
Theses and Dissertations

2023

Examining transformational leadership self-perceptions of current chief executive officers within executive peer advisory groups

Israel Passwater
israelpasswater@gmail.com

Follow this and additional works at: <https://digitalcommons.pepperdine.edu/etd>



Part of the [Leadership Studies Commons](#)

Recommended Citation

Passwater, Israel, "Examining transformational leadership self-perceptions of current chief executive officers within executive peer advisory groups" (2023). *Theses and Dissertations*. 1420.
<https://digitalcommons.pepperdine.edu/etd/1420>

This Dissertation is brought to you for free and open access by Pepperdine Digital Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Pepperdine Digital Commons. For more information, please contact bailey.berry@pepperdine.edu.

Pepperdine University
Graduate School of Education and Psychology

EXAMINING TRANSFORMATIONAL LEADERSHIP SELF-PERCEPTIONS OF CURRENT
CHIEF EXECUTIVE OFFICERS WITHIN EXECUTIVE PEER ADVISORY GROUPS

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Israel Micah Passwater

November, 2023

Dr. James Dellaneve Ed.D. – Dissertation Chair

This dissertation, written by

Israel Micah Passwater

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

DOCTOR OF EDUCATION

Doctoral Committee:

James Dellaneve Ed.D. - Dissertation Chair

June Schmieder Ramirez, Ph.D.

Phillip Rosenkrantz, Ed.D.

© Copyright by Israel Micah Passwater (2023)

All Rights Reserved

TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
LIST OF FIGURES	ix
DEDICATION.....	xiii
ACKNOWLEDGMENTS	xiv
VITA.....	xv
ABSTRACT	xx
Chapter 1: Introduction to the Study	1
Statement of the Problem.....	7
Purpose of Research	7
Research Questions.....	9
Theoretical Focus.....	9
Definition of Terms	12
Significance of the Study	14
Chapter Summary	15
Chapter 2: Literature Review	17
Theoretical Foundation	17
Defining Leadership	17
Components of Leadership	20
Transformational Leadership	22
Charismatic Leadership	24
The Chief Executive Officer.....	44
History of the CEO	44
Executive Peer-Advisory Groups	55
Importance of Leader Member Fit in EPAG	66
Motivations for EPAG Membership.....	68
Chapter Summary	80
Chapter 3: Methods.....	81
Research Design and Methodological Rationale	81
Restatement of the Research Questions.....	82
Null Hypotheses.....	83
Demographic Variables Examined	83
Expert Panel Review.....	85
Limitations of the Study	85

Overview of Key Assumptions.....	86
Sources of Data.....	88
Data Collection Strategies and Procedures.....	90
Tools/Instruments Used.....	92
Characteristics Studied.....	94
Human Subject Considerations.....	96
Data Management and Privacy Considerations.....	96
Data Analysis Plan.....	97
Analysis and Research Hypothesis.....	97
Means to Ensure Study Validity.....	98
Summary Plan for Reporting Findings.....	100
 Chapter 4: Findings.....	 101
Research Questions.....	101
Data Analysis Methodology.....	102
Demographic Variables Examined.....	104
Description of Sample/Setting.....	105
Sampling Methodology.....	106
Survey Participants & Group Overview.....	108
Analysis Phase One: Descriptive Statistics and Histogram of Results.....	114
Analysis Phase Two: Correlation Matrix.....	121
Analysis Phase Three: Pearson Correlation Analysis Results.....	123
Analysis Phase Four: Pearson Correlation Analysis.....	130
Results.....	131
Two-Sample Z-Test Analyses.....	136
Results.....	136
Analysis Phase Five: Chi-Square Test of Independence.....	145
Gender and Organizational Size.....	145
Gender/Career Experience.....	147
Organizational Size and Years of Career Experience.....	150
Education Level/Career Experience.....	152
Analysis Phase Six: ANOVA Analysis.....	154
Summary of Findings.....	165
 Chapter 5: Discussion.....	 167
Restatement of the Problem.....	167
Theoretical Framework.....	168
Methodology and Methods of the Study.....	169
Key Findings and Recommendations for Further Research.....	170
Study Limitations.....	194
Summary of Research Implications for Practice and Scholarship.....	194
Closing Comments.....	203
 REFERENCES.....	 204

APPENDIX A: Email requests for Request for Content Validation (Panel of Experts)	248
APPENDIX B: IRB Approval Letter	249
APPENDIX C: Email request for permission to survey (EPAG Parent Organization)	251
APPENDIX D: Email to EPAG members to participate in Survey	255
APPENDIX E: Pearson’s Correlation Results	258

LIST OF TABLES

	Page
Table 1: Leadership Behavioral Factors	31
Table 2: 2019–2020 CEO Turnover Report.....	49
Table 3: Demographic Variables Examined	84
Table 4: Summary of E-mail Communication to EPAG	91
Table 5: Hypotheses and Data Analysis	98
Table 6: Data Analysis Methodology	103
Table 7: Summary of E-mail Communication to EPAG Participants	105
Table 8: Frequency EPAG Survey Gender	108
Table 9: Frequency Organizational Size.....	109
Table 10: Frequency Table Years of Career Experience	109
Table 11: Frequency Table for Education Level	110
Table 12: Frequency Table for Years of Christian Faith	111
Table 13: Frequency Table for Nominal Variables	113
Table 14: Results of Correlation Matrix Analysis	122
Table 15: Observed and Expected Frequencies	146
Table 16: Observed and Expected Frequencies	147
Table 17: Observed and Expected Frequencies	148
Table 18: Observed and Expected Frequencies	148
Table 19: Observed and Expected Frequencies	149
Table 20: Observed and Expected Frequencies	149
Table 21: Observed and Expected Frequencies	150

Table 22: Observed and Expected Frequencies	151
Table 23: Observed and Expected Frequencies	152
Table 24: Observed and Expected Frequencies	153
Table 25: Observed and Expected Frequencies	153
Table 26: Analysis of Variance Table for Five I's of Transformational Leadership by Organizational Size	157
Table 27: Mean, Standard Deviation, and Sample Size for Five I's of Transformational Leadership Scale by Organizational Size	157
Table 28: Analysis of Variance Table for Five I's of Transformational Leadership by Gender	159
Table 29: Mean, Standard Deviation, and Sample Size for in Five I's of Transformational Leadership by Gender	160
Table 30: Analysis of Variance Table for Five I's of Transformational Leadership Scale by Education Level	162
Table 31: Mean, Standard Deviation, and Sample Size for Five I's of Transformational Leadership Scale by Education Level	162
Table 32: Analysis of Variance Table for Five I's of Transformational Leadership by Years of Career Experience.....	164
Table 33: Mean, Standard Deviation, and Sample Size for Five I's of Transformational Leadership by Years of Career Experience	164

LIST OF FIGURES

	Page
Figure 1: Histogram of Years of Involvement in EPAG	114
Figure 2: Histogram of Years of Christian Faith	114
Figure 3: Histogram of Builds Trust (IIA).....	115
Figure 4: Histogram of Acts with Integrity (IIB).....	116
Figure 5: Histogram of Encourages Others (IM).....	116
Figure 6: Histogram of Encourages Innovative Thinking (IS).....	117
Figure 7: Histogram of Coaches and Develops People (IC).....	117
Figure 8: Histogram of Rewards Achievement CR	118
Figure 9: Histogram of Monitors Deviations Mistakes (MBEA).....	118
Figure 10: Histogram of Fights Fires (MBEP)	119
Figure 11: Histogram of Avoids Involvement (LF).....	119
Figure 12: Histogram of Generates Extra Effort (EE)	120
Figure 13: Histogram of Is Productive (EFF).....	120
Figure 14: Histogram of Five I's of Transformational Leadership	121
Figure 15: Scatterplots With the Regression Line Added for Five I's of Transformational Leadership and Years Involvement EPAG (left), Five I's of Transformational Leadership and Act With Integrity IIB (right).....	124
Figure 16: Scatterplots With the Regression Line Added for Five I's of Transformational Leadership and Christian Faith (right).....	125
Figure 17: Scatterplots With the Regression Line Added for Years Involvement EPAG and Acts With Integrity IIB (right).....	126
Figure 18: Scatterplots With the Regression Line Added for Years Involvement EPAG and Coaches Develop People IC (left), Years Involvement EPAG and Fights Fires MBEP (right)	126

Figure 19: Scatterplots With the Regression Line Added for Years Involvement EPAG and Is Productive EFF (left), Years Involvement EPAG and Christian Faith (right)	127
Figure 20: Scatterplots With the Regression Line Added for Years Involvement EPAG and Encourages Others IM (left), Years Involvement EPAG and Rewards Achievement CR (right).....	127
Figure 21: Scatterplots With the Regression Line Added for Acts With Integrity IIB and Christian Faith.....	128
Figure 22: Scatterplots With the Regression Line Added for Coaches Develops People IC and Christian Faith.....	128
Figure 23: Scatterplots With the Regression Line Added Fights Fires MBEP and Christian Faith	129
Figure 24: Scatterplots With the Regression Line Added for Is Productive EFF and Christian Faith	129
Figure 25: Scatterplots With the Regression Line Added for Christian Faith and Encourages Others IM.....	130
Figure 26: Scatterplots With the Regression Line Added for Christian Faith and Rewards Achievement CR (left), Christian Faith and Avoids Involvement LF (right).....	130
Figure 27: Scatterplots With the Regression Line Added for Builds Trust (IIA) and Christian Faith (left), Builds Trust (IIA) and Years Involvement EPAG (right).....	132
Figure 28: Scatterplots With the Regression Line Added for Encourages Innovative Thinking IS and Christian Faith.....	133
Figure 29: Scatterplots With the Regression Line Added for Encourages Innovative Thinking (IS) and Years Involvement EPAG.....	133
Figure 30: Scatterplots With the Regression Line Added for Monitors Deviations Mistakes (MBEA) and Christian Faith.....	134
Figure 31: Scatterplots With the Regression Line Added for Monitors Deviations Mistakes (MBEA) and Years Involvement EPAG.....	134
Figure 32: Scatterplots With the Regression Line added Added for Generates Extra Effort (EE) and Christian Faith (left), Generates Extra Effort (EE) and Years Involvement EPAG (right).....	135
Figure 33: Scatterplots With the Regression Line Added for Five I's of Transformational Leadership and Christian Faith (left), Five I's of Transformational Leadership and	

Years Involvement EPAG (right)	135
Figure 34: Scatterplots With the Regression Line Added for Christian Faith and Years Involvement EPAG.....	136
Figure 35: Results for Builds Trust (IIA)	137
Figure 36: Results for Encourages Others (IM).....	138
Figure 37: Results for Coaches and Develops People (IC).....	138
Figure 38: Results for Rewards Achievement (CR)	139
Figure 39: Z-Test Results for Monitors Deviations and Mistakes (MBEA)	140
Figure 40: Two-Sample Z-Test.....	140
Figure 41: Results for Fights Fires (MBEP)	141
Figure 42: Results for Fights Fires (MBEP)	141
Figure 43: Results for Avoids Involvement (LF)	142
Figure 44: Results for Generates Extra Effort	143
Figure 45: Results for Is Productive (EFF).....	144
Figure 46: Results for Generates Satisfaction (SAT)	145
Figure 47: Q-Q Scatterplot for Normality of the Residuals for the Regression Model	154
Figure 48: Residuals Scatterplot Testing Homoscedasticity	155
Figure 49: Studentized Residuals Plot for Outlier Detection.....	156
Figure 50: Q-Q Scatterplot for Normality of the Residuals for the Regression Model	158
Figure 51: Residuals Scatterplot Testing Homoscedasticity	158
Figure 52: Studentized Residuals Plot for Outlier Detection.....	159
Figure 53: Q-Q Scatterplot for Normality of the Residuals for the Regression Model	160
Figure 54: Residuals Scatterplot Testing Homoscedasticity	160
Figure 55: Studentized Residuals Plot for Outlier Detection.....	161

Figure 56: Q-Q Scatterplot for Normality of the Residuals for the Regression Model	162
Figure 57: Residuals Scatterplot Testing Homoscedasticity	163
Figure 58: Studentized Residuals Plot for Outlier Detection.....	163
Figure 59: The Full Range Leadership Model	168

DEDICATION

I dedicate this dissertation to my family. I thank my son, Cole, from whom I find daily motivation to be the best version of me I can be. I hope someday he can read this and find courage to be the best version of himself as well. I would also like to dedicate this paper, in part, to my parents, teachers, and coaches who encouraged me through the years. One person specifically I acknowledge is my high school cross-country coach and mentor, Mr. Bob Bush. Coach Bush believed in my abilities to endure, lead, and succeed which, for the first time in my life, made me believe anything is possible. Also, I thank Katie Passwater, the best wife, friend, and partner anyone could ask for in life. Thanks for believing in me and encouraging me during this long journey.

ACKNOWLEDGMENTS

I first thank God for giving me the strength, courage, and ability to start and finish this educational journey at Pepperdine University. Truly, without divine intervention on his behalf, I would not be able to finish this race. I thank Dr. James Dellaneve Ed.D., who served as my dissertation chair, sticking with me through this journey when many would have left me. I am eternally grateful and humbled for his dedication to my education and assistance in this process. I thank my colleagues at Pepperdine University, specifically Dr. Christie Cooper Ed.D, who always was an encourager and helped me believe again in my ability to lead.

VITA



Ladera Ranch, CA
 M: 949.973.6911
 E: israelpasswater@gmail.com

Professional Summary

Visionary Leader Driving Organizational Excellence: A highly motivated and accomplished leader with a Doctorate in Organizational Leadership and over 16 years of diverse professional experience. Highly skilled in steering dynamic organizations toward excellence through transformative leadership, innovative business strategies, and impactful learning and development initiatives. Proven success in business development, change management, training and development, organizational leadership & effectiveness, business development, e-commerce, and fostering high-performing teams.

Professional Skills

- Organizational leadership
- Change management strategy development
- Operations & supply chain management
- Relationship management
- Public Relations
- Business development
- Organizational restructuring
- Stakeholder engagement
- Strategic planning
- Learning theory & application
- Change management
- Training & development
- Conflict resolution
- Performance management
- Teaching & classroom management

Professional Experience

Vice President of Business Development & Key Partnerships March 2017 - Present
 Clearly Filtered Inc | Rancho Santa Margarita, California

- Oversee the Business Development and Affiliate partnerships for domestic and international e-commerce operations
- Managed the affiliate program, leading to a 30% increase in revenue within a year

- Expanded the affiliate network to 200+ affiliates & \$23 million in annual revenue
- Analyzed and reported performance metrics, initiated optimization strategies
- Collaborated with the marketing team to produce compelling marketing materials
- Fostering dynamic change management strategies by staying updated with industry trends
- and adjusting marketing strategies accordingly
- Managing multi-channel online sales, including Amazon, Wal-Mart, and B2B channels
- Pioneered and implemented effective sales and marketing campaigns, incorporating training
- initiatives for internal teams
- Continuously driving internal communication strategies to maximize sales efforts and performance
- Analyzing current market trends for consumer insights and new potential segments
- Managing key vendor relationships, embedding training and development strategies to enhance
- collaboration.

Chief Operations Officer

May 2011- March, 2017

Clearly Filtered Inc | Rancho Santa Margarita, California

- Managed operations for an e-commerce company, prioritizing high-quality water purification systems
- Collaborated with executives to shape and implement long-term business strategies
- Implemented change management strategies, resulting in a 400% revenue boost
- Optimized supply chain management, leading to improved customer satisfaction
- Formulated cost-saving strategies, reducing operational costs by 25%
- Negotiated partnerships with key suppliers, emphasizing long-term relationship management
- Utilized data analytics for targeted marketing campaigns, raising customer acquisition by 18%
- Mentored and trained a 25-member operations team, emphasizing development and excellence
- Implemented process improvements, cutting order processing time by 23%
- Built and led cross-functional teams, promoting a culture of collaboration and innovation
- Established KPIs, monitoring them to drive operational excellence and embed continuous training.

Faculty Member – School of Business & Leadership

September 2012 - Current

National University | San Diego, California

- Instructed diverse courses in business management, leadership, organizational behavior, marketing, and entrepreneurship for both undergraduate and graduate programs.
- Designed dynamic curricula ensuring practical applications of essential theories and key concepts.

- Leading both online and in-person lectures across multiple disciplines, including organizational leadership, management, business development, supply chain and operations management.
- Fostered an optimal academic environment, promoting critical thinking and student engagement.
- Collaborated with colleagues on research, co-curricular activities, and continuous curriculum development.
- Maintained academic records, provided student advisement, and conducted tutoring sessions.
- Actively participated in curriculum planning and learning outcomes evaluation to gauge program performance.
- Delivered professional presentations at various universities, corporate events, and national conferences.
- Mentored undergraduate and graduate students on curriculum management and professional career guidance.
- Achieve consistently high instructor ratings in course evaluations.

Faculty Member – School of Business Management

August 2013 - Current

Concordia University Irvine | Orange County, California

- Teaching various courses in business management, leadership, organizational behavior, marketing, and entrepreneurship for Concordia University undergraduate program.
- Leading lectures in organizational leadership and management, ensuring an atmosphere conducive to learning and critical thinking.
- Developed and implemented a student-centered curriculum emphasizing practical application of essential theories and institutional learning objectives.
- Collaborated with colleagues on research, curriculum development, and co-curricular activities.
- Engaging with students through class discussions, academic advisement, and tutoring.
- Assisted in departmental curriculum design, course reviews, and learning outcomes evaluations.
- Delivering professional presentations at various academic and corporate venues
- Mentoring students on curriculum management, professional objectives, and facilitated internship opportunities.
- Compiling research data, give professional presentations at several universities, companies and national conferences.
- Consistently received high instructor ratings in course evaluations.

Senior Operations Manager, District Trainer

TARGET | Costa Mesa, California

January 2010 - March 2011

- Providing assistance to students on internships/externship opportunities.
- Oversaw 10 area managers and 300+ team members across core business sales departments.
- Managed 7 of the top 10 sales departments, achieving over \$120 million in sales, ranking 10th company-wide for total sales and profitability.
- Maintained profitable metrics for payroll, shortage, and flex payroll for the store.
- Handled all store merchandising, transitions, and product presentation to enhance the guest experience.
- Ensured adherence to food and store safety best practices.
- Managed and strategized with 50+ vendors and two key distribution centers for Target district 222.
- Prioritized customer service best practices, resulting in enhanced guest experiences and profitability.
- Led training & development: created, implemented, and updated training programs tailored for Target leadership.
- Innovated new training approaches and ensured high-quality feedback for new hires.
- Tracked key metrics to gauge the effectiveness of leadership development initiatives.
- Consulted district senior leadership on new company strategies and best practices, and facilitated talent reviews, succession planning, and performance assessments.

Senior Athletic Program Director & Physical Education

May 2004 - January 2010

Teacher

The Prentice School | Santa Ana, California

- Served as the department chair in charge of directing, coordinating, and implementing a dynamic physical education and recreational athletics department and programs.
- Supervision of all physical education, recreation and athletic programs and support staff.
- Developed and implemented of all physical education, exercise & health science courses, and recreational fitness programs.
- Conducted researched based customized fitness and wellness assessments and programs to develop optimal health and fitness goals and results for all students.
- Utilized multiple computer applications for enhancement in multi-sensory classroom learning activities.

- Supervision of the school transportation system, athletic facilities maintenance, served as school safety and student intervention programs chief officer.
- Supervised all support staff members, volunteers.
- Managed physical education and recreational athletics department equipment, budget, and development.

Education

Doctor of Education in Organizational Leadership	May 2023
Pepperdine University, Malibu, California	
Master of Science Kinesiology - Sports Management Concentration	May 2004
California Baptist University, Riverside, California	
Bachelor of Arts - Psychology	May 2002
Point Loma Nazarene University, San Diego, California	

Teaching Experience

- Principals of Management and Organizations (MGT 309C)
- Ethic in Law, Business and Management (MGT 400)
- Operations Management (MGT 451)
- Management and Leadership Fundamentals (MGT 601 – Graduate Course)
- MBA / MA Capstone Course (MGT 612)
- Organizational Behavior (MGT 327)
- Sports Performance Physiology & Nutritional (ESS 306)

ABSTRACT

This quantitative study examined the leadership perceptions of current chief executive officers from executive peer groups. The goal of this examination was to investigate to what extent these leaders view their behaviors as being transformational. The Multifactor Leadership Questionnaire (MLQ) 5X was used as the research instrument. The results indicate significant relationships between the 5 I's of transformational leadership and the demographic questions in several key areas. Conclusions and recommendations for further research are provided based on the results of this study.

Chapter 1: Introduction to the Study

Most contemporary experts, practitioners, and scholars will agree a leader's behaviors play a crucial role in an organization's success or failure (Kaiser et al., 2008). Leadership can also affect the beliefs of an organization. A recent example of this was highlighted in a study involving frontline managers' motivation and transformational leadership in the healthcare industry (von Thiele Schwarz et al., 2018). Subordinates reported that the leaders who exhibited transformational leadership qualities successfully instilled confidence in and motivated employees, as well as improved patient and organizational outcomes.

Ree and Wiig (2020) studied the importance of transformational leadership and outcomes. The results indicated that transformational leadership had a positive effect on job satisfaction and organizational empowerment. They reported that managers who demonstrated transformational leadership had created a supportive and professional work environment and increased customer satisfaction.

Leadership is important in how successful organizations are perceived in times of change (Busari et al., 2019; Sahu et al., 2018; Usman, 2020). Boga and Ensari (2009) showed that a transformational leader is a predictor of perceived success by an organization during times of significant change.

In most organizations, the senior leader is often designated as the chief executive officer (CEO) and is seen as the key decision maker and or top-level leader within the organizational structure. The role of the CEO is important. For organizations, the CEO often serves as the face or brand for the organization (Cowen & Montgomery, 2020). Research also shows that the CEO has a measurable effect on the public's perception of the organizations they oversee, as well as financial performance. Love et al. (2017) found that CEOs who are well respected lead to

positive firm perceptions and performance, whereas CEOs who are negatively viewed tend to damage their firm's performance.

As the business world becomes increasingly more complex, the role of the CEO is becoming more important to the success or failure of an organization (Bennis, 2007; Carpenter & Fredrickson, 2001; Hambrick & Quigley, 2014; Quigley et al., 2017; Quigley & Hambrick, 2015). Glick (2011) noted that the role of the CEO is one of the most important leadership roles in any organization. Kuntz et al. (2019) showed that CEOs have proven to make a significant impact on motivational and attitudinal outcomes, such as engagement, operational outcomes, and firm alignment.

Although the CEO title may be known and commonly used, defining the roles and responsibilities of the CEO from a scholarly perspective has been somewhat challenging considering how the role of the CEO has changed over time (Boatright, 2009; Glick, 2011). Researchers who historically defined the roles and responsibilities of the CEO commonly cited Mintzberg's (1973) analysis of the roles of the manager. Glick (2011) noted that "Mintzberg utilized methods of the work activity school whereby the detailed activities of CEOs were analyzed into three role categories comprised of 10 roles" (p. 7). Mintzberg's theories and classifications provide a detailed outline of the type of work CEOs do and some implications of their work. The business roles and responsibilities of the CEO have changed since Mintzberg's examination. Glick also noted that the definition of key aspects of the role of the CEO built on the research by Mintzberg from over 40 years ago needed updating. Although Glick's focus was the management tasks and activities of CEOs, Glick discussed how some of the roles of the CEO have changed over time and noted a need for updated research.

Porter and Nohira (2010) stated that a leader is the person who oversees the financial health of a business or organization. For this study, I combined the definitions of the role of the CEO from Lafley (2009) and Porter and Nohira (2010). Lafley defined the role of the CEO using four crucial tasks. The first task for a CEO is to define the desired results of the organization, the second is to define the identity of the business, the third is to balance profit while being mindful of the future investments for the organization, and the fourth is creating and upholding the values of the organization. I define the essential aspects, roles, and leadership styles of CEOs in greater detail in Chapter 2.

The role of the CEO has significant implications for the organizations they oversee. The decisions made by the CEO also have other consequences, both positive and negative, for competing businesses, employees, and the economy. The decisions and responsibilities of CEOs also carry enormous financial weight, and CEOs may lead companies with significant financial implications (Edersheim, 2007).

An example of the prominence of the CEO's position is Tim Cook, the CEO of Apple Inc. As of January 2023, Apple became the world's first three trillion-dollar business (Leswing, 2022), which is significant in relationship to the world economies, gross domestic product, equal to or greater than Apple's market valuation. Although this is only one example, the importance of the role because many financial, social implications associated with such a high-level leadership role highlights its importance. To put it into perspective, in 2018 the U.S. economy has a value of \$19.4 trillion, China is valued at \$12 trillion, while the United Kingdom is valued at \$2.6 trillion. Cook's position as CEO has significant influence on the world. The former CEO of Procter & Gamble, A. G Lafley, who was another Fortune 500 company executive, wrote that the CEO is in a unique and high-pressure leadership role: "The CEO ultimately is the only one

held accountable for the performance and results of the company according not just to its own goals but also to the measures and standards of diverse and often competing external stakeholders” (Lafley, 2009, p. 56).

One of the essential roles of the CEO is to ultimately drive performance. The connections between organizational performance and a leader’s role reside in a leader’s ability to affect organizational outcomes. This study will explore the intersection between senior leaders’ perceptions of their own behavior.

A CEO leader’s effectiveness resides in the ability of that individual to be a transformational leader. Research has shown that transformational leadership is an important aspect of leading organizations. Ling et al. (2008) indicated that CEOs who exhibit transformational leadership behaviors exceed this core role in that the data show they have made a significant positive impact on their organizational management teams and thus help drive organizational performance. Thus, senior leaders such as CEOs and transformational leadership behaviors are both important components of an organization’s success or failure.

Transformational leadership provides a framework in which quantifiable leadership behaviors can be examined in relation to the impact on followers. This concept has been refined by many researchers and has emerged as extremely important for leaders and organizations (Griffith-Echito, 2019). For example, organizational commitment is an important part of any functional business or group. Transformational leadership positively affects followership and organizational commitment (Avolio et al., 2004). According to Bass (1990), the transformational leadership process “occurs when leaders broaden and elevate the interests of their employees” (p. 21). The transformational leader also “generates awareness and acceptance of the purposes and

mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group” (Bass, 1990, p. 21).

Research has also shown that transformational leaders have been proven to make significant impacts on organizational performance (Colbert et al., 2008; Dahleez, Abdelmuniem Abdelfattah, 2022; Ling et al., 2008, Singh et al., 2020).

Drucker noted in a series of personal interviews that “the role of the CEO needs to be the next focus for management research” (as cited in Edersheim, 2007, p. 40). Despite Drucker’s recommendation, a review of the literature revealed the absence of a scholarly examination of the behavior of participants who are CEOs and the transformational leadership paradigm, although the topic of transformational leadership has been widely examined by numerous researchers (Boerner et al., 2007; Howell & Avolio, 1993; Yukl, 2013).

From a review of research published since 2006, I found more than 50,000 scholarly journal articles and studies on the topic of CEOs and transformational leadership (Chen et al., 2019; Sarros & Sarros, 2011; Spinelli, 2006). Despite the popularity of transformational leadership, there has been little or no examination of participants serving in the role of CEO and their perceived transformational leadership behaviors. Despite the importance to organizations of both the role of the CEO and the topic of transformational leadership (Ling et al., 2008), little research has been done on investigating the relationships between the leadership style and behaviors of CEOs who lead using transformational leadership and their perceptions of their leadership actions. Transformational leadership makes a significant impact on organizational performance, and an exploration of the connections between these topics could be significant. Thus, I contend that a need exists for additional scholarly research and an assessment of

participants who exhibit transformational leadership behaviors serving in the role of the CEO within an organization.

The basis for this study came from previous research by Yücel et al. (2013). In their recommendation for future research on this topic, they noted,

Future studies examine whether or not there is some level of convergence between the CEO's perception of transformational leadership provided to a particular executive and that executive's viewpoint. Future research should not sway from also studying CEO leadership at the dyad level of analysis. (p. 1776)

The recommendations made by Yücel et al. (2013) present an opportunity for further scholarly investigation. Upon further examination of the literature, I found that little to no attention has been given to the area of CEOs' leadership perceptions and transformational leadership behaviors, which presents a strong rationale and a unique opportunity to further investigate and expand the body of scholarly research on these two topics. Additionally, I was inspired to explore these topics through the potential for studying CEOs' leadership self-perceptions.

The opportunity to gain access to many CEOs within a peer group and the desire to add to the body of knowledge in this field is one of the main inception points and key motivation for this dissertation. Senior leaders such as CEOs should have a clear understanding of their leadership beliefs, behaviors, and actions. Ultimately, leaders' behaviors can and will impact how they model their own leadership values and behaviors. According to Kouzes and Posner (2007), great leaders are clear about their own leadership styles and model the way according to their values. Kouzes and Posner's concept of modeling the way stresses the importance for top-level leaders to be mindful of their decisions and behaviors, as it has a large sphere of influence on the entirety of the organization for which they are in command. Although a lot of research has been conducted on leaders, their behaviors, and the organizational impact of their decisions

(Boerner et al., 2007; Howell & Avolio, 1993), there has been little focus specifically on CEOs or CEOs' leadership. Specifically, little attention has been given to researching CEOs' leadership self-perceptions and transformational leadership qualities. I believe that the gaps in the research on these topics warrant further scholarly exploration.

Statement of the Problem

Yücel et al.'s (2013) research highlighted gaps and provided recommendations for further exploration of CEOs as transformational leaders and their self-perceptions of their behaviors. Although the topic of transformational leadership has been widely investigated (Chen et al., 2019; Sarros & Sarros, 2011; Spinelli, 2006), there is an absence of information on leaders' transformational leadership behaviors examined within the context of an executive peer advisory group. This lack of information provides a new and interesting avenue through which to examine the transformational leadership theory within a sample of senior leaders and provides an analysis of how each leader believes their leadership behaviors are applied to their organization.

In short, one of the goals of this study was to solicit leadership insights from a group of CEOs presents a unique opportunity for me. Furthermore, studying transformational leadership provides a unique opportunity to examine CEO leaders within the context of an executive peer group.

Purpose of Research

The basis for this dissertation is a recommendation for further research from Yücel et al. (2013). The primary purpose of this quantitative study was to investigate the transformational leadership perceptions of participants serving as CEO in their organization within the context of an executive peer-advisory group. The study will add to the body of scholarly knowledge on this topic and indicate topics for future investigation.

A second area of investigation was to analyze preselected demographic factors within the executive peer group. Demographic information such as education, years of career experience, organizational size, years of involvement in an executive peer advisory group (EPAG) along with the number of years of being a self-professed Christian, was included on the assessment tool to provide additional insight into the commonalties of the sample based upon the demographic factors. The rationale for this study is the uniqueness of the sample in that these participations represent a unique population to examine and measure, in a quantifiable way, to what extent the CEO believe they exhibit a particular type of leadership behavior, specifically transformational leadership behaviors.

The goal from this quantitative examination was to create a benchmark for the behavioral beliefs of CEOs who are transformational leaders using executive peer groups. My hope is that further investigations, case studies, and other types of qualitative and quantitative studies could benefit from this analysis.

The research instrument selected for this examination is the most used assessment for transformational leadership behaviors, which is the MLQ Form 5X Self-rater version created by Avolio & Bass (1985, 2004) over several decades. In a study on the transformational leadership behaviors of CEOs, Colbert et al. (2008) provided a concise overview of the MLQ, noting that it is the goal of:

The Multifactor Leadership Questionnaire (MLQ) Form 5X to measure the four components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The MLQ measures idealized influence with an eight-item scale and the remaining three behaviors with four-item scales. Respondents indicated the frequency with which each item described their CEO using a five-point Likert response scale. (p. 82)

Research Questions

This research project utilized a quantitative methodological approach to examine transformational leadership self-perceptions of current CEOs in an executive peer-advisory group. The focus of the study was the quantitative data results from survey participants. The research tool used in this examination was a customized licensed version of the MLQ Form 5X Self-rater version (Avolio & Bass, 2004). The study used six demographic variables to explore additional relationships between the CEOs' transformational leadership behaviors. These variables were, gender, organizational size (number of employees), years of career experience, educational level obtained (if any), years involvement in an EPAG and finally, years of Christian faith.

