion on who would join the study. The function of the senior leader was simply to give permission for me to conduct my research at that site. That was the only purpose that I contacted the senior leader at the selected health care facility in the eastern United States. In fact, the senior leader had no knowledge after my study began as to who actually joined the research. I made it clear to the participants that I would not disclose any information to anyone as to who joined my study. That way, I could relieve the participant's concern for their privacy, pressure, or any form of coercion from the senior leader. Before I started my interviews, I made sure all participant's identifying information such as the name, phone number or email address were removed in the data collection and analysis process. I strictly protected the confidentiality of each individual by assigning a number to each participant before I conducted each interview. The information with each participant's name and number was recorded on a separate sheet of

paper, which was locked in a secured drawer at my home office. No one else has the key to that drawer. Only I have access to that piece of paper. That paper with the participants' confidential information on it will stay in the secured position for 5 years after the completion of my research. After 5 years, all the information will be destroyed.

Moreover, I informed the participants about the follow-up procedure at the initial face-to-face or Skype interviews. I told them that I would follow up with an email or phone call or both to validate and confirm my interpretation of the meanings of each of their answers. I informed the participants that the interview might take 60 minutes or so to complete. I planned to code the data by hand for further analysis.

Data Analysis Plan

Researchers can analyze the content of the data by coding them (Maxwell, 2013). I planned to hand-code the data to find patterns or themes using open and axial coding. Maxwell posited that open coding requires reviewing the data to allow the themes to emerge naturally. In fact, I wrote down on a sheet of paper the separate themes that I found from each interview. After the open coding, I then used axial coding for further data categorization. Maxwell stated that axial coding is the process of attaching greater meaning to the already identified themes, which was done through the open coding process.

Maxwell (2013) argued that by first allowing the themes to emerge from the data via open coding; researchers are able to develop categories around the data that are relevant to their studies. At this phase of my research, I used a technique called horizontalization as described by Moustakas (1994) to put equal emphasis on all the data

collected. I tried to be as objective as possible to mitigate my researcher bias to include all the data collected.

In particular, I wrote down all the themes from each interview reply on a sheet of paper. As the sample size was 20, thus hand-coding all the 20 replies was within reach. I did not intend to use any software to help with my data analysis. I put equal emphasis on the data and wrote down all the themes from one interview reply on one piece of paper for a specific interview. Then, I repeated the process 20 times. I used member checking to see if I interpreted each participant's meanings of his or her answers accurately. Doing so made me more certain that I had understood the participants' meanings correctly. Doing so also helped me guard against any misunderstandings of the meanings that each research participant wanted to convey.

Subsequently, I engaged in a data reduction process to focus on the data that was only relevant to the research questions. I reviewed each of the participants' responses and coded the themes that were only relevant to the research questions. By focusing on the data that were relevant to the research questions, I was able to effectively derive themes or patterns related to the research questions. I was able to draw conclusions and findings, which echoed the meanings derived from the participants' lived experiences with transformational leadership. Chapter 4 includes the findings, which consist of the patterns, relationships, and themes from the analysis of the collected data. Chapter 5 includes the interpretation of the research findings and a discussion of the recommendations for future research as well as the implications for positive social change.

Issues of Trustworthiness

Lincoln and Guba (1985) posited that qualitative research's trustworthiness is enhanced through its credibility, transferability, dependability, and confirmability. Lincoln and Guba suggested a series of strategies to establish and maintain the trustworthiness of qualitative research. Furthermore, a qualitative study cannot be credible unless it is dependable. Likewise, a qualitative study cannot be transferable unless it is credible.

Credibility

Credibility refers to the truth of the qualitative data, the participant's views, and the interpretation or representation of them by the researcher (Polit & Beck, 2012). Polit and Beck further stated qualitative research credibility is enhanced by researchers when describing their own experience or verifying findings with the participants. A qualitative research is credible when other people outside the study share the human experience. Furthermore, qualitative researchers should demonstrate engagement, ways of observation, and audit trails to support credibility (Cope, 2014). Cope argued that qualitative research process is more complex than anticipated and researchers should gradually shift their focus to things that truly matter. Moreover, progressive focusing is considered well suited for qualitative research in international business requiring complex iteration and truthful as well as coherent presentation of the research process (Sinkovics & Alfoldi, 2012). Sinkovics and Alfoldi proposed the use of the computer-assisted data analysis software (caQDas) to help with the dual challenge of complexity and trustworthiness for qualitative research.

Polit and Beck (2012) argued that there are strategies to help the qualitative researcher to enhance credibility and trustworthiness. Polit and Beck pointed out that various data collection method might include interviews, observation, and notes as well as journaling throughout the research process. Moreover, Polit and Beck argued that reflexivity is the awareness of the researcher's values, background, and previous experience with the phenomenon. Polit and Back contended that researchers must mitigate bias while using themselves as the research instrument. Polit and Back recommended keeping a reflexive journal to reflect the thoughts and feelings of the researcher in order to bracket researcher's own perceptions and subjectivity.

Another strategy advocated by Cope (2014) to improve credibility is through member checking. Cope argued that at the end of data analysis, the researcher conveys a summary of the themes that have emerged from data collection and analysis and asks feedback from those who have participated in the study. Through this member checking, Cope asserted that the participants could validate if the researcher has accurately interpreted the meanings of the participants' answers. Cope argued that the readers could comment on the credibility of the study themselves and substantiate the researcher's interpretation.

For this dissertation research, I used techniques such as writing with thick description and member checking to enhance the credibility of my qualitative research. Initially, I verbally checked with all 20 participants at the end of each initial interview about my interpretation of each participant's transcript. Later, I followed up with each participant through a telephone call after I had completed the 20 interviews about my

interpretation of the meanings of his or her transcript. I asked for each participant's

feedback to validate if I had accurately interpreted the meanings of his or her answers.

Each participant confirmed that my interpretation of his or her transcript had accurately

captured the meaning of his or her answers. Conducting member checking helped

enhance the credibility and rigor of my research. I also reiterated that I would strictly

protect all participants' confidentiality at all costs. I reminded the participants that they

were free to withdraw from the study at any time if they chose to do so without any fear

of retaliation. Doing so helped cultivate an open atmosphere that was conducive for the

expression of participants' honest answers to the interview questions. All these methods

helped build the credibility of this research.

Transferability

Compared to the concept of external validity in a quantitative study,

transferability in a qualitative study refers to findings that can be applied to other settings

or groups (Houghton, Casey, Shaw, & Murphy, 2013; Polit & Beck, 2012). A qualitative

research has met this criterion if the results of the study have meanings to others who are

not directly engaged in the research (Cope, 2014). Cope reiterated that a qualitative

research would have transferability when readers can associate the research findings with

their own experiences. Cope continued to indicate that researchers should give enough

information to help the readers determine if the research findings are transferable or not

to other settings or situations. However, Cope concurred that the criterion of

transferability relies on the focus of the study and may only be applicable if the goal is to

make generalizations about the subject matter or the phenomenon. The main construct related to transferability for the qualitative study is *applicability*.

One of the techniques suggested by Lincoln and Guba (1985) to establish transferability is to use thick description of every aspect of the qualitative research. Lincoln and Guba argued that describing a phenomenon in great details can help evaluate the degree to which the research conclusions are transferable to other times, settings, situations and people. Hanson, Bolmer, and Giardino (2011) suggested that strategies to establish transferability would include careful and detailed descriptions of the sample, the setting, and the results of the research so that readers who read the report can make a well-informed decision as to whether or not the research results can be transferred to a new setting with different participants.

For my research, the transferability of the research findings is for the readers to decide. I chose and recruited a sample of 20 participants for my study. The sample size of 20 is small. Thus, I consider the findings and conclusions are not expected to be transferred to other populations or settings in other parts of the country. This limitation might represent the greatest weakness for the research due to the selected small sample size of 20 participants. It would be unwise to make claims regarding the transferability of the research findings from this limited sample size to a much larger population in other parts of the country or the world.

However, I expect that the conceptual themes derived from this qualitative research may be borrowed or applied to guide future quantitative studies involving much larger samples of research participants. The purpose of this qualitative phenomenological

study was to identify emergent themes from the interview responses via face-to-face or Skype interviews with the 20 participants. Those emergent themes may represent how the research participants at that one health care facility perceived as their lived experiences with transformational leadership. Nevertheless, those themes may shed light for future quantitative studies by using a much larger research sample of research informants. As such, looking through the lens of those bigger samples in future quantitative research may help support future research findings.

Dependability

Dependability refers to the consistency of the data for similar conditions (Polit & Beck, 2012). Pilot and Beck posited that consistency might be possible when another researcher would concur with the decision trails at each stage of the research process. Cope (2014) stated a qualitative study would be dependable if the findings would be replicated with similar participants in similar conditions. Similarly, Lincoln and Guba (1985) argued that qualitative dependability means that the research findings are consistent and can be repeated. The comparable idea in a quantitative study for qualitative dependability is reliability.

Lincoln and Guba (1985) argued that dependability could be established through the use of inquiry audit. External audits refer to having a researcher who is not involved in the study examine the research process and the research findings. The goal is to evaluate the accuracy of the entire research and evaluate if the findings, the interpretations, and the conclusions are grounded or supported by the data. The strong point for the external audit is to promote accuracy of the research. It also gives a chance

for an outside researcher to challenge the research process and findings. However, the shortcoming is that an external auditor may disagree with the researcher's interpretations thus making it problematic in terms of whose interpretation to use at the end for the study. Another shortcoming for external audit is that the audit process may cause confusion instead of confirmation because the external auditor may not know the data as well as the original researcher who is dedicated and engaged with the study. Moreover, the external auditor may not share the same viewpoint as the original researcher.

Specifically, I included an audit trail (see Appendix C) as a method to ensure that a systematic approach was taken when executing data collection and analysis. I used the organizational chart to choose and recruit 20 individuals from different occupational positions to join my study. I was diligent in taking notes during our interviews. As advocated by Reilly (2013), qualitative researchers may use member checking to insure credibility by giving informants a chance to correct errors, challenge interpretations, and assess research findings. I followed up with the participants and conducted member checking after the original interviews. I shared my interpretations with the participants and I asked for their feedback to see if I had accurately captured the meaning of their answers to the questions. Through member checking, I was able to ascertain that I had truly reflected the meaning of the participants' answers.

Another strategy to establish dependability is to be explicit about the existence of researcher bias by having an awareness of the bias and by being vigilant about its existence. Maxwell (2013) argued that there are two kinds of validity threats for qualitative research. One of the threats is researcher bias. Maxwell referred researcher

bias as the subjectivity of the researcher. Maxwell argued that qualitative researchers should be aware of the existence of researcher bias. Further, qualitative researchers should be concerned with comprehending how a particular researcher's values may have influenced the conclusion of the study given those researcher's values. The other validity threat is reactivity. Maxwell referred reactivity as the influence of the researcher on the setting or on the people being studied. Therefore, I mitigated my researcher bias and reactivity by being aware of their existence and by being as objective as possible in my data collection and data analysis with the 20 research participants.

After I completed the face-to-face or Skype interviews with the 20 participants, I went over the 20 written notes derived from the interview responses. I then started to hand-code the data by making sense of them, categorizing them, and assigning meaning or themes to each category. I remained cognizant of my researcher bias and reactivity. I tried my best not to interject any of my own assumptions and values to the research study when identifying themes from the data. I tried my best to follow the same research process for data collection, data analysis, data interpretation, and data reporting, thus adding to the dependability ultimately trustworthiness of my qualitative research.

Confirmability

Confirmability refers to the researcher's ability to illustrate that the data represent the participants' responses and not the researcher's biases or viewpoints (Polit & Beck, 2012). The researcher may demonstrate confirmability by describing how conclusions and interpretations are built, and showing that the research findings are originated from the data directly. Polit and Beck argued that this could be achieved by providing rich

quotes from the research participants who describe each emerging theme. Green (2013) argued about the importance of marshalling qualitative data and of writing with a certain readership in mind. Green further contended that the material that can interest, intrigue, or astound the researcher may also have the same effects on the targeted audience.

One of the strategies I used to achieve confirmability or objectivity was to pay close attention to the qualitative data that are relevant to answer the research questions. As such, I wrote with the intended audience in mind to objectively reflect the perspectives of those research participants. Additionally, I used an audit trail as reflected in Appendix C. This audit trail may help other researchers to be able to trace back the course of my research step-by-step via decisions I made and research procedures I followed in the study. Furthermore, I applied member checking by going back to the participants asking them to confirm if my interpretations were an accurate representation of their replies to the interview questions. In particular, I used a method called epoche as described by (Moustakas, 1994) to distance myself from the participants.

According to Moustakas (1994), epoche is a Greek word referring to refrain from judgment, or abstain from the everyday way of looking at things. Instead, from the perspective of epoche, the everyday understandings and knowledge of things are being set aside. Therefore, using epoche, I set aside my own personal views and was able to review the participants' responses as objectively as possible. I gained a better understanding of the phenomenon from the participants' perspective about their lived experiences while providing theory-based explanations for the phenomenon. Additionally, I kept a research journal to write down my personal reactions and reflections during the

research process. My goal was to ask probing and open-ended questions, then listen, then take notes, and then ask open-ended questions again to get a deeper grip of the phenomenon being studied.

My relationship with the research participants was of professional nature. I had no supervisory or instructor relationships with the participants, thus excluding conflict of interests with the participants. The use of epoche or bracketing helped me set aside my own biases or preferences in the research process to concentrate only on those perspectives and experiences of the research participants. The method of epoche or bracketing greatly helped me gain a better understanding of the research phenomenon from the true perspectives of the informants under study.

Ethical Procedures

Research on ethical issues. Possible ethical dilemmas may arise for both qualitative and quantitative research regardless of the rigorous methodological protocols being applied (Ignacio & Taylor, 2013). Ignacio and Taylor identified three ethical issues that may be of concern including researcher-participant relationship, informed consent as well as confidentiality and privacy. Ignacio and Taylor argued ethical dilemmas often arise in these areas for both qualitative and quantitative research. The ethical issues may occur with any, or a combination, of these categories. Moreover, Ignacio and Taylor mentioned that qualitative research faced criticism for its lack of methodological rigor resulting in the prevalence of the existence of ethical dilemmas. Further, Ignacio and Taylor argued that qualitative research does have methodological protocols that are at par with those of quantitative research, yet those qualitative protocols are based on different

criteria. Importantly, Ignacio and Taylor contended that both qualitative and quantitative research can be considered equal in terms of methodological rigor. As such, Ignacio and Taylor asserted that it would be the researcher's responsibility to address the ethical issues in the research. Ignacio and Taylor argued that the ethical issues might occur at any time during the research process, being qualitative or quantitative.

Similarly, Huang, O'Connor, Ke, and Lee (2014) emphasized that the ethical issues may include potential risks and benefits, access to the research site, informed consent, confidentiality, relationships with participants, and collection of rich data. Additionally, Lunnay, Borlagdan, Mcnaughton, and Ward (2015) brought a fresh perspective on the use of social media to address the ethical issues for qualitative research. Lunnay et al. argued that ambiguity around the potential risks related to social media might block ethical conduct, thus advocating for not using this innovative method at all. Specifically, Lunnay et al. identified the potential risks associated with the use of social media such as lack of privacy and confidentiality when conducting qualitative research. In addition, Doran et al. (2015) argued that there is a need for the public hospital clinicians working in New South Wales, Australia, and other parts of Australia, to receive ethical as well as legal guidance on how to handle such matters related to patient care. Doran et al. indicated that clinicians in the U.S., Canada, and UK have better resources to manage ethical issues calling for additional ethics support for Australian counterparts to provide ethically sound patient care in the future.

Furthermore, Tomkinson (2015) added to the discussion on ethical matters by addressing refugee decision making in Canada. Tomkinson argued that the binary of

research in closed vs. open settings might have contributed to the lack of ethical

challenge research in Canadian state organizations. Tomkinson continued to argue that

ethnographers still have to do many interpretations on what it means to be ethical.

Finally, Tomkinson contended that paying attention to *ethically important moments*

during research might help researchers to bridge the gap between formal ethical

principles and the real practice of ethics.

      Plans to address ethical concerns. I planned to address the possible ethical

concerns in my research via the following methods. Primarily, I protected participants'

confidentiality and privacy by assigning a random number to each participant before the

actual face-to-face or Skype interviews. I locked the paper with the participants'

identifying information on it in a drawer at my home office. Only I had access to that

piece of paper with all the participants' names and phone numbers written on it.

Additionally, I depicted a bigger picture of a phenomenon instead of an individual one to

avoid any kind of impression that a specific person was being singled out for analysis in

relation to experiencing transformational leadership. I explained to the participants about

my research purpose, procedure, and risks as well as benefits associated with the study.

      Second, I maintained a professional and courteous relationship with all my

research participants as this was one of the three areas of ethics concern evidenced in the

research of Ignacio and Taylor (2013). I made sure I had no supervisor or supervisee

relationship with any of the participants. Moreover, I made sure there was no power issue

or conflict of interest in the relationship between those research participants and me.

Third, I addressed the concept of informed consent in my study, a third ethical issue

mentioned by Ignacio and Taylor in their study. I sent out the informed consent as the form of invitation to those potential participants by email to educate them about my study. By doing so, the participants would have a thorough understanding of the purpose, the scope, the limitation, as well as risks and benefits of my research before they decided to participate in the study. They would make an informed decision whether or not they wanted to join the study. I made the participants aware that they could withdraw from the study at any time with no fear of any punishment or retaliation.

In addition, I obtained permission from the senior leader of the selected health care organization to conduct my research at that site. I also got help to have access to the organizational chart of the selected research facility. After that, I chose 20 individuals myself including both line and managerial staff to be included in the study. I explored how these selected individuals perceive their organizational leader and how transformational leadership affects their performance as well as job satisfaction. I scheduled and conducted my live face-to-face or Skype interviews after I obtained the Institutional Review Board (IRB) approval from Walden University.

