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Leadership and decision making of successful Iranian American

Farshid Zanjani

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Pepperdine University

The Graduate School of Education and Psychology

LEADERSHIP AND DECISION MAKING OF SUCCESSFUL IRANIAN AMERICAN

A dissertation proposal submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Farshid Zanjani

September, 2014

Ron Stephen, Ph.D. – Dissertation Chairperson

This dissertation, written by

Farshid Zanjani

under the guidance of a Faculty Committee and approved by its member, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Ron Stephen, Ph.D., Dissertation Chairperson

Farzin Madjidi, Ed.D.

June Schmieder-Ramirez, Ph.D.

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DEDICATION

I dedicate this work to my wife, Guila for all her support and encouragement.

DEDICATION

I dedicate this work to my very dear friend, Dr. Fereshteh Amin for all her valuable support

and encouragements.

ACKNOWLEDGEMENTS

To be a student at Pepperdine University has been a great honor. I consider myself very lucky to be a member of this prestigious institution. Throughout my life I have received honorable degrees and diplomas from other institutions but none of them was comparable with my journey in the doctorate program at Pepperdine. This program gave me new insight into my life from the individual and social perspectives, views that I have never thought of before.

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VITA

Farshid Zanjani, Ed.D.

EDUCATION

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University of Wales, United Kingdom
Master of Science, Chemical Engineering   1978

Aryamehr University of Technology, Sharif University
Bachelor of Science, Chemical Engineering   1976

ABSTRACT

There are countless books, articles and journals written about leadership, whether the

discussion centers on traits, characteristics, beliefs, values or the development of said

leadership. All in all, the proliferation of information on the subject matter is vast (Northouse,

2013). This is afforded due to the nature of the cultural and political climate of the United

States. As a democratic capitalist society, it is afforded the protections of the first amendment

therefore, you are able to write about and conjecture on what leadership is. Leadership is

cultivated in a variety of ways, through action, education, or as some might argue, through

birth.

Success of Iranian Americans in the US can be attributed to the level of importance that

education has for the Iranian community. Iranian Americans hold leadership roles in a variety of

fields. Because of their standing when first immigrating to this country, Iranians have added

advantages that other immigrant groups do not. It stands to reason that the success of these

leaders is based on a variety of factors; it is thought that their success is based on socio-

economic and demographic status as well as to their leadership style and decision making

approach (Miramontes, 2008).

Iranian Americans are doing more business in Iran as the opportunities develop due to

globalization. To be adequately prepared, an understanding of Iranian American leadership and

decision making is needed. A better understanding of Iranian leadership can be developed by

looking at the characteristics and assumptions associated with Iranian American leaders. This

study focused on successful Iranians in the US and was meant to identify characteristics and

assumptions that inform decision-making and leadership practices and how the demographic characteristics correlate.

Survey responses were used to identify characteristics and assumptions that inform decision-making and leadership practices. The most common decision making preferences were soloist and conductor while the most common leadership styles were coaching and democratic. Most of the correlations (95 of 108 correlations, 88.0%) were not significant at the $p < .10$ level that compared either the decision making preferences with the demographics or the leadership styles with the demographics.

Chapter I: Introduction

The study of leadership has become almost passé in the US. There are countless books, articles and journals written about leadership and its various facets, whether the discussion centers on traits, characteristics, beliefs, values or the development of said leadership. All in all, the proliferation of information on the subject matter is vast (Northouse, 2013). This of course is afforded due in part to the nature of the cultural and political climate of the United States. As a democratic capitalist society, we are afforded the protections of the first amendment therefore, we are able to write about and conjecture on what leadership is.

Not all countries are as open as the US, both to the variety of leadership as well as criticism of its leaders. There are many countries where discussion of leadership in and of itself can be construed as a critique and therefore literature is lacking or not present at all. In looking at the leadership literature available in Iran, it is necessary to understand the current political climate and cultural expectations set forth by a conservative government.

History

Leadership is cultivated in a variety of ways, through action, education, or as some might argue, through birth. The topic of leadership has been covered in a variety of settings throughout history, with accounts ranging from Plato, Moses, to present day Clinton and Khomeini (regardless of political affiliation). Leadership defined is more complicated and a difficult concept to grasp. According to Stodgill (1974), "there are almost as many definitions of leadership as there are persons who have attempted to define the concept" (p. 259) and so the

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concept of leadership has steadily evolved. Research into leadership didn't officially begin until

Burns (1978) conducted his landmark studies.

Although formal research didn't begin until the late 70's, leadership theories existed

that dealt with two distinct schools of thought. There were those theories that dealt with the

thought that leadership was learned and those that said that leadership was intrinsic and

therefore present at birth.

Leadership Theories

Early theories of leadership centered on two approaches, there were those that

believed that leadership was something individuals were born with and the other was that

leadership was something that could be learned. As time has progressed, much of the research

has dealt with a combination of the two, where individuals could potentially have a certain set

of characteristics that inform the basic leadership makeup, and that then contributes to the

learning. However, it is believed that leadership is something that can be developed in anyone

interested in learning to be effective leaders. The following is a brief account of the various

leadership theories that exist, some falling in the category that states that leaders are born and

others that believe that leadership can be cultivated.

Trait Theories

Previously known as the "Great Man" theories which were proliferated in the 19th

century as those exhibited by men in traditional leadership roles during that time; most popular

and easily recognizable, trait theories suggest that individuals were born with innate qualities

that made them leaders. It was these characteristics that set them apart from those that

weren't leaders (Northouse, 2013).

Process Theories

Although conceptually this approach is newer, it is becoming more mainstream due to

the fact that it makes leadership accessible to all. According to Northouse (2013), "defining

leadership as a process means that it is not a trait or characteristic that reside in the leader, but

rather a transactional event that occurs between the leader and the followers" (p. 5). By

accepting that leadership is centered on the tenets that leadership can be taught and learned, it

creates somewhat of a conundrum; leadership then becomes the responsibility of the many

and no longer the responsibility of the few. It creates a shift in the leadership paradigm (Bass,

1990; Bass & Avolo, 1993; Northouse, 2013; Stodgill, 1974).

<p align="center">**Iranian American Leaders**</p>

According to Amin (2006) one of the key factors that lead to the success of Iranian

Americans is due to the level of economic prosperity at the time of their emigration to the

United States. That being said, another key piece to the success of Iranian Americans in the US,

deals with the level of importance that education has for the Iranian community at large. "Many

Iranian immigrants possess a strong educational background, either by having a college

degree or a solid professional credential before immigrating (Amin, 2006, p. 3).

Iranian Americans hold leadership roles in a variety of fields ranging from Fortune 500

companies to academia as well as entrepreneurs in both small and multinational corporations.

As a result of their standing when first immigrating to this country, they have added advantages

that other immigrant groups do not have. It stands to reason that the success of these leaders is based on a variety of factors, specifically thought, an argument can be made that their success is based on socio-economic and demographic status as well as to their leadership style and decision making approach (Miramontes, 2008).

Problem Statement

Leadership is a subject that hasn't been thoroughly explored in Iran given the political climate of the area. However, Iranian Americans are doing more and more business there as the opportunities develop due to globalization. In order to be adequately prepared, it is imperative that an understanding of Iranian American leadership and decision making is further developed. According to Miramontes (2008), "Leadership is a cultural phenomenon. One can only expect to see different manifestations of leadership within different countries and cultures and even within the various cultures of a county" (p. 23). Therefore, beginning to develop an understanding that doesn't have a "western ethnocentric focus" (Dorfman & House, 2004; Miramontes, 2008). Although of multitude of possibilities exist. This study will focus on leadership characteristics of successful Iranians in the US.

Purpose of the Study

House (2004) concludes that "one of the most important challenges in dealing with global leadership is acknowledging and appreciating cultural values, practices and subtleties in different parts of the world" (p. 5). It is with this in mind that a better understanding of Iranian leadership can be developed by looking at the characteristics and assumptions associated with Iranian American leaders.

The research associated with study will focus on successful Iranians in the US. Accordingly, the purpose of this study is to identify characteristics and assumptions that inform decision-making and leadership practices.

More specifically, this study will seek to determine:

1. If there are preferred models of decision making for successful Iranians in the US.

2. If there are preferred styles of leadership for successful Iranians in the US.

3. If differences exist in the preferred model of decision making for successful Iranians in the US based on their demographic characteristics.

4. If differences exist in the preferred style of leadership of successful Iranians in the US based on their demographic characteristics.

Research Questions

Accordingly, the research questions that inform the study are as follows:

1. What are the preferred models of decision making for successful Iranians in the US?

2. What are the preferred styles of leadership for successful Iranians in the US?

3. Are there differences in the preferred model of decision making for successful Iranians in the US based on their demographic characteristics?

4. Are there differences in the preferred style of leadership of successful Iranians in the US based on their demographic characteristics?

Significance of the Study

The impact of the study rests in the overall contribution this study is making to the canon of intercultural leadership literature already in existence. Globalization is a forgone conclusion, the more data mining that exists about the vast and varied cultures around the world, the more equipped individuals will be (in this case Iranian Americans) to participate in the Global business community. The politically charged nature of Iran further complicates matters, which requires tact and cultural sensitivity.

The Iranian diaspora created a vast dispersion of resources across the globe, with a large concentration of Iranians in the US. The findings of this study will benefit a multitude of individuals and will be help create an understanding of the leadership climate amongst Iranian Americans. The study will then be able to be used as a comparison to similar studies conducted using to establish some comparisons.

The significance of the study will have the most impact to the following groups:

1. Current Iranian America professors. They can identify and cultivate those leadership characteristics that can best suit the Iranian American leader and perhaps circumvent those that can cause problems.

2. Iranian American youth. The study can benefit Iranian youth by giving them a road map of what a successful Iranian leaders looks like.

3. Iranian American business professionals in Leadership Roles. Due to the high level of affluence, successful professionals can influential and thus can impact the business community through their assumptions and practices.

4. Emerging Iranian leaders. In looking at the leadership literature, many characteristics are transferable among distinct areas of leadership. Therefore successful Iranian Americans can have many of the same characteristics across a variety of professions.

5. American business professionals and leaders. Any opportunity that exists or can be created to take the American business professional and provide them with non-western centric perspective is beneficial and of use.

The overall goal of the study is to provide an alternate perspective and approach to the existing literature. Providing access to the findings of the study will provide "a better understanding of leadership styles and assumptions that are not solely based on theories and practices offered in 'American' writings" (Miramontes, 2008, p. 25).

Definitions

Iranian. Iranian refers to a person currently residing and doing business in Iran.

Iranian American. Iranian American refers to a person who either a) was born in Iran, immigrated to the United States and became either a US citizen or a resident, or b) was born in the United States.

International Leadership. For purposes of this study, international leadership refers to the practices of a leader who resides and/or is employed in a non-US company or a multinational company and holds a position of authority, power and/or influence in a company outside the US (Miramontes, 2008).

Globalization. For purposes of this study, the standard definition of globalization will be used. Globalization means "the development of an increasingly integrated global economy marked by free trade, free flow of capital, and the tapping of cheaper foreign labor and markets" (Globalization, 2014).

Leader. A leader is an "individual who influences a group of individuals in the process to achieve a common goal" (Northouse, 2013, p. 5).

Leadership. "Leadership is a process whereby an individual influences a group of individual to achieve a common goal" (Northouse, 2013, p. 5)

Organization of the Study

Chapter I. The first chapter includes the introduction of the subject matter, the problem the research questions, significance of the study and the definition of terms. This chapter is meant to serve as a road map that guides and provides the foundation for the rest of the paper. This chapter establishes why the study is relevant as well as helps solidify the various elements that contribute to the study.

Chapter II. Chapter two is a compilation and thorough overview of leadership theories and existing literature, both historical and current dealing with the various concepts having to do

with this study. The primary focus of this chapter will be on the study of leadership and the various elements impacting leadership, as well as the tie-in to Iranian leadership.

Chapter III. Chapter three will reflect the data collection process. How the data will be collected and stored. This chapter will also deal with the issue of human subjects protection and how the participants will be protected from any negative repercussions associated with participating in the study.

Chapter IV. Chapter four will reflect that actual data analysis and findings. This chapter will account for the actual responses and the analysis of said responses culminating in actual findings. This will also be the section where any issues that might have arisen will be addressed.

Chapter V. Chapter five is the final chapter dealing with the findings themselves. This chapter will present the finding, the analysis, conclusions and ancillary issues that resulted for the research. This will also serve as a launching ground for suggested futures research and will summarize the study in its entirety.

Chapter Summary

This chapter begins the discussion related to the study, a historical overview and understanding for the necessity of the research. It dealt with leadership ideology and the necessity to expand the current literature as it pertains to leadership practices amongst Iranian American leaders. The cultural difference between the US and Iran necessitates a differing understanding of leadership practices. "As such, leadership as we know it might not be suitable for a sustainable, global economy" (Miramontes, 2008, p. 13). It is the intent of this study to

help establish an understanding of the leadership practices and characteristics of Iranian American leaders.

The purpose of this study is to identify common characteristics and assumptions that inform decision-making and leadership practices among Iranian American leaders. What key assumptions are held regarding their own leadership abilities and how they make decision within their own organizations, as well as the impact those socio-economic demographics could potentially have.

Lastly, the chapter serves as a road map to understanding the study itself and be able to decipher the research to be conducted, dealing with the areas of Leadership, Iranian American leaders, international leadership and globalization. Fully understanding the need for the research then informs the necessity for the historical context, the variance in leadership theories thus tying it to the Iranian experience. It is through this research that further dialogue and study can continue in other areas.

Chapter II: Literature Review

According to Dorfman and House (2004), the majority of leadership studies have been conducted in the United States, with the outcomes published in a variety of US centered journals, magazines and conferences. Although from an American perspective, this study will focus on Iranian Americans leaders. It will be centered on successful individuals in a variety of leadership capacities, including those strictly viewed as management strategies (Hill & Lineback, 2011). Iranian Americans bring a certain level of professionalism to the table (Amin, 2006). They do so for a variety of reason, primarily due to their socio-economic status as immigrants. This chapter looks at professionalism among Iranians, currently prescribed ideas behind Iranian American leadership, and the more prolific leadership theories currently employed, ranging from trait, style and those now employing a more emotional components such as those associated with primal leadership.

Professionalism among Iranians

Iranian American socio-economic status is varied, ranging from immigrant status, education, social class to political and religious standing (Amin, 2006). Accordingly, they are also highly educated, immigrating to this country with advanced degrees and a higher level of education; professional, having been part of the newly formed, predominantly secular middle class; and entrepreneurial, seeking to build a successful future for both themselves and their respective families (Amanat, 1993).

Due to the level of professionalism inherent in Iranian Americans, it is necessary to understand the impact of leadership within the communication. As such, Dastamalchian,

Javidan and Alam (2001) indicate that due to the almost non-existent levels of research and data on the study of leadership in other countries, it is hard to determine how generalizable ethno-American leadership theories are to other countries and by extension other cultures. One of the key ideas behind Iranian professionalism is the idea that Iranians value those leaders with vision, who have a mental road map with a global outlook, who can convey they vision with enthusiasm and influence.