Aligning with Wyse's (2014) examination of the transformational leadership behaviors of senior leaders in an educational setting, the following are the research questions examined within the constructs of this study:

- RQ1: To what extent, if at all, are there any relationships between the selected CEO participants who exhibit the five characteristics of transformational leadership and overall transformational leadership behaviors?
- RQ2: To what extent, if at all, do relationships exist between the CEOs' self-reported transformational leadership behaviors (as a result of responses on the MLQ) and the six demographic variables?

Theoretical Focus

The theoretical framework for this study included an adaptation of Burns' (1978) concepts of the transformational leadership paradigm, later refined in scholarly terms by Bass (1985, 1997). Burns (1978) and Bass (1985) differed on their viewpoints on this topic; however, it is understood that both viewed transformational and transactional leadership as contrasting

leadership styles. The transformational leadership paradigm begins when leaders' behaviors cause them to perform at a higher level. Bass (1990) defined transformational leadership as "the process [in] which the leader broadens and elevates the interest of their employees, when they generate awareness and acceptance of the purpose and mission of the good of group" (p. 21).

Transactional leaders, juxtaposed against transformational leaders, use separate types of behavior, both active and passive, to influence their followers. Bass (1990) described some of the leadership characteristics of transactional leaders:

- *Contingent reward*: Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments.
- *Management by exception (active)*: Watches and searches for deviations from rules and standards, takes corrective action.
- *Management by exception (passive)*: Intervenes only if standards are not met.
- *Laissez-faire*: Abdicates responsibilities, avoids making decision. (p. 20)

Transformational leadership at its essence allows leaders' behaviors to raise the ability of the follower to perform at a much higher level than normal. Transformational and transactional leadership are separated by the mechanisms by which leaders motivate their followers. Bass (1997) noted the difference between transformational and transactional leadership is leaders' ability to motivate their followers or to create reinforcing consequences to motivate followers.

Although one might consider transactional and transformational leadership as opposite ends of a leadership spectrum, research has shown that both types of leadership can be applied within a single organization. Bass (1997) concluded that extensive research using the MLQ (Bass, 1985; Bass & Riggio, 2006) has revealed both transactional and transformational leadership are common in most organizations.

Considering most organizations have multiple levels of leadership, this makes sense, could explain variances in leader types throughout an organization, and could indicate that there may not be one single type of leader in each organization. This would also strengthen the argument for using the MLQ for CEOs in multiple industries within a peer-group setting. According to Bass (1997), both types of leadership styles, transactional and transformational, can be found across all types of organizations and cultures.

The transformational leadership paradigm began with theories from both House and Toronto University (1976) and Burns (1978), and then Bass (1985) framed the original conceptual model and many others have subsequently refined it. Burns' central viewpoint of transformational leadership is the contrasting leadership styles of both transactional leaders and transformational leaders. According to Northouse (2019), Burns originally viewed the aspect of a leader being transformational in relationship to the leader's impact on society.

The transformational leadership dimensions proposed by Avolio and Bass (2004) are commonly known as the five I's. These elements align on a spectrum ranging between transactional, which includes management by exception (passive and active) and contingent reward; transformational; and nonleadership, also known as laissez-faire (Bass & Riggio, 2006). The transformational leadership behavioral characteristics are individualized consideration; idealized influence, which includes both idealized attributes and idealized behaviors; inspirational motivation; intellectual stimulation; and individual consideration (Bass, 1985; Bass & Riggio, 2006). In this study, I used the original definition of a transformational leader, which is "someone who motivates us to do more than we originally expected to do" (Bass, 1985, p. 20).

The concept of transformational leadership over the course of time has been continued by Avolio and Bass (2004), as well as many others who adopted a more complete version of the

theory, known as the full-range leadership model, which are discussed in greater detail in Chapter 2. Bass (1999) highlighted some of the important differences between the transformational leader and the transactional leader:

Transformational leaders uplift the morale, motivation, and morals of their followers, [whereas] transactional leaders cater to their followers' immediate self-interests. The transformational leader emphasizes what you can do for your country; the transactional leader, on what your country can do for you. (p. 9)

The transformational leadership paradigm, since its inception, has continued to gain additional attention and substantially a larger amount of scholarly research and data collected on the topic. Transformational leadership continues to be a focal point in many other fields, such as management, business, psychology, and others rationally related to management and leadership theory. The topic of transformational leadership, despite being broadly well-researched, is a commonly focus focal point for leadership research; however, little to no research has been conducted using CEO volunteers and their beliefs and perceptions of their behaviors. Furthermore, little to no research has been conducted on CEOs' leadership self-perceptions among CEOs or executive peer groups. Identifying a gap in the field of study supported the need of this qualitative examination on this topic within the context of a CEO peer advisory group.

Definition of Terms

The following section defines the definition of key terms for this dissertation study. The key definitions are as follows:

- *Chief executive officer (CEO)*: the person considered to be the head or authoritative leadership figure, key decision maker, and key influencer within an organization (Lafley, 2009; Porter & Nohira, 2010).
- *Chief executive officers' leadership self-perceptions*: defined data taken from each participant's MLQ survey, the sample member's self-reported behaviors, and the

- extent to which these behaviors are perceived to be actionable. The subjects were anonymous and self-rated using a valid and reliable assessment tool: the MLQ Form 5X Self-rater version (Avolio & Bass, 2004).
- *Executive coach*: a trained professional with the title “coach” who is equipped with the appropriate tools, skill, and knowledge committed to developing commitment to senior leaders to enhance their skill sets in order to become more successful (Olmsted, 2019).
 - *Executive peer-advisory group (EPAG)*: a group of individuals—in this case leaders—who serve as CEOs and attend group meetings in a confidential environment with other CEO leaders as peers to discuss relevant issues, share experiences and advise, foster a sense of group purpose, support one another, and identify key learning monthly (Glick, 2011; Lafley, 2009; Olmsted, 2019).
 - *Executive peer-advisory group (local group chapter)*: a local group of eight to 16 CEO peers with one chairperson that meets once per month.
 - *Executive peer-advisory group (organizational level)*: The host organization and governing body for the CEO peer-group members.
 - *Executive peer-group member*: an individual CEO member in a local peer-advisory group chapter that meets once per calendar month.
 - *Leadership perception or self-perception*: defined in the results from each MLQ 5X (Avolio & Bass, 2004) participant survey, the sample member’s self-reported behaviors, and the extent to which these behaviors are perceived to be actionable.
 - *Transactional leader*: a leader who uses contingent rewards and punishments as key motivational factors (Bass, 1990; Burns, 1978).

- *Transformational leader*: a leader who raises confidence and who motivates and inspires greatness in their followers (Avolio et al., 1999; Bass, 1985, 1990; Northouse, 2019; Bass & Riggio 2006), including all updated aspects of the full-range leadership model.

Significance of the Study

The first important aspect of this study was an examination of transformational leadership and CEO behaviors. Specifically, this examination focused on the types of leadership behaviors CEOs exhibit. Additionally, a goal for this study was to contribute to the scholarly body of knowledge on this topic. The goal of the principal research was to explore the leadership mind-set of modern CEOs. Much like a window into the leadership mind-set, this study attempted to provide scholarly-based insight of the inner workings of modern CEOs. Specifically, this study focused on and tried to present the beliefs and actionable behaviors of CEO participants, how they lead, and their beliefs on how they lead.

This dissertation study consisted of two main benefits. First, the study gathered data and examined several CEOs and represents an exceptional chance to gather important data on these unique participants. Second, this study attempted to add to the body of knowledge and follow the recommendations of Yücel et al. (2013) to analyze the perceptions of the transformational leadership behaviors of CEOs. Both researchers and those highly involved in EPAG's could benefit from an examination of the types of leaders within the context of the EPAG. Considering the difficulty that would typically be involved in gaining access to several current CEOs, such access was an opportunity to exploit. These senior leaders in both their field of expertise and the organizations they serve was indeed an interesting sample for a study of this nature. Based on the initial review of the current literature, there is a lack of research pertaining to CEOs' self-

perceptions within an executive peer group and to the transformational leadership behaviors of those participants. Thus, the topic added considerable knowledge in an emerging area of scholarly exploration. Another benefit is to help CEOs and executive coaching groups analyze their group's perceptions, behaviors, and overall leadership mind-set. The data could also help institutions analyze what types of leaders are in their groups and potentially foster further research regarding why this might be an important factor in the CEO peer-group context.

Chapter Summary

This research study is presented in a traditional five-chapter model. Chapter 1 provided a brief overview of the dissertation topics of transformational leadership, perception, and sample population. Chapter 1 included the framework for the study and an introduction to transformational leadership (Bass, 1985, 1990, 2008) to provide a strong rationale for a scholarly examination to highlight the gaps in the research topic noted by Yücel et al. (2013). The statement of the problem and potential benefits of the study were also discussed. Three research questions were proposed, as well as the topics for demographic questions. The MLQ (Avolio & Bass, 2004) was identified as the tool selected to conduct the study.

There is a need to further examine transformational leadership and the possible relationships presented in the data in a CEO executive peer-group environment. The current gap in research on the transformational leadership behaviors of CEOs within the context of a CEO executive peer group showed strong merit for a study of this nature. This study could add significance and interest to a developing field of study and possibly foster further interest and research on this topic in the future.

Chapter 2 provides a detailed review of the literature, which includes a history of leadership and an in-depth overview of transformational leadership. Chapter 3 describes the

research design and methodology for this research study. Chapter 4 presents the research findings in detail and provide a follow-up discussion based on those findings. Chapter 5 includes a discussion on the findings, recommendations for future research, and a conclusion based upon the research findings.

Chapter 2: Literature Review

Theoretical Foundation

The theoretical framework of this study included three main sections. The first section will focus on transformational leadership, the second will focus on the role of the CEO, the third will focus on the population setting which consist of EPAGs. Specifically, the first section provides an overview of the theoretical framework of transformational leadership developed by Burns (1978), Bass (1985, 1990), and Avolio and Bass (2004) as a basis for this examination. This section will also discuss historical characteristics and definitions of leadership and transformational leadership and implications for organizations and leaders. The second section of this literature review will outline the role of the CEO and its relationship to the theoretical framework. The third section will provide an overview of EPAGs and some behavior and group characteristics of their members and leaders and provide insights into motivations for membership and outcomes in EPAGs.

Defining Leadership

The following discussion includes an overview of key leadership definitions and how they have evolved over the course of history. For the purpose of this dissertation study, since the examination will focus on CEO leaders' perceived behaviors, this paper will focus in part in defining leadership through the lens of self-perceptions, personal beliefs, and behaviors of the CEO. To begin, the discussion will start with a definition of what a leader is, what a leader does, and different aspects of a leader. The field of leadership research has had a lot of interest from writers and scholars (Antonakis et al., 2012; Bass, 2008; Dinh et al., 2014; Rost, 1991).

Leadership is a vital part of the process of effectively motivating teams and using resources

toward achieving organizational goals, and leadership is essential for innovation performance and change (Antonakis & House, 2014).

By nature of the position and the scope of work, CEOs must be assumed to be a leader. However, finding an authoritative definition is not widely agreed upon. Many authors and scholars have applied different types of definitions to leadership, which merits the question which definition is more correct. To be a leader, an individual must have followers. Leaders must also have an impact on the individuals who follow them. Most definitions of leadership involve a balance of both motivation and influence on followers (Vroom & Jago, 2007).

In the 20th century, hundreds of authors wrote on the topic of leadership and provided countless definitions of leadership (Alvesson & Sveningsson, 2003; Bass et al., 2008; Rost, 1991). Rost found more than 221 definitions of leadership in more than 500 publications. Bass and Stogdill (1990) noted, “There are almost as many definitions of leadership as there are persons who have attempted to define the concept” (p. 11). Considering the vast number of different types of leadership definitions, meanings which are often dependent on context, author, and research focus, some researchers question the usefulness in attempting to define leadership for scientific examination (Alvesson & Sveningsson, 2003). Bennis (2007) stated that defining leadership can be challenging: “It is almost a cliché of the leadership literature that a single definition of leadership is lacking” (p. 2).

Yukl (2013) noted that although the term leadership is commonly used, it has evolved over time as a scientifically used term used by practitioners without a formal definition. One of the many nuances in the concept of leadership is the relationship between a leader and a follower. When defining leadership, an individual must include the relationship between leader and follower as part of this phenomenon (Avolio, 2007; Vroom & Jago, 2007). When defining

leadership, Burns (2003) noted that there is an inherent dynamic characteristic to the term good vs bad leadership and it is not merely meant for only scholarly examination:

A definition of leadership is not only a descriptive term but a prescriptive one, embracing moral, even a passionate, dimension. Consider our common usage. We don't call for good leadership—we expect, or at least hope, that it will be good. 'Bad' leadership implies no leadership. I contend that there is nothing neutral about leadership; it is valued as a moral necessity. (pp. 14–15)

A functional definition of leadership comes from Northouse (2019), who defined leadership as “a process whereby an individual influence a group of individuals achieve a common goal” (p. 5). Northouse (2019) later discussed that there are four major conceptual components to being a leader: (a) leadership is a process, (b) leadership involves influence, (c) leadership occurs in groups, and (d) leadership involves a common goal.

Leadership as a Process

In defining leadership as a process is neither a born characteristic or behavioral types but a transactional relationship between the leader and their follower (Northouse, 2019). In other words, the leader and follower work together in a didactic process in which the two interreact in a leader follower relationship.

Influence in Leadership

The influence piece of leadership is centered around how the leader's behaviors is communicated and affects the follower's action. The leader and follower exist in relationship to one another. one does not exist without the other (Ruben & Gigliotti, 2017). In other words, a leader is, by definition, leading because their followers in turn follow their lead.

Leadership in Group Context

The essence of leadership is one leader influencing a group of others to achieve a goal. Leadership logically involves a leader in a group context. Leadership includes influencing or

motivating a group of individuals who collectively come together for a common goal or purpose (Northouse, 2019). This leadership process can include both community organizations or business—small, medium, or large groups that span part or the whole of an organization (Northouse, 2019).

Leadership in a Common Goal

The task of a leader is to must influence and encourage the group of individuals to achieve their desired outcome or goals (Northouse, 2019). The leader coordinates the collective individualized efforts of the followers to achieve these mutually agreed upon goals and works with followers to achieve these goals (Northouse, 2019).

Components of Leadership

When discussing leadership paradigms, researchers must consider a key central question: How should leadership be defined? One of the most important aspects of leadership is motivating a team to perform at the highest level possible and accomplish key organizational goals (Vroom & Jago, 2007). When examining leaders, researchers in the field of leadership have focused mainly on the leadership traits or characteristics in scholarly examinations (Derue et al., 2011; Yukl & Mahsud, 2010). The interaction between two or more individuals is part of the leadership process. The relationship between leader and followers is a core element in defining leadership and highlights that the interaction between the leader and the follower is the key part of the influencing process. Vroom and Jago (2007) noted that it is the “nature of the interaction which makes the whole influence (the process) possible” (p. 17).

Gaining consensus is another aspect of defining a leader. Bennis (2007) explained the two roles of leader and follower require some level of agreement between the two: “Any person can aspire to lead. But leadership exists only with the consensus of followers” (p. 3). Burns

(1978) outlined some of the key elements of a leader, which is the ability of the leader to internalize and act upon followers' beliefs and motivations. Burns defined leadership as follows:

The crucial variable is *purpose*. Some define leadership as leaders making followers do what *followers* would not otherwise do, or as leaders making followers do what the *leaders* want them to do; I define leadership is leaders inducing followers to act for certain goals that represent values and the motivations—the wants and needs, the aspirations and expectations—*of both leaders and followers*. And the genius of leadership lies in the manner in which leaders see and act on their own followers' values and motivations. (p. 19)

Bennis (2007) shared this perspective that leaders often have a defined set of competencies. In reflecting on more than 60 years researching and writing on the topic of leadership, Bennis identified six unique aspects of what Bennis (2007) called an exemplary leader in that “they create a sense of mission, they motivate others to join them on that mission, they create an adaptive social architecture for their followers, they generate trust and optimism, they develop other leaders, and they get results” (p. 5). The term leader also has a contextual relevancy. When defining leadership, researchers should consider the context in which a leader is defined. According to Bass et al. (2008) the context on the definition of leadership also matters. The authors note that the context in which a leader is attempting to influence process will ultimately shape how society defines leadership or a leader. Bass et al. (2008) noted,

There are many possible ways to define leadership. However, the definition of leadership should depend on the purposes to be served. Leadership has been conceived as the focus of group processes, as a personality attribute, as the art of inducing compliance, as an exercise of influence, as a particular kind of activity, as a form of persuasion, as a power relation, as an instrument in the attainment of goals, as an effect of interaction, as a differentiated role, and as the initiation of structure. Definitions can be broad, including many of these aspects, or they can be narrow. (p. 62)

Leaders influence organizational outcomes (Vroom & Jago, 2007). From the perspective of organizational effectiveness, leaders have factors that can help or hinder their effectiveness (Vroom & Jago, 2007). These factors that can affect organizational outcomes can include the

quality of the leader, the process in which they lead, structural changes or mergers, and employee layoffs. Leaders must use motivation to drive results and goals for themselves and the organization. Vroom and Jago (2007) defined five key elements of leadership related to effectiveness: (a) leadership is a process, not a property of a person; (b) the process involves a particular form of influence called motivating; (c) the nature of the incentives, extrinsic or intrinsic, is not part of the definition; (d) the consequence of the influence is collaboration in pursuit of a common goal; and (e) the “great things” are in the minds of both leader and followers and are not necessarily viewed as desirable by all other parties (p. 18).

As previously explained, there have been many attempts (Alvesson & Sveningsson, 2003; Bass et al. 2008; Rost, 1991; Vroom & Jago, 2007) to define what a leader is, yet a common definition cannot be fully agreed upon by both scholars and practitioners. Leadership requires followership. Leaders without a group to lead are not leaders, but to be a leader, the role of the follower must exist. This section has included several definitions of leadership. To understand and differentiate between the two roles of leader and follower, it is important to define what a follower is. Kellerman (2008) defined followership as the “the response of those in subordinate positions (followers) to those in superior ones (leaders). Followership implies a relationship between subordinates and superiors, and a response of the former to the latter” (p. xxi).

Transformational Leadership

As discussed in Chapter 1, the theoretical focus of this study is transformational leadership in current CEOs within the context of EPAGs. This section begins with an explanation of what transformational leadership entails, some key leadership behaviors, and a historical reference for the origins of this field of examination.

For more than four decades, the topics of transformational and transactional leadership have been a popular focus in scholarly research in various vocational fields and locations (Antonakis & House, 2014; Avolio et al., 1999; Bass, 1995, 1997; Bass & Riggio, 2006; Bayram & Dinc, 2015; Butcher et al., 2011; Changar & Atan, 2021; Sadeghi & Pihie, 2012; Sosik et al., 2002; Willis et al., 2017). The paradigm has been the focus of large amounts of research and a topic of great interest by scholars. Zwingmann et al. (2016) noted, “Transformational leadership has fundamentally shaped the last decades in management research and practice” (p. 19). One possible reason for the popularity of transformational leadership among scholars and leadership practitioners is that transformational leadership is an important driver for results and has been shown to improve organizational outcomes, including increased employee productivity (Ng, 2017). A transformational leader has been shown to be more productive at both the individual team level and the organizational level (Barrick et al., 2015; Ng, 2017).

History of Transformational Leadership

While researching transformational leadership, most contemporary scholars would first think of Burns (1978), who evolved the theory of transformational leadership. Following in Burns’ footsteps, the topic was continued from the seminal work of Bass (1985). The less popularized author of this leadership paradigm was Downton (1973), who first described the concept in an examination of charismatic leaders in a book on rebel leadership, according to Javidan and Waldman (2003) and Smith (2015). Javidan and Waldman summarized Downton’s conceptual model of the leader–follower relationship as a mentor–mentee relationship. Javidan and Waldman (2003) noted the leader is idealized and through this process the leader is able to create a sense of shared desire to resolve difficult conflicts: “They view the leader as the symbol

of their ideal self-concept and therefore idolize that person. That is, the leader symbolizes what the follower aspires to be” (p. 234).

Downton’s focus on the charismatic leadership style created another leadership path for investigation. Another important theorist for the origins of the transformational leadership paradigm came from the work of House and Toronto University (1976), who also examined how charismatic leadership helped shape the foundation of the transformation leader (Hamstra et al., 2014). House and Toronto University ascertained that charismatic leaders behave in specific (charismatic) ways that influence their followers (Yukl, 2013). A charismatic leader effectively ties the leader and follower’s self-concept to the identity and mission of the organization (Yukl, 2013). The concept of the charismatic leader has its origins in ancient Greece. The word *charisma* comes from the Greek word for gift or what Yukl described as a “divinely inspired gift” (p. 309).

Charismatic Leadership

Charismatic can be defined as leadership as followers viewing a leader as encompassing special qualities to qualify for the position (as cited in Yukl, 2013). This definition contrasts with the traditional viewpoints of ancient cultures in which leadership is considered a divine right of historical bloodlines or lineage. For example, the ancient Egyptian civilization viewed the pharaoh as a godlike or divine entity. Other cultures view their leaders as appointed by God.

In House and University of Toronto’s (1976) view of charismatic leadership, the essential theory is that the effects of the leadership style had direct results on followers. The behaviors included leaders inspiring trust, and followers trusting leaders and their ideological position; the followers also possess a similar belief as the leaders. The followers expressed affection for leaders, follow the leaders because of an emotional involvement in the leader’s goals, and

increase the followers' belief and confidence that the goals can be achieved (Yukl, 2013). Charismatic leaders use values to motivate their followers and to provide a deeper sense of purpose for their work (Brown & Treviño, 2009). Both Downton (1973) and House and University of Toronto laid the foundational roots for this evolving leadership paradigm.

Burns (1978) continued the evolution of the transformational leadership theory by Downton (1973). Most experts agree that the concept of transformational leader conceptually took its shape from the seminal work of Burns' groundbreaking work. Burns, who is credited for shaping the original concept of transformational leadership, did so through an assessment of historical key political and military figures (Hinkin & Schriesheim, 2008). Burns discussed historical and political leaders who contrasted with what Burns called transforming leaders (Bass & Riggio, 2006; Burns, 1978; Northouse, 2019; Yukl, 2013). Burns attempted to connect the roles of the leader and the follower (Northouse, 2019) and how one affected the other. The transformational leader is a change agent. The transformational leader describes the transforming leader as causing:

A metamorphosis in form or structure, a change in the very condition or nature of a thing, a change into another substance, a radical change in outward form or inner character. It is a change of this breadth and depth that is fostered by transforming leadership. (Burns, 2003, p. 44)

Burns (1978) asserted that transforming leaders used their leadership to appeal to followers' moral and ethical value systems to raise the followers' consciousness and motivate followers to use their means to enact change (Northouse, 2019; Yukl, 2013). Transforming leaders use a key ingredient, which is what Burns defined as "the crucial variable" (p. 19). Burns believed transforming leaders could draw upon a common purpose as a central driver for leading their team. Transforming leaders are effective when engaging "with others in such a way that

leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978, p. 20).

According to Burns (1978), the leadership process is all about engaging and understanding the whole of the follower, including followers’ needs, such as economic, spiritual, and physical needs, and their desires, all of which play a vital part in the leader’s and followers’ existence. Burns described this key leadership attribute as a process, noting,

Leadership is a process of morality to the degree that the leaders engage with the followers on the basis of shared motives and values and goals—on the basis, that is, of the followers’ “true” needs as well as those of the leader: psychological. (p. 36)

Transforming leaders (Burns, 1978), and later transformational leaders, provide a proactive, hands-on approach to their leadership style. They are the ones who cause an increase in follower consciousness, create a sense of collective focus on goals, and help their team achieve these extraordinary goals (Antonakis et al., 2003). Burns (1978) contended that the two types of power in leadership were what Burns described as a “transforming and transactional leader” (p. 4). Burns described transforming leaders who identify and engage the needs of the followers as the crucial part of the transforming process. Burns also noted:

Transforming leadership while more complex is more potent. The transforming leader recognizes and exploits an existing need or demand of a potential follower. But beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person other follower. The result of the transforming leadership is a relationship of mutual stimulation and elevation that converts the follower into leaders and may convert leaders into moral agents. (p. 4)

Burns (1978) explained the transforming leader also places value on ethics and mortality to lead and inspire. The transforming leader appeals to the moral fibers of their followers, hopes to raise the level of consciousness, and engages a call to action because the leader shows value in the individual (Yukl, 2013). Dissimilar to the transformational process is the transactional

process. Burns (2003) defined the transactional process as an attempt “to substitute one thing for another, to give and take, to exchange places, to pass from one place to another” (p. 44).

Transformational Leadership

Following Burns’ (1978) legacy and exploration of transformational leadership was the pivotal work of Bass (1985), which furthered this concept and further refined the model (Bass 1985, 1990; Hinker & Schriesheim, 2008; Sadeghi & Pihie, 2012) by blending the theories of House and University of Toronto (1976) and Burns (1978) on leadership. The result was a newly evolved multifaceted leadership paradigm known as transformational leadership (Griffith-Echito, 2019).

However, Bass’ (1985) viewpoint on the behaviors and interactions of the transformational and transactional leadership styles differed in a key way. Bass (1985) asserted that transformational and transactional leadership were separate concepts but they could be complementary, and both leadership styles had merit, which strongly contrasted with Burns (1978) original concept of the leadership paradigm in which Burns concurred they were mutually exclusive (Bass, 1985, 1990; Bass & Riggio, 2006; Notgrass, 2014). Burns noted that the original concept of the transforming leader, historically leaders had focused on their own aspirational goals, or needs of the leader as being the primary driver of influence (Burns, 1978; Northouse, 2019). This contrasted from Bass’ (1985) perspective differed in that Bass asserted that transformational leaders were successful because they provided a caring sense of individualized attention and care where the leaders understand and cater to the needs of the followers to some degree, rather than the needs of the leader (Bass, 1985, 1990; Northouse, 2019).

Additionally, Notgrass (2014) discussed a few key differences of Bass' (1998) descriptions of transactional and transformational leaders, noting transformational leaders use measurable and clear outcomes to build trust and consistency. Citing Bass' work, Notgrass (2013) noted, "Transactional leadership, through honoring commitments of contingent rewards, creates trust, dependability, and perceptions of consistency, which in turn form the basis of transformational leadership" (p. 608).

According to Bass (1985), transformational leaders influence their followers by communicating a clear vision of the future and inspiring their followers, and the followers in turn believe their individual needs are adequately met and they are intellectually challenged and developed (Bass, 1985; Hamstra et al., 2014; House & University of Toronto, 1976; Yücel et al., 2013). Transformational leaders push their team through motivation by engaging and motivating their followers to "exceed expectations and transcend their own interests for the sake of the organization" (Rittscho & Fortunato, 2016, p. 374).

In the 21st century, most individuals presumably have at least some experience working in a team environment. Based on this assumption, it is likely that most people can remember positive examples of a leader and negative impressions of a leader. Both positive and negative leadership experiences can have implications on the experience and motivations of followers. Transformational leaders create a sense of desire and motivation to perform in their followers. Bass (1985) defined a transformational leader as "someone who motivates us to do more than we originally expected to do" (p. 20). Bass (1985) noted transformational leadership is a process in which leaders increase followers' alignment with organizational goals and the way followers feel a part of a group or process. Northouse (2019) explained that transformational leadership can be used by leaders as a catalyst to motivate their team and noted, "Transformational leadership has

an additive effect; it moves followers to accomplish more than what is usually expected of them” (p. 172).

Transformational leaders refine and create a heightened clearly defined purpose, elevate their team’s performance, and increase followers’ awareness and expectation of the mission and direction for the group goals (Bass, 1990). The essence of the transformational leader can be defined as one who pushes followers to be and do more than they would do otherwise in absence of their leadership (Antonakis & Atwater, 2002; Bass, 1990; Bass & Riggio, 2006; Burns, 1978; Northouse, 2019; Rittscho & Fortunato, 2016; Sadeghi & Pihie, 2012; Yukl, 2013). In short, transformational leaders create a sense of desire among followers to push themselves to do more because the followers understand the vision and see their place in the team, finding purpose through their efforts.

Transformational Leadership and Ethics

Ethics play a role in both transformational and transactional leadership styles. According to Bass and Steidlmeier (1999), “Both styles of leadership, transformational and transactional, have strong philosophical underpinnings and ethical components” (p. 184). Over the course of three decades, through the works of Bass (1985, 1990) and other theorists, a newer model of leadership developed: the full-range leadership model, which includes aspects of the transformational leadership paradigm (Bass et al., 2008; Bass & Riggio, 2006; Northouse, 2019; Sadeghi & Pihie, 2012; Yücel et al., 2013). The full-range leadership model incorporates both transformational and transactional leadership, as well as laissez-faire leadership, which is a component of what is known as nonleadership or an absence of leadership (Antonakis & Atwater, 2002; Griffith-Echito, 2019).

Khaltar and Moon (2020) examined the relationships between ethics management and performance management, transformational leadership, and organizational performance with 270 public employees. They concluded that leaders who exhibited transformational leadership behaviors encouraged ethical performance and organizational commitment and had a positive impact on organizational performance.

Components of Transformational Leadership

One way to view the leadership continuum between transformational and transactional leaders is transformational leaders increase morale and motivation toward group goals, whereas transactional leaders encourage their followers to focus on themselves and their personal interest (Bass, 1990, 1999; Bass & Riggio, 2006). To better understand the leadership behaviors and focus points for measuring transformational leadership, a detailed overview of the components of transformational leadership is necessary. Over the course of time, transformational leadership has developed to include seven key behavior factors (Bass & Riggio, 2006; Yukl, 2013) ranging on a continuum from transformational to transactional to nonleadership behaviors.

According to Bass and Riggio (2006), each of the behavioral four factors or five I's of transformational leadership, which are idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration. Depending on how one views the framework for transformational leadership, it can be seen as either four components or the four I's (Grant, 2012; Ng, 2017; Resick et al., 2009) or the five I's (Moss & Ritossa, 2007; Nguyen, 2015). The separation occurs on the idealized influence factor, which covers both a leader's behaviors and attributes as the key delineation (Northouse, 2019). Table 1, adapted from Northouse, highlighted the seven key factors of transformational, transactional, and nonleadership behaviors. The table highlights each factor and showcases it in terms of most to

least effective leadership according to discussions on the topic by Bass and Riggio and Northouse. Each of the factors should be seen as being on a continuum from more effective to less effective. The level of activity by the leader is also rated from an active to a passive level of behavioral expression.

Table 1

Leadership Behavioral Factors

Leadership behaviors	Effectiveness and active vs. passive	Description of behaviors
Transformational leadership		
Idealized influence (attributed and behaviors) (includes charisma)	More effective and active	Leader demonstrates confidence, loyalty, and creating a strong emotional connection with followers
Inspirational motivation	More effective and active	Leader communicates the goals of the group, setting, and high standards and establishes group buy-in on these goals
Intellectual stimulation	More effective and active	Leader encourages creating new ways to view and solve problems
Individual consideration	More effective and active	Leader demonstrates general compassion and understanding of followers' needs
Transactional leadership		
Contingent reward ranging from active to passive	Less effective and active	Leader sets firm boundaries and standards and holds the team to these standards
Management by exception (both active and passive)	Less effective and active	Leader focuses on addressing concerns and accountability only when problems arise
Laissez-faire leadership (nonleadership)	Ineffective (inactive or not present)	Leader is not actively engaged in providing guidance or feedback

The modern understanding of a transformational leader has come to be known as the full-range leadership model (Avolio et al., 1999; Bass, 1985, Bass & Riggio, 2006; Bass & Steidlmeier, 1999), which identifies the key behavioral components that make up the measurable essence of a transformational leader. The full-range leadership viewpoint of transformational leadership includes the key factors of leadership, which are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, as the core components (Bass, 1985; Bass & Riggio, 2006; Bateh & Heyliger, 2014; Northouse, 2019; Sadeghi & Pihie, 2012; Yukl, 2013; Zwingmann et al., 2016). Table 1 comprises key definitions on each leadership behavior components in relationship, active to passive in nature based upon the definitions from Bass and Riggio (2006) and Northouse.

To define transformational leaders' behaviors, they must be viewed in relationship to transactional and nonleadership behaviors. This provides the context through which to examine leadership behaviors on a continuum and in relationship to one other. Transformational leaders can provide a sense of purpose that connects followers to the meaning of their work (Grant, 2012). Transformational leaders are also effective in gaining trust and buy-in from followers, which in turn makes it more likely for followers to buy into the mission of the organization (Colbert et al., 2008; Ng, 2017).