In particular, I emphasized four important aspects of the informed consent to ease the concerns of the research participants. First, I emphasized the confidentiality of the research participants. Second, I emphasized the voluntary nature of the study. I pointed out the option for early withdrawal if the research participants chose to do so. In addition, I included the point of professional contact if the participants had any questions during and after the research study. After receiving the IRB approval with the approval number of 6-29-15-0091948 from Walden, I emailed the potential participants the invitation letter

in the form of the informed consent (see Appendix A). I contacted those who were willing to join the study to schedule a mutually convenient time to conduct the face-to-face or Skype interviews. I kept one sheet of paper with the participant's name and the assigned number in strict confidence in a locked file at my home office. The option to withdraw early from the study at any time can eliminate any coercion or pressure for the participants. There is no conflict of interest between those participants and me as the researcher as there were no direct work power differentials or supervisor-supervisee relationship throughout the study.

Voluntary participation and compensation. I respected the decision of those who decided not to join the study. For those who agreed to join, I made it clear to them in the informed consent that they could withdraw at any time for whatever reasons with no fear of punishment or retaliation. That way, I addressed the ethical issue of coercion. I made it very clear to all participants that participation in the study was voluntary. I mentioned to the participants about the use of $5 gift card to Starbucks to compensate for their time in joining the study. I consider the $5 gift card appropriate, as it is a small token of appreciation to thank the participants for the time and effort they put into the study.

Data management. I treated all data in a confidential manner. I would only disseminate the data to the readers in the form of final written report with no identifying information about the participants. In particular, I used my Walden email address to email the participants the initial invitation in the form of the informed consent. I subsequently removed all participants' emails from my Walden email inbox and emptied

the trash bin once the research purpose was fulfilled. I also educated my family members that none of them could touch my Walden email account. I kept the interview notes in a secure and confidential manner. I assigned a random number to each of the interview note to represent each participant's answers. I locked that piece of paper with all the participants' identifying information in a safe drawer in my home office. Only I have access to it. I will destroy all the data after 5 years upon the completion of my dissertation.

Strategies to conduct the interviews. I called those who wanted to join the study to schedule a mutually convenient time to conduct either face-to-face or Skype interviews. I intended to schedule two interviews a day with the intent to complete the projected 20 interviews within a reasonable period of time. The Skype interviews happened at my home office and at the chosen place of each participant's choice, being at his or her home or office. The face-to-face interviews happened in a private conference room at the participants' work site. At the scheduled interviews, I asked the participants my previously designed interview questions (see Appendix B). After I asked a participant an interview question to explore that individual's answer, I took notes to record what that participant wanted to convey in relation to that specific question. I also observed the participant's nonverbal body language such as facial expressions and gestures when he or she responded to the questions. I applied the technique epoche to put aside my own personal perspectives or values. I only concentrated on hearing and recording each participant' answers to each interview question so that I could describe his or her own lived experiences as accurately as possible. That way, I addressed the ethical issue of

mitigating my own researcher bias by being as objective as possible to reflect only the lived experiences of each participant from his or her own perspectives.

Summary

I described and justified why I selected a qualitative research method with a phenomenological approach based on my research interest and purpose. I also noted the inappropriateness of other qualitative research designs including grounded theory, narrative, ethnography, and case study. The qualitative phenomenological approach would enable me to collect data related to the research participants' lived experiences with transformational leadership. With the qualitative method, I was be able to describe, explore, understand, and interpret the phenomenon related to the participants' lived experiences with transformational leadership in a health care organization in the eastern United States.

This qualitative proposal aimed to conduct face-to-face or Skype interviews with a purposeful sample of 20 participants to explore the participants' lived experiences with transformational leadership. The goal of this qualitative phenomenological study was to identify the important themes, features, or patterns from the replies of the participants via face-to-face or Skype interviews. I was diligent in taking detailed notes during the interviews. I was able to record what the interviewees really wanted to convey. I organized, made sense, and hand-coded all the data to identify the important themes related to the research questions from the participants' replies to the interview questions. I present the descriptions of the research findings with the detailed data analysis in Chapter 4 and the conclusions in Chapter 5.

Chapter 4: Results

The purpose of this qualitative phenomenological study was to explore and describe the lived experiences of 20 employees working for a transformational leader at a healthcare facility in the eastern United States. For the purpose of the study, I defined the lived experiences of the participants as the shared phenomenon of working for a transformational leader. The lived experiences of these participants included work performance and job satisfaction. The study may contribute to positive social change by building awareness in the healthcare community about the importance of transformational leadership and its impact on healthcare employees.

The two research questions asked how or in what ways transformational leadership in health care affects followers' performance and job satisfaction. The first research question was: What are employees' lived experiences regarding the effect of transformational leadership on job performance? The second research question was: What are employees' lived experiences regarding the effects of transformational leadership on job satisfaction?

This chapter consists of eight sections: Pilot Study, Research Setting, Demographics, Data Collection, Data Analysis, Evidence of Trustworthiness, Study Results, and Summary. Over the course of these sections, I address how my pilot study affected the main research, describe my research setting and any changes that influenced the setting, cover the main demographics of the research participants, describe how data were collected and analyzed, and address the trustworthiness of my research. Finally, I describe the research results to address the research questions.

Pilot Study

The purpose of the pilot study was to see how clear and understandable the interview instructions and questions were and if there was any need to revise them or remove any biases. I started my pilot study with two participants whose responses were not included in the final study. I used the informed consent as the research invitation and sent it out (see Appendix A) to the two participants on July 16, 2015 by email. One participant responded to me the next day. When I called to confirm our scheduled appointment before the actual Skype interview, that individual had to cancel the appointment due to work-related responsibilities. Thus, we rescheduled the Skype interview for a later date and time. The second participant responded to me the third day with a confirmed date and time for our face-to-face interview with no issues.

I conducted the interviews with the two pilot study participants. With honesty and thoroughness, each participant answered the 13 interview questions on leadership, transformational leadership, and how transformational leadership affected their performance and job satisfaction. Importantly, the participants provided feedback, stating the interview questions gave them a chance to reflect on their current leadership, and on how transformational leadership connected with their individual work performance and job satisfaction. The participants said the interview questions were clear and understandable. As such, I determined that there was no need to revise the interview questions for the actual study. The feedback I received from the two pilot study participants was honest and relevant to the overall research questions guiding my study.

With such feedback on the clarity of the interview instructions and questions, I felt confident about beginning my main study.

Research Setting

Understanding the effect of any personal or organizational conditions that may have influenced participants at the time of the study, I remained vigilant when analyzing participants' responses for any signs of extreme emotions or variances. I remained cognizant of the potential effect that personal or organizational conditions may have on the research participants, their responses to the interview questions, and my interpretations of participants' replies. I did member checking as a way to obtain the 20 participants' feedback on my interpretations of their responses to the interview questions. Member checking provided a means to verify participants' responses to ensure the accuracy of my interpretations. I shared my research interpretations with the 20 participants.

On average, the member checking process took an hour to complete for each participant, but in some instances, the member checking took more or less time. There was no specific time targeted for each member checking process. I spent as much time as needed to get the 20 participants' feedback. I asked the participants what they thought of my interpretations and asked them to comment on those interpretations. Participants reviewed my interpretations and all stated they had nothing additional to add. This may not be typical during the member checking process, but was the situation in this case. During member checking, participants expressed agreement and affirmed the accurateness and completeness of my interpretations. Thus, no new data emerged during

member checking that required additional coding and analysis. Throughout the research process, I respected the time preferences participants had for the interviews. I rescheduled a few Skype and face-to-face interviews to meet the needs of some participants' preferences. All participants were pleasant and gracious during the interview process, and all reported they enjoyed the interview questions and the time they spent for the interviews.

Demographics

This qualitative phenomenological study included 20 research participants who work under transformational leadership in a healthcare facility in the eastern United States. I selected participants using purposeful sampling and Babbie's (2013) snowballing sampling technique. The demographic information I collected for the study included gender, age, and education background of each participant. The participants were predominantly educated men and women who have worked under transformational leadership in the health care setting for at least 2 years. There were 11 men (55% of the total participant population) and nine women (45% of the research population) who participated in the study.

The age range of the participants was 25 to 65 years of age. Participants in the range 30–44 represented the majority of the research population at 60%. Thirty-five percent of the participants were in the 25–34 range, with the remaining 5% of participants falling into the 45–54 range. The majority of the participants (65%) indicated having a master's degree as their highest education. Five (25%) participants indicated having a bachelor's degree as their highest education. One participant (5%) reported having a MD

and one participant (5%) reported having a PhD as their terminal professional degrees. All research participants were English-speaking Americans living in the eastern United States. I administered the interview questions in English, and there was no translation issue involved in the study. I list the details of participants' demographics in Appendix D.

Data Collection

I collected data from the 20 research participants through face-to-face or Skype interviews. I conducted the face-to-face interviews in a private conference room at the participants' work site. I conducted the skype interviews via participants' work or home computers. I conducted two interviews a week for the first 8 weeks and four interviews in week 9. I recorded the collected data by hand at each interview. Then, I conducted member checking by phone with each participant after I had completed all 20 interviews. I shared my interpretations of each participant's answers via phone and asked each participant if my interpretations had accurately reflected the meaning of his or her answers. During member checking, participants indicated that they agreed with my interpretations of their answers and had no further statements to make.

According to Cope (2014), the researcher may convey a summary of the themes at the end of the data analysis and ask feedback from those who have participated in the study. Through this, Cope argued that the participants might confirm if the researcher has accurately interpreted the true meanings of the participants' answers to the questions. Cope asserted such member checking might help improve credibility of the research. Moreover, qualitative researchers often use member checking to ensure credibility by

giving participants an opportunity to correct errors, challenge interpretations, and assess research findings (Reilly, 2013).

The purpose of this qualitative phenomenological study was to explore and describe the lived experiences of 20 employees working for a transformational leader at a healthcare facility in the eastern United States. I list the interview questions in Appendix B. To observe the participants' facial expressions as well as body language, I used face-to-face and Skype interviews. First, I sent each participant an informed consent form (See Appendix A), which my committee vetted as my research invitation. I sent out all email invitations through my Walden email address from my home computer, and did not use any other computers or locations throughout the study.

The interview questions consisted of 13 semistructured and open-ended questions. I determined that participants understood the research questions based on the replies received from face-to-face or Skype interviews. For the main study, I assigned a code to each participant as soon as I received his or her email reply expressing willingness to join the study. Subsequently, I used that code to identify each participant to protect each individual's confidentiality. I used Microsoft Excel to track the participants' information including their names, assigned codes, email addresses, and phone numbers to make sure I would be able to access the data as needed. I kept the spreadsheet confidential by setting up a separate file to contain that information on my home computer, which is password-protected. Only I have access to the file.

During the data collection process, I interviewed 3 participants in face-to-face interviews and 17 participants via Skype. Interview times varied because I spent as much

time as needed with each participant to conduct a very thorough interview. In some

instances, the interviews lasted more than an hour and a half. In other instances, the

interviews took less time. The interviews ranged from 60 to 100 minutes depending on

how much one individual wanted to elaborate on a certain topic. I provided each

participant time to speak and present his or her own answers, and I listened attentively

without any interruptions while each participant spoke.

I conducted the face-to-face interviews in a private conference room at the

participants' work site with permission from the organization. I used my home computer

to conduct the Skype interviews with the other 17 participants who used either their work

or home computers for the same purpose. There was a delay in hearing back from some

of the participants after I sent out the original email invitation. Thus, it took 9 weeks to

complete my data collection, as some participants were very busy with their work. Some

participants did not have access to Skype or needed help to install Skype on their

computers. For those who could not use Skype, I scheduled face-to-face interviews at a

mutually convenient time and place. During the data collection process, I remained

flexible to accommodate the schedules of those who may have had to change their

scheduled interviews because of work-related conflicts or personal reasons.

I coded the data by hand. During the actual interview, I wrote down each

participant's answers to the interview questions on paper. I then wrote down the assigned

code for that participant on the top right-hand corner of the paper. I saved the paper with

the written notes until I had time to type those responses using Microsoft Word on my

home computer. I then saved the Word documents containing each participant's

responses in a password-protected folder on the same home computer.

Data Analysis

After recording the data, I began the content analysis by making sense of the data

and by coding them as illustrated by Maxwell (2013) and Patton (2002). I used open and

axial coding to analyze and categorize the data. Using open coding, I reviewed and

placed equal importance on all the collected data. I allowed the themes to emerge

naturally without pre-assigning any themes (Miles & Huberman, 1994). Next, I used

axial coding for further data categorization. Maxwell (2013) posited that axial coding

might refer to the process of assigning greater meaning to the already identified themes

outlined during open coding.

By allowing the themes to emerge naturally, I was able to develop categories that

were pertinent to the research questions (Maxwell, 2013). Patton (2002) indicated that the

development of categories or themes might begin with the reading of the data. Realizing

the importance of all data, I used the technique called *horizontalization* (Moustakas,

1994) to begin the content analysis of the collected data. I treated all data equally by not

neglecting any raw data. I bracketed my own biases to ensure that I gave equal attention

to all data. Once the coding categories were determined, I reread the data with specific

purpose of coding within the data by highlighting and annotating the data (Miles &

Huberman, 1994). Because I decided to hand-code all the data, I used note-taking

technique within the margins of the written transcripts as part of the sense-making

process.

The data analysis process was not as simple as jotting down a few notes here and there. The data analysis process was not matching the noted material on the written sheet of paper, which contained the participants' replies. Instead, I began a data reduction process. According to Miles and Huberman (1994), data reduction process is the process of focusing only on the data that are relevant to the research questions. As such, I read and reread each response, and I coded only the data related to the lived experiences of the 20 participants in relation to transformational leadership and employees' work performance as well as job satisfaction. I compared the participants' responses to each of the interview questions in order to identify similarities in perspective, which allowed me to derive meanings from the responses. By focusing only on the data that was relevant to the research questions, I was able to effectively come to conclusions and findings, which were related to the participants' lived experiences regarding job performance and satisfaction under transformational leadership. After reviewing 17 sets of data, I was tempted to discontinue analyzing the other three sets of data as I did not see any new themes emerging. I did not stop at that point. Instead, I used all the replies from all the 20 participants. I wanted to be thorough and make sure that I reached data saturation before I concluded my data analysis.

I was able to narrow and extract discrepant cases that were not relevant to the research questions. I remained vigilant to code only those themes related to the research questions. I discarded those answers from some participants pertaining to working independently without realizing the influence of transformational leadership because those answers were not related to the research questions. Particularly, the focus of this

study was to explore the lived experiences of employees in relation to transformational

leadership. The focus of this study was not to explore how a person's internal drive

would affect his or her performance or job satisfaction or both.

Some of the codes I used included "feeling motivated and inspired," "feeling

connected and related," and "feeling competent." For example, I developed the theme for

psychological impact using those codes. In summary, participants conveyed what their

understanding of ideal leadership and transformational leadership behavior was.

Participants described how transformational leadership influenced their performance and

job satisfaction. Participants further expressed how transformational leadership could

contribute to their sense of autonomy, competence, and relatedness.

I replaced the names of the participants with codes for easy referencing: P1

through P20. For member checking, after I had completed all the 20 interviews at the end

of the study, I followed up with a telephone call and shared with each participant my

interpretation of his or her answers to the questions. I wanted to see if I had accurately

interpreted the meanings of each participant's answers to the questions.

During member checking, participants expressed agreement and affirmed the

accurateness as well as completeness of my interpretation. Participants expressed that

they did not have anything new to add (P1, personal communication, January 27, 2016;

P2, personal communication, January 27, 2016; P3, personal communication, January 29,

2016; P4, personal communication, January 26, 2016; P5, personal communication,

January 28, 2016). Moreover, one participant expressed satisfaction with my

interpretation of his answers and had nothing additional to add (P7, personal

communication, January 27, 2016). Another participant expressed appreciation of joining

the study and indicated she was in agreement with my interpretation (P8, personal

communication, January 26, 2016). Another participant affirmed the accurateness and

completeness of my interpretation of his answers to the questions and did not have

anything new to add (P9, personal communication, January 26, 2016). Two other

participants also indicated agreement with my interpretation of each of their answers and

had no further comments (P6, personal communication, January 25, 2016; P10, personal

communication, January 25, 2016).

Furthermore, during member checking, other participants expressed they felt my

interpretation of the meanings of their answers to the interview questions accurately

reflected what they wanted to convey (P11, personal communication, January 28, 2016;

P12, personal communication, January 28, 2016; P13, personal communication, January

29, 2016). Moreover, one participant indicated he had nothing else to add as he fully

agreed with my interpretation of the meanings of his answers at the initial interview (P14,

personal communication, January 27, 2016). Another participant expressed his

appreciation for being included in the study and validated that my interpretation of the

meanings of his answers reflected what he really wanted to communicate at the initial

interview (P15, personal communication, January 28, 2016).

Lastly, one participant expressed appreciation of joining the study and indicated

agreement with my interpretation of the meanings of his answers during member

checking (P16, personal communication, January 25, 2016). Another participant

indicated that my interpretation seemed to have captured the essence of the meanings of

the participant's answers to the questions (P17, personal communication, January 25, 2016). P17 further expressed appreciation for participating in the study and for the nice work done for the research (P17, personal communication, January 25, 2016). The other three participants indicated that they agreed with my interpretation of the meanings of their answers and they did not have any further comments to add (P18, personal communication, January 29, 2016; P19, personal communication, January 29, 2016; P20, personal communication, January 26, 2016).

In summary, the participants indicated that they agreed with my interpretation of the meanings of their answers and they did not have anything else to add. There were no new data emerged at each member checking as evidenced by the feedback received from the participants. This may not be typical for member checking results for qualitative inquiry, yet that was the case with this study. As such, there was no new member checking data to code or analyze for additional themes.

Evidence of Trustworthiness

The issues of trustworthiness within this qualitative phenomenological study pertain to the credibility (Maxwell, 2013; Patton, 2002), transferability, dependability (Miles & Huberman, 1994), and confirmability (Moustakas, 1994) of my findings. Presented here is an explanation of the steps I took to ensure each aspect of trustworthiness.