Further, executives who demonstrated these practices were more apt to leave a greater emotional impact on subordinates and created a more loyal group of subordinates. This in effect is reinforced by the idea that anxiety undermines one's ability to make intelligent decisions. In turn if Iranians value leaders with vision and a mental map, what in fact they are valuing those characteristics that make leaders emotionally intelligent.

Success Strategies of Iranian Americans

Success is defined as "a) the favorable or prosperous termination of attempts or endeavors; the accomplishment of one's goals, b) the attainment of wealth, position, honors, or the like, and c) a performance or achievement that is marked by success, as by the attainment of honors" (Success, 2014). Iranian Americans have a variety of strategies they use to achieve success. Whether through education or management and/or leadership styles; the level of achievement within the community requires a look at what some key behaviors are. Before looking at success strategies, it is critical to understand some of cultural norms associated with the community at large. Although it is believed that to some degree Iranian Americans believe that in order to protect their self-image and personal dignity, they must keep up with a façade

of success and happiness, at all costs (Amin, 2006). It is believed that Iranian Americans are secretive and reluctant to expose any type of vulnerability for fear of exploitation or impunity of character thus impacting their overall standing, prosperity and success. Iranians are prone to more readily express loyalty and price as well as demonstrate a stronger collective and cohesiveness as a result. These factors then contribute to a more interdependent group that values to whole vs the individual (Alavi & McCormick, 2003).

That being said, there is an overall tendency to value continued education and higher education amongst the Iranian American community. It is also well known among the community that their overall economic standing is above the norm. To that end, although the belief is that Iranian Americans will generally fake it, the fact remains that as a group they are highly successful (Kelley, 1993). Brin (2004) further conveys that because this subset of immigrants is looking for long-term prosperity and stability, they are more apt to invest in education for long term gain.

There are varied thoughts behind what ideal management skills would be for Iranian Americans. However, some strategies to achieve success are based on current practices. According to Amin (2006) successful leaders should be able to make decisions in touch situations. Amin (2006) further suggests that managers should:

- Have empathy.

- Be able to establish trust and genuine relationships.

- Have technical expertise.

- Develop social science skills.

- Be decisive.

- Pay attention to less experienced [subordinates]… and gradually reduce the attention from senior employees.

- Take classes or special training in communication skills. (Vaziri, as cited in Amin, 2006, p. 41)

There are some who think that Iranian management is authoritarian, the general consensus is that it is that very leadership style that results in success amongst those leaders. Further, by providing a challenging environment for subordinates, it enables a higher success rate.

Another idea behind Iranian American success relies on their level of acculturation and assimilation (Amin, Ahmadian & Diawara, 2011). According to Brin (2004), it is thought that Iranian Americans have assimilated more readily into the mainstream culture even though they have only been in the US (in larger numbers) for the last 30 years. They are less likely to live in ethnic neighborhoods and instead maintain ties of origin through family, formal associations or informal social interactions.

Generally speaking, the secrets to success involve looking at the bigger picture and making sense of how everything works together. Although, it is easy to assume that you can achieve things alone, a more successful leader understands that success involves teamwork and collaboration (Amin, 2006). Further, you can extrapolate that success strategies are based on decisiveness, clarity, advanced education, communication, and empathy (Amin, Ahmadian & Diawara, 2011).

Leadership Theories

There are a significant number of leadership theories in existence. Many have been studied across industries and to some degree across cultures (Erez & Earley, 1993; Hofstede, 1980; Hofstede & Bond, 1988). It has had an ongoing universal appeal especially as our economy has become more and more globalized. It is the intent of this paper to discuss some of the more prolific strategies as they pertain to the Iranian American psyche. Said theories will range from Style, Trait, Emotional, Situational, and Transformational to Transactional styles and in some instances can be viewed as managerial in their approach. The broader the approach, the more likely that some key characteristics are determined. Leadership is defined as "the ability of an individual to influence, motivate, and enable other to contribute toward the effectiveness and success of the organizations of which they are members" (House et al., 1999, p. 10). Further, Leadership is made up of knowledge and skills which have an impact through influence that then direct others' activities to reach a common set of goals for the individual as well as the team, while developing and strengthening interpersonal dynamics with various stakeholders, whether they be colleagues, associates or followers. (Awamleh & Kahlili, 2005; Hill & Lineback, 2011; Northouse, 2013). There is the belief that theories exist that determine and differentiate leaders based on a variety of factors, whether it is effective vs. ineffective, moral vs. amoral or trait vs. style. As such, these ideas and reinforce or deter certain behaviors (Dastmalchian et al., 2001).

Accordingly Dastmalchian, Javidan and Alam (2001) add the following: "in a survey of 143 Iranian executives [the researchers] found the concept of visionary and high commitment

leadership… was confirmed within the Iranian sample" (pp. 536-537). As noted previously, Iranian leadership sets itself apart through its value of planning, changing values, beliefs and perspectives and generating followers through their ability to communicate vision and direction.

Another way of looking at the leadership literature is task vs relationship oriented as opposed to Trait/process methods. Varaki (2003) defines relationship oriented styles as a style that is "built upon informal, personal and social interaction" (p. 226). Whereas task oriented styles focus on relationships established through formalized processes, where the leader is based on position power and directs and informs followers of necessary tasks. Northouse (2013) goes on to add that when dealing with traits, leaders basically have a genetic disposition, or something they are born with that sets them apart from those who aren't leaders. Contrary to the trait theory there is also a belief that individuals can develop or learn through process and/or interactions in order to become effective leaders.

Leadership and Management

A significant amount of literature states that leadership and management are different, that you cannot do one when you solely focus on the other. According to Amin (2006), the significant difference between the two is that in one you do tasks and complete activities… you do work, whereas in the other you focus on change and overall movement (Bennis & Nanus, 1985; Kotter, 1990). Northouse (2013) also adds that "although management is a 20th century creation, there are many similarities. Leadership involves influence, entails working with people, and is concerned with effective goal accomplishment" (p. 12) which are all similar the

requirements of management. According to Hill and Lineback (2011), they posit that both

leadership and management skills are mutually inclusive and essential to effective leadership.

Although there are two schools of thought on the matter, the fact remains that both are

required in some form or another within organizations and depending on the role of the leader,

both will need to be employed.

Trait Theory

The trait approach was one of the first approaches used to study leadership as whole. It

was thought that leaders were born with certain characteristics that predetermined their

success as leaders (Northouse, 2013). These theories became known as *great man theories* and

dealt with innate characteristics of some of the most renowned charismatic leaders in history

(Bass, 1990; Bryman, 1992; Jago, 1982). Additionally, Lord, DeVader and Alliger (1986) found

that when dealing with personality traits, an individual's perspective clearly affected how

certain traits were viewed and or applied. The underlying idea behind the trait approach is the

assumption that although leaders are varied, there is such a thing as natural leaders, individuals

who are born with certain traits and other just do not possess (Yukl, 2002). Trait theories have

been thought to be inherent in the individual, something they were born with, as such, this sets

them apart from those who follow as opposed to those who lead. (Northouse, 2013).

According to Bass (1990) the idea exists that if someone has a certain set of qualities that deem

them effective at leading, then in theory they should be identifiable and thus measurable; given

the research in leadership and its overall impact in the way it is viewed, the trait theory is

regaining some interest within the field. It basically sets leaders up on pedestals and purports

to establish leaders as worthy of power (Zaleznik, 2004). According to Lord, DeVader, and Alliger (1986), the renewed interest in the trait theory is primarily due to individualized perception of what leadership can be, or better yet, the idealized notion the business community has about leaders and leadership styles (Bryman, 1992). In fact for the first half of the 20th century, the leadership focus centered on figuring out how leaders differed from everyone. What was that elusive quality that made them effective and significant as opposed to their followers. This was the overall tenet driving the study of the field (Jago, 1982). According to Northouse (2013), the Trait approach

> began with an emphasis on identifying the qualities of great persons; then, it shifted to include the impact of situations on leadership; and most currently, it has shifted to reemphasize the critical role of traits in effective leadership. (p. 20)

Stodgill (1948) further adds that it isn't just about inherent traits, in order to be effective, the situation must also be considered thus determining a leader's overall effectiveness and success, more so that it is a combination of both inherent traits and the situation or circumstance (Miramontes, 2008), making the theory relevant. As with any approach to leadership, there are both strengths and criticisms to the trait theories. Strengths of the Trait approach deal with the an individualized perception on how leaders are viewed; they are thought of as individuals that act, that do. The trait approach supports this idea since it complies with our belief that leaders are different, special in a way and that they possess the unknown which makes them successful and effective (Northouse, 2013).

Kirkpatrick and Locke (1991) go on to add that:

>Trait theories [do] not make assumptions about whether leadership traits [are] inherited or acquired, they simply [assert] that leaders' characteristics are different than non-leaders. Traits such as height, weight and physique are heavily dependent on heredity, whereas others such as knowledge of the industry are dependent on knowledge and learning. (as cited in Miramontes, 2008, pp. 15-16)

While individual perceptions about how leaders behave have impacted the leadership canon, one of the key strengths regarding the Trait approach is the staying power it has had over the years. The Trait approach has been around for over a hundred year and has a significant amount of research behind it, which gives a reference point regarding the most popular or highly sought out traits. Kirkpatrick and Locke (1991) state three of the possible characteristics that set leaders apart are behavior, capacity/ability and motives are determining factors which help determine what possible traits there are. Zaleznick (2004) also adds that "leaders differ in motivation, personal history, and in how they think and act" (p. 2). Finally, this approach is specifically geared toward the leader as the central factor and does not address the leadership process itself, which is made up of a several different components. This approach fails to provide us with a more comprehensive understanding of how situations personality types impact the overall leadership approach (Northouse, 2013; Stodgill, 1948). In reviewing the research associated with the Trait Approach, Bass (1990) suggest that:

>leadership is not a matter of passive status nor of the mere possession of the some combination of traits. It appears rather to be a working relationship among members of

a group, in which the leader acquires status through active participation and

demonstration of his capacity for carrying cooperative tasks through to completion. (p.

68)

Northouse (2013) also stated that there were several studies done on this style, however,

nothing was found to be concrete in determining specific traits which is why the lists of

individual traits or combination thereof are endless. This then creates another issue where

determining what traits are considered to be the most important then becomes a subjective

determination, one that again is made at the individual level (Northouse, 2013).

Although a significant amount of interest exists in the trait theories and research has

been done on the subject, what has come out of the studies is that there isn't a set group of

characteristics. In fact, each study yields a different set of traits associated with the study used

and the population surveyed (Stodgill, 1948). Further, according to Northouse (2013)

researchers in the 1990s began to change, it started to veer in the direction of what is

perceived as social intelligence or better yet, an understanding of the social and emotion impact

of a leader. In addition to the various traits identified throughout 20th and 21st centuries;

others such as acumen, extraversion, cooperativeness, tolerance, attentiveness,

perceptiveness, accountability, initiative, perseverance, self-assurance, sociability, masculinity,

authority, drive, motivation, integrity, and confidence (Kirkpatrick & Locke, 1991; Lord, et al.,

1986; Mann, 1959; Stodgill, 1948, 1974). Zaccaro, Kemp and Bader (2004) added several more

traits, however of significant interest is the social intelligence which Zaccaro (2002) defines as

being able to understand social and emotional awareness and the impact it will have on the

overall situation (Northouse, 2013). Emotional Intelligence is defined "as the ability to perceive

and express emotions, to use emotions to facilitate thinking, to understand and reason with

emotions, and to effectively manage emotions within oneself in relationships with others"

(Northouse, 2013, p. 28). Emotional intelligence can deal with a series of factors from those

consisting of personal and social competencies to those based on a practice-oriented approach

(Goleman, 1995, 1998; Mayer, Salovey & Caruso, 2000; Shankman & Allen, 2008). Although

appealing, the trait theory is but one approach.

Style Theory

According to Northouse (2013) the Style approach deals with a leaders behaviors and

the decisions made given a set of circumstances; it further defines the style approach as an

approach that looks at what the behaviors are in the context of the situation. Northouse also

state that while a variety of approaches exist, the style approach specifically only deals with the

two types of behaviors, those that involve actions and those determined by a person's

interactions. So by demonstrating for leaders what their behaviors reflect, you move away from

the concept of telling leaders how they should behave. The influence a leader extols is based on

the fact that they can change moods, develop expectations, establish objectives and give a

project direction and vision (Zaleznik, 2004). Yukl (2002) also adds that leaders behave in two

different ways; they either deal with tasks or they deal with relationships. Whereas tasks are

about goal completion and objective attainment, relationships are about helping subordinate be

successful through self-actualization and integrity of self, or finding oneself. Northouse

(2013) implies that they key idea behind this approach deals with the influence that a leader

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has over their subordinates, especially as it pertains to achieving a specific goal, task or achievement.

In the 1940's and 50's there were two leadership studies done: the Ohio State studies and the Michigan Studies; both dealing with leader behaviors using distinctive approaches. Both of these studies dealt with leadership behaviors in small groups (Cartwright & Zander, 1960; Katz & Kahn, 1951; Likert, 1961). The Michigan study dealt with employee orientation and production orientation (Northouse, 2013); where leaders develop strong human relations with employees (employee orientation) or they provide technical direction and support that is task or gal driven (production orientation). The Ohio studies focused on the identification of relevant behaviors while identifying that in most cases, there were two behaviors that resonated with participants, those that involved, goals and objectives and those that were based on interpersonal relationships between the leaders and subordinates or followers (Yukl, 2002). Interpersonal relationships can also be seen as relationship management, which then comes down to how individual emotions are dealt with. This is easier said than done given that understanding an individual's emotional state requires that leaders become even more self-aware and develop certain key abilities, such as empathy and consideration (Goleman, Boyatzis & McKee, 2002). The defined categories were consideration, which is categorized as mutual trust, respect and warmth which speaks to actual relationships and initiating structures which is more about directing tasks, defining roles, setting goals and achieving stated outcomes to get the job done (Bowers & Seashore, 1966). They key focus of the Ohio study was on the leader's characteristics while the Michigan study's focus was on the interconnected factors of behaviors,

relationships, process and the achievement of outcomes or goals (Yukl, 2002). The study then found that there were three types of behaviors that set leaders that were effective apart from everyone else. The three behaviors were task oriented, participative and relations-oriented. Which Bowers and Seashore (1966) then add that they are "relative to the four behaviors they suggest are needed for leadership: support, interaction facilitation, goal emphasis, and work facilitation" (p. 247).

Blake and Mouton (1985) also developed an approach to leadership where they employ the use of a managerial/leadership grid which focused on an organizations ability to perform, meet goals and deadlines as well as the need for interpersonally effective relationships (Northouse, 2013). Whereas Bowers and Seashore (1966) stressed that leadership itself was based on individual behaviors that were directed from one person to another person or persons of the same group. Basically the implications associated with the style approach are viewed as inclusive of both the interactions associated with the tasks needed to be done as well as the interpersonal relational aspects of dealing with others (Northouse, 2013), as noted in both the Ohio State studies and the Michigan studies.

