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Transformational leadership among producers in the entertainment industry

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TRANSFORMATIONAL LEADERSHIP AMONG PRODUCERS IN THE

ENTERTAINMENT INDUSTRY

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Abstract

This qualitative study examined the use of transformational leadership among producers in one production company in the entertainment industry. A sample of 16 producers who led shows at the organization from 2012 to 2016 completed an interview about their self-described and ideal leadership styles, their current and desired use of transformational leadership, and attitudes and openness to executive coaching. Producers' self-described current leadership style is empowering, and they want to become more results-oriented and highly respected in the future. Participants reported they are and want to continue to be transformational. Almost all participants expressed interest in coaching. Although additional research is needed to extend and confirm the present study findings, the study organization may wish to offer its leaders development opportunities and consider training team members to promote consistent values. Specifically, executive coaching and training in transformational leadership may be beneficial and of interest to the participants in this study.

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Chapter 1

Introduction

The U.S. media and entertainment (M&E) is comprised of a diverse set of multinationals, major studios, and independent studios that produce and distribute motion pictures, radio, television programs, and commercials; music and other audio recordings; and games (International Trade Administration, 2016). The unique nature and challenges of the industry, such as the search for increasing profit amidst advancing technology, decreases in discretionary income affecting revenue, and the various challenges of delivering a creative vision (Plunkett, 2016; PriceWaterhouseCoopers, 2013) point to the need for highly competent leaders who can inspire and mobilize diverse teams of individuals around a compelling vision despite rapidly changing demands and priorities (King, 2005).

Although this can be challenging for any leader, the demands may be even more overwhelming for entertainment industry executives, who tend to be young and inexperienced (Brownstein, 2016) due to the industry's focus on youth (Smith et al., 2015) and preference for executives who understand the interests and preferences of young consumers (Brownstein, 2016). Moreover, entertainment companies allocate relatively few funds for developing and retaining executives, meaning that the executives' success is up to them.

These conditions underscore the need for entertainment industry executives to develop an effective leadership style and to find a way to do it that accommodates demanding production schedules and their individual financial resources. Of the various leader development options (Groves, 2007; Jackson, Farndale, & Kakabadse, 2003), perhaps the most accessible and appropriate option is executive coaching, defined as a

one-on-one relationship between a professional coach and an executive (coachee) aimed at supporting the coachee's behavioral change through self-awareness and learning, thereby contributing to individual and organizational success (Bozer, Sarros, & Santora, 2013; Jones, Raffety, & Griffin, 2006; Zeus & Skiffington, 2002).

Additionally, based on the conditions and leadership demands within the entertainment industry, it appears that transformational leadership—a motivational style that involves presenting a clear organizational vision and inspiring employees to work towards this vision through understanding and support—may best enable entertainment industry leaders and their teams accomplish their goals efficiently and effectively (Liu, Liu, Ding, & Lin, 2015; Nasra & Heilbrunn, 2016; Pradhan & Pradhan, 2016). Notably, Morley's (2016) approach to developing transformational leadership—which includes developing clarity, passion, and purpose related to one's work—are supported through executive coaching. It follows that entertainment industry leaders wishing to enhance their professional success may be well advised to arrange executive coaching with the aim of enhancing their transformational leadership capacities.

Although there is an extensive body of research and literature available on transformational leadership (Asencio & Mujkic, 2016; Barbuto, 2005; Bass, 1998; Bellé, 2013; Fitzgerald & Schutte, 2010; Jofreh & Khazaei, 2016; Miao & Qian, 2016; Nasra & Heilbrunn, 2016) and on executive coaching (Bougae, 2005; Sperry, 2008; Tobias, 1996; Wise & Voss, 2002; Witherspoon & White, 1996; Zeus & Skiffington, 2002), no previous studies specifically on the topic of executive coaching or transformational leadership within the entertainment industry were found as part of this study, although they may exist. The present study constituted an attempt to contribute to this potentially under-researched area of literature.

Purpose of the Study

The purpose of this study was to examine the use of transformational leadership among producers in one production company in the entertainment industry. Three research questions were examined:

1. What are producers' self-described current and ideal leadership styles?

2. To what extent do leaders of production companies practice transformational leadership and what is their interest in becoming more transformational?

3. What value do leaders of production companies believe executive coaching would offer in helping them become their ideal selves as leaders?

Study Setting

This study was performed within a television, film, and commercial production company referred to in this study as DW Entertainment. The company was founded in the greater Los Angeles metro area. The company employs four executive producers who oversee the budget, have creative responsibility, act as liaisons to network organizations, and manage all talent relations with agencies and management. The company also employs two managers at the supervising producer level who oversee the day-to-day work of the production teams.

During productions, five-person teams of a senior producer, producer, associate producer, researcher, and production assistant as well as production management (a team of three to five individuals who oversee the physical production) bring the creative design into reality. They also make sure all crew, actors, and other needed staff are present when needed. Other staff members include the production manager, production coordinator, day of shoot staff, and core staff (including editors).

The size of the production staff varies based on the project and the sales. For example, the last show consisted of a core production staff of 25 individuals. On filming

days, filming and production personnel plus the crew often totals approximately 50 individuals.

Leadership within the organization consists of individuals at the producer level and above, which includes senior, supervising, and executive producers. Challenges leaders face in this organization include having to rapidly assemble teams of individuals—often including many personnel who have not worked together previously. These conditions can create substantial challenges.

This study setting was selected because the producers within the organization leaders face the typical challenges producers face within the entertainment industry. Moreover, the organization has no experience with offering systematic or formal leadership training or executive coaching.

Study Significance

This study generated insights about producers' self-described leadership and development interests, including the extent to which they believe they are transformational and whether they are interested in coaching as a possible leader development intervention.

Although transformational leadership has been the focus of extensive study (Bass & Riggio, 2005; Fitzgerald & Schutte, 2010; Reuvers, van Engen, Vinkenburg, & Wilson-Evered, 2008; Savic & Pagon, 2008; Yukl, 2012), no research was found as part of the present study regarding the use of transformational leadership within production companies in the entertainment industry. Therefore, the present study may be considered as having produced exploratory findings to add to the body of literature.

Specifically, this study generated insights about producers' potential awareness of their own development needs, their openness to leader development, and their

perceptions and willingness to engage in executive coaching, specifically. These insights lead to specific recommendations for intervention and continued research within the organization. Although the present results should be considered exploratory, the findings may additionally have limited transferability to other production companies.

Organization of the Study

Chapter 1 provided the background for the study, including its purpose and study setting. The study significance and my background as the researcher also were discussed. Chapter 2 reviews literature relevant to the present study, including a discussion of production companies, transformational leadership, and executive coaching. Chapter 3 describes the methods used to conduct the present study, including the research design, procedures for recruiting participants, assuring confidentiality and consent, and collecting and analyzing data.

Chapter 4 presents the results of the study. Chapter 5 provides a discussion of the findings, including conclusions, recommendations, limitations, and directions for future research.

Chapter 2

Literature Review

The purpose of this study was to examine the use of transformational leadership among producers in one production company in the entertainment industry. Three research questions were examined:

1. What are producers' self-described current and ideal leadership styles?

2. To what extent do leaders of production companies practice transformational leadership and what is their interest in becoming more transformational?

3. What value do leaders of production companies believe executive coaching would offer in helping them become their ideal selves as leaders?

This chapter provides a review of literature related to the study. The first body of literature reviewed is on the entertainment industry for the purpose of providing context for the study. Next, theory and research related to transformational leadership are discussed. Finally, executive coaching is reviewed and its utility in the entertainment industry is considered.

Entertainment Industry

The U.S. M&E industry is comprised of businesses that produce and distribute motion pictures, radio, television programs, and commercials; music and other audio recordings; games; and publishing (International Trade Administration, 2016). The U.S. M&E market, which represents a third of the global industry, and is the largest M&E market worldwide, is expected to reach about $546 billion in 2014, according to industry research performed by PriceWaterhouseCoopers (2013). For example, the U.S. film industry posted $31 billion in revenues in 2013, a modest increase over 2012 (International Trade Administration, 2016).

The entertainment industry consists of multinational umbrella corporations, major studios, and independent studios. Many of the leading motion picture studios are part of larger media conglomerates that often include television, newspaper, cable, and magazine segments, and much of what is produced is online content (International Trade Administration, 2016). The U.S. recorded music industry (including concerts and touring) reached $15.1 billion in 2013. With regards to the music industry, future growth is likely to be among companies outside three largest worldwide record companies: Universal Music Group, Sony Music Entertainment, and Warner Music Group (Plunkett, 2016). Moreover, the Internet and other new communication technologies are imposing rapid and continuous change to the entertainment industry (PriceWaterhouseCoopers, 2013).

Entertainment industry trends. A prominent trend affecting the entertainment industry is the search for increasing profit, especially amidst the pressures of advancing technology and decreases in discretionary income due to global economic pressures (Plunkett, 2016). For example, heads of major networks are looking for new ways to generate revenue, such as demanding greater ownership of the programs they run, which often are made by independent production companies (PriceWaterhouseCoopers, 2013). With a bigger share of the shows, networks can make more money by selling them to affiliate stations. Executives are also increasing the longevity of programs by selling reruns to ancillary markets. In addition, the networks have bought their way into a number of cable operations, meaning that the opportunities for employees to move from cable to broadcast (or vice versa) are even greater than before (Lucintel, 2013).

The trend in advertising spending is an important factor affecting television networks and station owners (PriceWaterhouseCoopers, 2013). Indeed, a large proportion of this industry's top line is derived from advertising expenditures—both at national and

regional levels. Strong demand in the upfront market occurs during an economic upturn, indicating bright prospects. When firms such as auto manufacturers, retailers, and financial services companies slash spending, earnings of entertainment companies are also reduced, as entertainment companies rely heavily on advertising revenue.

Most M&E businesses are finding that an "on demand" business strategy has to mean far more than simply making content quickly and easily accessible to consumers (Plunkett, 2016). The media industry's abrupt transformation from a seller's market to a buyer's market has made it critical for M&E companies to acquire a new set of business capabilities to survive in the on-demand era. These capabilities must include rapid response to customer needs and market changes, and a dogged focus on integrating core processes. Content must be delivered at low fixed-investment levels by extensive use of variable cost structures (Value Line, 2016). These trends imply that leaders in the entertainment industry face substantial business challenges to achieve success, further suggesting that leaders need highly developed skills. The next section examines the challenges facing entertainment companies in more detail.

