2015

A phenomenological study focused on the lived experiences of cable television executives surrounding the phenomenon of candor with their teams

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A PHENOMENOLOGICAL STUDY FOCUSED ON THE LIVED EXPERIENCES OF CABLE TELEVISION EXECUTIVES SURROUNDING THE PHENOMENON OF CANDOR WITH THEIR TEAMS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

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December, 2015

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DEDICATION

I dedicate this dissertation to my grandmother, May Soua Kue. She is one of the smartest, kindhearted, courageous, and patient woman that I have ever known. Though she passed away in 2006, she has been with me in spirit throughout my life and through this doctoral program. My grandmother was a refugee from the Vietnam War and did not come to the United States until 1986. She endured many hardships; the loss of her first and second husband; surviving the Vietnam War; being a political refugee in Laos and Thailand for more than 10 years; and then having the courage to fly halfway around the world to be reunited with her son, my father, and his family. My grandmother never had a formal education though I could only imagine if she grew up in an era where the opportunities were afforded to her; I know she would take full advantage of the opportunities. She has taught me to be patient, persistent, and most of all, to be kind to everyone, for that in her own words, “peb yog ntuj qaib, ntuj noog.” I am blessed to have experienced my grandmother’s love and guidance. Her tutelage of humility is one that I will carry with me and strive to remain modest and do good.

ACKNOWLEDGEMENTS

I would like to acknowledge my family, friends, colleagues, and faculty who have supported me throughout my life and through this doctoral program. All of you have been a source of strength and motivation and I am grateful to have all of you in my life. There are a few that I have to specifically recognize that have supported me through this endeavor.

To my mentors and advocates, Laotoua, Pa Ge, Ma, Cher Ge, Mr. Fitzsimmons, Sean, and Marwan, I appreciate your willingness to invest your time and effort in my development. For that, I thank you and I know I can never repay all of you back but only pay it forward and will do my best to make you proud.

To my children, Nkauj Zuag, Wuj Tuam, Maiv Nag, and Wam Yob, I know you are still young and have missed your father throughout this program. I want all you of you to know that this program is a result of a son’s duty to his father, your grandfather. Your grandfather never had a chance to attend high school in Laos because great grandma and grandpa did not have the money to send him to school. It was his dream coming to the United States that never will money be an issue when it comes to education. His dream was to have his children attend and graduate in higher education. All of you are my motivation to keep studying for that I want to show you that education can open doors for you, lead by example.

To my wife, Pang, you have always been there for me. Supporting me in every way that you can. For that, I am forever appreciative and grateful to have you in our journey through life. Through the good and bad times, you have stuck by my side, supported me, and pushed me to be better. Nothing I can say or do, will ever show you how much you mean to me. I love you.

To my mother, Soua Moua, I am fortunate to have been born to a strong and hardworking Hmong woman. I hope that I can be as strong in supporting my own children as you have supported me. Your unwavering devotion to the family will be forever in my heart.

To my father, Chao Lo, I am blessed to have a humble, modest, kindhearted, and smart role model with a quiet determination that sees no limits or barriers for his children. I will remember our 3 a.m. conversation while working on the farm discussing this program and I mentioned, I am doing this program for you. Dad, you in your proud and strong Hmong man way of not showing emotions, just nodded in acknowledgement as we enjoyed the silence and star filled sky that early morning. *Thank you to my family*.

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ABSTRACT

This dissertation study examines how cable television executives are able to experience the phenomenon of candor with their teams. The research used a phenomenological research framework to gain an understanding of how cable executives are able to experience candor. Face to face interviews was the method and tool used to obtain the data. The cable executives were purposefully selected from the researcher's professional network to participate.

The research analyzed the data to reveal any common themes or undertones in how the phenomenon of candor is experienced. The research discovered that cable executives do experience candor and the environment to foster candor is a determining factor. Further analysis unveiled areas where the cable executives can influence the environment by building relationships, trust, and modeling the desired behavior. The environment influences feedback and employee performance. The research did find that cable executives do implement a level of discretion when dealing with confidential information. Discretionary candor varies and is dependent on the nature of the information in terms of the level of disclosure and nature of the relationship.

The research provides areas that warrant further research; how leaders create the environment and atmosphere that foster candor; is there a difference in how male and female leaders create an environment for candor; what are the human characteristics of leaders that accelerate the atmosphere and environment that foster candor; what are the human characteristics, emotional or mental state that followers and team members need to have to accept and contribute into a candid environment; and how candor contributes to employee retention. The areas for further research can assist new or existing managers and leaders accelerate the creation of the environment conducive to experiencing the phenomenon of candor.

Chapter One: Introduction to the Study

One of the most important aspects of business is speed with which a company can deliver its products or services to the market. The cable industry is a service industry that provides consumers with access to entertainment such as television programming and Internet services. Candor or the lack of candor can cause a communication misalignment that can affect the speed of the organization, "candor generates speed…when ideas are in everyone's face, they can be debated rapidly, expanded and enhanced, and acted upon" (Welch & Welch, 2005, p. 27). The debate of ideas to facilitate problem solving can help solve some of the challenges that face the cable industry. Cable companies rank next to last when it comes to customer service; ahead of power companies, and behind airlines in customer service (Nisen, 2013). In a 2014 J. D. Powers survey and ranking of customer satisfaction, Time Warner and Comcast occupied the bottom two positions as the worst in customer satisfaction (J. D. Powers, 2014).

> Although cable companies as a whole have always had poor customer satisfaction, Comcast and Time Warner Cable have distinguished themselves over the years as truly being the very worst of the worst. Comcast in particular the summer of 2014 got routinely humiliated after several customers recorded their phone calls with its customer service representatives and posted them on the Internet. (Reed, 2014, p. 1)

Candor can facilitate solving problems and issues facing the organization such as customer service. As Neumann stated, "innovation and creativity are closely related to learning and candor in that they are all necessary components of successful organizational change" (Neumann, 2005, p. 114).

The dissertation discusses different aspects of leadership and focuses primarily on candor. The study specifically focuses on how cable television executives experience the phenomenon of candor and if there are common themes that may or may not occur among the cable television executives. Other cable television executives or leaders can use this research to assist in experiencing candor in their relationships.

Background of the Study

Have you ever had to make a decision but had critical information missing? Have you ever had to deliver a performance review to an under-performing individual? In business, leaders and managers have to make decisions with the best possible information at a certain point in time and deliver performance evaluations.

With varied sources and volumes of information, leaders have to depend on the correct analysis of this information to make an informed decision whether deciding to launch a space shuttle on a cold morning, "On the night before the January 1986 launch, Florida experienced a statewide cold snap. The weather prompted a teleconference between NASA and Morton Thiokol that ended, despite the engineers' objections, in a decision to go ahead with the launch" (Pennisi, 1990, p. 1).

> We would agree that the guy was really awful. His written appraisal, however, made him look like a prince. When I challenged the phoniness, I'd hear, 'Yeah, yeah, but why would we ever put that in writing?' I'd explain why, making the case for candor. By the next review, we'd already be seeing candor's positive impact with a better team in place, and with each successive cycle, more and more people made candor's case with me. (Welch & Welch, 2005, p. 34)

The decision to launch Challenger could have been avoided if the information of the associated risks were transparent to all levels of the organization. Poor employee performance evaluation can be avoided if direct managers or leaders of those individuals are able to have candid conversations on poor performance and help the employee find ways to correct the performance. The employee may or may not realize that they are not performing up to expectations. This is where candor can assist a manager or leader to deliver critical information to an individual and deliver the message in a non-critical or non-offensive manner and be taken as constructive input by the employee.

The leader can rely on his or her experience, research, or on information presented by colleagues, peers, or employees. The first is within the control of the leader, and the latter relies on the relationship the leader has with those individuals. How can leaders ensure that they receive correct information regardless of whether or not the information is a detriment to the decision? One way that General Colin Powell and Tony Koltz (2012) suggested the book, *It Worked For Me: In Life and Leadership*, Powell encouraged his team to disclose information,

> I encouraged all my subordinate commanders and staff to feel free to argue with me. My guidance was simple: "Disagree with me, do it with feeling, try to convince me you are right and I am about to go down the wrong path. You owe that to me; that's why you are here. But don't be intimidated when I argue back. A moment will come when I have heard enough and I make a decision. At that very instant, I expect all of you to execute my decision as if it were your idea. Don't damn the decision with faint praise, don't mumble under your breath – we now all move out together to get the job done. And don't argue with me anymore unless you have new information or I realize I goofed and come back to you.

> Loyalty is disagreeing strongly, and loyalty is executing faithfully. The decision is not about you or your ego; it is about gathering all the information, analyzing it, and trying to get the right answer. I still love you, so get mad and get over it. (p. 10)

Leaders can encourage and create an environment for the exchange of information but how can leaders determine if the information that they are receiving is complete or what is the willingness of the other individual to disclose useful information? There must be trust in the relationship between the leader and the employee. Bennis, Goleman, and O'Toole (2008) mention the trust between leaders and employees, "the missing element, in essence, is *trust*. Employees will not speak truth to power because they mistrust how those above them will respond" (p. 61).

From a leader's perspective, the leader must trust that the information given is accurate and complete. From an employee's perspective, the employee must trust the leader in accepting the information, not shoot the messenger, and maintain confidentiality. According to Tapscott and Ticoll (2003) in *The Naked Corporation*, "transparency is critical to building trust" (p. 78). Employees must trust that the leader has the employee's best interest. Dr. Marvin Marshall states,

> Any positive working relationship is based on trust. An environment of trust assumes that both parties will be safe, and it carries with it an implicit message that you have each other's best interests in mind. That is why employees can accept criticism and even anger from a boss they trust. The employees know deep down that the boss really means to help. (Marshall, n.d.)

In the exchange of information, both individuals, leader and employee, must have a working relationship in order to foster the information exchange.

> The *best* at dialogue speak their minds completely and do it in a way that makes it safe for others to hear what they have to say and respond to it as well. They are both totally frank and completely respectful. (Patterson, Grenny, McMillan, & Switzler, 2012, p. 133)

The quality of the work relationship can determine the disclosure of information being exchanged between the individuals or groups. The quality of the working relationship may have negative or positive effects on the overall long-term relationship between the leader and employee.

> The open exchange of even the most difficult news can be a source of learning, mutual influence, and personal connection. People feel free of the threat of blame and intimidation. This is the kind of relationship people want at work – a relationship that is open, honest, and caring; that can handle clear, direct discussions of sensitive subjects; where intentions are assumed to be honorable; and where differences are appreciated and seen as a source of strength. (Ryan, Oestreich, & Orr, 1996, p. 14)

Why do you need a good working relationship between a leader and employee?

> A few leaders are naturally good about creating a relaxed atmosphere in which staff can give them critical feedback. Most have to make a conscious effort to create such an environment. Few acts are more essential to the long-term success of leaders and their organizations. (Chaleff, 2009, p. 218)

The working relationship can have an impact on employee performance and job satisfaction. Employee performance can either increase or decrease depending on the working relationship. “Fortunately, in those organizations where people were able to candidly and effectively speak up about these concerns, the projects were less than half as likely to fail" (Patterson et al., 2012, p. 12). Employees' job satisfaction can be attributed to the relationship they have with their direct leader. The positive effect of a good working relationship is that "people leave work and realize that they actually had fun" (Ryan et al., 1996, p. 219). Clark adds how leadership can play a role promoting employee retention and attract new talent,

> …the key elements that affect the attraction and retention of talent are driven by senior management involvement in fostering an environment where employees feel welcomed, are provided important work, are involved throughout the process, are respected, trust the system, and have an avenue of communication. (Clark, 2013, p. 41)

The negative effects of a poor working relationship,

> Organizations on the downward spiral are often characterized by a reluctance to be open to new ideas, criticism, or alternative approaches. Mistrust is common between work groups, layers of the organization, and key players at all levels. Organizations such as these tend to operate on many of the fear-based belief. (Ryan et al., 1996, p. 216)

The candor, in the communication exchange, expressed between a leader and employee can provide a leader or employee with either enough information to make an informed decision or an uninformed decision depending upon the volume of information given or withheld. For leaders, "employee silence means managers lack information about ongoing operational problems. And silence regarding discrimination, harassment, corruption, and misconduct means top management cannot take action to eliminate this behavior" (Robbins & Judge, 2013, p. 354). Leaders have to process and make the right decisions based on the information given such as the case of the decision for the United States to go to war in Iraq, "Pentagon estimates of the potential cost of the war were running around the $50 billion mark. When White House economic adviser Lawrence Lindsey predicted, more realistically, that the cost could run to $200 billion" (Bennis et al., 2008, p. 66). In this case, the President sided with the Pentagon estimate of $50 billion. The implications of the disclosure or non-disclosure of information can uncover communication flow alignment or misalignment between a leader and the employee. Why do you need uninterrupted flow of communication? As in the case of General Electric, it was able to refocus the business due to the uninterrupted flow of communication,

> The problem wasn't that GE was failing to market its appliances successfully. The likelier problem was that customers were too strapped to buy the big-ticket items that GE sold. That single crucial bit of information swiftly shifted the conversation from marketing to financing, as the company began seeking ways to help customers pay for appliances. The right information had found its way to the right people at the right time. (Bennis et al., 2008, p. 5)

If there is an interruption in the flow of communication, then the decisions "can have tragic consequences…the decision of Guidant executives to continue selling their Contak Renewal defibrillators even after they learned that the implanted heart regulators were prone to electrical failure implicated in the deaths of at least seven patients" (Bennis et al., 2008, p. 5). Communication alignment and speed can be compared to a NASCAR vehicle where aerodynamics contributes to speed of the vehicle. The aerodynamics of the vehicle is the communication alignment and speed of the vehicle to the speed of the organization executing. The misalignment of the vehicle will lead to wind resistance and create wind drag that will eventually slow down the vehicle.

Candor in relationships may address missing gaps of critical information or under performing individuals. Leaders can create forums to foster candor and potentially the exchange of information can occur to benefit all parties. As stated, the leader and employee must have trust in the relationship.

Statement of Problem

Leaders in the cable industry may need to influence change within the organization. Candor or the lack thereof is an aspect of leadership that may potentially influence change within the organization. The J. D. Power Customer Service survey is just one of several areas and challenges a cable executive will have to solve. Fostering candor can help leaders and organizations find solutions to problems that they encounter in the business world. To date there is little to no research published on the impact and importance of candor in an organization from the perspective of cable industry executives.

Statement of Purpose

The purpose of the study is to understand how cable industry executives experience candor with the individuals and teams with whom they interact with. Cable industry executives are faced with business problems to solve such as customer service issues and Netflix as another video option to consumers versus traditional cable television (The Economist, 2013, p. 1). Not only cable industry executives have to deal with customer service issues and new competitors like Netflix but existing competitor such as AT&T, Verizon, and other telecommunications companies. To understand how candor can be used to solve business problems, an example from the banking industry can show the benefits of candor in terms in solving problems. Companies were evaluated on

> their teams' level of candor. We found that the teams that scored the lowest on candor saw the poorest financial returns among those banks during the recent global economic crisis. In contrast, groups that communicated candidly about risky securities, lending practices, and other potential problems were able to preserve shareholder value. (Ferrazzi, 2012, p. 1)

Therefore, the dissertation proposes a phenomenological study focused on the lived experiences of cable industry executives around the phenomenon of candor.

Central Question

The central question of the study is:

What is the lived experience of cable television executive surrounding the phenomenon of candor?

Ten research questions (Appendix E) will be used to solicit information to better understand and answer the central question of how cable executives experience the phenomenon of candor.

1. How do you define candor?
2. What does candor mean to you in your relationships with others?
3. Is candor important? If so, why? If not, why?
4. Have you been in situations where you believe people were candid with you? If yes, in what ways did you know you experienced candor?
5. Could you describe a situation when you were candid with others and why you chose to be candid with this person?

6. Was there a time when you believed you experienced candor from your subordinates or other people? Do you think you influenced this? If yes, why? And if not, why? What did you do in response?
7. Do you believe your subordinates are candid with you? If so, why were they candid with you? If not, why were they not candid with you?
8. How do you know that your subordinates do or not do to create candor?
9. Do you use candor and if so when do you use candor with others and why? If you do not use candor, why not?
10. Is there anything else about candor that I may have missed or have not asked?

Significance of the Study

The focus of the study is around the lived experiences of cable industry executives and how candor is experienced. New leaders and managers in the cable industry can use the results of the study to learn from the lived experiences of these leaders to experience the phenomenon of candor within their own teams as they manage and lead on a daily basis. The research is designed to enable new leaders and current leaders to utilize the experiences of the executives in the cable industry to overcome the learning curve of leading and gain a candid relationship with their team members. Part of the leadership learning curve could be to understand why is it difficult for direct reports to have candid conversations. The difficulty of candid conversations can be seen when there is a power distance between individuals. Jurors provide an example of the difficulty or perceived difficulty in candid conversations. Giewat talks about why there is a lack of candor among jurors in his research,

> Four reasons that authors provide for the jurors' lack of candor are the embarrassment of answering in open court, not fully comprehending the questions

> asked, little time for reflection, and in some instances a desire to be qualified for a jury. (Giewat, 2001, p. 19)

The lessons learned for the cable executives would give new and old leaders additional information on what has been successful and unsuccessful in fostering candor in a working relationship. Building a strong working relationship with an employee can help ensure employees are not managing up. Managing up could mean two things: (a) maintaining "an effective, productive working relationship with your own boss" or (b) manipulating your boss or managing his or her perceptions (Green, 2014, p. 1; Rousmaniere & Harvard Business Review, 2015, p. 1). In the context above, it is the latter where the intent is to manipulate. Bennis et al. provide a similar definition to managing up though not specifically naming and calling it managing up,

> A universal problem is that when staff speaks to their leader, the very nature of the message tends to change. The message is likely to be spun, softened, and colored in ways calculated to make it more acceptable to the person in power. (Bennis et al., 2008, p. 28)

A reason why employees manage upward could be the potential negative repercussions of being candid such as the case of "when White House economic adviser Lawrence Lindsey predicted the cost of the Iraq War, more realistically, that the cost could run to $200 billion, whereas others projected the cost to be around $50 billion, Lindsey was fired by the president," the cost were more inline with Lindsey's estimates (Bennis et al., 2008, p. 66). Leaders must understand that employees assess the "the possible repercussions…these can consist of either short- or longer- term negative effects on the messenger's employment situation or working relationships," when an employee chooses whether or not to disclose information (Ryan et al., 1996, p. 15). These learnings can be used to speed up the process of fostering candor in the communication between the leader and employee. The candid communication will help the leader be informed in the decision-making process.

Effective communication involves candor between leaders and the teams that they manage and lead. Former SquareSpace COO Jesse Hertzberg states,

> professional candor, in other words a culture centered around speaking the truth, with the nourishment of courage and risk-taking in employees as well as the crucial enlightenment of decision makers about their risks and opportunities. Candor surfaces valuable ideas that might not be expressed in a less open environment, and asks hard questions so every important choice is fully informed. (Stadd, 2015, p. 1)

Leaders can create environments where it is safe to speak and share information candidly. The leader must state and encourage candor as Giewat (2001) suggests and can set an atmosphere that will promote candor, "correcting the crowded situation of the courtroom may also facilitate candor on the part of the jurors" (Giewat, 2001, p. 15).

Theoretical Framework

The study is a qualitative study into the phenomenon of candor. By Creswell's (2014) definition, a "qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4). Polkinghorne (2005) defines the "primary purpose of qualitative research is to describe and clarify experience as it is lived and constituted in awareness" (p. 138). Phenomenological study is a qualitative framework as suggested by Creswell (2013). Interviews will be used to conduct the study. The researcher will code the data from the interviews to see if there are common and uncommon themes that occur.

Limitations

The limitations of the research will be that it is limited to the cable television industry in the United States. The candidate interview pool will have cable television executives that have been in the cable industry for more than 10 years and have achieved a title of Vice-President or higher. The researcher will leverage existing and established relationships that he has with the cable television executives in order to solicit an interview. The dissertation will not focus on how men or women in executive positions may experience candor differently. The dissertation will not focus on the ethnicity of the executive in the research study. The geographic location of the executive will vary depending on the responses and acceptance for an interview with the researcher. The dissertation will optimize and group interview candidates in terms of scheduling dates and times for interviews since the researcher is currently located in Manila, Philippines and will be traveling to the locations for the interviews. The dissertation will mention trust in the study but will not go in-depth to focus on trust as the study is focused on candor because the phenomenon of candor can occur with or without trust in these relationships.

Assumptions

The dissertation assumes the cable executives have experienced candor with their teams, whether with an individual or the team collectively. An assumption based on the premise that the cable executive experiences the phenomenon of candor is that candor influences employee performance positively, increases employee retention, and better overall decision-making in response to change or competition. Candor within the organization can contribute to the organization by positively impacting projects through the speed of execution either to realize the full financial benefit of the project earlier that is, recognizing earlier revenue streams or quick assimilation during an organizational change in order to have a positive impact on processes and operational expenses due to the duration of the change. If an organization is able to achieve candor at all levels, then decisions can be made quickly with the most information possible with known risks that are attached to each decision. An example of candor is an engineering issue affecting a market within a cable provider's network that was costing $400,000 in operational expenses per day. The Chief Operating Officer (COO) gave the latitude to the engineering team to fully be candid with what the issue was and how much it was going to cost in order to fix the issue. With the COO giving this latitude, the engineers were free to justify the cost and find the correct and permanent fix to the engineering problem. The cost to fix the problem was $2.1 million. The engineers delivered the solution and cost to the management and leadership team including the COO and it was approved. The duration from when the COO engaged the engineering team to the final fix of the customer issues was less than 3 weeks to fix an ongoing customer impacting problem that plagued the organization for 3 months and cost the company over $36 million in operational expense.

Definition of Terms

Candor. Candor is defined as "the quality of being open, sincere, and honest" (Free Merriam-Webster Dictionary, n.d.). Welch and Welch (2005) defines candor as "communicating straightforwardly or put forth ideas looking to stimulate real debate" (p. 25). *Candor* will be defined as an open and honest exchange of information between two or more parties intended to improve all parties involved and the group overall. Words that will align with candor are *honesty, truthfulness, openness, directness, forthrightness,* and *transparency*. For the purpose of this study, the following words will be defined to be synonymous with candor: *Honesty* will be defined as Harvey and Foster, 2007 describes in *Leadership: Texas Hold'em Style* as a difficult honesty. An example of difficult honesty is "criticizing people in a straightforward manner; it is not easy to deal with sensitive matters in direct terms" (Harvey and Foster, 2007, p. 119). *Truthfulness* will be defined as "balancing truthfulness with tact, diplomacy and empathy demonstrates integrity. How you deliver the truth is as important as the truth itself" (Harvey and Foster, 2007, p. 119).

Openness. Wood and Winston (2007) define openness as "the leader's response to the implicit or explicit expectation that he/she will be publicly linked to his/her actions, words, or reactions" (p. 169). The research would expand this definition to include not only the leader but also the follower.