Likert (1961) also adds that leaders should be cognizant of the various interpersonal dynamics inherent in dealing with people, whether those are personal values, expectations or communications styles, only then can they be effective.

Likert (1961) based his findings on his four proposed leadership characteristics, which inform the behaviors as described in the Michigan study. Those characteristics are (a) exploitative, (b) benevolent authoritative, (c) consultative, and (d) participative which

leads to his belief that the most effective leaders engage their subordinates in

supportive relationships which fall in the consultative and participative realms of his

theory. (Likert, 1961, pp. 95-102)

Situational Leadership

According to Bass (1981), leaders should also keep in mind that situations or

circumstances can affect how effective they are in their roles as leaders. There are some types

of leadership behaviors that should be expected in all circumstances, there are others that are

specific to given conditions or situations. According to Hersey and Blanchard (1969) a leader

needs to adapt their style to the circumstances that make up the situation. As such, certain

behaviors coupled with certain circumstances can have a greater impact in the outcomes of

whatever is at hand. Further Situation Leadership has different facets and levels of

involvement ranging from directive to supportive, based on whatever the situation is. Bass

(1981) further infers that behavior can be attributed to two key perspectives, one having to do

with the individual and the other having to do with the situation.

Hersey and Blanchard (1969, 1977, 1988, 1993; Northouse, 2013) were the first to come

up with the situational approach to leadership. Situational Leadership's key premise is the idea

that the situation drives the leadership behaviors that are needed and that based on the

circumstances, an effective leader needs to adapt their approach based on a myriad of factors,

thus requiring an arsenal of tools and significant understanding of leadership behaviors. The

two behaviors that define situational leadership are the supportive and directive behaviors

which in fact, are more of a spectrum. Effective leaders are defined by their ability to read a

situation, understand the circumstances and then apply whatever approach (whether

supportive or directive) is deemed necessary, thus allowing for greater positive outcomes. The

"situational approach emphasizes the importance of contextual factors that influence

leadership processes" (Yukl, 2002, p. 13) thereby resulting in variables that impact this

approach. Such variables include the traits exhibited by subordinates or followers, the type of

organization, what the social constructs are and what the work itself entails.

Overall the situational approach has gone through a series of changes and has been

revised significantly since its initial introduction into the leadership literature (Blanchard,

Zigarmi & Nelson, 1993; Blanchard, Zigarmi & Zigarmi, 1985; Hersey & Blanchard, 1977, 1988,

1993). Leaders who are considered to be effective, are those who can come into a situation,

assess both the context, the employee needs and the contextual markers, then make decisions

accordingly in order to integrate all of the components and determine an effective approach.

(Northouse, 2013). The way this approach works is directly tied to how a leader chooses to

influence others. There are two key factors that determine overall style, either a supportive

behavior and or a directive one. Where the situation lies on either of the spectrums will

determine to what degree a behavior is used:

Delegating style – Low supportive and low directive behavior

Supporting style – High supportive and low directive behavior

Coaching style – High directive and high supportive behavior

Directing style – High directive and low supportive behavior (Northouse, 2013, p. 100)

A leader can only perform as well as the context allows, for example, a subordinate's

willingness and ability to achieve a stated outcome has the ability to determine the leader's

actions. Further a follower's readiness to complete necessary tasks can also impact or further

impact the situation which can result in a complete different requirement (Amin, 2006). The

four behaviors significantly impact the way a leader behaves, based on circumstances and

changes his behavior as the needs of the organization and department changes. Again, these

approaches are directed at leaders however, these theories also apply to managers who

oversee key departments and not just executives within an organization.

According to Northouse (2013) high directive/high supportive styles allow the leader to

both achieve requisite task oriented goals while still addressing the socioemotional needs of

the subordinates. The high supportive/low directive approach focuses on bringing out the skills

need to reach a goal by using emotional intelligence as an approach for facilitation. The high

directive/low supportive style deals mainly with goal achievement with little by way of support.

Lastly, low support/low directive requires much more internal motivation from the subordinate

given that the leader delegate significantly, which in turn can serve to boost a subordinate's

confidence. The model is widely popular in the business world and is used significantly as a

training approach.

Because the situational approach has stood the test of time it is considered one of the

more reliable approaches to leadership.   This particular approach to leadership is easy to

understand and use, and provides a direct and concise way of using it. Further, its perspective

value is considered significant given that it basically tells you what to do and what not to do

given a situation thus allowing for leader flexibility (Greaff, 1983; Yukl, 2002). The key to this

approach is being able to understand one's subordinates, knowing their needs and then

adapting one's approach in order to take those needs into consideration. Basically it reminds a

leader to treat each following according to their prescribed needs (Fernandez & Vecchio, 1997;

Yukl, 2002). This approach is often misconstrued as being one completely informed by the

situation at hand, wherein the reality is that the focus is based on subordinates. In order for

situational leadership to be effective, leaders need to adapt and apply their style to the needs

of their subordinates. They need to recognize the factors brought by the subordinates and then

use their skills to match their abilities to those of their followers (Northouse, 2013).

The situational leadership approach works because it allows for the idea that different

subordinates will produce and perform at different levels and abilities, therefore, the leader has

to effectively assess where their subordinates are and accommodate the varied needs.

Tannenbaum and Schmidt (1958) add that "research efforts of social scientists underscored the

importance of employee involvement and participation in decision making. Evidence began to

challenge the efficiency of highly directive leadership and increasing attention was paid to the

problems of motivation and human relations" (p. 96). The leadership spectrum goes from

being leader-centered follower-centered and is reliant on the needs of the employees and their

greater fit within an organization and the work done (Tannenbaum & Schmidt, 1958).

Transformational Leadership

Another very popular approach to leadership has been the transformation approach.

Somewhere in the early 80's a shift occurred from the notion of leadership as a way to

influence output, to that which generated change within followers. According to Northouse (2013), transformational leadership:

> is a process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goals, and includes   assessing followers' motives, satisfying their needs, and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership. (p. 185)

Burns (1978) was the first to look for common factors between leadership and fellowship. Leadership was believed to be a form in an overall spectrum that included transactional leadership and transformational leadership. Burns stipulated that effective leaders had to understand what motives followers had. Transformational leadership exists as a result of the leader wanting to expand their employee's awareness, it relies on a stronger interpersonal connection with the individual and looks to lead through vision and a belief in a greater good (Bass, 1990). Transformation leadership has grown in popularity due to the notion that it speaks to a person's character and moral values. It is thought that transformational leaders hold themselves to a higher standard of integrity, authenticity and strong ethics, thus having the ability and credibility to raise the social consciousness of their followers. Yukl (2002) goes on to add that transformation leadership has a far reaching impact because it appeals to the individual's values and emotions which goes hand in hand with a more vision driven approach to organizational effectiveness, as a result and transformational leaders engender feelings of

trust and loyalty amongst their followers, which in turn results in higher levels of motivation and increased output. Northouse (2013) further posits that transformational leaders have a tendency to engage their followers and create interpersonal connections. As a result of those interpersonal connections, the leader then develops a vested interest in the followers' success and the attainment of a higher level of self-actualization. Bass (1990) also proposed that the characteristics attributed to transformational leadership revolve around the having an understanding of the individual. Looking at their level of charisma and how they inspire others, thus creating space for intellectual stimulation. Transformational leaders end up having an impact on followers, where they inspire other in a way that they end up producing more than they intended, thus increasing output exponentially (Avolio & Bass, 2002). A key understanding of transformational leadership is that they don't just impact their followers. Given the nature of the approach, transformational leaders have an impact at all levels of an organization, thy can affect their subordinates, but also associates, colleagues clients and quite often their superiors. They incite people to think beyond the perspective of self-interest and instead look to champion a cause for the greatest good, whether that is at the organizational level or even at a societal level.   Ultimately, the transformation leadership approach has a far reaching effect given that it isn't just about the single interactions but instead has a far greater vantage which can result in significant change within organizations, as well as societies as a whole. There are four ideas that help determine or identify transformational leadership, they are "individualized consideration, intellectual stimulation, Idealized influence, and Inspirational motivation" (Miramontes, 2008, p. 23).

Idealized influence is thought to reflect a specific set of behaviors by the leader. It is the emotional component of leadership (Northouse, 2013, p. 191) and is reflective of leaders who have a strong connection with their followers, who serve as role models and mentors. The positive correlation, then translates into followers wanted to emulate those same behaviors thus elevating their own standing. Key to this theory is the idea that transformational leaders inspire others, create meaning and challenge their followers thus creating a culture of change within organizations. Leaders are able to provide opportunity for risk-taking, they look at the needs of others before looking at their own; beyond that they exhibit a level of advocacy, consistency and level of equity amongst their followers. As noted previously, the interpersonal dynamics are built on the premise that leaders are trustworthy and create an environment that fosters and allows for risk taking and personal growth (Avolio & Bass, 2002). Further, transformational leaders develop a reputation of ethical and moral conduct, they provide followers with direction and through mentoring and modeling develop a sense of vision, collaboration and establish a collective mission in their approach. As a result of the idealized influence, they do not need to resort to position power, personal power or personal gain to achieve results.

Inspirational motivation can oftentimes be mistaken for idealized influence, given the interconnectedness of the various behaviors. However, transformational leaders tend to inspire motivation, they provide meaning and challenge for their subordinate, but also bring enthusiasm and optimism to whatever work they are doing, whether completing a project or

redirecting organizational direction. Transformational leaders inspire motivation through involvement, they engage and co-create future outcomes, endeavors and vision.

By employing the transformational approach to leadership, followers are more engaged and tend to have greater results. As such, followers feel as though they are achieving, accomplishing and reaching far greater outcomes. This in turn is enhanced by the fact that transformational leaders do not micromanage but instead allow for followers to work through the established parameters, knowing that they will accomplish the necessary work required.

Transactional Leadership

Transactional leadership finds itself on the same continuum as transformational leadership; however, the level of self-actualization focuses and determines the type of leadership that is used. In most cases, motivation of employees using the transactional approach yields lesser results than that of the transformational one (Miramontes, 2008). Transactional leadership is defined by how a leader and follower interact, where the leader has something that is of value and can be used as a medium of exchange, whether it being compensation, acknowledgement or any other tangible reward. (Avolio & Bass, 2002). Transactional leadership is further described as leaders proposing an exchange of services, whether it is financial compensation or development of some sort. This then results in a subordinate acting in order to avoid a punishment or receive a reward which is reliant on overall performance. The other difference found in the transactional approach to leadership revolves around a leader's lack of individualization of the subordinate; there is an overall lack of consideration for the personal development of the subordinates, unless of course, that is the

expressed exchange for service. Transactional leadership is a product of reinforced behaviors, whether they are positive conditional rewards or the more negative forms (Avolio & Bass, 2002; Bass, 1990)

Northouse (2013) adds that transactional leaders tend to have influence over their followers because they are tapping into a person's needs or self-interest. Basically, both leaders and followers benefit from the relationship (Bass, 1990). These interactions are characterized by communication that will provide clear direction regarding what is needed, what needs to be accomplished or completed and the rewards associated with the completion of said requirements (Avolio & Bass, 2002). Yukl (2002) also adds that although the work will get done, the motivation is externally created, thus not allowing for enthusiasm, risk taking or full buy-in. Compliance and engagement are very different and can yield very different results, where engagement can generate creativity, new ideas and outward growth, compliance is just about completing the task at hand and can at times be rather limiting.

Servant Leadership

As noted in Northouse (2013) servant leadership is considered a paradox. As previously defined, leadership is the act of influencing subordinates to get a prescribed outcome. The notion of servitude is about doing for others so how do these two areas come together. "Although servant leadership seems contradictory and challenges our traditional beliefs about leadership, it is an approach that offers a unique perspective" (p. 219). The servant leadership theory was first identified by Greenleaf (1970, as cited in Northouse, 2013) after reading *Journey to the East* by Hesse. Servant leadership stems from the idea that in order to move

forward and create or complete, the leader first must be of service to provide support and guidance. One of the key factors behind servant leadership is the goal of eliminating social inequalities. It requires that leaders be conscientious of their followers; that they empathize, support and provide for their growth and development. Above all else, servant leaders put their followers first (Northouse, 2013). Spears (2002) cited ten characteristics that define servant leadership both on how they operate and also what drives them and sets them apart from other types of leaders. Those characteristics are:

- Listening – communication is two-way, however, servant leaders tend to communicate effectively because they listen first, they are receptive to what is being said and they tend to validate the ideas of those who they are communicating with.

- Empathy – by attempting to see the world from the other's perspective, they are more apt to demonstrate a genuine understanding for the situation at hand.

- Healing – servant leaders tend to care about those they are serving as a whole. Greenleaf believed that servant leadership is a way for leaders themselves to be healed or helped as were the case (Northouse, 2013).

- Awareness – is reflected of the self, the impact we have on our surroundings as well as our staff. This ties into emotional intelligence and the notion of personal self-awareness.

- Persuasion – as noted previously, persuasion deals with influence.

- Conceptualization – the idea or belief that a leader is able to provide vision for their subordinates, thus enabling the ability to respond to greater, more complex issues.

- Foresight – this deals with the ability to make sense of the future; or better yet to understand that actions now carry consequences into the future.

- Stewardship – personal responsibility for the ongoing vision and mission entrusted to the servant leader.

- Commitment to the growth of people – Servant leaders put followers first, they treat each follower individually, as a unique person, having unique needs and values. They are committed to the growth and development of each individual and through their service then achieve self-actualization.

- Building Community – this function is paramount to a servant leader, in that they create a space of inclusion to achieve a goal. This allows for a certain measure of safety and acceptance across a group.

By employing the 10 characteristics along with an overall understanding of the follower perspective, servant leadership further focuses the trend of subordinates as active participants that through growth, development and empowerment, will follow through and the requisites need.

Decision Making

"To deliver expected results may mean that you sometimes act as change agent both within and outside your group. You are responsible for creating the conditions needed for your

own success" (Hill & Lineback, 2011, p. 18). Decision-making is considered a process. Successful leaders approach leadership in such a way that they understand that leadership is defined by various factors that lead to a final determination. It is not viewed as a singular event or occurrence that stands alone (Garvin & Roberto, 2001). Decision-making and leadership run concurrent within most organizations, and happen at any given time throughout the course of the day, it is such a consistent process that at times can be overlooked (Brousseau, Driver, Hourihan & Larsson, 2006). A leader's style of leadership will generally impact and determine their course of action when making decisions, both are intertwined.

Tannenbaum and Schmidt (1958) were the first to find that decision making would benefit more from looking at the process. They believed that both the situation and the circumstances had a general impact on who decisions were made thus determining how successful the decisions were and the impact they had on the outcomes. Snowden and Boone (2007) also concurred that decision-making was based on circumstances as is a leader's style. Mankin (2004), Garvin and Roberto (2001), as well as, Eisenhardt, Kahwajy, and Bourgeois III (1997) "all suggest that decision making should be viewed as a process that requires certain actions and steps. If said processes are followed, leaders can end up establishing a way of making decisions that will yield greater outcomes and thus enable organizations to further achieve its goals" (Miramontes, 2008, p. 29).