Challenges facing entertainment companies. The number of channels and networks and number of jobs in television has grown with television's popularity (Plunkett, 2016). However, competition for jobs in this segment of the entertainment industry remains particularly stiff (PriceWaterhouseCoopers, 2013). At the entry level, this translates into poor compensation. Moreover, although executives are paid generously, job security is always an issue in television. Most opportunities are in Los Angeles and New York, where the networks and major production companies are headquartered (Plunkett, 2016).

The challenges faced by entertainment companies arise as a function of four key factors: (a) the unique relationships between the production companies, studios, and networks; (b) intense time constraints; (c) shifting visions and ideas for the product; and (d) the ongoing introduction of varying input from multiple key stakeholders (Plunkett, 2016). In other words, the web of interacting organizations and personnel involved in delivering an entertainment product is highly complex (PriceWaterhouseCoopers, 2013), resulting in the need for highly adept leaders.

Specifically, pressure mounts for leaders under conditions of rapid and extreme change and uncertainty (Horney, Pasmore, & O'Shea, 2010). These conditions place pressures on leaders to rapidly respond to changing demands and multiple views and priorities (King, 2005). Transformational leadership, where leaders focus on providing a compelling vision and inspiring and empowering employees to achieve that vision (Pradhan & Pradhan, 2016), has been associated with helping organizations achieve respond effectively to challenging conditions like those witnessed in the entertainment industry (Liu et al., 2015).

Although there is an extensive body of research and literature available on transformational leadership (Asencio & Mujkic, 2016; Barbuto, 2005; Bass, 1998; Bellé, 2013; Fitzgerald & Schutte, 2010; Jofreh & Khazaei, 2016; Miao & Qian, 2016; Nasra & Heilbrunn, 2016), no studies specifically performed within the entertainment industry were found as part of this literature review, although they may exist. Due to the potential lack or limited availability of studies of transformational leadership in the entertainment industry and the potential need for it, the present study constituted an attempt to contribute to this area of literature. The next section examines transformational leadership in more detail.

Transformational Leadership

Transformational leadership is a motivational leadership style that involves presenting a clear organizational vision and inspiring employees to work towards this vision by establishing connections with employees, understanding employees' needs, and helping employees reach their potential (Nasra & Heilbrunn, 2016). Transformational leadership motivates and inspires employees by raising their awareness of the value of the tasks they perform and the importance of organizational goals, and by drawing on employees' intrinsic needs (Fitzgerald & Schutte, 2010). Transformational leadership is based on the connections between leaders and other employees (Asencio & Mujkic, 2016). This could be because an effective transformational leader understands the needs and motivations of others and tries to help them reach their full potential (Fitzgerald & Schutte, 2010; Jofreh & Khazaei, 2016; Miao & Qian, 2016).

Key transformational leadership characteristics include identifying and articulating a vision, providing an appropriate model, fostering the acceptance of group goals, communicating high performance expectations, providing individualized support, and exhibiting high levels of charisma (Asencio & Mujkic, 2016). Additionally, transformational leaders have been described as those who are able to lift followers up from their narrow focuses and preoccupations to rally around a common purpose to achieve things never thought possible (Barbuto, 2005).

Transformational leadership was initially operationalized to include charisma, intellectual stimulation, and individualized consideration (Bass, 1998). Through theory refinements and research, a fourth component of *inspirational motivation* was added. A final adaptation of the model was changing the component of charisma to idealized

influence (Barbuto, 2005). Today, four components comprise transformational leadership, as described by Bellé (2013):

1. Idealized influence: The leader serves as an ideal role model for followers. The leader "walks the talk," and is admired for this.

2. Inspirational motivation: Transformational leaders have the ability to inspire and motivate followers. Combined, idealized influence and inspirational motivation are what constitute the transformational leader's charisma.

3. Individualized consideration: Transformational leaders demonstrate genuine concern for the needs and feelings of followers. This personal attention to each follower is a key element in bringing out their very best efforts.

4. Intellectual stimulation: The leader challenges followers to be innovative and creative. In this way, transformational leaders constantly challenge followers to achieve higher levels of performance.

Transformational leadership also may be understood in relation to contrasting styles, such as transactional or management-by-exception leadership, which focuses on the use of rewards and punishments to achieve compliance from followers (Barbuto, 2005). Another contrasting style is passive or laissez-faire leadership, where leaders leave followers to fend for themselves and the leader emerges only to deal with unavoidable emergent issues.

Studies comparing the leadership styles of men and women have shown that female leaders tend to be more transformational with their leadership styles, whereas male leaders tend to exhibit more passive or laissez-faire leadership (Eagly, Johannesen-Schmidt, & Van Engen, 2003). Leaders' use of transformational, passive, and management-by-exception styles has been measured using the Multifactor Leadership Questionnaire, a 36-item questionnaire broken into nine four-item scales (Antonakis, Avolio, & Sivasubramaniam, 2003).

Impacts of transformational leadership. Transformational leadership is believed to contribute to a range of positive outcomes for organizations, including the

creation of supportive organizational cultures (Rijal, 2016), organizational citizenship behavior (Nasra & Heilbrunn, 2016), employees having trust in their leaders (Asencio & Mujkic, 2016), employee commitment, role clarity, and well-being (Tafvelin, 2013), among others.

Outcomes of transformational leadership specific to employees include enhanced employee perceptions of effectiveness of leaders and satisfaction with their leaders (Asencio & Mujkic, 2016; Bass & Riggio, 2005); enhanced employee effort and motivation (Yukl, 2012); improved employee job performance and job satisfaction (Fitzgerald & Schutte, 2010); greater innovative work behavior (Reuvers, van Engen, Vinkenburg, & Wilson-Evered, 2008); and greater involvement of work teams (Savic & Pagon, 2008).

Additionally, followers receive a higher degree of mentoring and coaching from the leader, resulting in a greater sense of self-confidence (Jung & Sosik, 2002). As a result, followers become more independent instead of relying on their leader's guidance for the work.

In this way, transformational leaders also increase group performance by empowering their followers to perform their job independently from their leader's direct supervision and control (Jung & Sosik, 2002). Thus, although transformational leaders may sometimes be directive with their followers, they often seek followers' participation in group work by highlighting the importance of cooperation in performing collective tasks, providing the opportunity to learn from shared experience, and delegating authority for them to execute any necessary action for effective performance.

It follows that the group environment that forms under transformational leadership create a group environment where followers feel empowered to seek an

innovative approach to perform their job without a fear of being penalized (Jung & Sosik, 2002). Prior research has found that creativity among followers tends to be higher when group members work with a transformational rather than a transactional leader (Jung, 2001; Jung & Sosik, 2002). Moreover, group members working with transformational leaders may have had a higher level of intention to stay with their current group due to a heightened level of motivation and satisfaction

Transformational leaders additionally help group members realign their personal values according to the leader's own vision and goals, which creates strong values of internalization, cooperation, and congruence among followers (Jung & Avolio, 2000; Jung & Sosik, 2002). As a result, there tends to be a tightly shared vision developed in the group, and the group vision in turn helps increase group cohesiveness. Shared vision and strong group identity also help transformational leaders further empower group members to accomplish their goals without closely monitoring group members' work process. This high degree of collective identification many enhance group cohesiveness among team members. Shamir, House, and Arthur (1993) argued that transformational leaders arouse the affiliation motive among followers, which drives their followers to become more cohesive and to perform effectively. Strong group cohesiveness could give group members a sense of where they need to direct their efforts to materialize their common goals (Jung & Sosik, 2002).

Organizations led by transformational leaders also tend to exhibit greater effectiveness and adaptability in the midst of change (Bass & Riggio, 2005; Miao & Qian, 2016). Given the many positive outcomes associated with transformational leadership, it is important to identify how transformational leadership may be cultivated. This topic is discussed in the following section.

Cultivating transformational leadership. Transformational leadership has been associated with personality and other intrinsic factors endemic to the leader (Judge & Bono, 2000), such as extraversion and agreeableness, and openness to experience. Beyond these basic traits, Morley (2016) has asserted that becoming a transformational leader requires four specific activities of (a) becoming passionate about one's work (or finding work that one can be passionate about), (b) defining a purpose for oneself as a leader and understanding how one's current position helps to achieve that purpose, (c) gaining clarity about one's values, and (d) gaining the ability to act as a coach or mentor to others. Notably, these various traits and characteristics are supported by obtaining coaching for oneself (Jones et al., 2006; Zeus & Skiffington, 2002). Therefore, the focus of the present study was to examine producers' interest and openness to executive coaching—both in general and as a means for becoming more transformational in one's leadership. Coaching is described in more detail in the following section.

Executive Coaching

Executive coaching is a form of development for executives (Groves, 2007). Executive development was initiated in the early 20th century. Executive development occurs through a variety of means, such as university degrees (e.g., master's in business administration), non-degree executive development courses (e.g., Center for Creative Leadership programs), corporate universities (e.g., General Electric's educational center), flexible e-learning approaches (Jackson et al., 2003), and corporate-university partnerships (e.g., British Aerospace–Cranfield University leadership program).

Groves (2007) conducted a review of available research on leadership development best practices, including reviews and meta-analyses by Collins and Holton (2004), Day (2001), Burke and Day (1986), and Kur and Bunning (2002). Based on his

review, Groves determined that companies predominantly use six key tools for developing organizational leadership strength: 360-degree feedback, executive coaching, mentoring, networking, job assignments, and action learning (learning through project-based experiences). Based on his own original interview research with 30 chief executive officers and human resource executives across 15 best practice organizations, he concluded the most common practices in his study organizations included mentoring, identifying and developing high potential employees through project-based learning experiences and manager-facilitated workshops, constructing a succession planning process, and instituting a supportive organizational culture.

What is notable about these leader development options is that many of them rely upon the leader's organizations funding or supporting the development opportunity. As a result, many of these options may be inaccessible to leaders who want to improve their leadership style or effectiveness but lack their organization's support in doing so. Although individual leaders may enroll in e-learning or degree programs on their own, they may lack the funds, time, interest, or ability to complete these options. Additionally, informally arranged mentoring requires have appropriate and trusting connections and may not provide the in-depth support they need to improve (Scandura, 1998; Thomas, 2001). This leaves individual leaders with the option of executive coaching, which can be arranged by individual leaders at their convenience and for less cost than other development options.