Credibility

Member checking assists with research rigor for data collection and analysis (Patton, 2002). Member checking enhances research credibility (Cope, 2014). I followed

up with each participant by phone and shared my interpretation of the meanings of his or her own answers. During member checking, participants confirmed that my interpretation accurately captured the meanings of their answers. Participants did not have anything else to add. No new data emerged during member checking. At the interview, participants were given time to speak without interruptions. Moreover, member checking ensures the credibility of my data results. The audit trail and the pilot study may serve as tools to help improve credibility of this research.

Transferability

Transferability for a qualitative study means that research findings may be applicable to other settings or groups (Houghton et al., 2013). A qualitative research would meet this criterion if the results of the study have meanings to others who are not directly involved in the research (Cope, 2014). Thus, the transferability of this qualitative research is up to the reader to decide. The reader would have to judge how the findings of this research would complement or guide his or her own study in the future.

Lincoln and Guba (1985) suggested using thick description of every aspect of the qualitative research to establish transferability. Additionally, strategies to establish transferability would include careful and detailed descriptions of the sample, the setting, and the results of the research (Hanson et al., 2011). I implemented the strategy of using thick description to have careful and detailed descriptions of all aspects of my qualitative research. I expect that the emergent themes from the study may serve as a reference in other studies, including quantitative ones, to help support further inquiries about the research results contained here.

Dependability

A qualitative study would be dependable if the findings can be replicated with similar participants in similar conditions (Cope, 2014). Dependability refers to the consistency of the data for similar conditions (Polit & Beck, 2012). Lincoln and Guba (1985) argued that dependability could be established through the use of inquiry audit. I documented the audit trail (see Appendix C) to ensure that a systematic approach was taken when executing data collection and analysis.

Maxwell (2013) referred researcher bias and reactivity as two kinds of validity threats for qualitative research. I mitigated my researcher bias and reactivity by being aware of their existence and by being as objective as possible in my data collection and analysis with the 20 research participants. It is impossible to remove researcher's bias completely in a research. I remained cognizant and vigilant of my own biases during the data collection and analysis process. I first began to code all the collected data as soon as I started receiving participants' replies. I worked hard at remaining consistent between the research findings and the data collected to ensure the dependability of my findings. All the data were included and coded carefully. During member checking, the participants confirmed the accurateness and completeness of my interpretation of the meanings of their answers. Additionally, participants indicated that they had nothing else to add or they did not have additional comments to make. For my research, member checking occurred before the data were coded and analyzed; therefore, there was no new member checking data to code or analyze.

Confirmability

Confirmability refers to the researcher's ability to depict the participants' responses by using rich quotes from the participants (Polit & Beck, 2012). Lincoln and Guba (1985) suggested confirmability to be the criterion for neutrality of qualitative research. Miles and Huberman (1994) claimed that confirmability refers to objectivity. I implemented the strategy of writing with the intended audience in mind to objectively reflect the perspectives of those research participants. Additionally, I used an audit trail as reflected in Appendix C to help other researchers trace back my research. I also implemented a pilot study to test the interview instructions and questions prior to the main study.

Another strategy I used is *epoche* (bracketing). In so doing, I set aside, or bracketed, my own biases and expectations (Moustakas, 1994). Thus, *epoche* helped achieve the confirmability of my data analysis and conclusions. For my own reference, I used a research journal to write down my own reactions, reflections, and perspectives or views during the research. I used member checking to see if my interpretation truly reflected the meanings of the participants' answers to the questions. At member checking, the 20 participants confirmed the accurateness and completeness of my interpretation of the meanings of their answers. Thus, there was no new member checking data to code.

Moreover, researchers may have reached data saturation when there is enough information to replicate the study (O'Reilly & Parker, 2012; Walker, 2012). I did not see any new information or themes emerging after I completed coding the 20 sets of data. Thus, I deemed that I had reached data saturation and I concluded my data analysis.

Study Results

During data analysis, I used the constant comparative method to achieve thematic analysis. Following data collection and analysis, I disregarded those discrepant data as they were not related to the research questions. I identified five themes related to the research questions. I hand-coded the data by assigning appropriate names to the various themes. I organize the study results by the key themes that emerged from data analysis.

Theme 1: Characteristics of Ideal Leadership

The need to improve care quality, minimize clinical errors, and maximize patient safety has contributed to the notion of health care accountability (Lowe, 2013). Lowe pointed out that working and living above the line of accountability is not only the essence of leadership in health care, but also illustrates individual as well as group behaviors that may end up with high performing and safe health care results. On the other hand, servant leaders can help followers to emulate the leader's qualities by putting the needs of others first (Liden, Wayne, Liao, & Meuser, 2014). Liden et al. indicated that servant leaders could help create a serving culture to help with unit performance and individual attitudes as well as behaviors. Competent leaders need to use all the tools to inspire their human resources and lead them into the new environment (Delmatoff & Lazarus, 2014).

Participants' responses to the first interview question make up Theme 1. The key nodes for this theme were perceptions, personal convictions, and ideas. I describe the percentage of participant's perceptions, personal convictions, and ideas in Table 2 (see Table 2). The participants were very enthusiastic about what they perceived as ideal

leadership in their organization. Findings of this research indicated that 50% of the participants perceived ideal leadership as a type of leadership with clear focus, forward thinking, decisiveness, emotional intelligence, the ability to execute the right strategy at the right time, confidence, and open communication.

Findings indicated that 25% of the participants were convinced of what an ideal leader should do to lead the organization. Five (25%) participants expressed their ideas about their understanding of ideal leadership. For example, Participant 20 indicated, "I think an ideal leader should get the team to buy into the collective goals." Participant 10 said, "My idea of ideal leadership is that the ideal leader should listen carefully to what the followers have to say." Participant 16 stated, "To me, an ideal leader should oversee the entire program." Participant 12 said, "I think an ideal leader should be patient and understanding with the goal to foster open communication." Please see Table 1 for details on participants' views on characteristics of ideal leadership.

During member checking, participants did not have anything new to add to this theme on ideal leadership. Thus, there was no new information from member checking to add to the characteristics of ideal leadership. These findings expanded the research knowledge in the leadership field. Previously, Lowe (2013) emphasized only on the accountability aspect of leadership. Liden et al. (2014) stressed on servant leadership in helping the unit and the organization succeed. Moreover, Delmatoff and Lazarus (2014) argued that leadership development is a continuous process always needing improvement. Findings from this research brought in new perspectives on ideal leadership, including the leader's ability to carry out the right strategy at the right time,

the leader's self-confidence, and the leader's effective skills for open communication.

These findings connected well with the conceptual framework of Bass's (1985)

transformational leadership. I list the main nodes, the number of participants, and the

percentage of each node among the total 20 participants in Table 1.

Table 1

Theme 1: Characteristics of Ideal Leadership

Nodes	Number of participants	Percentage
Perceptions	10	50%
Convictions	5	25%
Ideas	5	25%

Note. Perception refers to participant's interpretation of their understanding of ideal

leadership. Conviction refers to participant's belief or opinion on ideal leadership.

Theme 2: Behaviors of Transformational Leadership

Interview questions three and four contributed to Theme 2. At the original

interviews, I verbally educated the 20 participants about the definition of transformational

leadership by using Bass's (1985) transformational leadership theory. In particular, I

educated the participants about the famous four I's of transformational leadership. Then, I

asked the 20 participants about their perceptions of transformational leadership. Through

compelling vision and moral guidance, transformational leaders may ignite their

followers' organizational commitment and motivate them to go beyond their job duties

(Pradhan & Pradhan, 2015). Pradhan and Pradhan argued that followers' organizational commitment related well with the leader and the organization. Pradhan and Pradhan indicated the significant and positive influence of transformational leadership on followers' affective organizational commitment as well as contextual performance. Similarly, transformational leadership has a positive influence on followers' organizational citizenship behavior and quality of work (Chengedzai, 2015).

After being educated about the definition of transformational leadership, Participants 1, 2, and 3 responded that they regarded transformational leadership as a leadership style that treats the cause of the problem. Participant 1 said, "A transformational leader is someone who can change the cultures underlying the causes. A transformational leader is someone who can change the foundations of things." Participant 3 stated, "A transformational leader should have the skillset to engage people and address the cause of the problem." Participants 4 and 5 indicated that transformational leaders should think outside the box to motivate people to perform.

Furthermore, Participant 6 indicated, "Transformational leadership is a leadership style that aims at long-term sustainability to bring about positive organizational change." Participant 7 argued, "A transformational leader is someone who is really able to recognize the need for change and pursue change in collaboration with others." Participant 8 said, "Transformational leadership is a type of leadership that helps exchange ideas up and down the organizational ladder." Five (25%) participants described their understandings of transformational leadership from various perspectives. Participant 11 stated, "A transformational leader can help lay the groundwork to help the

organization move forward in the next 10 years." Participant 13 understood

transformational leadership as the leadership style that helps with innovation at

organizational settings.

Participants 14 and 17, however, described transformational leadership as being

able to transform the culture by identifying the need for change and by motivating people

to buy into the ideas for change. Participant 15 described transformational leaders as

being able to take risks and think outside the box. Two participants (10%) described

transformational leadership as being the ability to openly communicate the need for

change and be proactive. Participants 18 and 20 indicated a transformational leader

should be someone who is able to communicate the organizational vision, goals, and the

need for change to the staff. Participant 20 said, "A transformational leader should be

able to think ahead of the curve and understand what is to come. A transformational

leader is someone who is proactive instead of reactive."

During member checking, participants did not offer additional or new comments

on the behaviors of transformational leadership. Thus, there was no new information to

add to this theme from member checking data. The above findings confirmed the

conceptual framework from Bass (1985) on transformational leadership. The study

findings confirmed the knowledge contained in Bass's transformational leadership theory

in that a transformational leader can inspire and motivate followers to achieve the best

organizational outcomes. Moreover, the above findings extended the body of knowledge

in the literature in this field. Previously, Pradhan and Pradhan (2015) emphasized on the

positive influence that transformational leaders might have on followers' organizational

commitment and performance. Moreover, Chengedzai (2015) echoed the view from

Pradhan and Pradhan stating the positive link between transformational leadership and

followers' organizational citizenship behavior. The above findings extended the research

knowledge with the perspectives from the 20 participants. Participants described a

transformational leader as someone being able to change the organizational culture.

Participants also described a transformational leader as someone being able to think

outside of the box to motivate followers to exceed. I list the detailed descriptions of the

main nodes, the number of participants, and the percentage in Table 2.

Table 2

Theme 2: Behaviors of Transformational Leadership

Nodes	Number of participants	Percentage
Root cause analysis	3	15%
Change in status quo	2	10%
Cross-collaboration and continuous learning	6	30%
Open communication	2	10%
Forward thinking	2	10%
Culture change	2	10%

Note. Cross-collaboration refers to the efforts and work among different disciplines.

Theme 3: Job Performance

The Chinese new product development team transformational leadership is positively related to team performance (Sun, Xu, & Shang, 2014). In addition, Sun et al. posited that team climate mediates the relationship between most dimensions of transformational leadership (charisma, inspirational motivation, intellectual stimulation, and individualized consideration) and team performance. Trmal, Ummi, Salwa, Ahmad, and Mohamed (2015) approached their study from the Islamic perspective. Trmal et al. outlined the specific processes that stimulate the effect of transformational leadership thus resulting in high workforce performance. Furthermore, transformational leadership has a significant impact on employee performance improvement at the Department of Education, Youth, and Sports in Indonesia (Abdussamad, Akib, Jasruddin, & Paramata, 2015). Findings from this dissertation research confirmed the studies from Sun et al., Trmal et al., and Abdussamad et al.

Moreover, the transformational leadership of the headmaster of SMA Negeri in Wajo Regency has a positive influence on the high school teachers' performance in Wajo Regency (Herlina, Basri, Kahar, & Ihsan, 2015). Furthermore, CEO transformational leadership focusing equally on every member of the top management team would increase team effectiveness and firm performance, whereas leadership that differentiated among individual members would decrease both (Zhang, Li, Ullrich, & van Dick, 2015). Again, findings from this research confirmed the knowledge from the perspectives of Herlina et al. and Zhang et al.

Inspiration through idealized influence. The idealized influence of the transformational nurse leader Carmen Delos Trinos of Kingsmills Care Home in Highlands, Scotland had role model effect on the nurses in her organization (Johnson, 2015). Additionally, transformational leader's idealized influence had a positive effect on hotel employees' job performance (Quintana, Park, & Cabrera, 2015). The study findings confirmed the perspectives expressed by Johnson and Quintana et al. There were more similarities than differences from the participants' answers on idealized influence. I list the main nodes, the number of participants, and the percentage in Table 3.

Interview Questions 5 and 7 contributed to this subtheme. According to Bass (1985), transformational leaders can function as role models to influence followers. Sixteen (80%) participants (Participants 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 15, 17, 18, 19, and 20) shared their experience stating that they wanted to work harder because of the transformational leader's idealized influence. All 16 participants reported that they perceived the transformational leader as their role model to follow. Again, all 16 participants' replies confirmed the knowledge in the conceptual framework from Bass.

For example, Participant 20 reported, "I look at the transformational leader as a role model. I can learn from the leader and take away good things." Likewise, Participant 19 indicated, "The transformational leader serves as a role model, and leads by example." Participant 15 said, "Transformational leader is a good example for me to follow." Participant 12 stated, "Transformational leader is a positive role model. It makes me want to follow his or her example to do the same or better." Participant 11 said, "I am influenced by the role model effect from the transformational leader." Participant 7

stated, "A transformational leader provides a role model for us to emulate. With the transformational leader, we have someone to look up to and someone who provides mentorship." Participant 3 said, "With the idealized influence from the transformational leader, I am able to observe the leader directly, and work together with the leader."

Finally, Participant 1 responded, "Patients will have better care quality and better patient satisfaction as a result of the idealized influence from the transformational leader." In particular, Participant 3 stated, "Transformational leadership helps turn people from good to great. Transformational leadership makes you wanting to be focused and determined in achieving organizational goals." Participants 3, 4, and 5 stated that they looked at the leader's idealized influence as having a role model effect directly influencing the health care workers' performance. Participant 4 reported having an internal fire to do the job as a result of the idealized influence from the transformational leader.

Participant 6 considered transformational leaders' idealized influence to be motivating and inspiring. Participant 6 described a transformational leader's idealized influence as having the function to motivate and inspire followers through seeing the leader to be at the front line with the employees working together as a team. Participant 7 stated a transformational leader's idealized influence can set up an example for followers to emulate. Participants 8 and 9 indicated transformational leaders' idealized influence helps open doors for followers to make changes and accomplish new things. Lastly, Participant 10 mentioned transformational leaders' idealized influence could help followers with professionalism and better job performance. All these participants' replies

confirmed the knowledge about the effect of transformational leader's idealized influence.

During member checking, participants did not offer any new or additional comments on inspiration through idealized influence. There was no new information to add to this sub-theme from member checking. The above findings confirmed the body of knowledge in the field. The findings confirmed the perspectives from Johnson (2015) and Quintana et al. (2015) in that transformational leader's idealized influence has a role model and positive effect on followers' performance. The findings also confirmed the perspectives from Sun et al. (2014), Trmal et al. (2015), Abdussamad et al. (2015), and Herlina et al. (2015) in that transformational leadership positively influenced followers' performance in various fields or industries.

Connection with transformational leadership. Seven participants (35%) looked at transformational leadership from various perspectives (see Table 3). Participants 6 and 11 indicated that transformational leadership makes people feel connected and motivated. Participant 6 stated, "I have to feel connected in order to better perform. I am not as motivated or inspired if I do not feel connected." Likewise, Participant 11 stated, "Transformational leadership helps me connect the dots of the current work with future goals." Participants 8 and 9 mentioned that transformational leadership is very innovative, making people want to try new things and achieve new goals. Participant 10 mentioned transformational leadership gives people more options in carrying out daily job functions. Participants 14 and 17 described transformational leaders as agents of

change advocating for positive transformations of the organizational culture. Participant 14 stated this is especially true in the field of medicine where change is constant.

During member checking, participants did not offer any additional comments on how employees would feel connected with the transformational leader, thus, there was no additional information to add to this sub-theme. These findings confirmed the knowledge from Bass's (1985) transformational leadership theory. Bass argued that transformational leadership may inspire and motivate workers to achieve higher organizational goals. These findings confirmed Bass's perspective as participants expressed their motivation as they felt connected with the transformational leader. Furthermore, these findings extended the body of knowledge in the literature from John (2015) and Quintana et al. (2015) as participants expressed concrete views on how they felt connected with the transformational leader in the specific health care organization in the eastern United States.

Job performance and inspirational motivation. According to Bass (1985), transformational leaders may motivate followers to perform at their best. Interview question 8 contributed to this subtheme. There is an overwhelming consensus among the participants who stated they all feel very motivated because of transformational leaders' inspirational motivation. I list the details in Table 3. Eighteen (90%) participants reported that transformational leaders' inspirational motivation added to their own sense of motivation in the course of their job performance. According to Bass (1985), inspirational motivation refers to the leader's ability to inspire confidence, motivation, and purpose in the followers. Bass posited that transformational leaders should first articulate a clear

vision, communicate expectations to the followers, and show commitment to accomplish the set objectives.

Participants 16, 17, 18, 19, and 20 all shared their lived experiences of being motivated due to transformational leaders' inspirational motivation. Participant 20 stated, "I am extremely motivated by the transformational leader as I feel connected with him." Participant 19 mentioned, "I feel motivated and inspired by the transformational leader to perform my job." In particular, Participant 16 revealed, "I am very motivated by the transformational leader's inspirational motivation." Participant 16 went on to state that new inventiveness had been created due to high levels of motivation he felt under transformational leadership. Participant 16 stated that he became very innovative, invented new things in the organization, and even received a distinctive patent for his new invention because of the high level of motivation and inspiration he felt under his CEO's transformational leadership.