Decision Making Styles

Tannenbaum and Schmidt (1958) view decision making as a series of behaviors. They found several behaviors that could define and determine a specific approach. The following statements identify the various styles:

- The manager makes the decision and announces it

- The manager "sells" the decision

- The manager presents ideas, invites questions

- The manager presents a tentative decision subject to change

- The manager presents the problem, gets suggestions, and then makes the decision.

- The manager defines the limits and requests the group to make a decision

- The manager permits the group to make decisions within prescribed limits. (pp. 97 - 98)

The behaviors identified are thought to be common practices among a varied group of leaders. In order for a leader to be successful and effective, they must first A successful leader must recognize that these behaviors happen and are shaped by certain forces (Miramontes, 2008; Snowden & Boone, 2007; Tannenbaum & Schmidt, 1958). "These forces are (a) found in leaders, (b) found in subordinates, and (c) found in situations. The forces found in leaders are (a) their value system, (b) confidence in subordinates, (c) personal leadership inclinations, and (d) personal feelings of security in uncertain situations" (Miramontes, 2008, p. 30). Leaders, whether consciously or not, are affected by the various forces when faced with having to make

a decision. The more aware they are of how they relate and react to certain situations, the more they will be able to understand how they are influenced in key situations. This will then inform them of why they prefer to act in certain ways, or why they exhibit certain patterns in their decision making approach (Tannenbaum & Schmidt, 1958). Leaders strive to make decisions that are in the best interest of whatever goal is before them. The decisions need to be appropriate for the circumstances and need to show a positive outcome for the organization at large. A leader can use a variety of styles or approaches in order to determine a plausible decision.

In keeping with this idea, Snowden and Boone (2007) use the Cynefin frameworks "which allows executives to see things from new viewpoints, assimilate complex concepts, and address real world problems and opportunities" (p. 1). In order to be viable, the different frameworks need to be evident, the leader must understand their own strengths and limitations and be able to act accordingly (Miramontes, 2008). Trying to figure out a set formula to determine what the right answer is or should be is pointless, there are countless combinations, situations shift readily, and circumstances change (Snowden & Boone, 2007).

There are four decision-making styles. They are decisive, flexible, hierarchic, and integrative. The decisive style focuses on "value action, speed, efficiency and consistency, once a plan is in place they stick to it and move on to the next decision" (Brousseau et al., 2006, p. 111). The flexible style "focuses on speed with an emphasis on adaptability" (p. 111). The Hierarchic style "focuses on analysis of information and contribution from others" (p. 111). The Integrative style "focuses on multiple approaches to a solution, consequently, they made

decisions that are broadly defined and consist of multiple courses of action" (p. 111). However, Brousseau et al. (2006) also stipulates that in addition to the 4 styles, situations impact what needs to be done; therefore effective leaders are required to know the 4 styles along with their application. So as leaders are promoted into roles with more responsibility it becomes apparent that what is needed is greater capacity for listening and understand, and a reduced need for directing (Brousseau et al., 2006).

Further, Brousseau et al, (2006) correlated the four leadership styles to the four decision-making styles. Brousseau, et al. (2006) considers there to be two types of decision makers, those considered to be maximizers and those that are satisficers. Maximizers make decisions when they have all the available information, they look at all of the information and work diligently at making the best decision possible, given the information available. This can lead to a very well thought out decision, however, the cost might come in the form of lost time and/or lack of efficiency (Brousseau et al., 2006). Satisficers tend to make decisions based specific information that they believe is important; they are speedier and look at what they perceive as key pieces of information. They need less information to determine an acceptable course of action, which sometimes can come at a higher risk.

Leadership Frameworks

Similar to the multitude of leadership styles, you also have a variety of frameworks by which to apply the different styles that exist. Without question, most leadership frameworks involve a varying degree of emotional intelligence and personal responsibility. Effective leaders use a variety of approaches, they combine a myriad of frameworks, styles, behaviors and ideas

that can be used effectively as needed given distinct situations. Although difficult to implement, mastery (which can be learned) yields significant outcomes (Goleman, 2000). To that effect, Hill and Lineback (2011) speak about leadership and management, stating that a manager's success isn't solely about the tasks to be done, but instead about self-awareness, what your personal strengths and limitations are. It is through the process of self-assessment that a leader can increase their effectiveness thus allowing for greater results.

Emotional Intelligence/Leadership Styles

According to research conducted by Goleman (2000) there are "six distinct leadership styles, each springing from different components of emotional intelligence" (p. 78). Critical to this framework is the idea that successful and effective leaders do not use any one style instead they use the 6 different styles in relation to the situation and the needs surrounding the circumstances. Each style then ties to various components of the emotional intelligent capabilities. Leaders that have the greatest efficacy are those who use a variety of approaches and do not only use singular way of doing things. Those leaders have mastered the 6 styles in order to seamlessly apply them as needed and transition between them given the circumstances or situations (Goleman, 2000). Critical to the leadership process and to this framework in particular is the concept of emotional intelligence basically the idea that one must be able to understand the interpersonal dynamics and manage them effectively. The six styles of leadership that correlate to the four fundamental capabilities are as follow:

The six leadership styles:

- Coercive leaders – the coercive leader demands immediate compliance.

- Authoritative leaders – the authoritative leaders mobilize people toward a vision.

- Affiliative leaders – the affiliative leader creates emotional bonds and harmony.

- Democratic leaders – the democratic leader builds consensus through participation.

- Pacesetting leaders – the pacesetting leader expects excellence and self-direction.

- Coaching leaders – the coaching leader develops people for the future.

   The fundamental capabilities of emotional intelligence:

- Self – Awareness - self-awareness consists of emotional self-awareness, accurate self-assessment, and self-confidence.

- Self – Management – self management consists of self-control, trustworthiness, conscientiousness, adaptability, achievement orientation, and initiative.

- Social Awareness – social awareness consists of empathy, organizational awareness, and service orientation.

- Social Skill – social skill consists of visionary leadership, influence, developing others, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration. (Goleman, 2000, p. 80)

Success with this framework relies on a leader's ability to switch between the various components of the framework. According to Goleman (2000), "the late David McClelland, a noted Harvard University Psychologist, found that leaders with strengths in a critical mass of six or more emotional intelligence competencies were far more effective than peers who lacked such strengths" (p. 80). In order for leaders to be able to switch amongst the various styles, they must first understand them all and then be able to implement them. Success is most

commonly achieved when leaders are able to apply and use at least 6 or more of the emotional

intelligence competencies, fluidly. It is in this mastery that the various components of the

framework can best be implemented.

One of the deciding factors that determine success among leaders is the overall climate

found in the sphere of influence. Organizational climate is measured through the six factors of

influence within an organization (Goleman, 2000) meaning that the six key areas shape the

organization, thus determining the necessary emotional intelligence competencies which then

determines success and efficacy. The six key factors are as follows:

- Flexibility – how free employees feel to innovate unencumbered by red tape.

- Responsibility – the level of responsibility a person feels to the organization.

- Standards That People Set – the sense of accuracy about performance feedback.

- Rewards – the aptness of rewards.

- Clarity – the clarity people have about the mission and vision.

- Commitment – the level of commitment to a common purpose. (Goleman, 2000,
  pp. 81)

Accordingly, it was determined that the six styles of leadership then have an impact on the

climate of the organization. As a result, a correlation existed concerning the influence of climate

on fiscal results. According to the study, leaders can use six leadership styles but only the

consistent use of four of the six can really have any effect (Goleman, 2000).

The overarching consistent idea behind this framework is flexibility. The ability of a

leader to switch from style to style depending on the situation can yield far greater outcomes

and prove to be quite effective. Effective leaders are those that can use at least 4 of the 6 styles, however, the styles themselves are also important. In order to maximize efficacy, it would be beneficial if of the 6, at least the authoritative, democratic, affiliative and coaching styles were used given that these yielded the highest impact in the study (Goleman, 2000). It should also be noted that effective leaders need to be able to switch between the differing styles readily which is what gives them their advantage. They aren't staid or stuck with only one approach. To successfully use this framework, a leader must understand each of the styles and be able fluidly go from one to the other. There isn't a magic checklist of situation that one can review prior to deciding which approach to use. Instead it requires personal awareness; leaders need to be able to look at the situation, process information and determine the approach to use which requires thorough understanding of the all of the facets of each style.

It is clear that most leaders do not have all six styles as part of their tool kit; in most cases they don't even have four. Many only have one or two; however, it is imperative that a person who wants to be successful at leading should develop said leadership styles through the use of self-awareness and emotional intelligence. By using this framework leaders can better understand what makes for effective leadership and how they can effect change and improve overall outcomes (Goleman, 2000). Although not an exact science, given the vast leadership knowledge that exists, it should no longer be a mystery. The constant in leadership is that business is constantly changing and evolving, so should leaders change and evolve.

The 3 Imperatives

The 3 imperatives framework is directed by the interactions of the manager. It breaks down into three distinct areas to be managed: the self, your network, and your team. According to Hill and Lineback (2011), managers need to think of themselves in terms of the greater picture and no longer based on the tasks before them. They should develop a more rigorous sense of self, be more self-aware, develops emotional intelligence and the ability to use judgment in decision-making. Because management is imperative to the success of an organization it becomes an integral component of what defines an organization. A key aspect of a manager's role is their ability to manage change and still produce results. In this framework, management and leadership are one and the same, where leadership is but a component of management. However, as it develops, it aligns with the capabilities of emotional intelligence just as much as many other frameworks do, making emotional intelligence an underlying component of most successful leadership and management theories. It is the responsibility of management to affect performance and be responsible for people under them. In order to be successful they must be able to influence their subordinates to get the work done; which also means that they need to be able to inspire in them thoughts, feelings and actions that will get the job done (Hill & Lineback, 2011). Most classic definitions of leadership begin and end with influencing others. That being the case, this framework deals with leadership as a requisite for successful management.

Similar to most leadership theories, this framework also posits that efficacy isn't determined by years of experience which is why there is a significant variance in the level of

mastery amongst effective managers. As with any of the other frameworks, mastery comes with time and experience, but only if the manager is mindful of their own strengths and limitations and continually look to reassess and use the tools at their disposal. Meaning that in order to be successful, managers need to implement the various styles, frameworks and theories, and continue to use them over time and in different situations (Goleman, 2000; Hill & Lineback, 2011). In looking at this leadership framework, the authors further state that "the work of managers seems so fragmented, improvisional, and superficial because it embodies a panoply of paradoxes" (p. 16). Those paradoxes that inherently impact management styles and abilities are:

- You Are Responsible For What Others Do

- To Focus On The Work, You Must Focus On People Doing The Work

- You Must Both Develop Your People And Evaluate Them

- You Must Make Your Group A Cohesive Team Without Losing Sight Of The Individuals On It.

- To Manage Your Group, You Must Manage The Larger Context Beyond Your Group

- You Must Focus On Today And Tomorrow

- You Must Execute And Innovate

- You Must Sometimes Do Harm In Order To Do A Greater Good (Hill & Lineback, 2011, pp. 16-20)

Each of these paradoxes impacts the role of the leader in a way that has a binding effect on the outcomes of their management. Each of the eight paradoxes has a significant impact in how leaders lead (or in this case, the way managers manage).

You are responsible for what others do. As a result of accountability, you become responsible for work that others do, when the work isn't done, it isn't a reflection of your subordinates but of you as the leader/manager. However, that doesn't mean that if the work isn't getting done, you should step in to do it, on the contrary, this becomes an opportunity to take a step back and understand the difficulty in this paradox. Success comes from the ability to influence and engage other, as opposed to directing them or worse yet, doing the work for them.

To focus on the work, you must focus on people doing the work. A misconception about management exists whereby managers oftentimes believe that they are responsible to get the work done and when they don't they believe that they didn't do enough of the physical actions to do the work, when in reality it is a reflection of a managers capacity to persuade others to get the work done. If influence isn't a guiding factor, the manager as well as the team will become ineffective. The reality of a manager's situation lies in the fact that they are as responsible for the work getting done as well as the work itself (Hill & Lineback, 2011).

You must both develop your people and evaluate them. Given the nature of the workforce, you have a more and more amorphous job market where talent comes, grows, develops and leaves. As turnaround increases or decreases a manager must get to know his subordinates as people. It is a manager's responsibility to provide opportunities to develop

subordinates and give them a sense of accomplishment; however it is also a requirement of the role to deal with individuals who aren't meeting minimal requirements (Hill & Lineback, 2011). A manager needs to be able to identify and accordingly determine a person's ability to perform and their ability to learn and develop and here is lines the difficulty. Once of the most challenging roles a manager will face is trying to support staff, while knowing that their continued involvement in the organization, department and/or project is determined by a person's capacity to efficiently produce to the manager's requirements. No matter how much a manager wants to balance the two roles, there will be times when it becomes impossible.

You must make your group a cohesive team without losing site of the individuals on it*.* To call a group of coworker a team is misleading. The goal of a leader is to develop a group that is cohesive and works well together, where the dynamics of the group yield the work of a true team. A true team isn't just a group of people, but instead is defined and structures based on a common goal, directive or outcome (Hill & Lineback, 2011). Every team requires overall buy in, where there is a collective sense of ownership; where the overriding belief is that you succeed together and fail together. The challenge exists where you try to get a group of people to have the collective sense and shared understanding while maintaining its diverse membership.

To manage your group, you must manage the larger context beyond your group*.* There is this false belief that in order to be a successful manager, you only have to worry about managing your own team and your own interests. However, any manager who understand what it means to effectively lead, knows that in order to be successful, they first have to acknowledge that in addition to managing personal interests managers need to further manage

competing interest outside of their own teams. The ability to manage upwards becomes as critical to an organizations success as it is to manage subordinates, influence and inspiration at times will need to extend to other stakeholders and not just to those in your immediate circle (Hill & Lineback, 2011). This aligns with the idea that influence is a major tenet in leadership and management because you effect change in others, by others.

You must focus on today and tomorrow. This is one of the most challenging and most common of paradoxes… do you focus on today at tomorrow's expense, or do you plan for tomorrow, knowing that a possibility exists that you won't be as successful in the moment. Limited resources make this particularly difficult because managers are forced to choose between immediate results and long term viability. Determining what takes preference is oftentimes one of those areas that require influence outside of a managers own team.

You must execute and innovate. Change is constant and more so with managers. Creativity sparks innovations with then brings about change. In order to be a successful manager, there needs to be a culture of innovation and growth or development (Hill & Lineback, 2011). What ultimately is required is that a manager must be versed in both being a change agent while at the same time understanding that his team and subsequently the organization also need a steward of continuity. To stay the course, while still fostering change requires a clear understanding of what is entailed in either of those tasks and then working towards that end accordingly.