Executive coaching has been defined as a one-on-one relationship between a professional coach and an executive (coachee). Its purpose is to enhance the coachee's behavioral change through self-awareness and learning, and thereby contribute to individual and organizational success (Bozer et al., 2013). Within executive coaching, the

coachee's skills are developed within the context of a personal relationship with the coach, who provides feedback and thought-provoking questions about the executive's interpersonal relations and skills. An ongoing series of activities tailored to the individual's current issues or relevant problem also is designed by the coach to assist the executive in maintaining a consistent, confident focus as he or she moves toward the defined goal (Tobias, 1996). Since its introduction in the 1980s, coaching in organizations has steadily expanded, maturing from management fad to a viable professional development choice (Wise & Voss, 2002).

Coaching has been promoted as an important training and development tool for executives, as it addresses several of the unique issues experienced by individuals in these positions. First, coaching is done almost entirely in real business time and focuses on specific, real-life contextual issues (Bougae, 2005). This means that the common problem of transferring training to the work environment is minimized and the application of training is maximized. In addition, the coaching process is personalized, as opposed to a one-size-fits-all approach used in many other approaches to executive development. Zeus and Skiffington (2002) described executive coaching as a personalized form of assistance for learning, which involves building individuals' strengths and recognizing and overcoming weaknesses.

Executives and their companies are now choosing coaching for a wide variety of reasons, including the desire for change or improvement at an individual, interpersonal, and/or strategic or organizational level (Lewis-Duarte & Bligh, 2012). Coaching also is being chosen to address leaders' developmental needs and to correct or resolve problem behaviors at each these same levels. The premise is that changing executive behavior at any of these levels will ultimately drive changes that enhance the organization's business

results. Wise and Voss (2002) added, based on their survey research, that coaching interventions are more often selected as a tool for development and growth rather than for correcting performance problems.

     Executive coaching approach. According to the International Coach Federation (ICF, 2007) a coach's responsibility is to discover, clarify, and align with what the leader wants to achieve; encourage the leader's self-discovery; elicit leader-generated solutions and strategies; and hold the leader responsible and accountable. Leaders are made aware of these responsibilities through a coaching agreement that is outlined and signed before the start of the coaching intervention.

     Baron and Morin (2010) added that a typical executive coaching relationship unfolds over six stages: establishing a relationship of trust between the coach and the coachee, evaluating the coachee and the professional setting in which he or she works, providing feedback on the evaluation to the coachee, establishing a development plan and setting goals, implementing the behaviors to be developed or improved, and evaluating the progress achieved. Typically, coaching sessions last for 1 hour at a time and occur on a weekly, biweekly, or monthly basis, depending upon the nature of the goals.

     What has been particularly emphasized through various previous research is the importance of feedback and the presentation of information to the success of executive coaching intervention (Bozer et al., 2013; Jones & Spooner, 2006; Kappenberg, 2008; Moen & Kralsund, 2008; Seamons, 2006). The trust that managers generally place in data is thought to make them begin to trust coaching once feedback has taken place. Church and Waclawski (1999) asserted that coachees can begin to understand patterns in their behavior through proper feedback. This feedback can then be incorporated into a development plan for the purpose of changing behavior. Heslin, Vandewalle, and Latham

(2006) added that the continuous feedback that coaching involves then serves to enhance coachees' motivation and involvement on an ongoing basis, thus feeding the ongoing success of the coaching process.

Executive coaching success factors. The main factors that contribute to the effectiveness of executive coaching as collected by the empirical literature can be grouped into five categories: (a) coach factors; (b) coachee factors; (c) coach-coachee relationship factors; (d) coaching process factors; and (e) contextual factors (Hill, 2010; Jarvis, Lane, & Fillery-Travis, 2006; Passmore & Fillery-Travis, 2011; Bozer, Sarros, & Santora, 2014a; Rekalde, Landeta, & Albizu, 2015). Understanding these success factors may provide some insights about the applicability and effectiveness of coaching for use among leaders in the entertainment industry.

Coach factors include coaches' commitment to the process (Hill, 2010). Researchers emphasize the importance of coach commitment because, they argue, the coaches' genuine and complete emotional involvement generates value in the coachees, inviting them to participate in and be inspired at the setting in motion of actions geared toward change (Rekalde et al., 2015).

Additionally, coaches must possess sufficient skills to promote relationship building and an effective coaching conversation (Blackman, 2006; De Haan, Culpin, & Curd, 2011; Gyllensten & Palmer, 2006; Sue-Chan, Wood, & Latham, 2012). Such skills include listening, empathy, flexibility, assertiveness, verbal and non-verbal communication, objectively establishing intense relations, and keeping confidentiality. Some researchers specifically highlight skills of generating trust (Boyce, Jackson, & Neal, 2010; Jones & Spooner, 2006; Bozer, Sarros, & Santora, 2014b), transmitting feedback (Kappenberg, 2008), managing the emotional component to overcome

resistances that stand in the way of making actions and obtaining results, and challenging

coachees in their comfort zone (Jones & Spooner, 2006; Seamons, 2006).

Coachees' success factors also begin with their commitment to the process (Bozer

et al., 2013, 2014a; Kappenberg, 2008; Kombarakaran, Yang, Baker, & Fernandes, 2008;

Turner, 2006) as well as their motivation and readiness to learn (Blackman, 2006; Bozer

et al., 2013, 2014a; Turner, 2006), and their capacity to open up and consider other

alternatives of action (Bozer et al., 2014a; Hill, 2010; Sullivan, 2006).

In terms of the coach-coachee relationship, trust is widely acknowledged as a

critical component for success (Armstrong, Melser, & Tooth, 2007; Bozer et al., 2014b;

Gyllensten & Palmer, 2006; Hill, 2010; Kappenberg, 2008). Hill (2010) elaborated that

trust creates a sensation within the coachee of freedom to engage in reflection and

divulge information without either feeling judged or discredited by the coach, in turn,

helping them open themselves to change and influence (Rekalde et al., 2015). Other

success factors include empathy (Armstrong et al., 2007; Gyllensten & Palmer, 2006;

Hill, 2010; Sullivan, 2006), confidentiality (Gyllensten & Palmer, 2006), and the overall

quality of the coach-coachee relationship (Baron & Morin, 2009; De Haan et al., 2011;

Sullivan, 2006; Rekalde et al., 2015).

Factors of the coaching process that support success include feedback, challenge,

and objectives. Feedback serves to increase coachees' trust, awareness, and motivation,

thus keeping the cycle of learning going (Bozer et al., 2013; Heslin et al., 2006; Jones &

Spooner, 2006; Kappenberg, 2008; Moen & Kralsund, 2008; Seamons, 2006). Challenge,

meaning the coach's attempts to stretch the coachee's perspectives and goals, can be

experienced as thrilling and motivating (Armstrong et al., 2007; Blackman, 2006; Hill,

2010; Jones & Spooner, 2006). Finally, the establishment of clear and compelling

objectives for the coachee aid in defining appropriate and actionable steps of improvement (Bozer et al., 2013; Kappenberg, 2008; Rekalde et al., 2015).

Regarding context, Baron and Morin (2009) asserted that the coachees' larger organizational environment, along with the people in it, forms the setting or environment within which the process unfolds. Baron and Morin speculated that coachees who do not believe their managers support them are likely to conclude not only that coaching is not important, but also that the development of their competencies has no relevance either. Conversely, support from the organizational context might reinforce the perceived value of coaching and encourage coachees' commitment to and involvement in the process. Other contextual factors believed to influence coaching outcomes include organizational culture (Baron & Morin, 2009; Kombarakaran et al., 2008; Sullivan, 2006; Underhill, McAnally, & Koriath, 2007) and the use of an external versus an internal coach (Bozer et al., 2014a; Rekalde et al., 2015).

Executive coaching outcomes. Proximal outcomes refer to the immediate individual, behavioral, attitudinal, and cognitive changes experienced by the coachee as a result of engagement in coaching. Proximal coaching outcomes include positive feelings toward the organization (Finn, 2007), satisfaction with the coaching process and the coach (Smither, London, Flautt, Vargas, & Kucine, 2003), increased self-awareness, and enhanced learning (Feldman & Lankau, 2005).

Distal outcomes refer to the ultimate purposes of coaching and typically consist of individual and organizational success (Joo, 2005). Although the evidence that coaching has a positive impact on work-based performance is weak, coaching has been positively associated with stress management, job satisfaction, self-regard, and leader development and performance (Jones et al., 2006). Specific skill development associated with coaching

has included increased managerial and interpersonal skills, greater problem-solving skills, increased confidence and an improved adaptability to change, better relationships, a better work-life balance, and reduced stress levels (Jarvis, 2004). Smither et al. (2003) additionally found that executives who worked with coaches set more specific goals, were more open in sharing their feedback, received action ideas from their supervisors, and had improved performance according to multi-source ratings (Bozer et al., 2013)

Hall, Otazo, and Hollenbeck (1999) argued that executive coaching results in the acquisition of new skills, abilities, and perspectives that allow executives to accomplish things they could not before. Therefore, although coaching's effect specifically on transformational leadership has not been examined, Hall et al.'s work suggests that coaching may have impact on transformational leadership by enhancing those skills, abilities, and perspectives specific to this leadership style, provided the coachee has set the goal to become more transformational.

Executive Coaching in Production Companies

Literature searches using ProQuest and EBSCO databases as well as internet searches using Google Scholar and Bing search engines were conducted to locate studies of coaching in the entertainment industry. Although they may exist, no empirical studies were found as part of this literature search regarding the use and impacts of executive coaching among entertainment executives. Brownstein (2016) speculated that the entertainment industry may be slow to adopt executive coaching due to the relatively few large corporations with established leader development approaches. Instead, as Brownstein explains, the industry resembles an invisible maze comprised of independent contractors, major corporations, small businesses, fluid production companies, and service industries.

It follows that in this world of freelancers, independent contractors, and free agents, individuals are on their own to navigate their careers and guide their development. Thus, coaches generally work only with those highly motivated professionals who secure coaching either because they understand the value of getting coaching support or because they are intrigued enough to explore it (Brownstein, 2016). Moreover, as the focus in entertainment is on the talent (i.e., the artists, actors, and performers), relatively little investment is made in ensuring that executives will stay and grow within entertainment companies. Executives' success, then, is up to them—and if they do not succeed, many willing replacements are available to take their place.