During member checking, participants expressed that they did not have further comments to make on employee job performance and inspirational motivation. There was no new information to add from member checking. The above findings confirmed with existing body of knowledge from Nijstad, Berger-Selman, and De Dreu (2014). Nijstad et al. contended that CEOs transformational leadership can create a psychologically safe team environment, in which different opinions can be used effectively to create radical innovations in the organization. The above findings also confirmed the knowledge reflected by Kim and Yoon (2015). Kim and Yoon argued that the degree to which an employee perceives senior managers' transformational leadership positively relates to the

degree to which the employee perceives a culture of innovation. The response from

Participant 16 confirmed the knowledge from Nijstad et al. as well as Kim and Yoon.

Likewise, Participants 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, and 15 all reported that

they had lived experiences with their transformational leaders' inspirational motivation.

Participant 3 revealed, "I am very motivated by the transformational leader. I feel

amazed, tireless, and always upbeat about my work and career prospects in the future."

Participant 6 stated, "I am extremely motivated. I have put my heart into my job 100%."

In contrast, two participants (10%) had divergent views about how

transformational leaders' inspirational motivation affected them. Participant 9 and

Participant 14 stated their motivation came from within, not necessarily from the

transformational leader. Participant 14 used the real-world setting and mentioned that

motivation may be blocked due to real-world challenges. Participant 9 and Participant 14

credited their job performance to their own internal drive, not to the inspirational

motivation from any leader or leaders in the chosen health care organization. I list the

details of Theme 3 in Table 3.

Table 3

Theme 3: Job Performance

Nodes	Number of participants	Percentage
Inspiration via role modeling	16	80%
Connection with transformational leadership	7	35%
Job performance and motivation	18	90%

Note. Role modeling refers to the exemplary behavior of the transformational leader.

Theme 4: Job Satisfaction

Interview Questions 9, 10, and 11 contributed to Theme 4 (see Table 4). According to Bass (1985), transformational leaders go beyond taking care of the day-to-day business operations and come up with strategies to take the organization to a higher level of performance and success. In the view of Bayram and Dinc (2015), there is a moderate, positive, and significant relationship between the dimensions of transformational leadership and followers' job satisfaction. Moreover, transformational leadership has a positive impact on employees' job satisfaction while transactional leadership has a negative one (Saleem, 2015). Moreover, transformational leadership positively influenced hotel employees' job satisfaction in Spain (Quintana et al., 2015).

From a medical perspective, Lin MacLennan, Hunt, and Cox (2015) contended that transformational leadership styles would have positive influence on the quality of nurses' working lives in Taiwan, including their job satisfaction. A similar study done by Abdelhafiz, Alloubani, and Almatari (2015) also indicated that the increased development of transformational leadership practice in Jordanian hospitals helped with the nurses' job satisfaction, thus contributing to an increased level of the Jordanian nurse retention. Transformational leadership at National Oil Corporation of Libya positively influenced followers' job satisfaction and organizational culture in that region (Zahari & Rbagi, 2012).

Job satisfaction and intellectual stimulation. First, findings on this topic confirmed the existing body of knowledge in this field by Bayram and Dinc (2015) as well as Hanaysha et al. (2012). Bayram and Dinc argued that the dimensions of transformational leadership are positively related to followers' job satisfaction. Hanaysha et al. posited that transformational leader's intellectual stimulation is positively connected with employees' job satisfaction. Second, participants expressed they get additional job satisfaction due to the leader's intellectual stimulation at their occupations. Bass (1985) argued that intellectual stimulation is one of the four dimensions of transformational leadership. Participants confirmed the knowledge from the conceptual framework of Bass's transformational leadership.

Eighteen participants shared their lived experiences with intellectual stimulation, stating that part of transformational leadership adds to their sense of job satisfaction. For example, Participant 20 stated, "Transformational leaders' intellectual stimulation 100%

affects job satisfaction. They give me an opportunity to learn new things." Participant 15 responded, "Intellectual stimulation keeps me going." Similarly, Participant 11 indicated, "You feel you are always learning something new every day." Furthermore, Participant 3 stated, "Intellectual stimulation helps with my job satisfaction significantly. It gives me a chance to use my brain to be intellectually creative to think of new ways of doing things."

All these participants expressed how they felt about intellectual stimulation and how this dimension of transformational leadership positively influenced their sense of job satisfaction. During member checking, participants did not offer any new comments on job satisfaction and intellectual stimulation. Thus, there was no new data to analyze or code for this sub-theme. In addition, the participants' responses confirmed the body of knowledge from Bayram and Dinc (2015) as well as Saleem (2015).

Job satisfaction and individual consideration. According to Bass (1985), individual consideration may refer to the individual attention transformational leaders give each member as each member has individual needs for job coaching. Bass indicated that the transformational leader must know what motivates each individual to seek higher ground. Additionally, Bass mentioned that transformational leaders use one-to-one or individual coaching or mentoring to help followers grow in their occupations.

Eighteen participants (90%) responded that they all would be more loyal to the transformational leader and the organization in relation to receiving individual consideration from the transformational leader. Participant 20 indicated, "With individual consideration, I feel being cared for. I feel the relationship goes beyond the business realm. That makes me more loyal to work for the organization because of the

transformational leader." Participant 19 stated, "Transformational leaders' individual consideration makes me feel more valued and important. It makes me more loyal to the organization." Other participants also shared their lived experiences working with or under transformational leadership. Participants 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, and 18 all shared their lived experiences, stating they all felt more loyal to the transformational leader and the organization because of the individual consideration received from the transformational leader.

During member checking, participants did not have anything new or additional to add to the sub-theme on job satisfaction and individual consideration. Findings on this topic confirmed Bass's (1985) conceptual framework on the dimension of individual consideration. Participants expressed that their leader's individual consideration gave them a positive feeling to be more committed to their job. Findings on this topic disconfirmed the research from Hanaysha et al. (2012), yet confirmed the knowledge from Basri, Rusdi, and Samad (2014). According to Hanaysha et al., transformational leader's individual consideration has a negative impact on employees' job satisfaction. In contrast, transformational leader's influence of individualized consideration strongly supports the teachers' performance and job satisfaction (Basri, Rusdi, & Samad, 2014). I list the main nodes, the number of participants, and the percentage in Table 4.

Table 4

Theme 4: Job Satisfaction

Nodes	Number of participants	Percentage
Job satisfaction and		
intellectual stimulation	18	90%
Job satisfaction and		
individual consideration	18	90%

Note. Job satisfaction refers to the level of contentment that employees feel about their work.

Theme 5: Psychological Impact

The psychological influence of transformational leadership on employees is a significant theme from the responses of the participant pool (see Table 5). The participants' responses to Interview Questions 6, 10, and 13 contributed to Theme 5. The interview discussion regarding the psychological impact of transformational leadership produced the following nodes: feeling respected and valued; feeling supported and understood; feeling accepted, trusted, involved, and connected; feeling energized and challenged; feeling motivated and inspired; feeling recognized and important; and feeling being a part of the bigger picture and fulfilled. Deci and Ryan (2013) argued that human beings are constantly striving to achieve a balance of personal coherence (i.e., engaging

in behaviors that are congruent with their value systems) and self-actualization (i.e., fulfillment of their potential). Thus, people have a tendency to engage in challenges and integrate these challenges into their sense of self to achieve this balance (Deci, Ryan, & Guay, 2013).

Deci and Ryan (2012) addressed the three basic psychological needs from the perspective of the basic psychological needs theory (BPNT). Deci and Ryan pointed out that people are constantly seeking to fulfill three basic psychological needs: *autonomy*, *competence* and *relatedness*. *Autonomy* refers to the need to perceive oneself as the origin of behaviors. *Competence* refers to the feeling that one has the skills to handle the task. *Relatedness* refers to the desire to belong to a larger group or community. These basic needs are innate and universal, and must be met in order for people to integrate new experiences and develop their full potential.

Similarly, Hetland and Hetland (2011) posited the same perspective as Deci and Ryan (2012), arguing about the importance to fulfill the three psychological needs of followers for autonomy, competence, and relatedness. Kaiser et al. (2012) emphasized how crucial it is to support the notion that leaders should pay attention to followers' psychological wellbeing. Moreover, Kovjanic et al. (2012) indicated satisfying followers' psychological needs could mediate transformational leadership and positive employee outcomes. Kovjanic et al. argued that this in turn might help with employees' autonomy, self-efficacy, and affective commitment to the organization. Additionally, approaching from the process perspective for mediation and moderation, Aryee et al. (2012) argued

that transformational leadership might help with employees' innovative behavior and task performance by addressing the needs for employee psychological wellbeing.

Munir et al. (2012) addressed the importance of employee psychological wellbeing and job satisfaction. Importantly, Kovjanic et al. (2013) argued that it is beneficial for the transformational leader to satisfy followers' basic psychological needs, thus helping followers' work engagement. Most recently, Lan and Chong (2015) also stressed that employee psychological empowerment can mediate transformational leadership and employee work attitudes. During member checking, participants did not have anything new or additional to add to the sub-theme.

Feeling respected and valued. Findings on this subject confirmed the knowledge in the field. A number of participants reported that they felt respected and valued by their transformational leader. Feeling respected and valued gave them a sense of dignity and autonomy. Seven (35%) participants (Participants 1, 4, 6, 7, 10, 11, 18) reported feeling valued and respected. This finding confirmed the perspective from Kovjanic et al. (2012). Kovjanic et al. indicated that satisfying followers' psychological needs for autonomy, self-efficacy, and affective commitment could mediate transformational leadership and positive employee outcomes. Moreover, this finding confirmed the conceptual framework from Bass (1985) in that transformational leader can motivate followers by treating the workers well and by inspiring the heart.

For example, Participant 6 revealed, "I do not like the leader to micromanage everything I do." Participant 1 said, "I want to see the leader to give clear and good directions, yet to give us enough time and space to do what we are supposed to. I do not

like to have a leader who does micromanaging." Participant 4 reported, "I feel respected and valued by the transformational leader. That makes me wanting to perform better and strive to be the best I can be." Participant 10 stated, "I feel respected by my boss who is a transformational leader." During member checking, participants did not offer any new or additional comments on feeling respected and valued.

      Feeling supported and understood. Participants 9, 12, and 14 (15%) revealed feeling supported and understood by the transformational leader. Participant 12 stated, "My boss is in support of me in whatever I do at work. My boss also understands where I come from." Participant 14 stated, "I feel the important thing is to have support and understanding from the transformational leader." This subtheme confirmed the knowledge in the field expressed by Deci and Ryan (2012). Deci and Ryan argued that it is crucial for the leader to satisfy the three basic psychological needs of the followers for autonomy, competence, and relatedness. This sub-theme reflected that the participants longed for relatedness as they expressed feelings for support and understanding. During member checking, participants did not express any new insight on feeling supported and understood.

      Feeling trusted and connected. Seven (35%) participants (Participants 1, 2, 5, 10, 11, 19, 20) reported feeling trusted and connected with the transformational leader. The trust and connection make them feel confident and competent in performing their jobs. For example, Participant 11 reported feeling connected with the transformational leader and with the organization. Participant 4 reported feeling involved and connected. Participant 5 stated, "I feel trusted and connected with the leader. That makes me wanting

more to do a better job for the organization." During member checking, participants did not offer any additional comments on feeling trusted and connected. Again, this sub-theme confirmed the research knowledge by Deci and Ryan (2012) in that people are always seeking to fulfill their need for autonomy, competence, and relatedness.

Feeling energized and challenged. Five (25%) participants reported feeling energized and challenged. Participant 20 expressed feeling energized and challenged. Participant 20 stated, "I feel more energized to come to work every day. The energy continues when I go home. I even read professional journals when I go home." Participant 20 continued, "Since I am still very young, I do not know a lot of the factors related to my current job. I am thankful that my transformational leader is providing me with the opportunities to learn and explore new ways of doing things. I am thankful that I may have future opportunities to learn and do new things." Likewise, Participant 18 reported feeling challenged as well when facing constant changes at work because of the transformational leader. In addition, Participant 5 reported feeling challenged under the influence of transformational leadership, stating, "It is challenging to be in an environment where change is always being promoted." Through member checking, participants did not express any additional comments on feeling energized and challenged because of transformational leadership. This subtheme confirmed the knowledge by Deci and Ryan (2012) as well as Hetland and Hetland (2011) in that participants longed to satisfy one of their psychological need for competence.

Feeling motivated and inspired. Motivation and inspiration constituted an overwhelming subtheme from the participants' responses to interview questions 6, 10,

and 13. Ninety percent of participants reported feeling motivated and inspired by the transformational leader. For example, Participant 6 reported, "The transformational leader's example motivates me. It is inspirational to see the leader or leaders to be in the front line with the employees setting great examples for us to follow." Additionally, Participant 7 indicated, "I feel I am open to change. I am inspired and very motivated to change. I feel a sense of unity with the organization." This sub-theme confirmed the conceptual framework from Bass (1985) in that transformational leaders can help motivate and inspire followers in achieving higher organizational goals. Again, no participants offered additional comments at member checking on feeling motivated and inspired.

Feeling recognized. Fifteen percent of the participants (Participants 7, 11, and 18) revealed feeling recognized by the transformational leader in the selected health care organization. In particular, Participant 7 stated, "I feel motivated to work here as I feel being recognized for what I do for the organization and for the opportunities ahead." Participant 11 commented, "Even though satisfaction comes from within sometimes, yet receiving a pat on the back from the leader once in a while, and feeling being recognized by the organization for the work I do make me happy and my job worthwhile." During member checking, participants did not have any additional comments to make on feeling recognized. This finding confirmed the perspective from Deci and Ryan (2012) as well as Hetland and Hetland (2011) in that participants felt happy when their psychological need for competence was satisfied.

Feeling part of the bigger picture. Participants 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 15, 16, 18, 19, and 20 reported feeling related or being part of the bigger picture of the health care organization in the eastern United States. That constituted 75% of the participant pool. Participant 7 stated, "The transformational leader sets up an idealized example for us to follow. The transformational leader promotes an organizational culture that is conducive for continuous learning and development. It is a very exciting time and place to work at this institution. I am fully inspired by the example from the leader and I am very motivated to perform my job as I see my future here. That makes me wanting to be a part of this great organization more and do my best to contribute to the organizational future."

Furthermore, Participant 6 mentioned, "This is a great organization to work for and I would very much like to be a part of its existence and future growth. There are many great things about the organization such as the opportunity for continuous learning. We have the best Center for Learning and Innovation here to provide the opportunity for the best leadership training for those who are interested." No additional comments emerged from member checking on feeling part of the bigger picture. This sub-theme confirmed the previous research knowledge from Deci and Ryan (2012), Hetland and Hetland (2011) as well as Kovjanic et al. (2012) in depicting people's psychological need for relatedness. I list the details on this theme in Table 5.

Table 5

Theme 5: Psychological Impact

Nodes	Number of participants	Percentage
Feeling respected and valued	7	35%
Feeling supported and understood	3	15%
Feeling trusted and connected	7	35%
Feeling energized and challenged	5	25%
Feeling motivated and inspired	18	90%
Feeling recognized	3	15%
Feeling part of the bigger picture	15	75%

Note. Psychological impact pertains to, deals with, or affects the mind of employees as a function of their feeling or motivation related to transformational leadership.

Summary

The purpose of this qualitative phenomenological study was to explore and describe the lived experiences of 20 employees working for a transformational leader at a health care facility in the eastern United States. Bass's (1985) identified four dimensions of transformational leadership: (a) idealized influence, (b) inspirational motivation, (c)

intellectual stimulation, and (d) individualized consideration. Bass argued that transformational leaders work hard to inspire and motivate followers in achieving higher organizational goals. From the perspective of von Bertalanffy's (1968) general system theory, the world is a whole with interdependence, interactions, and synergy between and among all parts of the entire system. Deci and Ryan (2012) and Kovjanic et al. (2012) contended that it is important for the transformational leaders to address the basic psychological needs of the followers for autonomy, competence, and relatedness. Five key themes emerged that reflected the essence of the health care workers' lived experiences related to their job performance and satisfaction.

In summary, participants described that their job performance is largely influenced by strong inspiration and motivation from the transformational leader's idealized influence and inspirational motivation. Participants revealed that their job satisfaction is largely influenced by the transformational leader's intellectual stimulation and individual consideration. Lastly, participants indicated that their three psychological needs for autonomy, competence, and relatedness might be satisfied with the help of transformational leadership. Chapter 5 consists of an interpretation of the findings, a discussion of the limitations of the study, recommendations, implications for practice and research, and a conclusion.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative phenomenological study was to explore and describe the lived experiences of 20 employees working for a transformational leader at a healthcare facility in the eastern United States. The study is qualitative in nature with a phenomenological approach. There is little information regarding how transformational leadership affects followers in health care organizations in the eastern United States. I conducted the study to explore how health care workers are inspired and motivated to excel at their job under transformational leadership. Five key themes emerged from the study. First, participants described ideal leadership as a leadership style with clarity, open communication, decisiveness, confidence, forward thinking, and emotional intelligence. Second, participants described transformational leadership as a leadership style that treats the cause of the problem, advocates for cross-collaboration and continuous learning, exemplifies open communication, encourages forward thinking, and promotes organizational culture change. Furthermore, participants noted that leader's idealized influence, inspirational motivation, intellectual stimulation, and individual consideration significantly influenced their work performance and job satisfaction. Finally, participants identified their psychological need for autonomy, competence, and relatedness and credited transformational leadership for helping with the satisfaction of all three psychological needs.

Interpretation of Findings

I have organized this section by the five key themes. The interpretation of the first theme on ideal leadership is described in this paragraph while the other four themes are

described in the subsequent subsections. Participants described ideal leadership as a type of leadership with clear focus, forward thinking, decisiveness, emotional intelligence, the ability to execute the right strategy at the right time, confidence, and open communication. Participants described their conviction that an ideal leader should benefit the majority of the people and do things to help followers excel in their professions.

These perceptions, convictions, and ideas confirmed the views of Graf, Quaquebeke, and Dick (2011), but did not confirm the perspective from McCrimmon (2011). Graf et al. argued that the degree to which leaders are perceived to represent followers' ideal and counter-ideal leadership values may affect followers' identification and satisfaction with those leaders. Moreover, an ideal leader can be anyone who has vision, integrity, charisma, emotional intelligence, inspiration, and a steering character (McCrimmon, 2011). McCrimmon noted that any employee can be an ideal leader as long as he or she has the ability to influence people to accept new directions. Participants did not confirm McCrimmon's perspective as they mainly concentrated on the leader who holds a traditional position in the organization.