You must sometimes do harm in order to do greater good. Trying to remove the human component of any workgroup is impossible. At times, a manager will be faced with

difficult choices where a decision can ultimately harm a group or person on a personal level as a result of choices that have the greatest positive impact on the whole organization. Understanding the balance and need, making sure that all parties are aware and understand and have buy-in can mitigate some of the harm done. However, it is impossible to say that none will occur (Hill & Lineback, 2011).   To understand the three imperatives in the context of the paradoxes, managers need a clear underlying sense of what's important, where the group is heading both in the immediate future and then the long term vision. But beyond that, the managers along with their respective teams need to know how to achieve their required short and long term goals (Hill & Lineback, 2011). Using the following imperatives can provide the foundation to achieve the requisite outcomes.

- Managing Yourself is the area of self –awareness for a manager. This area deals with the changes required, the role of the manager, how the manager relates to others, and most importantly, how managers influence others.

- Manage Your Network is about the political side of a manager's job. It is about understanding competing interests and what that looks like. The goal is to understand the systems that surround you without getting caught up in them.

- Manage your team is about managing all of the individuals found in the group that a manager oversees. This is primarily about building an effective, high functioning, high performing team. Using the leadership styles in a fluid way, allowing for a person's individual contribution can significantly impact the success of a group.

Ultimately the three imperatives serve as a guide for successful management framework by providing tools while defining a plausible path to take. When managers are self-aware and use a multitude of factors to determine their approach, they are tapping into a more diverse understanding and perspective thus allowing for a more practical systemized way of developing the key areas that will yield results.

Chapter Summary

Leadership has an exponential number of approaches and applications ranging from styles, traits, behaviors, beliefs, and values. Theories exist that deal with the individual, followers, relationships and approaches whether in interpersonal, business, community or at the organizational level. Given the vast amount of literature about leadership it is clear that without the individual leadership is non-existent. However, the individual alone is not enough to define the theoretical framework that is Leadership (Miramontes, 2008). According to Hill and Lineback (2011) there are three imperatives to becoming a great leader/manager, you must manage your team, your network and yourself. Goleman, Boyatzis and McKee (2002) take it one step further; they state that effective and great leaders have a fundamental impact in how their followers respond, they incite and inspire in a way that exponentially produces results. To that point Burns (1978) further adds "the leader's fundamental act is to induce people to be aware or conscious of what they feel – to feel their true needs so strongly, to define their values so meaningfully, that they can be moved to purposeful action" (p. 44). Therefore, there is a strong belief that although leadership does involve the individual, true leadership is more than that. Leadership encompasses a variety of factors and a multitude of

facets. Although individual theories exist that were developed hundreds of years ago, it is clear

that as time passes, we see differing perspectives of what leadership is and what how it should

be implemented. Where once "great man" theories were relevant, and par for the course… we

have seen in the last few decades more and more literature bring to question the notion of

leadership based solely on what an individual's genetic makeup is. Great leaders have dotted

our history and yet each and everyone one of them might have shared certain traits or

characteristics, however by and large, their followership and the situation played key roles.

In addition to the variety of leadership theories that currently exist, looking at theories

individually gives a siloed perspective. Instead most successful leaders use a multitude of

approaches. These are better referred to as frameworks, two of the more comprehensive ones,

and those addressed previously are the emotional intelligence/leadership styles and the three

imperatives, both of which deal with similar themes. Although not overt in the second

framework, both have an underlying required of emotional intelligence. The four capabilities

are prominent and work simultaneously with the six leadership styles in order to produce

effective results, whereas the three imperatives although not overtly states, require that

managers influence others while at the same time being self-aware. It is this very idea that is

inherent in all of the most prolific leadership theories currently employed. People must first

and foremost be treated like individuals who aren't just workers, they are people that have

hearts and brains, that have their own ideas about what success looks like and what their level

of commitment should be. In today's global workplace, the understanding between leaders and

followers is changing. The shift is based on a collective understanding that the relationship is

just as important as the outcomes or the tasks needing to be done. The interpersonal dynamics

play key roles in the success of the organization/departments. The reality is that effective

managers and leaders have to do more than just cope and get by, they have to make sense of all

of the moving parts, create efficiencies and make sure that the interpersonal relationships

between themselves and their subordinates are aligned with their end goals (Hill & Lineback,

2011). Finally,

> the 3 Imperatives summarize the essence of what you must do to fulfill your
>
> responsibility as a manager. They are the fundamental levers of influence you can use
>
> with both the people who work for you and those who don't. They provide the tools for
>
> managing the paradoxes, and they're flexible enough to accommodate the changes now
>
> occurring in the workplace and the workforce. (p. 27)

Which further strengthens the argument that those individuals with a higher understanding of

emotional intelligence will be better able to shift between a variety of leadership styles and the

more styles a manager can employ, the more successful they will be (Goleman, 2000).

Leadership, while strengthened heavily impacted by personal values and beliefs as well

as personal self-awareness, is also heavily impacted by societal norms and culture. It is these

societal norms and one's cultural affiliations that heavily weigh into personal values and beliefs;

it is to this end that a study of Iranian leadership becomes critical, not just from a leadership

perspective, but through an understanding of what a leader's limitations can be as well as the

impact of self-understanding on a leaders overall style.. Although highly assimilated, the

Iranian leader inherently brings with him inherent traits, beliefs and values that set them apart

from mainstream western ideals. These are the differences that set leaders apart, they cross

organizational boundaries, country borders, and vast cultural lines. Beyond the basic

understanding of those differences, lies another key process and one that highly impacts

leadership in action and that is the approach to decision making. As effective leaders it

becomes imperative to make decisions from the perspective of self-awareness, an

understanding of the bigger group, the organization and of course the greater social construct

(Tannenbaum & Schmidt, 1958). Ultimately, having a better understanding of both leadership

characteristics of Iranian leaders coupled with their approach to decision making can help the

overall professional Iranian community as well as the more mainstream leadership community.

Chapter III: Methodology

In this chapter, methods that are used in the study are presented. The methodology employed nature of the study, and restatement of research questions are followed by a description of participants, the population and sampling methods. Finally, instrument used in the study, how validity and reliability are established, variables measured and statistical treatment of the data are discussed.

This chapter explores the methods used in the investigation of preferred models of decision making, preferred styles of leadership, and the relationship of these to the demographic characteristics of successful Iranian-Americans residing in the United States. The chapter will begin with a discussion of the nature of study, a restatement of the research questions, identification of the Analysis Unit, population and the sample, and sampling method. It will also discuss the variables studied and their definition, data collection methods, Instrument used including validity and reliability of the instrument and statistical treatment of the data.

Nature of the Study

This study will employ a quantitative approach to addressing the research questions proposed. First, participants' preferences for decision making and leadership styles are measured. Next, these preferences are broken down across a number of demographic characteristics to determine if any relationships may exist.

Restatement of the Research Questions

Research question that will inform the study, as previously stated in Chapter 1, are:

5. What are the preferred models of decision making for successful Iranians in the US?

6. What are the preferred styles of leadership for successful Iranians in the US?

7. Are there differences in preferred model of decision making for successful Iranians in the US based on their demographic characteristics

8. Are there differences in preferred style of leadership for successful Iranians in the US based on their demographic characteristics

Analysis Unit, Population and the Sample Studied

The Analysis Unit (a single participant) in the study is a successful Iranian-American who resides in the United States. Success in this context is defined by any combination of academic achievement (holding a terminal degree in their respected fields), holding key positions in major organizations (directorship or its equivalent and higher), owning a business for three or more years, or be a recognized public figure in the Iranian American community. The population for the study is all successful Iranian-Americans who reside in the United States.

The sampling frame for the study will be Iranian-American residents in Southern California. California, and in particular Southern California, houses the largest population of Iranians outside of the United States (Amin, 2006). While not fully representative of all Iranian-Americans who reside in the United States, the sampling frame does represent a significant opinion base.

The study will target approximately 250 Iranian-Americans who reside in the United States. To gain access to this number of participants, the non-profit organization Ayeneh will be approached (a non-profit organization, established in March 1982) and having several thousand members).

A non-random sampling method with snowballing will be used. All members of Ayeneh will be contacted and asked to participate in the study and to recommend other potential participants. Qualification for participation includes holding a terminal degree in their respected field, holding the position or equivalent of Director or higher at an organization, own their own business for at least 3 years, or be a recognized public figure such as politician, musician, artist, actor/actress, or similar.

Data Collection Methods

The researcher, having obtained permission from Ayeneh, will personally appear at seminar sessions held for Ayeneh participants and distribute the Leadership and Decision Making Style (LDMS) instrument specifically designed for this study (Appendix A).   The researcher will read the recruitment script (Appendix B) designed for this study. Participants may complete an electronic version of the survey by going to www.Iranianleadershipsurvey.com. For those who wish to complete the survey on paper, the researcher will deliver to each Ayeneh member a "Participation" envelope containing a copy of the LDMS, a copy of the informed consent form, a self-addressed, stamped envelope and five copies of "request for participation and contact information form" (Appendix C) provided to respondents to use to pass on to other potential participants in the study. The researcher will

follow up by attending an Ayeneh seminar for two consecutive weeks and making the same request.

Those participants who are referred to the researcher by receiving a "request for participation and contact information form" receive specific instructions for participation in the study. They will be offered two options to receive a copy of the LDMS and informed consent form. The first option guides the respondent, through a link provided, to a web site that contains the LDMS and informed consent. Duplicate responses will be tracked through IP addressed and then deleted. The second option requires that the potential participant makes a phone call to a dedicated number and leaves a mailing address. The respondent then will mail to them the same "Participation" envelope passed out to Ayeneh members. The researcher will allow four weeks for data collection or until 300 usable (fully completed) responses are received.

Instrumentation

A Leadership and Decision Making Styles Instrument (LDMS) was specifically designed for this study. The LDMS aims 12 questions at the preferred decision making and leadership style of the respondents. In addition, there are eight demographic questions aimed at gaining a better understanding of the participants as well as investigating the relationship between demographic characteristics and leadership and decision making preferences of the respondents.

The first five questions on the survey are based on Tannenbaum and Schmidt's (1958) classic article printed in Harvard Business Review called "How to choose a leadership pattern."

The article focuses on various decision making preferences of leaders as an indication of their leadership styles. In particular, the article poses the five phrases as different perspectives on decision making.

The first phrase was modified to state: "I put most problems into my groups' hands and allow them to come up with their own solutions. I serve merely as a catalyst, mirroring back the peoples thoughts and feelings so that they can better understand them." This approach represents what this study refers to as the "Facilitator." Accordingly, the degree to which a respondent acts as a Facilitator in decision-making is measured on a 5-point Likert scales where a score of 1 indicates Always and a score of 5 indicates Never.

The second phrase is modified to state "It's unwise for me to make decisions that affect my employees. I always talk things over with my employees, but I make it clear to them that I am the one that has to have the final say." This phrase represents a style that in this study is referred to as the "Conductor." Accordingly, the degree to which a respondent acts as a Conductor in decision-making is measured on a 5-point Likert scales where a score of 1 indicates Always and a score of 5 indicates Never.

The third phrase is modified to state: "My job is to decide on a course of action. Once I have done that, I do my best to sell my ideas to my employees." This approach represents a decision-making style that in this study is referred to as the "Plotter." Accordingly, the degree to which a respondent acts as a Plotter in decision-making is measured on a 5-point Likert scales where a score of 1 indicates Always and a score of 5 indicates Never.

The fourth phrase is modified to state: "My job is to lead. If I let a lot of other people make the decisions I should be making, then I have failed to do my job." This approach represents a decision-making style that in this study is referred to as the "Soloist." Accordingly, the degree to which a respondent acts as a Soloist in decision-making is measured on a 5-point Likert scales where a score of 1 indicates Always and a score of 5 indicates Never.

The fifth phrase is modified to state "I believe in getting things done efficiently. I can't waste time calling meetings and getting everybody involved. Someone has to call the shots around here, and I think it should be me." This approach represents a decision-making style that in this study is referred to as the "Chief." Accordingly, the degree to which a respondent acts as a Chief in decision-making is measured on a 5-point Likert scales where a score of 1 indicates Always and a score of 5 indicates Never.

Overall, the degree to which a respondent acts as a Facilitator, Conductor, Plotter, Soloist, and Chief is measured as five separate variables.

In the next section of the instrument, six questions inspired by six styles of leadership reported in Primal Leadership (Goleman et al., 2002) are listed to measure preference for styles of leadership. Each phrase represents a distinct style of leadership and the degree to which a respondent prefers that style is measured on a 5-point Likert scales where a score of 1 indicates "Always" and a score of 5 indicates Never.

The first phrase, "I know exactly what I want done and how I want it done. I demand that my employees comply with my directions in a timely fashion and without arguing", refers

to the "Demanding/Coercive" style as noted in Primal Leadership. The question is designed to what extent to which a respondent prefers a "Demanding/Coercive" style of leadership.

The second phrase, "I have a clear vision of the results I want and I like to mobilize people around that vision", refers to the "Visionary" style as noted in Primal Leadership. The question is designed to what extent to which a respondent prefers a "Visionary" style of leadership.

The third phrase, "I pay close attention to the emotional needs of my employees and I like to create emotional bonds and harmony in the organization", refers to the "Affiliative" style as noted in Primal Leadership. The question is designed to what extent to which a respondent prefers an "Affiliative" style of leadership.

The fourth phrase, "I constantly challenge and demand more of my employees and expect them to be self-directed and perform at their highest levels", refers to the "Pacesetting" style as noted in Primal Leadership. The question is designed to what extent to which a respondent prefers a "Pacesetting" style of leadership.

The fifth phrase, "I get my employees involved in the decision-making process and like to build consensus by encouraging their participation", refers to the "Democratic" style as noted in Primal Leadership. The question is designed to what extent to which a respondent prefers a "Democratic" style of leadership.

The sixth phrase, "I value human potential and focus on developing this in my employees for the future of the organization", refers to the "Coaching" style as noted in Primal

Leadership. The question is designed to what extent to which a respondent prefers a "Coaching" style of leadership.

The final question on the instrument, "I get results by motivating my employees, communicating my expectations, and rewarding and/or punishing them as appropriate." This phrase reflects a managerial, transactional approach and is referred in the study as the "Manager." The question is designed to what extent to which a respondent prefers a "Managing" style of leadership.

The instrument also measures Gender, Income, the highest level of education, length of stay in the US, how a respondent categorizes his/her ethnicity, marital status and the profession of the respondent. A copy of the final, validated version of the instrument is provided in Appendix A.

Validity and Reliability

Validity of the instrument was established through consultation with a three member panel of experts. Panel members were selected such that each member provided a unique perspective in the evaluation of the instrument. The first panel member, who chose to remain anonymous, is a distinguished Professor of Leadership and Change at a well-recognized University in California. With over 15 years of academic experience and over 20 years of consulting and leadership in the industry, she is an expert in the understanding of leadership and decision-making in organizations and in cultural contexts.

The second panel member, Dr. Fereshteh Amin is a leadership consultant and executive

coach and the founder of Amin Leadership Group. She is also a noted author and expert in the

area of success for Iranian-Americans and is the author of the book (Success strategies of

Iranian American Leaders).