Yet, these conditions do not mean that the need for executive coaching is lacking On the contrary, consistent with the entertainment industry's ageism and celebration of youth (Smith et al., 2015), young executives are preferred, as they are believed to have a more accurate view of the pop culture zeitgeist (Brownstein, 2016). The result is that the senior management and executives (including producers) tend to be young and inexperienced as leaders. In such situations, coaching can be very effective for building executive competencies (Hall et al., 1999). However, literature and research appears to be lacking on this topic. Beginning to explore this gap was the focus of the present research.

Conclusion

The U.S. M&E industry is comprised of a diverse set of multinationals, major studios, and independent studios that produce and distribute motion pictures, radio, television programs, and commercials; music and other audio recordings; games; and publishing (International Trade Administration, 2016). Current trends and challenges facing the industry include the search for increasing profit amidst advancing technology, decreases in discretionary income, and the various challenges of delivering a creative

vision (Plunkett, 2016; PriceWaterhouseCoopers, 2013). The unique nature of the industry combined with the challenges it faces creates the need for highly adept leaders who can inspire and mobilize diverse, often temporary teams of individuals around a compelling vision amidst rapidly changing demands and priorities (King, 2005).

However, executives within the entertainment industry tend to be young and inexperienced (Brownstein, 2016) due to the industry's focus on youth (Smith et al., 2015) and focus on selecting executives who understand the interests and preferences of young consumers (Brownstein, 2016). Moreover, relatively little investment is made to develop and retain executives, meaning that, for many entertainment executives, their success is up to them—and if they do not succeed, many willing replacements are available to take their place.

These conditions underscore the need for entertainment industry executives to develop an effective leadership style and to find a way to do it that accommodates demanding production schedules and their individual financial resources. Of the various leader development options (Groves, 2007; Jackson et al., 2003), perhaps the most accessible and appropriate option is executive coaching, a one-on-one relationship between a professional coach and an executive (coachee) aimed at supporting behavioral change in the coachee through self-awareness and learning, thereby contributing to individual and organizational success (Bozer et al., 2013; Jones et al., 2006; Zeus & Skiffington, 2002).

Additionally, based on the conditions and leadership demands within the entertainment industry, it appears that transformational leadership, a motivational style that involves presenting a clear organizational vision and inspiring employees to work towards this vision through understanding and support, may best enable entertainment

industry leaders and their teams to accomplish their goals efficiently and effectively (Liu et al., 2015; Nasra & Heilbrunn, 2016; Pradhan & Pradhan, 2016). Notably, Morley's (2016) approach to developing transformational leadership—which includes developing clarity, passion, and purpose related to one's work—are supported through executive coaching, indicating that leaders in the entertainment industry may benefit from executive coaching related to enhancing their transformational leadership.

Although there is an extensive body of research and literature available on transformational leadership (Asencio & Mujkic, 2016; Barbuto, 2005; Bass, 1998; Bellé, 2013; Fitzgerald & Schutte, 2010; Jofreh & Khazaei, 2016; Miao & Qian, 2016; Nasra & Heilbrunn, 2016) and on executive coaching (Bougae, 2005; Sperry, 2008; Tobias, 1996; Wise & Voss, 2002; Witherspoon & White, 1996; Zeus & Skiffington, 2002), no previous studies specifically on the topic of executive coaching or transformational leadership within the entertainment industry were found as part of this study, although they may exist. Due to the potential lack or limited availability of studies on transformational leadership in the entertainment industry and the potential need for it, the present study constituted an attempt to contribute to this area of literature. The next chapter describes the methods that were used in this study.

Chapter 3

Methods

The purpose of this study was to examine the use of transformational leadership among producers in one production company in the entertainment industry. Three research questions were examined:

1. What are producers' self-described current and ideal leadership styles?

2. To what extent do leaders of production companies practice transformational leadership and what is their interest in becoming more transformational?

3. What value do leaders of production companies believe executive coaching would offer in helping them become their ideal selves as leaders?

This chapter describes the methods that were used in the present study. The research design is described first, followed by a discussion of the procedures for recruiting and protecting participants and gathering and analyzing data.

Research Design

This study employed a qualitative interviewing design. Qualitative methods allow a depth of inquiry to occur during the course of the study (Creswell, 2013). Moreover, Kvale (1996) asserted that qualitative approaches allow researchers to capture authentic human experience with depth and breadth. A drawback of qualitative research approaches is the researcher bias that can affect the collection and analysis of results. For example, it is important for researchers to understand that what questions they ask participants and how they ask those questions can lead the participant. Therefore, it is important to pay attention to the question wording and phrasing as well as participants' responses.

Interviewing also poses strengths and limitations. Its benefits are that intangible data such as nonverbal language can be captured, feelings and thoughts can be probed in depth, and an intimacy with the participant and his or her experience can be probed to a

greater extent than is possible through most other methods (Kvale, 1996). The primary challenge of research interviews is that they often produce a tremendous volume of information that can be difficult to analyze, absorb, and interpret (Creswell, 2013). Additionally, interviews can capture process info that surveys cannot.

The qualitative interviewing approach was considered appropriate for this study due to the lack of in-depth literature about leadership styles and executive coaching among leaders in the entertainment industry. Qualitative research has been identified as an appropriate method in such cases (Creswell, 2013). Also, the interview method would allow the researcher to gain a depth of insight about leaders' perceptions, attitudes, and interpretations of the topics being examined. This kind of information would be difficult to gain through other methods such as survey, observation, or archival research.

Participants

A criterion and convenience sampling approach was utilized to locate and recruit participants for this study (Miles, Huberman, & Saldaña, 2013). According to a criterion strategy, study candidates need to satisfy minimum requirements to participate in the study. According to convenience sampling, participants from the researcher's own personal and professional network are invited to participate, provided they meet the sampling criteria.

All participants had to meet the basic criteria of having worked as a producer at DW Entertainment within the previous 4 years to participate in the study. These criteria assured that the participants belonged to the target population being examined in this research. Moreover, the company produced three major shows over this time frame, allowing for an additional range of perspectives to emerge.

To identify the specific participants, the researcher listed the personnel who worked at DW Entertainment at the producer level and above (including senior, supervising, and executive producers) from 2012 to 2016. This yielded a total population of 45 producers. The researcher then organized these individuals into groups by producer type (i.e., senior, supervising, executive) and randomly selected eight individuals from each group, in the manner of random stratified sampling (Creswell, 2013). The purpose of this approach was to gain a range of producer perspectives, including those having (a) a primarily financial focus, (b) a primarily creative focus, (c) a primarily people focus, and (d) a blend of all focuses. This sampling step yielded a target sample of 24.

The researcher contacted each target participant by telephone and email (see sample email in Appendix A) to introduce the study and describe the nature and extent of participation. In total, 16 producers across levels and productions within the previous 4 years responded and completed an interview.

Confidentiality and Consent Procedures

All human protections were observed in the conduct of this study. As part of these procedures, participants received complete information regarding the benefits and risks of their participation. They were advised that their participation was voluntary, confidential, and protected under the extent of the laws of California.

Consent was obtained from all participants. The consent form (see Appendix B) described the study purpose and the researcher, along with why the study was being conducted. Participants were advised of all procedures involved in the study and the time required for participation. Risks and safeguards for mitigating the risks were outlined.

Data Collection

Potential interviewees were invited to participate in the study through in-person

conversations with and email invitations from the researcher (see Appendix A). In these

discussions, the researcher described the purpose of the study and the voluntary and

confidential nature of the study. Prospective participants who expressed interest in

participating were provided with a consent form (see Appendix B). When the consent

form was returned to the researcher, an interview appointment was created. The

interviews for the present study were conducted by telephone using the 20-question script

presented in Appendix C. The script was organized into six categories of questions:

1. Challenges faced by producers. The first three questions (see Questions 1-3 in the script) solicited participants' views on the key challenges they face as leaders in general, the key challenges they face when leading their staff, and their views and thoughts about leadership. These questions served as warm-up questions to build rapport between the researcher and participant and allow them to ease into the interview conversation and were not analyzed for use as part of the study data.

2. Producers' self-described leadership styles. The next two questions (see Questions 4-5 in the script) asked participants to reflect on and describe their leadership style and what effects that has on employees, the organization, and the production. These questions were asked to ascertain participants' self-described current leadership style, in support of Research Question 1.

3. Producers' self-described ideal leadership styles. Questions 6-7 in the script asked participants to reflect on and describe their ideal leadership style and what effects that would have on employees, the organization, and the production. These questions were asked to ascertain participants' desired leadership style, in support of Research Question 1.

4. Producers' current use of transformational leadership. Questions 8 and 10 asked participants to review a list of 31 leadership behaviors compiled by Kanste, Miettunen, and Kynga (2007) and identify the five traits that were most (Question 8) and least (Question 10) like them on an average day. These behaviors reflected transformational leadership ($n = 19$), passive laissez-faire leadership ($n = 8$), and management-by-exception ($n = 4$). The behaviors were organized and presented in a way so that participants could not deduce which behaviors applied to which leadership style. Moreover, the interview script did not use the terms *transformational leadership, passive laissez-faire*

leadership, or *management-by-exception.* Participants also were asked to explain their choices (see Questions 9 and 11). These questions were asked to gauge the extent to which participants currently practice transformational leadership, in support of Research Question 2.

5. Producers' desired use of transformational leadership. Questions 12 and 14 asked participants to review the same list of 31 leadership behaviors compiled by Kanste et al. (2007) and identify the five traits that they most (Question 12) and least (Question 14) desired to exhibit on an average day. These behaviors reflected transformational leadership (n = 19), passive laissez-faire leadership (n = 8), and management-by-exception (n = 4). The behaviors were organized and presented in a way so that participants could not deduce which behaviors applied to which leadership style. Moreover, the interview script did not use the terms *transformational leadership, passive laissez-faire leadership*, or *management-by-exception.* Participants also were asked to explain their choices (see Questions 13 and 15). These questions were asked to gauge the extent to which participants currently practice transformational leadership, in support of Research Question 2.

6. Attitudes and openness to executive coaching. Five questions (Questions 16-20) solicited participants' reactions to coaching as a tool for enhancing their leadership style. First, participants were asked what would help them master their desired leadership style. Next, the researcher defined and described coaching and then asked about their interest in, reactions to, and predictions about coaching related to their leadership style. Participants were asked for their reactions to executive coaching last in order to avoid biasing leaders' responses throughout the interview. These questions were asked to gauge participants' views of coaching, in support of Research Question 3.

Before each interview, the researcher prepared by reviewing the study purpose, research questions, and interview questions. Each interview lasted approximately 45 to 60 minutes. Interview data were audio-recorded and transcribed for analysis.