The following discussion on the four key factors or five I's of transformational leadership as identified by Bass (1985), Avolio and Bass (2004), Bass and Riggio (2006), and Bass and Steidlmeier (1999) provides additional insights into the transformational leadership model. Leadership requires an exchange of agreements between the leader and follower, and one cannot exist without the other. Transformational leaders establish agreements with their followers to exert their influence and collectively achieve greater results through employing one or more of

the components of transformational leadership (Bass & Riggio, 2006). Bass and Riggio (2006) also highlighted a key element of the transformational process, which is charisma, when leaders use their influence on followers to enact superior change: “Conceptually, leadership is charismatic, and the followers seek to identify with the leader and emulate them. The leader inspires followers with challenge and persuasion, providing both meaning and understanding” (p. 5).

Idealized Influence (Attributes and Behaviors). The first factor of transformational leadership is idealized influence. The idealized influence factor in transformational leadership refers to leaders’ ability to elicit an emotional response and motivation from followers. The leader is respected and trusted (Bass & Riggio, 2006; Northouse, 2019). This factor is separated into two subcomponents: the leader’s idealized attributes and the leaders’ idealized behaviors. According to Ng (2017), this component of transformational leadership “involves exhibiting confidence and charisma that arouse strong emotions and loyalty from followers” (p. 386). Idealized influence occurs when followers see and respect their leader as a role model (Zwingmann et al., 2016, p. 20). Charisma is also part of this factor in the influencing process of a transformational leader (Northouse, 2019). Although charisma is a vital part of transformational leadership, it is not the whole of transformational leadership (Bono & Judge, 2003). Transformational leaders use their charisma to become much more deeply aligned with, and to some extent idolized by, followers through gained respect and trust. The next factor of transformational leaders is inspirational motivation.

Inspirational Motivation. Great leaders inspire followers to do more, go further, and accomplish great things. Transformational leaders use their behaviors to motivate and challenge their followers to be better than the status quo (Bass, 1985, 1990; Bass & Riggio, 2006;

Zwingmann et al., 2016). Inspirational motivation raises the spirit of the team with enthusiasm and optimism (Bass & Riggio, 2006; Moss & Ritossa, 2007; Piccolo & Colquitt, 2006; Sadeghi & Pihie, 2012). According to Zwingmann et al. (2016), “Inspirational motivation refers to leadership behavior such as providing meaning to followers’ work, formulating a clear vision, and holding high expectations toward their followers” (p. 20). The leader applying inspirational motivation uses imagery to compel a clear vision for the followers, and in turn the followers are excited about their efforts to achieve this vision. Bass and Riggio (2006) described this factor as the “leader articulates a compelling vision for the future” (p. 6). This aspect of transformational leadership allows the passion and vision to be transferred to and deeply ingrained by followers, thereby creating new meaning and fostering a sense of purpose behind the goals set forth by the leader. Great inspirational leaders can dynamically craft and communicate a vision to their teams and followers to encourage two-way buy-in on the vision the leader is sharing.

Intellectual Stimulation. Great leaders challenge people’s ways of thinking.

Transformational leaders use intellectual stimulation to stimulate followers by encouraging them to think outside the box creatively and challenge old assumptions (Shafi et al., 2020; Zwingmann et al., 2016). The leaders use intellectual stimulation to encourages risk taking and problem solving, and they challenge their followers to look at problems in different ways (Avolio et al., 2004, Bass & Riggio, 2006; Moss & Ritossa, 2007; Sadeghi & Pihie, 2012). Transformational leaders use and invest in their followers’ confidence to challenge the old ways of thinking and to instill a sense of collective effort in solving problems differently while allowing them to take risks. Bass and Riggio (2006) highlighted the importance of leaders using intellectual stimulation:

Transformational leaders stimulate their followers’ efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching all situations in new

ways. Creativity is encouraged. There is no public criticism of individual members' mistakes. New ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders' ideas. (p. 7)

Individualized Consideration. Through individualized consideration, leaders integrate a personalized aspect, the considerate leader according to Burns' (1978) perspective, mirrored by Bass (1985, 1995); both believed that the leader placed a higher value on treating their members as individuals, in contrast to just part of a larger group (Bass, 1995, p. 207). In other words, the needs of the individual were indeed considered important aspects in the transformational leadership process whereas traditionally this had not been a focus of leaders. The core of individualized consideration in transformational leadership resides in leaders showing care for their followers: "individualized consideration refers to the extent to which leaders provide mentoring and coaching, regard followers as individuals, and adapt their support to accommodate the unique needs and concerns of each person" (Moss & Ritossa, 2007, p. 434).

The transformational leader considers each follower a valued part of the group and shows the members they are recognized and an important member in the group. This component centers on leaders who provide support and a culture of support in which they focus, are free to listen to the individualized needs of their followers and are sensitive to the followers' needs for advancement and recognition (Bateh & Heyliger, 2014; Yukl, 2013). The transformational leader also uses individualized consideration to motivate and inspire their followers through providing a deeper meaning to their roles and work (Khan et al., 2022). Two-way communication is at the heart of individualized consideration and is used by leaders to pay special attention to their followers. This two-way communication is centered around the leader focusing on the individual follower; "Individual consideration means paying attention to each individual follower and their

particular needs through coaching and mentoring. Leaders listen to followers' concerns, add insight, and develop opportunities for growth. Two-way communication is encouraged, and 'walk-around' management and delegation are practiced" (Thompson, 2021, p.275).

Components of Transactional Leadership

In contrast to the transformational leader, and on the other side of the leadership spectrum, is the transactional leader. On the spectrum of transformational to transactional leadership, the focus of much of the scholarly research has historically been on transformational leadership (Avolio et al., 1999; Bass, 1995, 1997; Bass & Riggio, 2006; Bayram & Dinc, 2015; Butcher et al., 2011; Judge & Piccolo, 2004; Sadeghi et al., 2012; Jung & Sosik, 2002; Willis et al., 2017). The transactional leadership style, which is part of the full-range leadership model, has received much less scholarly interest than its counterpart (Willis et al., 2017).

Transactional leaders differ slightly in their approach to achieving group goals. According to the delineation between the two leadership styles, transformational leaders "elevate the goals and promote the morality of followers" (Moss & Ritossa, 2007, p. 434), and transactional leaders "offer incentives to encourage individuals to realize their extant goal" (Moss & Ritossa, 2007, p. 434). The focus of transactional leadership is different from the focus of transformational leadership, as transactional leaders do not emphasize personalized aspects and development. Transactional leaders see this interactional leadership process as an exchange between leaders and followers (Northouse, 2019). Transactional leaders have been categorized as using three distinct methods of motivating and managing their followers: management by exception, which includes both a passive and an active form, and contingent reward. Transactional leadership is a condition-of-worth model in that leaders offer clear incentives or consequences to followers, depending on how they perform, either positively through contingent

reward or through both the active and passive form of management-by-exception (Bass & Riggio, 2006).

Contingent Reward. Bass and Riggio (2006) noted that, although contingent reward is not as effective as transformational leadership behaviors, it does have some level of performance benefit. Bass and Riggio (2006) stated, “This constructive transaction has been found to be reasonable effective in motivating others to achieve higher levels of development and performance” (p. 8).

From this perspective, the leader uses this transformational behavioral aspect, of contingent reward in varying degrees when they establish expectations on a transactional or exchange with their follower’s reward is the degree to which the leader uses for measuring and holding the follower accountable for their actions (Bass & Riggio, 2006; Limsila & Ogunlana, 2008; Northouse, 2019; Sadeghi & Pihie, 2012; Yukl, 2013). Transactional leaders reinforce the behaviors of followers through recognition to continue to motivate them (Limsila & Ogunlana, 2008). Judge and Piccolo (2004) said:

[The] leader sets up constructive transactions or exchanges with followers. The leader clarifies expectations and establishes the rewards for meeting these expectations. In general, management by exception is the degree to which the leader takes corrective action on the basis of results of leader–follower transactions. (p. 755)

Management by Exception Active. In this behavioral standpoint, transactional leaders take a more hands-off approach in leading their teams. Management by exception active consists of “monitoring for problems as they arise and correcting these proactively” (Willis et al., 2017, p. 285).

Management by Exception Passive. Willis et al. (2017) described this process as “not taking action until issues occur, [and] waiting for things to go wrong before interfering” (p. 285). When considering the continuum between the transformational to transactional leadership styles,

Willis et al. highlighted that this leadership paradigm has mixed reviews regarding the effectiveness of the transactional leadership style. Judge and Piccolo (2004) focused on management by exception active and had mixed results on the relationship of the transactional leader, citing inconsistencies that could be due to the context of the leader and organization. One other key criticism of this examination was the sample size, which Judge and Piccolo believed was insufficient compared to previous work, but they highlighted the level of ambiguity regarding the true effectiveness of the transactional leadership style.

Laissez-Faire Leadership, Absentee Leadership, or Nonleadership

Lastly is the behavior component consisting of either a true passive or sometimes a nonexistent leadership paradigm known as laissez-faire leadership. Although laissez-faire leadership is not a total absence of leadership, but rather a more passive approach, the laissez-faire leader is the least effective leader (Schilling & Schyns, 2014; Zwingmann et al., 2016). Antonakis et al., (2003) provided the following concise summary of the avoidant leadership behavioral style:

Laissez-faire leadership represents the absence of a transaction of sorts with respect to leadership in which the leader avoids making decisions, abdicates responsibility, and does not use their authority. It is considered active to the extent that the leader “chooses” to avoid taking action. This component is generally considered the most passive and ineffective form of leadership. (p. 265)

The laissez-faire leadership style has also been found to cause stress among followers because of the passive or absentee nature of the leader (Schilling & Schyns, 2014). The leader lacks any real leadership substance or behaviors. According to Zwingmann et al. (2016), “laissez-faire leaders are characterized by not taking responsibility, avoiding involvement with their followers or even being completely absent as a leader” (p. 20). Ågotnes et al. (2018) conducted a multiyear study with more than 1,700 Norwegian workers and concluded that the

laissez-faire leader has somewhat of a crossover nature. The results of this study showed that the laissez-faire leader increased role ambiguity, coworker conflict, and bullying in the workplace.

Pseudo-Transformational Leadership

Transformational leaders have mainly positive attributes associated with their behaviors. Burns (1978) asserted that the transforming leader makes an impact on society. The pseudo-transformational leadership involves both authentic and inauthentic types of transformational leadership. Based on Burns' definition, the transforming leader could also be applied to negative situations. Burns (1978) highlighted some contextual leadership examples from history, such as Adolf Hitler in the 1920s' Nazi-led Germany as a prime example of a transforming leader having both a large and negative impact on society. The concept of the inauthentic version of transformational leadership was later redefined as being a pseudo-transformational leader (Bass & Steidlmeier, 1999; Northouse, 2019). Pseudo-transformational leaders enact change in followers by articulating goals that are more self-serving, placing the needs of the leader first, and ignoring or placing less emphasis on the needs of the individual (Bass & Riggio, 2006).

Transformational Leadership and Organizational Commitment

According to Bass and Riggio (2006), each of the behavioral four factors or five I's of transformational leadership, which are idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration, have been shown to improve commitment. These factors have importance and "can help build follower commitment in different ways. Idealized influence—wanting to emulate the leader or identify with the leaders emotionally—leads to identification with the goals, interest, and values of the leader" (Bass & Riggio, 2006, p. 36). Avolio et al. (2004) examined transformational leadership behaviors and their effect on organizational commitment and power distance in hospital staff in Singapore and

found that transformational leadership behaviors were associated with increased organizational commitment.

A key aspect of leadership is to tap into the emotional side of followers, which builds a deep sense of meaning. A key factor of transformational leaders is inspiration. Transformational leaders can appeal not only to the physical aspects but also to the emotional side to inspire teams. Transformational leaders, who are inspirational, help build commitment to organizational goals. Bass and Riggio (2006) described how leaders accomplish this motivational leadership style: “Leaders use inspirational motivation to build emotional commitment to a mission or goal. Physical and emotional excitement is aroused in the process. Values, beliefs and responsibilities are all encouraged by the transformational leader” (Bass & Riggio, 2006, p. 36).

According to Bass and Riggio (2006), transformational leaders can use intellectual stimulation to help foster organizational commitment. Bass and Riggio provided a case study of a well-known CEO who encouraged employees to spend up to 15% of their time to work on projects the employees deemed important. From this example, Bass and Riggio (2006) highlighted that the impact of transformational leaders using intellectual stimulation creates a sense of commitment and empowerment and “further increases commitment” (p. 37).

Transformational Leadership and Performance

Another focus of scholarly research is transformational leadership, follower performance, and motivation (Antonakis & Atwater, 2002). Relationships make a considerable contribution to organizations, and leaders’ relationship with their team is important. Transformational leaders can motivate their team to go the extra mile. Bass (1990) cited a study using the MLQ on a large engineering firm with 228 employees and 58 managers in which the transformational managers

were significantly more likely to gain additional effort from their subordinates. As cited by Bass (1990) noted the importance of transformational leaders who build and maintain relationships:

Transformational leaders have better relationships with their supervisors and make more of a contribution to the organization than do those who are only transactional. Moreover, employees say that they themselves exert a lot of extra effort on behalf of managers who are transformational leaders. (p. 22)

Conversely, organizations with transactional leaders who use contingent reward for motivation tend to be effective if the leader understands the employees and identifies the proper reward to motivate them. In contrast to the transformational leader, the transactional leader focuses on progress and results. Little attention is given to the social, emotional, or cognitive needs of followers, whereas the transformational leader focuses on the personalized benefits of followers and invests in them. Bass (1990) discussed the transactional leader further:

Organizations whose leaders are transactional are less effective than those whose leaders are transformational particularly if much of the transactional leadership is passive management-by (intervening only when standards are not being met). Employees say they exert little effort for such leaders. Nevertheless, leader-follower transactions dependent on contingent reward may also work reasonably well if the leaders can provide rewards that are valued by the followers. (p. 23)

Organizational culture and performance are also closely linked. Wiengarten et al. (2015) indicated that top level leadership has a significant impact on organizational culture and organizational performance. In particular, transformational leadership plays a significant role in organizational culture. Researchers found that the transformational leader has multiple positive impacts on culture and performance.

One recent example is an analysis of a survey of 448 participants examining the relationship between transformational leadership, organizational culture, and organizational excellence in the United Arab Emirates (Lasrado & Kassem, 2020). They found that the transformational leader was successful in creating a culture of involvement and exclusivity,

which fostered higher levels of engagement from employees and led to organizational excellence.

Other crucial elements for leadership in organizational performance is motivating employees and retaining top employees. Sahu et al.'s (2018) research supported this notion that a transformational leader plays a vital role in employee engagement and retention, which have an obvious effect on organizational performance. They found that transformational leadership had a positive influence on employee retention and engagement in their study of more than 400 full-time employees in the information technology sector in India.

Transformational leadership can also help drive innovation and employee productivity. In a study involving more than 190 top level executives in 97 South American businesses, CEOs who exhibited transformational leadership had a positive correlation with improvement of employees' participation and innovation levels in their firms (Cortes & Herrmann, 2020).

Alrowwad et al. (2020) supported the notion that transformational leaders drive innovation and financial performance. They studied the middle eastern banking industry and found that transformational leadership had a positive impact of intellectual capital and firm innovation.

Transformational Leadership and Organizational Change

Transformational leaders can have an effect when dealing with changes. Transformational leaders have been shown to have a direct effect on the outcomes when dealing with changes in originations or strategy. Busari et al. (2019) studied the telecommunications sector investigated the relationship between transformational leadership and employees' attitudes towards organizational change. The results indicated that specific aspects of transformational

leadership were positively associated with improved employee trust in supervisors and employee buy-in during times of organizational change.

Islam et al. (2020) found that during times of great organizational change a transformational leader makes a significant impact. In this study involving 585 full-time employees in Bangladesh working in five different banks, the authors concluded that transformational leadership improved trust in leadership and work engagement.

Peng et al. (2020) conducted a meta-analysis study centered on transformational leadership and employees' reactions to organizational change. It highlighted the importance of transformational leadership. In this study comprising more than 30 empirical studies and more than 12,000 participants, the authors concluded that transformational leadership had a positive relationship with commitment, openness, and readiness for change, as well as a negative correlation with resistance to change.

There have been many examinations of leaders' personality and leadership style that affect organizational outcomes (Yukl, 2013). Oreg and Berson (2011) conducted a multilevel examination of the transformational leadership behaviors of more than 75 school administrators and more than over 500 schoolteachers and found the transformational leaders had a positive impact on the change process, specifically regarding resistance to change. The authors concluded that the administrators who exhibited openness to change and transformational behaviors positively affected teachers' resistance to change. In summary, the top-level leaders, by modeling openness to change and using transformational leadership behaviors, had a direct impact on their subordinates and in turn created an environment of openness to change.

The Chief Executive Officer

This section includes a brief overview and discussion on the history of the CEO and how this executive leadership role has evolved over time. The proceeding sections covers relevant topics related to the role of the of the CEO. Although the focus of this study is as discussed—examining leaders who are presumably transformational to some varied degree—the CEO position has evolved drastically over time.

History of the CEO

It is important to understand the historical origins of the leadership role of the CEO. An examination of the roles and responsibilities of the CEO position should start with a clear understanding of how this professional designation and position began (Glick, 2011). Throughout history, leaders have held a lot of authority in various settings. Cross-cultural top-level leadership roles include kings, emperors, or generals as authoritative and influential leaders. The origins of the CEO date back to the early 19th century in the United States and Europe. From the late 1800s into the mid-1930s, the CEO or top-level executive was commonly known as the president of an organization (Galambos, 1995; Glick, 2011). By the 1940s, the title of CEO had become more popular for the top leader in many midsize and larger companies (Galambos, 1995). During this period, many organizations transitioned from a more centralized top-down structure to a more decentralized or multidivisional structure (Galambos, 1995; Glick, 2011; Tedlow et al., 2003).

Early on, these CEOs were known and viewed by most to be cruel or thuglike in their approach to leadership while creating massive wealth for themselves (Tedlow et al., 2003). Some well-known examples of some of the more prominent families associated with this period include the Rockefellers, Vanderbilts, and Carnegies. In the late nineteenth century, CEOs were

still seen as somewhat reprehensible (Glick, 2011). Terms such as “robber baron” were used to describe CEOs’ leadership style and mind-set (Tedlow et al., 2003). This is not to suggest that some CEOs and well-known families did display some level of charitable acts to give back to society (Lantos, 2002), the primary focus of these individuals was creating power and amassing large amounts of wealth for themselves and their families (Glick, 2011; Tedlow et al., 2003). Many of the companies and the CEOs who were highly invested in industrialization and railroad expansion in the United States were a vital part of the economic and industrial landscape during this period in the United States.

Although these presidents had traditionally kept influence and power in the family, the paradigm shift of appointing a family successor to the business either became less interesting or less important for these early industrial family dynasties. Hawkins (1997) noted, “Family ownership began to lose influence due to the aging of company founders, thus professional CEOs, bred in new management schools, took the reins of corporate America” (p. 146). As a result, old family-run industrial companies shifted to a new paradigm with a more managerial focus.

In the 1940s and 1950s, CEOs focused on leading organizations through skill and charisma, which was in stark contrast to the older model in which leaders considered their position as a divine right to lead. Historically, CEOs were selected through nepotism. Inheriting the leadership role was typical for the time and was a common means of obtaining a leadership role in a company.

As time went on, authoritative leadership style transitioned from an iron fist rule of law in the robber baron era to a more balanced decentralized approach in which CEOs used more information to make decisions. This adaptation from a shoot-from-the-hip model to the current

data-driven decentralized model was also driven by the increased power of the sphere of influence that CEOs must follow. An example is the evaluation of the board of directors in companies, which over time also adapted new and tighter regulations which effected the CEO's work responsibilities. Also, in the post-World War II era, universities and business schools began to offer more options for continuing education and more training for business professionals. The United States began producing many business graduates who entered the workforce. These graduates eventually replaced retiring and outgoing CEOs and helped to change the CEO paradigm from family owned and operated to the more recent process of selecting candidates outside the inner circle or family.

Additionally, during this time many organizations were going through structural changes within the organizations such as increasing the sizes of their workforce and creating additional business units. This new complexity also played a role in managing additional headcount, overtime and investors shifted the focus and responsibilities for CEOs. These organizational structural changes also played a significant role in how organizations function and how leaders lead their teams (Bolman & Deal, 2017). These structural changes and changes in company ownership also had a profound effect on CEOs and their relationship to the company (Galambos, 1995; Glick, 2011).

With the addition of these structural changes, it was imperative for the CEO begin to delegate the day-to-day operations, which eventually paved way for more specification for roles such as the chief operations officer (COO) to run the day-to-day operations. Galambos (1995) noted that the top- and middle-level divisional managers, referred to as president or vice-president, along with the COO, run the day-to-day operations, which allows CEOs to focus on

strategic relationships with the board of directors and investors. Galambos (1995) discussed the expansion of and specialization of the corporate executive team:

Where the performance was satisfactory and the company grew, authority within the firm increased commensurately with responsibility. As the firm grew larger both the authority and the scope of responsibility of the chief executive officer increased. Long chains of command and large numbers of employees and middle managers in the larger firms conditioned the extent to which the CEO could actually manage on a day-to-day basis the activities of the business. (p. 190)

In the years leading up to, and in the wake of, World War II, CEOs had to manage increased responsibility for firm performance while balancing increasing governmental restrictions imposed by local, state, and federal regulatory bodies (Galambos 1995; Glick, 2011). These increases in responsibility ultimately led to a reduction of legitimate power and authority for CEOs during this period (Glick, 2011).

Between the 1950s and 1970s, the complexities of the role of the CEO continued to evolve. With increasing global competition, CEOs during this period again experienced increases in responsibility as more companies became multinational and their workforce increased (Galambos, 1995). The increased workforce and multilevel organizational structures of multinational companies often created internal turmoil and bureaucratic struggles among top-level managers, and the CEO was left to referee these struggles (Galambos, 1995).

The balancing act between organizational internal management and long-term strategy became an ongoing challenge for CEOs. U.S.-based companies during this time were under tremendous pressures to continue to perform due to the increasing globalization of many organizations. Additionally, CEOs struggled with issues such as ever-increasing government regulations, restrictions on commerce, such as environmental and antitrust laws, and an increasingly complex tax system, created more pressure and threatened the authority of the CEO (Galambos, 1995; Glick, 2011). Throughout the 1980s, 1990s, and 2000s, CEOs experienced

many additional changes in their roles, mainly because of the expansion of governmental regulatory laws, geopolitical changes, and the advent of the digital revolution through the creation and advent of the Internet. Organizations were also challenged by the sharp increases in the speed of business and communication, which brought new advantages and challenges. Companies were able to share information, both formally and informally, much more efficiently, but so could the competition.

In the 21st century, CEOs lead their organizations in an evolving and increasingly complex world where decisions must be made quickly and decisively (Chermack et al., 2010, Glick, 2011). The power of consumers and investors can drive business decisions like never before. For example, customers and investors can easily obtain and use information about organizations and even organizational leaders, which creates even more pressure on CEOs and organizations to perform and serve their clients at a very high level. CEOs must be more technologically savvy than their predecessors and must use data to enact strategy and adapt to market or global changes. In a recent survey, nearly 75% of the CEOs surveyed indicated that in the coming years, they believed technology will be more critical for their industry than the in the previous 50 years and these technological changes will also continue to be one of the largest factors impacting growth (Doughtie, 2016).

A popular example of finding this balance is the Amazon corporation. Amazon has become one of the most influential and economically powerful companies in the world, and its business model changed consumers' purchasing habits (Berger, 2019). Companies like Amazon have changed and increased customers' purchasing and decision-making power regarding how they choose which products or services to support. Berger described this impact as "more than

any other company Amazon, has transformed America's shopping behavior, and in doing so, has helped reshape many other aspects of American culture and society" (p. 14).

Friedman (2007) famously called this the flat-world concept as technological advances draw everyone closer. Further, CEOs must be transparent because of the increased influence of social media and the ease in which information can be shared. Technology and the increased ability to share and obtain information drive the role and strategy of CEOs, and social pressures drive CEOs' decision making and leadership behaviors like never before.

CEO Executive Turnover

As previously discussed, the role of the CEO is a unique position. In current times, the CEO is the head of an organization's leadership team, CEOs are charged with establishing group purpose, communicating a vision for the firm, leading and managing the culture of the organization, and establishing and maintaining key relationship with stakeholders both internal and externally (Resick et al., 2009).

The role of the CEO has traditionally been one of high risk and high rewards to the individual serving in that role. Although many factors can lead to CEO turnover, there was an uptake in CEO turnover in 2019 (Challenger et al., 2023). Specifically, in August 2019, over 159 CEOs left their positions, which was the highest number since 2003 (Kelleher, 2019). In November 2019 more than 1,400 CEOs left their roles (Challenger et al., 2023; Kelleher, 2019). As a result, 2019 was named the "Year of the CEO Exodus" (Kelleher, 2019). The turnover rate was just below the highest level of CEO departures recorded in the financial crisis of 2008. Table 2 highlights the results from Challenger et al., (2023) survey on CEO outplacement.

Table 2

2019–2020 CEO Turnover Report

Month	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
January	157	132	128	131	110	131	113	123	96	89	113	134
February	124	113	72	87	94	112	110	104	92	132	82	114
March	135	96	101	101	95	123	86	94	99	119	114	123
April	97	109	91	108	97	94	94	90	103	101	78	112
May	114	91	80	100	90	98	104	99	103	125	115	115
June	99	90	95	97	102	103	94	99	113	107	105	126
July	124	94	102	92	128	105	128	83	104	88	126	124
August	159	154	96	109	107	119	113	104	104	95	101	144
September	151	148	101	119	104	124	107	95	108	111	105	140
October	172	149	105	99	94	122	104	108	91	81	89	125
November	148	147	94	106	86	103	94	112	82	79	94	104
December		129	95	99	114	107	99	103	83	107	105	123
Total	1,480	1,452	1,160	1,248	1,221	1,341	1,246	1,214	1,178	1,234	1,227	1,484
Through November	1,480	1,323	1,065	1,149	1,107	1,234	1,147	1,111	1,095	1,127	1,122	1,361

Note. From *2019 November CEO turnover report: 148 out in November* [Press release], by Challenger, Gray & Christmas, Inc., 2023, <https://www.challengergray.com/press/press-releases/2019-november-ceo-turnover-report-148-out-november-record-high-continues>. Copyright 2023 by Challenger, Gray & Christmas, Inc. Reprinted with permission.

Transformational Leadership and the CEO

CEOs have a unique position that has significant effects on an organization and the followers they oversee (Resick et al., 2009). The primary role of the CEO is important, as CEOs carry a large impact on the organizations they oversee (Ling et al., 2008). The role of the CEO usually includes being the top-level decision maker for an organization. However, in most organizations, CEOs rely on a management team to help facilitate organizational functions. Transformational CEOs are important for organizations (Bass & Riggio, 2006). According to Bass (1998), who supported the notion of the importance of the transformational CEO's role in organizational commitment, "Transformational leadership at the top of the organization is likely to be needed for commitment to extend to the organization as a whole" (p. 19).

Jensen et al. (2020) showed that transformational behaviors exhibited by CEOs play a significant role in the success of their organizations and in organizational outcomes. Jensen et al.

explored the relationship between CEO transformational leadership behaviors and firm performance and found that CEOs played an important role. They found significant associations between transformational leadership behaviors on financial performance.

Organizational commitment and culture are important performance indicators for firms. Kuntz et al. (2019) surveyed 230 employees and found that CEOs who exhibited transformational leadership behaviors significantly increased the learning culture, organizational commitment, and engagement. Similarly, Zuraik and Kelly (2019) investigated the relationship between CEOs' transformational leadership behaviors, organizational innovation climate, and innovation. They gathered data from full-time employees in over 200 companies and found that CEO transformational leadership had a direct correlation on all three key areas. Their findings suggest that CEOs can help foster organizational development and encourage creative innovation—major drivers in business development.

In a study of 152 firms, Ling et al. (2008) examined CEOs in relationship to their behaviors' impact on their management team. Ling et al. (2008) found that the CEOs who exhibited transformational leadership behaviors strongly influenced their management team's performance. Barrick et al. (2015) also supported this notion and highlighted that a transformational CEO is indeed an important part of the organization noting, "The CEO has great influence over all operations of the firm and is in a position to motivate members at every level of the firm, particularly in small- to medium-sized firms" (p. 117).

The primary role and function of a transformational leader, including the CEO, is to foster a sense of purpose and raise the awareness of each follower to move beyond their own objectives in the pursuit of organizational goals (Barrick et al., 2015; Conger & Kanungo, 1987). Transformational leadership can be used at the executive or CEO level to motivate and lead

organizations and flows from a top-down perspective to positively affect all areas of an organization. Barrick et al. (2015) highlighted that it is possible that transformational leadership can be found at any level within an organization, and CEOs can enhance the followers' physical, cognitive, and emotional well-being in the pursuit of organizational goals. Bass (1985) conceptualized (as cited in Barrick et al., 2015) this concepts of the transformational leader and discussed how a fully engaged transformational leader can have a lasting impact on an organization, thus showcasing the importance of transformational leadership at multiple levels. Barrick et al. (2015) noted, "Thus, when exhibited by the CEO, transformational leadership behaviors, such as sharing compelling visions, intellectually stimulating followers, and setting challenging goals and expectations" (p. 117), uniformly influence the organization.

Perception can shape reality. Organizations, like individuals, are shaped by the vision of their leadership teams. Likewise, a transformational leader also has a positive effect on employees' perceptions. Bono and Judge (2003) confirmed this assertion and found that a transformational leader can help set a positive vision and increase employees' perceptions. Considerable research resulted in increases in both individual and team-level production by positively increasing employees' perceptions of organizational effectiveness. When transformational CEOs or senior leaders successfully use their talents and behaviors to affect followers' perceptions of the organization, there are positive effects on followers, they believe in the mission, which in turn energizes and pushes the organization to successfully accomplish its goals and core missions (Barrick et al., 2015). Thus, followers' perceptions can be modified or improved by the actions of a transformational CEO and have many associated benefits because of the CEO's leadership behaviors. Another key aspect of transformational leaders involves

using their values to inspire their teams to perform at exceptional levels of performance (Brown & Treviño, 2009).

Transformational leaders also help build confidence and trust among their followers. Specifically, transformational leaders express confidence in their followers, instills the intrinsic moral values of goal accomplishment, and transmits these goals to followers, further connecting the concepts of individual ability to achieve these tasks in relationship to the group's goals (Bass & Riggio, 2006, p. 39). Transformational leaders instill confidence in their followers and provide a sense of psychological safety to allow followers to take appropriate risks. Barrick et al. (2015) noted that transformational leaders accomplish this through encouragement and use of intellectual stimulation and inspirational motivation: "Transformational leaders also encourage followers to take risks, be resilient in the face of setbacks, and provide a clear vision for the entire firm, all of which are leader behaviors . . . that lead to psychological safety" (p. 117).

An essential task for transformational leaders is the ability to create a shared vision. Transformational leaders, including coaches, have a unique ability to create, share, and inspire followers toward a united and successful vision and mission. These leaders are effective in their ability to create and shape a positive vision for their followers, which in turn provides meaning for their roles. An example could be a football coach's speech at halftime or a military general addressing the troops before an important battle. Transformational leaders have the ability to share a vision and tie their team to that vision for success. Research has supported this assertion. In a study blending the concept of the transformational leadership process and its relationship to job characteristics theory, Piccolo and Colauitt (2006) found that transformational leaders, through a process called management by meaning, were able to shape, change, or modify their employees' vision and the meaningfulness of their work. The transformational leader achieves

this concept by managing meaning through using verbal imagery and shaping employees' meaning of their work roles and overall job experiences (Piccolo & Colauitt, 2006). The result of the transformational CEO's ability to craft a vision and share behaviors is a link between the followers and the shared vision of the CEO that results in a more engaged and collectively focused organizational team (Barrick et al., 2015).