Directness. Stey (2013) mentions directness by using the example of a child making a decision based upon the potential implication of harm that would be inflicted. Directness will be defined along similar lines for the purpose of this study. Directness will mean that there is potential harm when an individual decides to share information that may be detrimental to the other party and when delivering information, the deliverer will take maximum caution and consideration to ensure that the information causes minimal damage to the other party receiving the information.

Forthrightness will be defined as the conversation in which a person has to take into account intercultural sensitivities and be effective to initial change or action. Adams (2007) discusses forthrightness as a success indicator for individual missionary intercultural effectiveness. Adams adds there is a certain level of anxiety within those individuals that are forthright.

Phenomenology. "The researcher attempts to understand, or grasp, the essence of how people attend to the world" (Richards & Morse, 2013, p. 69).

Transparency. Mandelbaum (2014) describes transparency as "two components that make up an illusion of transparency in a deception/truth-telling context are internal feelings of transparency and the inability of others to accurately determine the veracity of true and false statements” (p. 3). Unlike Mandelbaum’s definition of transparency, transparency will mean both parties are truthful when disclosing information and there is no need to determine if the statements are true or false.

Organization of the Study

The dissertation organized the study into five chapters. In Chapter One, the dissertation provides a foundation for the study on the phenomenon of candor. Chapter One discusses the background, purpose, central question, terminology, and limitations of the study. The chapter will answer the question of why should we seek to understand the phenomenon of candor by providing a background and purpose; discuss the importance of the study; discuss the limitations and assumptions within the study; and provide definitions that will commonly be used during the study.

Chapter Two is a literature review of different aspects of leadership. The chapter also focuses on the leadership aspect of candor and discusses impacts of experiencing candor in a working relationship as it relates to employee performance and retention; and decision-making.

Chapter Three describes the methods that were used to conduct the research. Phenomenological research was the foundational base of the study. The study will leverage interviewing as the form of inquiry into the phenomenon of candor. The dissertation will discuss the interview questions and the validation process of the interview questions. The chapter will discuss how sampling will occur and the selection criteria of the interview candidates including the interview protocol. The dissertation will discuss human subject protection and confidentiality.

Chapter Four presents and provides the results of the data collected from the interviews. The dissertation will discuss each research question and the results of each research question and provide testimonials of what the interviews uncover.

Chapter Five will discuss common or recurring themes to understand why candor is important; topical analysis; discuss underlying themes; implications for practice; and conclusions that are discovered from the research study. The dissertation provides recommendations for future research that draws on the data or specific aspects of the study that is outside of the scope of the research study.

Chapter Two: Literature Review

History of Cable Television

The history of cable television started in Pennsylvania in the 1940s. Small communities were unable to receive television broadcast signals from the television broadcasting stations due to the physical terrain that blocked the television signals that were being broadcast through the airwaves. John Walson was recognized and credited as being the inventor of cable television by the United States Congress.

> John Walson, an appliance storeowner in the small town of Mahanoy City (Schuylkill County), had difficulty selling television sets to local residents because reception in the area was so poor. The problem was the location of the town in a valley almost 90 air miles from the Philadelphia television transmitters. Naturally, the signals could not pass through the mountain and clear reception was virtually impossible, except on the ridges outside of town. To solve his reception problem, Mr. Walson – in June 1948 – put an antenna on top of a nearby mountain. Television signals were received and transported over twin-lead antenna wires directly to his store. Once local residents saw these early results, television sales soared. Walson worked to improve the picture quality by using coaxial cable and self-manufactured "boosters" (amplifiers) to bring CATV to the homes of customers who bought television sets. In Mahanoy City, Pennsylvania, cable television was born. (BCAP - Broadband Cable Association of Pennsylvania, n. d.)

The television and the need for good television signals started the cable television industry. Entrepreneurs started individual cable television systems around the United States. The cable operators worked with municipalities through franchise agreements in order to provide cable television to the residents of those communities. Franchise agreements included a franchise fee that the cable operator had to pay to the local municipality on a per cable subscriber basis. By the 1980s, there were “6,600 cable systems serving nearly 40 million subscribers” across the United States. (The Museum of Broadcast Communications, n. d.) In order for cable operators to grow their subscriber base, the cable operator had two options, the first was to build cable infrastructure in an existing area that already has cable commonly referred to as overbuilding or acquire the incumbent cable operator. Most cable operators chose to acquire the incumbent cable operator and pay the incumbent an estimated lifetime value of a subscriber. The decision to acquire versus overbuilding was due to competition for the same customers and the cost of putting new infrastructure in place to compete.

The decentralized nature of the industry presented an operational challenge to operators that chose acquisition to grow. The operational challenges were standardizing processes, procedures, and personnel to gain operational efficiency and deliver a consistent customer experience. The largest industry acquisition was Tele-Communications, Inc. (TCI) being acquired by AT&T in 1998 (CNN, 1998). AT&T later divested the TCI acquisition to a smaller cable operator based in Philadelphia, Comcast. The acquisition propelled Comcast to become the largest cable operator in the United States with 22.8 million subscribers (USA Today, 2001). Currently, there are 660 cable operators in the United States with 136 million subscribers (National Cable & Telecommunications, n. d.).

The Competition

Cable operators work as an oligopoly and do not compete against each other honoring the franchise agreements similar to what the power companies do. When people move into new areas around the country, there is usually one power company that serves the area and there is rarely a secondary provider of electricity. Franchising works the same way for cable. There are cases of overbuilders such as Wide Open West (WOW) and Knology. Overbuilders are cable operators who chose to compete against incumbent cable operators in the same market.

Both telephone and cable television operators were limited by their current infrastructure. The difference between the telephone and cable television infrastructure is the telephone company uses the twisted pair or phone line and the cable company uses the coaxial cable. The telephone companies had to deploy fiber due the technological constraints of the twisted pair in delivering high speed Internet, commonly referred to as Digital Subscriber Line (DSL). The maximum speed of DSL is 24 megabits whereas the maximum speed of cable is 624 megabits. To overcome the speed limitations of DSL, AT&T and Verizon deployed fiber to the home to deliver Internet, television, and phone services to compete against cable television operators. Fiber optic cables are capable of supporting 8.8 terabits of bandwidth and the technology is better because it is less susceptible to noise interference as compared to twisted pair or coaxial cable but costly to deploy due to construction cost in building the infrastructure to support a fiber to the home network.

Satellite operators, such as DISH network and DirectTV, compete with cable television and telephone operators for the paid television business. Satellite operators deliver television programming via satellite and a receiving dish. The receiving dish is installed at the customer's home to receive the television signal from the satellite orbiting the Earth. The limitation of satellite is weather interference such as heavy rain and snow that impairs the signal between the satellite and receiver. Satellite operators compete against the telephone and cable providers in all areas of the United States.

Netflix, Hulu, Amazon Instant Video, and Apple video are Over The Top (OTT) services that offer another form of paid video subscription services over the Internet. The entrant of OTT services is another form of competition that the Cable Television providers have to contend with. All customers would need is an Internet connection and they can access the video services being provided by the OTT service.

With the threat of competition coupled with the poor customer service ranking as noted by the J.D. Power survey, the cable companies face the problems of competitors (AT&T, Verizon, DISH, DirectTV, and overbuilders); product erosion due to more choices being available as an OTT service; and poor customer service satisfaction ratings. As leaders within the cable industry, cable television executives must find different and new ways within their organization to solve these issues. The search for solutions to these issues can start with leadership and the different aspects of leadership. Cable executives can utilize the different aspects of leadership and apply them in specific situations to help find potential solutions to these problems.

Aspects of Leadership

> Education and learning have become extremely important. Leaders are expected to have knowledge and expertise; your people look to you for answers. If you are going to be effective, you need to be involved in on-going learning. Things are changing at a breakneck pace, and it is difficult to stay completely current. Part of your responsibility as a leader is to constantly strive to keep your knowledge as up to date as possible. Being a lifelong learner has gone from being an option to being a necessity. (Harvey, 2002, p. 71)

Therefore, a leader must continuous learn and stay as current possible in order to be effective. There are aspects of leadership (see Table 1) that the dissertation will discuss in the continuous learning process of effective leaders; leadership aspects and development such as emotional intelligence by Goleman (1998); self-awareness by Goldsmith and Reiter (2007); Level 5 leadership by Collins (2001); coaching by Peterson and Hicks (1996); personal leadership by Kouzes and Posner (2002); and storytelling by Stephen Denning.

Table 1

Aspects of Leadership

Aspects of Leadership	Author(s)	Book
Emotional Intelligence	Daniel Goleman	*Emotional Intelligence*
Self-awareness	Marshall Goldsmith & Mark Reiter	*What Got You Here Won't Get You There*
Level 5 Leadership	Jim Collins	*Good to Great*
Coaching	David Peterson & Mary Dee Hicks	*Leader as Coach*
Personal Leadership	James Kouzes & Barry Posner	*The Leadership Challenge*
Storytelling	Stephen Denning	*The Secret Language of Leadership*

The dissertation study examined and discusses why leadership development is necessary in the areas of emotional intelligence, self-awareness, Level 5 leadership, coaching, personal leadership, and storytelling. The dissertation examines why each of these leadership aspects is important to leaders and their development; how leaders can develop these leadership skills; and the impacts of either incorporating or not incorporating these leadership aspects into the organization. In addition, the dissertation focused on candor as an aspect of leadership and why it is important to leaders. The discussion will focus on the impact of having or not having candor in the organization; the impact of candor on employee performance, employee retention; and the chapter concludes with a discussion on how candor can assist in decision-making.

Kouzes and Posner (2002) state, “leadership is a relationship” (p. 78). In the leader and follower relationship, the leader can influence and determine employee performance and employee retention. In his research, Neumann finds that when “an organization’s willingness to be forthright whether the news is good or bad will make staff feel that managers really do allow employees to express their true feelings that can only add to an employee’s workplace satisfaction” (Neumann, 2005, p. 109). Kouzes and Posner (2002) speak of a leader’s honesty impact, “honesty has been selected more often than any other leadership characteristic; overall, it emerges as the single most important ingredient in the leader-constituent relationship” (p. 27). The way Kouzes and Posner (2002) define honesty is broad in terms of overall perception of honesty by an employee. For the purpose of this study, honesty will have a narrower focus in terms of a difficult honesty or hard truth that needs to be delivered to another party with an amount of emotional intelligence.

There is an old African proverb that says, “if you want to go quickly, go alone. If you want to go far, go together.” Leadership involves followers. In organizations, in order to go far, leaders must work with all individuals to move the organization, “success in leadership, success in business, and success in life has been, is now, and will continue to be a function of how well people work and play together” (Kouzes & Posner, 2002, p. 21). Kouzes and Posner go on to add, “a leader must have the ability to bring out the best in others-to enable others to act…the ability to enable others to act has become the critical differentiator between success and failure in the executive ranks” (p. 30). By enabling others to act, leaders can create a competitive advantage.

The competitive advantages are the individual's ability to adapt to the change and empowerment to find solutions to address the change.

> People are the real source of competitive advantage…versatile people – those who learn better and faster than your competition – sustain your edge in the marketplace. Because your people are your most important assets, coaching is your investment vehicle for long-term payback (Peterson & Hicks, 1996, p. 12).

In a study by PricewaterhouseCooper (1999) on corporate innovation, The dissertations found that for "companies listed on the Financial Times 100, trust was the number one differentiator between the top 20 percent of companies surveyed and the bottom 20 percent. The top performers' trust empowered individuals to turn strategic aims into reality" (Innovation Survey, 1999).

How can leaders achieve better leadership results? There are aspects of leadership that can help a leader improve his or her overall effectiveness and impact on the organization such as emotional intelligence. Emotional intelligence can provide leaders with the pulse of the individual, team, or organization through actively listening and dealing with social issues. This requires leaders to have an amount of self-awareness and the bias's they may have that can affect an overall decision. Goleman (1998) discussed emotional intelligence as a way for a leader to improve his or her everyday involvement with people. Goleman suggests that leaders can develop their emotional intelligence. Goleman (1998) states,

> Our level of emotional intelligence is not fixed genetically, nor does it develop only in early childhood. Unlike IQ, which changes little after our teen years, emotional intelligence seems to be largely learned, and it continues to develop as

> we go through life and learn from our experiences-our competence in it can keep growing. (p. 7)

Goleman discussed the need for emotional intelligence, "the rules for work are changing. We're being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other" (Goleman, 1998, p. 3). Goleman added, "the actual competencies that make people successful in jobs and organizations of every kind, and the findings are astonishing: IQ takes second position to emotional intelligence in determining outstanding job performance" (Goleman, 1998, p. 5).

Emotional intelligence can be used to remove barriers in order to solve problems that leaders face, "the more complex the job, the more emotional intelligence matters-if only because a deficiency in these abilities can hinder the use of whatever technical expertise or intellect a person may have" (Goleman, 1998, p. 22). Goleman finds that an individual's

> IQ has the least power in predicting success among that pool of people smart enough to handle the most cognitively demanding fields, and the value of emotional intelligence for success grows more powerful the higher the intelligence barriers for entry into a field. (Goleman, 1998, p. 19)

When comparing IQ to emotional intelligence, Goleman found that,

> Sixty-seven percent - two out of three - of the abilities thought to distinguish the best performers were emotional competencies. Compared to IQ and expertise, emotional competence mattered twice as much. This held true across all categories of jobs, and in all kinds of organizations in what set stars apart from the average. (Goleman, 1998, p. 31)

Who is an emotionally intelligence leader? Goleman explains two abilities emotionally intelligent leaders possess,

> empathy, which involves reading the feelings of others, and social skills, which allow handling those feeling artfully. Our emotional intelligence determines our potential for learning the practical skills that are based on its five elements: self-awareness, motivation, self-regulation, empathy, and adeptness in relationship. (Goleman, 1998, p. 24)

Kouzes and Posner (2002) mention the social skills needed,

> Senior executives can graduate at the top of the best business schools in the world, reason circles around their brightest peers, solve technical problems with wizard-like powers, have the relevant situational, functional, and industry experience, and still be more likely to fail than succeed-unless they also possess the requisite personal and social skills. (p. 265)

Goleman provides a framework and competencies on achieving emotional intelligence. These are personal competence (*self-awareness, self-regulation, and motivation*) and social competence (*empathy and social skills)* (Goleman, 1998, pp. 26-27). Within self-awareness, Goleman (1998) discusses three emotional competencies that are the vital foundational skills needed:

- *Emotional awareness*. The recognition of how our emotions affect our performance, and the ability to use our values to guide decision making.
- *Accurate self-assessment*. A candid sense of our personal strengths and limits, a clear vision of where we need to improve, and the ability to learn from experience.

- *Self-confidence.* The courage that comes from certainty about our capabilities, values, and goals. (Goleman, 1998, p. 54)

Self-awareness is important because it "serves as an inner barometer, gauging whether what we are doing (or are about to do) is, indeed, worthwhile" (Goleman, 1998, p. 58). And self-awareness assures "our career decisions in harmony with our deepest values" (Goleman, 1998, p. 59). Self-awareness helps align our decision with our values and Goleman states,

> Self-confidence gives the strength to make a tough decision or follow a course of action one believes in despite opposition, disagreement, or even explicit disapproval from those in authority. People with self-confidence are decisive without being arrogant or defensive, and they stand by their decisions. (Goleman, 1998, p. 69)

Managing our emotions is an aspect of emotional intelligence that Goleman discussed as self-control,

> When the mind is calm, working memory functions at its best. But when there is an emergency, the brain shifts into a self-protective mode, stealing resources from working memory and shunting them to other brain sites in order to keep the senses hyperalert - a mental stance tailored to survival. (Goleman, 1998, p. 74)

There is a cost associated with the inability to manage our emotions. Goleman describes the cost as, "the cost of impulsivity and distractedness is hampered ability to learn or adapt" (Goleman, 1998, p. 79). Goleman (1998) explains that at the core five emotional competencies there are "two primal skills – handling impulse and dealing with upsets" (p. 82). The five emotional competencies are:

- *Self-control*: Managing disruptive emotions and impulses effectively.

- *Trustworthiness:* Displaying honesty and integrity.
- *Conscientiousness:* Dependability and responsibility in fulfilling obligations.
- *Adaptability:* Flexibility in handling change and challenges
- *Innovation:* Being open to novel ideas, approaches, and new information.

  (Goleman, 1998, p. 82)

A part of personal competence is motivation. Goleman discusses motivation as "emotional tendencies that guide or facilitate reaching goals" (Goleman, 1998, p. 26). There is a level of commitment that a leader is willing to take on in order to achieve goals. Goleman discusses "the essence of commitment is making our goals and those of our organization one and the same" (Goleman, 1998, p. 119).

The second part of emotional intelligence is social competence. Goleman (1998) discussed empathy and the social skills needed by leaders. Empathy as Goleman defines it is,

> sensing what others feel without their saying so captures the essence of empathy. Others rarely tell us in words what they feel; instead they tell us in their tone of voice, facial expression, or other nonverbal ways. The ability to sense these subtle communications builds on more basic competencies, particularly self-awareness and self-control. Without the ability to sense our own feelings-or to keep them from swamping us-we will be hopelessly out of touch with the moods of others. (Goleman, 1998, p. 135)

The impact of not sensing how others are feeling can cause "a feedback loop of negativity or rage" (Goleman, 1998, p. 136). Negativity can cascade through the organization and the same could be said of positivity. Goleman discusses how leaders can provide positivity, "the most effective people in organizations know this innately; they naturally use their emotional radar to sense how others are reacting, and they fine-tune their own response to push the interaction in the best direction" (Goleman, 1998, p. 167). The positive feedback loop can be recognized by, "good feelings spread more powerfully than bad ones, and the effects were extremely salutary, boosting cooperation, fairness, collaboration, and overall group performance. The improvement was more than just a glow" (Goleman, 1998, p. 166). Goleman stressed the importance of empathy in order to influence, "empathy is crucial for wielding influence; it is difficult to have a positive impact on others without first sensing how they feel and understanding their position" (Goleman, 1998, p. 170).

When dealing with individuals, a leader must utilize his or her interpersonal skills in order to influence and guide these individuals. The individual may or may not understand the reasons why the change must occur or may be resistant to the change. This is where the leader must use their interpersonal skills to understand why the hesitancy of the individual in order to address the concern and provide guidance. Goleman (1998) goes in-depth in defining competencies leaders should have or develop when dealing with individuals; influence, communication, conflict management, leadership, and change catalyst (Goleman, 1998, p. 168).

Goleman summarizes an emotionally intelligent leader as,

> The superior leaders managed to balance a people-oriented personal style with a decisive command role. They did not hesitate to take charge, to be purposeful, assertive, and businesslike. But the greatest difference between average and superior leaders was in their emotional style. The most effective leaders were more positive and outgoing, more emotionally expressive and dramatic, warmer and more sociable (including smiling more), friendlier and more democratic, more

> cooperative, more likable and 'fun to be with,' more appreciative and trustful, and even gentler than those who were merely average. (Goleman, 1998, p. 188)

Personal leadership is an area where leaders can improve; it would require individual self-awareness to be able to identify the shortcomings of the leader. The shortcomings may or may not be apparent to the leader. For shortcomings that may not be apparent to the leader, there are tools such as 360 Feedback that can help the leader understand their blindspots. Once identified, the leader has the option to act upon and improve the shortcoming or disregard. Goldsmith and Reiter (2007) discuss personal leadership through self-awareness and feedback. In *What Got You Here Won't Get You There,* Goldsmith and Reiter discuss their experience with coaching executives,

> They are outstanding people, invariably in the top two percent of their organization. But they may be held back by a personal failing or two that they either (a) do not recognize, (b) have not been told about, or (c) are aware of but refuse to change. (Goldsmith & Reiter, 2007, p. 44)

Leaders can derail their efforts with counterproductive behavior habits that can be corrected. Goldsmith and Reiter state,

> More often than not, they are simple behavioral tics – bad habits that we repeat dozens of times a day in the workplace – which can be cured by (a) pointing them out, (b) showing the havoc they cause among the people surrounding us, and (c) demonstrating that with a slight behavioral tweak we can achieve a much more appealing effect. (Goldsmith & Reiter, 2007, p. 9)

The key to any change effort is commitment as Goldsmith and Reiter discuss,

> My clients are no different from the most outstanding people in your organization. Actually, they are no different from you except perhaps in one sense: Unlike many people, they accept their flaws and have made a commitment to getting better. That's a significant difference. (Goldsmith & Reiter, 2007, p. 44)

Goldsmith and Reiter suggest feedback as a tool to facilitate change,

> Pure unadulterated issue-free feedback that makes change possible has to (a) solicit advice rather than criticism, (b) be directed towards the future rather than obsessed with the negative past, and (c) be coached in a way that suggests you will act on it; that in fact you are trying to do better. (Goldsmith & Reiter, 2007, p. 122)

Feedback can provide insight to blindspots. Blindspots are issues that are unknown to the leader but known to others. Blindspots give the leader an ability to address what others deem as a bad characteristic or habit versus a self-assessment that maybe incorrect, "more important, even if the diagnosis were correct – say, you are a chronic interrupter – you cannot be sure that it's a serious problem to other people" (Goldsmith & Reiter, 2007, p. 45). When soliciting feedback Goldsmith and Reiter suggests, "to learn from people, you have to listen to them with respect" (Goldsmith & Reiter, 2007, p. 148). To facilitate change, Goldsmith and Reiter (2007) offer eight rules to help:

- You might not have a disease that behavioral change can cure.
- Pick the right thing to change.
- Don't delude yourself about what you really must change.
- Don't hide from the truth you need to hear.
- There is no ideal behavior.

- If you can measure it, you can achieve it.
- Monetize the result, create a solution.
- The best time to change is now. (Goldsmith & Reiter, 2007, pp. 183-198)

Goldsmith and Reiter (2007) point out 21 habits that prevent leaders from achieving better results with their teams and organizations. These habits that hold people back are:

- *Winning too much:* The need to win at all costs and in all situations – when it matters, when it doesn't, and when it's totally beside the point.
- *Adding too much value:* The overwhelming desire to add our two cents to every discussion.
- *Passing judgment:* The need to rate others and impose our standards on them.
- *Making destructive comments:* The needless sarcasms and cutting remarks that we think make us sound sharp and witty.
- *Starting with "No," "But," or "However":* The overuse of these negative qualifiers which secretly say to everyone, "I'm right. You're wrong."
- *Telling the world how smart we are:* The need to show people we're smarter than they think we are.
- *Speaking when angry:* Using emotional volatility as a management tool.
- *Negativity, or "Let me explain why that won't work":* The need to share our negative thoughts even when we weren't asked.
- *Withholding information:* The refusal to share information in order to maintain an advantage over others.
- *Failing to give proper recognition:* The inability to praise and reward.