Data Analysis Procedures

Producers' current and desired use of transformational leadership were calculated as follows:

1. The number of transformational, passive, and management-by-exception behaviors identified per person for each question (behaviors most like me, behaviors least like me, behaviors I most want to exhibit, those I least want to exhibit were tallied.

2. Based on the tallies, the percentage for which each person endorsed transformational, passive, and management-by-exception behaviors were

calculated. For example, if 3 of the 5 most desired behaviors reported Participant 1 were transformational, Participant 1's transformational score for the desired behaviors question would be 60%.

3. The mean and standard deviation for transformational, passive, and management-by-exception leadership per question were calculated.

Interview data were examined using content analysis as described by Miles, Huberman, and Saldaña (2013) and using the following steps:

1. The data for each question were reviewed several times to allow the researcher to become familiar with the range and nature of data.

2. A start list of codes was developed based on the range of data.

3. Several rounds of coding were conducted. In the first round, responses that reflected macro codes were identified and data were grouped accordingly. Next, the coding results were reviewed and revised as necessary. Codes also were revised as needed to best reflect the data. This step was iterated as necessary until the coding was considered complete.

4. The number of participants reporting each theme was tabulated.

5. The analysis was submitted to a second rater for review. Discrepancies in the analysis were discussed and the analysis was adjusted accordingly.

Summary

This qualitative study gathered a sample of 16 senior, supervising, and executive producers who led productions at the study organization from 2012 to 2016. Participants completed one-on-one interviews to gather data about challenges they face as producers, their self-described and ideal leadership styles, their current and desired use of transformational leadership, and attitudes and openness to executive coaching. The next chapter reports the results of the study.

Chapter 4

Results

The purpose of this study was to examine the use of transformational leadership among producers in one production company in the entertainment industry. Three research questions were examined:

1. What are producers' self-described current and ideal leadership styles?

2. To what extent do leaders of production companies practice transformational leadership and what is their interest in becoming more transformational?

3. What value do leaders of production companies believe executive coaching would offer in helping them become their ideal selves as leaders?

This chapter reports the results of the study, organized by research question. Producers' self-described current and ideal leadership styles are presented first, followed by a self-report of their use of transformational leadership. Finally, participants' views regarding the usefulness of executive coaching will be reported.

Participant Demographics

Sixteen participants took part in the present study. The sample was nearly balanced in gender. Most of the participants were 30-39 (25%) or 40-49 (38%). Half the sample consisted of executive producers, and more than half had 5 to 14.99 years of experience (see Table 1).

Table 1

Participant Demographics

Gender Male: 7 (44%) Female: 9 (56%) Marital Status: Single: 12 (75%) Married: 4 (25%)	Age Bracket: 20-29: 2 (13%) 30-39: 4 (25%) 40-49: 6 (38%) 50-59: 3 (19%) 60+: 1 (6%)
Position Senior: 3 (19%) Supervising: 2 (13%) Executive producers: 8 (50%) Production manager: 3 (19%)	Years of Experience in Entertainment: 0-4.99 years: 1 (6%) 5-14.99 years: 9 (56%) 15-29.99 years: 4 (25%) 30+: 2 (13%)

N = 16

Producers' Self-Described Current and Ideal Leadership Styles

Current leadership style. When asked to describe their current leadership style, half the participants described themselves as being empowering (see Table 2). One explained, "I have learned to designate job duties, not to micro-manage," while another participant shared, "You have to allow a member's own unique entrepreneurial spirit to grow." The next most commonly described style was to be directive (n = 5). One participant described his style in this way: "I believe I'm a benevolent dictator and I hope I inspire my employees to give their all and follow my own lead." Another shared that she:

> like[s] to think that I focus on clarity of direction and making sure that I've given my team everything they need to accomplish the goal I've set. For instance, in a creative task, that means never saying "show me something" without giving focused, detailed inspiration that help that "something" be more than just a first-run idea. The first-run ideas were my job. I'm counting on my team to flesh them out and find those next big ideas that really make it something, but that means I had to have a vision and goals they could understand and fulfill.

Table 2

Current Leadership Style

Style	n
Empowering	8
Directive	5
Lead by example	3
Clear communicator	3
Passive, patient, and forgiving	3
Approachable and fun	3

N = 16

Participants believe their leadership style has impacts in terms of (a) staff perceptions of their leadership, (b) the results of their team's work, and (c) the work environment (see Table 3). Eight participants stated that the personal relationships they have with staff undermine staff members' respect for them as leader. One participant commented, "Sometimes I tend to be too nice so that people might feel that they can walk all over me." Another shared, "Once in while, someone feels they can take advantage or act disrespectfully."

Table 3

Results of Current Leadership Style

Result	n
Impacts on staff perceptions of leader	
Personal relationships with staff undermine respect for leader	8
Staff like and respect leader	1
Impact on results	
Creates climate for staff mistakes and lack of effort	3
Supports achievement of results	3
Leads to clear communication and understanding between staff and leader	1
Impacts on work environment	
Creates an empowered and productive team	6
Creates happy and cohesive team	3
Creates a learning environment	3
Leads to unproductive favoritism	2
Leads to team members not voicing opinions	1

N = 16

Another shared that she has difficulty communicating critical information for these reasons:

> Due to my personal connection with many of my team members, there have been times when it's been difficult to communicate constructive criticism for me but ultimately I have to deliver feedback without emotion and be sure that I'm heard and adjustments are being made.

Regarding the impacts of their leadership style on results, three participants believed that their style creates a climate for staff mistakes and lack of effort. One shared, "Perhaps I don't push hard enough sometimes for that extra 'something.'" Another added that "staff can potentially become too relaxed." In contrast, three other participants reported that their style supports task achievement. One stated, "I'm happy for what I've achieve using my leadership skills." Another shared, "The results of clearly expressing myself to a staff yields positive results."

Regarding the leaders' results on the work environment, six participants reported their styles lead to the creation of an empowered and productive team, as it allows for respect and trust to develop. One participant stated that her style results in "staff who are willing to do their best as a team and as individuals." Another shared,

> Micromanaging and handholding doesn't achieve anything. It is a bothersome and takes too much unnecessary time out of the day that could be utilized elsewhere. I hope to get my team where they don't need so much attention and can take action on their own.

Ideal leadership style. Next, participants were asked to describe their ideal leadership style. Seven participants stated they like to be approachable, caring, and supportive (see Table 4). One participant stated he wanted to be a leader "who offers guidance in the workplace as well as emotional support when needed for staff." Another shared she would:

like to be the kind of leader that people trust to bring their problems and ideas to, because that's when you do your best work. Your team [members] are your tools, and if they don't tell you what's happening—everything that's happening, everything they see, everything they feel in their guts—then you don't have the best information you can have. That's what I aspire to be, a leader that no team member sees as "management."

Six participants stated they wanted to strong and highly competent leaders. One shared that he is already the leader he aspires to be, explaining,

I'm a leader who can do almost any job. I can sell. I can create. I can prepare a spreadsheet and projections." Four stated they like to be results-oriented. One participant described this type of leader as "one who defines expectations and also lives up to those expectations."

Table 4

Ideal Leadership Style

Behavior or Trait	n
Approachable, caring, and supportive	7
Strong and highly competent	6
Results-oriented	4
Highly respected	3
Fair	3
Instills camaraderie and loyalty	3
No change from current style	2

N = 16

Participants believed that their ideal leadership style would have both positive and negative effects. However, none of these effects were reported by a large number of participants (see Table 5). Four participants believed their ideal style would support the achievement of results. One participant speculated that under this type of leadership, staff "would be willing to put in extra time when needed without feeling abused or used and clients would be taken care of." Another predicted that "the overall show would greatly improve from everyone's attitudes and efforts." Three participants predicted that their ideal leadership style may create climate for staff mistakes and lack of effort. For

example, one participant believed the result may be "frayed relationships because my co

workers took advantage of a relaxed atmosphere."

Table 5

Anticipated Results of Ideal Leadership Style

Anticipated Result	n
Anticipated impact on results	
Would support achievement of results	4
May create climate for staff mistakes and lack of effort	3
Would promote clear communication and understanding between staff and leader	1
Anticipated impacts on work environment	
Would create a happy and empowered team	3
Would promote learning and growth	3
Would create a sense of fairness	1
Would enable me to advance my own career	1
Would generally produce good results	1
Personal relationships with staff may undermine respect for leader	1
No response	5

$N = 16$

Participants predicted several positive impacts on the work environment resulting

from their leadership style. Three believed the result would be a happy and empowered

team. One participant predicted, "Staff would not mind coming to work," while another

predicted the effect of "empowering people to be fully engaged in their tasks."

Another three participants believed their ideal style would promote learning and

growth. One participant explained, "I think the type of leader I aspire to be would

encourage my team members to strive to be better versions of themselves. It would force

them to grow."

Practice of Transformational Leadership

Currently exhibited leadership styles. Participants were presented with 31

leadership behaviors and were asked to identify the five that most described them and the

five that least described them, on average. Of these, 19 were transformational behaviors,

8 were passive behaviors, and 5 were management-by-exception behaviors. Based on

their responses, a percent score for transformational, passive, and management-by-

exception was calculated for each participant. The mean and standard deviations for each

leadership type were then calculated across all participants. The results are presented in

Table 6. Participants reported they primarily exhibit transformational leadership (M =

86%, SD = 14%). Additionally, they reported being least like a passive leader (M = 67%,

SD = 25%).

Table 6

Current Leadership Style

	Percent Reporting	
	Mean	SD
I am ***most*** like a…		
Transformational Leader	86%	14%
Passive Leader	8%	12%
Management by Exception Leader	6%	10%
I am ***least*** like a…		
Transformational Leader	8%	20%
Passive Leader	67%	25%
Management by Exception Leader	26%	18%

N = 16

When asked to explain their rationale for selecting their most characteristic traits,

11 participants explained that building capacity and encouraging staff is key to effective

leadership (see Table 7). One participant explained,

> Most leadership is about encouragement—to keep on trying until all resources are exhausted. I learned this from an executive producer a few years ago who pushed me to my limit to think out of the box. It was the best lesson I ever had.

Another elaborated,

> I believe in taking care of your staff. Your staff is first. Most would say the client is first, but I prescribe to Richard Branson's views more. I believe doing this enhances a company. I like to encourage others ideas because everyone has good ideas and it may be something that is needed to be heard or to implement.