Transformational Leadership

Burns (1978) indicated that transforming leaders are involved in the change process themselves, helping others succeed. Bass (1985) argued that a transformational leader motivates the follower to achieve higher organizational goals and posited that transformational leaders use the following attributes to achieve organizational goals: idealized influence, inspiration, intellectual stimulation, and individual consideration. The 20 study participants expressed that transformational leadership is a type of leadership

possessing the ability to have forward thinking, treat the root causes of the problem, promote culture change, encourage cross-collaboration and continuous learning, and foster open communication. The essence of these perceptions and convictions from the research participants is congruent with Bass's (1985) conceptual framework on transformational leadership, which was discussed in Chapter 2.

Paulienė (2012) argued that transformational leadership can only be fully understood by comprehending the culture in which it is embedded. Schuh et al. (2013) pointed out that a transformational leader can voice a compelling vision to inspire followers by outlining the development opportunities for the organization. Schuch et al. also argued that transformational leaders' moral leadership behaviors would relate positively to employees' in-role and extra-role efforts whereas authoritarian leadership behaviors would relate negatively to employees' both behaviors. Furthermore, Zacher, Pearce, Rooney, and McKenna (2014) contended that transformational leaders' personal wisdom has a positive impact on the quality of leader-member exchange construct.

My findings on this topic confirmed Bass's (1985) transformational leadership theory. Participants expressed that they felt motivated and inspired to achieve higher organizational goals under transformational leadership. Moreover, these findings confirmed the knowledge in the field from the contemporary literature. Participants in this study echoed the perspectives from Paulienė (2012) and Schuh et al. (2013). Participants described transformational leadership as the leadership style that helps with organizational change and innovation for the entire organization, and described transformational leadership as having the ability to promote staff growth and

development. Participants also described transformational leaders' ability to take risks and think outside the box to initiate and sustain change at the entire organizational level. All these findings confirmed the findings from Schuh et al. about leaders' inspiring and role modeling function for the organization. Schuh et al. argued that transformational leaders not only can influence followers, but also can identify attractive development opportunities for the organization. That is exactly the case with the research participants. Various participants indicated that they want to follow the transformational leader's example and direction to work hard and achieve greater organizational goals.

My findings also filled a gap in the literature by identifying the concrete skills that an effective transformational leader should have in a health care organization in the eastern United States. Previously, Paulienė (2012) proposed looking at leadership style in combination with culture. Zacher et al. (2014) identified the transformational leader's personal wisdom as a contributing factor in enhancing the quality of the construct for leader-member exchange. My research extended this previous knowledge by pointing out additional features that a transformational leader should possess for the selected organization in the study. Participants expressed that the transformational leader should have the ability to possess forward thinking, treat the root causes of the problem, promote culture change, encourage cross-collaboration as well as continuous learning, and foster open communication.

Job Performance

Walumbwa and Hartnell (2011) demonstrated how transformational leadership inspires followers to develop relationship identification with the supervisor, thus helping

with employees' improved job performance. According to Abbas et al. (2012), the dimensions of transformational leadership positively influence the four elements of employees' innovative work behavior including idea promotion, idea generation, work commitment, and idea implementation. In the view of Mokgolo et al. (2012), transformational leadership has a positive effect on followers' job performance. Transformational leadership can work effectively in motivating employees to achieve desired team outcomes (Tebeian, 2012). There is positive relationship between transformational leadership and employee performance (Carter et al., 2012). Cavazotte et al. (2013) stated that employees' relational identification with the manager and employee's self-efficacy beliefs can help with employee's higher levels of task performance.

According to Khan et al. (2014), transformational leadership has a more significant impact on firm financial performance than does transactional leadership. From the perspective of Uddin et al. (2014), there is a positive relationship between transformational leadership and employee job performance. Kim et al. (2014) found that a CEO's transformational leadership style may positively influence both the objective and subjective performance of the firm. Additionally, transformational leadership relates well to employees' optimal job function (Fernet et al., 2015).

My findings on this topic confirmed the above body of knowledge and that discussed in Chapter 2. The majority of the research participants indicated that they felt inspired and motivated to excel and perform their jobs better under the transformational leadership of their senior leader. These findings were congruent with the perspectives of

the previously mentioned scholars. A large number of participants shared their work experiences, and indicated that they felt inspired and wanted to work harder because of the idealized influence of their transformational leader. Participants reported that the inspirational motivation they felt from their transformational leader had strengthened their sense of motivation, and thus helped improve job performance. Participants reported that the different dimensions of the transformational leadership at their organization had helped with their enhanced job performance.

Job Satisfaction

The various dimensions of transformational leadership had a positive influence on employees' job satisfaction (Yang, 2012). There is a positive, linear, and strong relationship between transformational leadership and job satisfaction and employees' psychological wellbeing (Munir et al., 2012). According to Ghorbanian et al. (2012), health care sector policy makers should provide the foundation to implement transformational leadership in order to enhance emergency medical staff's job satisfaction.

From the perspective of Laglera et al. (2013), engineers' job satisfaction could play a key role as the primary link between transformational leadership and work satisfaction. Moreover, there is a significant relationship between leadership styles (transformational, transactional, and laissez-faire leadership) and faculty's intrinsic, extrinsic, and overall job satisfaction (Amin et al., 2013). Nurses prefer transformational leadership to transactional leadership in their occupations (Negussie & Demissie, 2013).

Furthermore, transformational leadership has a more significant influence on employee job satisfaction and firm financial performance than transactional leadership (Khan et al., 2014). Additionally, job satisfaction among 935 hospital-based pediatric RNs related well with transformational leadership (Roberts-Turner et al., 2014). From the view of Top et al. (2015), there is a strong need for Turkish hospitals to employ transformational leadership to help improve employee job satisfaction.

The majority of the participants in my study indicated that they were more satisfied with their jobs because of the transformational leadership they experienced at their workplace. These participants reported that they felt an enhanced sense of job satisfaction due to the senior leader's transformational leadership. These findings confirmed the perspectives of Munir et al. (2012), Ghorbanian et al. (2012), Laglera (2013), Amin et al. (2013), Negussie and Demissie (2013), Roberts-Turner et al. (2014), and Top et al. (2015).

Psychological Impact

This theme stands out as the most important theme in this study to reflect on the importance of psychological impact on followers' performance and job satisfaction. Aryee et al. (2012) argued that transformational leadership is associated with followers' performance through meeting the needs of the employees' psychological wellbeing. Deci and Ryan (2012) pointed out that people are constantly seeking to fulfill their basic psychological needs for autonomy, competence, and relatedness. Deci and Ryan indicated that autonomy refers to the need to perceive oneself as the source to define his or her behaviors. Deci and Ryan stated that competence refers to the feeling that one has

the skills to handle the task. Third, Deci and Ryan posited that relatedness refers to the desire to belong to a larger group or community. According to Deci and Ryan, these basic needs are innate and universal needing to be satisfied in order for individuals to integrate new experiences and develop full potential.

Kovjanic et al. (2013) echoed the perspective from Deci and Ryan (2012). Kovjanic et al. argued that meeting the followers' psychological needs for competence and relatedness can help with employees' work performance. Kovjanic et al. stressed that followers' basic psychological needs may include the need for competence, relatedness, and autonomy. Moreover, Yao et al. (2013) argued that psychological empowerment has a positive effect on employee loyalty and performance as mediated by employee job satisfaction. Deci and Ryan (2013) argued that human beings are always striving to engage in behaviors that are congruent with their value systems and self-actualization.

Findings on this theme confirmed the body of knowledge in the research literature. Participants reported feeling respected, valued, supported, understood, trusted, connected, energized, challenged, inspired, motivated, and recognized being part of the bigger picture. Through all these feelings with transformational leadership, participants indicated their longing for autonomy, competence, and relatedness. Participants also reported more loyalty to their leader and the organization when such psychological needs were satisfied. All these findings confirmed the perspectives from Deci and Ryan (2012) as well as Kovjanic et al. (2013). These findings are also in line with the theoretical model of Bass (1985) and Burns (1978) in that employees' needs satisfaction constitute a central mechanism behind transformational leadership.

Limitations of the Study

The limitation of this study included the use of a purposeful sample of only 20 individuals from one single healthcare organization in the eastern United States. The choice of collecting data from one facility was mostly due to the limit of my time and financial resources making collecting data from multiple sources too time-consuming and costly. Additionally, the study was limited due to its qualitative nature with limited participants. The study differed from a quantitative one using statistical measures such as the mean, the medium, the mode, and the standard deviation to quantify the responses from a large sample of participants. The readers would need to decide for themselves if the findings will be transferable to their own studies in the future.

Another limitation may be the inaccurate responses from some participants to the interview questions. Finally, researcher bias can be another limitation for the study. Maxwell (2013) contended that researcher bias and reactivity are the two validity threats for qualitative research. I mitigated my own researcher bias by being as objective as possible. Maxwell indicated qualitative study is not to eliminate researcher reactivity, yet to understand it and use it productively. As such, I applied Maxwell's concept on reactivity by being aware of its existence and by being as objective as possible to reflect what the 20 participants really wanted to convey in this research study.

Recommendations

Recommendations for Future Research

Due to the narrow scope of the 20 selected research participants in this qualitative study, additional research may be necessary to determine the validity of the key themes

that emerged from this study. Future researchers may apply a different qualitative approach, such as a case study, to examine the same phenomenon by interviewing participants who experience transformational leadership in various settings or organizations. Future qualitative researchers may involve more organizations and industries to yield data that are more valid and produce results that are more meaningful. Furthermore, future researchers may consider using longitudinal studies to get a deeper understanding of how followers perceive transformational leadership over time. Such longitudinal studies may determine if there are any differences with followers' experiences with transformational leadership at different times over the course of the research.

This study may serve as a springboard for future research to investigate the impact of transformational leadership on employee outcomes. Findings of this research were drawn from only 20 selected participants in one health care facility in the eastern United States. I recommend that future researchers broaden the view by using a larger sample of participants in a quantitative study to explore this phenomenon. Future researchers may consider using Babbie's (2013) snowball sampling technique to gather a random sample of participants.

Furthermore, studying the lived experiences of individuals with transformational leadership is possible through the lens of different age groups and educational levels. The research participants in this study mainly belong to the following age groups: ages 25–34 (50%), ages 35–44 (25%), ages 55–64 (20%), and ages 65 and older (5%). There was no representation in the age group of 45–54. Five participants (25%) reported having a four-

year college bachelor degree. Thirteen percent participants (65%) reported having a master's degree. One participant (5%) reported having a PhD and the other one participant (5%) reported having a MD as their terminal degrees. People with a high school education or less were not included in this study. Again, these research participants happened to be a group of well-educated young professionals who are optimistic about their future in one health care facility in the eastern United States. I would recommend that future studies apply an even distribution of people to see if there are any differences in perspectives about lived experiences correlated with age or education. This kind of research with an even distribution may reveal different findings with different groups. The differences in findings may generate different recommendations for both action and research.

As reflected in the review of literature in Chapter 2, there is a gap in research. There is limited research to explore how transformational leadership influences health care workers' performance and job satisfaction in the eastern United States. Therefore, I recommend that researchers should do more research in the future to explore the experiences of health care workers with transformational leadership in this region. However, I strongly recommend that future researchers use different research method, such as a quantitative one, to examine this phenomenon by employing a larger sample. I recommend that future research may extend its scope to include other health care organizations in the eastern United States. I expect that these study results may aid the understanding of how transformational leadership may help inspire health care workers to excel in their occupations.

Recommendations for Action

The first recommendation is for leaders in the current health care facility to continue practicing transformational leadership to inspire and motivate employees in all their efforts to seek occupational excellence. It is important for health care leaders to understand the full effect that transformational leadership may have on employees and on their work. This research suggests that health care workers relate well with transformational leadership.

Thus, the second recommendation is for other health care organizations to apply transformational leadership to help motivate employees. The findings of this study may help inform health care leaders and policy makers of the right strategies to use when it comes to generate the most desirable organizational outcomes.

Third, this study indicated the significant psychological influence of transformational leadership on employees' wellbeing. Therefore, I recommend that leaders in health care settings consider using such influence as vital ground for future decision making in their operations. This study may provide some ideas for future leaders in recognizing the importance of such psychological influence on employee performance and job satisfaction.

Fourth, I recommend that transformational leadership training be included in the mandatory annual learning and performance reviews for the current leaders at the selected health care organization. It is important for the current leaders to learn about the theory of transformational leadership and its implications. I recommend that transformational leadership learning be included in the leaders' annual performance

reviews. Through such mechanism, the current leaders can measure on how they do with their leadership learning and practice. I recommend that health care organizations incorporate means to reward those who exemplify excellence in transformational leadership knowledge and practice in real settings.

Fifth, I recommend that new management hires receive specific training about the importance of transformational leadership and its positive effects on followers. This way, the newly hired managers at various levels of the organization may have a chance to learn more about transformational leadership so that they may begin practicing it when they start working. In particular, I suggest that transformational leadership training should include the study of transformational leadership theory and its implications for all stakeholders in the entire organization.

Sixth, I recommend that employees should also attend transformational leadership training at their institution. I recommend that employees learn about transformational leadership on a regular basis to benefit their work and improve their skills. The goal is to create an atmosphere in which continuous learning is encouraged. Therefore, other health care organizations in the eastern United States and the rest of the country may invest in their employees' ongoing learning programs to learn more about transformational leadership on an ongoing basis.

Seventh, I recommend that transformational leadership training be included in the curriculum of the graduate business degree program (MBA) of the university affiliated with the selected health care organization in the eastern United States. There is a tendency for young professionals to do graduate study at the university affiliated with the

organization. That way, the young professionals may be educated about transformational leadership and its impact on organizational outcomes while pursuing their graduate degrees. Subsequently, these young professionals may be better prepared to apply transformational leadership theory into their future work once they have graduated from their MBA programs.

Lastly, I recommend that a leadership-mentoring program be set up for the current health care organization to mentor young leaders. I suggest that senior leaders should mentor young ones to be better leaders for tomorrow. I expect that the senior leader may be more familiar with the organizational culture and the practice of transformational leadership. I expect that the senior leaders should guide the younger ones in their pursuit for excellence in their transformational leadership practice.

Implications

Implications for Practice

Accountable care organizations. One of the important changes in American healthcare delivery system is the model of Accountable Care Organizations (ACOs). Fisher, Director of the Center for Health Policy Research at Dartmouth Medical School, brought up the concept of ACOs at Medpac's meeting on November 9, 2006. The crowning event was the inclusion of Accountable Care Organization provisions in the *Patient Protection and Affordable Care Act* signed into law by President Obama in March 2010.

Academic medical centers need to address both financial and cultural barriers to implement new models such as ACOs (Berkowitz & Miller, 2011). According to

Berkowitz and Miller, all healthcare institutions should try to improve quality, align their incentives, and apply modern health information technology in their operational practice. With ACOs, the idea is for company profitability to be re-invested in the organizations in order to help with institutional operations. That way, hospital programs and services may continue and run smoothly to better serve more patients in the future.

Moreover, ACOs may help improve quality by making sure that patients receive the appropriate level of medical care via more efficient and coordinated service (Koury et al., 2014). Koury et al. argued that ACOs incorporate the provider-based delivery systems to offer payment incentives for medical providers who provide high-quality care with low cost. The concept of ACOs connects an organizational structure with payment and performance measurement metrics that ensure accountability.

High-reliability organizations. High-reliability organizations (HROs) are those with an atmosphere in which all employees report small problems or unsafe conditions before they mushroom into bigger ones for the organizations to fix (Chassin & Loeb, 2013). According to Chassin and Loeb, health care leadership should strive to achieve the strategic goal for zero patient harm, patient safety culture, and effective tools for process improvement. Chassin and Loeb proposed that hospitals should employ an array of incremental changes or initiatives to achieve high organizational reliability.
First, Chassin and Loeb contended that all the constituencies of leadership—including governing bodies such as the board of trustees, senior management, physicians, and nurse leaders—should share the same vision to achieve zero harm to patients. Chassin and Loeb posited that this should be the number one objective that hospitals should aim for.

Importantly, Chassin and Loeb used the lesson learned from the aviation industry to emphasize the importance of 100% precision and accuracy in health care delivery.

Hospitals face many challenges in achieving the goal for HRO (Chassin and Loeb (2013). In the view of Chassin and Loeb, hospitals would need to go through significant changes to achieve zero harm to patients, and that changes may not happen right away. Chassin and Loeb posited that changes are necessary in three domains including leadership, culture for patient safety, and process improvement. Lastly, Chassin and Loeb encouraged health care policy makers and stakeholders at all levels of the organization to evaluate in what way they can support and accelerate this organizational transformation.

Baldrige model is a sound platform for achieving high reliability (Chassin & Loeb, 2013). On the other hand, neither high reliability nor Baldrige criteria can be easily achieved (Griffith, 2015). Griffith outlined the differences between high reliability and the Baldrige criteria. Griffith indicated that HROs emphasize zero patient harm and quality whereas the Baldrige model emphasizes strategic independence. Further, Griffith suggested that the Baldrige model shows successes for quality improvement, thus should be used as a standard to judge excellence in relation to health care organizations.

Similarly, it is important to shift the health care organizational culture to one that emphasizes zero preventable harm (Pope, 2015). Pope echoed Griffith, stating the Baldrige criteria can be used as performance excellence standard to guide health care organizations to achieve high reliability. Pope pointed out that many senior health care leaders acknowledged the benefits of the Baldrige model for meeting and/or exceeding

standards from Centers for Medicare and Medicaid Services, and other payers' value-based programs.

Furthermore, it is necessary to recognize that it is a long and challenging journey for hospitals to achieve quality goals as it would take time for hospitals to identify weaknesses that need change (Pope, 2015). Pope noted that it takes time for health care organizations to improve. Therefore, Pope argued that health care leaders should know how to prioritize their efforts and create action plans that lead to continuous performance improvement. Pope's view is similar to that of Chassin and Loeb (2013) in that health care organizations may utilize the Baldrige framework to apply many of the high-reliability standards.