- *Claiming credit that we don't deserve:* The most annoying way to overestimate our contribution to any success.
- *Making excuses:* The need to reposition our annoying behavior as a permanent fixture so people excuse us for it.
- *Clinging to the past:* The need to deflect blame away from ourselves and onto events and people from our past; a subset of blaming everyone else.
- *Playing favorites:* Failing to see that we are treating someone unfairly.
- *Refusing to express regret:* The inability to take responsibility for our actions, admit we're wrong, or recognize how our actions affect others.
- *Not listening.* The most passive-aggressive form of disrespect for colleagues.
- *Failing to express gratitude:* The most basic form of bad manners.
- *Punishing the messenger:* The misguided need to attack the innocent who are usually only trying to help us.
- *Passing the buck.* The need to blame everyone but ourselves.
- *An excessive need to be "me":* Exalting our faults as virtues simply because they're who we are.
- *Goal obsession.* Goal obsession is one of those paradoxical traits we accept as a driver of our success. (Goldsmith & Reiter, 2007, pp. 40-42)

Goldsmith and Reiter's (2007) personal leadership uses feedback as a tool to facilitate change. Goldsmith and Reiter take personal leadership from the work place and into the home, "the lesson: your flaws at work don't vanish when you walk through the front door at home" (Goldsmith & Reiter, 2007, p. 133). Goldsmith and Reiter imply that improving those flaws regardless of location, work or home, will provide continuity and reinforce the changes in the leaders.

Jim Collins introduces the concept of the five levels of leadership. Collins (2001) defines the five levels of leadership and how *Level 5 Leadership* can help organizations become great,

- Level 5 Executive: Builds enduring greatness through a paradoxical blend of personal humility and professional will.
- Level 4 Effective Leader: Catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards.
- Level 3 Competent Manager: Organizes people and resources toward the effective and efficient pursuit of predetermined objectives.
- Level 2 Contributing Team Member: Contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting.
- Level 1 Highly Capable Individual: Makes productive contributions through talent, knowledge, skills, and good work habits. (Collins, 2001, p. 20)

The difference between a Level 4 and Level 5 leader is a Level 5 leader will look to ensure the right individuals are fit for their roles and can handle the responsibility before defining the solution. In figure 1, Collins defines the differences.

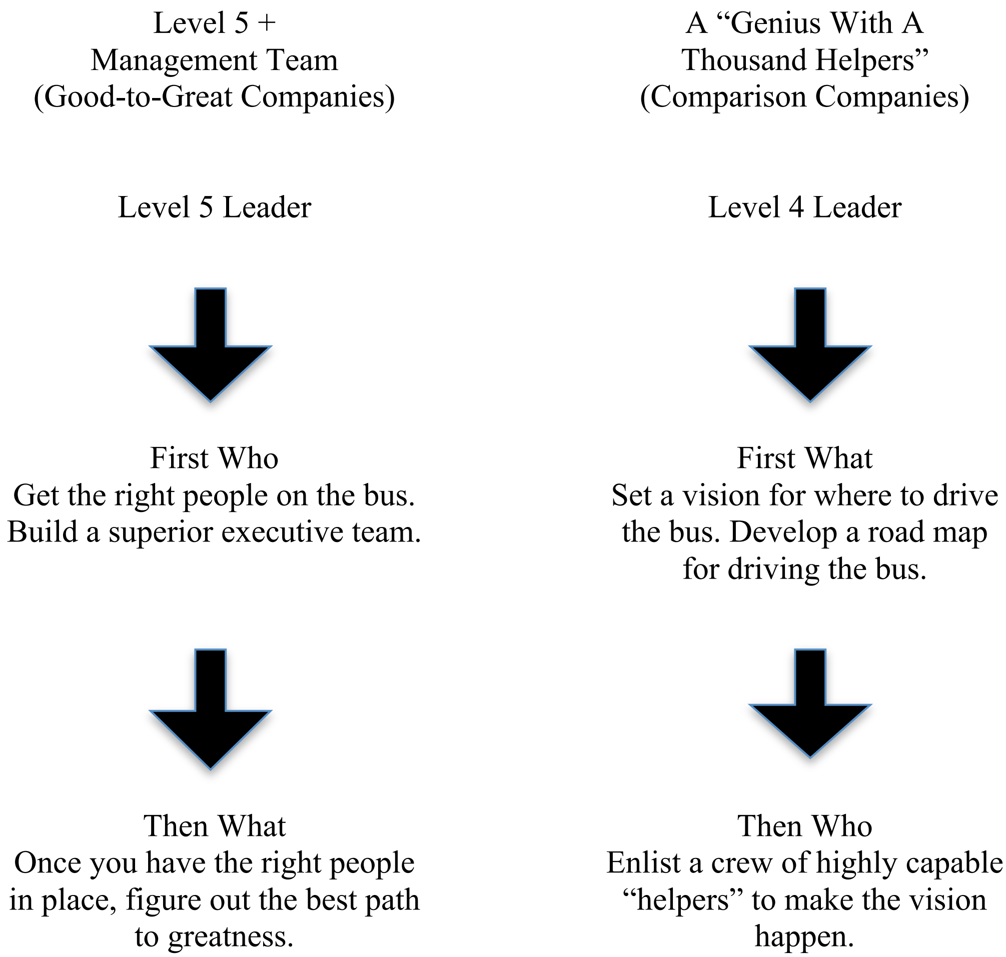

Figure 1. Difference between Level 5 and Level 4 Leaders. From *Good to great: Why some companies make the leap—and others don't*, p. 47, by J.C. Collins. Copyright 2001 by HarperBusiness. Reprinted with permission.

Collins (2001) defines *Level 5* leaders as individuals who

> channel their ego needs away from themselves and into the larger goal of building a great company. It's not that Level 5 leaders have no ego or self-interest. Indeed, they are incredibly ambitious – but their ambition is first and foremost for the institution, not themselves. (Collins, 2001, p. 21)

Level 5 leaders' modus operandi is to

> look out the window to apportion credit to factors outside themselves when things go well (and if they cannot find a specific person or event to give credit to, they

> credit good luck). At the same time, they look in the mirror to apportion responsibility, never blaming bad luck when things go poorly. (Collins, 2001, p. 35)

In leadership, coaching and development can be used to gain a competitive advantage, "an organization's R&D – research and development – sharpens technical excellence and sustains competitive advantage. Similarly, an organization's C&D – coaching and development – sharpens and sustains the competitive advantage of human capital" (Peterson & Hicks, 1996, p. 9). Competitive advantage today does not guarantee competitive advantage tomorrow, "change is inevitable…because today's excellence is no guarantee for tomorrow's success, leaders who bask in complacency are due for a rude awakening" (Peterson & Hicks, 1996, p. 11).

Coaching can guide individuals to become learners and be proficient in learning new skills,

> People must learn and adapt quickly…you cannot just hire talented people, teach them to do their jobs, and then leave them alone. To cope with the inevitability of changing work demands, you need a work force that can learn new skills and adapt quickly. (Peterson & Hicks, 1996, p. 11)

The rewards for leaders are:

- You build a stronger team. Highly capable people produce better results, and you bask in the glow of their success.
- You become a magnet for talent. Topnotch talent flocks toward growth opportunities.

- You sustain a network of support. Successful coaches often create career opportunities that lead people to new challenges. (Peterson & Hicks, 1996, p. 13)

“The real goals of coaching are to cultivate people’s capabilities and to tap their true potential” (Peterson & Hicks, 1996, p. 16).

What is coaching? Peterson and Hicks (1996) define coaching as “the process of equipping people with the tools, knowledge, and opportunities they need to develop themselves and become more effective” (p. 14). Peterson and Hicks outline coaching strategies to help leaders in the development of their coaching abilities. The strategies involve forging partnerships, inspiring commitment, growing skills, promoting persistence, and shaping the environment (Peterson & Hicks, 1996).

As a coach, the leader must understand the abilities and the perception of the individual. Peterson and Hicks (1996) state that, “abilities include the person’s view of their own capabilities, style, and performance. Perception conveys how others view the person’s capabilities, performance, style, motives, priorities, and values” (Peterson & Hicks, 1996, p. 59). In addition, Peterson and Hicks developed a grid to help leaders work with individuals to identify areas of development. This grid is called Goals and Abilities and Perceptions and Standards (GAPS) (see Table 2).

Table 2

Goals and Abilities and Perceptions and Standards (GAPS) Grid

WHERE THE PERSON IS	WHERE THE PERSON IS GOING	
ABILITIES How they see Themselves.	GOALS & VALUES What matters to the person.	THE PERSON'S VIEW
PERCEPTIONS How others see the person.	STANDARDS What matters to others.	OTHERS' VIEWS

Note. From *Leader as coach: Strategies for coaching and developing others*, p. 57, by D.B Peterson & M.D. Hicks. Copyright 1996 by Personal Decisions International. Reprinted with permission.

A leader may utilize coaching as a tool to develop individuals. The goal of the coach, knowing "people already have the skills or the knowledge they need, but they lack the trust, motivation, or techniques to apply new skills," is to "determine if they need to focus on learning or doing; identify which key will unlock each person's performance" (Peterson & Hicks, 1996, p. 81).

Kouzes and Posner (2002) provide five ways individuals can develop their leadership capacity: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. "Titles are granted, but it's your behavior that wins you respect" (Kouzes & Posner, 2002, p. 14). In model the way, Kouzes and Posner discuss the importance of a leader's actions, "Exemplary leaders know that if they want to gain commitment and achieve the highest standards, they must be models of the behavior they expect of others" (Kouzes & Posner, 2002, p. 14). Kouzes and Posner (2002) state, "modeling the way is essentially about earning the right and the respect to lead through direct individual involvement and action. People first follow the person, then the plan" (p. 15). They discuss why people do not follow leaders, "we simply don't trust people who can't or won't tell us their values, ethics, and standards" (Kouzes & Posner, 2002, p. 28). People do follow leaders that place "honesty and integrity first and a long-term vision and direction for the company second" (Kouzes & Posner, 2002, p. 29) and have an ability to get things done. The opposite can be said when leaders do not follow through,

> Values such as flexibility, candor, teamwork and so forth are important and admirable aspirations but can also backfire if perceived as rhetoric. Esoteric values mean nothing to the average employee, but what can matter is that they believe an organization will do what is necessary to keep its promises. (Neumann, 2005, p. 61)

What does not inspire confidence is a leader not believing the message. "If you don't believe in the messenger, you won't believe the message" (Kouzes & Posner, 2002, p. 48). People, including the leader, can identify what is important by measuring the amount of time they spend on an activity, "how you spend your time is the single clearest indicator, especially to other people, about what's important to you" (Kouzes & Posner, 2002, p. 85). Kouzes and Posner add, "to see how you're modeling the way, take the time to watch your actions. Then, for even more of an impact, have your audit done by someone other than yourself" (p. 103). When the time is spent in an activity, "constituents expect leaders to show up, to pay attention, and to participate directly in the process of getting extraordinary things done" (Kouzes & Posner, 2002, p. 77). If the leader places importance (time) in the wrong areas, the leader runs the risk of losing his or her constituents. "Leaders who advocate or stand for values that aren't representative of the collective will won't be able to mobilize people to act as one" (Kouzes & Posner, 2002, p.

78). Leaders must draw upon common ground to win the collective will, “talk about your common purpose and the importance of community. Let people know that they-and you-are in this together and develop a sense that ‘what we are doing is important, and that all our contributions make a difference” (Kouzes & Posner, 2002, p. 95). A leader can use coaching moments or “stories, analogies, and metaphors are a persuasive and effective means to communicating ideas” (Kouzes & Posner, 2002, p. 88). To *model the way*, Kouzes and Posner use the story of General Schwarzkopf coaching the value of group cohesion to captains and soldiers during a running exercise (Kouzes & Posner, 2002).

Once a leader establishes common ground, the leader can *inspire a shared vision*. As with common purpose, a leader must establish the vision, “a person with no constituents is not a leader, and people will not follow until they accept a vision as their own. Leaders cannot command commitment, only inspire it” (Kouzes & Posner, 2002, p. 15). Inspiration is the leader’s ability to convey the vision and it will determine if followers are willing to follow. “A leaders must be able to communicate the vision in ways that encourage us to sign on for the duration” (Kouzes & Posner, 2002, p. 31). Why inspire a shared vision? Kouzes and Posner say that, “to get extraordinary things done in extraordinary times, leaders must inspire optimal performance” (p. 31). Kouzes and Posner add that a leader must be forward looking otherwise people will not follow.

The leader’s vision will eventually challenge old process and take on new challenges. With challenges to the process, Kouzes and Posner (2002) stated that “leaders are pioneers – people who are willing to step out into the unknown. They search for opportunities to innovate, grow, and improve” (p. 17) and “those who lead others to greatness seek and accept challenges” (p. 16). Bennis (1988) supports leaders learning,

> Leaders learn by leading, and they learn best by leading in the face of obstacles. As weather shapes mountains, problems shape leaders. Difficult bosses, lack of vision and virtue in the executive suite, circumstances beyond their control, and their own mistakes have been the leaders' basic curriculum. (Bennis, 1988, p. 146)

One of those challenges is to *enable others to act* in order to accomplish empowerment. Leaders need to foster trust and collaboration. "Exemplary leaders enable others to act. They foster collaboration and build trust" (Kouzes & Posner, 2002, p. 18). A leader must trust first before trust is reciprocated,

> Knowing that trust is key, exemplary leaders make sure that they consider alternative viewpoints, and they make use of other people's expertise and abilities. Because they're more trusting of their groups, they're also more trusting of their groups, they're also more willing to let others exercise influence over group decisions. It's a reciprocal process. By demonstrating an openness to influence, leaders contribute to building the trust that enables their constituents to be more open to their influence. Trust begets trust. (Kouzes & Posner, 2002, p. 247)

Then, "when people are trusted and have more discretion, more authority, and more information, they're much more likely to use their energies to produce extraordinary results" (Kouzes & Posner, 2002, p. 18). When people know that they are trusted, "people take risks, make changes, keep organizations and movements alive. Through that relationship, leaders turn their constituents into leaders themselves" (Kouzes & Posner, 2002, p. 19). Leaders must recognize that "If leaders want the higher level of performance that come with trust and collaboration, they must demonstrate their trust in others before asking for trust from others" (Kouzes & Posner, 2002, p. 248).

Leaders must also make individuals and teams understand "that unless they each contribute whatever they can, the team fails" (Kouzes & Posner, 2002, p. 253). When teams understand that failure and success are associated with everyone's contribution, then there is a need and understanding for collaboration, "Collaboration is a social imperative. Without it we can't get extraordinary things done in organizations" (Kouzes & Posner, 2002, p. 242). Collaboration is like trust in its reciprocity, "reciprocity turns out to be the most successful approach for such daily decisions, because it demonstrates both a willingness to be cooperative and an unwillingness to be taken advantage of" (Kouzes & Posner, 2002, p. 255). Kouzes and Posner (2002) state, "to foster collaboration, leaders are essential who can skillfully; create a climate of trust; facilitate positive interdependence; support face-to-face" (p. 243).

Encouraging the heart is what leaders can do to work towards the vision and goal. According to Kouzes & Posner (2002), leaders must "show appreciation for people's contributions and create a culture of celebration" because

> the climb to the top is arduous and long. People become exhausted, frustrated, and disenchanted. They're often tempted to give up. Leaders encourage the heart of their constituents to carry on. Genuine acts or caring uplift the spirits and draw people forward. (Kouzes & Posner, 2002, p. 19)

In 2007, Denning discusses the use of storytelling as a leadership tool in *The Secret Language of Leadership*. Storytelling can be used to convey an idea, situation, or teach. When the recipient cannot understand the idea, situation, or teachable moment, stories can be utilized to support or provide a different perspective in order to gain a level of understanding from the recipient. “A certain kind of story had demonstrated an unexpected power to communicate a complex idea and spark action even in difficult, skeptical audiences” (Denning, 2007, p. 22). McLellan (2006) adds, “storytelling refers to framing information so that it is understandable, meaningful, and memorable” (p. 19).

Stories allow the listeners to formulate their own idea and story from the story being told.

> The storyteller deliberately tells a story in such a way as to allow mental space for listeners to forge their own thoughts, with the explicit objective of having the listeners invent analogous stories of their own, in parallel to the storyteller’s explicit story. (Denning, 2007, p. 125)

The internalization of the story by the recipient can help connect the current situation to the scenario or theme of the story in order to gain a better understanding of the problem and how to solve the problem. Boje (1991) mention that individuals use stories to understand “the past, present, and future to make sense of and manage their environment” (p. 124). By the recipient internalizing the information through storytelling, “the topics are remembered along with a greater amount of comprehension of the context of the information along with the information itself” (Heckman, 2013, p. 101).

The application of storytelling in leadership can be utilized to provide guidance to individuals or groups to achieve specific goals or performance. Politicians, coaches and motivational speakers often use storytelling as a way to connect with the groups they are talking to in order to deliver key messages aimed at initiating action from a group or provide a teachable moment, storytelling “demonstrated remarkable power to connect with both the head and heart and inspire leadership in others” (Denning, 2007, p. 23). Kelly and Zak (1999) add, “Narrative – storytelling – is a widely adaptable, audience-based means by which professionals can exercise leadership or simply collaborate on discrete goals by communicating to persuade diverse audiences" (p. 298).

Storytelling can be utilized to transfer knowledge within the organization through the dissemination of information. "Storytelling, which propagates more storytelling, can help a business transfer the critical knowledge throughout the organization" (Heckman, 2013, p. 44). Stories being retold contribute to a culture of the organization and offer a means to learn and transfer knowledge. Rhodes and Brown (2005) state, "stories are a means of learning that communities use collectively and contextually to change and improve practice" (p. 174).

Storytelling can be ineffective when the story is not true in nature or applied in the wrong context and situation. Leaders need to ensure that the story that is used is factual and can be utilized in the proper context to generate the response desired. Denning (2007) mentions that, "we should verify the stories. Are they true? We should take the time to gather the evidence and pay attention to expert advice on the feasibility of future plans. Examination of risk is critical" (Denning, 2007, p. 146). Savage (2012) research state the,

> results suggests that leaders who utilize story as a leadership tool may have success in leading across generational cohorts. The implications from the research for current leadership practice suggest that leaders provide transparency when using story. Leaders also have the opportunity to develop closer relationships with followers when story is used to communicate experiences and set vision for the future. The use of story provides a means through which transparency and closer relationship can occur (p. 130).

Storytelling can be an effective leadership tool when applied appropriately into a context that can help the recipient frame their understanding and apply their knowledge to find a solution to a problem, transfer knowledge, or inspire increase performance.

Candor

The dissertation will focus on the specific leadership aspect of candor. Goleman (1998) looks at candor through the use of the word, honesty. Goldsmith and Reiter (2007) reference candor in the eight rules on process change. Peterson and Hicks (1996) discuss candor in the role of communication. Kouzes and Posner (2002) use the word openness in the discussion on how leaders can foster collaborative environments. Why is candor important? The exchange of open and honest communication can help leaders understand the pulse of the organization and issues that face the organization that need to be addressed. Candor is important to a leader because it is a sign of the "organization's moral health" (Bennis et al., 2008, p. 42). In a 2013 TINYpulse Employee Engagement Survey that surveyed over 300 companies and with over 40,000 responses, "transparency ranked as the number one factor contributing to employee happiness" (TINYpulse, 2013, p. 1). Kouzes and Posner (2002) state "people feel more important when they know that they can come to you with their ideas and be given a fair hearing, and that you consult with them and value their counsel before making decisions which may affect them" (p. 101).

Bennis et al. (2008) describe candor as,

> …the free flow of information within an organization and between the organization and its many stakeholders, including the public. For any institution, the flow of information is akin to a central nervous system: the organization's effectiveness depends on it. An organization's capacity to compete, solve problems, innovate, meet challenges, and achieve goals – its intelligence, if you

will – varies to the degree that information flow remains healthy. That is particularly true when the information in question consists of crucial but hard-to-take facts, the information that leaders may bristle at hearing – and that subordinates too often, and understandably, play down, disguise, or ignore. For information to flow freely within an institution, followers must feel free to speak openly, and leaders must welcome such openness. (pp. 3-4)

For a leader or a person in a position to provide feedback and make decisions, candor can provide information that can help him or her make a more informed decision at that point in time. Information after a decision has been made may be contrary to the original decision and may warrant an adjustment to the original decision so long as the information is new (Powell & Koltz, 2012, p. 10). As Bennis et al. (2008), Welch and Welch (2005), and Powell and Koltz (2012) discussed, candor, by disclosing necessary information to make corrective actions and decisions, can assist an organization in becoming more effective.

Howard Schultz, CEO of Starbucks, states,

> I think the currency of leadership is transparency. You've got to be truthful. I don't think you should be vulnerable every day, but there are moments when you've got to share your soul and conscience with people and show them who you are, and not to be afraid of it. (Petrone, 2015, p. 1)

Collins discusses how good companies become great by having candor,

> The good-to-great companies displayed two distinctive forms of disciplined thought. The first, and the topic of this chapter, is that they infused the entire process with the brutal facts of reality. (The second, which we will discuss in the next chapter, is that they developed a simple, yet deeply insightful, frame of

> reference for all decisions.)…And even if all decisions do not become self-evident, one thing is certain: You absolutely cannot make a series of good decisions without first confronting the brutal facts. (Collins, 2001, pp. 69-70)

Winston Churchill, England's former Prime Minister during World War II, committed resources and mandated candor to ensure that he received the brutal facts,

> Armed with this bold vision, Churchill never failed, however, to confront the most brutal facts. He feared that his towering, charismatic personality might deter bad news from reaching him in its starkest form. So, early in the war, he created an entirely separate department outside the normal chain of command, called the Statistical Office, with the principal function of feeding him – continuously updated and completely unfiltered – the most brutal facts of reality. He relied heavily on this special unit throughout the war, repeatedly asking for facts, just the facts. (Gilbert, 1995, p. 1)

It is human nature to worry or be concerned when problems arise. With candid information, we can learn to address these concerns and problems. As with the desire of these leaders mentioned above and in Musney's (2006) article, *Life Saving Communication*, "people want to know the truth, even if it's worrisome. They want to know what they're up against in order to have the best chance of figuring out what to do for themselves, their loved ones and those they're responsible for" (p. 20).

As seen by examples from Churchill and Powell, candor must be encouraged by leaders, "candor starts at the top. If senior administrators are candid, it trickles down to others" (Santovec, 2013, pp. 8-9). Today, leaders are often not in the best position to generate a solution to the problem. Those individuals closest to the problem would be the best ones to solve. Chaleff

(2010) mentions this in the article, *Promoting the Healthy Flow of Information to Senior Leaders*, "the deepest knowledge in the organization no longer resides at its top echelons, it is embedded in the middle and bottom" (pp. 12-16).