Yet another participant explained, "People need to feel valued and appreciated. That goes

a long way."

Four participants stated that the traits they selected produce results. One

participant explained, "I have found that my way of doing things has provided the best

environment for teamwork and has provided the best results." Another shared, "I think

giving others room to help take ownership in projects helps me as a leader, moving the

project forward and getting positive results."

Table 7

Rationale for Most Exhibited Traits

Rationale	n
Building capacity and encouraging staff is key	11
Identified traits produce results	4
Important to inspire staff and build credibility	2
Important to make good staffing decisions	1
Production requires significant "firefighting"	1
Current staff requires strong direction	1
Identified traits build teamwork	1

N = 16

When asked to explain their rationale for selecting their least characteristic traits,

nine participants explained that the selected behaviors undermine employee learning and

empowerment (see Table 8). One participant explained, "I think these traits stop the

collaborative behavior and team efforts in a work setting." Another shared, "These are

the ones I feel do the most harm to employee and co-worker development." Regarding

his avoidance of searching for mistakes, a management-by-exception behavior, a

participant explained,

> A leader needs to be decisive at all times; yet, I feel that they don't need to be a
> micromanager and pick out peoples mistakes all the time and search for mistakes.
> Mistakes can sometimes be a good thing because it helps people learn from them
> and move on the next time the same problem arises.

Table 8

Rationale for Least Exhibited Traits

Rationale	n
Undermines employee learning and empowerment	9
Prompt action is important	6
Undermines results	2
Leaders need to provide direction and express their views	1
No response	1

N = 16

In explaining why passive leadership behaviors were least like them, six participants stated that prompt action is important. One leader stated, "It is important to act immediately on any problems or even opportunities. Time is essence in our business and waiting can mean the loss of something or even the building of a problem." Another simply said, "Part of leading is not wasting time." Yet another participant elaborated, "A leader is someone who takes action. It is extremely important to take action promptly when a problem arises. If it's not addressed immediately, it can fester and cause a bigger problem later on down the road."

Desired leadership styles to exhibit. Next, participants were again presented with the same 31 leadership behaviors and were asked to identify the five that they most and the five that they least wanted to exhibit. Data were calculated in the same manner as earlier: A percent score for transformational, passive, and management-by-exception was calculated for each participant and mean and standard deviations for each leadership type were then calculated across all participants (see Table 9). Participants reported they nearly exclusively wanted to exhibit transformational leadership (M = 96%, SD = 9%). They again reported wanting to be least like a passive leader (M = 68%, SD = 17%).

Table 9

Desired Leadership Style

	Percent Reporting	
	Mean	SD
I am ***most*** want to be like a…		
Transformational Leader	96%	9%
Passive Leader	1%	5%
Management by Exception Leader	3%	7%
I am ***least*** want to be like a…		
Transformational Leader	6%	68%
Passive Leader	68%	17%
Management by Exception Leader	26%	16%

N = 16

Eight participants explained that their reason for desiring to be a transformational leader was because encouraging staff is key (see Table 10). One participant explained, "It's important to encourage people and treat them as such, with understanding and compassion." Another participant explained that encouraging employees is a crucial leadership skill in the entertainment industry, where setbacks and rework are common:

> We do a lot of work only to be told that the end goal has changed and we have to go back and do it all again. That can be demoralizing, and people need a leader who can inspire and encourage them to keep going. Personally, as a pragmatist, I have to challenge myself to me more enthusiastic in an honest way.

Table 10

Rationale for Most Desired Traits

Rationale	n
Encouraging staff is key	8
Supporting growth and development is important	5
Want to be an innovator and problem solver	3
Matches my current style	3
I do not highly endorse any of these traits	2

N = 16

Another indicated, "I want to have a more nurturing environment where people are not looking over their shoulders for their boss who is second guessing them. That's not my style."

To explain why they dispreferred passive leadership and management-by-exception, six participants stated that these behaviors produce low morale and a negative work environment (see Table 11). One participant explained, "Your staff is what you are. If you're not on the ball and have a no-care attitude, the staff will follow along. Show encouragement and strong leadership, then you'll have a staff that's right behind you." Another simply stated, "These are negative attributes to me that deteriorate staff morale."

Table 11

Rationale for Least Desired Traits

Rationale	n
Produces low morale and negative work environment	6
Displays poor or absent leadership	4
Undermines results	2
Undermines staff growth and development	1
No response	3

$N = 16$

Four participants stated that these behaviors display poor or absent leadership. One explained, "These five, I feel, send a signal to your team that there is no captain of the ship—that should something go right or wrong, there is no strong voice or guiding hand to aid the collective effort." Another elaborated, "I dislike laziness and negativity. As a leader, your team wants to be guiding and know they are marching in the right direction. I feel the traits about are the opposite of that."

Perceived Value of Executive Coaching

The final topic in the interview was discussing strategies for enhancing one's leadership style and introducing the concept of executive coaching and gauging

participants' interest in it. As shown in Table 12, 11 of the 16 participants stated that their

typical strategies for enhancing their leadership competencies involved developing

personally and professionally by gaining more leadership experience (n = 6), developing

improved self-awareness and seek continuous self-improvement (n = 6), and obtaining a

mentor (n = 4). Regarding gaining more leadership experience, one participant responded

that it was important to "learn what works, and the more confident I am with myself, the

more likely I'm able to be the leader I want to be." Another shared, "I already do possess

many of these traits. I just want to be able to continue to put these skills in practice."

Table 12

Typical Strategies for Enhancing Leadership Competencies

Strategy	n

Develop personally and professionally
   Gain more leadership experience (6)
   Develop improved self-awareness and seek continuous self-improvement (6)
   Obtain a mentor (4)
	11

Create a better team and work environment by developing or hiring different staff	4
No need for further development	2

N = 16

Regarding developing improved self-awareness and self-mastery, one participant

stated, "We're on this earth to grow in every area of our lives—to be better versions of

ourselves. It remains a constant focus—holding the mirror up to oneself and asking,

"'How can I be/do better?'" Another expressed,

> What I can do is continually and honestly challenge myself to make changes.
> Admit that I have room to grow, as do we all. But not just talk that talk—walk it
> too. Change is harder than anyone wants to admit. Especially when it comes to
> ourselves. Put ego aside, accept the challenge to be better. It's not always
> someone else on your team that has to change, it can also be you.

Four participants stated that to be a better leader, they needed to create a better

team and work environment by developing or hiring different staff. These participants

discussed the need to mentor and develop staff, as well as simply gaining new team

members. One of these participants elaborated:

> To get from where I am to where I need to be is, in part, a problem of my current team members. I need to get them to a place where I'm not having to micromanage and handhold them every step of the way. Once I'm able to let go of this huge burden, I can grow as a leader and better utilize my talent as a producer.

> Next, the researcher provided a definition of executive coaching and then asked

participants for their opinions and receptiveness of coaching. Thirteen participants stated

they would be open to or were interested in coaching (see Table 13). Several emphasized

it would be valuable for leaders. For example, one participant shared, "I think that this is

a great thing for anyone wishing to be in a leadership type role. I would totally go for this

type of thing if I ever found myself in need of it." Another expressed,

> I would be extremely interested in this type of coaching. . . . As a new leader, I am also learning how to best deal with the challenges that arise. It would be great to have a coach to turn to when I have questions about how to handle certain situations. Right now, I learn and solve problems through trial and error.

Another liked the concept but speculated that leaders would not admit their need for

change. He explained:

> Asking others, especially those in a leadership role, to transform, to admit they need to change, is one incredibly hard task. If you can get a leader type to admit that they have changes to make in themselves, I'm all for that type of coaching.

> Notably, three participants stated they were not interested in coaching because

they believed they did not need to enhance their leadership or because they believed

coaching would focus on meaningless goals. One participant explained,

> My interest in executive coaching is low. I don't think focusing on "behavioral changes" in leaders is useful. Part of being a leader is stripping away things that don't help. Good coaching would get away from this kind of mission-statement jargon and focus on real leadership deliverables.

Table 13

Interest in Executive Coaching

Theme	n
Interest Level	
Would be open to or is interested in coaching	13
Would not be interested in coaching	3
Appealing Aspects or Concerns	
Opportunity for personal growth is appealing	4
Unsure/no opinion	2
Would require a credible and authentic coach	1

N = 16

Participants also were asked to share the aspects they found appealing or unappealing about coaching. Four participants stated they found the opportunity for personal growth to be appealing. One participant explained,

> I like that I would have the ability to learn and improve my performance as a leader. I don't think that there is anything that I wouldn't like about this type of coaching. I'm always open when it comes to becoming a better version of me. I want to be the best me that I can possibly be.

Finally, participants were asked to identify the potential benefits and drawbacks they anticipated experiencing from coaching. Fourteen of the 16 participants believed that coaching would enhance leaders' self-awareness, ability, and effectiveness (see Table 14). One participant expressed, "It might help me to realize things I'm doing right and what I might be doing wrong, and help me find effective ways to deal with problems and ways to find solutions to fix said problems." Another participant shared,

> I would be interested in coaching or analyzing my current attributes and style and how I can grow as a leader. . . . I think it would have a positive impact on my leadership. Being open to hearing what a third party sees in me would be good. As good as we often like to think we are, there is always room for improvement.

Another participant anticipated his self-awareness would grow through coaching. He explained,

I'm certain there are things I do not see about myself at work that could be revealed to me through coaching. I love to learn and want to do the best I can. . . . I'm very interested. I'm always seeking out ways to improve.

Yet another participant expressed that all leaders, regardless of position or tenure would benefit from coaching:

This type of coaching would improve all leadership roles across the board. Everyone has something to learn from one another. As times changes, the roles of a leader change. I believe that everyone should participate in some type of leadership coaching. . . . Improving my leadership style will only strengthen my ability to lead.

Table 14

Anticipated Effects of Executive Coaching

Anticipated Effects	n
Potential Benefits	
Enhance leaders' self-awareness, ability, and effectiveness	14
Enhance staff productivity and wellbeing	5
May lead to improved bottom-line results	2
No or minimal anticipated impacts	2
Potential Drawbacks	
Leadership style following coaching may be undesirable and/or ineffective	5
Process of coaching might be unhelpful or even harmful for some leaders	5
No apparent drawbacks	2
Would detract from leaders' real tasks at hand	1

$N = 16$

Five participants believed that a secondary result of leaders obtaining coaching would be enhancing staff productivity and wellbeing. One participant shared, "It would improve my dealing with my teams." Another expressed, "The ways you behave as a leader can transform the team and lead them to be more proficient and motivated."