Implications for leadership practice. Under the macro environment of healthcare reform, especially with the call for hospitals or medical centers to become ACOs and HROs in the U.S. healthcare system, this dissertation has several positive implications for leadership practice. First, as the nation is prepared to implement the newly minted healthcare reform law, the *Patient Protection and Affordable Care Act* of 2010, there is general consensus on the reform for the American health care delivery and payment systems. Both ACOs and HROs aim for quality care. The distinction is that ACOs emphasize cost effectiveness whereas HROs stress patient safety. Both are great goals for healthcare organizations to achieve patient-centered quality care with cost containment and patient safety.

Transformational leadership may play an important role in the implementation of the model of ACOs and the concept of HROs. In particular, transformational leadership

may positively influence the workforce to embrace the significant changes in healthcare system including ACOs and HROs. Transformational leaders may help inspire and motivate healthcare employees to embrace the new changes in healthcare system and do their best to provide high-quality care to patients and families. Transformational leaders may use the four dimensions of transformational leadership to help model the way, inspire the heart, and help all stakeholders achieve the collective organizational goals. Transformational leaders may help healthcare organizations through inspiring and motivating followers to be most accountable and highly reliable in their work with patients, families, and colleagues in their daily practice.

Second, transformational leadership may help boost higher employee morale and increased employee job satisfaction. This in turn can help employees be enthusiastic about their work and carry out their duties in the most conscientious manner. This is because transformational leadership may help inspire, motivate, and drive healthcare workers in their earnest efforts to pursue superb care quality and excellent customer service. With the implementation of ACOs, transformational leaders may help each individual to be better accountable in their performance according to the performance metrics. Performance measurement is necessary as it can identify the gaps between the current state and the desired state of patient and organizational outcomes.

In addition, in the process for healthcare organizations to become HROs, transformational leadership may help transform the workplace culture with patient safety as its core and highest value. As such, this dissertation research may help educate the public about how important it is to use transformational leadership to help healthcare

organizations be highly reliable and accountable. Under transformational leadership, healthcare workers may have improved morale and the willingness to go the extra mile to help patients and families. This research may help educate the public that transformational leadership may help bridge performance gaps to assist the organizations achieve excellent care quality and customer service.

Third, transformational leadership may help clarify the roles, responsibilities, and performance expectations to ease any fear or anxiety associated with the change for organizations to be more accountable and reliable. Fourth, transformational leadership may help reward people for their efforts in being accountable in this drastically changing healthcare environment. Transformational leadership may help with the hiring of the new people who are willing to be accountable. Additionally, transformational leaders may help build a culture for patient safety with accountability, reliability, and excellent patient satisfaction being the core characteristics of healthcare organizations.

Fifth, the research findings revealed that transformational leadership might help meet the three psychological needs of healthcare workers. Therefore, this dissertation research may help organizations invest in leadership training programs to help leaders understand the importance of meeting the three psychological needs of followers. In turn, these training programs may help organizations improve their future leadership practice through meeting followers' psychological needs for autonomy, competence, and relatedness in order to bring about positive organizational outcomes.

Another practical implication for positive social change relates to the gained knowledge about the effects of employees' needs fulfillment. Leaders may experience

situations where addressing all three employees' psychological needs at the same time impossible. Therefore, under such circumstances, it is prudent for leaders to know how to prioritize their efforts and what to address first. With that knowledge, transformational leaders may adjust their leadership practice to satisfy one psychological need at a time, based on the given social context and the time available to address such need. Transformational leaders should use the knowledge gained about the importance of meeting employees' three basic psychological needs to help with optimal employee and organizational outcomes.

Overall, the study findings may have positive implications for leadership practice under such macro environments. This research may help bring awareness to the public about the importance of employing transformational leadership across healthcare settings. The study may also bring awareness to the public about the positive effects that transformational leadership has on achieving organizational outcomes. Applying transformational leadership in organizational operations, leaders may help employees be more accountable in their dealings with patients, families, and colleagues because of meeting the employees' basic psychological needs. With such practice, transformational leadership may help healthcare organizations become more accountable and highly reliable under the macro environment for U.S. healthcare reform and change.

From the perspective of general systems theory (von Bertalanffy, 1968), these positive implications are interrelated and interdependent. They all work together as system parts for the overall success of the organization. Von Bertalanffy argued that the whole is better than the sum of its parts. Therefore, this study may contribute to positive

social change as it may help organizations be accountable in achieving high reliability, care quality, and patient harm prevention.

Implications for Theory

This study may add to the body of knowledge of how transformational leadership affects workers' performance and job satisfaction in healthcare settings. Bass (1985) argued that the four dimensions of transformational leadership might affect follower outcomes. This dissertation research has positive implications that help advance our understanding of Bass's transformational leadership theory. Transformational leaders may use their idealized influence to set good examples for healthcare workers to follow. Transformational leaders may use inspirational motivation to help motivate healthcare workers in their pursuit of occupational excellence. Additionally, transformational leaders may employ intellectual stimulation to foster healthcare employees' creativity, thus adding to their sense of job satisfaction. Finally, transformational leaders may use individual consideration to help with individual coaching and guidance of the employees, thus contributing to healthcare workers' job satisfaction.

The study may contribute to the theoretical understanding of transformational leadership as argued by Bass (1985). In particular, the study may provide insight on understanding how transformational leadership may help meet the psychological needs of healthcare employees. The study may advance the understanding of recent research done by various researchers, including Deci and Ryan (2012). Deci and Ryan pointed out that people are always searching to fulfill their three basic psychological needs for autonomy, competence, and relatedness. These three basic psychological needs are innate and

universal, and must be met for people to incorporate new experiences and develop their full potential.

The study may also help with the understanding of the recent research by Dust, Resick, and Mawritz (2014) on the psychological empowerment of transformational leadership. Dust et al. argued that transformational leadership may have the empowering effects on followers, and that these effects may vary across mechanistic-organic organizational contexts. Dust et al. contended that such psychological empowerment is linked with employees' comprehensive motivational factors associated with their job behaviors. Specifically, the relationships between transformational leadership, employee psychological empowerment, and job behaviors are stronger in organizations with more organic as compared to more mechanistic structures.

Organic structures may enhance, while mechanistic structures may limit, the empowering effect of transformational leadership on followers (Dust et al., 2014). According to Dust et al., employees' psychological empowerment can mediate relationships between transformational leadership and employee job performance as well as organizational citizenship behaviors. The dissertation research may help with the theoretical understanding of how healthcare workers feel psychologically empowered by transformational leadership. This dissertation research may aid the understanding of the perspective from Dust et al. that transformational leadership may psychologically empower workers, specifically healthcare workers, in their pursuit of optimal occupational performance and job satisfaction.

In Bass's (1985) theoretical view, transformational leaders act as role models (idealized influence), inspire followers (inspirational motivation), stimulate the mind (intellectual stimulation), and demonstrate individualized concern for followers' needs and growth (individualized consideration). Using this study, I may help explain, from a psychological perspective, how and why transformational leaders can influence followers to bring about the positive organizational outcomes.

Moreover, followers' affective organizational commitment may moderate the relation between leaders' individualized consideration and idealized influence (Franke & Felfe, 2011). I explored how healthcare workers feel about transformational leadership in one healthcare organization in the eastern United States. Various research participants expressed that they felt more energized, supported, respected, and more loyal toward their organization and their transformational leader because of transformational leadership. With this study, I may help educate the public about how transformational leaders may best help satisfy the three psychological needs of the healthcare workers for the optimal organizational outcomes for the organization in the research.

Furthermore, this dissertation study may help advance the understanding of the research by Effelsberg, Solga, and Gurt (2014a). Transformational leadership may enhance followers' selfless pro-organizational behavior (Effelsberg et al., 2014a). This dissertation study may add to the understanding of the mediating effect of followers' organizational identification on selfless behavior. Future research is necessary to explore the complexity of the phenomenon.

On the other hand, this dissertation research may contribute to the understanding of the research from Schuh et al. (2013). Transformational leadership behavior may mediate the relationship between leader organizational identification and employee organizational identification (Schuh et al., 2013). Moreover, according to Schuh et al., transformational leadership behavior and employee organizational identification work together to mediate the link between leader organizational identification and employee extra-role efforts. This dissertation research outlined how healthcare employees felt about their transformational leader and how they felt about their overall job situation under such leadership. For example, Participants 7 and 20 reported having a strong sense of loyalty toward the organization because of the individualized consideration received from the transformational leader.

How transformational leadership affects healthcare workers' performance and job satisfaction in the eastern United States is a very worthy topic. It is satisfying to conduct research that can contribute to further understanding of the theoretical knowledge in a certain field. In this case, it is encouraging to know that this dissertation research may contribute to the theoretical understanding of transformational leadership theory in general, and to recent transformational leadership research in particular. It is important to understand the intricacies of Bass's (1985) transformational leadership theory and the most recent research in the last five years on the psychological effect of transformational leadership on followers. With that understanding, this dissertation research may contribute to positive social change to help leaders in other healthcare organizations or industries apply similar approaches to improve overall organizational outcomes. This in

return may help build a better society, which transformational leadership may help promote.

Implications at the Individual Level

The study may have the potential to affect the individual worker in his or her understanding of the importance of transformational leadership and its effect on a person's performance as well as job satisfaction. The study may help individuals be aware of their own psychological needs during the transformational process. As such, the individual worker may be best motivated to go above the call of duty to seek occupational excellence. The study findings may contribute to positive social change at the individual level through the individuals' understanding of their own psychological needs. With that understanding, leaders and workers may understand each other better and may have better working relationships with one another. Future studies may involve other health care organizations in the region (the eastern United States) and in other parts of the country.

Moreover, the study may contribute to the promotion of future research studies involving other industries outside of healthcare arena to explore or examine how transformational leadership affects employees' performance and job satisfaction. As such, organizational leaders can help meet the psychological needs of followers to promote positive organizational outcomes. Additionally, the study may contribute to positive social change through the knowledge gained by individual workers. Individual workers may use their knowledge to inform future researchers, program developers, educators, organizations, and other industries of the leadership style that may bring about

the most positive employee outcomes. Lastly, the study may influence thinking in academia on how transformational leadership may inspire health care workers from a holistic perspective.

Implications for Education

Through the dissertation study, I may be able to help educate the public, especially the healthcare organizations in the eastern United States and in the rest of the country, about the importance of transformational leadership and its positive effects on employee outcomes. Furthermore, the study may have the potential to educate others outside of healthcare sector that better morale, improved productivity, and better employee job satisfaction may be cultivated because of transformational leadership.

With the dissertation study, I may educate the public about the importance of transformational leadership and its effects on healthcare workers' performance and job satisfaction. In particular, it is important to disseminate the study results so that future researchers and organizational leaders may borrow them. In particular, the study may help healthcare organizational leaders understand how transformational leadership may help meet the three psychological needs of followers for autonomy, competence, and relatedness. With that understanding, organizational leaders may better carry out their leadership practice and implement action plans to help with employee motivation and occupational excellence.

<div align="center">

Conclusions

</div>

The purpose of this study was to explore and describe the lived experiences of 20 participants under transformational leadership in a healthcare facility in the eastern

United States. I conducted face-to-face and Skype interviews to facilitate data collection and I hand-coded the data. Five key themes emerged from the study: (a) ideal leadership, (b) transformational leadership behaviors, (c) job performance, (d) job satisfaction, and (e) psychological impact.

Findings confirmed that the four dimensions of transformational leadership are interdependent and interactive working together to meet the three psychological needs of the 20 participants for autonomy, competence, and relatedness. Findings showed that transformational leaders might help develop a pleasant and uplifting work atmosphere in which healthcare workers might experience the satisfaction of their needs fulfillment, including their psychological needs, to excel in their occupations. Furthermore, these needs fulfillment may help these workers with their occupational excellence and job satisfaction. The study may contribute to positive social change because the study may help raise social awareness of the importance of transformational leadership and its positive effect on organizational outcomes. Thus, more organizations outside the scope of this study may apply transformational leadership, thus contributing to the prosperity of the organization, their employees, their families, communities, and the local economy through cost containment of products and services.

References

Abbas, G., Iqbal, J., Waheed, A., & Naveed Riaz, M. (2012). Relationship between transformational leadership style and innovative work behavior in educational institutions. *Journal of Behavioral Sciences*, *22*(3), 18–32. Retrieved from http://pu.edu.pk/home/journal/24

Abdelhafiz, I. M., Alloubani, A. M. D., & Almatari, M. (2016). Impact of leadership styles adopted by head nurses on job satisfaction: A comparative study between governmental and private hospitals in Jordan. *Journal of Nursing Management*, *24*(3), 384-392. doi:10.1111/jonm.12333

Abdussamad, J., Akib, H., & Paramata, J. (2015). Effect of transformational leadership and organizational culture on employee performance toward the Department of Education, Youth and Sports Gorontalo province, Indonesia. *International Journal of Academic Research*, *7*(1), 386-390. doi:10.7813/2075-4124.2015/7-1/B.65

Allio, R. J. (2013). Leaders and leadership. *Strategy and Leadership, 41*(1), 4–14. doi:10.1108/10878571311290016

Alotaibi, E. A., Yusoff, R. Z., Al-Swidi, A. K., Al-Matari, E. M., & AlSharqi, O. Z. (2015). Mediating effect of organizational climate on the relationship between transformational leadership and patient safety: A study on Saudi hospitals. *Mediterranean Journal of Social Sciences, 6*(2), 117–126. doi:10.5901/mjss.2015.v6n2s1p117

Amin, M., Shah, S., & Tatlah, I. (2013). Impact of principals/directors' leadership styles on job satisfaction of the faculty members: Perceptions of the faculty members in a public university of Punjab, Pakistan. *Journal of Research & Reflections in Education (JRRE)*, *7*(2), 97–112. Retrieved from http://www.ue.edu.pk/jrre

Aritz, J., & Walker, R. C. (2014). Leadership styles in multicultural groups: Americans, and East Asians working together. *International Journal of Business Communication, 51*, 72–92. doi:10.1177/2329488413516211

Aryee, S., Walumbwa, F. O., Zhou, Q., & Hartnell, C. A. (2012). Transformational leadership, innovative behavior, and task performance: Test of mediation and moderation processes. *Human Performance*, *25*, 1–25. doi:10.1080/08959285.2011.631648

Aydin, A., Sarier, Y., & Uysal, Ş. (2013). The effect of school principals' leadership styles on teachers' organizational commitment and job satisfaction. *Educational Sciences: Theory & Practice*, *13*, 806–811. Retrieved from http://www.edam.com .tr/estp

Babbie, E. R. (2013). *The practice of social research* (13th ed.). Belmont, CA: Wadsworth Cengage Learning.

Bacha, E., & Walker, S. (2013). The relationship between transformational leadership and followers' perceptions of fairness. *Journal of Business Ethics*, *116*, 667–680. doi:10.1007/s10551-012-1507-z

Bansal, P., & Corley, K. (2012). Publishing in *AMJ.* Part 7: What's different about

    qualitative research? *Academy of Management Journal, 55*, 509–513.

    doi:10.5465/amj.2012.4003

Basford, T., Offermann, L., & Behrend, T. (2014). Please accept my sincere apologies:

    Examining follower reactions to leader apology. *Journal of Business Ethics*, *119*,

    99–117. doi:10.1007/s10551-012-1613-y

Basham, M. L. (2012). Transformational and transactional leaders in higher education.

    SAM Advanced Management Journal, *77*(2), 15–37. Retrieved from

    https://samnational.org/publications/sam/advanced/management/journal

Basri, D., Rusdi, M., & Samad, S. (2014). The effects of transformational leadership on

    the teacher performance at senior high school, Maros Regency. *International*

    Journal of Academic Research, *6*(5), 61-66. Retrieved from

    http://scienceimpactfactor.com/?p=547

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY:

    Free Press.

Bayram, H., & Dinç, S. (2015). Role of transformational leadership on employee's job

    satisfaction: The case of private universities in Bosnia and Herzegovina.

    European Researcher, 93(4), 270-281. doi:10.13187/er.2015.93.270

Belias, D., & Koustelios, A. (2014). Transformational leadership and job satisfaction in

    the banking sector: A review. *International Review of Management and*

    Marketing, *4*, 187–200. Retrieved from

    http://www.econjournals.com/index.php/irmm

Bellé, N. (2014). Leading to make a difference: A field experiment on the performance effects of transformational leadership, perceived social impact, and public service motivation. *Journal of Public Administration Research & Theory*, *24*, 109–136. doi:10.1093/jopart/mut033

Berg, R. W. (2012). The anonymity factor in making multicultural teams work: Virtual and real teams. *Business Communication Quarterly, 75*, 404–424. doi:10.1177/1080569912453480

Berkowitz, S. A., & Miller, E. D. (2011). Accountable care at academic medical centers—lessons from Johns Hopkins. *New England Journal of Medicine*, *364*(7), e12 (1)-(3). doi:10.1056/NEJMp1100076

Birchall, J. (2014). Qualitative inquiry as a method to extract personal narratives: Approach to research into organizational climate change mitigation. *The Qualitative Report, 19*(38), 1–18. Retrieved from https://www.nova.edu/ssss/QR

Biswas, S. (2012). Impact of psychological climate and transformational leadership on employee performance. *Indian Journal of Industrial Relations*, *48*, 105–119. Retrieved from http://www.srcirhr.com/ijir.php

Braun, S., Peus, C., Weisweiler, S., & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *The Leadership Quarterly, 24*, 270–283. doi:10.1016/j.leaqua.2012.11.006

Bryman, A. (2012). Expert voices. In S.E. Baker & R. Edwards. How many qualitative interviews is enough. National Centre for Research Methods Review Discussion Paper. (pp 18-20). Retrieved from http://eprints.ncrm.ac.uk/2273

Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.