Employee Performance

Employee performance is normally evaluated in the form of annual or semi-annual performance reviews and the employee's merit increase is tied to performance review. For top performers, the conversation is easier. "Communication fosters *motivation* by clarifying to employees what they must do, how well they are doing it, and how they can improve if performance is subpar" (Robbins & Judge, 2013, p. 337). For average or under performing employees, the conversation is much more difficult and the leader must be able to convey the areas of improvement so the employee can improve. Leaders and managers must present feedback in a manor that is non-offensive but still deliver critical information in which the recipient can use the feedback to improve. Radonsky and Rego (2009) discusses this in the article, *Realizing the Power of Candid Conversations,* "candid conversations are about showing openness, honesty, and consideration for others" (p. 24). Leaders should "aim to create a climate where candor about shortcomings is a virtue and openness about problems is a route to greater achievement" (Peterson & Hicks, 1996, p. 123). Leaders can cause,

> great unintentional harm can be done when speaking truthfully. That's why managers find it so difficult to give candid performance appraisals to subordinates whose work is not up to par. Because giving negative feedback is nearly as unpleasant as firing people, most managers shy away from giving such appraisals even though they realize that an honest assessment of underperformance is in the

> interest of their organization and also of the subordinate receiving the bad news. (Bennis et al., 2008, p. 73)

What happens if areas of improvement are left unaddressed? The performance of the organization is delayed through non-productive activity. Candor "eliminates meaningless and b.s. reports that confirm what everyone already knows…replaces fancy PowerPoint slides and mind-numbing presentations and boring off-site conclaves with real conversations, whether they're about company strategy, a new product introduction, or someone's performance" (Welch & Welch, 2005, p. 27). Now, changes cannot be possible if they are not communicated, "if people cannot raise their concerns, observations, or ideas, problems will not be identified and solved" (Ryan et al., 1996, p. 16). When managers were asked "about things they valued most from being coached. The top two elements? Candid dialog and a relationship with a caring, supportive coach" (Peterson & Hicks, 1996, p. 29). A caution that Peterson and Hicks discuss is that the leader needs to verify that he or she has full trust of the employee or follower,

> When you don't verify trust, you might believe that people have been open with you when in fact they provided only part of the story. Or, you might assume that they trust your candor and intentions, when in fact they don't. If people seem to be dragging their feet, coaches often assume that they are not motivated to change. Instead of jumping to this conclusion, consider the possibility that trust, not motivation, is the missing element. When you see the following, be alert to the possibility that trust might be shaky:
>
> - Suspicion and accusation of hidden agendas.
> - Lip service and benign neglect of plans or agreed-upon actions.
> - Defensiveness and blaming others when problems arise.

- Territoriality and protection of self-interest to the detriment of common interests. (Peterson & Hicks, 1996, pp. 35-36)

Employee performances financially impact the organization. There is a direct correlation between an employee's performance and the financials of the organization. Tapscott and Ticoll (2003) discuss the financial impact when there is openness and candor; transaction costs are reduced, there is a reduction in office politics and game playing, there is increased employee loyalty, and increased effectiveness of collaboration. Senge discusses how an ink-cartridge company was able to save development time by working together, "people felt seen, and their concerns and contributions were equally clear to all. By building trust and openness early on, this network reduced new ink-jet cartridge development time by sixteen weeks after just a few weeks of collaboration" (Senge, 1990, pp. 270-271). A culture of high performance can self regulate the performance of the organization. Sharir (2013), Chief Executive Officer of Dynamic Achievement Group, states,

> there is no place for low performers when you set an expectation for excellence in an organization. With an expectation of excellence, every employee is expected to be fully engaged, focused and inspired by a higher purpose. In these environments, low performers simply either improve or leave. (p. 1)

A high performance culture can be valuable in an overall great work culture. When organizations have a great work culture and the expectations of high performance, the organization can attract top tiered talent. According to Bulygo (2013), Page, Chief Executive Officer at Google, states, "If businesses want to attract top tiered talent that isn't consumed by making money, they'll need to focus on making a great working culture" (Bulygo, 2013). Employee satisfaction contributes to creating a great corporate culture. In Neumann's 2005 study, he adds, "employee satisfaction improves when employees perceive leaders are walking their talk" (p. 99).

Employee Retention

With employee retention, the goals are to retain high performers; address low performing employees, and "keep turnover at the lowest possible rate so that a return on investment for professional development and engagement program goals are achieved" (Clark, 2013, p. 3). In most organizations, if not all, the organizations are looking to part ways with low performing employees and interested in retaining high performing employees.

> Employees want to grow…people who feel underutilized will leave. Unfortunately for you, the people who depart for greener pastures could be the very ones you want to keep. To prevent talented, motivated people from being recruited by a competitor with better opportunities, you need to invest in their continuous growth and satisfaction. (Peterson & Hicks, 1996, p. 12)

In a research study conducted by Shaw, Dineen, Fang, and Vellella (2009) and a subsequent article by Human Resource Management Association (2012) it was found that "many employers report low quit rate among good performers when the employers emphasize expectation-enhancing practices (performance) but not inducements and investments (rewards programs)" (Shaw et al., 2009, p. 1; Human Resources Management Association, 2012, p. 1).

Providing constructive feedback to employees on job performance can help an employee determine the best way to improve and meet or exceed those expectations. "If you have a candid organization with clear performance expectations and a performance evaluation process…then people in the bottom 10 percent generally know who they are. When you tell them, they usually leave before you ask them to" (Welch & Welch, 2005, p. 42).

Achieving positive results on performance appraisals and being valued, as a contributor, will increase an employee's level of engagement at work and employees are less likely to leave the organization. By having candid conversations, "people know where they stand, in fact, a firing actually never happens. Instead, when things are not working out, eventually there is a mutual understanding that it's time to part ways" (Welch & Welch, 2005, p. 128).

Employees who are able to have a candid dialogue with their leader and have input on organizational decisions are empowered and this leads to job satisfaction. Leaders and employees must have trust because employees leave due to a lack of trust, "people don't want to stay very long in organizations devoid of trust" (Kouzes & Posner, 2002, p. 246). Empowerment could mean:

- The talent of each employee is tapped to create excellent decisions, wise utilization of resources, and a level of service that builds a strong and loyal base of paying customers.
- Respecting and utilizing people's intelligence is considered the right and smart thing to do because it builds a foundation of capable people who are committed to success.
- Generation of energy and quality comes from people feeling free to work together in different groupings to create ideas, develop plans, solve problems, and evaluate progress. (Ryan et al., 1996, p. 219)

Minimizing employee turnover is key to an organization due to the level of tacit knowledge that can be lost when an employee leaves an organization. The brain or talent drain can impact the organization financially. "The cost of employee turnover alone has been estimated to run into the thousands of dollars, even for entry-level positions" (Robbins & Judge, 2013, p. 27). By minimizing employee turnover through positive engagement with employees, the overall job satisfaction would go up. One of Kotter's (1996) eight steps of change is "empowering employees for broad-based action" (p. 105). Kotter suggests that by empowering employees, an organization can increase the level of engagement of employees. For a successful transformation, Kotter states an organization must sequentially execute all eight steps of change and that will lead to higher levels of employee engagement, customer satisfaction, productivity, higher profits, and lower turnover (Kotter, 1996). When employees are satisfied and happy with the job that they are doing, the customer and organization benefits from the employee job satisfaction (Ryan et al., 1996). Candor can become "a competitive advantage – in creating customer loyalty as well as in recruiting and keeping the best people" (Bennis et al., 2008, p. 43).

> In the instance of Zappos, employee engagement is a key to customer satisfaction, Zappos was built on the simple premise that to have happy customers, we need happy employees. To have happy employees, we need a great company culture. The success of Zappos demonstrates the link- age between company culture and employee engagement to company success. Our motto of 'Deliver Happiness' for customers and employees was also good for our business and investors said Alfred Lin, partner at Sequoia Capital and former chairman and COO of Zappos. (Harvard Business Review Analytic Services, 2013, p. 1)

Decision Making

"Good leaders rely upon their trusted workers to give them up-to-the-minute information and feedback. They use this information when forming decisions on how to proceed" (Harvey, 2002, p. 67). Decision-making is part of the role of a leader, whether it involves directly making the decision or supporting a decision that is made by other individuals. In decision-making, Boettcher (2014) describes decision to communication errors, “communication errors are broken down into three categories: incorrect readback, hearback; failing to provide accurate information; and providing incorrect information” (p. 57). What is useful in decision-making is the communication of information. Not only information, but timely communication of information in order to make a decision as Glick (2013) discusses regarding the Katrina event, “the situation was such that it had to be understood quickly and a decision made based on information available” (p. 105). The lack of information about Katrina caused delays in evacuation, restoration, and relief efforts (Glick, 2013). Leaders therefore “need to be continuously educated by those below them if they are to make well-informed decisions” (Chaleff, 2009, p. 190). Powell and Koltz (2012) mentions this, “you can’t make good decisions unless you have good information” (p. 113). Reverend O’Connor (2006) discusses the need for truth when it comes to Pope Benedict XVI’s five elements of the Diplomacy of Candor; one of the five elements is *Respecting Objective Moral Truth* and he states, “when truth is violated, peace is threatened, law is endangered [and] forms of injustice are unleashed” (p. 41).

The open exchange of truthful information and the asking of hard questions can help provide information as Stadd (2015) suggests and is useful in decision-making when it involves making the most of the information at the current time to render a decision (p. 1). Communicating unbiased information is a component of helping a decision-maker make an informed decision. The definition of unbiased information in this case is information that is purely factual and may be negatively or positively impactful to the overall decision but openly disclosed to the decision-maker to assess. Information can become biased potentially due to the situation,

> Competent professionals can experience considerable anxiety when called on to brief the head of their department, let alone when the need arises to question a problematic belief held by that leader. Candor and appropriate assertiveness often suffer in the strain of the encounter. (Chaleff, 2009, p. 183)

In order for information to start flowing freely within an organization, leaders have to set a good example (Bennis et al., 2008). Information can be valuable and prevent a poor decision or increase the potential for making the right decision. Ryan et al. (1996) state,

> The chain of impacts points in two directions. One (Decision to speak up) is toward organizational success that is characterized by increased competitiveness and organizational effectiveness. The other (Decision not to speak up) is toward staying the same or moving into decline. (pp. 213-215)

Another side of information is disclosing information that maybe critical to a decision. Hoarding information is one of the reasons why information gets stuck within an organization because information and "knowledge is viewed as the ultimate executive perk…this stance can be costly in terms of both organizational efficiency and morale" (Bennis et al., 2008, p. 21). Individual may use information to his or her advantage by playing office politics. (Bennis et al., 2008, p. 109). The relationship between a leader and the employee can assist with making the disclosure of information easier. A reason why information is not disclosed to leaders is the fear of retribution. The fear of retribution can be eased with the understanding that there will be no retribution for speaking up. As Bennis et al. (2008) stated "the first time a top executive blows up or punishes someone delivering bad news a norm is established" (p. 32). The culture may not be conducive to voicing a difference in opinion. When there is a fear of speaking up, "leaders must show that speaking up is not just safe but mandatory, and that no information of substance is out of bounds" (Bennis et al., 2008, p. 32).

Individuals may be managing upward in order to improve their political position. This is filtering of information. "Filtering refers to a sender's purposely manipulating information so the receiver will see it more favorably. A manager who tells his boss what he feels the boss wants to hear is filtering information" (Robbins & Judge, 2013, p. 353). Leaders must work towards the removal of the managing upward culture, in order to make an informed decision based upon unaltered information. As Senge (1990) states, "together openness and merit embodied a deep belief that decision-making process could be transformed if people become more able to surface and discuss productively their different ways of looking at the world" (p. 172).

The sharing of information that is contrarian can help prevent Groupthink. The term groupthink was introduced by Janis (1972) and is defined as "a mode of thinking that people engage in when they are deeply involved in a cohesive group, when the members' striving for unanimity override their motivation to realistically appraise alternative courses of action" (p. 9). Bennis et al. (2008) discuss that as individuals we bring our family and social structure into the workplace that contributes to groupthink,

> Just as in families, organizational secrets distort relationships. Those sharing the secret tend to form a more tightly knit bond while distancing themselves from outsiders, thus cutting themselves off from those who might expose them as well as those who might influence them in positive ways. (Bennis et al., 2008, p. 38)

Chaleff (2009) describes a symptom of groupthink as and why individuals do not offer a contrarian view or information that can help change a decision,

> A group self-image of infallibility and superiority: 'Whatever we do is excellent. What other groups do is inferior.' Groupthink screens out data and views that challenge this image. It eases out people who express divergent perceptions. The group becomes obsessed with its cleverness and importance, its power and image. It develops the illusion it is invulnerable to danger. (p. 96)

If leaders are able to achieve a high level of trust, then the team "will monitor their own actions, fully commit to the company, and exert additional effort, allowing the external monitoring system to be jettisoned. The consequences will be freeing up more resources and ultimately increasing economic performance" (Neumann, 2005, p. 64).

Summary

The development of leaders is a continuous process and a life-learning endeavor. The dissertation discusses a few aspects of leadership that leaders can improve upon but should not be limited to those aspects. The aspects of leadership introduced by Goleman, Goldsmith, Reiter, Collins, Peterson, Hicks, Kouzes, Posner, and Denning that can be developed such as emotional intelligence, self-awareness, Level 5 leadership, coaching, personal leadership, and storytelling. Emotional intelligence can help a leader understand with empathy in order be effective. Emotional intelligence does require that a leader know and have a level of personal and social competence to manage one's self and the social interaction with the other individual. With emotional intelligence, a leader can minimize or remove the structural social issues by addressing those social issues in order for the individuals can focus on finding the solutions to the technical issues at hand.

Self-awareness is an area where leaders can develop through reflection on internal areas that are negatively impacting their relationships and performance. Part of the reflection is the identification process of areas that should and can be improved. The selected area of improvement must be aligned from the core in order for the change to translate into every aspect of the leader's activities and life.

Level 5 Leadership can help a leader identify who within the organization and how their talents can be leveraged. Level 5 Leaders can then align the personnel with the organizational goals and objectives. Level 5 Leaders have a quiet determination and a humility that drives them and the organizations they lead.

Coaching can help a leader develop and mentor the teams and individuals that they lead. The role of the coach or leader is to provide guidance. The approach of coaching is to provide actionable recommendations and empower individuals and teams to develop the skills to drive their desired personal and professional goals. The empowerment leads to individuals and teams having the ability to find solutions to the problems that face the organization or projects that they are working on.

With personal leadership, leaders can model the behavior they desire through their actions. Specifically, modeling the behavior by setting the example and empowering others to do the same. Leaders can mobilize the teams or organizations towards a shared vision and challenge current processes in order to show individuals that questioning is accepted in the organization. The leader may in some case have to encourage individuals to present their views in order to challenge the processes. Personal leadership starts with the leader and their own development in order to set the example for the organization and drive the change or improvements needed to deal with problems or issues the organization face.

Leaders can use storytelling to help guide and provide a visualization of scenarios that parallel the current situation facing the individual or group in which, the follower can use the story to draw their own conclusion. Analogies can be drawn from stories and the analogies can be shared and retold to transfer knowledge. The retelling of the information can be in the form of stories and contribute the individual's development and contribution to the organization's culture. The use of stories is tool that leaders can use to help individuals and groups visualize and draw parallelism to the current situation facing them in order to find a solution.

The primary focus of the dissertation is the singular leadership aspect of candor. The dissertation discusses the need for candor in the leader's relationships and organizations. The phenomenon of candor can give leaders opportunities to improve employee engagement. Through those opportunities, leaders can impact the organization and team through increased employee performance and retention. The work relationship can foster the sharing of information that can give a decision-maker an opportunity to make the most informed decision. Through this cycle, leaders and team members can work together to increase the performance and responsiveness of the organization.

Chapter Three: Methodology

The methodology that was used for data gathering for the study was a qualitative method; specifically, a phenomenological study. This chapter discusses the purposeful selection of candidates within the researchers professional network to participate in the phenomenological study; discusses the number of participants to ensure the research captures the essence of candor; and discusses human subject consideration issues because the study involved interviewing as the means of obtaining information. The interview questions were validated prior to the formal interviews. All interview sessions had the same interview protocol, although interview setting and location were not all the same due to different office spaces and geographic locations. The same interview protocol was used to collect data for the study. In addition, this chapter discusses data coding and how it was conducted. A second person was used to validate the researcher's coding. During the coding, the research study looked for any recurring or non-recurring themes. Also, included in this chapter is a discussion on how data were managed and secured to ensure confidentiality. The chapter concludes with the researcher's role in the study.

Restatement of the Central Question and Research Questions

The central question of the study is:

What is the lived experience of cable television executive surrounding the phenomenon of candor?

Ten research questions (Appendix E) will be used to solicit information to better understand and answer the central question of how cable executives experience the phenomenon of candor.

1. How do you define candor?
2. What does candor mean to you in your relationships with others?

3. Is candor important? If so, why? If not, why?
4. Have you been in situations where you believe people were candid with you? If yes, in what ways did you know you experienced candor?
5. Could you describe a situation when you were candid with others and why you chose to be candid with this person?
6. Was there a time when you believed you experienced candor from your subordinates or other people? Do you think you influenced this? If yes, why? And if not, why? What did you do in response?
7. Do you believe your subordinates are candid with you? If so, why were they candid with you? If not, why were they not candid with you?
8. How do you know that your subordinates do or not do to create candor?
9. Do you use candor and if so when do you use candor with others and why? If you do not use candor, why not?
10. Is there anything else about candor that I may have missed or have not asked?

Research Methodology

The research used a qualitative study; specifically a phenomenological study. The phenomenological study involved the researcher interviewing cable television executives on their lived experiences surrounding the phenomenon of candor with their employees.

Dictionary.com (2014) defines candor as the state or quality of being frank, open, and sincere in speech or expression. Welch and Welch (2005) further the definition of candor by stating, “too many people – too often – instinctively don’t express themselves with frankness. They don’t communicate straightforwardly or put forth ideas looking to stimulate real debate”

(p. 25). Debating involves two or more parties having a hard and difficult discussion looking to solve a common problem. Bolton of Ridge Training defines candor as handling difficult conversations with clarity, ease, and effectiveness (Ridge Training, n. d.). The expression of candor is an experience and only through those lived experiences can it be seen when interaction takes place.

Qualitative Research Consultants Association (QRCA) defines qualitative research thus,

> Qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive. (Qualitative Research Consultants Association, 2014)

The dissertation study used Creswell's (2014) outline for data collection and analysis: emerging methods; open-ended questions; interview data, observation data, document data, and audiovisual data; text and image analysis; and th0emes, patterns interpretation.

What is a phenomenological study?

A phenomenological study occurs when "the researcher attempts to understand, or grasp, the essence of how people attend to the world" (Richards & Morse, 2013, p. 69). Creswell (2014) states that "phenomenological research is a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants" (p. 14). Why a phenomenological study? The dissertation wants to explore how candor occurs and what occurs in the lives of cable television executives in order to foster candor. Creswell describes this phenomenological occurrence as the, philosophical discussion about the basic ideas involved in conducting a phenomenology. This turns on the lived experiences of individuals and how they have both subjective experiences of the phenomenon and objective experiences of something in common with other people…A phenomenology ends with a descriptive passage that discusses the essence of the experiences for individuals incorporating 'what' they have experienced and 'how' they experienced it. The 'essence' is the culminating aspect of a phenomenological study. (Creswell, 2013, p. 79)

Richards and Morse describe how phenomenology can be used to capture the essence of the phenomenon, "phenomenology offers a descriptive, reflective, interpretative, and engaging mode of inquiry from which the essence of an experience may be elicited" (Richards & Morse, 2013, p. 67). Within phenomenology, Creswell (2013) discusses that there are two approaches: (a) Van Manen's approach where it is referred to as hermeneutic phenomenology and (b) Moustakas' approach where it is referred to as empirical, transactional, or psychological phenomenology

Van Manen (1990) defines hermeneutic phenomenology as,

- *The study of lived experience* – phenomenology aims at gaining a deeper understanding of the nature or meaning of our everyday experiences.
- *The explication of phenomena as they present themselves to consciousness* – anything that presents itself to consciousness is potentially of interest to phenomenology, whether the object is real or imagined, empirically measured or subjectively felt.

- *The study of essences* – is a universal, which can be described through a study of the structure that governs the instances or particular manifestations of the essence of the phenomenon.
- *The description of the experiential meanings we live as we live them* – the study of lived existential meanings; it attempts to describe and interpret these meanings to a certain degree of depth and richness.
- *The human scientific study of phenomena* – is a systematic, explicit, self-critical, and intersubjective study of its subject matter, our lived experience.
- *The attentive practice of thoughtfulness* – a heedful, mindful wondering about the project of life, of living, of what means to live a life.
- *A search for what it means to be human* – the possible meaning structures of our lived experiences, we come to a fuller grasp of what it means to be in the world.
- *A poetizing activity* – is thinking on original experience and is thus speaking in a more primal sense. (pp. 9-13)

Moustakas (1994) describes phenomenology as,

- The focus on the appearance of things, a return to things just as they are given, removed from everyday routines and biases, from what we are told is true in nature and in the natural world of everyday living.
- Is concerned with wholeness, with examining entities from many sides, angles, and perspectives until a unified vision of the essences of a phenomenon or experienced is achieved.

- Seeks meaning from appearances and arrives at essences through intuition and reflection on conscious acts of experience, leading to ideas, concepts, judgments, and understanding.
- Is committed to descriptions of experiences, not explanations or analyses.
- Is rooted in questions that give a direction and focus to meaning, and in themes that sustain an inquiry, awaken further interest and concern, and account for our passionate involvement with whatever is being experienced. (pp. 65-66)

Moustakas references Husserl's definition of phenomenology as the subjectivity and discovery of the essences of experience and provides a systematic and disciplined methodology for derivation of knowledge (Husserl, 1965). The dissertation will utilize Moustakas approach in preparing questions to explore the phenomenon of candor with cable television executives.

Why Phenomenology?

The researcher wanted to understand the phenomenon of experiencing candor because candor can appear in certain relationships and context but is never consistent in all relationships and hence hard or difficult to quantify. More specifically, how cable television executives experience candor. The researcher hoped to gain an understanding of how cable television leaders were able to experience the phenomenon of candor in their relationships through the interview process and with questions focused on the phenomenon. That is the reason why the researcher chose a phenomenological study because it is focused on the discovery of the essence and experience of candor through these lived experiences of cable television executives.

Data Sources

The intent of the research was not to use a sample to define a population but for future managers or leaders in the cable industry that may or may not have access to cable executives to learn from the research study how cable executives experience the phenomenon of candor. The total population for informational purposes is over 1,500 cable television executives in the industry. The purposeful selection of candidates utilized the researcher's professional network with current and former cable industry executives (see Appendix A). Creswell (2014) defines purposeful sampling as "selecting participants or sites (or documents or visual material) that will best help the researcher understand the problem and the research question" (p. 189). The researcher has worked either directly or indirectly for these individuals in the past. The executives have held positions from vice president to chief executive officer. The executives had a minimum of 10 years in the cable television industry. There were a total of 22 potential candidates to interview. The researcher contacted the 22 individuals for their willingness and availability to participate in the research study.

The researcher contacted each one of the potential candidates via e-mail and a follow-up phone call within 48 hours. The solicitation e-mail format can be seen in Appendix B. In the solicitation process, the researcher understood that there would be a number of candidates who would decline the invitation; hence the researcher considered 8 out of the 22 as the minimum number of candidates to interview. If the researcher obtained more than eight participants for interviews, then the researcher would review and prioritize by geographic area in order to maximize the number of interviews by location. Since the researcher was traveling from the Philippines to conduct the interviews in the United States, the researcher maximized time, efficiency, and money by narrowing down the locations to ideally one with a maximum of two locations. Creswell (2014) notes that in phenomenological studies population saturation "typically ranges from three to ten" (p. 189). Duke (1984) suggests, "a sample size of one would suffice" (p. 200) for population saturation in a study. According to Patton (2002),

> There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know; the purpose of the inquiry; what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources. (p. 244)

Phenomenological researchers suggest that data saturation occurs when data collection does not result in new data but what researchers call data or informational redundancy.