CEO and personality. Personality matters regarding the role of the CEO and CEOs' influence on their organizations. The personality of the CEO also plays a role in the success of organizations (Colbert et al., 2014; Vera & Crossan, 2004). Specifically, in a study of CEOs in professional sports over a period of 100 years, Resick et al. (2009) found clear evidence that the transformational CEO personality characteristics and leadership style had significant implications on the effectiveness of an organization. A study by Colbert et al. (2014) on transformational leadership and CEO personality confirmed the importance of a CEO's personality. The findings indicated that the transformational leadership behaviors exhibited by the CEO and top-level management, specifically emotional stability and openness to experience, were positively associated with increases in both organizational and financial performance. Other recent studies have focused on CEOs' personality and its effect on organizational culture and performance. O'Reilly et al. (2014), in their examination of CEOs' personality and organizational culture in 32 firms, found that the CEOs positively affected the culture within their organization.

CEO and Executive Burnout

An essential element for the role of CEO is time management. Scholars have argued that time management and allocation is also important for the role of the CEO. It is said that time is a scarce and precious resource, and for the CEO time management is vital to the success or failure

of the CEO role (Rovelli, 2020). Although research has shown that CEOs can differ in the number of hours worked each week (Bandiera et al., 2018), if CEOs do not effectively manage the balance between work and family life it can lead to an unhealthy work-life balance.

Considering the many complexities of the business world, such as increasing competition, growing governmental regulations, and uncertainty in the economy, CEOs are increasingly becoming susceptible to burnout (Sirén et al., 2018). Burnout affects individual executives or CEOs but has many consequences, including significant negative effects on CEOs' health and well-being as well as the performance and outcomes of the firms they oversee (Brown & Quick, 2013; Sirén et al., 2018). Burnout is a psychological tension in reaction to stressors from one's work role (Cordes & Dougherty, 1993; Halbesleben, 2006).

Executive Peer-Advisory Groups

For the purpose of this study, the EPAG is defined as a group of CEO leaders who attend a monthly group meeting in a confidential environment with other CEO leaders as peers to discuss relevant issues, share experiences, provide and look for advice, foster a sense of group purpose and community, help support one another, and identify key points to solve specific challenges or business-related issues in their organizations (Glick, 2011; Laffley, 2009; Olmsted, 2019). In a recent examination on CEOs in EPAGs, Feghali (2022) provided a broader definition:

An executive peer advisory group (EPAG) can be defined as an organization that facilitates interactive, small-group forums, designed for six to sixteen chief executive officers (CEOs) or presidents of business. Members meet at a specific time to solve business challenges, discuss business strategies and tactics, share best practices, and solve critical growth and performance issues. Executive peer advisory groups are often established on the premise the collective experience and resources of the six to 16 peers empower like-minded executives to solve challenges more effectively and more rapidly than they would on their own. (p. 1)

These peer groups typically consist of between eight and 18 business executive members who over time become a team unit and “develop strong bonds, discuss shared experiences, and provide feedback to each other” (Olmsted, 2019, p. 5). These groups help their members to discuss work-related issues, discuss options, share fears, and challenge assumptions within the context of a safe and confidential environment (Alvey & Barclay, 2007; Olmsted, 2019).

The field of executive coaching and EPAGs has experienced rapid growth and is common for business and executives, with many corporations choosing to invest in their executives, including CEO leaders, to become more involved in the process of advisory groups and executive peer coaching practices (Baron & Morin, 2009; Grant et al., 2010). This growth and increased participation in the field have continued for more than a decade. Grant et al., (2010) noted, “Annual revenue expended on corporate coaching has been estimated to be in the region of USA \$1.5 billion and in 2006 it was estimated that there were approximately 30,000 professional coaches globally” (p. 125).

Participation in EPAGs and use of executive coaching are becoming more common (Grant et al., 2010). According to Masciarelli (1999), the situation was different in the 1980s and 1990s. Senior executive coaching has evolved into a much more common way for CEOs to come together (Masciarelli, 1999). Organizations and CEOs eventually began to view the process of seeking outside council as beneficial, and Masciarelli (1999) noted that a good executive coach can indeed help CEOs “connect the dots” (p. 61) on tough issues facing their organizations. CEOs often elect to join “CEO peer advisory groups to help them objectively evaluate their approaches to the challenges they face” (Durkin, 2012, p. 61). It can be beneficial for CEOs to seek counsel from others who held a similar leadership role but do not serve in a decision-making role, thus preventing a conflict of interest (Durkin, 2012). Durkin (2012) noted,

“Sometimes a CEO needs to hear from someone who knows what it’s like to be in charge and who isn’t vested in the outcome of a decision” (p. 61).

History of EPAGs

Although participation in peer-advisory groups by business executives is quite common, examining this concept within the context of members holding the specific role of CEO from a scholarly perspective led to few scholarly resources with mixed results. The following discussion focuses on a few of the linking topics on peer-advisory groups.

A search for the term “executive peer group” in Google Scholar resulted in a search query return of more than 1,100,000 scholarly articles, and a search for the term “peer-advisory group” resulted in more than 600,000 results. Due to the large number of results, further refinement was necessary. Accordingly, this section will focus on topics either directly related or indirectly connected to the EPAG to provide a specific and focused overview.

The origins the concept of peer-advisory groups or councils were historically based in religious sects such as the Quaker community (McDermott, 2011). In North America, the origins of the peer-advisory group concept are credited in part to Benjamin Franklin as the founder of the first U.S.-based peer-advisory group, which he called the Junto Club or Gentlemen’s Club (Mumford, 2002; Olmsted, 2019; Shapiro, 2017). The group, led by Franklin as the chair, met together each Friday night to discuss a variety of topics based on books and relevant periodicals of interest. Franklin and his group of 12 peers conducted structured meetings for discussions on key social, political, and philosophical issues (Shapiro, 2017). Through the early beginnings of what a modern peer-advisory group consists of today, Franklin’s Junto Club eventually evolved into the American Philosophical Society, which was created “to promote useful knowledge in the colonies” (Shapiro, 2017, p. 19). Although Shapiro (2017) noted that the focus of the Junto Club

was primarily studiously focused, the author notes that “1743, the Junto would become the American philosophical Society, created to promote useful knowledge in the colonies” (2017, p. 19). The society is still active to this day and the foundations made have relevancy for peer-advisory groups in the 21st century (Mumford, 2002). Although the frequency of EPAG meetings varies, most types of peer-advisory groups encourage members to read and discuss relevant topics such as books as a catalyst for discussion. Feghali (2022) described the current state of EPAGs as:

Executive peer advisory groups, in their current form, have existed since at least 1950, with the formation of the Young President’s Organization (YPO) in Rochester, New York (YPO, n.d.). The three largest EPAG organizations, YPO, Vistage, and the Entrepreneur’s Organization (EO), collectively have over 70,000 members and operate in over 200 countries. (p. 1)

The term peer-advisory group is not limited to executives in the world of business or the nonprofit sector, as it also has relevance in many other fields, including education (Robbins, 2015) and health care (Elbuluk et al., 2018). In the field of education, the peer-advisory or coaching group consists of educators wishing to hone their teaching craft, improve assessments, and increase student-learning outcomes (McDermott, 2011; Robbins, 2015).

Human resource practitioners also use the term peer-advisory group (Hamlin et al., 2008). When researching the term, many similar and overlapping terms appeared. These terms included leadership development and peer advisor in the field of education. Although these terms have similar concepts in advisory and improvement roles, for the purpose of this study the focus was on peer-advisory groups in which CEOs are the only members. The goal for the targeted CEO peer-advisory group is to improve the business lives and performance of the CEO members in a transforming way within the context of this monthly group meeting.

Some popular examples of peer-advisory groups include organizations such as Vistage, Convene and the Women's President's Organization (McDermott, 2011). Vistage Worldwide International, or Vistage, is one of the largest peer-advisory groups in the world and consists of more than 23,000 members in 20 countries. Vistage's peer-advisory group model consists of one chairperson and 12–16 CEO peers in each group from multiple industries (Vistage, n.d.).

Another popular CEO peer-advisory group is Convene. The Convene Corporation, which is a religiously centered peer-advisory group, differentiates itself from competitors such as Vistage mainly in its shared values and religious beliefs. The focus of this organization is applying the biblical teachings of Jesus Christ and Christianity to help CEO peer members struggling with complex business problems. Convene's membership base consists of more than 500 members mainly across North America. Like many of its competitors, each convene group is headed by one chair. The primary role of the chair is to facilitate each monthly group meeting and conduct one-to-one executive coaching sessions monthly with each member.

Types of EPAGs

Three types of EPAG networks exist and offer numerous benefits based on the desired outcome (Olmsted, 2019). Shaner and Maznevski (2006) identified three distinct ways in which EPAGs are classified. The three types of peer networks are (a) open or entrepreneurial networks, (b) closed networks, and (c) sponsored networks (Olmsted, 2019; Shaner & Maznevski, 2006).

When choosing an EPAG, the choice for membership can vary for CEOs, depending on their end goals. Whether a CEO or senior leader is searching for a peer council consisting of a large or small network or one that fosters or develops various business needs or strategies, Olmsted (2019) viewed CEOs' decision to get involved in an EPAG as being based on their networking and development end goals.

Open EPAG Networks. The first type of network is the open network. The main purpose of an open network is to connect peer members with other likeminded peers who do not know each other or each other's business prior to membership (Olmsted, 2019; Shaner & Maznevski, 2006). Open networks typically consist of self-employed business owners in search of other business owners or leaders who can extend both their internal and external network or provide new clientele opportunities (Olmsted, 2019). The roles and responsibilities of the self-employed are different from typical CEOs in other types of organizations. Although many open networks include business owners with the title and responsibilities of the CEO, it typically is not the primary driving force for prospective peer members. In short, open networks can attract many types of likeminded entrepreneurial peer members, despite their title, role, or responsibilities.

Closed EPAG Networks. A closed EPAG network consists of a group of closely aligned CEO business leaders with common goals, traits, and focus or, as Olmsted (2019) noted, "Closed networks are a close-knit group of business professionals who share a common trait, such as serving as CEOs or business leaders" (p. 6). Although members typically have similarities in roles and responsibilities, there appears to be diversity in that no specific industry dominates this type of EPAG (Olmsted, 2019; Shaner & Maznevski, 2006).

Some important differences are that, unlike open networks, closed EPAG networks are not facilitated by a chairperson or coach; rather, in closed networks, the members self-elect internal members to carry out specific roles and responsibilities within the group (Olmsted, 2019). Considering these types of groups have little turnover, one of the primary motivations for internal self-leading by peer members in a closed network is that they ensure the cohesiveness of the group and help to maintain confidentiality (Olmsted, 2019).

Sponsored EPAG Networks. The third main type of EPAG is sponsor networks. Shaner and Maznevski (2006) defined this type of EPAG network as consisting of CEO peers grouped with the common linkage of being recruited by a sponsor who acts as a peer relationship connector or facilitator with the primary goal to attract new members into and grow the group. Current or prospective members can come from a wide diversity of industries and are not specific to one type of CEO member. The members in this type of EPAG may not previously know one another; however, over time, they tend to build closer relationships. This building of relationships over time helps sponsors acquire information and control as the group grows and develops and may serve as a primary driver for the group sponsor (Shaner & Maznevski, 2006).

Membership and Group Exclusivity

In contrast to how open EPAG networks operate, which may allow for more openness or acceptance into group membership, traditionally there is a level of exclusivity in most EPAGs (Durkin, 2012; Olmsted, 2019). As previously discussed, not all EPAG networks promote exclusivity. For example, the open network model, as the name suggests, might be available to almost anyone qualified to join. The motivation for membership in open networks is inherently different. As most EPAGs offer some exclusivity, Olmsted (2019) discussed the importance of confidentiality and exclusivity in EPAGs as one of the crucial membership differentials between each group: “Open networks typically open membership to anyone who meets professional criteria; in contrast, both closed and sponsor networks promote confidentiality and exclusivity within the group. These important criteria foster trust and vulnerability within peer advisory groups” (p. 7).

This process of recruitment typically begins with an invitation for membership in most EPAGs. Most are referred by an internal member, coach, or other trusted advisor who is not in a

competing industry to prevent any complications or conflicts of interest (Durkin, 2012; Olmsted, 2019). This can lead to a supportive environment for the group and can be helpful for the dynamics and functionality of the EPAG. This practice also helps groups remain exclusive and ensures an understanding of the confidential nature of the information shared within the group. The support experienced inside these groups can enhance leadership skills, abilities, and confidence (Baron & Morin, 2009; Olmsted, 2019).

EPAG Culture

EPAGs consist of a group of members who meet at some frequency to participate in executive coaching. As Olmsted (2019) indicated, “As the name suggests, EPAGs are a form of executive coaching that takes place in a group environment” (p. 28). One of the key elements of the EPAG experience is the one-to-one peer-mentor relationships between CEOs and the chair. Many of the members in EPAGs have commonalities. One key commonality among EPAGs is that they use a similar peer-to-peer mentorship dynamic in their respective programs. This is viewed by both the organization and individuals as one of the key benefits for participating in an EPAG.

For example, both Convene and Vistage use a model in which EPAG membership conducts monthly individual sessions when the CEO member and the chair meet outside the regular group meeting times. These sessions are commonly known as one-to-one sessions. Although this is not strictly considered executive coaching, the dynamic between the chair and the CEO member mirrors the concept and key elements of a coaching or mentorship relationship. The monthly one-to-one meetings can include confidential discussions on business-related and sometimes personal challenges.

Executive Coaching and EPAGs

There are many overlapping concepts, functionalities, and roles among executive coaches, coachees, and those coaches and CEOs participating in EPAGs. In the field of coaching and executive coaching, there exists a wide variety of titles, meanings, and definitions, depending on the nature of the business or organizational context in which the coaching is taking place (Beattie et al., 2014). Hamlin et al. (2008) attempted to align the many definitions and titles for coaching.

Beattie et al. (2014) noted that although there is little empirical evidence of the benefits to organizations and participants, the topic and the field of managerial coaching have experienced rapid overall growth. Beattie et al. (2014) supported the notion that these definitions of coaching and or the coaching process have a commonality that links the concepts and themes (p. 185). In fact, Beattie et al. identified more than 37 unique definitions of coaching that they then pared down based on the descriptions, purpose, and process of the types of coaching. In their review of the literature, Beattie et al. noted that several categories emerged:

Based on an analysis of the definitional descriptions, purposes, and processes of the supposed (and claimed) different types of coaching reported in various literatures, they identified four broad categories (variants) that they labeled “coaching,” “executive coaching,” “business coaching,” and “life coaching.” (p. 186)

I also performed a similar global analysis of key terms using various platforms, including research tools such as Google Scholar, to verify Beattie et al., (2014) assertions. I found numerous definitions and came to a similar conclusion that there are many different types of definitions for these linking concepts in managerial and executive coaching.

I found similarities when exploring the topic of peer groups that also have similar themes to the field of coaching. I also found that a lot depends on the context of these definitions, as “managerial coaching can take place in multiple contexts, applying various skills and behaviors.

Operational definitions of coaching, and appropriate settings and frameworks are provided” (Beattie et al., 2014, p. 186). Beattie et al. (2014) noted, “The coaching process found to be common to all four variants was that of providing help to individuals, groups, and organizations through some form of facilitation activity or intervention” (p. 186).

Coaching. There are many linking topics closely associated with the process and membership of EPAGs. One key concept is the concept of managerial or executive peer coaching. From a peer-advisory group dynamic, coaching is not traditionally the primary focus for CEOs participating in an EPAG.

Leaders in EPAG. In most EPAGs, the leadership or chair role is taken by a senior executive coach (Olmsted, 2019). Although there are many overlapping concepts and roles among executives’ coaches and those in the chairperson role in EPAGs, for this study, chairperson and executive coach are used synonymously. The chairperson or executive coaches serve in the role of the leader in these group settings. Olmsted (2019) likened the role to the role of the teacher in charge of a classroom of students. Openness to share also plays a role in EPAG group dynamics. The chairperson or executive coach has a responsibility to foster a sense of safety. Suspending judgment allows members to feel open to share and is a crucial factor for the success of these groups. Alvey and Barclay (2007) stressed the importance of leaders making members feel safe and comfortable to share openly in a judgment-free environment. Olmsted (2019) noted that the characteristics of this leadership role are that the executive coaches “demonstrate effective leadership traits to support and guide CEOs enrolled in the EPAGs they facilitate” (p. 31).

Other important qualities play a role in both the perceived value-added perspective of the CEO from participating in EPAGs and the group dynamics. These qualities include length of

acquaintance (CEO and chair/coach), openness and willingness to share honestly, openness to feedback, confidentiality, mutual respect, and degree of perceived exclusivity of the CEO (Alvey & Barclay, 2007). The intrinsic value must be felt and experienced between the EPAG leader, member participant (CEO) to have perceived value.

Rationale for an Executive Coach in an EPAG. The rationale for using an executive coach as the leader in EPAGs can be multilayered. It can be difficult for an executive coach or EPAG chair to get the attention and time of CEOs. Research has shown that using executive coaches has made measurable improvements both for the coachee and the organization (Bozer et al., 2015; de Haan et al., 2013). As the senior leader and facilitator of the group, the role of the chair or executive coach in EPAGs is important (Olmsted, 2019). The tonality of the leaders and their behaviors can encourage or discourage members from joining or participating in EPAGs (Alvey & Barclay, 2007; Joo, 2005). The ever-evolving working relationship established between the leader (coach) and peer member (coachee) in EPAGs can significantly shape the experience (Baron & Morin, 2009).

EPAG Leadership

Examples of successfully and unsuccessfully meshed teams exist throughout history. The executive coach–coachee relationship dynamic is an important factor for achieving successful outcomes; specifically, finding the right EPAG and coach makes a difference. The role of the leader or executive coach in an EPAG is important. The EPAG leader starts as a coach (or chairperson) and over time can become a trusted advisor and powerful ally. Executive coaches can come from a variety of professional and educational backgrounds. Although there is an obvious desire for the overall success of the coachee or CEO, Coutu and Kauffman (2009) noted most of these trusted advisors are highly compensated: “These advisers aren’t monks bound by a

vow of poverty. They're usually called executive coaches, and they can earn up to \$3,500 an hour" (p. 91). Coutu and Kauffman explained that the cost for time with these trusted advisors can range between \$500 and \$3,500 hourly. Therefore, CEOs and organizations must have the desire to invest the time, energy, and financial commitment to using an executive coach, often within the context of an EPAG.

Importance of Leader Member Fit in EPAG

The role of the executive coach is important, and executive coaches take their roles seriously. Olmsted (2019) stated, "A professional coach is dedicated to equipping executives with necessary tools, knowledge, and opportunities to enhance their skills and help them become more effective" (p. 15). Researchers have contended that the importance of the fit between senior executives and their coach is an essential part of the coach and coachee relationship and plays a larger role in the successfulness of the interaction and outcomes (Baron & Morin, 2009; Boyce et al., 2010; Bozer et al., 2015; de Haan et al., 2013; Wycherley & Cox, 2008). Many similarities to this fit or matching process must find this match just like the importance of the coach and coachee finding a good rhythm between the pair in order to be successful in this peer-to-peer relational dynamic.

The most essential quality and important part of the matching process is bringing one and one together to become a team. Research defines the matching process as the attempt of a coach to identify and adjust to the needs of the coachee to best serve the coachee or "the attempt to identify a coach who can meet the needs of a coachee" (Bozer et al., 2015, pp.220; Wycherley & Cox, 2008). Although not all EPAGs mandate the use of one-to-one coaching as part of the group dynamic, many of the CEOs involved in these groups do choose to use the relationship and bond between the chair and themselves to seek coaching or advice. Joo (2005) highlighted

the importance of finding an agreeable pairing between coach and coachee: “Therefore, a good match and relationship between the coachee and coach is a critical factor for enhancing self-awareness, learning, and thus behavioral change” (p. 480).

Research has also shown benefits for CEOs who participate in using a well-matched executive coaching process, as they report a higher sense of self-awareness (Bozer et al., 2015). Part of the advantage of joining an EPA for CEOs is that the groups thrive on the interaction between peers, with the chair (executive coach), and in an environment of accountability. Executives who are willing to become accountable, to change, and to be open to the honest feedback of peers can become a strength (Ludeman & Erlandson, 2004).

The group dynamic plays an important role for leaders and participants in many EPAGs. Similar to transformational leaders, EPAG leaders often desire to, and can, create a sense of collective identity that in turns reduces stress and provides group cohesion as the member feels “part of a larger entity” (Bass & Riggio, 2006, p. 79). This cohesion factor helps create a sense of community, build bonds between members, and provides a sense of group (collective) identity; in summary, it serves a primary driver for CEOs to join or participate in an EPAG.

Effectiveness of Coaches in EPAGs

As previously discussed, the field of EPAGs (Beattie et al., 2014) and executive coaching (Theeboom et al., 2014) have experienced tremendous growth. The body of research and scholarly literature on the field of coaching, executive coaching, and EPAGs has also experienced much growth (Olmsted, 2019). Despite the rise in popularity, many industries and organizations consider executive coaching and the use of EPAGs as a useful tool for executive and organizational development (Grant et al., 2010). The body of research on the topic of outcomes to coaching includes mixed reviews. Bono et al. (2009) noted, “Much of the field is

surrounded by mystery” (p. 362) and indicated that much of the field is prone to frequent skepticism due to a lack of pragmatic data to support its overall effectiveness. Despite the obvious gaps in empirical research, companies, executives, and CEOs around the world seem to find value in, and are choosing to use, executive coaches to help develop key leadership talents, solve organizational issues, and allow for peer-to-peer development.

Motivations for EPAG Membership

As discussed in Chapter 1, CEOs spearhead the leadership team in the organizations they oversee. Thus, in the complex and ever-changing world of business, CEOs are tasked to keep their organizations competitive and operating at the highest level. Because of their unique and important leadership roles, CEOs are understandably more likely to experience a tremendous amount of stress in order to achieve these organizational performance outcomes (Olmsted, 2019; Sirén et al., 2018). Considering that time may be the most important resource one has, and in light of the many high demands in the role of the CEO, many individuals might ask why CEOs would choose to join and participate in an EPAG. Although there has not been any formalized research specifically on this aspect of membership in EPAGs, one suggestion for further investigation might be to heed the advice of Covey (2020), who coined the concept of beginning with the end in mind when considering any goal or task. Although the authors’ context was more focused on strategy there are obvious applications for CEO heeding this principle when considering to join or use an EPAG network.

Peer-to-peer relationships for CEOs are also a driving force for EPAG membership. Considering the demanding role of CEOs, some individuals assume CEOs have lone wolf syndrome. Although the role of the CEO can be isolated because CEOs often have to fend for themselves, research has also shown that CEOs have a tendency from a psychological

perspective to form and maintain networks for support from another CEO. McDonald and Westphal (2011) found evidence that contradicts this assumption when they examined CEOs and the social emotional factors involved in group dynamics and found that CEOs tend to desire to support one another and solve problems by providing social support. This finding also gives credence to one key motivation for membership in EPAGs in that establishing long-term close-knit relationships is part of the goal in attaining membership.

Olmsted (2019) also provided a rationale as to why CEOs would benefit from such group participation:

In today's organizational structure and business environment, CEOs are under a tremendous amount of stress and pressure to remain competitive. Businesses face turbulent pressures related to economic, social, global, and political factors, and there are few outlets for leaders to turn to for support. (p. 16)

These high levels of continued pressure can lead senior executives, including CEOs, to a state of cognitive and physical distress, which in turn leads to burnout (Sirén et al., 2018), thus supporting the rationale to join and gain the benefits from an EPAG (Olmsted, 2019).

The sample population for this dissertation consisted of CEOs who are participants in EPAGs. The following discussion includes a definition of EPAGs, what constitutes these groups, members and leaders within each group, and some of the key aspects of the group and process. Olmsted (2019) found three main rationales regarding why CEOs historically joined an EPAG. The first main reason is that CEOs are struggling to achieve or fulfill their roles or responsibilities or are making poor decisions (Judge & Cowell, 1997). The second reason is a CEO recently took on a new role or was promoted into a role for which they may not be best suited (London, 2002, as cited in Olmsted, 2019, p. 30). The third rationale for a CEO historically joining an EPAG is the organization is experiencing an unprecedented growth cycle and requires additional outside counsel to meet the new challenge (de Lisser, 2000; Feldman &

Lankau, 2005). All three historical rationales provide a glimpse into why CEOs make the choice to join these EPAG groups. Kilburg (1997) found four main reasons why CEOs choose to become involved in EPAGs, which included CEOs' desire to increase their own self-awareness, to work through organizational challenges, to solicit and receive feedback and advice from other trusted peers, and to build a safe environment in which to express and work through these challenges.

Another main rationale for membership in EPAGs is the desire of CEOs to make changes. According to McDonald and Westphal (2011), CEOs are choosing to enroll in EPAGs to help foster leadership through interpersonal and behavioral changes. Thus, the motivation for membership in EPAGs is a personal desire to change, and the data indicate it goes well beyond the desire to see measurable business outcomes.

Distinctiveness of the CEO

One of the key goals of this study was to understand the nature of the unique position CEO leaders hold. Whether it is a large multinational corporation, a small to medium-size business, or even a family-owned business, CEOs face challenges like never before, and these leaders all seem to experience similar pressures and challenges in the organizations they oversee (Olmsted, 2019). The title and position of CEO is typically held by one individual in most organizations. Specifically, the challenges CEOs face are inherently different from the challenges faced by individuals in other roles in an organization. Since CEOs do not have workplace peer-to-peer relationships, there can be a sense of isolation in their top-level positions (Masciarelli, 1999). These peer-to-peer relationships are important for organizations. According to the results of a Gallup poll, employees who claimed to have a peer-to-peer best friend at work were found to be more productive and experienced higher levels of happiness (Mann, 2018).

Thus, many CEOs may have commonalities or as noted by Olmsted (2019), they “possess similar skill sets or personality attributes” (p. 31). Although it is logical to assume that successful CEOs must possess key personality traits to successfully lead their organizations, it is also true that there are far fewer CEOs than other positions in organizations.

Although many CEOs participate in various EPAGs, a majority do not participate. Larker et al. (2013) conducted a poll of more than 200 CEOs and senior executive leaders of public and private businesses on the topic of CEOs seeking outside coaching or leadership advice or key decision-making. They found that nearly 75% of those surveyed did not seek or receive outside leadership counsel, advice, or coaching. Additionally, the results from the survey indicated that nearly 100% of all CEOs surveyed were open to receiving outside feedback (Larker et al., 2013). Nearly 80% of the CEOs who participated in executive coaching or were members of EPAGs, when asked who initiated the concept of receiving outside feedback through an EPAG or use of executive coaching, responded that it was their idea rather than a recommendation (Larker et al., 2013). In summary, although most CEOs do not participate in EPAGs, there is a quantifiable rationale and demand for participation in EPAGs. This provides a rationale as to why a CEO would choose to participate in an EPAG and use outside coaching.

Although making challenging decisions is part of the leadership responsibilities of a CEO, Shapiro (2017) suggested that this causes feelings of isolation for many CEOs. Although speculative, this could also provide another more interpersonal rationale, which is that the feelings of isolation could be a primary driver for CEOs to participate and join an EPAG. One of the many key advantages and driving forces for leaders to join and participate in EPAGs is the interpersonal interactions that take place within the group.

Senior leaders do matter to the participants and group outcomes in EPAGs. From observations of, interactions with, and conversations with EPAG chairs, I found that many EPAG leaders tend to be CEOs, former CEOs, or senior leaders in organizations. This relational dynamic is important because, as Bozer et al. (2015) noted, humans have a propensity to desire to surround themselves with compatible individuals. Thus, EPAG leaders (coaches) play a role in creating a group of like-minded individuals (Bozer et al., 2015; Olmsted, 2019) and therefore these EPAG leaders and participants have an underlining commonality in work experience, responsibilities, stressors, and so forth.

Characteristics of EPAG Members

Some of the key characteristics of EPAG members are discussed in this section. To begin, one might ask what a typical EPAG member looks like or how does this person behave? What specific characteristics are important for CEOs who participate in these EPAG networks? According to Olmsted (2019), there are several key personality ingredients.

Supportive and Confidential Environment. Considering the uniqueness of the CEO position, finding commonality is an important factor in building peer-to-peer trusted relationships. CEOs can join and become active members in an EPGA (Olmsted, 2019). EPAGs highlight this as one of the core benefits in membership, that they provide a forum of likeminded senior leaders who come together and provide support in a confidential environment where trust is built on accountability and openness (Shapiro, 2017).

The Peer Advantage. The peer advantage is the element of interpersonal experience in the peer-to-peer group environment that leaders can draw on to help them in their respective roles (Shapiro, 2017). Although many CEOs have advanced education and training, and there exists an abundance of resources, books, and seminars in which CEOs could choose to hone their

skills, invest, or better themselves, peer advantage has many elements that are preferable to CEOs (Shapiro, 2017). Shapiro noted:

The answer lies in working with a group of CEOs from diverse industries who can empathize with the complexities of the position, provide different perspectives to shared challenges and opportunities, and create a culture of collegiality and accountability that eliminates the isolation and inspires improved personal and organizational performance. (p. 18)

Connectiveness. Part of the human experience is that humans are by nature flawed.

Philosophers, psychologists, and artists throughout history have shown the flaws of human nature are often what makes humans unique in some respects. As organizations are made up of a group of individuals, and at the top of the organizational chart is the CEO, the loneliness factor could be explained from a peer-to-peer concept. Although senior leaders or CEOs in some organizations can be viewed as larger than life and somewhat invincible, CEOs are not immune from humanness. According to Hambrick et al. (2005), CEOs are just like everyone else:

Because they are different from the rest of us but precisely because they are not different from the rest of us. Executives are finite, flawed human beings. But they reside in jobs where the stakes associated with their humanness—both positive and negative—are enormous. (p. 503)

Because of the complexities involved with leading an organization, CEOs face many pressures, including ambiguity (Hambrick et al., 2005; Olmsted, 2019). As the head of organizations, CEOs face enormous pressures, both internally from employees and externally from groups such as regulatory and governmental entities (Hambrick et al., 2005; Olmsted, 2019). Due to these complexities, running an organization can often create a sense of isolation.

Openness to Trust. The role of trust also plays a significant factor in EPAGs. The leader's role in imparting and gaining trust also plays a significant role in the group dynamics and functionality between members (coachees) and the coach in an EPGA. Alvey and Barclay (2007) cited the importance of creating and maintaining a trusting relationship between EPAG

members and their coach as one of the most crucial factors influencing personal and professional growth. Because of the uniqueness of their positions within organizations and the level of scrutiny involved in their work, the concept of CEOs seeking outside advice or participating in peer support groups may be seen as a sign of weakness or incompetence (Ludeman & Erlandson, 2004; Masciarelli, 1999). This stigma has hindered CEOs from socializing and participating in EPAGs (Masciarelli, 1999). However, times are changing and CEOs are adapting to the idea of using such groups to foster change. In fact, CEOs who choose to use a coach or participate in an EPAG have indicated they feel energized and refocused and can deal more effectively with the high demands of their roles (Masciarelli, 1999).

Significant Peer-To-Peer Relationships. Olmsted (2019) examined CEOs and EPAGs and found that EPAG members who had a “best friend or mentor” (p. 85) in their EPAG group were identified as significantly more likely to seek counsel. This finding was significant in the research study “if they felt a close connection with some or all the members. Feeling comfortable enough with members to share openly was a core component in getting more value out of group members’ feedback” (Olmsted, 2019, p. 85). Olmsted also noted that feeling comfortable enough to share was a vital component in the valuable feedback from each member.

Support. Other key characteristics or commonalities among members that contribute to the support and experience of members involved in EPAGs are openness to change, a high level of risk tolerance, and high levels of overall positivity (Olmsted, 2019). Baron and Morin (2009) conducted research involving 73 CEOs involved in coach–coachee mentoring relationships and found that the CEOs who were motivated to develop close-knit relationships were more likely to obtain the desired level of support they were seeking. Thus, the CEOs seeking membership in

EPAGs should have some level of optimism and a desire to exhibit courage and share openly to obtain the desired level of support in such environments.

Motivation for Change. For CEOs, the desire or motivation for change must be present and a key ingredient in the overall EPAG experience. Research on motivation has also been examined by other researchers and has been found to have a positive association with the research subjects (Kirwan & Birchall, 2006; Schneider & Klauer, 2001). Kirwan and Birchall (2006) highlighted this aspect as being a crucial piece of the process: “The amount of support received, particularly from a participant’s peers, as well as the amount of feedback and coaching received from any source, independently and positively affects the motivation to transfer” (p. 264). Additionally, Bolton et al. (2008) noted that a motivated or resolute leader, or one focused on the mission at hand, has an underlying motivation to make positive changes that is directly proportional to the level of motivation and commitment exhibited by that leader. Thus, a leader’s motivational level for change makes a difference.