Bushra, F., Usman, A., & Naveed, A. (2011). Effect of transformational leadership on employees' job satisfaction and organizational commitment in banking sector of Lahore (Pakistan). *International Journal of Business and Social Science*, *2*(18), 261–267. Retrieved from http://www.ijbssnet.com

Caillier, J. G. (2014). Do transformational leaders affect turnover intentions and extra-role behaviors through mission valence? *The American Review of Public Administration*. Advance online publication. doi:10.1177/0275074014551751

Cairney, P., & St Denny, E. (2015). Reviews of what is qualitative research and what is qualitative interviewing. *International Journal of Social Research Methodology*: *Theory and Practice*, *18*, 117–125. doi:10.1080/13645579.2014.957434

Carter, M. Z., Armenakis, A. A., Field, H. S., & Mossholder, K. W. (2012). Transformational leadership, relationship quality, and employee performance during continuous incremental organizational change. *Journal of Organizational Behavior*, *34*, 942–958. doi:10.1002/job.1824

Cavazotte, F., Moreno, V., & Bernardo, J. (2013). Transformational leaders and work performance: The mediating roles of identification and self-efficacy. *BAR – Brazilian Administration Review*, *10*, 490–512. doi:10.1590/s1807–76922013000400007

Chan, N. N., & Walker, C. (2015). An exploration of students' lived experiences of using smartphones in diverse learning contexts using a hermeneutic phenomenological approach. *Computers & Education, 82*, 96–106. doi:10.1016/j.compedu.2014

.11.001

Chassin, M. R., & Loeb, J. M. (2013). High-reliability health care: Getting there from

here. *Milbank Quarterly, 91*, 459–490. doi:10.1111/1468-0009.12023

Chen, T., Hwang, S., & Liu, Y. (2012). Antecedents of the voluntary performance of

employees: Clarifying the roles of employee satisfaction and trust. *Public

Personnel Management*, *41*, 407–420. doi:10.1177/009102601204100302

Chengedzai, M. (2015). Investigating antecedent factors to job performance:

Contemporary evidence from government supply management professionals. *Acta

Commercii, (1),* 1. doi:10.4102/AC.V1511.287

Chi, N., & Pan, S. (2012). A multilevel investigation of missing links between

transformational leadership and task: The mediating roles of perceived person-job

fit and person-organization fit. *Journal of Business and Psychology*, *27*, 43–56.

doi:10.1007/s10869-011-9211-z

Chow, P. (2014). Does transformational leadership matter during organizational change?

European Journal of Sustainable Development, *3*(3), 49-62.

doi:10.14207/ejsd.2014.v3n3p49

Cope, D. G. (2014). Methods and meanings: Credibility and trustworthiness of qualitative

research. *Oncology Nursing Forum*, *41*, 89–91. doi:10.1188/14.ONF.89-91

Davis, C. (2013). An introduction and interpretation of Niklas Luhmann's theorizing

from within communication theory as a field. *Tydskrif Vir Geesteswetenskappe*,

53(1), 76–88. Retrieved from http://www.scielo.org.za/revistas/tvg/iaboutj

.htm#01

Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 416–437). Thousand Oaks, CA: Sage

Deci, E. L., & Ryan, R. M. (2013). The importance of autonomy for development and well-being. In B. W. Sokol, F. M. E. Grouzet, & U. Muller (Eds.), *Self-regulation and autonomy: Social and developmental dimensions of human conduct* (pp. 19–46). New York, NY: Cambridge University Press.

Deci, E. L., Ryan, R. M., & Guay, F. (2013). Self-determination theory and actualization of human potential. In D. McInerney, H. Marsh, R. Craven, & F. Guay (Eds.), *Theory driving research: New wave perspectives on self-processes and human development* (pp. 109–133). Charlotte, NC: Information Age Press.

Doh, J. P., & Quigley, N. R. (2014). Responsible leadership and stakeholder management: Influence pathways and organizational outcomes. *Academy of Management Perspectives*, *28*, 255–274. Retrieved from http://aom.org/AMP/

Delmatoff, J., & Lazarus, I. R. (2014). The most effective leadership style for the new landscape of healthcare. *Journal of Healthcare Management, 59*(4), 245-249. Retrieved from https://ache.org/pubs/jhm/jhm_index.cfm

Doran, E., Fleming, J., Jordans, C., Stewart, C. L., Letts, J., & Kerridge, I. H. (2015). Managing ethical issues in patient care and the need for clinical ethics support. *Australian Health Review, 39*, 44–50. doi:10.1071/AH14034

Dussault, M., Frenette, E., & Fernet, C. (2013). Leadership: Validation of a self-report scale. *Psychological Reports*, *112*, 419–436. doi:10.2466/01.08.pr0.112.2.419-436

Dust, S. B., Resick, C. J., & Mawritz, M. B. (2014). Transformational leadership, psychological empowerment, and the moderating role of mechanistic-organic contexts. *Journal of Organizational Behavior, 35*, 413–433. doi:10.1002/job.1904

Edwards, G., & Gill, R. (2012). Transformational leadership across hierarchical levels in UK manufacturing organizations. *Leadership & Organization Development Journal, 33*, 25–50. doi:10.1108/01437731211193106

Effelsberg, D., Solga, M., & Gurt, J. (2014a). Getting followers to transcend their self-interest for the benefit of their company: Testing a core assumption of transformational leadership theory. *Journal of Business & Psychology, 29*(1), 131–143. doi:10.1007/s10869-013-9305-x

Effelsberg, D., Solga, M., & Gurt, J. (2014b). Transformational leadership and follower's unethical behavior for the benefit of the company: A two-study investigation. *Journal of Business Ethics*, *120*, 81–93. doi:10.1007/s10551-013-1644-z

Eisenbeiß, S., & Boerner, S. (2013). A double-edged sword: Transformational leadership and individual creativity. *British Journal of Management, 24*, 54–68. doi:10.1111/j.1467-8551.2011.00786.x

Everett, L. Q., & Sitterding, M. C. (2011). Transformational leadership required to design and sustain evidence-based practice: A system exemplar. *Western Journal of Nursing Research, 33*, 398–426. doi:10.1177/0193945910383056

Fernet, C., Trépanier, S., Austin, S., Gagné, M., & Forest, J. (2015). Transformational leadership and optimal functioning at work: On the mediating role of employees' perceived job characteristics and motivation. *Work & Stress: An International Journal of Work, Health & Organization, 29*, 11–31. doi:10.1080/02678373.2014.1003998

Fiedler, F. E. (1964). A contingency model of leadership effectiveness. In L. Berkowitz (Eds.), *Advances in experimental social psychology* (pp. 149–190). New York, NY: Academic Press.

Franke, F., & Felfe, J. (2011). How does transformational leadership impact employees' psychological strain? Examining differentiated effects and the moderating role of affective organizational commitment. *Leadership, 7*(3), 295–316. doi:10.1177/1742715011407387

Germain, M. (2012). Traits and skills theories as the nexus between leadership and expertise. Reality or fallacy? *Performance Improvement, 51*(5), 32–39. doi:10.1002/pfi.21265

Ghorbanian, A., Bahadori, M., & Nejati, M. (2012). The relationship between managers' leadership styles and emergency medical technicians' job satisfaction. *Australasian Medical Journal*, *5*, 1–7. doi:10.4066/AMJ.2012.892

Graf, M., Van Quaquebeke, N., & Van Dick, R. (2011). Two independent value orientations: Ideal and counter-ideal values and their impact on followers' respect for and identification with their ideal leaders. *Journal of Business Ethics*, *104*(2), 185–195. doi:10.1007/s10551-011-0897-7

Green, L. (2013). In their own words: Using interview materials when writing up

qualitative research. *Australian Journal of Communication, 40*(3), 105–119.

Retrieved from http://austjourcomm.org/index.php/ajc

Griffith, J. R. (2015). Understanding high-reliability organizations: Are Baldrige

recipients models? *Journal of Healthcare Management*, *60*(1), 44–61. Retrieved

from http://jhm.sagepub.com/

Groves, K., & Feyerherm, A. (2011). Leader cultural intelligence in context: Testing the

moderating effects of team cultural diversity on leader and team performance.

Group and Organization Management, 36, 535-566.

doi:10.1177/1059601111415664

Gundersen, G., Hellesoy, B. T., & Raeder, S. (2012). Leading international project teams:

The effectiveness of transformational leadership in dynamic work environments.

Journal of Leadership & Organizational Studies, 19, 46–57.

doi:10.1177/1548051811429573

Hamstra, M. R., Van Yperen, N. W., Wisse, B., & Sassenberg, K. (2011).

Transformational transactional leadership styles and followers' regulatory focus.

Journal of Personnel Psychology, *10*, 182–186. doi:10.1027/1866-5888/a000043

Hanaysha, J., Khalid, K., Mat, N. K., Sarassina, F., Rahman, M. Y., & Zakariak, A. S.

(2012). Transformational leadership and job satisfaction. *American Journal of

Economics*, 145-148. doi:10.5923/j.economics.20120001.32

Hannah, D., & Lautsch, B. (2011). Counting in qualitative research: Why to conduct it, when to avoid it, and when to closet it. *Journal of Management Inquiry, 20*, 14–22. doi:10.1177/1056492610375988

Hanson, J. L., Bolmer, D. F., & Giardino, A. P. (2011). Qualitative research methods for medical educators. *Academic Pediatrics, 11*, 375–386. doi:10.1016/j.acap.2011.05.001

Hargis, M. B., Watt, J. D., & Piotrowski, C. (2011). Developing leaders: Examining the role of transactional and transformational leadership across contexts business. *Organization Development Journal*, *29*(3), 51–66. Retrieved from http://www.scimagojr.com/journalsearch.php?q=3900148507&tip=sid

Herlina, B., Basri, M., Kahar, F., & Ihsan, A. (2015). Transformational leadership influence toward high school teacher performance in Wajo Regency. *International Journal of Academic Research*, *7*(1), 170-175. doi:10.7813/2075-4124.2015/7-1/B.29

Hetland, H., & Hetland, J. (2011). Leadership and fulfillment of the three basic psychological needs at work. *Career Development International, 16*, 507–523. doi:10.1108/13620431111168903

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigor in qualitative case-study research. *Nurse Researcher, 20*(4), 12–17. doi:10.7748/nr2013.03.20.4.12.e326

Huang, X., O'Connor, M., Ke, L. S., & Lee, S. (2014). Ethical and methodological issues in qualitative health research involving children: A systematic review. *Nursing Ethics*. Advance online publication. doi:10.1177/0969733014564102

Humphrey, A. (2012). Transformational leadership and organizational citizenship behaviors: The role of organizational identification. *The Psychologist-Manager Journal*, *15*, 247–268. doi:10.1080/10887156.2012.731831

Ignacio, J. J., & Taylor, B. J. (2013). Ethical issues in health-care inquiry: A discussion paper. *International Journal of Nursing Practice, 18*, 56–61. doi:10.1111.ijn.12017

Irshad, R., Hashmi, M. S., Arshad, S., & Akram, S. (2014). Does managers' emotional intelligence impact employees' performance? Assessing mediating role of transformational leadership. *Journal of Basic and Applied Scientific Research*, *4*, 6–12. Retrieved from http://textroad.com/AboutJournal.aspx?journalId=13

Ispas, A. (2012). Conceptual approach of leadership and employees' individual performance relationship. *Annals of the University of Oradea, Economic Science Series*, *21*(1), 1021–1026. Retrieved from http://steconomice.uoradea.ro/anale/en_index.html

Johnson, J. (2015). Transformational leadership in long term care in Inverness, Scotland. *Kentucky Nurse, 63*(2), 8-9. Retrieved from http://www.kentucky-nurses.org/Homepage-Category/Publications/The-Kentucky-Nurse

Jimoh, Y., Olayide, R., & Saheed, O. (2012). Influence of leadership styles and emotional intelligence on job performance of local government workers in Osun State, Nigeria. *Journal of Alternative Perspectives in the Social Sciences*, *3*, 973–996. Retrieved from http://www.japss.org

Kaiser, R. B., McGinnis, J., & Overfield, D. V. (2012). The how and the what of

    leadership. *Consulting Psychology Journal Practice and Research, 64*, 119–135.

    doi:10.1037/a0029331

Kao, P. J., Pai, P. Y., Lin, T. L., & Zhong, J. Y. (2015). How transformational leadership

    fuels employees' service innovation behavior. *The Service Industries Journal*, *35*,

    448–466. doi:10.1080/02642069.2015.1015519

Katou, A. A. (2015). Transformational leadership and organizational performance.

    Employee Relations, *37*, 329–353. doi:10.1108/ER-05–2014–0056

Khan, S., Asghar, M., & Zaheer, A. (2014). Influence of leadership style on employee job

    satisfaction and firm financial performance: A study of banking sector in

    Islamabad, Pakistan. *Actual Problems of Economics*, *155*, 374–384. Retrieved

    from http://eco-

    science.net/index.php?action_skin_change=yes&skin_name=APE_eng

Kim, J. S., Kang, S. A., & Park, H. J. (2014). Impact of CEO leadership styles on firm

    performance during environmental uncertainty: A study of privately owned

    Korean companies. *Research Journal of Business Management*, *8*, 43–56.

    doi:10.3923/rjbm.2014.43.56

Kim, T., & Kim, M. (2013). Leaders' moral competence and employee outcomes: The

    effects of psychological empowerment and person-supervisor fit. *Journal of*

    Business Ethics, *112*, 155–166. doi:10.1007/s10551-012-1238-1

Kim, S., & Yoon, G. (2015). An innovation-driven culture in local government. Do senior manager's transformational leadership and the climate for creativity matter? *Public Personnel Management, 44*(2), 147-168. doi:10.1177/0091026014568896

Koury, C., Lannaccone, L., Strunk, A., Udelson, A., Boaz, A., Cianci, C., . . .Keale, M. (2014). The accountable care organization summit: A white paper on findings, outcomes, and challenges. *Hospital Topics, 92*(2), 44–57. doi:10.1080/00185868.2014.906839

Kovjanic, S., Schuh, S. C., Jonas, K., Quaquebeke, N., & Dick, R. (2012). How do transformational leaders foster positive employee outcomes? A self-determination-based analysis of employees' needs as mediating links. *Journal of Organizational Behavior*, *33*, 1031–1052. doi:10.1002/job.1771

Kovjanic, S., Schuh, S. C., & Jonas, K. (2013). Transformational leadership and performance: An experimental investigation of the mediating effects of basic needs satisfaction and work engagement. *Journal of Occupational and Organizational Psychology, 86*, 543–555. doi:10.1111/joop.12022

Laglera, J. M., Collado, J. C., & Montes de Oca, J. M. (2013). Effects of leadership on engineers: A structural equation model. *Engineering Management Journal, 25*(4), 7–16. Retrieved from http://www.asem.org/asemweb-emj.html

Lan, X. M., & Chong, W. Y. (2015). The mediating role of psychological empowerment between transformational leadership and employee work attitudes. *Procedia-Social and Behavioral Sciences, 172*(27), 184–191. doi:10.1016/j.sbspro.2015.01.353

Liden, R., Wayne, S., Liao, C. W., & Meuser, J. D. (2014). Servant leadership and

serving culture: Influence on individual and unit performance. *Academy of*

Management Journal, 57(5), 1434-1752. doi:10.5465/amj.2013.0034

Lin, P., MacLennan, S., Hunt, N., & Cox, T. (2015). The influences of nursing

transformational leadership style on the qualities of nurses' working lives in

Taiwan: A cross-sectional qualitative study. *BMC Nursing, 14*(1), 33.

doi:10.1186/s12912-015-0082-x

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.

Lowe, N. (2013). Leadership, accountability, and safety in health care. *JOGNN: Journal*

of Obstetric, Gynecologic & Neonatal Nursing, 42(3), 247-248.

doi:10.1111/1552-6909.12039

Luhmann, N. (1982). The world society as a social system. *International Journal of*

General Systems, 8(3), 131–138. doi:10.1080/03081078208547442

Luhmann, N. (1995). *Social systems*. Stanford, CA: Stanford University Press.

Lunnay, B., Borlagdan, J., McNaughton, D., & Ward, P. (2015). Ethical use of social

media to facilitate qualitative research. *Qualitative Health Research, 25*, 99–109.

doi:10.1177/1049732314549031

Luse, K. A. (2013). Managerial strategies for creating an effective work environment.

Radiologic Technology, 84, 383–397. Retrieved from

http://www.radiologictechnology.org/

Maharani, V., Troena, E. A., & Noermijati [no last name given]. (2013). Organizational

citizenship behavior role in mediating the effect of transformational leadership,

job satisfaction on employee performance: Studies in PT Bank Syariah Mandiri Malang East Java. *International Journal of Business and Management, 8*(17), 1–12. doi:10.5539/ijbm.v8n17p1

Mathew, L. (2014). An examination of transformational leadership among graduating baccalaureate nursing students and practicing nurses. *Open Journal of Nursing, 4*, 737–742. doi:10.4236/ojn.2014.411079

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: Sage.

McCrimmon, M. (2011, January). The ideal leader. *Ivey Business Journal, 75*(1). Retrieved from http://www.iveybusinessjournal.com

Men, L. R. (2014). Strategic internal communication: Transformational leadership, communication channels, and employee satisfaction. *Management Communication Quarterly*, *28*, 264–284. doi:10.1177/0893318914524536

Miles, M. B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.