The *Journal for American Medical Association* defines informational redundancy in qualitative research as,

> The point in the analysis at which new data fail to generate new themes and new information. This is considered an appropriate stopping point for data collection in most methods and an appropriate stopping point for analysis in some methods. (n. d., p. 1)

Through purposeful sampling, the researcher reasonably believed that the data saturation would occur around eight interviews; although the researcher could not definitively say eight interviews would reach a point of data redundancy until after the data collection occurred.

Human Subject Considerations

The research study followed the Belmont Report on the three basic, ethical principles of clinical research: respect for persons, beneficence, and justice (U.S. Department of Health & Human Services, 1979). The researcher had respect for persons by treating individuals as autonomous agents and any special protected groups such as pregnant women, children, or disabled persons were entitled to additional protections. The dissertation provided beneficence by doing no harm to the participants through the research process and maximized the benefits from the research findings while minimizing risk and possible harm to the interviewees. The researcher ensured justice by treating all interviewees fairly and disclosing the benefits of the research study to the participants.

The privacy of the interviewees is of the utmost importance to the research study. The study maintained full confidentiality by concealing the identities of participants as revealing their identities may impact them and the organizations they run. The study adhered to United States standards and legal protection of human subjects as defined by the *Code of Federal Regulations Title 45 Public Welfare Department of Health and Human Services Part 46 Protection of Human Subjects* and specifically *Part 46 Subsection 2*,

> Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless:
>
> > (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. (U.S. Department of Health and Human Services, 2009)

The study also adhered to Pepperdine University Institutional Review Board (IRB) standards and processes when dealing with human subjects as follows,

> It is the policy of Pepperdine University that all research involving human participants must be conducted in accordance with accepted ethical, federal, and professional standards for research and that all such research must be approved by one of the university's Institutional Review Boards (IRBs). In the review and conduct of research, Pepperdine University is guided by the ethical principles set forth in the Belmont Report. In addition, all human subjects research conducted by or under the auspices of Pepperdine University will be performed in accordance with the U.S. Code of Federal Regulations, DHHS (CFR), Title 45 Part 46 (45 CFR 46), entitled Protection of Human Research Subjects, and Parts 160 and 164, entitled *Standards for Privacy of Individually Identifiable Health Information* and the California Protection of Human Subjects in Medical Experimentation Act. Where applicable, FDA regulations on human subjects research will be followed (CFR Title 21 Parts 50 and 56, *Protection of Human Subjects and Institutional Review Boards*). In addition, research conducted with human subjects must be performed in accordance with the accepted ethical principles established by professional organizations or societies that are applicable to the area of investigation. ("Institutional Review Board | Pepperdine Community," n. d.)

The researcher has completed The National Institutes of Health training on Protecting Human Research Participants (see Appendix C). Also, the research obtained permission from Pepperdine's IRB to conduct the study (see Appendix N).

The researcher provided confidentiality and consent forms for interviewees (see Appendix D). The confidentiality and consent forms informed the interviewees that participation in the research study was voluntary; the interview would be audio recorded; and they could decide at any time to withdraw from the study. The confidentiality and consent forms asked the interviewee about comprehension of the purpose of the study and consent to participate in the study. The confidentiality and consent forms disclosed any foreseeable risks to the participants; confidentiality and protection; potential compensation plans; and contact information for potential questions. Overall, risks for participants in the study were minimal, that is to say, the risk in participation should be no greater than the risks of the participant's routine daily activity.

Instrumentation

The instrument the study utilized was the interview questions. Primarily, all interviews were conducted in-person and were audio recorded. A secondary option if the researcher had not obtained the minimum of eight interviewees would be that the researcher would again solicit the prospective participants from 22 candidates who originally declined and give the option of a phone interview to allow for flexibility in terms of their schedules. All interviews were audio recorded in order to maintain data validity and reliability. Any participant who declined audio recording was removed from the study, as there is an inherent risk of the interviewer missing the conversation with the interviewee while taking notes.

With phenomenological research, the primary source of data collection is "audio recorded, in-depth interviews, or conversations with usually a very small number of participants; phenomenological literature. Secondary: poetry; art; films" (Richards & Morse, 2013, p. 31). Creswell (2013) advises that phenomenological research involves "data collection procedure that involves typically interviewing individuals who have experienced the phenomenon. This is not a universal trait, however, as some phenomenological studies involve varied sources of data, such as poems, observations, and documents" (p. 79). The researcher prepared "open-ended questions" for the interviewees (Richards & Morse, 2013, p. 124). The researcher utilized one of the four data collection techniques, the Interviews, that Creswell (2013) recommends as shown in Table 3: observations, interviews, documents, and audio-visual materials (pp. 191-192).

Table 3

Data Collection Techniques

Data Collection Types	Options Within Types	Advantages of the Type	Limitations of the Type
Interviews	• Face-to-face – one-on-one, in-person interview • Telephone – researcher interviews by phone • Focus group – researcher interviews participants in a group • E-mail Internet interview	• Useful when participants cannot be directly observed. • Participants can provide historical information. • Allows researcher control over the line of questioning.	• Provides indirect information filtered through the views of interviewees. • Provides information in a designated place rather than the natural field setting. • Researcher's presence may bias responses. • Not all people are equally articulated and perceptive.
Observations	• Complete participant – researcher conceals role • Observer as participant – role of researcher is known • Participant as observer – observation role secondary to participant role • Complete observer – researcher observes without participating	• Researcher has a firsthand experience with participant. • Researcher can record information as it occurs. • Unusual aspects can be noticed during observation. • Useful in exploring topics that may be uncomfortable for participants to discuss.	• Researcher may be seen as intrusive. • Private information may be observed that researcher cannot report. • Researcher may not have good attending and observing skills. • Certain participants (e.g., children) may present special problems in gaining rapport.

(continued)

Documents	• Public documents – minutes of meetings or newspaper • Private documents – journals, diaries, or letters	• Enables a researcher to obtain the language and words of participants. • Can be assessed at a time convenient to researcher – an unobtrusive source of information. • Represents data to which participants have given attention. • As written evidence, it saves a researcher the time and expense of transcribing.	• Not all people are equally articulate and perceptive. • May be protected information unavailable to public and private access. • Requires the researcher to search out the information in hard-to-find places. • Requires transcribing or optically scanning for computer entry. • Materials may be incomplete. • The documents may not be authentic or accurate.
Audio-Visual Materials	• Photographs • Videotapes • Art objects • Computer messages • Sounds • Film	• May be an unobtrusive method of collecting data. • Provides an opportunity for participants to directly share their reality. • It is creative in that it captures attention visually.	• May be difficult to interpret. • May not be accessible publicly or privately. • The presence of an observer (e.g., photographer) may be disruptive and affect responses.

Note. From *Research design: Qualitative, quantitative, and mixed methods approaches*, pp. 191-192, by J.W. Creswell. Copyright 2014 by Sage. Reprinted with permission.

The researcher interviewed cable television executives asking the interview questions in Appendix E. The researcher utilized a voice recorder during the interview. The recorded interviews were transcribed for further analysis. The researcher allocated approximately 1 hour for each interview.

Validation of Interview Questions

The dissertation solicited three independent scholars to form a panel of experts to help to determine the appropriateness and validity of the interview questions relative to the central question of the study. The interview question solicitation letter is attached in Appendix F. The independent scholars were asked to provide feedback on the interview questions (see Appendix G). The feedback from the independent scholars were considered in total by the researcher and incorporated appropriately into the interview questions. The independent scholars have backgrounds in qualitative methods and interviewing as an instrument for data collection. The profiles of the panel of experts are (see Appendix H):

- Dr. Tom Granoff: Has over 35 years of experience in data collection and analysis; and has a Ph.D. in Clinical Psychology.
- Pa Der Vang, Ph.D.: Has over 13 years of experience in qualitative research and has a Ph.D. in Social Work.
- Yang Sao Xiong, Ph.D.: Has over 12 years of experience in qualitative and quantitative research; experience with interviewing as an instrument; and has a Ph.D. in Sociology.

Interview Protocol

The researcher endeavored to be objective and not show any conscious bias during the interview, whether through verbal or non-verbal communication, to the responses of the interviewees. The researcher used the following interview protocol: (a) solicited the candidate for a designated place, date, and time of the interview; (b) met in-person with the participant at the designated place, date, and time; (c) reviewed the purpose of the study with the participant;

(d) reviewed the confidentiality and consent agreement with the interviewee which included consent for recorded audio and the interview to be transcribed; (e) informed the participant that the participant could terminate the interview at any point in time; (f) reviewed all of the interview questions prior to starting the interview; (g) asked if there were any questions prior to the start of the interview; (h) conducted the interview; (i) asked if there were any questions after the interview; and (j) thanked the participant for his or her time (see Appendix I). Prior to asking the questions related to candor, the researcher asked the participant the following questions mainly to establish trust and make the participant feel comfortable:

- How long have you been in your current role?
- How long have you been with the organization?

The researcher took minor notes during the interview. The researcher did not take major notes during the interview process out of respect of the interviewee's time and that the researcher could potentially miss important pieces of information when preoccupied with note taking. The researcher later transcribed the recorded interview utilizing a transcription service. The recorded interviews did not have any identifiable information such as name, age, and place of employment in regards to the participants. The only thing that could be distinguishable was the voice of the participants. The study utilized the recorded and transcribed interview for any additional note taking or follow-up questions for the participants. The researcher utilized verbalink (www.verbalink.com) as the transcription services to transcribe the voice recording into text.

Interview Setting

The researcher conducted the interviews at a location of the participant's choice. An in-person interview was the primary choice of the researcher. The preferred location was in the participant's office or a location where the participant was comfortable and the environment was quiet and private to conduct the interview and maintain privacy of the participant. As a contingency, the second option was a phone interview with participants due to potential scheduling conflict and in the essence of time.

Coding / Data Analysis of Interviews

The research used coding in the analysis of the transcribed interviews. In qualitative analysis, "the excellence of the research rests in large part on the excellence of the coding" (Strauss, 1987, p. 27). "Coding is the strategy that moves data from diffused and messy text to organized ideas about what is going on" (Richard & Morse, 2013, p. 167). Creswell (2014) further explains how the researcher should code:

- Codes on topics that readers would expect to find, based on the past literature and common sense.
- Codes that are surprising and that were not anticipated at the beginning of the study.
- Codes that are unusual and that are, in and of themselves, of conceptual interest to readers. (pp. 198-199)

Ihde (1977) discusses data analysis as the process of explicating intentional experience where one moves from that which is experienced and described in concrete and full terms, the "what" of the experience, "towards its reflexive reference in the 'how' of the experience" (p. 50). The study approached the analysis by reading the transcripts of the interviews twice to find recurring themes and categorize those teams into similar groupings. The study had three stages of coding: descriptive, topic, and analytic coding. The study used descriptive coding to gain an awareness of context (Richard & Morse, 2013). Next, the study utilized topic coding "to see 'what's here' and ‘what is going on’” (Richards & Morse, 2013, p. 157). Lastly, the study utilized analytic coding;

> to make, celebrate, illustrate, and develop categories theoretically…The purpose of analytic coding include the following: to alert you to new messages or themes; to allow you to explore and develop new categories or concepts; and to allow you to pursue comparisons. (Richard & Morse, 2013, p. 158)

The initial coding, *descriptive*, looked for reoccurring themes from the transcribed interviews such as repetitive words, synonyms, or themes and group them together. The second portion of coding, *topic*, was done using *a priori* method with candor, employee performance, employee retention, and decision-making. A *post a priori* analysis, *analytic* coding, was conducted to see if the research uncovered any other areas. The study classified themes that emerged as recurring and nonrecurring. Theme tends to “run right through data and is not necessarily confined to specific segments of text. Once a theme is identified, however, you are more likely to see segments of text that are pertinent to it” (Richards & Morse, 2013, p. 160). The study used the *HyperResearch* application to perform the coding and review the definitions of each code to ensure congruency. During the coding phase, the study reflected on the coding definitions to ensure that the coding was consistent with the initial framework. Any themes that were not in alignment with the initial framework are included in the presentation of the findings and may be proposed or add value for future research (see Appendix J). The researcher avoided any possible identifying or identifiable information of participants being included in the research findings. The researcher has minimal experience coding and used a peer reviewer (see Appendix K) and record data on the analysis form (see Appendix L). The third party has over 10 years of coding and textual analysis experience in the marketing and human resource development arena and will have completed Human Subjects Protection Training (see Appendix M). The third party acted as a peer reviewer to ensure the codes and coding were aligned with the code definition. The peer reviewer reviewed the coding to ensure the coding was in alignment with the defined code. If there were any differences, then the peer reviewer and the researcher reviewed, discussed, and agreed on the code definition or coding scheme. The purpose of the third party reviewer was to ensure reliability and consistency of coding (Richards & Morse, 2013).

Data Management and Confidentiality

The researcher maintained all recorded audio interviews until after the interviews had been transcribed and then the researcher deleted the audio files. The transcribed interviews will remain with the researcher for a period of 3 years in a safe within the researcher's home. After 3 years, the written transcripts will be incinerated.

The name and codes were destroyed after the transcription of the interviews in order to maintain confidentiality. The researcher maintained full confidentiality of all interviews and identity of participants. The researcher concealed the identities and privacy of the participants through a non-identifiable labeling of interviews. The study labeled each interview by the order of the interview (1, 2, 3, etc.). The label did not disclose any information that would be identifiable to the participants. The label was used to minimize the risk to the participants and their organizations.

The researcher ensured there was no breach of confidentiality in the handling of the data and will maintain the concealment of the participants' identities should the participant breach confidentiality on their own after the interviews. The study will not disclose any information from the participants' interviews unless there is a written consent from the participants otherwise the researcher will not confirm or deny that the participants were in the research study.

The Role of the Researcher

This study was focused on how cable television executives experience the phenomenon of candor. The role of the researcher was to interview and collect data from the interviews to understand common and uncommon themes from those experiences. As a validation check, a third party was utilized to ensure concurrence. The researcher discloses that the researcher is a cable television executive and has experienced the phenomenon of candor. The researcher has an interest in how other cable television executives experience candor. The researcher is aware of the potential bias and will try to remain neutral and objective to the interview responses and analysis of the data collected.

> In some forms of phenomenology, the research *brackets* himself or herself out of the study by discussing personal experiences with the phenomenon. This does not take the researcher completely out of the study, but it does serve to identify personal experiences with the phenomenon and to partly set them aside so that the researcher can focus on the experiences of the participants in the study. This is an ideal, but readers learn about the researcher's experiences, and can judge for themselves whether the researcher focused solely on the participants' experiences in the description without bringing himself or herself into the picture.
> (Creswell, 2013, pp. 78-79)

Summary

Chapter Three describes the methodology of how the research would conduct the phenomenological study. The researcher, through purposeful sampling, solicited 22 candidates to participate in the study with a proposed minimum of eight participants. An in-person interview was the instrument of choice to collect data for the study. Interview protocol and questions were developed by the researcher to provide the interview process with structure. The data gathered were transcribed by a third party in order for the researcher to perform coding and analysis of the data.

Chapter Four: Results

The researcher contacted 22 individuals, in the researcher's professional network, who met the criteria of being in the cable industry of 10 years or greater and in the position of Vice-President or higher. Out of the 22 individuals contacted, 14 agreed to participate and 8 had schedule conflicts due to the scheduled time frame of the interviews. Due to the geographically dispersed nature of the participants and in order to minimize travel expense, the researcher optimized by location to obtain the necessary minimum of 8 participants to conduct face-to-face interviews. The optimization yielded 10 participants in two locations. The researcher was able to interview 8 out of the 10 participants; the remaining 2 had conflicts the day of the face-to-face interviews and could not participate. The results will highlight commonalities on a per question basis for all 10 questions of the study.

Research Question 1

How do you define candor?

The executives used the following words to describe candor: authentic; neutrality of candor; creating environment for candor; decision-making; discretionary candor; honest; no self-interest; openness; transparency; truthful; and vulnerable. The frequency of the words used to describe candor can be seen in Figure 2**.**

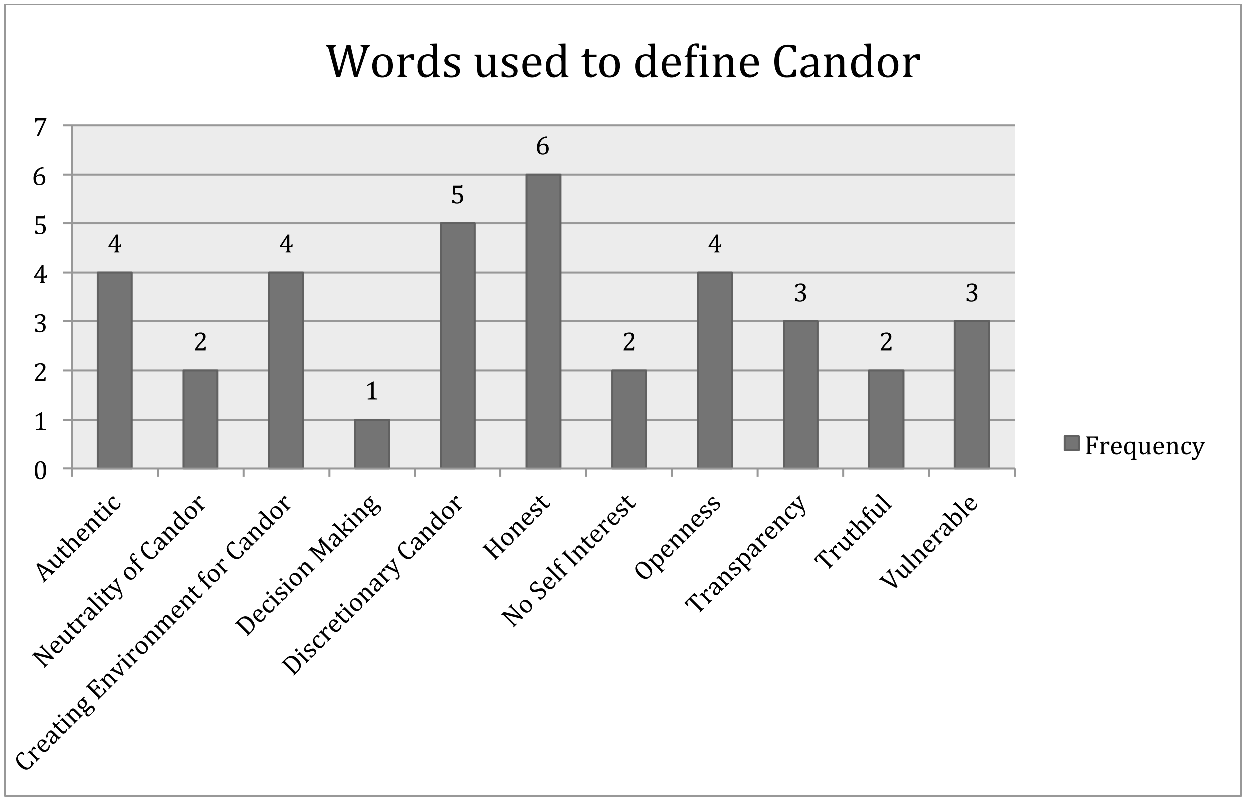

Figure 2. Words used to define candor.

A majority of the executives used honest as a way to describe their experience with candor and expect honesty when dealing in candid conversations.

> It's difficult but trying the best you can to set the politics aside, se the self-interests aside and focus on the honesty, on the facts relative to the goals of the company and less so much about the goals of the individual's organization.
>
> I just think it's being real, open, honest, and probably something that requires vulnerability but just being able to talk person to person without a lot of noise around it or false airs. That's what I see it as, we're just regular people when it's all said and done, so we don't need to go be more important than we are.

Discretionary candor is the second most used code to describe candor and has been further described as using selective disclosure of information depending on the individuals and timing of events.

> (information) how much I could disclose depending on levels of the organization on what I could disclose.

Research Question 2

What does candor mean to you in your relationships with others?

The executives' expressed that the environment (see Figure 3) in which information can be shared plays a major role in experiencing candor. The environment is the litmus test of the ability to be candid within the relationship. The environment that is conducive to open and honest dialogue, then the more candid the conversations and the reciprocal are; in the environments that are not conducive to open and honest dialogue, then the experience of candor is lessened. Some of the statements on fostering an environment for candor in the executives' relationship are:

> Staying grounded and making sure people know they have that voice and the ability to talk, that just keeps that open dialogue in place.
>
> I would try to approach it in more of a positive versus a negative way, more of what can we do to make sure we are aligned?

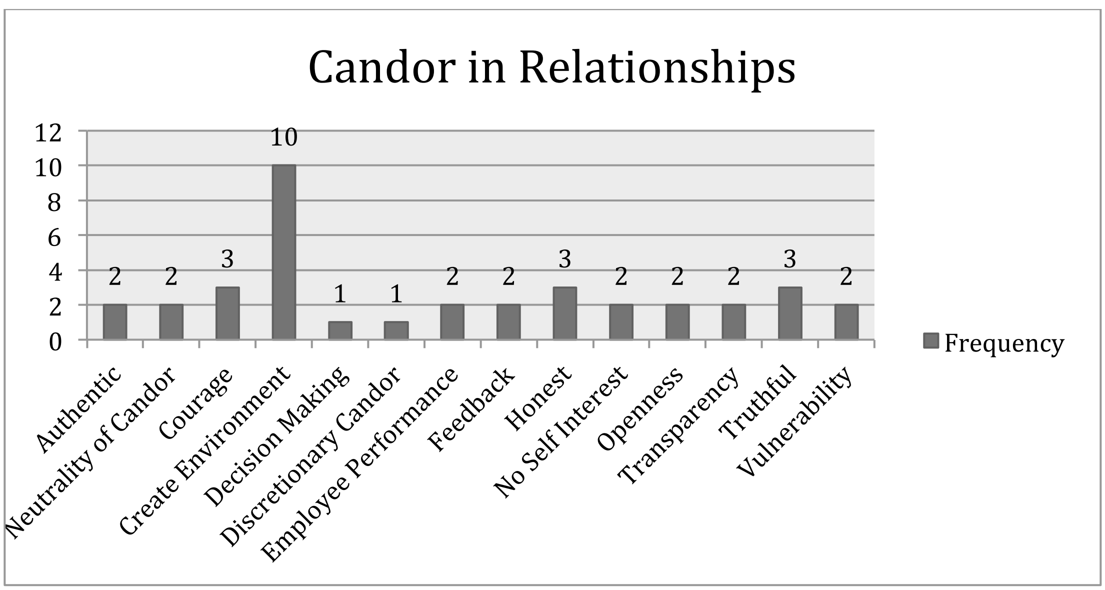

Figure 3. Candor in relationships.

Research Question 3

Is candor important? If so, why? If not, why not?