The third panel member, Dr. Gabriella Miramontes, holds a doctoral degree in

Organizational Leadership and has conducted her research in the examination of leadership

characteristics of Mexican Leaders and is an expert in cultural context of leadership.

Panel members were contacted via email and invited to participate as experts in the

validation of the study. They all graciously accepted the invitation. Each panel member was

sent a letter of instructions and a copy of LDMS specifically modified to allow input from the

panel members as shown below (Figures 1 – 3).

Figure 1. Questionnaire sent for vetting

Dear Panel Member:

Thank you for agreeing to participate in validating this instrument. The instrument is
designed to measure decision making and leadership style preferences of successful
Iranians who live in the United States. The research questions that guide the study are:

1. What are the preferred models of decision making for successful Iranians in the US?
2. What are the preferred styles of leadership for successful Iranians in the US?
3. Are there differences in preferred model of decision making for successful Iranians
   in the US based on their demographic characteristics

Survey questions 1 through 5 are inspired by Tannenbaum and Schmidt (1958) classic article
printed in Harvard Business Review called "How to choose a leadership pattern." The article
focuses on various decision making preferences of leaders as an indication of their leadership
styles. Questions six through 11 are extracted from Daniel Goleman's (2000) "Leadership that
Gets Results" and "Primal Leadership" (Goleman, Boyatzis & McKee, 2002) in which he
discusses six styles of leadership. Question 12 is demonstrative of motivation-

based/Transactional leadership preferences.

Please read every question carefully and select "Keep the question" if you find the question relevant to the research questions stated. Select "Delete the question" if you find the question irrelevant to the research questions stated. Finally, if you recommend keeping a revised version of a question, indicate so by marking "revise as suggested" and include your recommended revision.

If you have any questions, please feel free to contact me.

To what extent each of the following represents your beliefs about effective leadership?

Although there are exceptions, as an effective leader, in most occasions:
1. "I put most problems into my groups' hands and leave it to them to carry the ball from there. I serve merely as a catalyst, mirroring back the peoples thoughts and feelings so that they can better understand them."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

Keep the question   Delete the question   Revise as suggested

2. "It's foolish to make decisions oneself on matters that affect people. I always talk things over with my subordinates, but I make it clear to them that I am the one that has to have the final say."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

Keep the question   Delete the question   Revise as suggested

3. "Once I have decided on a course of action, I do my best to sell my ideas to my employees."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

Keep the question   Delete the question   Revise as suggested

(Continued)

4. "I'm being paid to lead. If I let a lot of other people make the decisions I should be making, then I'm not worth my salt."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

Keep the question   Delete the question   Revise as suggested

5. "I believe in getting things done. I can't waste time calling meetings. Someone has to call the shots around here, and I think it should be me."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

Keep the question   Delete the question   Revise as suggested

6. I know exactly what I want done and demand that my employees comply with my directions without arguing and in a timely fashion.

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

Keep the question   Delete the question   Revise as suggested

7. I have a clear vision of the desired results and I like to mobilizes people toward that vision

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

Keep the question   Delete the question   Revise as suggested

8. I pay close attention to emotional needs of my employees and like to create emotional bonds and harmony in the organization.

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

(Continued)

9. I constantly challenge and demand more of my employees and expect nothing of them short of excellence and self-direction

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

10. I get my employees involved in the decision process and like to build consensus through gaining their participation

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

11. I values the human potential in my employees and focuses on developing them for the future of my organization

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

12. I get results through motivating my employees by communicating to them my expectations and rewarding and/or punishing them as appropriate

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

Figure 2. Demographic information

Please tell us a little about yourself. (Mark the answer that applies to you):
I am:
☐Male   ☐Female
☐ Younger than 30 years old
☐ 30 to 39 years old
☐ 40 to 49 years old
☐ 50 to 59 years old
☐ Over 60 years old

My annual income is:
☐ Less than $50,000
☐ $50 to $99,000
☐ $100,000 to $250,000
☐ $250,000 to $1,000,000
☐ Over $1,000,000

My highest level of education is:
☐ High School Diploma or below
☐ Some College
☐ College Degree
☐ Master's Degree
☐ Doctoral Degree

I have lived in the United States for:
☐ Under 3 years
☐ From 3 to 7 years
☐ From 8 to 15 years
☐ More than 15 years

I consider myself mainly:
☐ Iranian/Persian
☐ American
☐ Iranian/American
☐ American/Iranian
☐ Other (Please specify) _____

I am:
☐ Single, Never Married
☐ Married
☐ Divorced/Separated

65

(Continued)

☐ Widowed
☐ In Committed Relationship

My primary profession is in the field of:
☐ Sciences (Engineering, IT, etc.)
☐ Law and related fields
☐ Medicine (Physician, Dentist, Nursing, etc.)
☐ Professional (Accounting, Finance, Banking, Consulting etc.)
☐ Higher Education (Teaching, Administration, etc.)
☐ Food Related (Restaurant Owner, Hospitality, Catering, etc.)
☐ Retail (Own retail outlet, Own business, etc.)
☐ Other (Specify) _____

I manage or lead:
☐ No one
☐ 1 to 4 People
☐ 5 to 9 people
☐ 10 to 24 People
☐ 25 to 100 people
☐ Over 100 people
☐ Over 1000 people

All three members provided significant contextual and phrasing suggestions. All recommendations by the panel members were adopted and incorporated in the final and validated copy of the LDMS, attached in Appendix A.

Reliability was establish through a pilot study involving five doctoral students in Organizational Leadership at Pepperdine University and three people who met the study's definition as successful Iranian-Americans who lived in the US. The result of the pilot study was to ensure that the questions were clear and understandable. Input from the pilot study was incorporated in the final copy of LDMS as attached in Appendix A.

Variables Studied and their Definitions

To address the research questions in the study, 20 variables are measured. In Figure 3

below, the name of each variable, a brief definition of the variable, and its level of

measurement is presented.

Figure 3. Variables and definitions		
Variable Name	Definition of Variable	Level of Measurement
Conductor	Degree to which the respondent reports a "Conductor" decision making behavior	Attribute
Plotter	Degree to which the respondent reports a "Plotter" decision making behavior	Attribute
Soloist	Degree to which the respondent reports a "Soloist" decision making behavior	Attribute
Chief	Degree to which the respondent reports a "Chief" decision making behavior	Attribute
Facilitator	Degree to which the respondent reports a "Facilitator" preference for leadership	Attribute
Demanding/Coercive	Degree to which the respondent reports a "Demanding/Coercive" preference for leadership	Attribute
Visionary	Degree to which the respondent reports a "Visionary" preference for leadership	Attribute
Affiliative	Degree to which the respondent reports a "Affiliative" preference for leadership	Attribute
Democratic	Degree to which the respondent reports a "Democratic" preference for leadership	Attribute
Pacesetting	Degree to which the respondent reports a "Pacesetting" preference for leadership	Attribute
Coaching	Degree to which the respondent reports a "Coaching" decision making behavior	Attribute
Managing	Degree to which the respondent reports a "Managing/transactional" decision making behavior	Attribute
Gender	Participant's Gender	Attribute
Age	Participant's Age	Attribute
Income	Participant's Income	Attribute
Education	Participant's Highest Level of Education	Attribute
Profession	Participant's Primary profession	Attribute
Variable Name	Definition of Variable	Level of Measurement
Staff size	Number of people if any the Participant manages/leads	Attribute
Years in US	Participant's number of years residing in the US	Attribute
Ethnicity	Participant's reported choice of Ethnicity	Attribute
Marital Status	Participant's Marital Status	Attribute

Statistical Treatment of the Data

The first research question in the study inquires: "What are the preferred models of decision making for successful Iranians in the US?" To address this research question, six variables, namely Facilitator, Conductor, Plotter, Soloist, and Chief, each indicating the degree to which respondents showed preference for different styles of decision-making are measured. All six variables are measured at the attribute (nominal/ordinal) level of measurement. Frequency distributions will be used, summarized in bar-charts, to report the findings.

The second research question, "What are the preferred styles of leadership for successful Iranians in the US?" To address this research question, six variables, namely Demanding/Coercive, Visionary, Pacesetting, Affiliative, Coaching and Democratic, each indicating the degree to which respondents showed preference for different styles of leadership are measured. All six variables are measured at the attribute (nominal/ordinal) level of measurement. Frequency distributions will be used, summarized in bar-charts, to report the findings.

To address the third research question, "Are there differences in preferred model of decision making for successful Iranians in the US based on their demographic characteristics?" cross tabulation will be used. Chi-Square statistic will be used to guide future researchers where statistical significance may exist.

Chapter IV: Results

Success can be defined in a variety of ways. Whether it is through external factor; visible, internal or otherwise. The same can be said about leadership styles and characteristics. When combining the two, the waters get even murkier. What defines a successful leader? Is it intrinsic, or external? Given human nature it is essential to look at what components impact a leader's style and decisions especially as they pertain to one's ability to lead. The purpose of this study was to determine if there were preferred models of decision making, preferred styles of leadership of successful Iranians in the US; and if those preferences were impacted by demographic information.

Participants

The target participants for the study were successful Iranian American leaders residing in the US. Invitation to the study was done primarily by word of mouth due to the perceived risk to the author, should more overt media outlets have been used, therefore the data output was limited to 63 respondents.

In looking at the data there were more males (61.9%) than females (38.1%) in the study. Ages of the respondents ranged from "younger than 30 years old (11.1%)" to "over 60 years old (20.6%)" with the median age being 44.50 years old. Annual income ranged from "less than $50,000 (20.6%)" to "over $1,000,000 (11.1%)" with the median annual income being $175,000. All respondents had at least a college degree and 81.0% had also earned at least one advanced degree. Sixty percent of the respondents had been in America more than 15 years. As for ethnic identity, the most commonly reported identities were either "Iranian-American (46.0%)" or "Iranian or Persian (23.8%)." Three-quarters of the respondents (74.6%) were married and

the most commonly reported professions were the sciences (49.2%), and medicine (15.9%).

The number of followers reporting to the respondent ranged from "no one (14.3%)" to "over

1,000 people (1.6%)" with the median number of followers being seven people. About three-

quarters (77.8%) of the respondents were born in Iran and another 17.5% were born in the

United States.

Table 1

Frequency Counts for Selected Variables (N = 63)

Variable	Category	n	%
Gender			
	Male	39	61.9
	Female	24	38.1
Age Group [a]			
	Younger than 30 years old	7	11.1
	30 to 39 years old	16	25.4
	40 to 49 years old	10	15.9
	50 to 59 years old	17	27.0
	Over 60 years old	13	20.6

(Continued)

Table 1

Frequency Counts for Selected Variables (N = 63)

Variable	Category	n	%
Annual Income [b]			
	Less than $50,000	13	20.6
	$50-$99,999	11	17.5
	$100-$250,000	20	31.7
	$250-$1,000,000	12	19.0
	Over $1,000,000	7	11.1
Education			
	College degree	12	19.0
	Master's degree	19	30.2
	Doctoral degree	32	50.8
Years in America			
	Under 3 years	4	6.3
	3 to 7 years	11	17.5
	8 to 15 years	10	15.9
	More than 15 years	38	60.3

Table 1

Frequency Counts for Selected Variables (N = 63)

Variable	Category	*n*	%
Identity			
	Iranian or Persian	15	23.8
	American	5	7.9
	Iranian-American	29	46.0
	American-Iranian	11	17.5
	Other	3	4.8
Marital Status			
	Single, Never Married	8	12.7
	Married	47	74.6
	Divorced/Separated	4	6.3
	Widowed	2	3.2
	In a Committed Relationship	2	3.2
Profession			
	Sciences	31	49.2
	Law and Related Fields	3	4.8

Table 1

Frequency Counts for Selected Variables (N = 63)

Variable	Category	*n*	%
	Medicine	10	15.9
	Professional	7	11.1
	Higher Education	3	4.8
	Food Related	1	1.6
	Retail	3	4.8
	Other	5	7.9
Number of Followers [c]			
	No one	9	14.3
	1-4 people	17	27.0
	5-9 people	13	20.6
	10-24 people	7	11.1
	25-100 people	11	17.5
	Over 100 people	5	7.9
	Over 1,000 people	1	1.6
Birth Country			
	Iran	49	77.8
	United States	11	17.5
	Other	3	4.8

[a] Age: *Mdn* = 44.50 years. [b] Income: *Mdn* = $175,000. [c] Followers: *Mdn* = 7 people.

Data Collection

Collection of the data was conducted through a survey portal. A series of questions were asked (see Appendix A) of the respondents. Questions were in a multiple choice format so all the respondents had to do was select the appropriate item. The respondents were solicited using word of mouth with friends, colleagues and family members. The study was conducted over the course of 5 weeks. At which time the study data was downloaded and analyzed.

It should be noted that the survey is still up on the website in hopes of more participants responding over an extended period of time. All respondents were given a modified informed consent form that needed to be accepted as part of the survey in order to use the content for the study (see Appendix A).

Data Display

The data was organized by research question. The data was presented using descriptive statistics, which is a statistical way of describing the data, along with narrative and tables to show data outcomes. As indicated in the informed consent and given the nature of the study, the data is presented in aggregate form, therefore only generalizations were made to protect the identity of those who participated.

Research Question One

Research question one asks: What are the preferred models of decision making for successful Iranians in the US? To answer this question, Table 2 displays the descriptive statistics for the five decision making preference variables sorted by the highest mean. These ratings

were given using a 5-point metric (1 = *Never* to 5 = *Always*). The most commonly preferred

decision making model was soloist (*M* = 4.25) while the least common model was chief (*M* =

3.71). The findings are somewhat contradictory, as noted previously, Iranian American success is

thought to be based on an authoritarian approach to leadership, as such it makes sense that

he preferred decision style is "soloist" however, that goes contrary to the idea that respondents

are "chiefs." Perhaps an area of future study would revolve around the idea of decision making

in collaboration with others as opposed to decision making without input.

Table 2

Descriptive Statistics for Decision Making Preference Variables Sorted by the Highest Mean

(N = 63)

Decision Making Approach	*M*	*SD*	Low	High
Soloist	4.25	0.88	1.00	5.00
Conductor	4.16	0.90	2.00	5.00
Facilitator	4.08	0.92	2.00	5.00
Plotter	4.00	0.88	1.00	5.00
Chief	3.71	1.05	1.00	5.00

Note. Ratings based on a 5-point metric: 1 = *Never* to 5 = *Always*.

Research Question Two

Research question two asks: What are the preferred styles of leadership for successful Iranians in the US? To answer this question, Table 3 displays the descriptive statistics for the seven leadership style preference variables sorted by the highest mean. These ratings were given using the same 5-point metric (1 = *Never* to 5 = *Always*). The most commonly preferred leadership style was coaching (*M* = 4.51) while the least common leadership style was demanding/coercive (*M* = 3.84). According to Goleman (2000), "coaching leaders help employees identify their unique strength and weaknesses and tie them to their personal and career aspirations." Although "coaching" had the highest mean, the Manager, pace setting and democratic all came in within a point or two from each other thus insinuating that many of the other styles are also relevant. This also follows Goleman's indication whereby, he states that both the pace-setting and the democratic style also yield positive result. But even more so, if a leader can master all of the styles and use them as the situation call for, then said leader will be exponentially more effective.