Moeller, L., & Valentinov, V. (2012). The commercialization of the nonprofit sector: A general systems theory perspective. *Systemic Practice & Action Research*, *25*, 365–370. doi:10.1007/s11213-011-9226-4

Mokgolo, M. M., Mokgolo, P., & Modiba, M. (2012). Transformational leadership in the South African public service after the April 2009 national elections. *South African Journal of Human Resource Management*, *10*(1), 1–9. doi:10.4102/sajhrm.v10i1.334

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Munir, F., Nielsen, K., Garde, A. H., Albertsen, K., & Carneiro, I. G. (2012). Mediating the effects of work-life conflict between transformational leadership and health-care workers' job satisfaction and psychological well-being. *Journal of Nursing Management*, *20*, 512–521. doi:10.1111/j.13652834.2011.01308

Munir, R. S., Rahman, R. A., Malik, A. A., & Ma'amor, H. (2012). Relationship between transformational leadership and employees' job satisfaction among the academic staff. *Procedia-Social and Behavioral Sciences, 65*, 885–890. doi:10.1016/j.sbspro.2012.11.215

Negussie, N., & Demissie, A. (2013). Relationship between leadership styles of nurse managers and nurses' job satisfaction in Jimma University Specialized Hospital. *Ethiopian Journal of Health Sciences*, *23*, 49–58. Retrieved from http://ejhs.ju.edu.et/index.php

Neubert, M., Wu, C., & Roberts, J. (2013). The influence of ethical leadership and regulatory focus on employee outcomes. *Business Ethics Quarterly*, *23*, 269–296. doi:10.5840/beq201323217

Nijstad, B. A., Berger-Selman, F., & De Dreu, C. K. (2014). Innovation in top management teams: Minority dissent, transformational leadership, and radical innovations. *European Journal of Work and Organizational Psychology*, *23*(2), 310-322. doi:10.1080/1359432X.2012.734038

Omar, W. A. W., & Hussin, F. (2013). Transformational leadership style and job satisfaction relationship: A study of structural equation modeling (SEM).

International Journal of Academic Research in Business and Social Sciences, *3*, 346–365. Retrieved from http://hrmars.com/index.php/pages/detail/IJARBSS

O'Reilly, M., & Parker, N. (2012, May). Unsatisfactory saturation: A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research Journal*, 1-8. doi:10.1177/1468794112446106

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Paulienė, R. (2012). Transforming leadership styles and knowledge sharing in a multicultural context. *Business, Management & Education, 10*, 91–109. doi:10.3846/bme.2012.08

Pradhan, S., & Pradhan, R. K. (2015). An empirical investigation of relationship among transformational leadership, affective organizational commitment, and contextual performance, *Vision, 19*(3), 227-235. doi:10.1177/0972262915597089

Polit, D. F., & Beck, C. T. (2012). *Nursing research: Generating and assessing evidence for nursing practice*. Philadelphia, PA: Lippincott Williams and Wilkins.

Pope, J. E. (2015). Practitioner application. *Journal of Healthcare Management, 60*(1), 61–62. Retrieved from https://ache.org/pubs/jhm/jhm_index.cfm

Power, R. (2013). Leader-member exchange theory in higher and distance education. *International Review of Research in Open & Distance Learning, 14*(4), 277–283. Retrieved from http://www.irrodl.org/index.php/irrodl

Quintana, T. A., Park, S., & Cabrera, Y. A. (2015). Assessing the effects of leadership styles on employees' outcomes in international luxury hotels. *Journal of Business Ethics, 129*(2), 469-489. doi:10.1007/s10551-014-2170-3

Reilly, R. C. (2013). Found poems, member checking and crises of representation. *The Qualitative Report, 18*(15), 10–18. Retrieved from http://www.nova.edu/ssss/qr

Roberts-Turner, R., Hinds, P. S., Nelson, J., Pryor, J., Robinson, N. C., & Jichuan, W. (2014). Effects of leadership characteristics on pediatric registered nurses' job satisfaction. *Pediatric Nursing, 40*, 236–256. Retrieved from http://www.pediatricnursing.net

Sadeghi, A., & Pihie, Z. A. L. (2012). Transformational leadership and its predictive effects on leadership effectiveness. *International Journal of Business and Social Science, 3*(7), 186-197. Retrieved from http://www.ijbssnet.com/

Saleem, H. (2015). The impact of leadership styles on job satisfaction and mediating role of perceived organizational politics. *Procedia - Social and Behavioral Sciences, 172*(27), 563-569. doi:10.1016/j.sbspro.2015.01.403

Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shoghi, M., & Cheraghi, M. A. (2014). Ethical challenges of researchers in qualitative studies: the necessity to develop a specific guideline. *Journal of Medical Ethics & History of Medicine, 7*(14), 1–6. Retrieved from http://jmehm.tums.ac.ir/index.php/jmehm

Sani, A., & Maharani, V. (2012). The impacts of transformational leadership and organizational commitment on job performance with the among lecturers of faculty in the Islamic maulana malik Ibrahim Malang university: The mediating

effects of organizational citizenship behavior. *International Journal of Academic Research*, *4*(4), 102–106. doi:10.7813/2075-4124.2012/4-4/B.15

Schuh, S. C., Zhang, X., Egold, N. W., Graf, M., M., Pandey, D., & van Dick, R. (2012). Leader and follower organizational identification: The mediating role of leader behavior and implications for follower OCB. *Journal of Occupational & Organizational Psychology, 85*(2), 421–432. doi:10.1111/j.2044-8325.2011.02044.x

Schuh, S., Zhang, X., & Tian, P. (2013). For the good or the bad? Interactive effects of transformational leadership with moral and authoritarian leadership behaviors. *Journal of Business Ethics*, *116*, 629–640. doi:10.1007/s10551-012-1486-0

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday.

Shanker, M. (2012). Organizational citizenship behavior: Leveraging effects on transformational leaders' emotional intelligence. *Aweshkar Research Journal*, *13*(1), 63–69. Retrieved from http://www.welinkar.org/Corporates/researchJournalAweshkar.asp

Silva, A. (2014). What do we really know about leadership? *Journal of Business Studies Quarterly, 5*(4), 1–4. Retrieved from http://jbsq.org/

Sinkovics, R., & Alfoldi, E. (2012). Progressive focusing and trustworthiness in qualitative research. *Management International Review (MIR), 52*, 817–845. doi:10.1007/s11575-012-0140-5

Steinwart, M. C., & Ziegler, J. A. (2014). Remembering Apple CEO Steve Jobs as a

    "transformational leader": Implications for pedagogy. *Journal of Leadership*

    Education, *13*(2), 52–66. doi:10.12806/V13/I2/R3

Sun, W., Xu, A., & Shang, Y. (2014). Transformational leadership, team climate, and

    team performance within the NPD team: Evidence from China. *Asia Pacific*

    Journal of Management, 31(1), 127-147. doi:10.1007/s10490-012-9327-3

Tebeian, A. (2012). How to improve employee motivation and group performance

    through leadership-conceptual model. *Annals of the University of Oradea,*

    Economic Science Series, *21*, 1092–1097. Retrieved from

    http://steconomice.uoradea.ro/anale/en_index.html

Tesfaw, T. A. (2014). The relationship between transformational leadership and job

    satisfaction: The case of government secondary school teachers in Ethiopia.

    Educational Management Administration & Leadership, 42, 903–918.

    doi:10.1177/1741143214551948

Tok, T., & Bacak, E. (2013). The relationship between job satisfaction of teachers and

    their perception of transformational leadership characteristics for their school

    administrators. *International Journal of Human Sciences*, *10*, 1135–1166.

    Retrieved from http://www.j-humansciences.com/

Tomkinson, S. (2015). Doing field work on state organizations in democratic settings:

    Ethical issues of research in refugee decision making. *Forum: Qualitative Social*

    Research, 16(1), 144–166. Retrieved from http://www.qualitative-

    research.net/index.php/fqs

Tonvongval, S. (2013). Impact of transformational leadership development through organization development intervention on employee engagement and firm performance: A case study. *Social Research Reports, 25*, 34–49. Retrieved from http://www.researchreports.ro/

Top, M., Akdere, M., & Tarcan, M. (2015). Examining transformational leadership, job satisfaction, organizational commitment, and organizational trust in Turkish hospitals: Public servants versus private employees. *International Journal of Human Resource Management, 26*, 1259–1282. doi:10.1080/09585192.2014.939987

Trmal, S. A., Ummi Salwa Ahmad, B. & Mohamed, Z. A. (2015). The effect of transformational leadership in achieving high performance workforce that exceeds organizational expectations: A study from a global and Islamic perspective. *Global Business & Management Research: An International Journal, 7*(2), 88-94. Retrieved from http://www.gbmr.ioksp.com

Tse, H. M., & Chiu, W. C. K. (2014). Transformational leadership and job performance: A social identity perspective. *Journal of Business Research, 67*, 2827–2835. doi:10.1016/j.jbusres.2012.07.018

Türkay Nuri, T., & Esen, B. (2013). The relationship between job satisfaction of teachers and their perception of transformational leadership characteristics for their school administrators. *International Journal of Human Sciences*, *10*, 1135–1166. Retrieved from http://www.j-humansciences.com/

Uddin, M. A., Rahman, M. S., & Howlader, M. H. R. (2014). Exploring the relationships among transformational leadership, deviate workplace behavior, and job performance: An empirical study. *ABAC Journal, 34*(1), 1–12. Retrieved from http://www.abacjournal.au.edu/

Veríssimo, J. M. C., & Lacerda, T. M. C. (2015). Does integrity matter for CSR practice in organizations? The mediating role of transformational leadership. *Business Ethics: A European Review*, *24,* 34–51. doi:10.1111/beer.12065

Vlachos, P., Panagopoulos, N., & Rapp, A. (2013). Feeling good by doing good: Employee CSR-induced attributions, job satisfaction, and the role of charismatic leadership. *Journal of Business Ethics*, *118*, 577–588. doi:10.1007/s10551-012-1590-1

von Bertalanffy, L. (1968). *General system theory*. New York, NY: George Braziller.

Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management and Social Sciences, 2*(1), 24–32. Retrieved from http://www.ijbmss-ng.com/

Walker, J. L. (2012). The use of saturation in qualitative research. *Canadian Journal of Cardiovascular Nursing*, *22*(2), 37–46. Retrieved from http://www.cccn.ca

Walumbwa, F. O., & Hartnell, C. A. (2011). Understanding transformational leadership employee performance links: The role of relational identification and self-efficacy. *Journal of Occupational and Organizational Psychology, 84*, 153–172. doi:101348/096317910X485818

Wang, C. H., & Yen, C. D. (2014). Leadership and turnover intentions of Taiwan TV

reporters: the moderating role of safety climate. *Asian Journal of Communication*.

Advance online publication. doi:10.1080/01292986.2014,960877

Xu, M. A., & Storr, G. B. (2012). Learning the concept of researcher as instrument in

qualitative research. *The Qualitative Report, 17*(42), 1–18. Retrieved from

http://www.nova.edu/ssss/qr

Yang, M. L. (2012). Transformational leadership and Taiwanese public relations

practitioners' job satisfaction and organizational commitment. *Social Behavior

and Personality*, *40*, 31–46. doi:10.2224/sbp.2012.40.1.31

Yang, Y. (2014). Transformational leadership in the consumer service workgroup:

Competing models of job satisfaction, change commitment, and cooperative

conflict resolution. *Psychological Reports*, *114*, 33–49.

doi:10.2466/01.14.PR0.114k11w3

Yang, F., Wu, M., Chang, C., & Chien, Y. (2011). Elucidating the relationships among

transformational leadership, job satisfaction, commitment foci and commitment

bases in the public sector. *Public Personnel Management*, *40*, 265–278.

doi:10.1177/009102601104000306

Yao, Q., Chen, R., & Cai, G. (2013). How internal marketing can cultivate psychological

empowerment and enhance employee performance. *Social Behavior and

Personality*, *41*, 529–537. doi:10.2224/sbp.2013.41.4.529

Yi-Feng, Y. (2014). Transformational leadership in the consumer service workgroup:

Competing models of job satisfaction, change commitment, and cooperative

conflict resolution. *Psychological Reports*, *114*(1), 33–49.

doi:10.2466/01.14PR0.114k11w3

Zacher, H., Pearce, L. K., Rooney, D., & McKenna, B. (2014). Leaders' personal

wisdom and leader-member exchange quality: The role of individualized

consideration. *Journal of Business Ethics, 121*(2), 171–187. doi:10.1007/s10551-

013-1692-4

Zahaeri, I. B., & Shurbagi, A. M. A. (2012). The effect of organizational culture and the

relationship between transformational leadership and job satisfaction in petroleum

sector of Libya. *International Business Research, 5*(9), 89-97.

doi:10.5539/ibr.v5n9p89

Zhang, Y., Farh, J., & Wang, H. (2012). Organizational antecedents of employee

perceived organizational support in China: A grounded investigation.

International Journal of Human Resource Management, *23*, 422–446.

doi:10.1080/09585192.2011.560886

Zhang, X., Li, N., Ullrich, J., & van Dick, R. (2015). Getting everyone on board: The

effect of differentiated transformational leadership by CEOs on top management

team effectiveness and leader-rated firm performance. *Journal of Management,

41*(7), 1898-1933. doi:10.1177/0149206312471387

Zhu, Y., & Akhtar, S. (2014). The mediating effects of cognition-based trust and affect-

based trust in transformational leadership's dual processes: Evidence from China.

International Journal of Human Resource Management, 25, 2755–2771.

doi:10.1080/09585192.2014.934885

Appendix A: Informed Consent

You are invited to take part in this research study which will be conducted by the researcher Song X. Zhang who is a doctoral student conducting her PhD dissertation at Walden University. The study is designed to understand and explore the perceptions of those individuals who have experienced transformational leadership in health care setting in the eastern United States. You are invited to participate in this study because you meet the research inclusion criteria. Those who meet the criteria include people who may have experienced transformational leadership, who are over 18 years of age, and who have worked in health care setting for a minimum of two years.

Background Information:

The purpose of this study is to describe the lived experiences of those who have experienced transformational leadership in health care setting in the eastern United States. Transformational leadership is a type of leadership that is focused on motivating and inspiring followers to go above and beyond their call of duty to achieve greater performance outcomes for the organization.

Procedures:

If you agree to join this study, you will be asked to:

- Answer the interview questions through Skype, telephone or face-to-face.

- Agree to have your responses maintained securely and electronically during the course of the research and for a period of 5 years after the

conclusion of the study. After 5 years, all responses will be deleted from all written and electronic files.

- Engage in a follow-up phone call where you may be asked questions to clarify the provided information. Through this, the researcher will check back with the participant (member) to make sure what the researcher hears is what the participant really wants to convey in order to ensure the accuracy of data.

Nature of the Study:

Your participation is voluntary. In the event you want to withdraw from the study, you may do so at any time without any fear of retaliation. Your agreement to participate in the study does not mean you have to answer all of the interview questions. You may answer those that you are most comfortable with or those that are relevant to your work experience.

Risks and Benefits:

There are minimal risks associated with the study. Your identity and confidentiality will be strictly safeguarded and protected. Your name, email address, and organization will not appear anywhere in the final written report. The benefits of the study include the study's potential to contribute to positive social change at the larger community scale through education and social awareness of the outcomes of transformational leadership in health care setting.

Compensation:

To compensate for your time and effort, you will receive a small token of $5 gift card to the local Starbucks after you have answered the interview questions. The gift card will be mailed to your home after the study.

Confidentiality:

All information you provide including your name and email address will be kept strictly confidential. I will not use any of your information for any other purpose outside the scope of the study. Additionally, your personal information will not appear anywhere in the final written report of the research.

Person to Contact:

You may ask me questions now or later. You are free to contact me any time via email. If you would like to speak to someone privately about your rights as a participant, you can call Leilani Endicott at Walden University who can discuss this matter with you or contact her via email at IRB@waldenu.edu. Walden University's approval number for this research study is 6-29-15-0091948 and it will expire on 6/28/2016. You may save or print a copy of the consent form for your reference.

Statement of Consent:

By replying to this email, I, _____ (name of the participant), indicate that I have read the above information. I fully understand the nature and the purpose of the research to make an informed decision. I agree to the terms and conditions specified above. I consent to participate in the study.

Appendix B: Interview Questions

Interview Questions 1 to 4 are derived from Research Questions 1 and 2.

Interview Questions 5 to 8 are derived from Research Question 1. Interview Questions 9

to 12 are derived from Research Question 2. Interview Question 13 is derived from both

Research Questions 1 and 2.

1. What is your understanding of ideal leadership?

2. What is your perception of the link between your current leadership

   and ideal leadership?

3. What is your understanding of transformational leadership?

4. How do you compare your current leadership with transformational

   leadership?

5. How does transformational leadership affect your job performance in

   general?

6. What are the psychological factors related to your job performance due

   to transformational leadership?

7. In particular, how does your leader's idealized influence affect your

   job performance?

8. In particular, how does your leader's inspirational motivation affect

   your job performance?

9. How does transformational leadership affect your job satisfaction in

   general?

10. What are the psychological factors related to your job satisfaction due to transformational leadership?

11. In particular, how does your leader's intellectual stimulation affect your job satisfaction?

12. In particular, how does your leader's individual consideration affect your job satisfaction?

13. From a comprehensive or holistic perspective, what do you think are the overall factors that affect both your performance and job satisfaction because of transformational leadership?

Appendix C: Audit Trail

The purpose of this audit trail is to disclose the steps taken during the data collection, data analysis, and data interpretation process respectively. By adhering to the steps described below, I will be able to ensure the research study's trustworthiness, credibility, dependability, and confirmability of the research conclusions and findings.

1. Data Collection

> A) Send informed consent forms to research participants
>
> B) Receive participants' replies regarding their willingness to join
>
> C) Conduct live face-to-face and Skype interviews with participants
>
> D) Conduct member checking
>
> E) Manage data in a secured and locked drawer in home office

2. Data Analysis

> A) Begin hand-coding data and identifying emerging themes
>
> B) Ensure open and axial coding processes
>
> C) Remain vigilant and dismiss those absurd, nonconforming, and discrepant data

3. Data Description and Interpretation

> A) Mainly focus on themes relevant to research questions
>
> B) Compartmentalize themes beyond scope of research questions
>
> C) Interpret those themes related to research questions
>
> D) Conduct final data interpretation report to identify key themes
>
> E) Present data interpretation conclusions and findings

Appendix D: Demographic Breakdown

Category	N	Percentage
Gender		
Men	11	55%
Women	9	45%
Age		
18–24	0	0
25–34	10	50%
35–44	5	25%
45–54	0	0
55–64	4	20%
65 and older	1	5%
Education		
High School/GED	0	0
Bachelor's degree	5	25%
Master's degree	13	65%
Doctoral degree	1	5%
Professional degree (JD, MD)	1	5%

Note. Demographic information is reflected by participant's gender, age, and education.