Shared Optimism and Risk Tolerance. For CEOs in EPAGs, there is often a sense of vulnerability in sharing their personal or organizational struggles. One key ingredient in EPAG group dynamics is the ability of CEOs to express themselves honestly and optimistically. If CEOs share their optimism and take risks, this risk-taking can help speed up the decision-making process and contribute to open and honest conversations, which is a vital part of the EPAG group process (Hambrick et al., 2005; Olmsted, 2019). Although there are slight cultural differences, North American CEOs, the targeted sample population in Graham et al.’s (2013) study, in general, were found to be more open to taking risks (risk tolerant) as well as generally more optimistic than the general working population. Therefore, both openness to share and willingness to take calculated risks have an impact on EPAG group dynamics and experience.

Traditionally, openness might not have been a typical tool for CEOs, but in EPAGs, openness is a vital part of the process for members. Olmsted (2019), citing work by London (2002) and Fitzgerald and Berger (2002), noted that, over time, the upside can be much greater if CEOs are able to open up within the EPAG group setting. The importance of vulnerability for CEOs in EPAGs can be summarized as follows: “CEOs who are willing and able to exhibit vulnerability with their coaches and peers could receive greater benefits than they would if they were reluctant to express vulnerability” (Olmsted, 2019, p. 33).

Transparency. Larger salaries and typically more professional expertise can at times become a point of narcissism for CEOs. In lay terms, this can be seen as overconfidence. CEOs, like many other top-level professionals, including professional athletes, exhibit high levels of confidence because of the nature of their positions. CEOs who demonstrate a narcissistic personality often will not be good candidates for EPAGs if they believe they do not require outside counsel and already have the answers they require in order to meet the challenges at hand (Olmsted, 2019). Conversely, CEOs do not exhibit vulnerability or resist this crucial behavioral aspect in EPAGs have been shown as less likely to seek outside advice from peers and other executives (Bolton et al., 2008).

Resistance to Openness. Conversely, those who resist change cannot expect the same level of benefits from participation in EPAGs. Specifically, (Kauffman & Coutu, 2009), as cited in Olmsted, 2019) stated that CEOs who exhibit high levels of negativity such as self-importance or negative characteristics such as narcissism, victimization, or obstinacy were significantly less likely to enroll or participate in the executive coaching process. Thus, although not surprisingly, CEOs who do not feel the need to share or participate are much less likely to enjoy the benefits from the EPAG experience. Olmsted goes on to note that work from (Kauffman & Coutu, 2009)

noted that these individuals do not see the value in EPAG participation due to the fact they believe they already have all the answers they need to lead change and meet their organizational or business challenges and therefore express a lack of desire to participate. This lack of desire can also lead to a lack of key behavioral changes. In summary, to receive the most benefits in an EPAG environment, CEOs must be open and willing to share, show vulnerability, resist the urge to have all the answers, and engage in a long-term behavioral change process.

Confidentiality in EPAG. Confidentiality is also a key factor in EPAGs. Coutu and Kauffman (2009) highlighted the importance of establishing trusting and confidential relationship in the executive coaching process. Coutu and Kauffman (2009) noted that this requires a safe and confidential environment, and they defined this process as follows: “Executive coaching is a confidential, individually-tailored engagement designed to meet the needs both of the executive being coached and the organization paying for the service” (p. 3). The coaching process usually occurs in a private setting between the executive and coach or mentor in which they map out goals, explore new ways to achieve these goals, and minimize potential roadblocks (Coutu & Kauffman, 2009).

Dynamics and Outcomes

This section includes a discussion on group dynamics, peer-to-peer and coaching relationship dynamics, and outcomes in EPAGs. The discussion begins by examining the ideal chair leader or executive coach within an EPAG.

The Ideal Coach’s Experience and Background. A review of the literature revealed that executive coaches have a variety of backgrounds, education, and vocational experiences (Olmsted, 2019). There is a lot of debate among scholars regarding which prototypical or

idealistic background is best for an ideal executive coach, and scholars have noted there is no one-size-fits-all credential for an effective coach for CEOs (Bono et al., 2009; Olmsted, 2019).

Although there are many types of coaching certificates, and dissimilar to many other professions such as those in the medical, legal, and educational fields that have educational and certificate-driving qualifiers, executive coaches share no key licensing prequalification for the role. Considering most EPAGs use a chairperson or executive coach in the leadership role for facilitating group or one-to-one peer coaching sessions, their behavior and tactics in leading these groups are important (Olmsted, 2019).

Alvey and Barclay (2007) noted that leaders' demeanor plays a crucial role in group dynamics, often sets the tone, and can either encourage or discourage the functionality of how well EPAG members interact with one another. Logically, this makes sense considering these executive coaches are in the driver's seat of the group and the experience and the perceived journey for most CEOs. In other words, the leaders' behaviors serve as one of the main driving forces in the participants' experience and a main factor in membership.

Coach-Coachee Relationship. Whether the EPAG member or coach plays a more powerful role in the quality, perception, and value of the EPAG is up for debate. One key ingredient in the mixture for EPAG members and coaches is establishing the relationship between them. The relationship between the coach and mentor must be firmly established before any type of leadership or personal or developmental change can begin (Baron & Morin, 2009). Considering most personal or professional relationships develop over time, there must be a bond between the two to experience any gains in the EPAG process (Olmsted, 2019).

Perceptions also play a role in the EPAG experience. Although the body of research and examinations into EPAGs have been selective, previous research between EPAG members and

their leaders or coaches has been focused on psychological and personal factors (Baron & Morin, 2009). Olmsted (2019) suggested building a foundation to understand how EPAG members interact with one another and their coaches (or chair leaders) and more importantly why. Baron and Morin used a sample of 73 leaders and 24 coaches to establish a relationship between the coach and the coachee and to ensure successful interactions between them. A direct correlation existed between the coach and coachee's interactions, and higher levels of support and more interactions (executive sessions) between the two increased the perceived overall value (Baron & Morin, 2009). Thus, the relationship between the leader (coach) and CEO plays an important role in an EPAG experience, and the CEO's perception dictates the quality of interactions.

Building Trust in EPAGs. Trust is commonly believed to be one of the most important factors in any team or organizational environment. For EPAGs, this has also shown to be an important ingredient in both the quality of experience and long-term professional bonds between members and coaches. Alvey and Barclay (2007) conducted a study in which they focused on EPAG members' perception of the characteristics of coaches to gain an understanding of the role of the individual in the coach-coachee relationship in EPAGs. Alvey and Barclay focused on 27 CEOs involved in executive training and leadership development. The findings indicated significant bonds of trust were built under four key conditions: (a) the degree to which the client was open and willing to share feelings honestly with the coach and in turn was received (by the coach) with a supportive nonjudgmental reaction, (b) there was overall organizational support for the ongoing leadership and personal development of the CEO client, (c) the coach and client were clear about expectations of confidentiality and outcomes, (d) coaches understood the clients' personal and leadership developmental needs and could meet these needs adequately by providing chances for continued leadership growth (Alvey & Barclay, 2007). The feelings and

beliefs between the coachee and coach affected the quality of the overall experience. In other words, the perspectives of both the individual and the coach are factors in the EPAG experience. Additionally, trust is gained over time through the cultivation of these key relationships between EPAG members and coaches (Baron & Morin, 2009). The goal for any EPAG would be to foster long-term trusting professional relationships by displaying, earning, and sharing trusting bonds (Olmsted, 2019).

Chapter Summary

The review of current literature revealed a gap in the research on the topic of transformational leadership within the context of CEOs and EPAGs. Therefore, after the review of the current literature, a high level of credibility was apparent and warranted further investigation on this topic. By conducting a study on these topics, I continued the investigative work on the topics within the context of the CEO executive peer group. Chapter 3 covers the methodology for investigation and institutional processes. Chapters 4 and 5 discuss the results from the analysis phase, implications from the study, and recommendations for continued research.

Chapter 3: Methods

The focus of this chapter is the research methodology of this study. The chapter includes the purpose of the study, the research questions, the research instrument, and the sample population. Additionally, this chapter covers the data collection and management procedures and review the human subject considerations for this study. As discussed in Chapter 1, following the recommendations by Yücel et al. (2013) for continued study of CEOs' transformational leadership perceptions, the purpose of this dissertation was to investigate how the selected CEO participants view their leadership behaviors. A secondary purpose of this research study was to investigate the CEOs' self-perceptions of their leadership behaviors, whether they can be classified as transformational leadership behaviors, and, if so, to what extent these self-described behaviors can be considered as transformational. Additionally, demographic variables were added to provide additional data points for possible insights on the data and spark further scholarly investigation.

Research Design and Methodological Rationale

This section includes a discussion on the research design and the rationale for selecting a quantitative methodology. This research project was designed to use a quantitative methodological approach to examine the transformational leadership self-perceptions of CEOs in executive peer groups. This study included a phenomenological research approach in an attempt to quantify the behaviors of the participants and how they believe their leadership behaviors are transformational. The desired outcome was to be able to (in some quantifiable way) adapt the recommendations as outlined by Yücel et al. (2013).

The instrument that was used in this examination is the MLQ Form 5X short form, the self-rater version (Avolio & Bass, 2004) customized with demographic variables. This

instrument measured the transformational leadership behaviors of each CEO participant. The final outcomes from this study desire that there may be warrant from the quantitative data results to spawn further scholarly investigation in the future.

The review of the literature revealed no scholarly studies of this nature; thus, the goal of this quantitative research analysis is to provide the necessary data to serve as a benchmark for future research. The hope is that future research would have sufficient data points to compare and contrast to create a case study and investigate other executive peer groups' transformational leadership behaviors using this study as a benchmarking resource. Further research using a case study method could be justified on topics for which there are insufficient data or limitations to the number of participants in order to draw inferences (Eisenhardt, 1989; Rowley, 2002).

The identified CEO sample population represents a unique and limited number of potential subjects. The results from this study cannot be generalizable to other populations, as it is a unique research setting. The results from this study provided further questions and opportunities for follow-up research. A longitudinal study would be a logical way to provide further insights, and I considered it. However, the completion timeline required and the significant financial commitments needed to complete a follow-up examination eliminated the possibility of a longitudinal study. I am open to further examination in the future and hope this study sparks further discussions on this topic.

Restatement of the Research Questions

The following research questions were examined within the constructs of this study:

- RQ1: To what extent, if at all, are there any relationships between the selected CEO participants who exhibit the five characteristics of transformational leadership and overall transformational leadership behaviors?

- RQ2: To what extent, if at all, do relationships exist between the CEOs' self-reported transformational leadership behaviors (as a result of responses on the MLQ) and the six demographic variables?

Null Hypotheses

Based on the research questions, the null hypotheses for this dissertation study were as follows:

- *H1₀*: There will be no relationship between the selected participants and the five characteristics of transformational leadership.
- *H2₀*: There will be no quantifiable relationships between the participants' transformational leadership behaviors and the six demographic questions.

Demographic Variables Examined

Similar studies on CEOs and/or transformational leadership have utilized demographic variables along with the MLQ surveys. Likewise, to gather additional data on each CEO participant, this study included six demographic variables to explore additional relationships between the CEOs' transformational leadership behaviors. These variables were gender, years of participation/involvement in the EPAG, organizational size (number of employees), years of career experience, educational level obtained (if any), and the number of years since becoming a Christian believer (walk with God). Specifically, for one of the demographic questions regarding the years since becoming a "Christian," the center point of this question focuses around Christianity in particular because of the sample EPAG involved in this study. One requirement for participation in the group is that sample EPAG group membership is involvement and membership in the Christian Church and belief system. Each of the anticipated 400 CEO members has professed believer in God and self-professed "Christian" and therefore, all other

religious groups were not added to the survey because of this membership criteria. The goal of this question was added as a secondary layer of exploration to this study. Respondents had the choice on all demographic variable questions to select a “not applicable” (N/A) or “choose not to respond” (i.e., N/R).

Table 3 highlights the specifics on how each demographic variable will be categorized and the choices associated with each selection to be added as customized items to the MLQ survey.

Table 3

Demographic Variables Examined

Variables	Selection choices
Gender	1 (Male), 2 (Female), 3 (Other), I choose not to respond
Years of involvement in EPAG	Participants fill in numeric years of involvement, I choose not to respond.
Organizational Size	1 (1–10), 2 (11–25), 3 (25–50), 4 (50–100), 5 (100–500), 6 (500–1,000), 7 (1,000 +), I choose not to respond
Years of Career Experience	1 (1–10), 2 (11–15), 3 (16–20), 4 (20–25), 5 (26–30), 6 (31+), I choose not to respond.
Education Level Obtained	1 (High School or equivalent), 2 (Vocational/Technical School), 3 (Some College), 4 (College Graduate), 5 (Graduate or Professional Degree, MA, MS, Ph.D.MD), JD), I choose not to respond.
Years of Christian belief/ Years of walk with God	Participants filled in numeric years of Christian walk with God, I choose not to respond.

Note. All demographical variable questions were voluntary for participants and included a choice for N/A or not respond.

Expert Panel Review

Construct validity is important to ensuring the quality and reliability of the data in any research study. Research studies will often utilize a panel of experts approach in order to ensure content validity for the addition of variables for research studies and doctoral dissertations (Grant & Davis, 1997; García-Martínez et al., 2019; Karaçay et al., 2020; Nguyen, 2015; Senanayake et al., 2017). To ensure that selected demographic variables provided content validity, a team of experts were consulted to conduct content validity of each of the variables. A copy of this e-mail request is listed in Appendix A.

After careful review by a team of four subject matter expert reviewers concluded that each of the demographic variables provided adequate content validity and to enhance this study. All four panel members have significant experience in the fields of leadership and research design, as well as earned doctorate degrees from accredited institutions. Their feedback was requested as a second way to ensure content validity of this study remains intact.

Limitations of the Study

One of the first key limiting factors to this research study was that it would only examine the leadership roles of a few CEOs. Considering that most organizations have multiple layers of structure, operations, and leadership, this could challenge the notions and findings and thus the generalizability of this study and its results. Additionally, considering the unique nature of this CEO group and phenomena, the generalizability of the findings to a larger leadership population will not be possible.

Another key limitation for this study was that participants consisted only of select number of CEO leaders within the CEO peer group. The sample population in the peer group represents only a finite number of CEOs ($n \geq 400$), thus limiting the generalizability of this study

to a larger population such as leaders in general or all CEOs. The methodology also provided some small but additional challenges to this research study. One key limiting factor for this study, according to the review of the literature, is that a baseline for CEO transformational leadership self-perceptions does not yet exist. This baseline would be used as a comparison for the participants' data. For example, the CEOs' leadership perceptions would be compared to a normal population and could strengthen the context and argument for this study.

One of the primary goals of this research study was to examine CEOs' leadership mindset. Although the premise for this research study lends itself to a self-examination of the participants' leadership behaviors, in line with the goal to examine this phenomenon, a study of this nature in which the participants rate their own leadership behaviors creates a built-in participant bias. Lastly, the uniqueness of this executive peer group, which has no clear benchmark for this specific topic, was a limitation of this study, as the findings will not be transferable to any other type of peer group.

Overview of Key Assumptions

Creswell (2013) highlighted that researchers are not unbiased by nature but have a predisposition to carry their own set of assumptions and beliefs that can affect their research. Underlying assumptions can play a large role in influencing perception and thus can influence group and individual dynamics (Senge, 1990). Senge (1990) discussed the concept of assumptions in greater detail, which is described as mental models that are "deeply ingrained assumptions, generalizations or even pictures or images that influence how we understand the world and how we take action" (p. 8). Senge (1990) also highlighted the importance of becoming conscious of these preconceived mental models and able to confront them by holding "them rigorously to scrutiny" (p. 9). Creswell (2013) noted that it is important for a qualitative

researcher to properly identify the underlying assumptions, as this paves the way to how such research studies can proceed. Individuals' perceptions, which is how they view themselves, affect what they believe and how they lead their organizations. This would be extremely important for CEOs to determine. Cashman (2008) supported this notion and discussed the importance of individuals' beliefs in leadership being a process and much more than an actionable or set of behaviors. Cashman also noted the essence of individuals' leadership resides in their personal beliefs, values, and experience. This would presumably also apply to leaders of organizations, such as CEOs.

I identified the following six key assumptions for this study:

- The selected participants would exhibit, to some degree, unique leadership qualities or behaviors.
- The selected participants would hold positions of power and leadership within their organizations.
- The selected participants would be in an influential decision-making role for their organization and thus have an impact on organizational performance because of their leadership behaviors.
- The CEO leaders would exhibit, to some degree, transformational leadership qualities in their behaviors, which can be measured.
- An investigation of the CEOs' leadership behaviors, specifically their transformational leadership qualities, is warranted.
- The CEOs are active members of a CEO leadership peer group, which is a unique sample population, and the study would involve studying these uniquely qualified

participants to examine their leadership behaviors within the executive peer group context.

Sources of Data

This section includes a discussion of the sources of data, the sample population and research setting, and the rationale for consideration. Drawing from Creswell's (2013) model of sampling strategies, this targeted group was classified as a sample of convenience based on my anticipated access to the participants and ultimately to the results. Creswell noted that, for many researchers, a sample of convenience has many advantages, including saving time, money, and other resources. Although there is debate among researchers regarding the appropriate number of sample participants, the targeted sample size for this study was based on recommendations from Polkinghorne (1989), and Flynn and Korcuska (2018). Creswell noted that appropriate sample sizes in phenomenological studies can range anywhere from three to over 300 samples.

Accordingly, upon review of the current literature on relevant dissertation studies on transformational leadership, three studies described the notion of variance in appropriate sample sizes. Wyse (2014) who examined the transformational leadership of educational CEOs and had more than 70 respondents. Nguyen (2015) used mixed methods to examine transformational leadership within the context of religiously affiliated groups and was able to attain more than 50 respondents while using the MLQ as the research instrument.

Alternatively, from a review of the literature there have also been smaller samples sizes in doctoral dissertations involving transformational leadership examination of transformational leadership in the educational system involved a mixed methods measurement of transformational leadership with a sample size of 10 participants. Thus, there is no perfect number of participants in phenomenological examinations on transformational leadership. The sample population for

this study consists of more than 400 active CEO members across North America. I have selected a sample size of 40 for this study.

The sample population consisted of current and former leaders who have or had the title and accompanying responsibilities of CEO. Each targeted participant was an active member of an anonymous executive peer group. These executive peer groups typically consist of 15–18 CEO members who meet monthly with a local group leader also known as the group chair. The CEO peer group is a nonprofit, North American-based organization with approximately 400 members. The targeted sample population included the current members of the select group and active participants within this anonymous CEO executive peer group. Because the sample population was an executive peer group, no single industry has been preselected or targeted for the sample population. Thus, this study included CEOs from numerous types of organizations and industries, including both for profit and nonprofit organizations.

Qualification for membership in each executive peer group includes that the individual member is either a current or former CEO. Another important aspect of the group is that candidates for membership are leaders who hold what is considered a traditional CEO role. Specifically, the CEO should oversee a business that has net revenues of over \$2,000,000 annually and has 10 or more employees. Thirdly, as discussed in the demographic variable section, each of the EPAG CEO members must be a self-professed Christian believer and active Church member in order to gain acceptance into the selected group.

Although each participant may be a member of different local peer groups, the research setting consisted of data collected from one organizational population, or a single source. The focus of the data collection process was examining each participant's own leadership perceptions using a highly reliable, valid, and distributive online research instrument: the MLQ Form 5X

(Avolio & Bass, 2004). The time frame for data collection depend on the successful completion of all benchmarks as required by Pepperdine University's Graduate School of Education and Psychology (GSEP), the Institutional Review Board (IRB) of Pepperdine, and American Psychological Association requirements. The targeted sampling dates for data collection were from the selected EPAG group in June 2020.

Data Collection Strategies and Procedures

This section includes a description of the sampling method and data collection procedures. After careful review of the application, I was accepted and approved by the IRB of Pepperdine University. A copy of the written permission is listed in the Appendix B.

After obtaining permission from the IRB and following the policies and procedures of the GSEP, I proceeded with the following data gathering and implementation plan. I then requested access to contact the executive peer group members in the form of a written letter and e-mail to the current CEO of the governing body of the EPAG selected for CEO member sampling. Permission was granted expeditiously and without concern. A copy of the e-mail sent to the CEO of the EPAG is listed in Appendix C. After receiving electronic or written permission from the peer-group headquarters, subjects were invited to participate via e-mail.

Using online surveys to gain insights or gather data in research studies has been found to be cost efficient and provides participants sufficient time and flexibility to respond to questions in a nonthreatening environment, which in turn may increase the likelihood for participation (Creswell, 2013; Nicholas et al., 2010). The series of templated e-mails is listed in an Appendix C. The selection of a distributive online survey was made based on a recommendation by McMillan and Schumacher (2006), who discussed some of the advantages and disadvantages of online-based surveys:

Online surveys offer a number of advantages compared to paper, telephone, or personal interview techniques, and in the right circumstances, these advantages far outweigh the associated disadvantages. The main advantages are obvious: reduced cost and time, quick response, easy follow-up, and the ability to survey a large population. The main disadvantages are also obvious: limited sampling (i.e., those with computer access), lack of confidentiality and privacy, and low response rate. (p. 240)

After successful completion of the requirements, I proceeded to the data collection phase of this dissertation project. Table 4 includes an overview of the e-mail communication flow for this research project. A copy of each e-mail's sent to participants is listed in the Appendix C.

Table 4

Summary of E-mail Communication to EPAG

E-mail sequence	Purposefulness of communication	Timeline
E-mail 1	Introduction and solicitation for participation (Chairs)	Summer, 2021
E-mail 2	Introduction and solicitation for participation (Members)	Summer, 2021
E-mail 3	Final E-mail thanking subjects for participation (All)	Summer, 2021

Note. All participants had the option to be removed from the list, in accordance with all local, state, and federal regulations.

The first e-mail was an introductory e-mail to all CEO peer group chairs announcing the launch of the survey, providing an introduce to me, discussing the goals of the study, and encouraging them to have their group members participate. This e-mail had an opt-out form to respect the privacy of each member and to comply with local and federal e-mail regulations.

The second e-mail was sent to all EPAG group members. The e-mail was an introductory e-mail to all CEO peer group members announcing the launch of the survey, providing an introduction to me, discussing the goals of the study, and encouraging them to have their group members participate. This e-mail included the opportunity to opt-out form to respect the privacy

of each member and to comply with local and federal e-mail regulations. The theme and tone of the e-mail highlighted the importance of their participation to the field of leadership theory.

The third e-mail encouraged them to participate (if they had not previously agreed to do so) and provided a desired completion date to bolster participation. The final e-mail was sent at the end of the sampling cycle and thanked members for their time. I informed participants that if they would like a copy of their private results, they could contact me privately. McMillan and Schumacher (2006) noted that any survey research conducted online will have participants who may not respond the first time or at all:

In most survey studies, there will be a percentage of subjects who fail to return the completed questionnaire. These subjects are called non-respondents, and the researcher may need to make additional efforts to check whether the inclusion of these subjects would have altered the results. (p. 240)

Based on a recommendation by Glick (2011), a second round of e-mails was sent to solicit additional responses if the number of responses to the first e-mail was insufficient. The number of participants solicited in the second round depended on the total number of participants allowed based on the approval from the governing body of the executive care group.

The transformational leadership behaviors identified using the MLQ Form 5X Self-rater version (Avolio & Bass, 2004) form was used to analyze the data received from participants. The data collected were used to draw conclusions to be discussed in Chapters 4 and 5 of this research project.

Tools/Instruments Used

This study utilized a customized licensed version of the MLQ Form 5X Self-rater version (Avolio & Bass, 2004). According to Bass and Riggio (2006), the MLQ is the most “widely accepted instrument to measure transformation leadership” (p. 19). The instrument assesses laissez-fair leadership; the core components of transactional leadership, which include

management by exception (passive and active) and contingent reward; and the components of transformational leadership (Bass & Riggio, 2006). Northouse (2019) also stated the MLQ is the one of the most widely used measurement tools of transformational leadership behaviors. The tool offers a highly valid, reliable, and proven methodology for measuring leaders' transformational behaviors. One of the key selection criteria for using the MLQ is its online, distributive features and tools, which increased the likelihood of responding and thus the potential sample size and participation in this study. As previously discussed, the CEOs are expected to have limited time available to contribute to this research.

Creswell (2013) noted that one of the main benefits of the MLQ is that it can be distributed easily through an e-mail campaign. One of the primary reasons this instrument was chosen was due to the fact the MLQ was selected because it is distributive. Additionally, collecting data via e-mail or other distributive formats both saves money and allows more time for participants to respond to requests (Nicholas et al., 2010; Ritter & Sue, 2007).

James and Busher (2015) noted that, although there are obvious advantages to using online technologies, potential ethical issues may arise:

The internet has opened new ways to examine human interactions in new contexts/sites in wider social research, and offers educational researchers' alternative ways of engaging in educational research agendas which might not be possible face to face. Nonetheless, they are still faced with the dilemmas of ensuring that their research projects are carried out with professional integrity and an ethical respect for their participants. (p. 89)

Conversely, another main benefit for using the MLQ is that it can be completed in 15 minutes or less. Because CEOs' work schedule is demanding, one key advantage in using a distributive and concise tool such as the MLQ is that it can be completed in a relatively short amount of time. This could also lead to a larger sample size, which would give an additional benefit for time to completion for each CEO participant.

Characteristics Studied

The MLQ is one of the most commonly used instruments in research projects, including doctoral dissertations and other scholarly research studies. In this study, the MLQ included several demographic questions to examine the CEOs' perception of their own leadership behaviors being characterized as transformational. The research method included a distributive self-rater version of the MLQ 5X. Once permission was granted to use the MLQ Form 5X Self-rater version (Avolio & Bass, 2004), a sample was added to provide a clear visual example of the scored items to be examined. The MLQ leadership survey contains 45 items for participants to rate on a Likert-type scale (Bass & Avolio, 2004; Northouse, 2019; Yukl, 2013). Another main benefit of this instrument is the convenience of which the participants can take the survey. The MLQ can be accessed and completed online and sent directly to consenting participants who meet the targeted sample population. When conducting online research, the design is important to the outcomes and quality of the data, specifically the trust of the participants in the study. Participants' trust in the design of a research project can affect some potential sampling outcomes. James and Busher (2009) highlighted the importance of participants feeling confident in the framework and ethics of distributive research projects:

According to participants are likely to be willing to engage in online research is likely to depend heavily on the extent to which the researchers have been able to construct an ethical environment for the research which allows participants to feel confident about their participation in it, whatever media is used to host or conduct the research. (p. 91)

Accordingly, I made all efforts to leverage, to the best of my ability, the CEO participant involvement through the building rapport with and trust. This was done through ensuring each participant fully understands the importance of the project and the highlighting the confidentiality of the participants' results. Also, I pointed out to each CEO the potential beneficial scholarly insights and furthering of the field of leadership through from the results of

this study. I ensured the participants fully understood their contributions through their voluntary participation in this study, as well as the benefits for current and future leaders through the analysis of their answers. Rapport and ultimately trust were gained primarily through e-mail communication between the target participants and me. The research instrument selected for this study was the MLQ 5X Self-rater version. The selected instrument is both a valid and a reliable assessment tool and is commonly used to identify the transformational leadership behaviors of leaders.

According to Bass and Riggio (2006), the MLQ has been completed by tens of thousands of respondents and translated into many languages; thus, the MLQ demonstrates good internal consistency. Bass and Riggio (2006) noted, “The MLQ scales have demonstrated good to excellent internal consistency with alpha coefficients above the (.80) level for all MLQ scales, using the most recent versions of the MLQ across a large sample” (p. 22). Additionally, the MLQ has been widely tested using a meta-analysis approach. Several meta-analysis studies have supported the data, thus showing the instrument to be valid and reliable (Yukl, 2013). Bass and Riggio (2006) highlighted the effectiveness of the instrument, stating, “Relationships between transformational leadership and various indexes of leadership effectiveness, the most convincing evidence for the predicative validity of transformational leadership comes from meta-analyses” (p. 25).

According to McMillan and Schumacher (2006), reliability is acceptable when the coefficient falls between .70 and .90. Thus, in light of the large-scale use of the MLQ as measurement instrument for transformational leadership along with meeting or exceeding aspects making it valid and reliable; this gives credence to the usefulness and reliability of such a tool for its use in this examination.

Human Subject Considerations

In accordance with the university's policy, I obtained approval from the IRB prior to conducting this research study. McMillan and Schumacher (2006) highlighted that obtaining approval is an important first step, prior to soliciting data, when undertaking a quantitative study. Accordingly, upon receiving approval, I proceeded with the data collection phase of this project. I had completed all training in human subject protection from the National Institutes of Health prior to seeking approval. A copy of this approval letter appears in the Appendix D of this paper. Full written permission from the executive peer group's governing body leadership team was obtained and dated. The request for permission to contact selected group members using an encrypted e-mail distribution system and was sent via e-mail. The request for permission and approval correspondence is listed in Appendix D to ensure all compliance and communication between all interested parties adhere to any stipulations requested or required by the executive peer group's governing body. A template is listed in the appendix section C.

Data Management and Privacy Considerations

The data and all results from the study will be kept in three separate removable drives in a lockbox in a secure location in my home. The location will never be disclosed and I am the only individual with access codes to this safe. The data will remain in the lockbox for seven years to protect the privacy of the selected CEO participants. Participants are able to request their own individual results from this survey.

Privacy of the individual participants' information were paramount in the success of this research project. Subjects' concern and trust in the process and in me is an important issue for participants in sample populations. According to James and Busher (2015), participants need to believe that the researcher has taken sufficient efforts to protect them. The authors go on to

suggest that this rapport or trust factor can help with participants answering truthfully and provide a more accurate data set. The authors also highlighted the importance of transparency and properly informing the subjects helps ensure they feel safe as well as helps to ensure trust is established:

Individuals' choices to participate and present themselves truthfully in these research environments will be influenced by the extent to which researchers have established a clear ethical framework for a study that helps participants to feel protected from intentional or unintentional harm. (p. 93)

Data Analysis Plan

After data collection was complete, the self-rater data from each of the CEO peer groups was examined using SPSS statistical software as the method of analysis. As previously discussed, as the generalizability of any study using the MLQ and its results may not correlate or be generalizable to this study, multiple regression was used to analyze the data to compare the mean scores of the MLQ and the demographic questions. The data were collected after the sampling window concluded. Results from the analysis were then sorted by analyzing them for discussion and by discussing the results in Chapters 4 and 5 based on the findings. All CEO participants had the option to receive an executive summary of their results (via e-mail or physical mail) upon request.

Analysis and Research Hypothesis

After careful review of the literature on the topics under study, no specific null hypotheses concerning the variables on the selected topics could be clearly identified. Accordingly, the following hypothesis and data analysis plan was adopted as the suggested for this study. Following in the footsteps of Avolio and Bass (2004) and Wyse (2014) Table 5 provides a summary of the suggested data analysis plan for this study, the research questions,

null hypotheses, and the suggested analysis tool and procedure for examination for each question.

Table 5

Hypotheses and Data Analysis

Research question	Null hypothesis	MLQ components examined	Statistical analysis method
Q1: To what extent, if at all, are there any relationships between the selected CEO participants who exhibit the five characteristics of transformational leadership and overall transformational leadership behaviors?	There will be no verifiable relationship between the selected participants and the five characteristics of transformational leadership.	Idealized influence, inspirational motivation, intellectual stimulation, individual consideration	Numerical Descriptive Statistics
Q2: To what extent, if at all, do relationships exist between the CEOs' self-reported transformational leadership behaviors (as a result of responses on the MLQ) and the six demographic variables?	There will be quantifiable relationships between the participants' transformational leadership behaviors and the six demographic questions.	Idealized influence, inspirational motivation, intellectual stimulation, individual consideration	Chi -Square Test for Independence: Analysis of Demographic variables.

Means to Ensure Study Validity

This examination followed all applicable guidelines recommended by the human subject protocols and data management plan outlined in this paper ensured that all legal and ethical standards, as well as oversight policies and procedures from Pepperdine University's GSEP and IRB, are adhered to. I made every effort to ensure the data from this survey contributes to the body of knowledge, advances the field of transformational leadership, and is advantageous to CEOs, leadership consultants, and scholars.