Table 3

Descriptive Statistics for Leadership Style Preference Variables Sorted by the Highest Mean

(N = 63)

Leadership Style Approach	*M*	*SD*	Low	High
Coaching	4.51	0.64	3.00	5.00
Democratic	4.43	0.71	2.00	5.00

(continued)

Table 3

Descriptive Statistics for Leadership Style Preference Variables Sorted by the Highest Mean

(N = 63)

Leadership Style Approach	*M*	*SD*	Low	High
Pacesetting	4.41	0.75	2.00	5.00
Manager	4.41	0.78	2.00	5.00
Affiliative	4.37	0.89	1.00	5.00
Visionary	4.10	0.67	3.00	5.00
Demanding/Coercive	3.84	1.23	1.00	5.00

Note. Ratings based on a 5-point metric: 1 = *Never* to 5 = *Always*.

Research Question Three

Research question three asks: Are there differences in the preferred model of decision making for successful Iranians in the US based on their demographic characteristics? To answer this question, the five decision making model preference ratings were correlated against nine demographic variables (gender, age, income, education, years in the United States, marital status, whether the respondent worked in the sciences, their number of followers, and whether the respondent was born in Iran). Spearman rank-ordered correlations were used instead of the more common Pearson product-moment correlations due to the ordinal level of measurement used in the ratings (1 = *Never* to 5 = *Always*) and the comparatively small sample

size (N = 63). In addition, due to the exploratory nature of this study, findings that were significant at the $p < .10$ level were noted to suggest possible avenues for future research.

For the resulting 45 correlations (five decision making preferences with nine demographic variables), four correlations were significant at the $p < .05$ level and another four correlations were significant at the $p < .10$ level. Since only 8 of the 45 correlations were found to be significant, a decision was made to only report the significant findings in the narrative without an accompanying table. The facilitator decision making model was used less often by respondents who had more followers ($r_s = -.26$, $p < .05$). Also, the conductor decision making model was used less often by respondents than those with a higher annual incomes ($r_s = -.25$, $p < .05$) and larger numbers of followers ($r_s = -.44$, $p < .001$). In addition, the soloist decision making model was more frequently used by respondents who had been in the United States for more years ($r_s = .25$, $p < .05$).

As stated above, four additional findings pertaining to the decision making models were significant at the $p < .10$ level. The facilitator model *tended to be* more common among younger respondents ($r_s = -.22$, $p < .10$). Also, the conductor decision making model *tended to be* more common among younger respondents ($r_s = -.24$, $p < .10$). In addition, the plotter decision making model *tended to be* more common among male respondents ($r_s = -.24$, $p < .10$) and for those respondents who worked in the sciences ($r_s = .21$, $p < .10$).

Research Question Four

Research question four asks: Are there differences in the preferred style of leadership of successful Iranians in the US based on their demographic characteristics? To answer this

question, the seven decision making model preference ratings were correlated against the

same nine demographic variables using Spearman correlations. For the resulting 63

correlations, four correlations were significant at the $p < .05$ level and one more correlation was

significant at the $p < .10$ level. As before, since only 5 of the 63 correlations were found to be

significant, a decision was made to only report the significant findings in the narrative without

an accompanying table.

A demanding/coercive leadership style was more commonly used by younger

respondents ($r_s = -.28, p < .05$), respondents who had less annual income ($r_s = -.25, p < .05$) and

those respondents who had fewer followers ($r_s = -.26, p < .05$). Also, the visionary leadership

style was more common among those respondents who had been in the United States longer

($r_s = .29, p < .05$). In addition, the demanding/coercive style *tended to be* less common among

those respondents who were born in Iran ($r_s = -.22, p < .10$).

Summary

The data for this study was collected over the course of 5 weeks through the use of an

online survey. Participants were recruited through word-of-mouth via friends, family and

colleagues as well as social media outlets. Participants were required to agree to a modified

informed consent on the website which allowed the data to be used for purposes of the study.

The data was then assessed and analyzed using descriptive and inferential analysis by way of

the Spearman rank correlations.

In summary, data from 63 respondents was used to identify characteristics and

assumptions that inform decision-making and leadership practices. The most common decision

making preferences were soloist and conductor (Table 2) while the most common leadership

styles were coaching and democratic (Table 3). Most of the correlations (95 of 108 correlations,

88.0%) were not significant at the p < .10 level that compared either the decision making

preferences with the demographics (Research Question 3) or the leadership styles with the

demographics (Research Question 4). In the final chapter will take the finding and review them

in the context of the literature.

Chapter V: Conclusions and Recommendation

As previously stated, due to the political system in Iran, the study of leadership can be contentious, thus making literature on the subject difficult to develop. With growing globalization it has become necessary for American leaders to learn how to navigate the often difficult socio-political/business relationships across the two countries. Iranian-American however, have an advantage due to their ability to span the two cultures. In order to be adequately prepared, it is imperative that an understanding of Iranian American leadership and decision making is further developed. Leadership has become such a cultural phenomenon (Miramontes, 2008) that more and more studies are being conducted in order to understand the overall business and development implications. "One can only expect to see different manifestations of leadership within different countries" (p. 23). The more research done on the differences that culture factors bring, the more prepared leaders will be, especially when the research isn't primarily from a "western ethnocentric focus" (Dorfman & House, 2004; Miramontes, 2008). Although of multitude of possibilities exist. This study was focused on leadership characteristics of successful Iranians in the US.

House (2004) concluded that "one of the most important challenges in dealing with global leadership is acknowledging and appreciating cultural values, practices and subtleties in different parts of the world" (p. 5). It is with this in mind that a better understanding of Iranian leadership can be developed by looking at the characteristics and assumptions associated with Iranian American leaders. The purpose of this study was meant to identify characteristics and

assumptions that inform decision-making and leadership practices and the overall correlation with demographic characteristics.

Results

This study sought to answer four specific research questions:

5. What are the preferred models of decision making for successful Iranians in the US?

6. What are the preferred styles of leadership for successful Iranians in the US?

7. Are there differences in the preferred model of decision making for successful Iranians in the US based on their demographic characteristics?

8. Are there differences in the preferred style of leadership of successful Iranians in the US based on their demographic characteristics?

Preferred Models of Decision Making For Successful Iranians in the US

The findings of the study show that in most cases, the respondents prefer to be soloist or conductors in their decision making approach. Decision-making is viewed as a process oriented approach, one that looks at a variety of factors and circumstances in order to determine the best outcome. It is systemic and inclusive of a variety of data inputs generated by the situation along with the individuals that are impacted by the decision to be (Garvin & Roberto, 2001). Decision-making can come about as a result of different styles, techniques, approaches and inputs.

Tannenbaum and Schmidt (1958) were the ones who originally posited the idea that decision-making was situational and had multiple factors that impacted both how a decision

was made, but also what the ultimate outcome was. An effective leader understands that

these behaviors exist and are influenced by a series of circumstances and forces (Miramontes,

2008; Snowden & Boone, 2007; Tannenbaum & Schmidt, 1958). "These forces are (a) found in

leaders, (b) found in subordinates, and (c) found in situations. The forces found in leaders are

(a) their value system, (b) confidence in subordinates, (c) personal leadership inclinations, and

(d) personal feelings of security in uncertain situations" (Miramontes, 2008, p. 30).   Leadership

goals revolve around making appropriate decisions to impact, strengthen, enhance and expand

on the goals of the organization. In fact, leaders can use other approaches to determine what

decision making styles can best work for them.

According to the findings, the most common response was for that of the "soloist"

which requires that decisions be made by the individual, second to that was that of the

"conductor" which tends to make decisions based on the group as a whole, as opposed to the

soloist who makes decisions from the perspective of the individual.

Preferred Styles of Leadership for Successful Iranians in the US

Many leadership styles have been studied across industries and across cultures (Erez &

Earley, 1993; Hofstede, 1980; Hofstede & Bond, 1988). Leadership has had an ongoing universal

appeal especially as our economy has become more and more globalized. The broader the

approach to leadership the more likely that some key characteristics were determined in the

various studies. As previously noted, Leadership is defined as "the ability of an individual to

influence, motivate, and enable other to contribute toward the effectiveness and success of the

organizations of which they are members" (House et al., 1999, p. 10). Further, Leadership

consists of knowledge and talents which sway and guide others', with an emphasis placed on the influencing of others as opposed to dictating or demanding (Awamleh, & Khalili, 2005; Northouse, 2013).

Another way of looking at the leadership literature is task vs relationship oriented as opposed to Trait/process methods. Which is more in line with the findings of the current study, where the preferred leadership method was coaching as opposed to a more democratic or dictatorial style. Varaki (2003) defines relationship oriented styles as a style that is "built upon informal, personal and social interaction" (p. 226). Whereas task oriented styles focus on "formal relationships between the leader and his or her followers. The leader provides directions and instruction and the followers do the tasks accordingly" (p. 226). Contrary to the trait theory; "the process viewpoint suggests that leadership is a phenomenon that resides in the context of the interactions between leaders and followers and makes leadership available to everyone" (p. 8).

Something to consider and as a topic for further discourse would be whether the leaders who responded to the survey use differing approaches. According to Bass (1981), "above and beyond personal attributes of consequence, the situation could make a difference" (p. 407). There are some types of leadership behaviors that should be expected in all circumstances, there are others that are specific to given conditions or situations. According to Hersey and Blanchard (1969), a leader needs to adapt their style to the circumstances that make up the situation. "Situational leadership stresses that leadership is composed of both a directive and supportive dimension, and that each has to be applied appropriately in a given

situation" (Northouse, 2013, p. 99). Bass (1981) further states that "some leader behavior is a function of individual differences; other leader behavior appears to depend mainly on the situation" (p. 407).

There are two key factors that determine overall style, either a supportive behavior and or a directive one. Where the situation lies on either of the spectrums will determine to what degree a behavior is used.

Delegating style – Low supportive and low directive behavior

Supporting style – High supportive and low directive behavior

Coaching style – High directive and high supportive behavior

Directing style – High directive and low supportive behavior (Northouse, 2013, p. 100)

Hersey et al. (1996) "argued that a follower's ability, willingness, and readiness to perform tasks would influence the outcome of a leader's actions" (as cited in Amin, 2006, p. 64). The four behaviors significantly impact the way a leader behaves, based on circumstances and changes his behavior as the needs of the organization and department changes. Again, these approaches are directed at leaders however, these theories also apply to managers who oversee key departments and not just executives within an organization.

According to Northouse (2013) high directive/high supportive styles allow the leader to both achieve requisite task oriented goals while still addressing the socioemotional needs of the subordinates. The high supportive/low directive approach focuses on bringing out the skills need to reach a goal by using emotional intelligence as an approach for facilitation. The high directive/low supportive style deals mainly with goal achievement with little by way of support.

Lastly, low support/low directive requires much more internal motivation from the subordinate given that the leader delegate significantly, which in turn can serve to boost a subordinate's confidence. The model is widely popular in the business world and is used significantly as a training approach.

Because the situational approach has stood the test of time it is considered one of the more reliable approaches to leadership.   It is easy to understand and apply and provides a direct and concise way of using it. Further, its perspective value is considered significant given that it basically tells you what to do and what not to do given a situation thus allowing for leader flexibility (Greaff, 1983; Yukl, 2002). The key to this approach is in knowing one's subordinate, knowing their needs and then adapting one's approach in order to take those needs into consideration. This approach can at times be confusion to people because the implication is that the focus is on a situation, where in fact, the focus is actually based on the subordinates and their level of understanding and need. Situational leadership functions by acknowledging that followers have different needs, abilities and understanding. Therefore, the leader has to effectively assess where their subordinates are and accommodate the varied needs.

Between the situational approach and Goleman's Emotional Intelligence leadership framework, you begin to see the direction in which the Iranian leaders tend to gravitate. As noted previously, Goleman's (2000) leadership framework stipulates that there are six leadership styles that are informed by the different parts of the emotional intelligence frameworks. Critical to this framework is the idea that successful and effective leaders do not

use any one style instead they use the six different styles in relationship to the situation and the needs surrounding the circumstances and subordinates. Each style then ties to various components of the emotional intelligent capabilities.

The six leadership styles:

- Coercive leaders – the coercive leader demands immediate compliance.

- Authoritative leaders – the authoritative leaders mobilize people toward a vision.

- Affiliative leaders – the affiliative leader creates emotional bonds and harmony.

- Democratic leaders – the democratic leader builds consensus through participation.

- Pacesetting leaders – the pacesetting leader expects excellence and self-direction.

- Coaching leaders – the coaching leader develops people for the future. (Goleman, 2000, p. 80)

Success with this framework relies on a leader's ability to switch between the various components of the framework. The more familiar a leader becomes with this framework the more adaptable he or she will become. The framework "offers a fine grained understanding of how different leadership styles affect performance and results… [as well as a] clear guidance on when managers should switch between them" (Goleman, 2000, p. 80).

According to the study, leaders can use six leadership styles but only the consistent use of four of the six can really have any effect. The overarching consistent idea behind this framework is flexibility. The ability of a leader to switch from style to style depending on the situation can yield far greater outcomes and prove to be quite effective. Although the findings

indicated that Iranian leaders preferred the coaching style, there were enough responses to

demonstrate, that the coaching style wasn't the only preferred method.

Differences in the Preferred Model of Decision Making and Leadership Styles for Successful

Iranians in the US Based on their Demographic Characteristics

Of all of the demographic characteristics of Iranian American, the most prolific and

arguably the most impactful has been the level of economic prosperity of Iranian Americans at

the time of their emigration to the United States (Amin, 2006). That being said, another key

piece to the success of Iranian Americans in the US, deals with the level of importance that

education has for the Iranian community at large. "Many Iranian immigrants possess a strong

educational background, either by having a college degree or a solid professional credential

before immigrating (Amin, 2006, p. 3).

Iranian Americans hold leadership roles in a variety of academic and entrepreneurial

fields including multi-national leadership in Fortune 500 companies. As a result of their standing

when first immigrating to this country, they have added advantages that other immigrant

groups do not have. It stands to reason that the success of these leaders is based on a variety of

factors, specifically thought, an argument can be made that their success is based on socio-

economic and demographic status as well as to their leadership style and decision making

approach (Miramontes, 2008). Accordingly, they are also highly educated, immigrating to this

country with advanced degrees and a higher level of education; professional, having been part

of the newly formed, predominantly secular middle class; and entrepreneurial, seeking to build

a successful future for both themselves and their respective families (Amanat, 1993).

Unlike other immigrant groups, Iranians come to this county due to political ideologies,

as much as financial gain. Due to the level of professionalism inherent in Iranian Americans, it is

essential to understand the need for leadership discourse. As such, Dastamalchian, Javidan and

Alam (2001) indicate that "the lack of rigorous research on leaders in other countries poses

the question of universality of leadership; to what extent is the western knowledge on

leadership generalizable to other cultures and countries" (p. 533). One of the key ideas behind

Iranian professionalism is the idea that the "Iranian view of a visionary leader is one who has a

mental map, shares a new paradigm, has a global outlook, is enthusiastic about and dedicated

to his/her vision and is a credible communicator" (p. 537).