All the executives affirmed that candor is important in their relationships. The majority cite candor as an important aspect in helping the executive build relationships; improve performance; and make informed decisions (see Figure 4).

> Candor is important because it sets the stage for the right expectations on business relationships.
>
> It's been my experience that when people understand the situation, not an interpreted, not manufactured situation, or a critique, that it permits an ability to improve or to receive gratitude and appreciation.
>
> So if someone doesn't feel like they can have candor with me or they are not feeling like I'm really being honest and open with them, then were never going to build that relationship with trust and then that person is never going to want to do what they need to do to accomplish the goal in a very positive way.
>
> I think any team that has trust built amongst themselves and has candid conversations. So whenever an issue comes up, they can come together rapidly and they can discuss the issue, figure out what the problem is, figure out what the solution is and get to solving the problem. I think any organization that doesn't have that, there's going to be positioning and maneuvering before and all that's burning time and wasting energy and it's not accomplishing anything.
>
> I think it's critical inside the business to have candor in order to avoid all the wasted time, you have not just inefficiencies from a lack of candor but you actually get to bad results and conclusions if you don't have it.

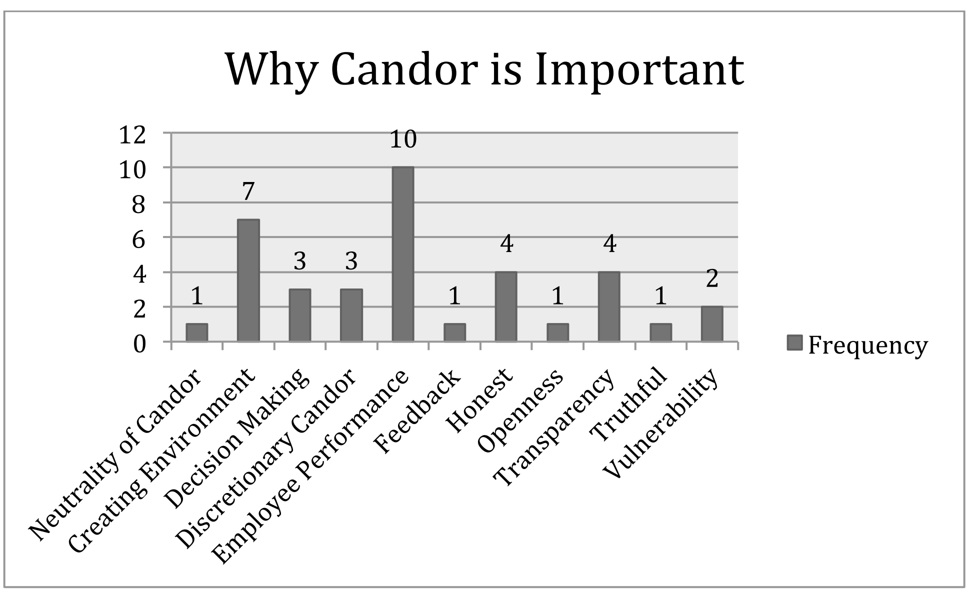

Figure 4. Why candor is important.

Research Question 4

Have you been in situations where you believe people were candid with you? If yes, in what ways did you know you experienced candor?

All executives interviewed have encountered situations in which people were candid with them. The way in which each executive experienced candor was different but three themes occurred with the most frequency. Candor was experienced in specific environments; when discussing performance; and feedback sessions. The specific environments that support candor involve the leader building the relationship over time with trust and having the ability to recognize when candor occurs. The ability to recognize and reciprocate trust builds the environment.

> It's certainly not a science on whether the person is really being candid but it comes over a period of time, like any relationship, it comes over a period of time where you build a certain level of trust and where people start telling me things that clearly are not self-serving.

> (Candor) that's something I encourage people to do because if you don't have the right information you cannot make the right business decisions. So that's something I have encouraged and I've told people early on when I was establishing a relationship with them, I preferred for them to be candid in any conversation and relationship regardless of what type of business relationship.

Executives experienced candor during informal or formal performance reviews and feedback sessions.

> And it was feedback that was improvement opportunity for me as a leader and because she worked for me and newer. She was pretty nervous about it. But she definitely came forward with some really good feedback, some honest feedback with some candor that I really appreciated.

> When it came from the person that I had the most respect for that was impactful because then I was like, Okay, I really need to come up with a plan.

> Interestingly enough the high points in my experience with candor generally all relate to critiques or input that was things I needed to improve.

Research Question 5

Could you describe a situation when you were candid with others and why you chose to be candid with these persons?

Most executives are candid and during performance evaluations; one of the times where the feedback occurs. The executives wanted the individuals receiving the feedback to grow professionally in their careers.

> Performance review where I don't think I would be doing somebody a service if I wasn't candid with them about what areas of improvement they need to make.
>
> These are things you need to work on in order for you to continue to contribute or grow as an individual or be part of a team that's successful.
>
> I'm very transparent, candid with them and they know where they are in the organization.

The executives go on to discuss setting up or creating the right environment to have candid conversations to better the individual as well as the organization.

> If you have a reputation or you build a practice of being truthful and having candor and the way you interact with groups of people then people will more often focus on the solution rather than, the process of validating information because that can be a very big distraction of energy.
>
> I just brought the team together was candid about the situation and asked them to be candid back to take off their personal chips off the table and look at it from a team perspective.
>
> You can have much larger support inside the business when you've been candid.

Research Question 6

Was there a time when you believed you experienced candor from your subordinates or other people? Do you think you influenced this? If yes, why? And if not, why not? What did you do in response?

All executives responded to the first part of the question unanimously that they have experienced candor from their subordinates. The data from the interview responses reflect that the executives significantly influenced candor from their subordinates by creating an environment where candor could be experienced (see Figure 5**).**

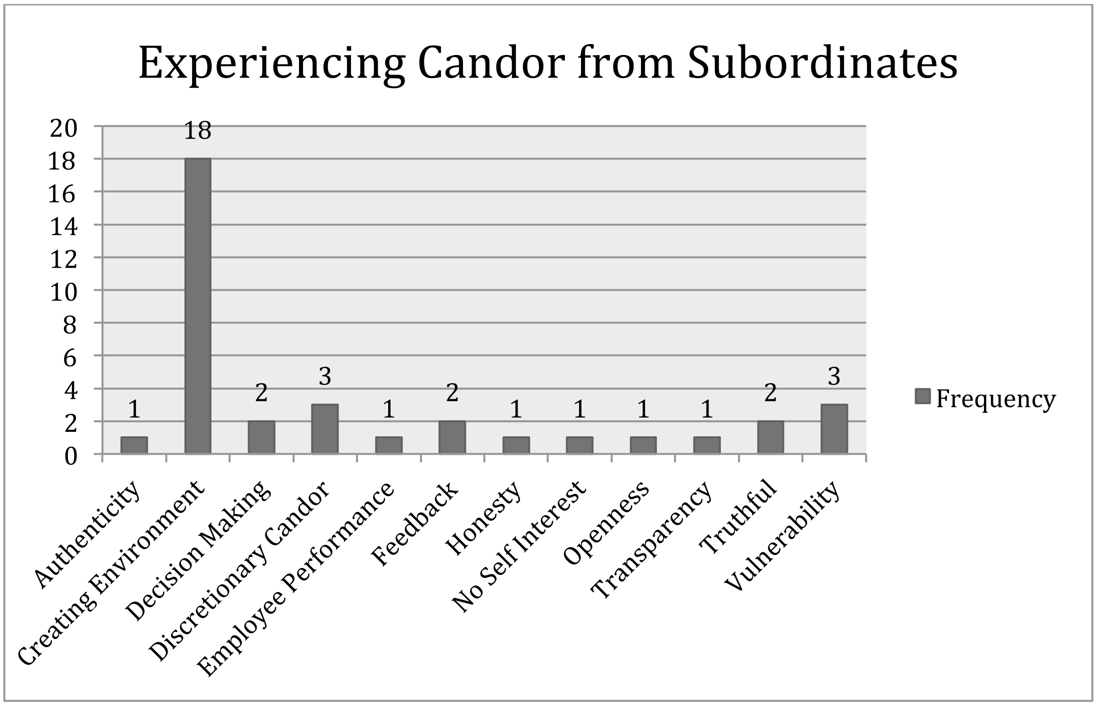

Figure 5. Experiencing candor from subordinates.

The executives discuss environments and how to setup the environment to foster candid dialogue.

> The way I think you influence it is just by your leadership style and making sure people know that you're not going to be overly judgmental.
>
> I would hope people would be candid in their way of communicating because that's the way they are but you have to set the environment for it and you set the stage for it.
>
> But it took me awhile to value what I call the emotional intelligence and make sure that you really try to understand the person's state of mind and where they're coming from and appreciate that. And I think that goes a long way to develop a relationship where people will open up and be candid because you're making it safe for them.

Research Question 7

Do you believe your subordinates are candid with you? If so, why were they candid with you? If not, why were they not candid with you?

All the executives believed their subordinates were candid with them because of environment the executives created that fostered candor. The environment involved the leader giving permission and empowering the individuals to share the information; the leader is not being critical of the information received and provides a safe haven to share this information; and leaders understand that they must build a relationship and trust to have an environment that has candor.

> I think yes and I would say it's the people I've worked with the longest that are the most candid and again because this is a learned behavior. Day one, people are not candid because they're not sure it's safe to be candid.
>
> I believe the majority of the time my teams have been very open and candid with me. Based on setting the stage for the right culture and environment, for that to be as open as candid. So my experience has always been nine out of ten times people are candid in whatever environment but really it comes from me. I have to encourage them and have to set the stage for that. I have to make sure that there is no negative consequence.
>
> I have arguments and debates with my subordinates all the time. There comes a point where they need to know it's time to stop arguing and that it's an open-door policy. We have a discussion about it, we can agree to disagree, and I think the fact that they know that they always get heard and in an objective way means that it encourages them to come back and do it again. Many times they win and they're absolutely right.

Research Question 8

How do you know that your subordinates do or not do to create candor?

Most executives responded that creating an environment to foster candor was an initial step within their organization. The cable executives had to set the right example within the organization to foster candor.

> You have to be kind of even in your reaction. You have to be professional. You have to be matter-of-fact. You have to suppress overreaction, sometimes you have to suppress emotions when there's some bad news because all of that creates the right environment to be a lot more open.

To monitor candor through the different levels of the organization, the executives have open door policies; perform skip level reviews; and meetings as indicators of candor.

> I generally get a sense though, if people that are not direct reports feel the need to come in my office. It's generally because there's a relationship that's broken underneath me because if you're a good leader and you're open and allow candor within your organization, usually those kind of problem go away.

> I go generally two levels down on staff meetings and it's turned out to be a pretty large group but it's one way for me to make sure that I've got a direct rapport with those individuals that they can see the type of leadership that I'm at least trying to exude and the type of culture and attitude that I want to create inside of our organization.

> I do an all-hands meeting with all the staff every quarter and we get up and take people through the state of the business.

> I think the assessment is done through being accessible, having ad hoc communication events and I don't mean in an organized way, I just mean by being accessible you have opportunities to get informal inputs and those informal inputs are typical in places where I would get those indicators.

Research Question 9

Do you use candor and if so, when do you use candor with others and why? If you do not use candor, why not?

All executives said that they used candor (see Figure 6) though, a majority preface that sharing and disclosing of information may be limited. The limitation comes in the forms of company sensitive or confidential information, which may not be disclosed or disclosed at a later time. When dealing with sensitive information, the executives will either inform the individual or team that the information is known but not yet authorize to be disclosed or the executive will disclose enough information for an individual or team to do their job without disclosing all the information. In the coding process, I decided to code the later as discretionary candor. I defined discretionary candor is when the executive has confidential information and uses his or her discretion on the how much or little information is shared with an individual or group.

> I share my feelings and thoughts about things without hesitation because I think it's best for everyone. There are instances in rare situations where you're not open and candid and not to embarrass people especially of things that could be personal in a business environment, you want to take that privately. There are situations where it could be some legal issues or issues related to policies and governance that you have to find the right situation not to share that. You know you have information that's not publically discloseable you cannot share with them that information, so you have to suppress that information for the right environment.

> It depends on the situation that you're in that governs whether it's relationship, business, compliance, or regulatory requirements. So you find yourself in a situation that you can only share information where at the right time, the right environment for it.

> I'm always pretty candid. I have to be careful because candid doesn't mean you don't say things that you shouldn't that are clearly confidential and would disrupt. But it does mean being really clear where you can and providing context. So, you know, there's a fine line between candor and stupidity, where I know some managers who just feel an absolute impulse that they have to tell it all.

> There's been something that's been divulged tome that I just can't talk about. And my boss has said you guys can know this but no one else can know. I will tell you but it will be a week or two before you can tell anybody else. And then I would give my team the information as much as I can give them and just let them know that I will tell them more in a few weeks. So that would be a choice. There are just certain things that I just can't divulge.

> I tell them honestly that I just can't share the information. I know the information and at the time when it presents itself I can tell you then. As much as I can be, I'm candid with them and I think that gets people to go in the same direction and then help each other within the team. But it just depends on the situation and depends on what I can disclose. If I can disclose it most likely I'm going to.

> It's tricky when you introduce judgment into it as opposed to just an honest answer. And what good are you going to do with providing that candor. And in that case the damage is overwhelming larger than I think it also depends on the relationship.

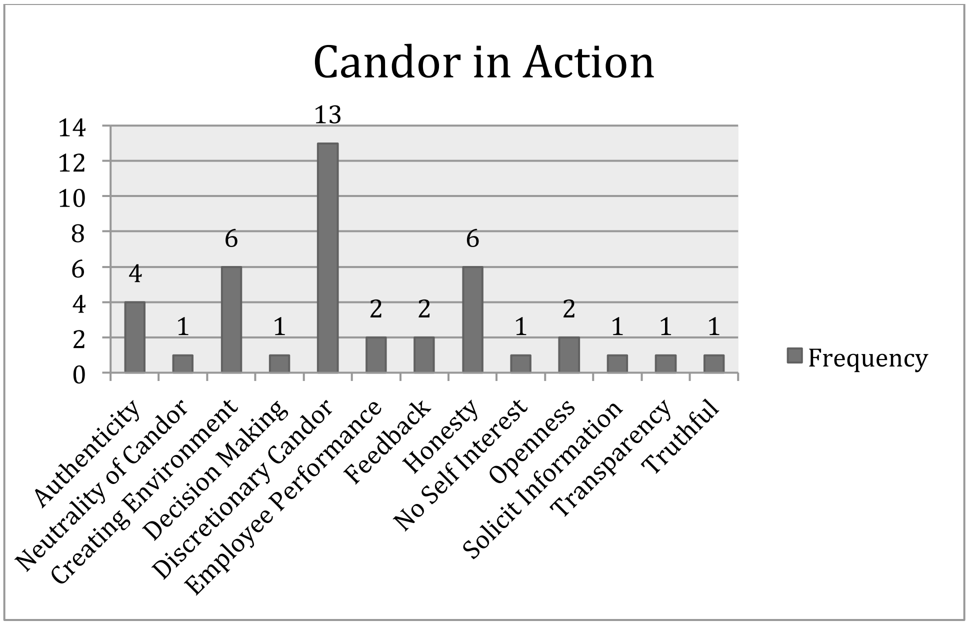

Figure 6. Candor in action.

Research Question 10

Is there anything else about candor that I may have missed or have not asked?

The cable executives shared additional thoughts on candor. The top three areas were creating an environment, discretionary candor, and being truthful (see Figure 7).

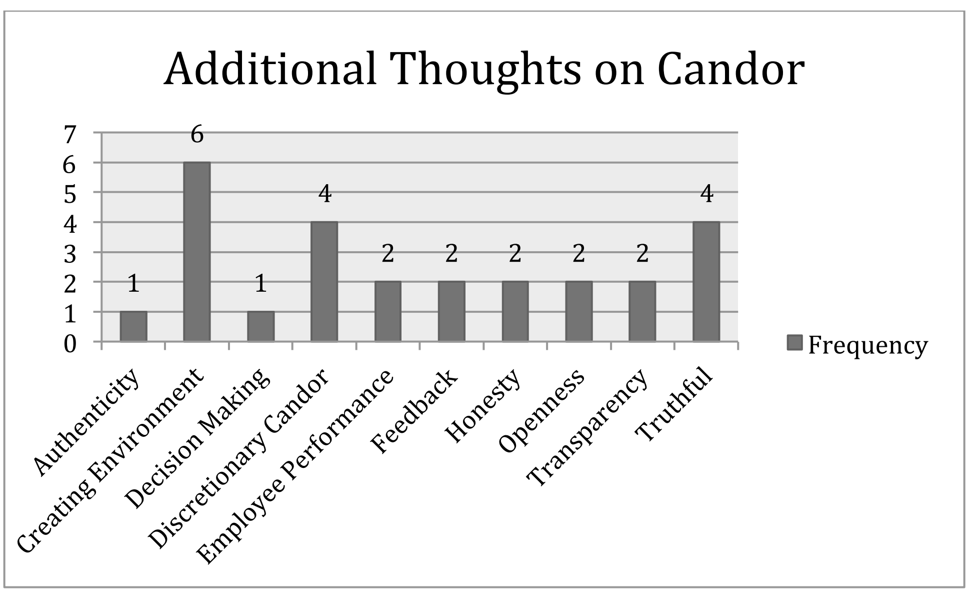

Figure 7. Additional thoughts on candor.

In creating an environment, the executives elaborated on building relationships to create the environment. Creation of the environment entails building trust that opens up the opportunity for candor.

> I believe that to foster candor in any environment whether it's business or personal, you have to build the right relationship with people. You have to build a trusting relationship and an environment that they can be like that. And if you don't, I don't think you can be successful in drawing people out, to be open about it.
>
> If that relationship is not there with the people I think it becomes a lot harder for encouraging that transparency and an open environment. So I truly believe in spending a lot of time and effort in cultivating those personal relationships, and being human more than anything else than just a leader and a boss or taskmaster. I think if you don't build those relationships and create the environment then you end up in a situation where people try to hide behind walls.

In discretionary candor, the cable executives express the need to be selective with information and the delivery of the message with careful thought in order to achieve the desired result or change without offending an individual or group.

> Candor is a nuisance, in a way, right? It's almost an art form in and of itself because of how you say things. You can say the truth in a variety of ways and you can say it in a way that engages a person or you can say it in a way that alienates a person. And so someone can use the, "look, in all candor, I'm just telling you the truth but what I told you was really painful." So, there's other elements to it to consider then on how you use it. It's a style and skill. And I don't think that people focus on it as a skill when it's all said and done.
>
> I think that it all comes down to the judgment of what's the best outcome either for the company or the person without putting yourself in a position where you've compromised your integrity. So more people's ability to think of you as an honest person and that, they can trust you in the future. And maybe that's the best way – maybe that's the best litmus test is you know in 20/20 hindsight, "Is this person going to still think that I was a candid person and that I'm an honest person?" And if the answer is no then I think that forces you to reevaluate what you're about to say or not say.

The cable executives advised that being truthful, trustworthy, and having trust are characteristics that enable an individual to experience candor.

> I think this relationship between candor and trust is really important to understand and call it candor and what does that mean and to me, it's almost like the verbal manifestation of trust. If you develop a certain rapport, a certain trust level with someone, it kind of enables candor. It's really tough to be candid without having the trust element in place.

> I think it's fundamental. I think it's based on building trust and trust leads to so many other things. It allows those candid conversations to occur which allows an organization to be more efficient. It creates a culture that people want to be a part of and it just makes things better and easier. You put all the minutia to the side and focus on the real problems and you get them solved a lot faster.

Summary

The interviews yielded insight into how cable executives are able to experience candor amongst their teams. There were themes that occurred throughout the interviews such as the cable executives have an expectation of candor from their team and the people with whom they interact. The cable executives work on relationships and create an environment that opens up the opportunity to experience the phenomenon of candor. The cable executives do advise using discretion and formal authorization when it comes to the disclosure of confidential information when sharing information. Cable executives do agree that candor is important in the relationships they have and contribute positively to the team and organization regardless if the information is positive or negative as long as the information is fact based.

Chapter Five: Interpretations, Conclusions, and Recommendations

Interpretations

The analysis in this research study is the culmination of the interviews with eight cable television executives about their lived experiences relating to the phenomenon of candor. The conceptual framework and theoretical underpinnings review the foundation of the research as a phenomenological study of cable executives and how they experience candor. The research utilizes the framework discussed in Chapter 3 and review in two sections: descriptive themes that occurred and analytic results of candor on employee performance, employee retention, and decision-making. The second portion of the interpretations reviews the research approach and the significance of the study. The research approach and study significance reviews when data saturation occurred in the study and discusses the insight gained from cable television executives as it relates to experiencing the phenomenon of candor.

Conceptual Framework and Theoretical Underpinnings

In the results, the researcher reviewed the descriptive results and analysis of the interviews; provided a topical review of candor on employee performance, employee retention, and decision-making; and an analytical analysis of any underlying themes that emerge through the interviews.

Descriptive Results and Analysis.

The descriptive approach involves identifying common themes that reoccurred throughout the interviews. To identify common themes, codes were developed to identify themes, words, or thoughts and the codes were used to classify those thoughts from the interviews. The codes that were identified and used to code the interviews are:

Authenticity. Authenticity is when an individual is being truthful and is not deviating from his or her modus operandi.

Neutrality of candor. The information presented is factual and those facts maybe for or counter to an individual's case but the individual willfully discloses the facts which can impact their case.

Courage. Courage describes a situation where an individual speaks up despite the risk or repercussions to the individual.

Creating environment. Creating environment describes the situation where a leader is creating an opportunity for candor within their team and the people he or she interacts with to exchange information without the fear of the leader negatively reacting.

Decision-making. Decision-making is when candor or the information shared through candid conversations contributes to the decision-making process.

Discretionary candor. Discretionary candor is when the executive has confidential information and uses their discretion on the how much or little information is shared with an individual or group.

Employee performance. Employee performance in the coding process is identified in instances where there is positive or negative performance due to candor or the lack of candor within the organization.

Employee retention. Employee retention in the coding process is identified in instances where candor or the lack thereof contributes to the employee staying or leaving the organization.

Feedback. Feedback is when there is an exchange of information designated from the person giving the information to help improve either the individual or the project the other individual is working on.

Honesty. Honesty is when the interviewee states or uses honesty in the context of describing situations that lead to candor.

Information creates candor. Information creates candor is when a person shares information with another individual and garners trust and creates candor.

No self-interest. No self-interest is when an individual gives candid information that is not self-serving and for personal gain but for the betterment of the organization.

Openness. Openness describes when the interviewee states or uses openness to describe situations that involve candor.

Solicit information. Solicit information is when an individual is ask to be candid when providing information or response to an inquiry.

Transparency. Transparency is when the interviewee states or uses transparency to situations that involve candor.

Truthful. Truthful is when an individual is sharing factual information or providing his or her personal opinion and prefacing that it is his or her opinion.

Vulnerability. Vulnerability is when an individual provides or shares information that shows or displays a moment of weakness.

The overall coding of all the interviews and the number of instance that they appear in the interview can be seen in Figure 8.