Internal Validity

The topic of transformational leadership has been widely researched over many countries and organizational settings (Bass & Avolio, 2004, Judge & Piccolo, 2004, Yukl, 2013). One of the ways this was obtained was by using the MLQ as the research instrument (Bass & Avolio, 1995), which has been shown to be both valid and reliable instrument which ensured the instrument and data from the surveyed CEO participants are useful for analysis and discussion in Chapters 4 and 5. The use of such a widely used benchmark such as the MLQ being proctored as an online distributive surveys, as discussed, can help with both participation and the perception of safety of each participant (James & Busher, 2015). The selected research instrument (MLQ) being well tested instrumentation to measure transformational leadership provided accurate data and valuable insights into the mindset of a CEO within the EPAG context.

External Validity

As to the generalizability of this study, the results address only the transformational leadership behaviors, to what extent for CEO participants in this particular EPAG. The findings are not generalizable to any other group. However, the data collected from this study could provide further insights on the selected topics and further continued research.

Objectivity Threats Validity

Maintaining objectivity for this examination was paramount in the overall successful collection of data on this topic. Considering this study used a distributive research instrument and a well-documented highly reliable and valid research tool such as the MLQ, there is little chance for any personal judgment personal bias based on observable phenomena and uninfluenced by emotions or personal prejudices. I had little opportunity for interference or sampling biased due to the online distributive nature of the instrument. I was not in a position to

insert or place personal bias or interfere in the process because of the online nature and of the survey. In other words, there is little chance personal bias to be interjected this survey and provided a barrier to protect to internal and external validity of the data collected from each CEO participant.

Summary Plan for Reporting Findings

In this chapter, I outlined and restated the statement of the problem and the purpose in reaction to Yücel et al.'s (2013) recommendation for further investigation. The topic studied was the perceived transformational leadership self-perceptions of current CEOs in executive peer groups based upon prior scholarly work (Bass, 1985; Bass & Avolio, 1995).

The research questions were restated for clarity. The instrument selected for this study was the MLQ Form 5X Self-rater version (Bass & Avolio, 1995). I utilized a customized the tool by adding demographic questions to draw additional insights based upon the results of each participant's survey. Human subjects' consideration, data collection, and protection were also discussed.

Chapter 4 discusses the data results and provides a framework for discussion. Chapter 5 includes a discussion of the possible implications based on the results of the MLQ surveys collected and analyzed. These data helped me frame potential insights and provided possible recommendations for future research.

Chapter 4: Findings

The primary purpose of this study was to identify to what extent, if any, there are relationships between transformational leadership behaviors of current CEOs involved in specific EPAG. The primary inspiration for this study was based on research by Yücel et al. (2013) who recommended further investigation on the topic of transformational leadership perceptions of CEOs. After an extensive reviewing the relevant literature, there appeared a noticeable deficiency of scholarly empirical investigation on this topic. This absence of researched provided the motivation for further investigation for this researcher. The goal was to help provide a clear framework and continued exploration on these topics.

The theoretical focus was the full range leadership model, which includes transformational, transactional, management-by-exception (both active and passive), and nonleadership, which is laissez-faire in its assessment (Avolio, 2011). In addition, a series of six predetermined demographic variables were added to further explore possible relationships between the CEO participants and transformational leadership behaviors of EPAG members. The total sample size was 89 CEOs from a possible 336 members of the EPAG. There e-mail open rate, the rate of which selected participants chose to open the e-mail, was 21.33% during the entirety of the survey process. The demographic variables were vetted by a preselected panel of experts and approved for the purpose of this examination. To provide further content, the two research questions for this study and the null hypotheses are restated.

Research Questions

- RQ1: To what extent, if at all, are there any relationships between the selected CEO participants who exhibit the five characteristics of transformational leadership and overall transformational leadership behaviors? The corresponding null hypothesis

stated there will be no relationship between the selected participants and the five characteristics of transformational leadership.

- RQ2: To what extent, if at all, do relationships exist between the CEOs' self-reported transformational leadership behaviors (as a result of responses on the MLQ) and the six demographic variables?

The corresponding null hypothesis is that there will be no quantifiable relationships between the participants' transformational leadership behaviors and the six demographic questions. In order to answer both of the research questions, several statistical methods were employed to explore the relationships between the research questions and the data from the survey. The following section discusses the data analysis phase and corresponding analysis used in the process.

Data Analysis Methodology

The survey data hosting company provided a group analysis that showcases the EPAG group scores on the MLQ only and excluded the demographic responses in this portion of the analysis. The comparison draws scores of the EPAG group (sample population) in comparison to the normative sample population compiled over time. As previously mentioned, the normative group comprised correlated data from over 3,000 MLQ self-reported data and is used for comparisons to self-group reports.

After completion of the survey, the analysis portion was conducted using a mix of various statistical analysis methods. The data set was comprised of the raw data from EPAG member responses. Since the data sets consisted of both numeric and categorical variables, required multiple statistical analyses the data from this survey. The results were analyzed utilizing a combination of three sources. This included an online software system (Intellects

Statistics, 2021), Microsoft Excel, and consultation with a subject matter expert. Table 6 provides an overview of how the data were statistically analyzed in this study.

Table 6

Data Analysis Methodology

Research Question	Restatement of Question	Analysis Methodology
Question One	To what extent, if at all, are there any relationships between the selected CEO participants who exhibit the five characteristics of transformational leadership and overall transformational leadership behaviors?	Descriptive Statistics Correlation Matrix Persons Correlation Z Test (individual - minus demographic variables)
Question Two	Is there any relationship between CEO transformational leadership behaviors and the six demographic variables?	Regressions Analysis Chi Squared Test for independence ANOVA Test for all categorical variables

Note. Table 6 represents the data analysis methodology used in this study. The methodology was determined in conjunction with a panel of experts and members of the dissertation committee.

Demographic Variables Examined

As discussed in Chapter 3, the survey distributed to each EPAG participant included an option to participate and six demographic variables. The rationale for additional demographic questions was that it allows researchers to gain a richer understanding of the data in scholarly investigation.

Demographic questions in a survey allow researchers to gain background information on their participants. These questions provide context for the collected survey data, allowing researchers to describe their participants and better analyze their data. (Allen, 2017, pp. 1702)

This survey included both four categorical demographic (regarding gender, organizational size, years of career experience, education level) questions and two numeric demographic questions (regarding years involvement in EPAG, years of Christian faith). These demographic characteristics provide a useful way for researchers to collect and make sense of data (Allen, 2017). The goal specifically in this study through use of these additional demographic variables was to gather additional data points which, from previous research, had not been attempted. The MLQ self-rater version has a widely distributed and sufficient database norm consisting of 3,750 previous survey submissions; these were collected for cross reference. Prior to the implementation of this study there had been no MLQ survey data that specifically conducted using these demographic survey questions within the context of an EPAG. The goal was to explore possible relationships between the EPAG CEOs members and transformational leadership behaviors using the survey to explore these variables. These variables included gender, number of years involvement in the EPAG, their organizational size, number of years of career experience, highest educational level obtained, and years of Christian faith.

Description of Sample/Setting

Prior research from Yücel et al. (2013) inspired the initiation of this survey. The goal of this study was to explore possible relationships between CEO members' perceived behaviors and their responses on the MLQ survey.

Participants were all CEOs and active members in an EPAG. The survey was distributed via e-mail to more than 400 potential participants. The participants all self-identified as Christians. The list was kept private by the parent organization and not revealed to me. One of the main agreements between the parent organization and me was to make every effort to protect their members' privacy and for the parent organization to handle all communication on my behalf.

The e-mail sequence began the first week in August 2021. The e-mails were distributed exclusively by the EPAG parent organization to participants starting August 3, 2021. There was a total of four e-mails sent in sequence. Table 7 provides the actual dates of the e-mails sent to EPAG CEO participants.

Table 7

Summary of E-mail Communication to EPAG Participants

E-mail sequence	Purposefulness of communication	Distribution Date
E-mail 1	Introduction and solicitation for participation (Chairs)	August 3, 2021
E-mail 2	Introduction and solicitation for participation (Members)	August 5, 2021
E-mail 3	Reminder for participation / Final E-mail thanking subjects for participation (All)	August 10, 2021

Note. Table 7 is the e-mail communication sequence in this study. All participants had the option to be removed from the list, in accordance with all local, state, and federal regulations.

Sampling Methodology

The method for sampling was drawn from Creswell's (2013) model of sampling strategies—convenience sampling. This method was selected due to my access to likely survey participants in the EPAG. Though there is debate as to the appropriate number of participants, it can vary, and there is no clearly defined number that is required for research examinations of this type. I drew from recommendations taken from previous research on sampling size; specifically research examining leadership phenomenological examinations as inspiration for this study (Creswell, 2013; Duke, 1984; Flynn & Korcuska, 2018; Polkinghorne, 1989).

Creswell (2013) advised that the appropriate sample size in phenomenological studies can range anywhere from three to over 300. The initial surveys collected exceeded the panel of experts recommendations consisting of the dissertation committee members. My sample exceeded the recommendation for the minimum targeted sample size. There was no need to implement the nonrespondant plan for this study since the threshold was exceeded.

The final sample size was 89 completed surveys. The total number of completed surveys exceeded the recommendations of both Creswell (2013) and my dissertation committee. Their recommended sample size was for a minimum of 40 surveys.

E-mail Data Points / Statistics

The e-mails were sent to participants over a three-week period in August 2021. There were three separate e-mails sent to all members in the EPAG. Initially, I had requested a series of four e-mails be sent; however, the parent organization decided that it would be in their best

interest to send only three to maximize participation and protect their client base. A decision was made to have the parent organization distribute the e-mail on my behalf to protect the EPAG members' privacy.

As a total population (including the chairs) there was a total of 387 contacts possible for this study. There was a total of 336 members surveyed with the working title of CEO and/or was the key decision maker. The chairs were instructed not to take the survey unless they held the current title of CEO and/or key decision maker. The goal was to sample and focus on CEO members rather than members and chairs.

One key factor to exclude the chairs as possible candidates for the survey is that many of the participants in the chair role were either retired, consultants, or held various other roles, as opposed to CEO. The focus of this study was to examine CEO members rather than the chairs. Many of the chairs had served in the role of the CEO, an important aspect of the mentorship role of the chair position in the EPAG. This was found to be an important destination since many of the chair leaders hold outside work roles of importance, including CEO, and thus, the rationale for limiting the e-mails sent to participate (336) vs the total number of e-mails informing and reminder for participation (387). The first e-mail was sent to all 336 CEO members, did not include the chairs, and had 168 opens or a 50% open rate. The second e-mail was sent to 385 CEOs and chairs and achieved 181 opens or a 47% open rate. The third and final e-mail, which included a final request or reminder to participate and included chairs, was sent to 387 people and had 171 opens or a 43% open rate. The average open rate for this survey was 46.6%. For examinations such as this one that utilizes e-mail-based surveys, the average can vary greatly. According to Mailchimp, an industry leader in e-mail distribution, e-mail surveys in 2021 had an overall average of 21.33% open rate ("Email Marketing Benchmarks," n.d.).

Survey Participants & Group Overview

To review, the selected demographic questions for this survey included gender, organizational size, years of career experience, education level. The EPAG participants totaled a sample size of 89 completed surveys. The EPAG group consisted of predominately male participants in this study ($n = 83, 88.30\%$) compared to females ($n = 6, 6.38\%$). There were three respondents who selected I choose not to respond, along with two missing or blank selections in this survey. Frequencies and percentages are presented in Table 8.

Table 8

Frequency EPAG Survey Gender

Variable	<i>n</i>	%
Gender		
1	83	88.30
2	6	6.38
Choose not respond	3	3.19
lb	2	2.13

Note. Left blank (lb). Due to rounding errors, percentages may not equal 100%.

Organizational Size

Organizational size was also examined as a categorical demographic variable in this survey. The range in ($M = 2.5, SD = 1.66$) organizational size consisted of CEOs from 1–10 employees through the larger organizations consisting of 500–1000 reported employees. The most frequently observed category of organizational size consisted of CEOs of smaller companies, category 1 ($n = 29, 32.58\%$), which represents organizations consisting of 1–10 employees. The remainder of the EPAG members were selected from CEOs of mid-size organizations in the second frequent selections grouping between categories 2 ($n = 21, 23.6\%$) and category 5 ($n = 10, 11.4\%$) of the total population ($n = 89$). There were no selections from

category 6 (500–1000 employees), and a total of only four selections of frequencies and percentages are presented in Table 9.

Table 9

Frequency Organizational Size

Org. Size	<i>n</i>	%
1	29	32.58
2	21	23.60
3	13	14.61
4	12	13.48
5	10	11.24
7	4	4.49
Missing	0	0.00

Note. $M = 2.5$, $SD = 1.66$. Due to rounding errors, percentages may not equal 100%.

Years of Career Experience

Years of career experience was an added variable for this survey. After reviewing the data, although there was a wide range ($M = 4.36$, $SD = 1.8$) of CEO career experience between ranging from (1–10, $n = 11$) through (30) years' experience, this particular EPAG group predominately consisted of CEO experience s averaging between category 4 (20–25 years) and 26–30 years. The most frequently observed category of years career experience was category 6 ($N = 37$, 41.57%). Frequencies and percentages are presented in Table 10.

Table 10

Frequency Table Years of Career Experience

Years Career Exp.	<i>n</i>	%
1	11	12.36
2	8	8.99
3	6	6.74
4	14	15.73

Years Career Exp.	<i>n</i>	%
5	13	14.61
6	37	41.57
Missing	0	0.00

Note. Due to rounding errors, percentages may not equal 100%.

Education Level

The EPAG group on education level consisted of mainly college educated members ($M = 3.91$, $SD = 1.22$). The most frequently observed category of education level was 4 ($n = 41$, 43.62%). The second most frequent selection was those who earned a graduate or professional degree ($n = 27$, 28.72%). Dissimilar to the other demographic results, there were a total of six subjects who chose to not respond to this question. There was also a total of five who either left it blank or missed selections. Frequencies and percentages are presented in Table 11.

Table 11

Frequency Table for Education Level

Education Level		<i>n</i>	%
High School or equivalent	1	9	9.57
College Graduate	4	41	43.62
Vocational/Technical	2	2	2.13
Graduate /Professional	5	27	28.72
Some College	3	8	8.51
I chose not to respond	6	2	2.13
Left blank		3	3.19
Missing		2	2.13

Note. Due to rounding errors, percentages may not equal 100%.

Years of Christian Faith

The demographic question about years of faith as Christian was asked because of the sample EPAG involved in this study; one requirement for participation in the selected group was that EPAG group membership involves identifying with the Christian Church and belief system. Each of the CEO members self-professed (self-designated) as Christian and therefore, all other religious groups were not added to the survey because of this membership criterion.

This question was added as a secondary layer of exploration to this study. Respondents had the choice on all demographic variable questions to select not applicable or choose not to respond. Similarly, to the years of career experience, the results from the EPAG group indicated a membership population that claimed to have many years of self-professed Christian faith. The EPAG group ranged in years of Christian faith ($M = 33.10$, $SD = 15.47$) from as little as 3 years ($n = 1$) to 61 years ($n = 1$). The most frequently observed category of Christian faith nominal was 40 ($n = 9$, 10.11%). No one left this question blank. Frequencies and percentages are presented in Table 12.

Table 12

Frequency Table for Years of Christian Faith

Christian Faith	<i>n</i>	%
3	1	1.12
5	1	1.12
6	1	1.12
8	2	2.25
10	3	3.37
11	1	1.12
13	1	1.12
15	3	3.37
16	1	1.12
18	2	2.25

Christian Faith	<i>n</i>	%
20	4	4.49
31	4	4.49
14	2	2.25
17	1	1.12
19	1	1.12
21	1	1.12
22	4	4.49
23	1	1.12
24	1	1.12
25	3	3.37
29	1	1.12
30	4	4.49
32	2	2.25
35	3	3.37
38	1	1.12
40	9	10.11
41	1	1.12
42	1	1.12
44	1	1.12
45	5	5.62
46	2	2.25
47	2	2.25
48	2	2.25
49	1	1.12
50	4	4.49
51	1	1.12
52	1	1.12
53	1	1.12
55	6	6.74
60	2	2.25
61	1	1.12
Missing	0	0.00

Note. Due to rounding errors, percentages may not equal 100%.

Years involvement in EPAG

This group of EPAG members self-identified as being relatively new and/or involved members in the EPAG. Of the 89 respondents, the most frequently observed category of years involvement in EPAG was 1 year ($n = 24$, 26.97%). The range in years of those involved in EPAG was 1 year to 31 years ($n = 1$, 4.49%). The second most frequent selection was 7 years ($n = 10$, 11.24%) followed by 4 years ($n = 8$, 8.99%), then 3 years ($n = 3$, 6.74%). There were no missing selections or selections left blank on this demographic variable. Frequencies and percentages are presented in Table 13.

Table 13

Frequency Table for Nominal Variables

Years Involvement EPAG	<i>n</i>	%
1	24	26.97
2	8	8.99
3	6	6.74
4	8	8.99
5	2	2.25
6	3	3.37
7	10	11.24
8	3	3.37
9	2	2.25
10	5	5.62
11	4	4.49
13	2	2.25
15	1	1.12
16	4	4.49
18	1	1.12
20	1	1.12
31	1	1.12
Missing	4	4.49

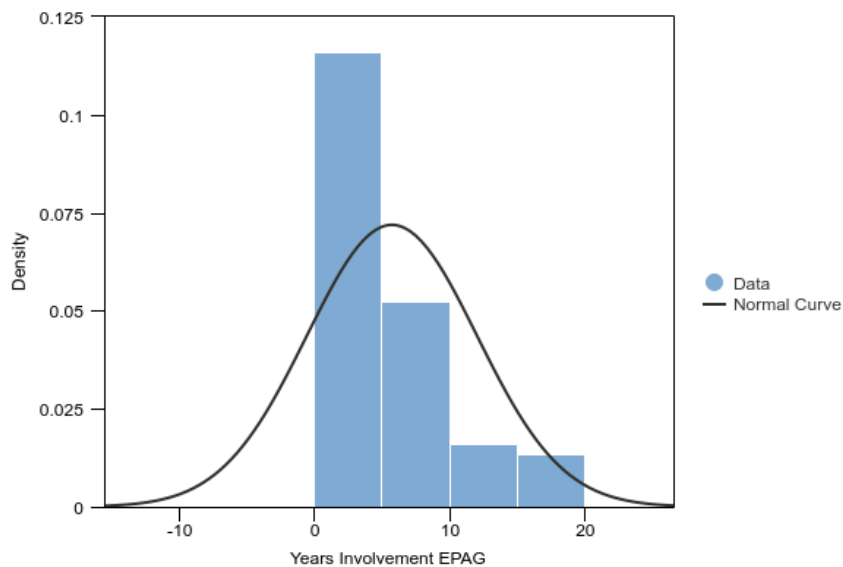
Note. Due to rounding errors, percentages may not equal 100%.

Analysis Phase One: Descriptive Statistics and Histogram of Results

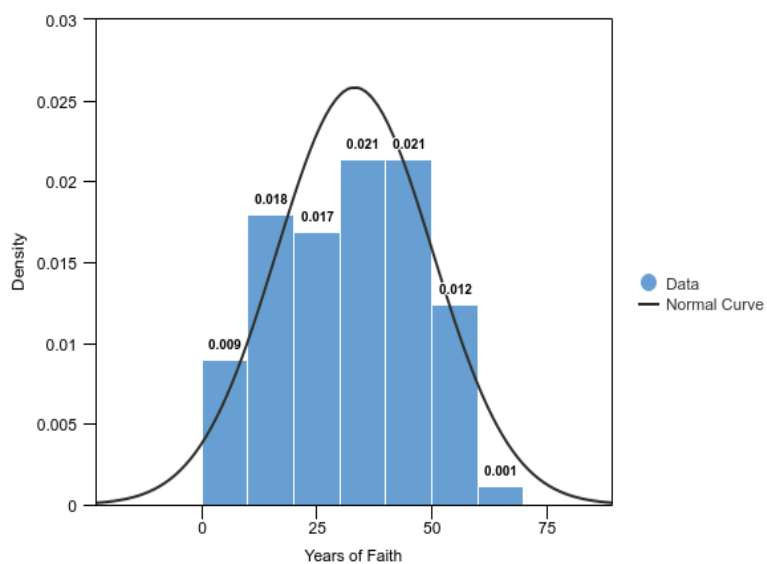
The first phase of the data analysis process for this study began with using the results from the survey to build a visual representation. Histograms are a widely used way to graphically represent statistical data distribution and are commonly used in business reports, newspapers, and scholarly articles (Boels et al., 2019). Thus, histograms were selected as the modality to graphically present the results and are presented in Figures 1–14.

Figure 1

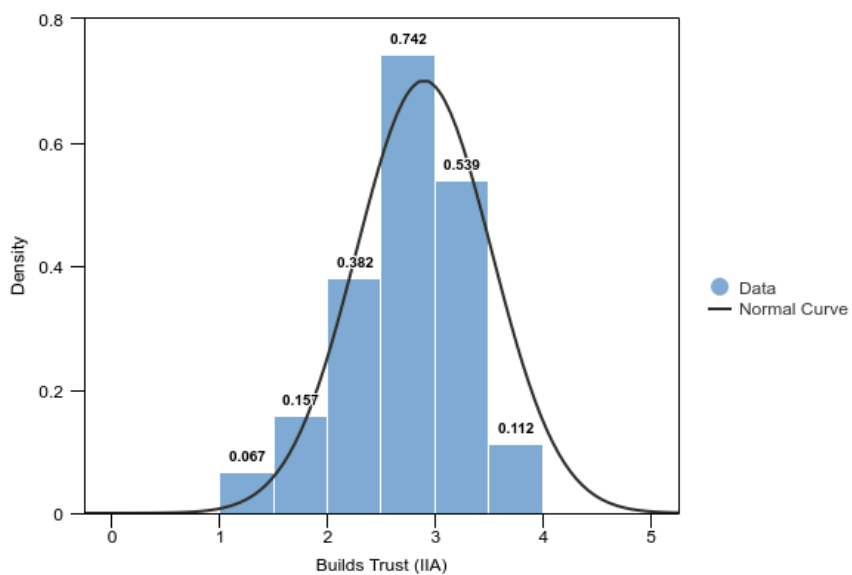
Histogram of Years of Involvement in EPAG



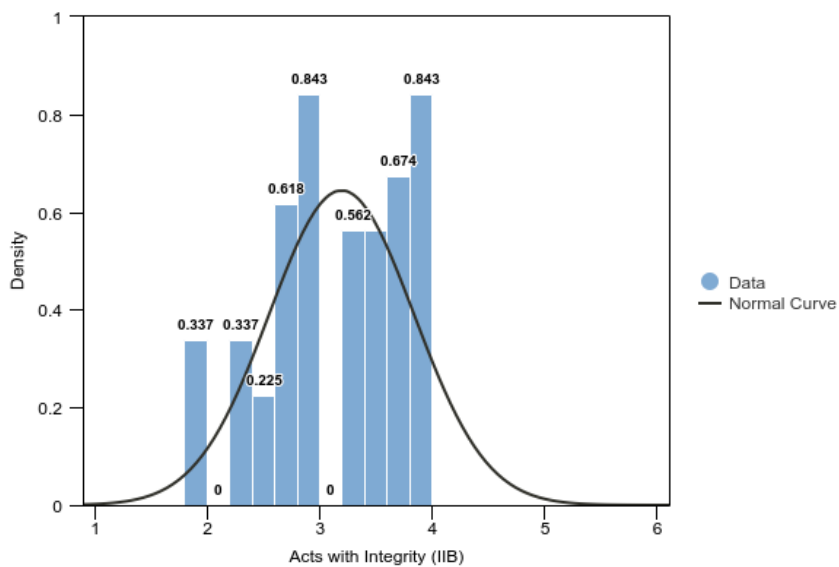
Note. $M = 5.7$, Std. Div. = 5.5, $n = 89$

Figure 2*Histogram Years of Christian Faith*

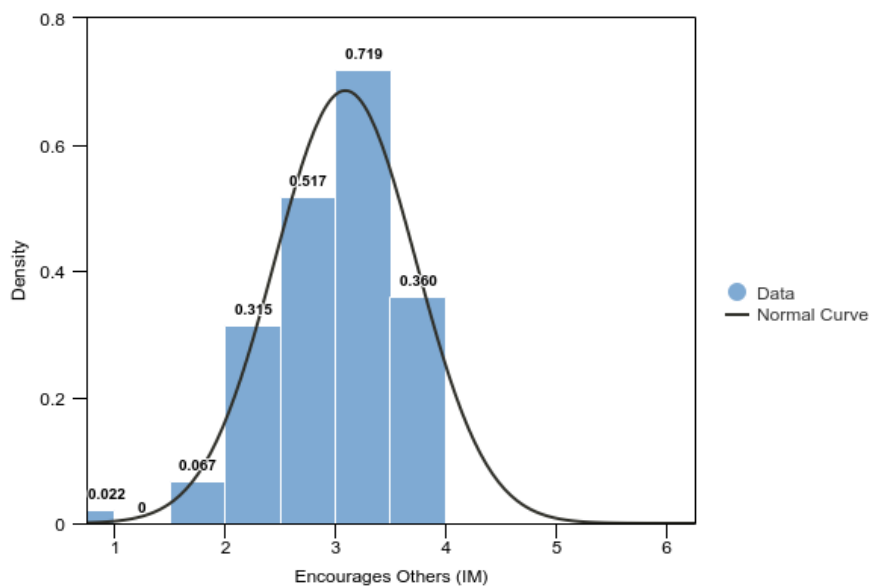
Note. $M = 33.1$, Std. Div. = 15.5, $N = 89$

Figure 3*Histogram of Builds Trust (IIA)*

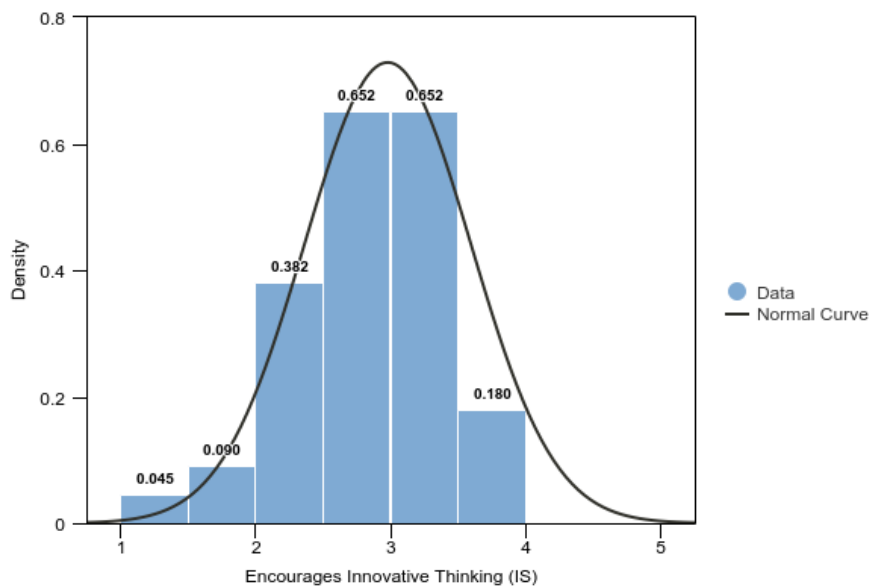
Note. $M = 2.9$, Std. Div = 0.6, $N = 89$.

Figure 4*Histogram of Acts with Integrity (IIB)*

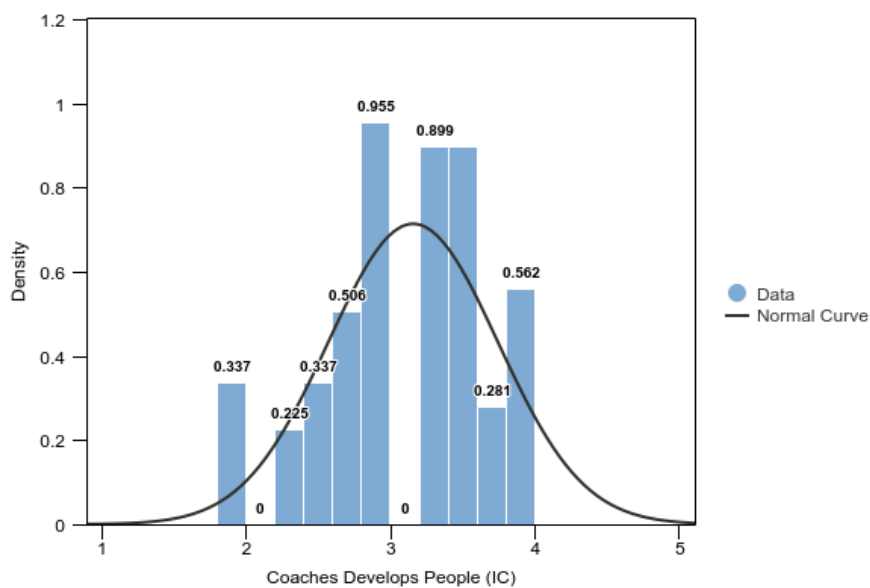
Note. $M = 3.2$, Std. Div. = 0.6, $N = 89$.

Figure 5*Histogram of Encourages Others (IM)*

Note. $M = 3.1$, Std. Div. = 0.6, $N = 89$.

Figure 6*Histogram of Encourages Innovative Thinking (IS)*

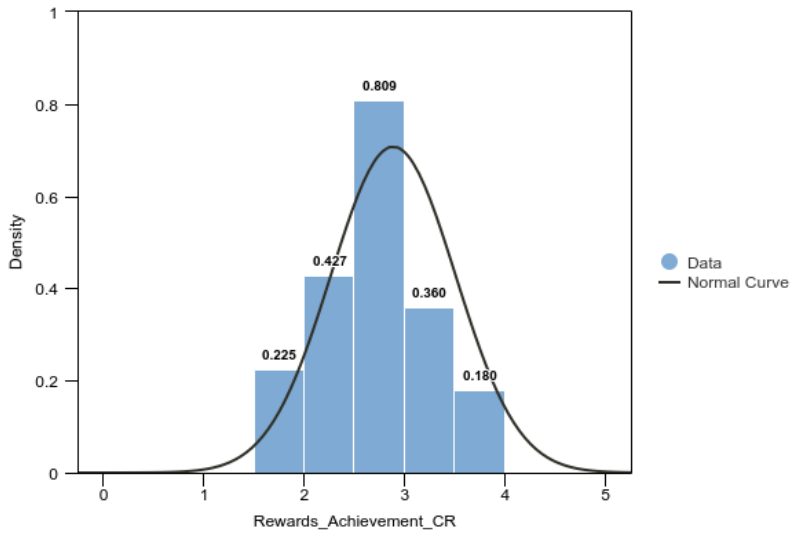
Note. $M = 3.1$, 0.5 , $N = 89$.

Figure 7*Histogram of Coaches and Develops People (IC)*

Note. $M = 3.1$, Std. Div. = 1.6 , $N = 89$.