For Iranian Americans success is defined as "a) the favorable or prosperous termination

of attempts or endeavors; the accomplishment of one's goals, b) the attainment of wealth,

position, honors, or the like, and c) a performance or achievement that is marked by success, as

by the attainment of honors" (Success, 2014). Iranian Americans have a variety of strategies

they use to achieve success. Whether through education or management and/or leadership

styles; the level of achievement within the community requires a look at what some key

behaviors are.

There is an overall tendency to value continued education and higher education

amongst the Iranian American community. It is also well known among the community that

their overall economic standing is above the norm. To that end, although the belief is that

Iranian Americans will generally fake it, the fact remains that as a group they are highly

successful (Kelley, 1993). Brin (2004) further conveys that because this subset of immigrants is

looking for long-term prosperity and stability, they are more apt to invest in education for long term gain.

There are varied thoughts behind what ideal management skills would be for Iranian Americans. The more experienced a leader is, the longer in this country and the higher salary he/she makes, the more likely they are to end up in a highly directive, highly supportive leadership and decision making style; thus gravitating to the coaching style of leadership. The younger, less experience and lower salaried a leader is, the more likely they are coercive/directive in their approach.

Key Findings

There are some who think that Iranian management is authoritarian, the general consensus is that it is that very leadership style that results in success amongst those leaders. However, in looking at the outcomes of the study, it is less likely to be the case the longer more experience they have in leadership roles.

Socio-economic standing impacts Iranian-American leadership and decision-making styles, whereby, the more money, the more affluence and the more experience an Iranian-American leader has, the more likely they are to apply differing approaches to leadership that aren't necessarily dictatorial. However, they are still gravitating to a highly directive and supportive style.

Both soloist and conductor decision-making are at odds, where one sees the individual perspective and functions from an individual situation, the other looks at the bigger picture and functions from a birds-eye-view, trying to bring cohesion to a variety of factors. This again lies

on a spectrum and can be further studied, the younger/less experienced the respondent, the more likely they see decision-making from a single perspective, as opposed to the more experienced the respondent, the more likely they are to see the bigger picture.

Implications of the Study

This is in no way a generalizable study given that only 63 respondents were analyzed. However, it stands to reason that as an exploratory study, with more time and more resources, the study can generate generalizable and usable data to better inform the Iranian-American business community. With the minimal data received, you can begin to see some of the trends that can be expected within a greater population.

This does however provide insight into the progression of Iranian American leaders and their managerial ideologies and beliefs. It can inform how subordinates are viewed and how progress and success can be further defined. Should Iranian American professionals and professors look at the stated implications, it can help inform curriculum and overall understanding as to what success looks like and what strategies, both as they pertain to leadership and decision-making style can best yield positive results.

Recommendations for Future Research

As noted previously, this is an exploratory study. As such, the survey should continue to be administered in order enhance, generalizable data. In addition to quantitative data, a qualitative data should also be included in order to delve deeper into the various respondents' responses to better understand the bigger picture.

As a result of the findings in this study, more research should be done into the socio-economic implications of the coaching perspective. Were respondents themselves coached? How did they determine they measure the effectiveness of their style of leadership? Further, a more comparative analysis could be conducted with other successful, culturally diverse groups within the US in order to see if there are any similarities that can perhaps yield a greater understanding to the overall success of Iranian-Americans. Lastly, it would be useful to interview Iranian-American professors and how information is conveyed, what they believe successful leadership strategies are and how they measure said strategies given the influence of education within this community.

Final Thoughts

Decision-making and leadership run concurrent within most organizations. Leaders employ a variety of leadership styles, these styles will then have a strong impact in determining the decision-making style that the leader uses. Snowden and Boone (2007) also concurred that decision-making, like leadership, is reliant on the context and the situation. It is impossible to remove one factor from the other and as demonstrated in a variety of frameworks, trying to figure out what makes for a successful Iranian American leader is no easy task. As stated previously, leadership has a universal nature that provides an opportunity to grow beyond the limits of a manager and a position of power. For true power lies in influence, in leading change and exemplifying the very traits with which success are truly measured.

As leaders grow and develop, change happens, regardless of gender, ethnicity, socio-economic status or social constructs. Leaders change, and thereby effect change. Success

shouldn't be measured by how the change happened, but by how that change has impacted the surrounding environment, and what that change has proliferated within subordinates and colleagues. Leadership is about influence, and even in the smallest facets of human discourse leaders lead. Zander and Zander (2002) state that you can lead from any chair, which implies that it doesn't matter where you sit or where you stand, all that matter is your line in the sand and where that line is in reference to those whom you lead.

The Value of This Study for Leadership: A Personal Reflection

Globalization doesn't mean the loss of cultural differences. Iranian-Americans—studied in the present dissertation are through their movements and through the hybrid cultural forms they help to construct, part of the phenomena that makes up globalization. The study of their practice of leadership is therefore also a contribution to the study of globalization.

When using such an all-embracing concept, however, as researchers we must be careful to avoid giving the impression that it refers to a process entirely beyond our control. The reflexive study of the Iranian-American leadership community can have an impact on the forms of leadership we observe transnationally. Iranian-Americans traveling back and forth between Iran and the US can help mediate the historically difficult relationship between the two countries. This, and further studies can contribute to the generation of a reflective understanding of leadership among leaders themselves. Furnished with the information that Iranian-Americans tend to be soloists above all, as leaders we can then ask ourselves how we might improve and deploy other styles of leadership, while recognizing that cultural approaches to leadership are at once deeply entrenched and subject to variation and change. In this

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context, the suggestion that Iranian-American leaders prefer a coaching style to a democratic one is also important. The general perception of both Iranian and Iranian-American leaders in the literature is that they prefer to be visionary leaders. This is not unsurprising, given the long history of leadership in Iran, not politically, but culturally and socially. The kind of leader who sets out a grand vision and calls for others to follow him lends himself easily to authoritarian tendencies. If, as Iranian-Americans, we aim to encourage stronger and more collaborative ties between the US and Iran, we need to be aware of those tendencies in ourselves. As soloists or visionaries, however well-intentioned, we are in danger of recreating the kinds of solutions to problems which have themselves generated so many problems in Iran. Our interlocutors will not take kindly to us lecturing at or preaching to them. Here it is encouraging both that there is some evidence for Iranian-Americans' preference for a coaching style, since this is more likely to enable us to develop strong relationships rather than acting as soloists or visionaries. Moreover, that with experience Iranian-Americans tend to become less authoritarian also gives much room for hope.

The reflexive study of our own leadership practices, then, encourages us to advocate for change carefully, in a sensitive way while looking to build consensus and cultivating relationships over time; relationships that will allow the growth of all parties. It is here that a situational approach is called for, allowing for a flexible switching between different styles depending on the context that frames our action. Further research on organizational leadership, both among Iranian-Americans and in Iran, would enable us to identify more precisely how such an approach is possible without pretending that leadership somehow exists

outside of any cultural determinants. Comparative research would also prove valuable, asking

to what extent Iranian lessons are relevant for other societies with long histories of

authoritarianism, whether in the Middle East/West Asia region or elsewhere in the world. We

might also ask whether, as advanced as the study of leadership is in the United State, are its

lessons are always heeded in the right places.

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APPENDIX A

Leadership and Decision Making Styles Instrument (LDMS)

LDMS

People in positions of leadership successfully lead and make decisions in a variety of

manners. This study is directed at successful Iranians who live in the United States. The

study seeks to learn the preferences for leadership styles and decision making of successful

Iranians who live in the United States.   Please read every question carefully before you

select an answer. There is no right or wrong answers to any of the questions below, rather,

comfortably and truthfully indicate what your beliefs/preferences are.

**To what extent each of the following represents your beliefs about effective**

**leadership?**

Although there are exceptions, as an effective leader:

1. "I put most problems into my groups' hands and allow them to come up with their own
    solutions. I serve merely as a catalyst, mirroring back the peoples thoughts and feelings
    so that they can better understand them."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

2. "It's unwise for me to make decisions that affect my employees. I always talk things over
    with my employees, but I make it clear to them that I am the one that has to have the
    final say."

Always	Most of the	Sometimes	Seldom	Never

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	time			
5	**4**	**3**	**2**	**1**

3. "My job is to decide on a course of action. Once I have done that, I do my best to sell my ideas to my employees."

Always	**Most of the time**	**Sometimes**	**Seldom**	**Never**
5	**4**	**3**	**2**	**1**

4. "My job is to lead. If I let a lot of other people make the decisions I should be making, then I have failed to do my job."

Always	**Most of the time**	**Sometimes**	**Seldom**	**Never**
5	**4**	**3**	**2**	**1**

5. "I believe in getting things done efficiently. I can't waste time calling meetings and getting everybody involved. Someone has to call the shots around here, and I think it should be me."

Always	**Most of the time**	**Sometimes**	**Seldom**	**Never**
5	**4**	**3**	**2**	**1**

6. "I know exactly what I want done and how I want it done. I demand that my employees comply with my directions in a timely fashion and without arguing."

Always	**Most of the time**	**Sometimes**	**Seldom**	**Never**
5	**4**	**3**	**2**	**1**

7. "I have a clear vision of the results I want and I like to mobilize people around that vision."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

8. "I pay close attention to the emotional needs of my employees and I like to create emotional bonds and harmony in the organization."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

9. "I constantly challenge and demand more of my employees and expect that them to be self-directed and to perform at their highest levels."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

10. "I get my employees involved in the decision-making process and like to build consensus by encouraging their participation."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

11. "I value human potential and focus on developing this in my employees for the future of the organization."

Always	Most of the time	Sometimes	Seldom	Never

5	4	3	2	1

12. "I get results by motivating my employees, communicating my expectations, and rewarding and/or punishing them as appropriate."

Always	Most of the time	Sometimes	Seldom	Never
5	4	3	2	1

Please tell us a little about yourself. (Mark the answer that applies to you):

I am:

☐Male   ☐Female

☐ Younger than 30 years old

☐ 30 to 39 years old

☐ 40 to 49 years old

☐ 50 to 59 years old

☐ Over 60 years old

My annual income is:

☐ Less than $50,000

☐ $50 to $99,000

☐ $100,000 to $250,000

☐ $250,000 to $1,000,000

☐ Over $1,000,000

My highest level of education is:

☐ High School Diploma or below

☐ Some College

☐ College Degree

☐ Master's Degree

☐ Doctoral Degree

I have lived in the United States for:

☐ Under 3 years

☐ From 3 to 7 years

☐ From 8 to 15 years

☐ More than 15 years

I consider myself mainly:

☐ Iranian/Persian

☐ American

☐ Iranian/American

☐ American/Iranian

☐ Other (Please specify) _____

I am:

☐ Single, Never Married

☐ Married

☐ Divorced/Separated

☐ Widowed

☐ In Committed Relationship

My primary profession is in the field of:

☐ Sciences (Engineering, IT, etc.)

☐ Law and related fields

☐ Medicine (Physician, Dentist, Nursing, etc.)

☐ Professional (Accounting, Finance, Banking, Consulting etc.)

☐ Higher Education (Teaching, Administration, etc.)

☐ Food Related (Restaurant Owner, Hospitality, Catering, etc.)

☐ Retail (Own retail outlet, Own business, etc.)

☐ Other (Specify) _____

I manage or lead:

☐ No one

☐ 1 to 4 People

☐ 5 to 9 people

☐ 10 to 24 People

☐ 25 to 100 people

☐ Over 100 people

☐ Over 1000 people

APPENDIX B

Recruitment Script

Hello. My name is Farshid Zanjani. I am a doctoral candidate at Pepperdine University's Organizational Leadership doctoral program. I am in the final stage of my studies and completing my dissertation. For my dissertation, I am studying the leadership and decision making styles of successful Iranians, such as yourself, in the United States. I would like to ask you to participate in my study by completing a survey that measures your preferences in decision making and leadership. The survey will take under 10 minutes to complete.

Neither I, Pepperdine University, nor any party involved with this study is affiliated with any political party, political or social movement or effort of any kind.

Please note that your participation is completely voluntary. Your participation is anonymous and confidential. There is no personal information of any kind collected from you as any part of this study. Nobody, including myself, will know your name or whether you have participated in this study.

To participate in the study, please go to Iranianleadershipstudy.com and complete the survey. Alternatively, should you prefer to complete a paper version of the survey, I will leave you a recruitment envelop that contains a copy of the survey instrument, a copy of your rights in an informed consent form, and a self-addressed stamped envelope for you to use to return the survey.   I would also like to ask you to refer to me other successful Iranians who may be interested in participating in the study. To qualify for participation in the study, you should hold either the highest degree in your field, holding the position of Director (or equivalent) or higher at an organization, own your business for at least 3 years, or be a recognized public figure such as a politician, musician, artist, actor/actress, or other similar position. I have provided a reference form with my contact information along with instructions on how they may participate in this study.

As a token of my appreciation, for every completed and returned survey, I will donate $1 to a local charity.

APPENDIX C

Request for Participation and Contact Information

Dear friend:

My name is Farshid Zanjani. I am completing my doctoral studies at Pepperdine University in Organizational Leadership. I am studying the leadership and decision-making styles of successful Iranians such as yourself, who reside in the US.   To qualify for participation in the study, you should hold either the highest degree in your field, holding the position of Director (or equivalent) or higher at an organization, own your business for at least 3 years, or be a recognized public figure such as a politician, musician, artist, actor/actress, or other similar position.

Your input and participation is extremely important to the success of this study and in gaining valuable insights to leadership and decision-making factors that has led to the success of the Iranian community in the US.

To participate in the study, you will complete a survey that will require approximately 10 minutes of your time. Please note that your participation is confidential and anonymous, there will be no record of your identity or participation in the study.

Neither I, Pepperdine University, nor any party involved with this study is affiliated with any political party, political or social movement or effort of any kind.

To complete the survey, please go to Iranianleadershipsurvey.com or call XXXXXXXXXXXXXXXXXX to receive a copy of the survey with a stamped return envelope via the US post.

Finally, I will greatly appreciate it if you would recommend other successful Iranian-Americans to participate in the study by directing them to my web site or the telephone number above.

As a token of my appreciation, I will donate $1 to a local charity, for every survey that is completed.

Sincerely,
Farshid Zanjani
Doctoral Candidate
Pepperdine University

IRB Approval Letter

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

May 2, 2014

Farshid Zanjani

Protocol #: E0314D08
Project Title: Leadership and Decision-Making of Successful Iranian-Americans

Dear Mr. Zanjani:

Thank you for submitting your application, *Leadership and Decision-Making of Successful Iranian-Americans,* 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. Stephens, 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.nihtraining.com/ohsrsite/guidelines/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 consent, as indicated in your **Application for Waiver or Alteration of Informed Consent Procedures** form 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/).

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. Ron Stephens, Faculty Advisor