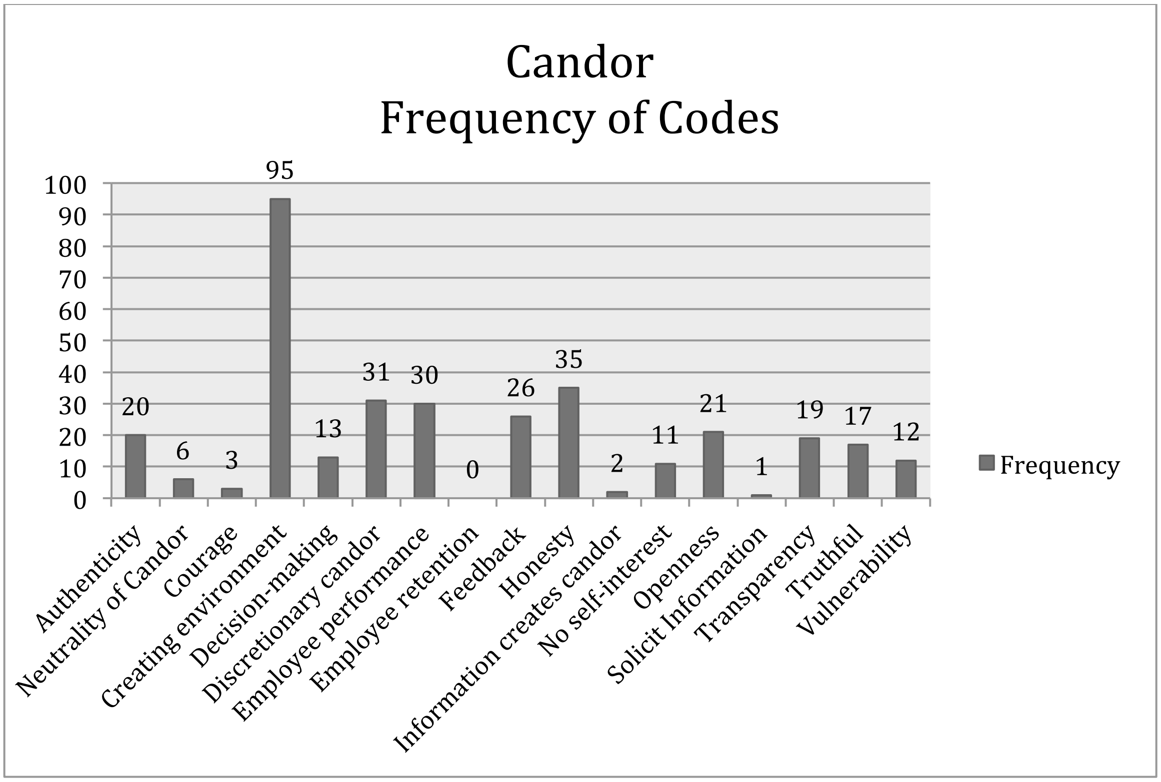

Figure 8. Candor: frequency of codes.

What stands out from the overall analysis of the interviews is that cable executives work on creating an environment in which there is an opportunity to experience the phenomenon of candor. Creating the right environment for candor was the dominant theme from the descriptive coding.

> I think just because I've been candid with them and established that trust. They definitely feel like they can come in here and say, "hey, I need some advice or just need to talk through something?"
>
> If you create an environment where you're reasonably candid and you don't kill the messenger. It provides an environment where people can give you really valuable feedback when you maybe vectoring off course and the biggest advantages you have in a team are various viewpoints.

Cashman (2008) in the *Leadership from the Inside-Out* discuss the ability of leaders to establish the right environment, "practice sharing your genuine thoughts, feelings, joys, successes, concerns, and fears with people. Let your openness be the catalyst to open up the culture around you" (p. 43).

In addition other themes emerged from the analysis, cable executives have an expectation of honesty from the individuals they interact with;

> I'm sensing something isn't going quite right but I can't put my finger on it. Can you tell me about what's going on? And so my candor to them is I'm sensing something is wrong but I don't know what. And then I wan them to respond and be honest with me about what's happening so that I can get to the root issue.

candor does contribute to the employee's overall performance;

> The ability to be productive and get things done and to avoid situations that can get overly escalated because if you have candor you have the ability to work through real issues and everybody understands the issues and get to a solution.

the cable executives use discretionary candor when dealing with confidential information;

> Sometimes candor is also about certain things that sometimes executives know before the rest of the employee base knows. And sometimes you can give that information to the employees and sometimes you can't. So, knowing when it is the right time to provide the information to the appropriate employees and when it's not the right time based on corporate guidelines and my boss basically saying here's some information but you really can't share this yet. Being very careful not to violate those corporate directions but still provide enough information to the team so that they feel like they are at least in the loop.

and feedback is used as a mechanism to have candid conversations to drive positive employee or organizational performance.

> So, if I'm dealing with the conflict with others and I need to have some candor when I'm exploring that conflict. I definitely don't want to let it fester. I want to just say hey, can I sit down with you for a few minutes? There's something that we need to talk about. It's causing some difficulties with the team or we want to make sure we are in alignment. Let's talk about how we can stay better aligned.

The descriptive analysis codes were developed and used to group common themes that occurred throughout the interviews to find how cable executives experience candor. Common themes started to emerge from the analysis and found that cable executives were able to experience the phenomenon of candor by building an environment that supports candor and cable executives had the expectation of open and honest dialogue from their teams. The cable executives used candor to provide feedback. The feedback could be with the goal of increasing employee performance. The cable executive would deliver feedback in an environment where the feedback would be received in a positive manner. The cable executive used discretion when dealing with confidential information that may or may not be released for public knowledge and may be time based. The common themes from the analysis provided insight into how candor is experienced by the cable executive; discovering that the environment contributes to experiencing candor; how candor is used to provide feedback and employee performance; and how cable executives deal with confidential information.

Employee performance, employee retention, and decision-making. A priori review (see Figure 9) of the interviews in relation to candor and its impact on employee performance, employee retention, and decision-making revealed that experiencing the phenomenon of candor in an organization contributes to the employee performance.

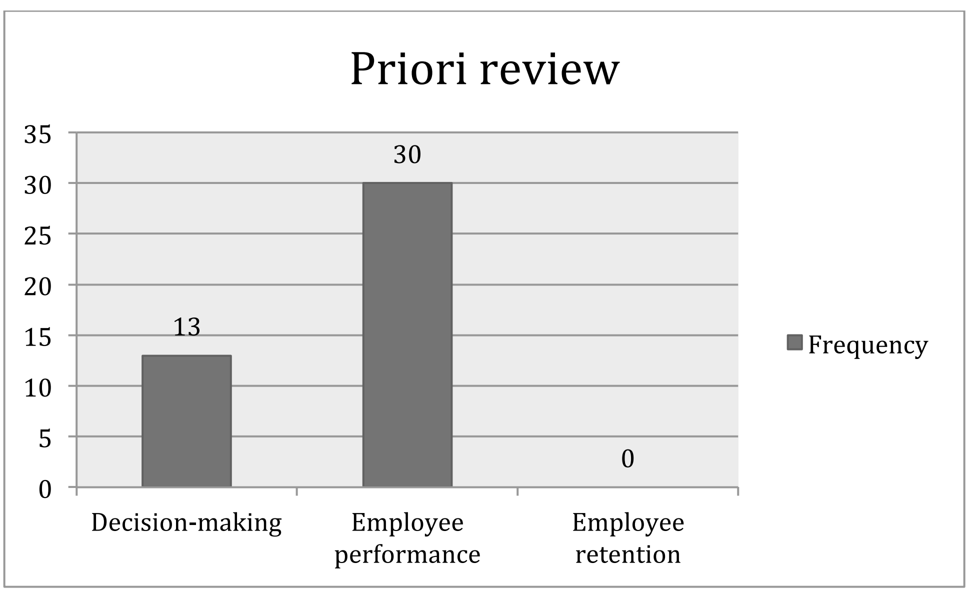

Figure 9. A Priori review.

When candor is present within the organization, employees are more productive and focus on solving the problem the team or organization is facing.

> The ability to be productive and get things done and to avoid situations that can get overly escalated because if you have candor, you have the ability to work through real issues and everybody understanding the issues and get to a solution.

> If someone doesn't feel like they can have candor with me or they are not feeling like I'm really being honest and open with them, then we're never going to build that relationship with trust and then that person is never going to want to do what they need to do to accomplish the goal.

Multiple cable executives expressed that having candor within the organization helps in making decisions. The transparency provides for factual information to help formulate the best decision possible with the known information.

> I really believe that one person doesn't know it all. And there's a variety of ways you can operate and lead but without candor, it's difficult to have the broader organization participate in any type of decision-making.

Establishing an environment to foster candor, leaders can obtain information through active listening. Cashman (2008) states that active listening "creates the platform for true synergy and team effectiveness. Being open to valuing and attending to different perspectives from diverse sources results in a more complete understanding of issues and more authentic solutions" (p. 114).

In the interviews, there was no mention of employee retention and how candor contributes to employee retention. This is because the research did not have any questions that may lead or bias the cable executive in detailing their experiences with the phenomenon of candor with no specific or directed questions around employee performance, employee retention, and decision-making.

Analytical Analysis

The research reviewed the interviews for any underlying theme or themes contributing to the cable executives' experience of candor. Three themes that contribute to the cable executives' experience with the phenomenon of candor are the creation or building of the environment to foster candor, the cable executives' utilizing discretionary candor, and cable executives defining candor as neither good nor bad information but factual information without self-interest.

The cable executives' were able to build environments to experience candor by working on relationships, building trust, and leading by example. By working on the relationships, building trust, and leading by example, the cable executives' are able to provide an environment where individuals and groups can share factual information to solve problems and without fear of repercussions of disclosing the facts. The environment that supports candor moves the organization quicker in solving the problems facing the organization.

> I would like them to treat me the way. I would treat them or them the way I want them to treat me.
>
> If I'm talking through a tough situation with someone who reports to me and there's candor on both sides. To me, I need to be open to candor from the other side, too. So if I'm listening to someone and I'm providing my viewpoint. I want to make sure that they are able to provide their viewpoint back. And the reason why candor would be important is because it establishes trust.

Cashman (2008) discuss how a CEO by modeling the desired environment contributes to the overall effectiveness of the organization,

> the CEO embodied new behaviors and walked the talk of the new values and purpose ex-pressed by the team. After nine months, our measures of trust increased by 60 percent, and over 12 months by 76 percent. Dealing with conflict constructively improved by 43 percent. (p. 109)

A theme among the cable executives that consistently appeared is the need for discretion when handling confidential information and the timing of disclosure of that information. Cable executives use a level of discretion that is dependent on the level of trust and relationship between the individual and the cable executive. Discretionary candor may have limited information or full information but varies based upon the audience and the relationship with the cable executive. There is some information that cannot be disclosed and the cable executives are quick to be candid that they cannot disclose the information when asked.

> How I approach them. What's my tone? What's my body motion look like relative to if I'm angry, happy, or does it change at all? Am I neutral? I would think it would have to be what I can and cannot say to them and what I can disclose and how I say it to them.

> There are those situational ethics problems that would be where I'd say that it's interesting to be concerned or consider candor, when to use it and when not to.

When discussing candor, the cable executives expressed that candor is neither positive nor negative but factual in nature. The cable executives describes the experience of the phenomenon of candor because the cable executives could identify that there was no self-serving purpose or self-interest involved in the disclosure of the information. The cable executives went on to say that sometimes the information is negative or detrimental to the person disclosing the information.

> The ability or courage to be as truthful as possible regardless of the outcome.

> Having the ability to share whatever type of information without any hesitations or consequences.

The themes that emerged through the interview process provided insight into how the phenomenon of candor can be experienced and the ability to recognize when candor is occurring. Having established the environment to enable candor, the cable executives can solicit information and have the ability to recognize if the individual or group is being candid with them by reviewing the facts that the individuals or groups are disclosing. When it comes to candor and confidential information, the cable executives implores personal discretion when disclosing information. The disclosure or non-disclosure of information contributes to the environment and builds the relationship further between the cable executives and their teams.

Research Approach and Study Significance

The research utilized a phenomenological research approach. The research wanted to capture the essence and phenomenon of candor. Specifically, how cable executives were able to experience candor among the teams they led. There were 10 questions designed to solicit information from the cable executives to understand how they experience the phenomenon of candor. Eight executives agreed to participate, the data saturation started to occur around the fifth interview. Reoccurring themes started to emerge from the interview such as environments that create the opportunity for candor; leaders desire the individuals they interact with to be candid; and the leader utilized discretionary candor depending on the situation.

The significance of the study is to assist new and current managers in leadership position gain a better understanding on how to experience candor within their teams. The research is to assist those new or current leaders in maximizing the potential within their teams when problem solving and decision-making within the team. From the research, new or current managers can utilize the approaches to create candor among their team and the people they interact with. A significant finding is creating the environment to experience candor. In order to establish the environment, the research suggests leaders should build relationships and trust. The environment will open up the opportunity for candid dialogue. The leader can use the information learned from the candid dialogue can help improve employee performance and decision-making.

Conclusions

The purpose of the research was to answer the central question of, what is the lived experience of cable television executives surrounding the phenomenon of candor?

Cable executives do experience the phenomenon of candor with their teams and the individuals with whom they interact. The cable executives were able to experience candor by building the environment that opens up the opportunity for candor. From the interviews, there are fundamental prerequisites of candor in order to build the environment. The leader cannot control if an individual will be candid or when candor will appear but what the leader can control is the relationship building and modeling the behavior and environment he or she desires to enable candor. When candor is experienced, the cable executive will use that information to improve employee performance and decision-making.

In order for the cable executive to experience the phenomenon of candor, the cable executive creates the environment by building the relationship with the individuals or groups that eventually will participate in candid discussions.

> I believe that to foster candor in any environment, whether it's business or personal. You have to build the right relationship with people. You have to build a trusting relationship and an environment that they can be like that.

The cable executives start with open and honest dialogue and indirectly through common metrics and measurements to initiate the discussion.

> As a leader, you have to be very informed about your business. You have to study about what's happening throughout all areas including human behavior. So in addition to having the right data and the right information about what's going on in your business. Because data tells you a lot regardless of what the people say and then that challenges people to be open.

The cable executive creates the environment for candor by modeling the desired behavior. The behaviors are being non-judgmental when receiving information; being vulnerable; and being open for feedback. When opposing behaviors happen such as been judgmental when receiving information, the cable executives have seen the environment for candor dissipate and decrease in the opportunity to experience candor.

> I've seen managers who can fly off the handle and react negatively every time they hear bad news. And when they do that they actually suppress candor. They suppress people being open and honest. You have to be kind of even in your reaction, you have to be professional. You have to be matter-of-fact. You have to suppress overreaction. Sometimes, you have to suppress emotions when there's some bad news because all of that creates the right environment to be a lot more open.

> I just think it's being real and open and honest and probably something that requires vulnerability. We're just regular people when it's all said and done. So we don't need to go be more important than we are.

The cable executive does employ discretion when dealing with confidential or sensitive information. Discretionary candor contributes to the relationship building because by not disclosing sensitive information the leader gains the trust of the source of the confidential information and when a leader discloses that the information is not ready to be released for public knowledge, this candid disclosure builds a level of respect and candor into the environment the leader is trying to achieve with the individuals that they are managing or leading.

The cable executives are able to experience candor when the cable executives are able to create the environment to foster candor. The right behaviors that contribute to the environment are building trusting relationships, modeling the desired behavior, and use discretion when handling confidential information. By providing the environment for candor, the cable executives can have the opportunity to experience candor from their team and the individuals they interact with. As Powell, Welch, Harvey, and the cable executives interviewed, they want to have candid conversations to improve the organization as a whole through better execution and decision-making.

The research was limited to organizations in the United States and the conclusions here may or may not apply to other countries due to varying factors such as cultures. Hofstede, Hofstede, and Minkov discusses this in the book, "*Cultures and Organization: Software of the Mind.*" Hofstede, Hofstede, and Minkov discuss the Power Distance Index (PDI) that may increase or decrease the likelihood of individuals speaking truth to those in power. "Power distance can therefore be defined as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally" (Hofstede, Hofstede, & Minkov, 2010, p. 59). Hofstede, Hofstede, and Minkov adds to the definition of PDI,

> PDI scores inform us about dependence relationships in a country. In small-power-distance countries, there is limited dependence of subordinates on bosses, and there is a preference for consultation (that is, interdependence among boss and subordinate). The emotional distance between them is relatively small: subordinates will rather easily approach and contradict their bosses. In large-power-distance countries, there is considerable dependence of subordinates on bosses. (2010, p. 60)

Comparatively, the United States PDI is 41 and the Philippines PDI is 94, the PDI of 76 other countries are listed in Appendix O: Power Distance Index (PDI) Values for 76 Countries and Regions Based on Three Items in the IBM Database Plus Extensions (Hofstede, Hofstede, & Minkov, 2010, p. 57).

Recommendations for Practice

The recommendations for practice for the new or current leader that wants to have an environment that fosters candor it that he or she must model the environment of open and honest dialogue; be non-judgmental of the information received; and use discretion when dealing with confidential information. Leading by example by showing vulnerability and examples of personal failure to foster team members taking calculated risk for growth; soliciting and listening before making a decision; and constructive feedback to promote an environment of candor. Discretionary candor is subjective. A person needs to judge whether the information is free to disclose and can the recipients be responsible enough to keep the information private until it is deemed ready for general public consumption.

Recommendations for Further Research

The research into how cable executives experience the phenomenon of candor uncovered several areas and opportunities for research and warrant further discussion. The questions are:

1. How can leaders create the environment and atmosphere that foster candor? Specifically, how quickly can a leader create the environment to foster candor and the willingness of the individuals to start contributing candor to the environment? The goal would be the speed in which the organization or teams can make quicker and better decision utilizing candor when a new leader is introduced to the organization or team.
2. Is there a difference in how male and female leaders create an environment for candor? This is to see if there is any difference and successful techniques or difference between the genders that enable the environment for candor or the techniques utilized to create the environment universal and there is no gender difference.

3. What are the human characteristics of leaders that accelerate the atmosphere and environment to foster candor? This is to examine what characteristics of a leader accelerate the atmosphere and environment in order to foster candor.
4. What are the human characteristics, emotional or mental state that followers and team members need to have to accept and contribute to a candid environment? This is to review the human characteristics, emotional or mental state of subordinate or follower and what mental or emotional state does the follower have to be in order to be receptive and contribute to an environment that has candor.
5. How does candor contribute to employee retention? The discussion would be about employee engagement and can an environment that has candor contribute to employee retention, specifically the retention of high potential employees.
6. How is candor achieved in organizations outside of the United States that may be influence by culture? This is to explore if cultures with high PDI and low PDI differ if any when experiencing the phenomenon of candor.

Summary

The lived experiences of these cable executives show that the phenomenon of candor is experienced in the relationships they have with their subordinates and the people with whom they interact. A critical component of experiencing candor from the research is the creation of the environment for candor to be experienced. To establish the environment, the cable executives build relationships, lead by example, and use discretion when dealing with candor and candid information. By establishing the environment, the cable executives agree that the transparency of information helps them in decision-making and increased employee performance.

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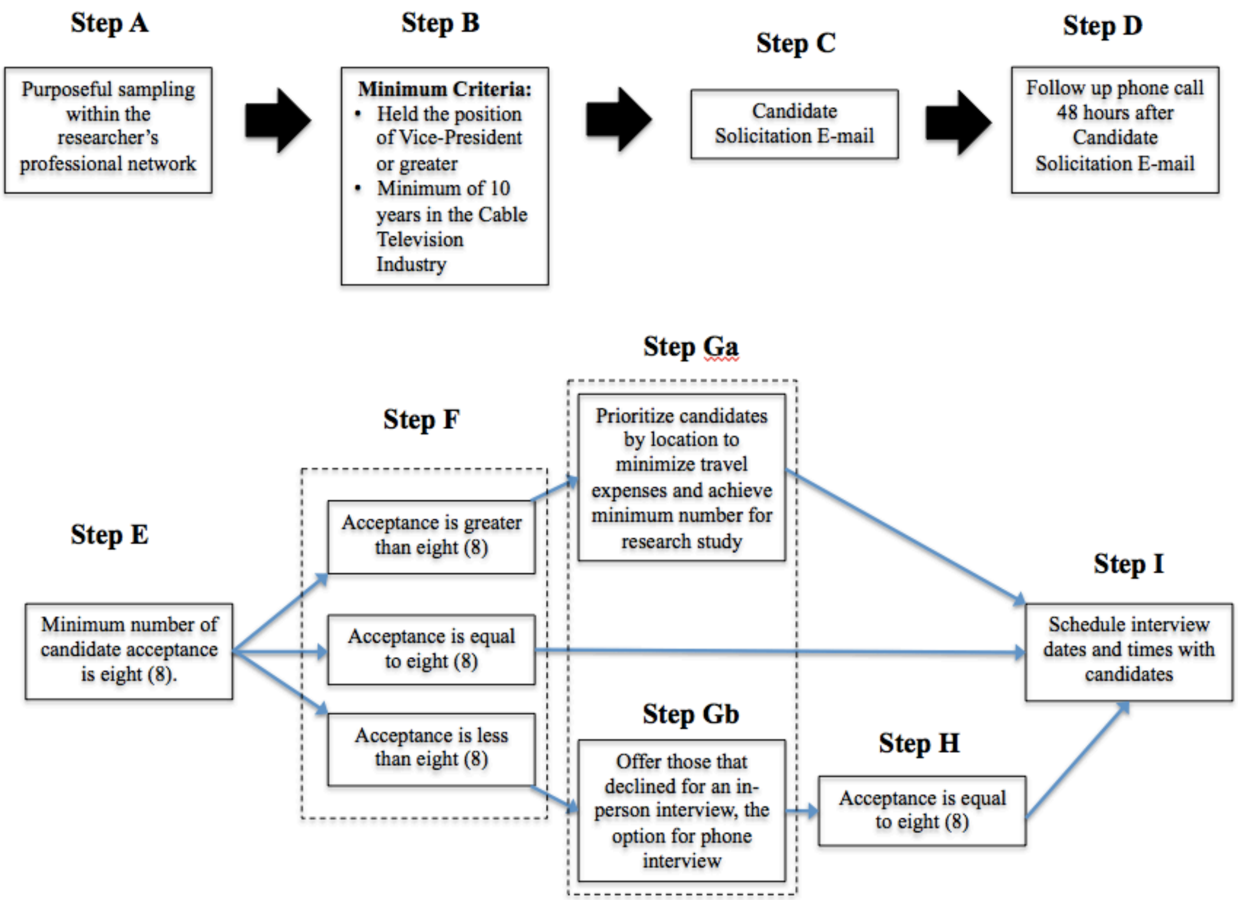
Appendix A

Flowchart of Candidate Selection Process



Appendix B

Candidate Solicitation E-mail

Date

Name
Address

Dear Mr./Mrs. __________________,

I am currently working on my dissertation titled, *A Phenomenological Study Focused on the Lived Experiences of Cable Television Executives Surrounding the Phenomenon of Candor with Their Teams*. I would like to invite you to participate in a study on how Cable Television Executives create, foster, and experience candor with their teams. I value our previous work relationship and value your thoughts on the subject of candor.