Figure 8

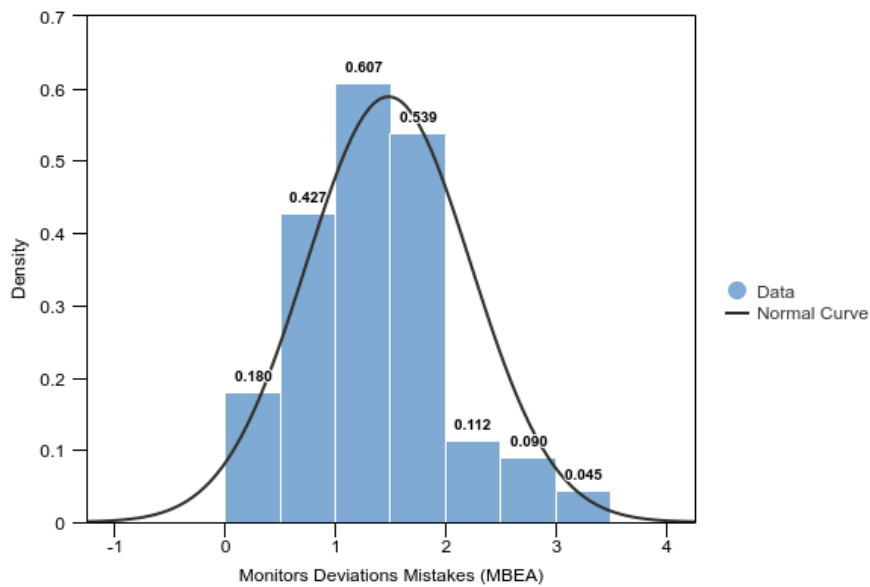
Histogram of Rewards Achievement CR



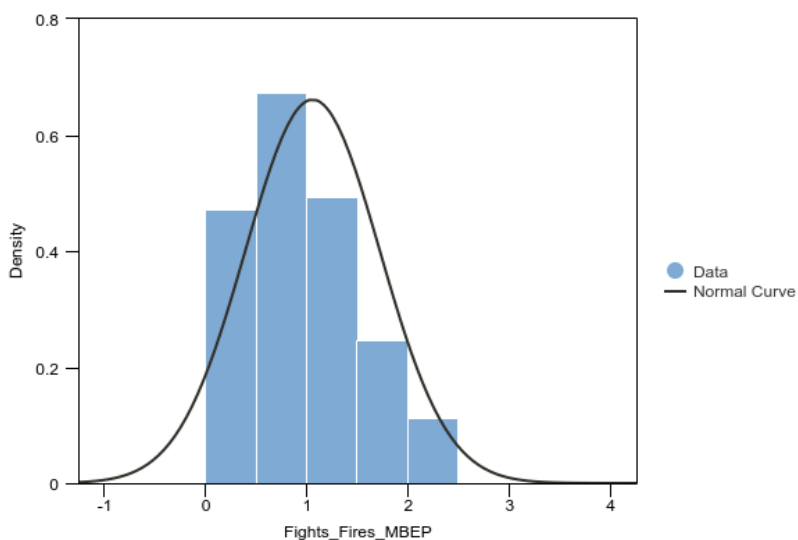
Note. $M = 2.8$, Std. Div. = 0.6, $N = 89$.

Figure 9

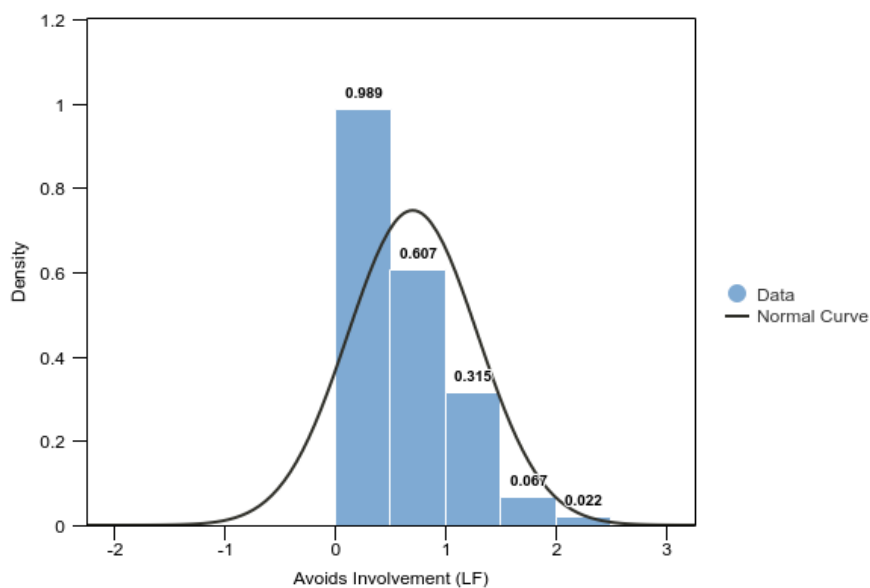
Histogram of Monitors Deviations Mistakes (MBA)



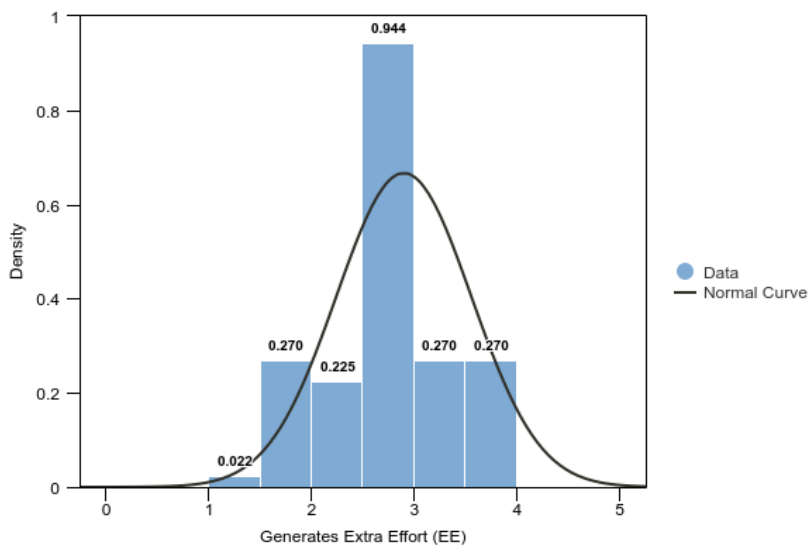
Note. $M = 1.5$, Std. Div. = 0.7, St

Figure 10*Histogram of Fights Fires (MBEP)*

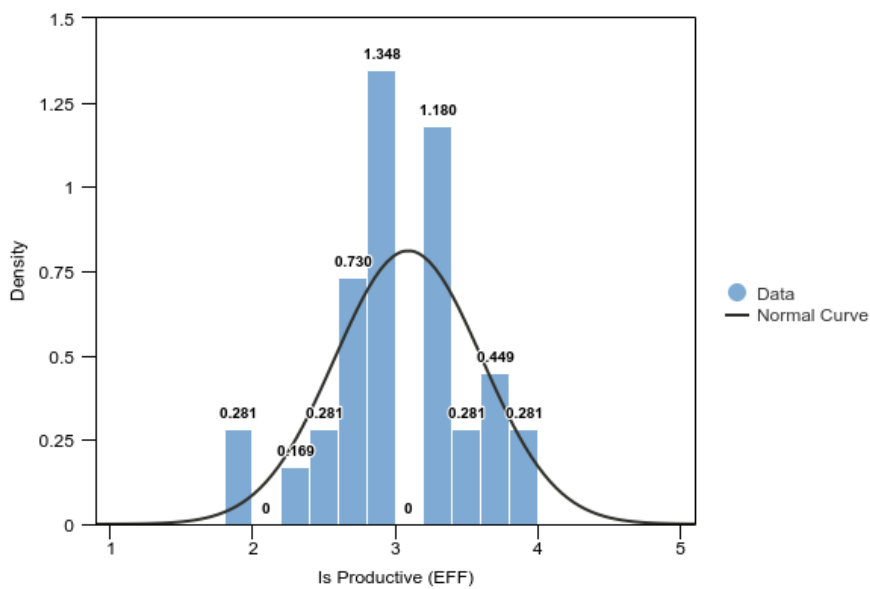
Note. $M = 1.1$, Std. Div. = 0.6, $N = 89$.

Figure 11*Histogram of Avoids Involvement (LF)*

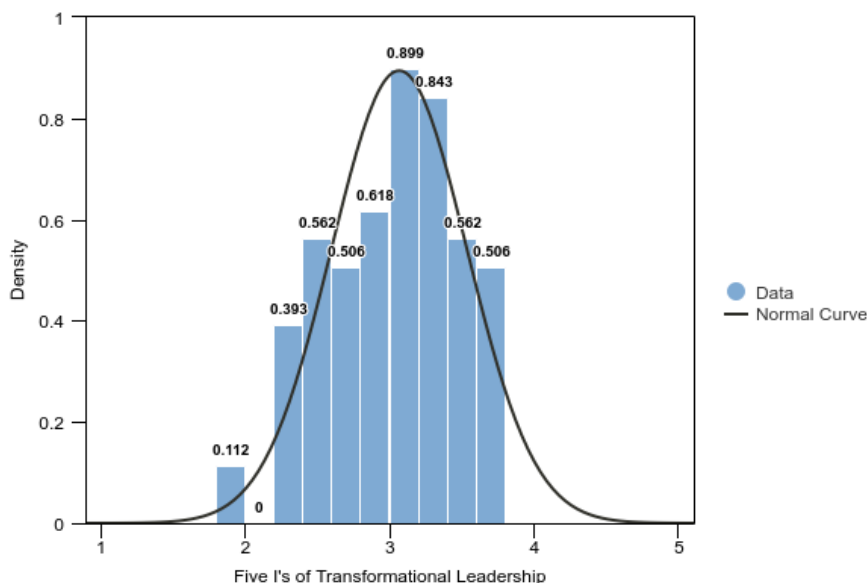
Note. $M = 0.7$, Std. Div. = 0.5, $N = 89$.

Figure 12*Histogram of Generates Extra Effort (EE)*

Note. $M = 2.9$, Std. Div. = 0.6, $N = 89$.

Figure 13*Histogram of Is Productive (EFF)*

Note. $M = 3.1$, Std. Div. = 0.5, $N = 89$.

Figure 14*Histogram of Five I's of Transformational Leadership*

Note. $M = 3.1$, Std. Div. = 0.4, $N = 89$.

Analysis Phase Two: Correlation Matrix

The second phase of the data analysis process for this survey consisted of a correlation matrix analysis. Correlation analysis is a commonly used methodology across multiple fields of research (Hadd & Rodgers, 2020) and was found to be applicable to the direction of this inquiry. The correlation matrix was used to calculate between scores, separated by variables. The matrix identified several key items that showed a significant correlation between variables. Table 14 provides an overview of the data analyzed. The correlation matrix was used to find significant relationships. The results indicated that there were significant relationships.

Table 14*Results of Correlation Matrix Analysis*

	EPA G	Yrs. Exp.	Fait h	IIA	IIB	IM	IS	IC	CR	MBE A	MB EP	LF	EE	EF F	SA T	5 I's
EPAG	1.00															
Yrs. Exp.	0.44	1.00														
Faith	0.23	0.54	1.00													
IIA	0.01	0.14	0.33	1.00												
IIB	0.08	0.17	0.28	0.45	1.00											
IM	0.07	0.17	0.28	0.45	0.72	1.00										
IS	0.17	0.01	0.18	0.37	0.49	0.33	1.00									
IC	0.11	0.21	0.39	0.51	0.64	0.60	0.41	1.00								
CR	0.08	0.17	0.31	0.38	0.40	0.54	0.17	0.52	1.00							
MBEA	-	-	-	-	-	-	-	-	-	1.00						
MBEP	0.04	0.05	0.07	0.05	0.18	0.27	0.04	0.13	0.02	0.10	1.00					
LF	0.23	0.11	0.08	0.01	0.26	0.22	0.14	0.27	0.14	0.10	0.45	1.00				
EE	0.09	0.04	0.24	0.58	0.54	0.65	0.40	0.66	0.51	-0.23	0.31	0.17	1.00			
EFF	0.05	0.18	0.37	0.58	0.59	0.64	0.33	0.64	0.48	-0.20	0.21	0.06	0.6	1.00		
SAT	0.23	0.27	0.22	0.54	0.56	0.50	0.31	0.50	0.47	-0.18	0.10	0.04	0.5	0.6	1.00	
Five I's	0.12	0.18	0.38	0.71	0.87	0.81	0.66	0.82	0.52	-0.15	0.23	0.08	0.7	0.7	0.6	1.00

Note. Table 14.

Results from the correlation matrix analysis results based upon calculation of scores. The methodology was determined in conjunction with a panel of experts and members of the dissertation committee. The results had alpha values of .05, and .01. Significant relationships are indicated by bolded numbers representing alpha values of .05, and .01.

Significant Results/Findings

The variable years in EPAG was positively correlated with generates satisfaction and fights fires (MBEP). Years of career experience was found to be positively correlated with builds trust (IIA), coaches & develops people (IC), and generates satisfaction (SAT). The variable years of Christian faith was highly correlated with builds trust (IIA), encourages innovative thinking

(IS), encourages others (IM), coaches and develops people (IC), rewards achievement (CR), generates extra effort (EE), is productive (EFF), and five I's of transformational leadership.

Analysis Phase Three: Pearson Correlation Analysis Results

The third phase of the analysis portion of this study consisted of a series of Pearson's correlation analysis was conducted among five I's of transformational leadership, years involvement EPAG, acts with integrity (IIB), coaches and develops people (IC), fights fires (MBEP), is productive (EFF), years of Christian faith, encourages others (IM), rewards achievement (CR), and avoids involvement (LF). An additional second series of calculations using Pearson's correlation (due to software constraints) analysis was conducted among years in EPAG, years of career experience, years of Christian faith, builds trust (IIA), acts with integrity (IIB), encourages others (IM), encourages innovative thinking (IS), coaches and develops people (IC), and five I's of transformational leadership, builds trust (IIA), encourages innovative thinking (IS), monitors deviations mistakes (MBEA), generates extra effort (EE), five I's of transformational leadership, Christian faith, and years involvement EPAG. Cohen's standard was used to evaluate the strength of the relationships, where coefficients between .10 and .29 represent a small effect size, coefficients between .30 and .49 represent a moderate effect size, and coefficients above .50 indicate a large effect size (Cohen, 1988).

Cohen's *d* or Cohen's standard is a commonly used method to measure a type of effect size. Salkind (2010) stated:

Cohen's *d* is typically used to represent the magnitude of differences between two (or more) groups on a given variable, with larger values representing a greater differentiation between the two groups on that variable. When comparing means in a scientific study, the reporting of an effect size such as Cohen's *d* is considered complementary to the reporting of results from a test of statistical significance. (p. 181)

From this perspective, Cohen’s (1998) standard views coefficients, ranging between .10 and .29 represent a small effect size, coefficients ranging between .30 and .49 represent a moderate effect size, and coefficients above .50 signify a large effect size.

Linearity

According to Hazra and Gogtay (2016), “Correlation examines the strength of the linear relationship between paired variables, expressing this as a correlation coefficient” (p. 593). According to Conover and Iman (1981), when utilizing Pearson’s correlation, it requires that the relationship between each pair of variables be a linear relationship. Correlation and linear regression are commonly used methods for examining relationships between two numeric variables (Hazra & Gogtay, 2016). Figures 15–26 present the scatterplots of the correlations. A regression line has been added to assist the interpretation.

Figure 15

Scatterplots With the Regression Line Added for Five I’s of Transformational Leadership and Years Involvement EPAG (left), Five I’s of Transformational Leadership and Acts With Integrity IIB (right)

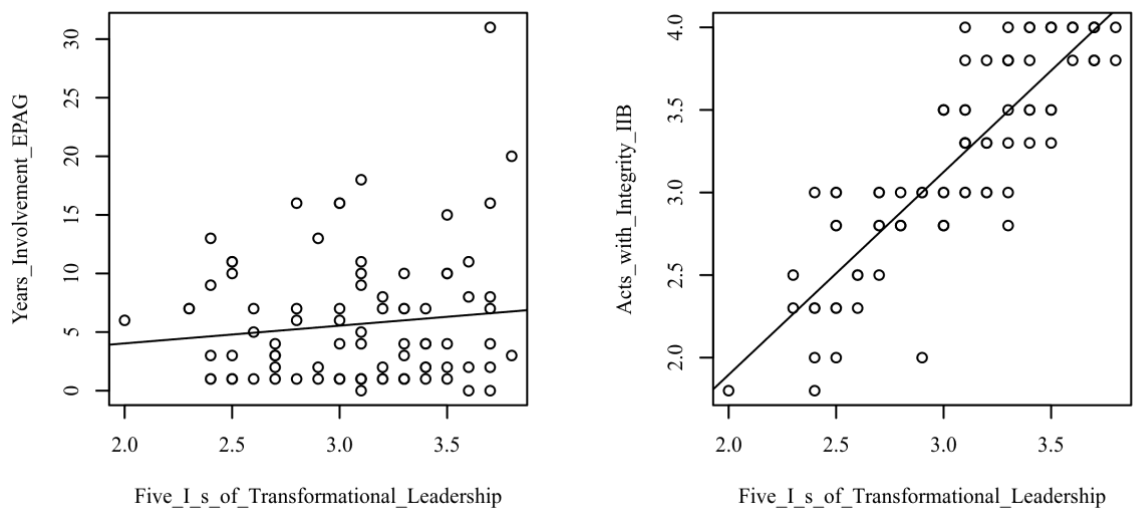


Figure 16

Scatterplots With the Regression Line Added for Five I's of Transformational Leadership and Christian Faith (right)

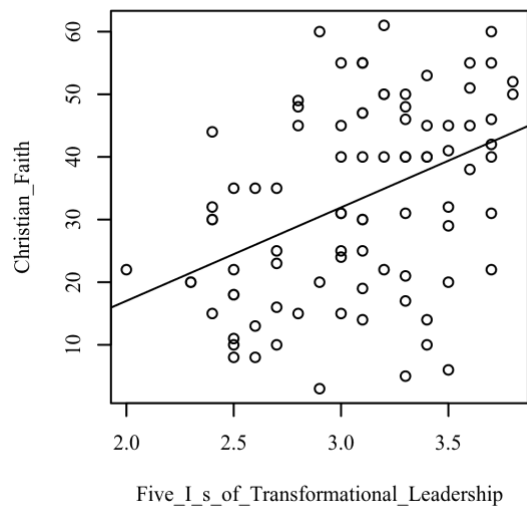
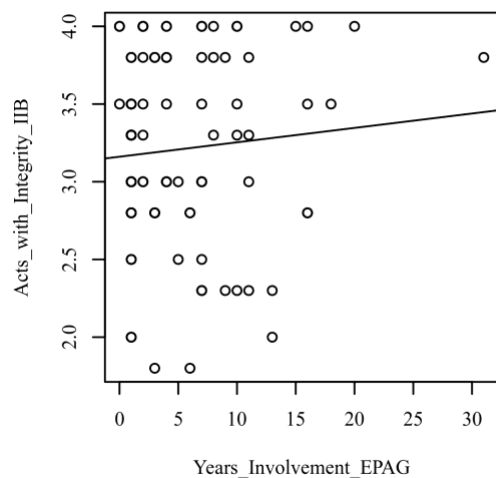


Figure 17

Scatterplots With the Regression Line Added for Years Involvement EPAG and Acts With Integrity IIB (right)

**Figure 18**

Scatterplots With the Regression Line Added for Years Involvement EPAG and Coaches Develop People IC (left), Years Involvement EPAG and Fights Fires MBEP (right)

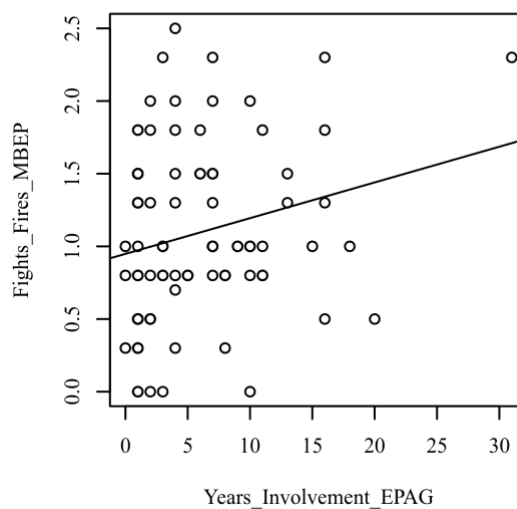
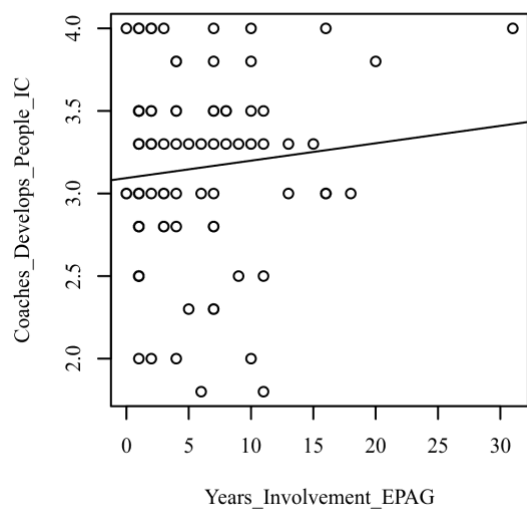
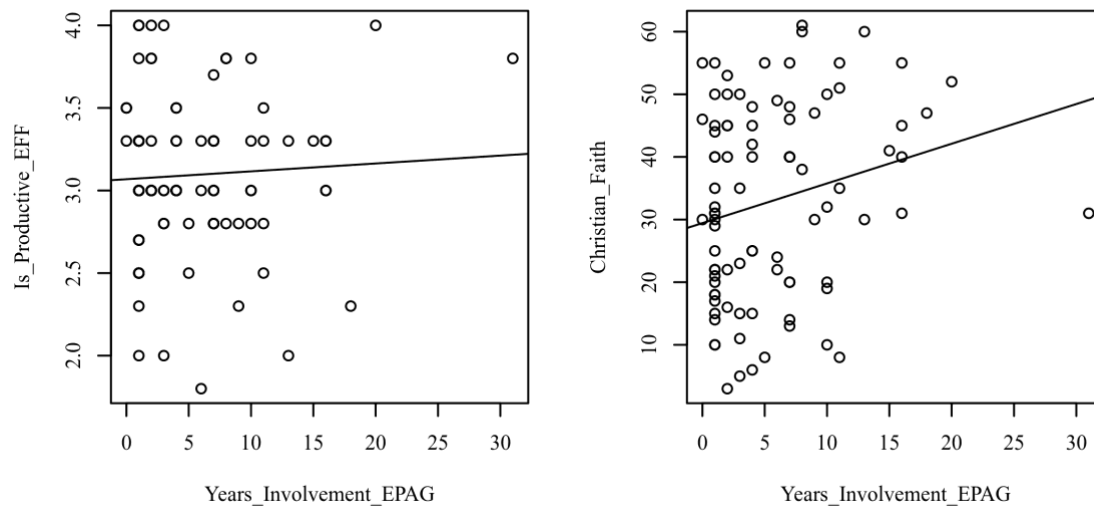


Figure 19

Scatterplots With the Regression Line Added for Years Involvement EPAG and Is Productive EFF (left), Years Involvement EPAG and Christian Faith (right)

**Figure 20**

Scatterplots With the Regression Line Added for Years Involvement EPAG and Encourages Others IM (left), Years Involvement EPAG and Rewards Achievement CR (right)

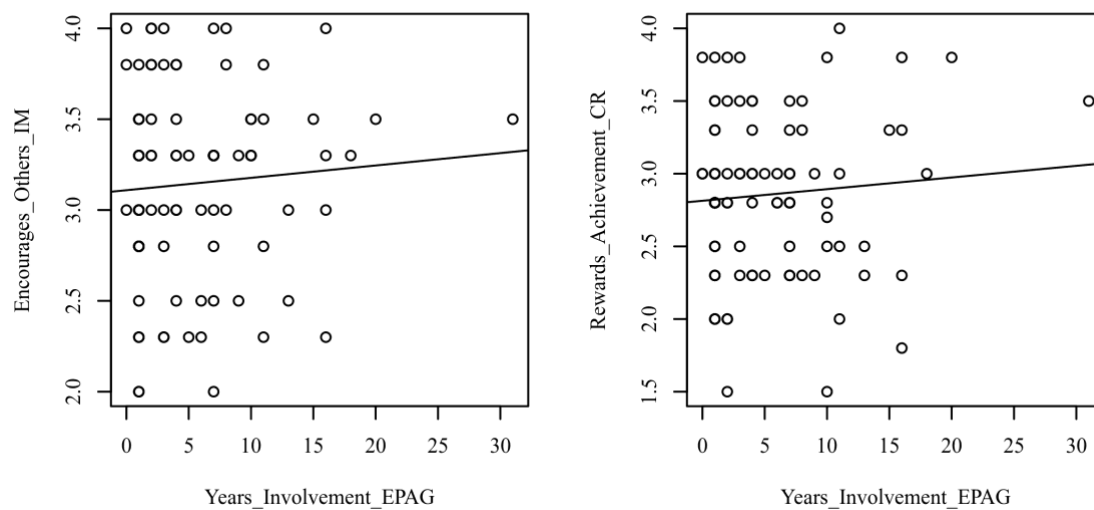
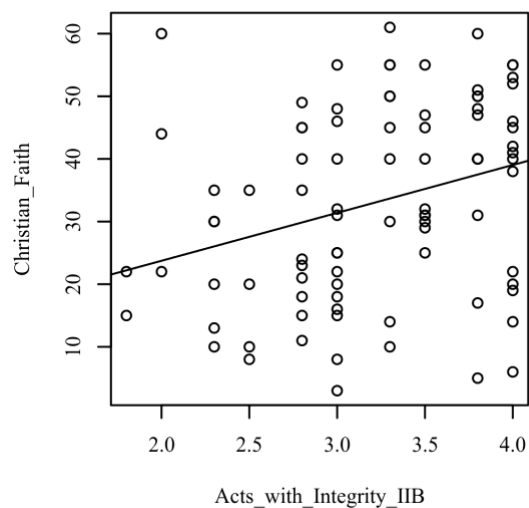


Figure 21

Scatterplots With the Regression Line Added for Acts With Integrity IIB and Christian Faith

**Figure 22**

Scatterplots With the Regression Line Added for Coaches Develops People IC and Christian Faith

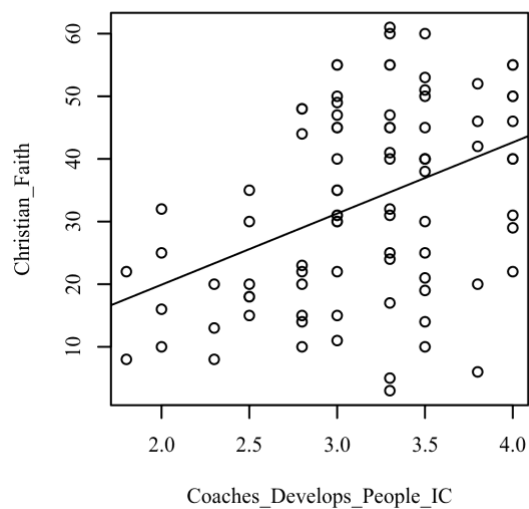
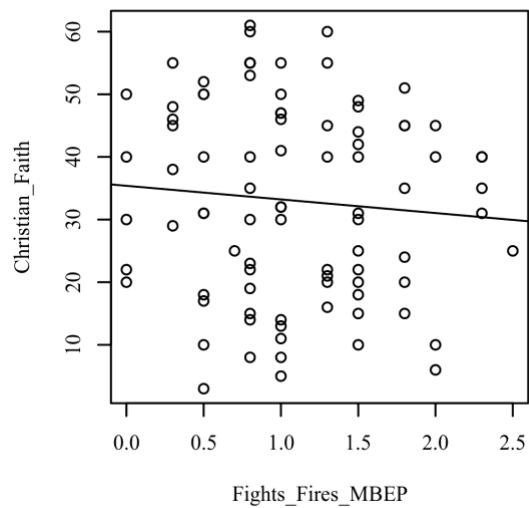


Figure 23

Scatterplots With the Regression Line Added Fights Fires MBEP and Christian Faith

**Figure 24**

Scatterplots With the Regression Line Added for Is Productive EFF and Christian Faith

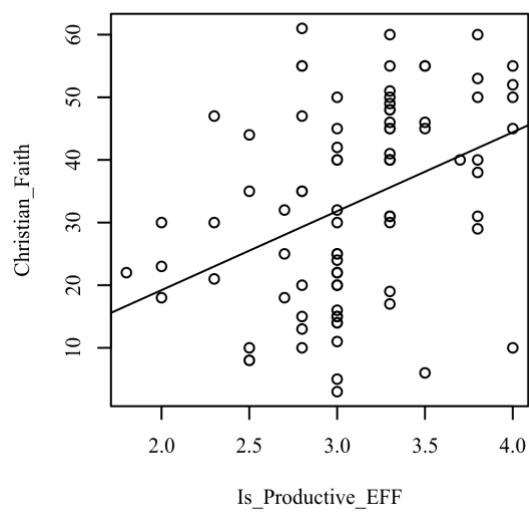
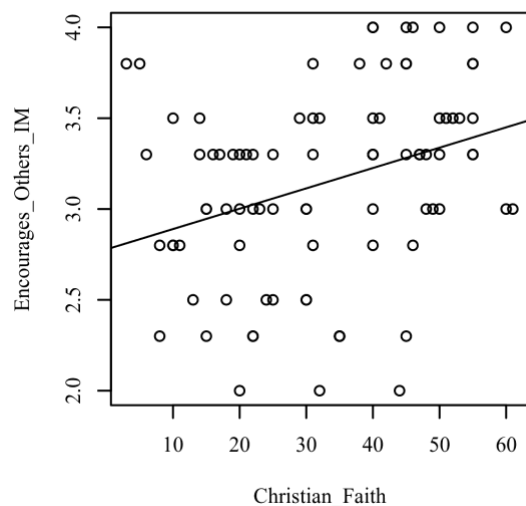
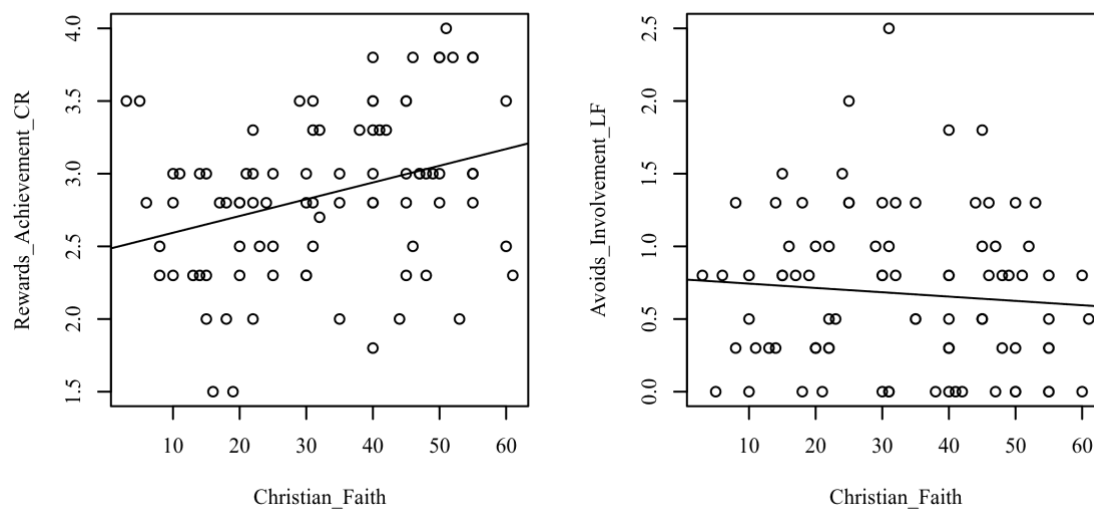


Figure 25

Scatterplots With the Regression Line Added for Christian Faith and Encourages Others IM

**Figure 26**

Scatterplots With the Regression Line Added for Christian Faith and Rewards Achievement CR (left), Christian Faith and Avoids Involvement LF (right)



Analysis Phase Four: Pearson Correlation Analysis

In this fourth phase of the analysis process, Cohen's (1988) standard was used to evaluate the strength of the relationships, where coefficients between .10 and .29 represent a small effect

size, coefficients between .30 and .49 represent a moderate effect size, and coefficients above .50 indicate a large effect size. This second analysis was done due to constraints of the software package having a maximum of 10 variables for each Pearson correlation analysis.

Results

A significant positive correlation was observed between five I's of transformational leadership and Christian faith ($r = 0.41, p = .002, 95\%, CI = [0.22, 0.57]$). The correlation coefficient between five I's of transformational leadership and Christian faith was 0.41, indicating a moderate effect size. This correlation indicates that as five I's of transformational leadership increases, Christian faith tends to increase.

A significant positive correlation was observed between coaches and develops people (IC) and Christian faith ($r = 0.41, p = .003, 95\%, CI = [0.21, 0.57]$). The correlation coefficient between coaches and develops people (IC) and Christian faith was 0.41, indicating a moderate effect size. This correlation indicates that as coaches and develops people (IC) increases, Christian faith tends to increase.