In terms of drawbacks, five participants expressed concern that the leadership style they would have following coaching may be undesirable and/or ineffective. One participant voiced that transformational leadership may not be realistic or effective:

> I like seeing the potential in someone, but the downside is that "transforming" is not a positive word in this context. You don't want to help create something that you no longer control, for the good of the team. Going rogue only works in movies.

Another participant voiced concern that drastically changing one's leadership style may have inadvertent and negative effects on the team: "Coaching could backfire and lead the team to actually hating the leader because it could change his behavior 180 degrees into something he is not, which could be seen as a negative. The team might react badly to that." Other participants expressed concern that they would lose their own leadership style and values in the process. One expressed,

> I would only be concerned with not staying true to who I am. I do believe we can be different type of leaders and one mold doesn't fit everyone. As long as my values stay intact. . . . Sort of what I said earlier, it's great to grow, but I wouldn't want to mold into someone else idea of a leader.

Another five participants speculated that the process of coaching might be unhelpful or even harmful for some leaders. One participant explained, "Coaching might stress out leaders, which could cause the opposite effect. Also, striving for 'behavioral changes' makes it sound too robotic." Another expressed,

> I think keeping an open mind is important and realizing that while this type of coaching might work for some, it might not work for others. I could go in there expecting the best and come out feeling like it did nothing for me.

Summary

This chapter reported the results of the study. Sixteen participants completed an interview. Producers' self-described current leadership style is generally empowering and creates an empowered, happy, and productive team where learning takes place. Nevertheless, participants were concerned that their leadership traits and behaviors may ultimately undermine staff members' respect for them as leader. Participants also had mixed views regarding whether their style creates a climate for staff mistakes and lack of

effort or, in contrast, supports achievement of results. Participants' ideal leadership style consists of being approachable, caring, and supportive as well as strong and highly competent, results-oriented, and highly respected. They believed this approach would support achievement of results as well as a positive team environment.

Participants reported they primarily exhibit and largely want to be transformational leaders. Based on self-report, they least demonstrated and least wanted to be passive leaders. Participants explained that building capacity and encouraging staff is key to effective leadership, that supporting growth and development is important, and that their preferred behaviors produce results. Moreover, they believed that management-by-exception behaviors undermine employee learning and empowerment and further produce low morale and a negative work environment.

Participants' typical strategies for enhancing their leadership competencies involve developing personally and professionally through various approaches and/or developing or replacing their teams. Almost all participants expressed interest in coaching, believing it would enhance leaders' self-awareness, ability, and effectiveness as well as enhance staff productivity and wellbeing. Nevertheless, some voiced concerns that the coaching process or results may be undesirable or even harmful. The next chapter provides a discussion of these results.

Chapter 5

Discussion

The purpose of this study was to examine the use of transformational leadership among producers in one production company in the entertainment industry. Three research questions were examined:

1. What are producers' self-described current and ideal leadership styles?

2. To what extent do leaders of production companies practice transformational leadership and what is their interest in becoming more transformational?

3. What value do leaders of production companies believe executive coaching would offer in helping them become their ideal selves as leaders?

This chapter provides a discussion of the results. Key conclusions are presented first, followed by recommendations based on the conclusions. Limitations of the study are then acknowledged and suggestions for future research are offered.

Conclusions

Producers' self-described current and ideal leadership styles. Many producers described their current leadership style as empowering and some described themselves as being directive, leading by example, communicating, being patient and forgiving, and being approachable and fun. Participants expressed mixed views regarding whether their style creates a climate for staff mistakes and lack of effort or, in contrast, supports achievement of results. Participants added that their approach creates an empowered, happy, and productive team where learning takes place, although some fear that it also allows for favoritism. Participants further believed these leadership traits and behaviors may ultimately undermine staff members' respect for them as leader.

Participants' ideal leadership style consists of being approachable, caring, and supportive as well as strong and highly competent, results-oriented, and highly respected.

They believed this approach would support achievement of results as well as a positive team environment.

These findings suggest that producers primarily exhibit leadership styles that are rather warm and supportive, although some display strong direction. It was unclear whether these styles aid or undermine the achievement of results and to what extent they do so. Although participants generally believed their approaches create an empowered, happy, and productive team ripe for learning, other producers were concerned that the climate they create allow for staff mistakes, lack of effort, favoritism, and lack of respect for the leader. These findings suggest that many of the leaders have some concerns about their leadership style, what work climate they are creating through their style, and what effect their style is having on results. It follows that they may be experiencing some level of so-called pain points as it relates to their leadership and, as a result, may be open to learning and other forms of support to optimize their leadership.

Participants described their ideal leadership style as consisting of being approachable, caring, and supportive as well as strong and highly competent, results-oriented, and highly respected. They believed this approach would support achievement of results and help create a positive team environment. These findings indicate that the leaders want to retain their warm and approachable employee-oriented nature while earning employees' respect and leading their teams toward strong performance. Notably, the leaders' descriptions closely match transformational behaviors of intellectual stimulation, where leaders challenge followers to be innovative and creative. In this way, transformational leaders constantly challenge followers to achieve higher levels of performance.

Comparing participants' current and self-described leadership indicates that participants do want to shift in their leadership style in some ways. In particular, they describe wanting to be more results-oriented and be more respected by their teams while maintaining a warm and approachable style. It follows that they may have some development goals that could be aided by leader development interventions.

Practice of transformational leadership. Participants reported they primarily exhibit transformational leadership and reported being least like a passive leader, explaining that building capacity and encouraging staff is key to effective leadership and that their chosen behaviors produce results. Moreover, they believed that management-by-exception behaviors undermined employee learning and empowerment and that passive behaviors were unacceptable because prompt action is important.

Similarly, participants reported they nearly exclusively wanted to exhibit transformational leadership and least wanted to be a passive leader. Again, participants explained that encouraging staff is key and that supporting growth and development is important. They disliked passive leadership and management-by-exception, reporting that these behaviors produce low morale and a negative work environment and further display poor or absent leadership.

Although transformational leadership has been the focus of extensive study (Asencio & Mujkic, 2016; Barbuto, 2005; Bass, 1998; Bellé, 2013; Fitzgerald & Schutte, 2010; Jofreh & Khazaei, 2016; Miao & Qian, 2016; Nasra & Heilbrunn, 2016), no research was found as part of the present study regarding the use of transformational leadership within production companies in the entertainment industry. Therefore, this study may be considered to have added to the body of literature.

Specifically, this study generated insights about producers' self-described current and desired leadership style, including the extent to which they believe they are transformational. These insights lead to specific recommendations for intervention and continued research within the organization. Although the present results should be considered exploratory, the findings may additionally have limited transferability to other production companies.

Given participants' beliefs that they are exhibiting transformational leadership and that they want to continue exhibiting transformational leadership, they may not consider they have development needs as it concerns their leadership. Moreover, provided that their self-perceptions are accurate, it would appear that the effects also are accurate, as transformational leadership is associated with a range of valued outcomes.

Perceived value of executive coaching. Participants' typical strategies for enhancing their leadership competencies involved developing personally and professionally through gaining leadership experience, improving their self-awareness and seeking continuous self-improvement, and obtaining a mentor. They also discussed developing or replacing their teams. Almost all participants expressed interest in coaching, believing it would enhance their self-awareness, ability, and effectiveness as leaders and also enhance staff productivity and wellbeing. Hall et al. (1999) similarly found in their research that executive coaching has a positive impact on outcomes such as leader development, flexibility, stress levels, and satisfaction. In particular, executive coaching aids in the acquisition of new skills, abilities, and perspectives that allow executives to accomplish things that they could not before. Nevertheless, some voiced concerns that the coaching process or results may be undesirable or even harmful.

These perceptions are important to understand, as several authors asserted that the effectiveness of coaching heavily relies on the expectations and participation of the coachee (Bozer et al., 2014a; Hill, 2010; Jarvis et al., 2006; Passmore & Fillery-Travis, 2011; Rekalde et al., 2015). It follows that those who are reluctant or dubious about the benefits of coaching may engage in a self-fulfilling prophecy whereby they do not in fact benefit from it.

Recommendations

Five key recommendations are offered based on the results of this study. First, given that most of the leaders identified ways in which they would like to grow and improve as leaders, it follows that leader development opportunities should be explored. Coaching may be an effective intervention (Hall et al., 1999), although other interventions such as basic leadership training also may be beneficial. Before arranging training, coaching, or another intervention, it is important to gauge participants' expectations, attitudes, and willingness related to the development opportunity in order to support the participant's successful development (Bozer et al., 2014a; Hill, 2010; Jarvis et al., 2006; Passmore & Fillery-Travis, 2011; Rekalde et al., 2015).

At the same time that the leader is receiving development help, it may be additionally beneficial for team members to be exposed to the same learning so that everyone has a consistent understanding of the organizational and leadership climate. This second recommendation emerges from leaders' comments about their team's development needs. Additionally, it can be helpful for everyone in the organization to be operating from the same understanding concerning needed work attitudes and behaviors. Moreover, given the empowered leadership style that several participants referenced, it is important to cultivate each person's individual leadership abilities. Specific development

again could occur through internal and external training, coaching, online learning, or other interventions deemed appropriate.

Third, given that leaders identify themselves as being transformational and want to continue to be transformational, it would be helpful to offer training and other interventions to support them in that goal. External leadership training programs that offer 1-day leadership training, such as SkillPath Seminars, or other service providers that offer high-impact, low time commitment results may be most appropriate for producers and other entertainment leaders. Leaders may additionally leverage personal development tools such as the Myers-Briggs Type Indicator, the Fundamental Interpersonal Relations Orientation–Behavior assessment, INSIGHTS discovery, TotalSDI (Strengths-Based Assessment), or WorkTraits to increase their self-awareness. Leaders who want to go even deeper into their learning may examine Development Dimensions International, Situational Leadership, and Frontline Leadership for continued growth and development. Various organizations, such as MindTools (1996-2016) also offer online learning and resources to enhance self-awareness. The study company may additionally want to institute more formal training or coaching to support leaders' goals, provided that transformational leadership is aligned with the larger organizational goals.

Fourth, given participants' interest in leadership development and their interest in executive coaching to help them do so, it would be beneficial to make coaching available to the leaders. Coaching could be offered internally or externally, depending upon the learning and development goals and resources of the study organization. For example, if coaching is not available within the organization, human resources or another company executive could provide interested leaders with a list of qualified coaches.