Why?

Your insight on candor will help future Cable Television Executives and other industry leaders gain insight on how to experience candor in the relationships they have in the workplace.

How?

By answering ten interview questions on candor. The interview will either be an in-person interview (1st preference) or by telephone call (2nd preference). The interview will be recorded and transcribed in order to perform an analysis for the study.

What?

If you are willing to participate, then please provide dates that would work for a approximate 60 minute interview on either June 25th or 26th. This will be an audio-recorded in-person interview.

Thank you for your time and consideration. I look forward towards working with you again.

Sincerely,

Pao Lo
(xxx) xxx-xxxx
xxx@pepperdine.edu

Appendix C

Protecting Human Research Participants Certificate of Completion

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Pao Lo** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 01/14/2015

Certification Number: 1649712

Appendix D

Informed Consent for Participation in Research Activities

Principal Investigator: Pao Lo

Title of Project: A Phenomenological Study Focused on the Lived Experiences of Cable Television Executives Surrounding the Phenomenon of Candor with Their Teams

1. I agree to participate in the research study being conducted by **Mr. Pao Lo** under the direction of **Dr. Andrew Harvey**.

2. The overall purpose of this research is to understand how Cable Television Executives create, foster, and experience candor with their teams.

3. My participation will involve the following:

   I, the participant, will be interviewed by the Principal Investigator. I will answer ten interview questions on candor. The interview will be an in-person interview as the 1st and primary option. Should the minimum requirement of eight (8) participants not be met, then the option of a telephone interview will be offered in hopes to meet the minimum required participants.

4. My participation in the study will last approximately one (1) hour. The study shall be conducted in a location designed by me, the participant.

5. I understand that the possible benefits to myself or society from this research is an insight on candor that will help future Cable Television Executives and other industry leaders gain insight on how to experience candor in the relationships they have in the workplace.

6. I understand that there are certain risks and discomforts that might be associated with this research. These risks include potential discomforts with this study should be no more than what is experienced in the normal course of business.

7. I understand that my estimated expected recovery time after the experiment will be approximately thirty (30) minutes.

8. I understand that I may choose not to participate in this research.

9. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

10. I understand that the investigator(s) will take all reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this project. The confidentiality of my records will be maintained in accordance with applicable state and federal laws.

11. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact **(*insert name and contact information include e-mail address for faculty supervisor or other collaborator)*** if I have other questions or concerns about this research. If you have questions about your rights as a research participant, contact Dr. Thema Bryant-Davis, Chairperson of the Graduate & Professional School Institutional Review Board at Pepperdine University, via e-mail at gpsirb@pepperdine.edu or at xxx-xxx-xxxx.

12. I will be informed of any significant new findings developed during the course of my participation in this research which may have a bearing on my willingness to continue in the study.

13. I understand that in the event of physical injury resulting from the research procedures in which I am to participate, no form of compensation is available. Medical treatment may be provided at my own expense or at the expense of my health care insurer which may or may not provide coverage. If I have questions, I should contact my insurer.

14. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

15. I understand that the interview will be audio recorded and later transcribed. After transcription, the audio recording will be destroyed.

Appendix E

Interview Questions

Initial Interview Questions:

1. How long have you been in your current role?
2. How long have you been with the organization?

Interview Questions:

11. How do you define candor?
12. What does candor mean to you in your relationships with others?
13. Is candor important? If so, why? If not, why?
14. Have you been in situations where you believe people were candid with you? If yes, in what ways did you know you experienced candor?
15. Could you describe a situation when you were candid with others and why you chose to be candid with this person?
16. Was there a time when you believed you experienced candor from your subordinates or other people? Do you think you influenced this? If yes, why? And if not, why? What did you do in response?
17. Do you believe your subordinates are candid with you? If so, why were they candid with you? If not, why were they not candid with you?
18. How do you know that your subordinates do or not do to create candor?
19. Do you use candor and if so when do you use candor with others and why? If you do not use candor, why not?
20. Is there anything else about candor that I may have missed or have not asked?

Appendix F

Interview Question Solicitation E-mail

Date

Name
Address

Dear ______________:

I am a doctoral student of Organization Leadership at Pepperdine's Graduate School of Education and Psychology. I am conducting research titled *A Phenomenological Study Focused on the Lived Experiences of Cable Television Executives Surrounding the Phenomenon of Candor with Their Teams.*

The central question for this study is: What is the lived experience of cable television executives surrounding the phenomenon of candor?

Due to your knowledge and expertise, I am requesting your participation in evaluating the proposed interview questions as they relate to the central question listed above. Through the interview questions, I seek to capture the participant's lived experience and collect the data for the study. Your feedback will ensure the quality and validity of the interview questions and thus contribute to the overall quality of my research. Please note that your cooperation and participation are strictly voluntary and you may elect to withdraw at your discretion.

Your time and participation are greatly appreciated.

Sincerely,

Pao Lo
(xxx)xxx-xxxx
xxx@pepperdine.edu

Appendix G

Panel of Experts Interview Question Review Feedback Form

The researcher has listed five interview questions related to the central question. Please review the list below and provide your feedback. Each question will have three options: relevant, not relevant, and modify. Please read the question and mark the best option you see fit. If modification is needed, then please add your recommendation in the space provided below. Again, thank you for your time and participation.

Central Question

Research Question: What is the lived experience of cable television executives surrounding the phenomenon of candor?

Interview Questions

IQ1: What does candor mean to you? ☐ Relevant ☐ Not Relevant ☐ Modify

IQ2: How have you experienced candor? If yes, how did you know you experienced candor?
☐ Relevant ☐ Not Relevant ☐ Modify

IQ3: What do you do to experience candor from your subordinates? What do you do or not do?
☐ Relevant ☐ Not Relevant ☐ Modify

IQ4: Is candor important and why? ☐ Relevant ☐ Not Relevant ☐ Modify

IQ5: Is there anything else that I may have missed or have not asked?

☐ Relevant ☐ Not Relevant ☐ Modify

Other comments:

Name: ______________________________ Date: ________________

Appendix H

Curriculum Vitae of Panel of Experts

Tom Granoff, Ph.D., has 35+ years of experience providing research methodology, data analysis, and productivity coaching in academic, corporate and governmental settings using SPSS. He helps candidates complete their dissertation quicker which saves time, semesters and tuition money. Since 2001,Tom works on numerous (150+) scholarly projects each year. Tom assists students obtaining advanced degrees in leadership, psychology, education, management, counseling, public health, business, marketing, and nursing. He also worked for many years in marketing research and IT positions in the health care industry. A popular instructor, Dr. Granoff has taught online and face-to-face graduate-level research methods and statistics courses since 1997 for LMU, Pepperdine University, and CSULB, all in Los Angeles. He prides himself in being able to explain most multivariate statistical tests in simple English without using complex mathematical formulas. Tom educates his clients so that they can take full responsibility for the contents of their study, and assists them in preparing for their oral defense. His formal education includes a Ph.D. in Clinical Psychology plus three Master's degrees (Clinical Psychology, Theology and Industrial / Organizational Psychology).

Specialties: Multivariate statistical analysis using SPSS
All aspects of dissertation: topic, design, proposal, IRB, stats, and final orals.
Dissertation, thesis and personal productivity coaching
Quickly and accurately addressing reviewer feedback
Designing "survivable" dissertation projects
Working with mid-career professionals who are trying to balance family, career and education
Survey development and analysis
Teaching doctoral level statistics and research methods courses
Focus group moderation
Qualitative interviewing
Mixed methods research designs
Marketing research

Pa Der Vang, Ph.D. has taught graduate and undergraduate level courses in Social Work with Diverse Populations, Family Therapy, Human Behavior and the Social Environment, Communication and Interviewing Skills, Group Practice, and Direct Social Work Practice Methods. Since 2010, Pa Der has published and presented over 50+ scholarly works. Her experience includes:

- Clinical social work: adult mental health, diagnostic assessments
- County human service/mental health program planning
- Government funded grants and RFPs
- Domestic violence intervention and prevention/program management
- Group and individual therapy for youth and adults
- Crisis intervention: youth and adult crisis response, adult mental health crisis response, involuntary transport holds, safety and suicide assessments, family crisis intervention

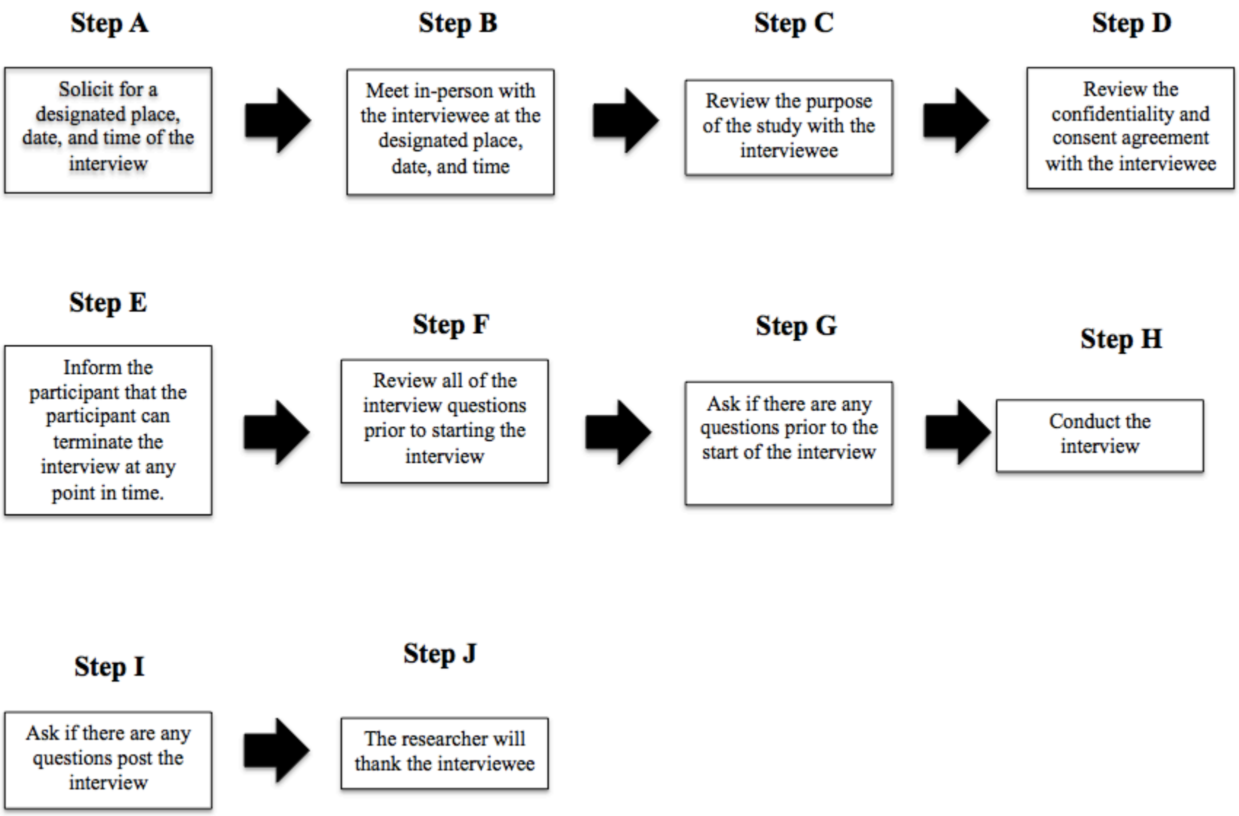
- Qualitative and quantitative research
- Child abuse prevention and advocacy
- Community organizing in the area of social, cultural, and institutional change to improve the lives of Hmong women and girls.

Pa Der's research interest and focus includes mental health in Southeast Asian populations, the effects of early marriage on Hmong women and girls, gender equity, anti-racism and institutionalized oppression and privilege, acculturation and the bi-cultural experience of immigrants. Her formal education includes a Ph.D. in Social Work from the University of Minnesota; Masters of Social Work from the University of Minnesota; and Bachelor of Arts in Sociology from the University of Wisconsin.

Yang Sao Xiong, Ph.D. has been teaching since 2001. Yang Sao has published over 40 scholarly works. Yang Sao has over 20 research grants, fellowship, and honors. His formal education includes a Ph.D. in Sociology from the University of California, Los Angeles; Masters of Arts in Sociology from the University of California, Los Angeles; and Bachelor of Arts from the University of California, Davis.

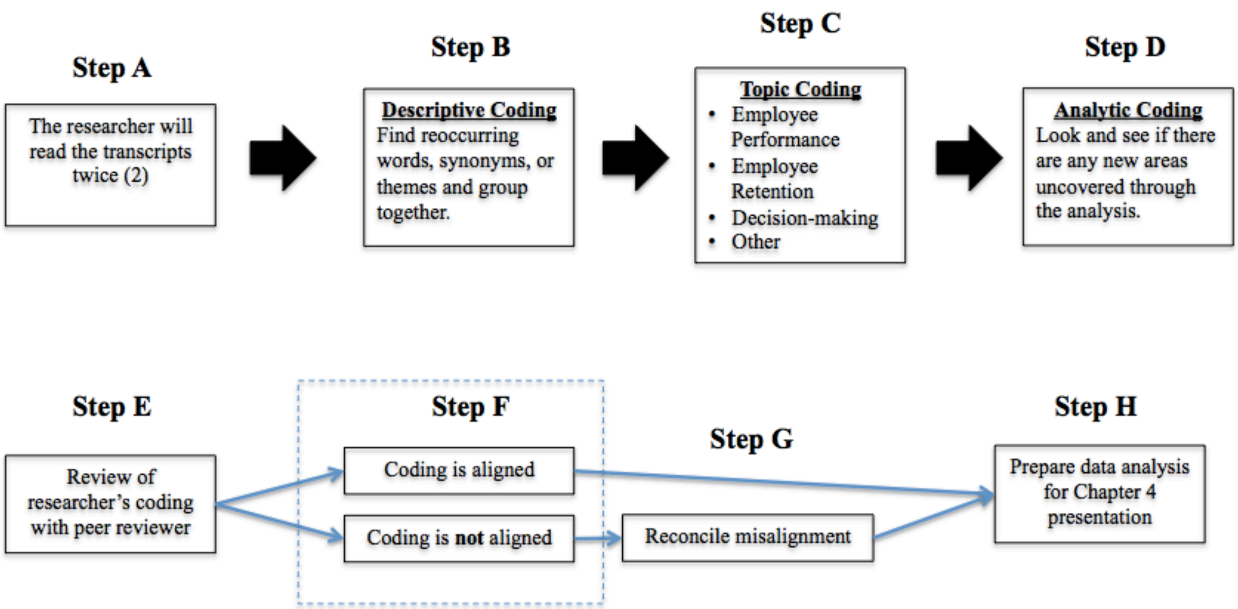
Appendix I

Interview Protocol Flow Chart



Appendix J

Coding Framework



Appendix K

Peer Reviewer

1. Prior to meeting, researcher to analyze the 8 transcripts using coding, meaning units, and themes.
2. Researcher to meet with peer reviewer and to review the codes and code definitions.
3. Upon completion of the above noted process, the researcher selects a transcript for the purpose of teaching the peer reviewer the process of analysis, using meaning units and themes.
4. Prior to analysis, the researcher will read the selected transcript twice.
5. The purpose of the initial reading is to familiarize the reader with the data from the transcripts.
6. The purpose of the second reading is to analyze the data by coding, identifying meaning units, and themes.
7. The researcher will provide the peer reviewer with the coded transcripts for review.
8. The peer reviewer will review the codes that were applied by the researcher and ensure the coding is aligned with the code definition.
9. After completion of the process for all transcripts, the peer reviewer and researcher are to meet and together review the researcher coding.
10. Both parties will discuss differences and come to a consensus on the overall themes. The input of the second rater will provide the researcher with another lens to help identify themes.
11. The researcher thanks the peer reviewer for his or her time and input.

Appendix L

Analysis Form

Descriptive Coding		
Word/Theme	Synonym/Similar Theme	Number of Occurrence
ex. Word #1	*ex. Synonym of Word #1*	*ex. 15*

Topic Coding		
Topic	Number of Occurrences	Examples
Employee Performance		
Employee Retention		
Decision-making		
Other		

Analytic Coding		
Theme / Topic Emerging From Data	Number of Occurrences	Examples

Appendix M

Second Rater Human Subjects Protection Training Certificate

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)

GRADUATE AND PROFESSIONAL SCHOOL IRB MEMBERS - BASIC/REFRESHER CURRICULUM COMPLETION REPORT

Printed on 02/19/2014

LEARNER	Lyall Swim (ID: 3440182)
DEPARTMENT	Graduate School of Education & Psychology
EMAIL	lyall.swim@pepperdine.edu
INSTITUTION	Pepperdine University
EXPIRATION DATE	03/27/2016

GRADUATE & PROFESSIONAL SCHOOL IRB MEMBERS - BASIC/REFRESHER

COURSE/STAGE:	Basic Course/1
PASSED ON:	03/28/2013
REFERENCE ID:	10014974

ELECTIVE MODULES	DATE COMPLETED	SCORE
Avoiding Group Harms - U.S. Research Perspectives	03/23/13	2/3 (67%)
Avoiding Group Harms - International Research Perspectives	03/23/13	3/3 (100%)
Introduction	03/23/13	No Quiz
Belmont Report and CITI Course Introduction	03/23/13	2/3 (67%)
Students in Research	03/23/13	9/10 (90%)
History and Ethical Principles - SBE	03/23/13	5/5 (100%)
History and Ethics of Human Subjects Research	03/23/13	6/6 (100%)
Defining Research with Human Subjects - SBE	03/23/13	5/5 (100%)
The Regulations - SBE	03/23/13	5/5 (100%)
Basic Institutional Review Board (IRB) Regulations and Review Process	03/23/13	5/5 (100%)
Assessing Risk - SBE	03/23/13	5/5 (100%)
Informed Consent - SBE	03/23/13	4/5 (80%)
Informed Consent	03/23/13	3/4 (75%)
Privacy and Confidentiality - SBE	03/23/13	3/5 (60%)
Social and Behavioral Research (SBR) for Biomedical Researchers	03/23/13	3/4 (75%)
Records-Based Research	03/24/13	2/2 (100%)
Genetic Research in Human Populations	03/24/13	2/2 (100%)
Research With Protected Populations - Vulnerable Subjects: An Overview	03/24/13	4/4 (100%)
Research with Prisoners - SBE	03/25/13	3/4 (75%)
Vulnerable Subjects - Research Involving Prisoners	03/25/13	4/4 (100%)
Research with Children - SBE	03/25/13	3/4 (75%)
Vulnerable Subjects - Research Involving Children	03/26/13	2/3 (67%)
Research in Public Elementary and Secondary Schools - SBE	03/26/13	3/4 (75%)
Vulnerable Subjects - Research Involving Pregnant Women, Human Fetuses, and Neonates	03/26/13	3/3 (100%)
International Research - SBE	03/26/13	3/3 (100%)
International Studies	03/26/13	2/3 (67%)
Internet Research - SBE	03/26/13	4/5 (80%)
FDA-Regulated Research	03/28/13	5/5 (100%)
Human Subjects Research at the VA	03/28/13	2/3 (67%)
Research and HIPAA Privacy Protections	03/28/13	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees	03/28/13	4/4 (100%)
Hot Topics	03/28/13	No Quiz
Conflicts of Interest in Research Involving Human Subjects	03/28/13	5/5 (100%)
The IRB Member Module - 'What Every New IRB Member Needs to Know'	03/28/13	2/7 (29%)
I Have Agreed to be an IRB Community Member. Now What?	03/28/13	3/5 (60%)
Stem Cell Research Oversight (Part I)	03/28/13	5/5 (100%)

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Progam course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

Appendix N

IRB Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

June 2, 2015

Pao Lo

Protocol #: E0415D02
Project Title: A Phenomenological Study Focused on the Lived Experiences of Cable Television Executives Surrounding the Phenomenon of Candor with Their Team

Dear Mr. Lo:

Thank you for submitting your application, *A Phenomenological Study Focused on the Lived Experiences of Cable Television Executives Surrounding the Phenomenon of Candor with Their Team,* for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Harvey, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:
>
> **Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to waive documentation of informed consent has been **approved**.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

6100 Center Drive, Los Angeles, California 90045 ▪ 310-568-5600

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the Institutional Review Board (IRB) at gpsirb@peppderdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Mr. Brett Leach, Compliance Attorney
Dr. Andrew Harvey, Faculty Advisor

Appendix O

Power Distance Index (PDI) Values for 76 Countries and Regions Based on Three Items in the IBM Database Plus Extensions

RANK	AMERICA C/S	EUROPE S/SE	EUROPE N/NW ANGLO WORLD	EUROPE C/E EX-SOVIET	MUSLIM WORLD M.E & AFRICA	ASIA EAST ASIA SE	INDEX
1–2						Malaysia	104
1–2				Slovakia			104
3–4	Guatemala						95
3–4	Panama						95
5						Philippines	94
6				Russia			93
7				Romania			90
8				Serbia			86
9	Suriname						85
10–11	Mexico						81
10–11	Venezuela						81
12–14					Arab ctrs		80
12–14						Bangladesh	80
12–14						China	80
15–16	Ecuador						78
15–16						Indonesia	78
17–18						India	77
17–18					Africa W		77
19						Singapore	74
20				Croatia			73
21				Slovenia			71
22–25				Bulgaria			70
22–25					Morocco		70
22–25			Switzerland Fr				70
22–25						Vietnam	70
26	Brazil						69
27–29		France					68
27–29						Hong Kong	68
27–29				Poland			68
30–31			Belgium Fr				67
30–31	Colombia						67
32–33	El Salvador						66
32–33		Turkey					66
34–36					Africa E		64
34–36	Peru						64
34–36						Thailand	64
37–38	Chile						63
37–38		Portugal					63
39–40			Belgium Nl				61
39–40	Uruguay						61
41–42		Greece					60
41–42						S Korea	60
43–44					Iran		58
43–44						Taiwan	58
45–46				Czech Rep.			57
45–46		Spain					57
47		Malta					56
48					Pakistan		55
49–50			Canada Quebec				54

49–50						Japan	54
51		Italy					50
52–53	Argentina						49
52–53					S Africa (wte)		49
54	Trinidad						47
55				Hungary			46
56	Jamaica						45
57				Latvia			44
58				Lithuania			42
59–61				Estonia			40
59–61			Luxembourg				40
59–61			United States				40
62			Canada total				39
63			Netherlands				38
64			Australia				38
65–67	Costa Rica						35
65–67			Germany				35
65–67			Great Britain				35
68			Finland				33
69–70			Norway				31
69–70			Sweden				31
71			Ireland				28
72			Switzerland Ge				26
73			New Zealand				22
74			Denmark				18
75					Israel		13
76			Austria				11

Power Distance Index (PDI) Values for 76 Countries and Regions Based on Three Items in the IBM Database Plus Extensions (Hofstede, Hofstede, & Minkov, 2010, p. 57).