Fifth, it is important to reiterate that investing in executive development is not common within the entertainment industry (Brownstein, 2016). Thus, production companies may wish to consider the influence they have internally and externally, and the ability they have to resist the norms of the entertainment industry and invest in executive development for the purpose of increasing overall revenue and employee satisfaction and engagement.

Limitations

Several limitations affected this study and need to be acknowledged. First, the study relied on a small, purposive sample within one production company. Therefore, the results should be considered exploratory with limited transferability to other producers and production companies. Future studies could mitigate this limitation by drawing larger sample sizes from a range of companies.

A second limitation is that the study findings relied on self-reported data and evaluations of one's own leadership. This introduced the possibility for a wide range of biases, including socially desirable answering, where individuals report they exemplify socially acceptable leadership traits; inflated answers, where participants present their leadership styles as being more positive than warranted; and hypothesis guessing, where participants tell the researcher what they think he wants to hear. In particular, highly desirable attributes like leadership styles are more likely to be subject to self-report bias. Future studies could enhance the validity of the findings by gathering 360-degree feedback from the producers' managers, peers, and subordinates to complement the self reports.

The interview script also used very terse descriptors of leadership traits (e.g., "puts out fires"). Therefore, it is possible that the participants did not fully understand the

traits being described, as the items may not have provided enough context for participants to fully understand the leadership behavior presented. Similarly, the brief description of coaching may not have adequately educated participants about the nature and possibilities of executive coaching. Future studies could provide anecdotes and stories about transformational leadership, other styles of leadership, and executive coaching to support participants in providing more valid and reliable data.

Suggestions for Research

A primary suggestion for research is to repeat the present study while correcting for its limitations. The recommended study would draw a larger sample from across a range of production companies and gather multiple forms of data (e.g., leader interviews, survey data using validated instruments, 360-degree feedback, observation, performance data) to produce a more comprehensive and less biased examination of leader behaviors and their effects.

Another suggestion for research is to provide a detailed handout or presentation on what executive coaching entails and to share this with all participants before conducting the study. Although producers were provided with a short definition of executive coaching before they answered the coaching questions, it is unclear to what extent they understood the nature and scope of this intervention. Providing a more thorough briefing about executive coaching is anticipated to yield more valid and reliable data about producers' perceptions of and openness to coaching.

Future research on the impacts of coaching within this population could utilize a pre/post design wherein a coaching intervention is used and the effects are tracked for a population of leaders. The recommended research could examine leaders' attitudes about

coaching, participation in coaching, and actual effects of coaching. Use of a control group could further support the researcher in gauging the effects of coaching.

Production companies also should consider conducting research on the impact that ineffective leadership is having on the bottom line of overall company revenue and profits. Doing so could justify and support their implementation of the recommendations outlined earlier in this chapter.

Summary

The purpose of this qualitative study was to examine the use of transformational leadership among producers in one production company in the entertainment industry. A sample of 16 senior, supervising, and executive producers who led productions at the study organization from 2012 to 2016 completed one-on-one interviews to gather data about their self-described and ideal leadership styles, their current and desired use of transformational leadership, and attitudes and openness to executive coaching.

Producers' self-described current leadership style is generally empowering and their ideal leadership style similarly reflects warmth and support. Whereas leaders voiced concerns about whether they have their staff members' respect and whether they are supporting the achievement of results, their development goals as leaders were to be strong and highly competent, results-oriented, and highly respected.

Participants reported they primarily exhibit and largely want to be transformational leaders. Based on self-report, they least demonstrated and least wanted to be passive leaders. Participants explained that building capacity and encouraging staff is key to effective leadership, that supporting growth and development is important, and that their preferred behaviors produce results. Moreover, they believed that management-

by-exception behaviors undermined employee learning and empowerment and further produce low morale and a negative work environment.

Participants' typical strategies for enhancing their leadership competencies involved developing personally and professionally through various approaches and/or developing or replacing their teams. Almost all participants expressed interest in coaching, believing it would enhance leaders' self-awareness, ability, and effectiveness as well as enhance staff productivity and wellbeing. Nevertheless, some voiced concerns that the coaching process or results may be undesirable or even harmful.

Although additional research is needed to extend and confirm the present study findings, the study organization may wish to offer its leaders development opportunities and consider training team members to promote consistent work attitudes and approaches. Specifically, executive coaching and training in transformational leadership may be beneficial and of interest to the participants in this study.

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Appendix A: Study Invitation

Hi [Name],

Hope my email finds you doing well. As you may know, I'm completing my masters at Pepperdine. My area of research is around leadership in the entertainment industry. I would love for you to be part of my confidential research study on this topic. Let me know if you'd be willing...would be great to have you in this study!

Thanks,
Mike

Appendix B: Consent Form

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Participant:

Principal Investigator: Michael Weaver

Title of Project: Transformational Leadership Among Producers in the Entertainment Industry

1.   I _____, agree to participate in the research study being conducted by Michael Weaver under the direction of Dr. Kevin Groves.

2.   The overall purpose of this research is: to examine the use of transformational leadership among producers in one production company in the entertainment industry

3.   My participation will involve the following: a 45-minute qualitative interview conducted by telephone.

4.   I understand that the possible benefits to myself or society from this research are: A better understanding of the leadership practiced within production companies.

5.   I understand that there are certain risks and discomforts that might be associated with this research. These risks include: psychological discomfort during the course of the interview as I may be asked questions I have not previously considered or may be uncomfortable answering.

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

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

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

11.   I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. Kevin Groves (xxx) xxx-xxxx if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact Graduate and Professional School IRB, Pepperdine University, xxxxx@pepperdine.edu (xxx) xxx-xxxx.

12.   I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received

a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

_____
Participant's Signature

_____
Date

_____
Witness

_____
Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

_____   _____
Principal Investigator   Date

Appendix C: Interview Script

1. What key challenges do you face as a leader?
2. What key challenges do you face when leading your staff?
3. How would you define leadership? What are your thoughts on leadership?
4. Please describe your leadership style.
5. What results does your specific leadership style achieve—good and not so good?
6. Describe what kind of leader you'd most like to be.
7. What results do you think being the kind of leader you aspire to be would achieve—good and not so good?
8. I've put together a list of leadership behaviors (see below). Please scan through this list and place a check beside the five traits that are MOST like you on an average day.

   o Instills pride in others
   o Reacts to problems, if chronic
   o Provides reassurance overcoming obstacles
   o Talks about trusting each other
   o Tracks others mistakes
   o Behaves consistent with values
   o Expresses confidence
   o Provides encouragement
   o Takes no action
   o Talk enthusiastically
   o Enforces rules
   o Encourages to rethink ideas
   o Encourages to express ideas
   o Reacts to failure
   o Encourages non-traditional thinking

   o Encourages reasoning
   o Searches for mistakes
   o Provides advice for development
   o Avoids deciding
   o Focuses my strengths
   o Reacts to problems, if serious
   o Treats us as individuals
   o Promotes development
   o Resists expressing views
   o Recognizes others achievements
   o Rewards others achievements
   o Assists based on effort
   o Delays responding
   o Clarifies Rewards
   o If not broke, don't fix
   o Puts out fires

9. Please explain why you chose the five traits in question 9.

10. Now, please scan through this list and place a check beside the five traits that are LEAST like you on an average day.

    o Instills pride in others
    o Reacts to problems, if chronic
    o Provides reassurance overcoming obstacles
    o Talks about trusting each other
    o Tracks others mistakes
    o Behaves consistent with values
    o Expresses confidence
    o Provides encouragement
    o Takes no action
    o Talk enthusiastically
    o Enforces rules
    o Encourages to rethink ideas
    o Encourages to express ideas
    o Reacts to failure
    o Encourages non-traditional thinking

    o Encourages reasoning
    o Searches for mistakes
    o Provides advice for development
    o Avoids deciding
    o Focuses my strengths
    o Reacts to problems, if serious
    o Treats us as individuals
    o Promotes development
    o Resists expressing views
    o Recognizes others achievements
    o Rewards others achievements
    o Assists based on effort
    o Delays responding
    o Clarifies Rewards
    o If not broke, don't fix
    o Puts out fires

11.   Please explain why you chose the five traits in question 11.

12.   Now, place a check beside the five traits that you would **MOST like to exhibit** as a leader:

- Instills pride in others
- Reacts to problems, if chronic
- Provides reassurance overcoming obstacles
- Talks about trusting each other
- Tracks others mistakes
- Behaves consistent with values
- Expresses confidence
- Provides encouragement
- Takes no action
- Talk enthusiastically
- Enforces rules
- Encourages to rethink ideas
- Encourages to express ideas
- Reacts to failure
- Encourages non-traditional thinking

- Encourages reasoning
- Searches for mistakes
- Provides advice for development
- Avoids deciding
- Focuses my strengths
- Reacts to problems, if serious
- Treats us as individuals
- Promotes development
- Resists expressing views
- Recognizes others achievements
- Rewards others achievements
- Assists based on effort
- Delays responding
- Clarifies Rewards
- If not broke, don't fix
- Puts out fires

13.   Please explain why you chose the five traits in question 13.

14.   Now, place a check beside the five traits that you would **LEAST like to exhibit** as a leader:

- Instills pride in others
- Reacts to problems, if chronic
- Provides reassurance overcoming obstacles
- Talks about trusting each other
- Tracks others mistakes
- Behaves consistent with values
- Expresses confidence
- Provides encouragement
- Takes no action
- Talk enthusiastically
- Enforces rules
- Encourages to rethink ideas
- Encourages to express ideas
- Reacts to failure
- Encourages non-traditional thinking

- Encourages reasoning
- Searches for mistakes
- Provides advice for development
- Avoids deciding
- Focuses my strengths
- Reacts to problems, if serious
- Treats us as individuals
- Promotes development
- Resists expressing views
- Recognizes others achievements
- Rewards others achievements
- Assists based on effort
- Delays responding
- Clarifies Rewards
- If not broke, don't fix
- Puts out fires

15.   Please explain why you chose the five traits in question 15.
16.   What would help you get from here (your current leadership style) to there (your ideal leadership style)?

Consider this: *Coaching is aimed at inspiring leaders to make behavioral changes which transform themselves and the people around them thereby increasing business results and performance.*

17.   What is your interest in this type of coaching?

18.   What aspects do you like/not like?

19.   Results do you think coaching would achieve—good and not so good?

20.   What effect do you think coaching might have on your leadership style?