A significant positive correlation was observed between is productive (EFF) and Christian faith ($r = 0.39, p = .005, 95\%, CI = [0.20, 0.55]$). The correlation coefficient between is productive (EFF) and Christian faith was 0.39, indicating a moderate effect size. This correlation indicates that as is productive (EFF) increases, Christian faith tends to increase.

A significant positive correlation was observed between Christian faith and encourages others (IM, $r = 0.33, p = .046, 95\%, CI = [0.13, 0.50]$). The correlation coefficient between Christian faith and encourages others (IM) was 0.33, indicating a moderate effect size. This correlation indicates that as Christian faith increases, encourages others (IM) tends to increase.

A significant positive correlation was observed between builds trust (IIA) and Christian faith ($r = 0.35, p = .014, 95\%, CI = [0.15, 0.52]$). The correlation coefficient between builds trust (IIA) and Christian faith was 0.35, indicating a moderate effect size. This correlation indicates that as builds trust (IIA) increases, Christian faith tends to increase.

A significant positive correlation was observed between five I's of transformational leadership and Christian faith ($r = 0.41, p = .001, 95\%, CI = [0.22, 0.57]$). The correlation coefficient between five I's of transformational leadership and Christian faith was 0.41, indicating a moderate effect size. This correlation indicates that as five I's of transformational leadership increases, Christian faith tends to increase. No other significant correlations were found. Figures 27–34 are shown below.

Figure 27

Scatterplots With the Regression Line Added for Builds Trust (IIA) and Christian Faith (left), Builds Trust (IIA) and Years Involvement EPAG (right)

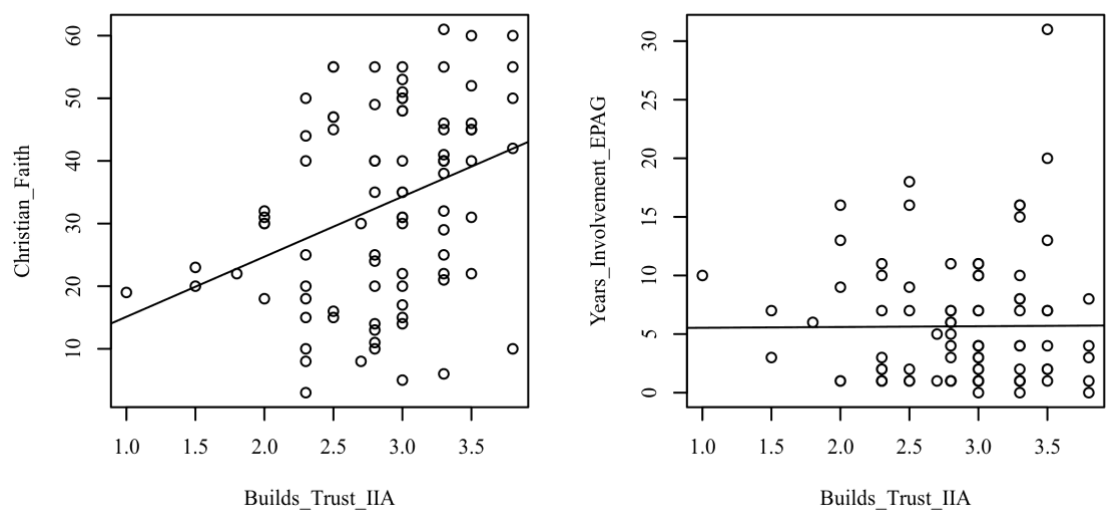
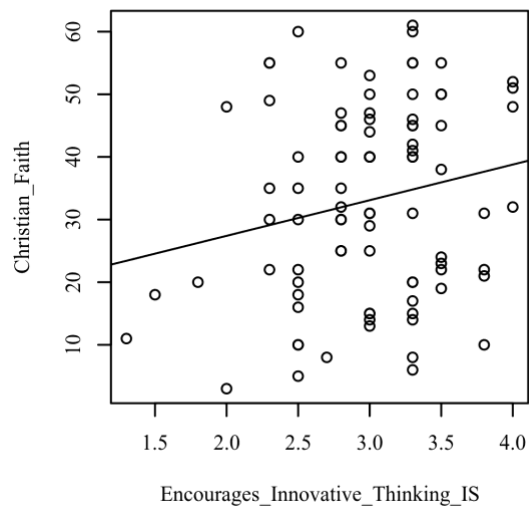


Figure 28

Scatterplots With the Regression Line Added for Encourages Innovative Thinking IS and Christian Faith

**Figure 29**

Scatterplots With the Regression Line Added for Encourages Innovative Thinking (IS) and Years Involvement EPAG

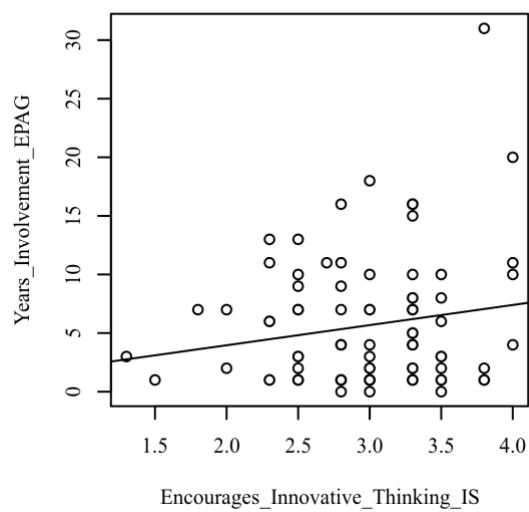
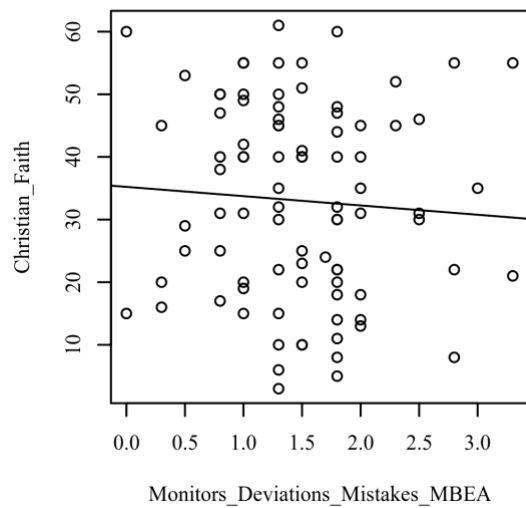


Figure 30

Scatterplots With the Regression Line Added for Monitors Deviations Mistakes (MBEA) and Christian Faith

**Figure 31**

Scatterplots With the Regression Line Added for Monitors Deviations Mistakes (MBEA) and Years Involvement EPAG

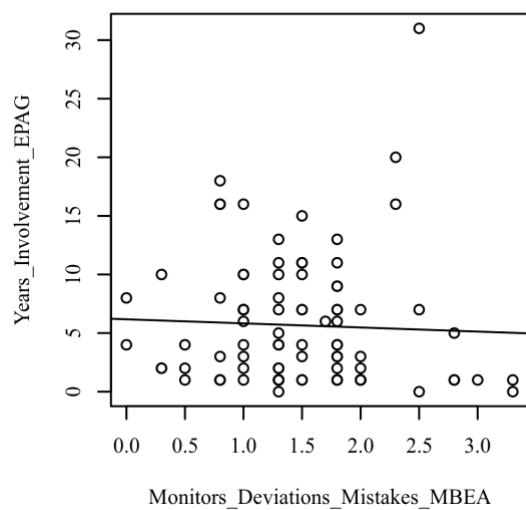
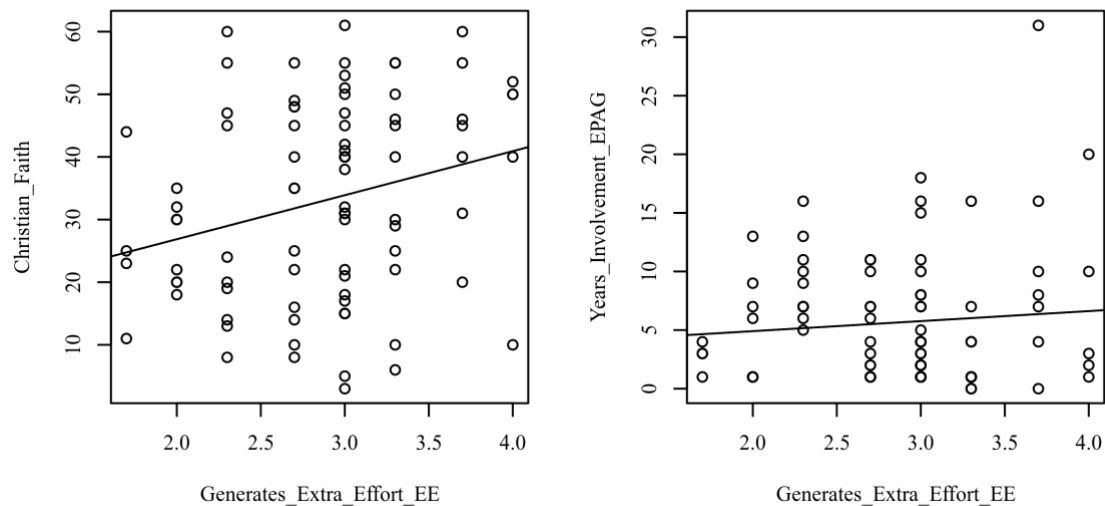


Figure 32

Scatterplots With the Regression Line Added for Generates Extra Effort (EE) and Christian Faith (left), Generates Extra Effort (EE) and Years Involvement EPAG (right)

**Figure 33**

Scatterplots With the Regression Line Added for Five I's of Transformational Leadership and Christian Faith (left), Five I's of Transformational Leadership and Years Involvement EPAG (right)

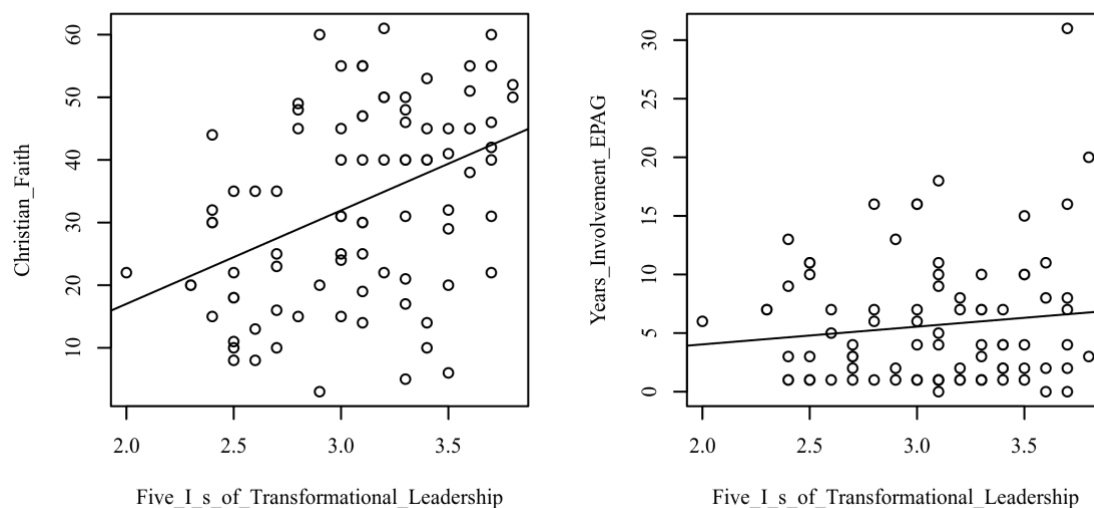
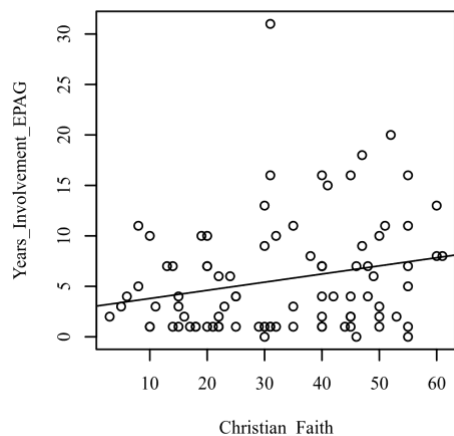


Figure 34

Scatterplots With the Regression Line Added for Christian Faith and Years Involvement EPAG



Two-Sample Z-Test Analyses

The third phase of the analysis process consisted of a two-sample z-test to compare responses to the MLQ survey to the MLQ normative data. The z-scores are among the most widely used in statistical methodology in research (Allen, 2017; Frey, 2018). The results on each item analyzed are listed in the following sections. For purposes of this research an alpha value of 0.05 was used. The Group 1 data were provided by the MLQ normative data provided in the handbook using their mean standard deviation and sample size of the self-only version. The Group 2 data indicate the results from this study collected from the base sample of MLQ subject were distributed to the CEO population as a comparison.

Results

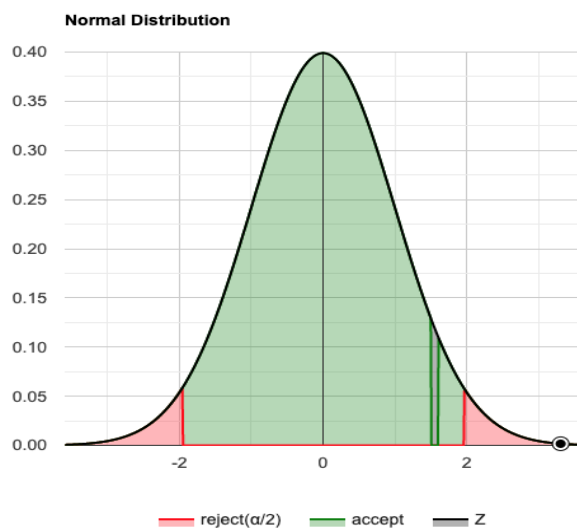
Builds Trust (IIA)

A z-test for means was conducted by comparing the mean for the variable builds trust (IIA). The result of the two-tailed, two-sample z-test was not big enough to be considered statistically significant based on an alpha value of 0.05, $p = 0.11$, $z = 1.55$. The finding suggests the null hypothesis should be accepted since the p-value $> \alpha$. The conclusion is, and there is no

statistically significant difference in building trust between the research subjects in EPAG and the base sample population provided by the MLQ sample population. The results from this analysis can be found in Figure 35.

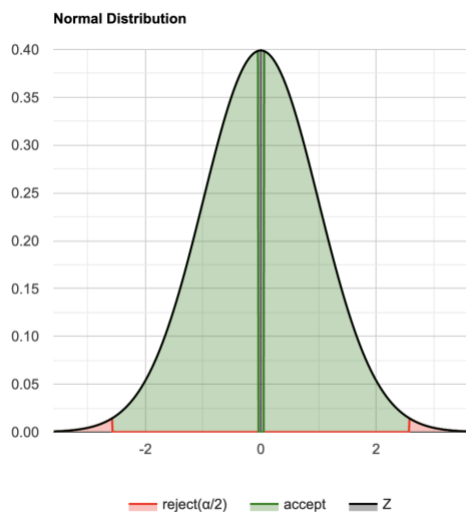
Figure 35

Results for Builds Trust (IIA)

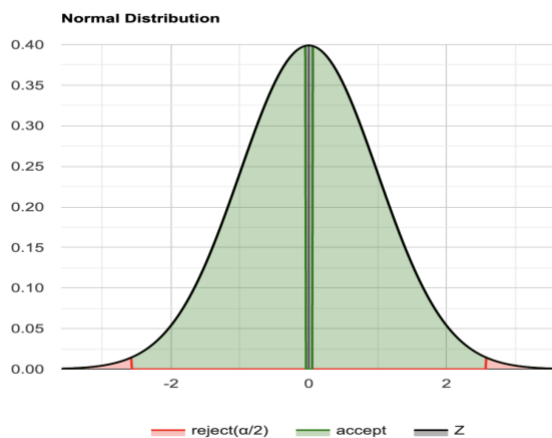


Encourages Others (IM)

A z-test for means was conducted comparing the mean for the variable encourages others (IM). The results from the two-sample z-test found that the average MLQ sample population was equal to the average of the EPAG sample population, $p = 1.00$, $z = 0.00$. The results from this analysis can be found in Figure 36.

Figure 36*Results for Encourages Others (IM)****Coaches and Develops People (IC)***

A z-test for means was conducted comparing the mean for the variable coaches and develops people (IC). The results from the two-sample z-test indicate that the average of the MLQ normative data population is equal to the average of the EPAG, $p = 1.000000$, $z = 0.00000$. Results from this analysis can be found in Figure 37.

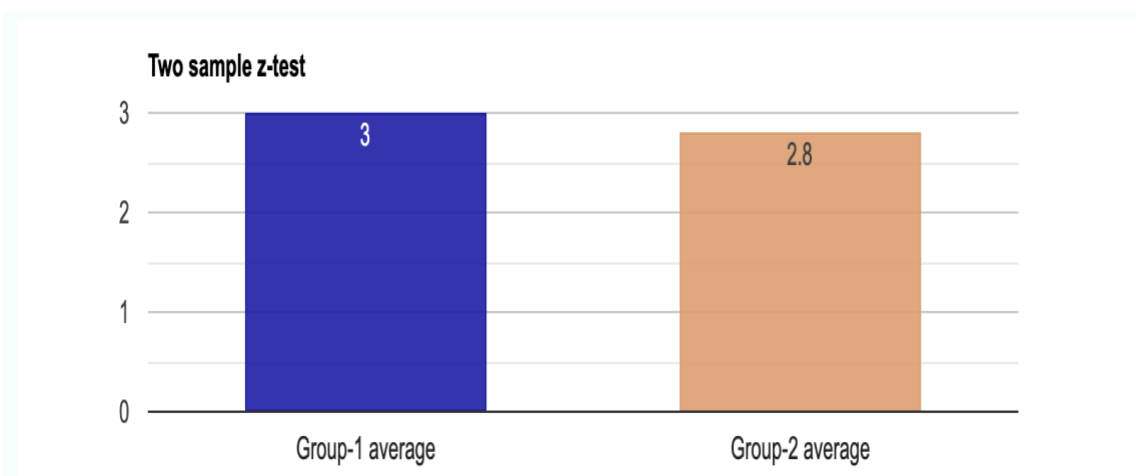
Figure 37*Results for Coaches and Develops People (IC)*

Rewards Achievement (CR)

A z-test for means was conducted comparing the mean for the variable rewards achievement (CR). The results from the two-sample z-test indicate that the hypothesis H_0 is rejected. The EPAG group scored lower on this variable, and the average of the MLQ normative data population was found to be statistically significant based on an α of 0.05, $p = 0.001$, $z = 3.11$. Results from this analysis can be found in Figure 38.

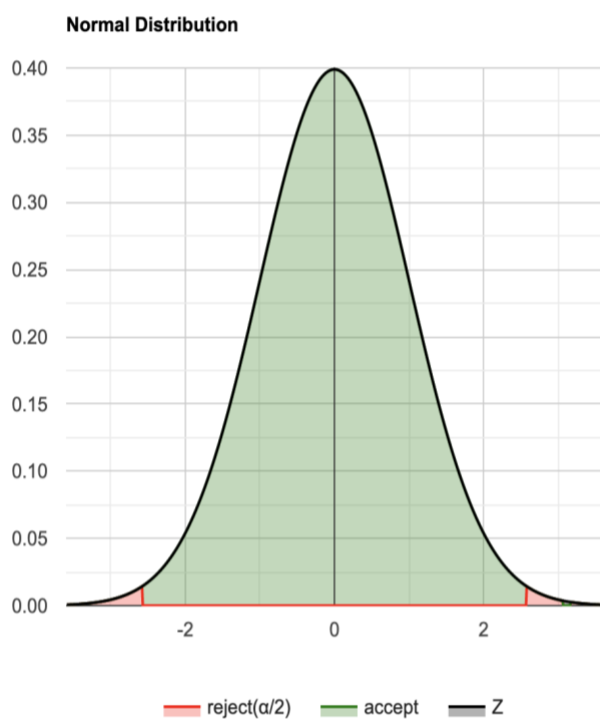
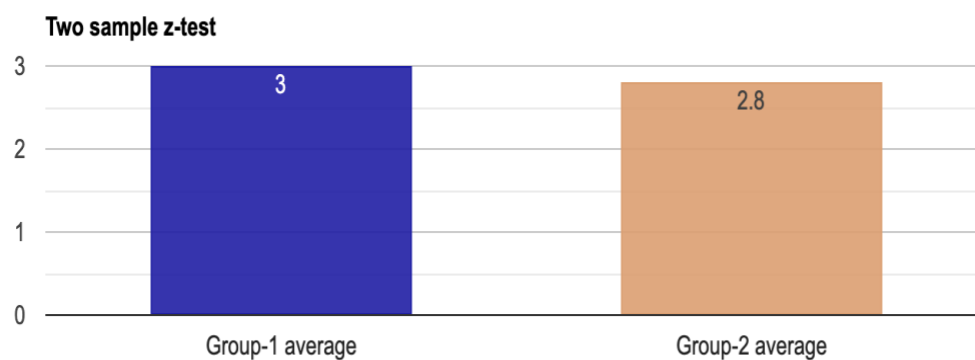
Figure 38

Results for Rewards Achievement (CR)



Monitors Deviations and Mistakes (MBEA)

A z-test for means was conducted comparing the mean for the variable monitors deviations and mistakes (MBEA). The results from the two-sample z-test indicate that the average of the data provided by sample population is significantly different from the average of the Group 2's population based on an alpha value of 0.05, $p = 0.001$, $z = 3.11$. In other words, there was a difference between the averages of the MLQ data and the EPAG sample group. The results are displayed in Figures 39 and 40.

Figure 39*Results for Monitors Deviations and Mistakes (MBEA)***Figure 40***Two-Sample Z-Test****Fights Fires (MBEP)***

A z-test for means was conducted comparing the mean for the variable fights fires (MBEP). The results from the two-sample z-test indicate that the average of normative

and EPAG group populations is big enough to be statistically significant based on an alpha value of 0.05, $p = 0.001$, $z = 3.11$. The results from this analysis are shown in Figures 41 and 42.

Figure 41

Results for Fights Fires (MBEP)

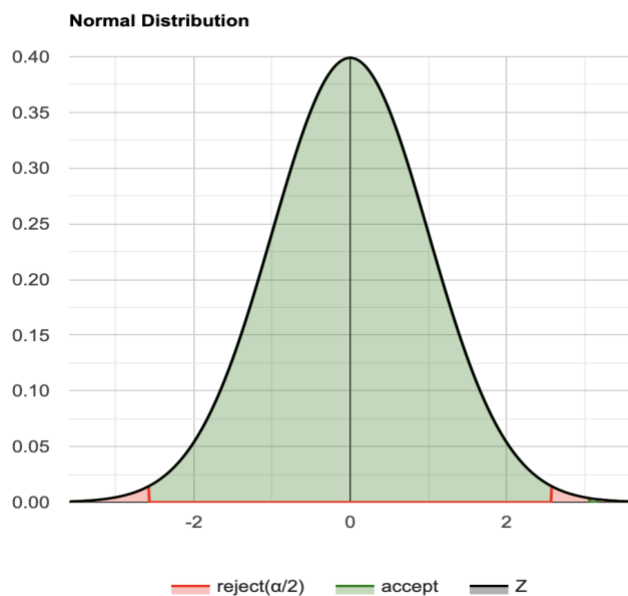
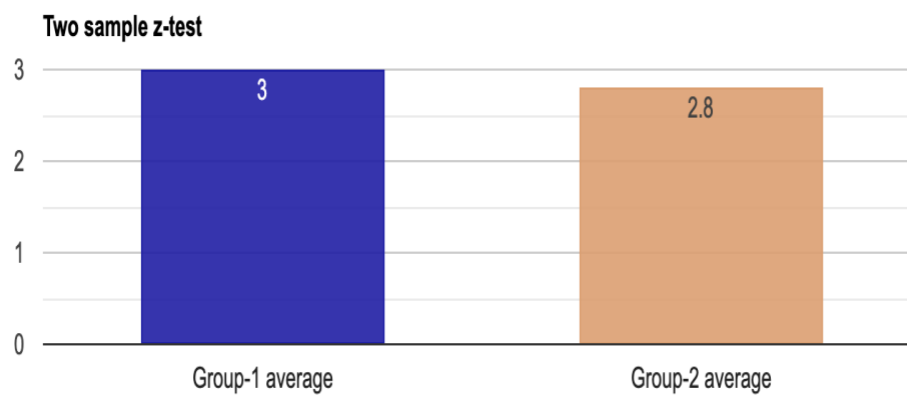


Figure 42

Results for Fights Fires (MBEP)

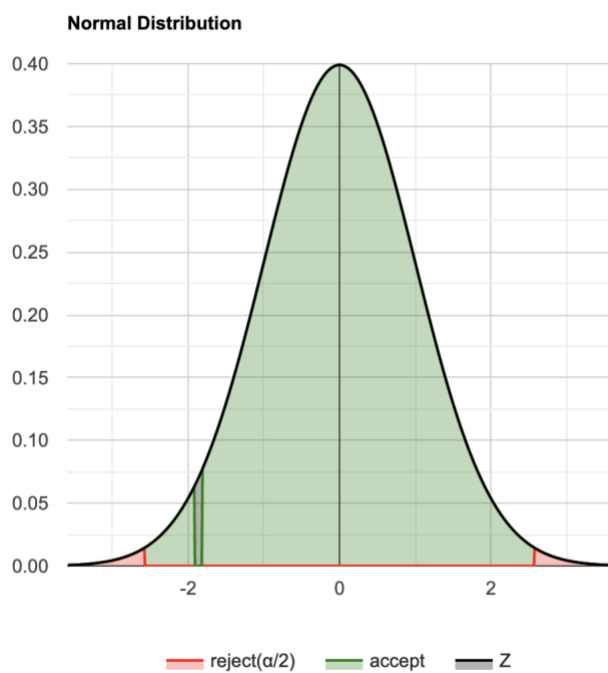


Avoids Involvement (LF)

A single z-test for means was conducted comparing the mean for the variable avoids involvement (LF). The results from the two-sample z-test indicate that the average of the two group populations was not big enough to be statistically significant based on an alpha value of 0.05, $p = 0.067$, $z = -1.86$. In other words, the results indicate that the survey sample population of Christian CEOs in the EPAG scored high compared to the MLQ database norm, but it was not enough of a difference to be statistically significant. The results from this analysis are shown in Figure 43.

Figure 43

Results for Avoids Involvement (LF)



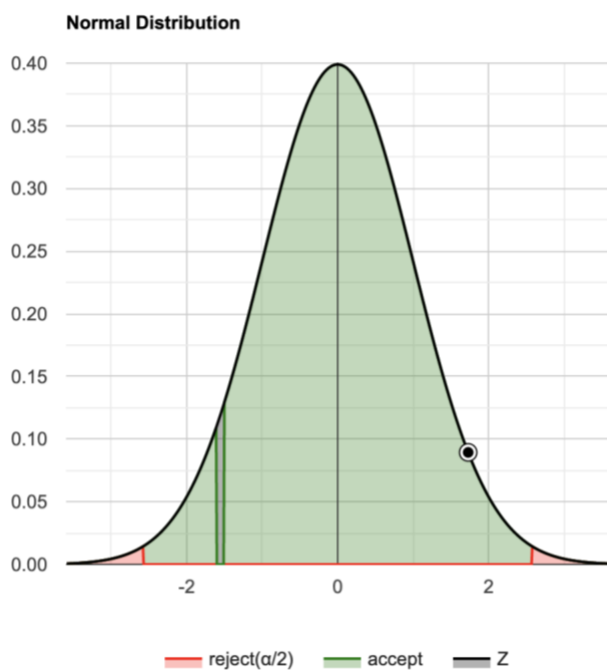
Generates Extra Effort (EE)

A single z-test for means was conducted comparing the mean for the variable generates extra effort (EE). The results from the two-sample z-test using normal distribution (two-tailed)

indicate that the average of the MLQ normative sample population is not statistically significantly different from the EPAG sample population based on an α of 0.05, $p = 0.12$, $z = -1.55$. The results from this analysis are shown in Figure 44.

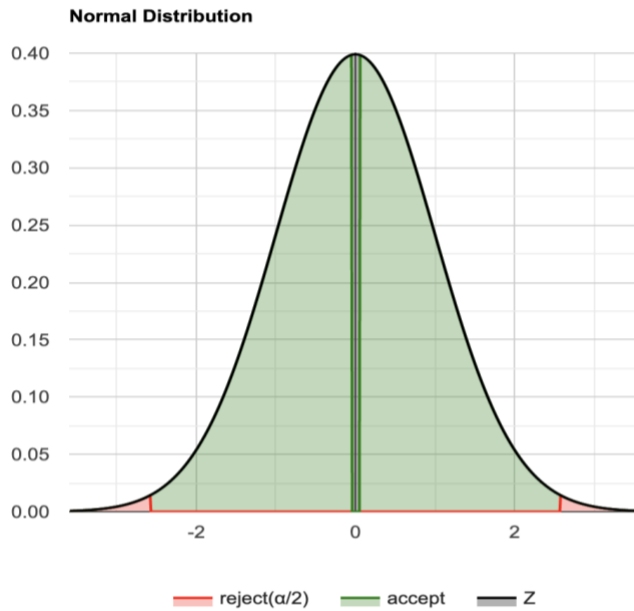
Figure 44

Results for Generates Extra Effort



Is Productive (EFF)

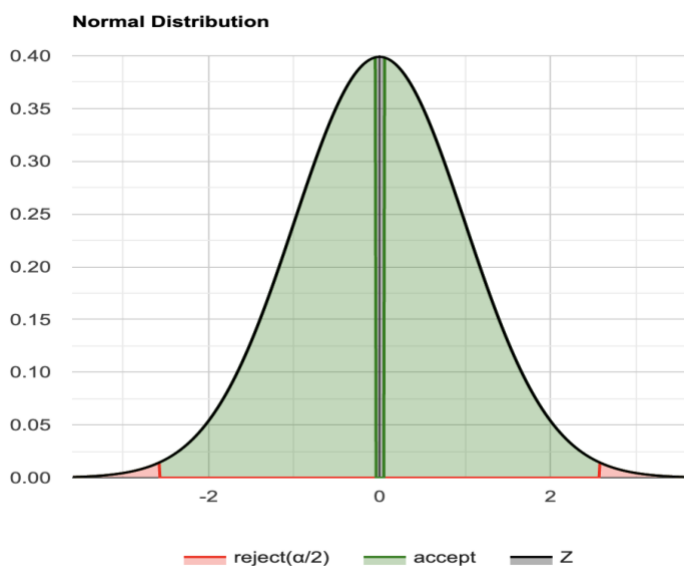
A z-test for means was conducted comparing the mean for the variable is productive (EFF). The results from the two-sample z-test indicate that the average of the MLQ normative sample population is equal to the average of the EPAG sample population based on an α of 0.05, $p = 1.000$, $z = 0.00$. In other words, there was no significant difference between the MLQ normative data and the samples collected from the sample population. The results from this analysis are presented in Figure 45.

Figure 45*Results for Is Productive (EFF)****Generates Satisfaction (SAT)***

A single z-test for means was conducted comparing the mean for the variable generates satisfaction (SAT). The results from the two-sample z-test indicate that the average of the EPAG sample population and was not different enough to be statistically significantly different based on an alpha value of 0.05, p -value equaled 1.00, $z = 0.00$. The results from this analysis are presented in Figure 46.

Figure 46

Results for Generates Satisfaction (SAT)



Analysis Phase Five: Chi-Square Test of Independence

The fifth phase of analysis in this study consisted of using the chi-square test of independence on the categorical variables in this study to see whether there were significant differences. Note that the use of both a chi-square test of independence and Fisher's exact test were to properly analyze the data.

Gender and Organizational Size

A chi-square test of independence was conducted to examine whether gender and organizational size were independent. There were 3 levels in gender: 1, and 2. There were seven levels in organizational size: 4, 2, 3, 5, 1, and 7. A total of 23.81% of the cells had expected frequencies of at least five, indicating the second condition was violated. When the assumptions of the chi-square test are violated, Fisher's exact test can be used to produce more reliable results with smaller sample sizes. Logit models such as binary logistic regression can be used for larger sample sizes.

McHugh (2013) addressed the assumption of satisfactory cell size. McHugh's supposition of adequate cell size requires all cells to have expected values that are greater than zero and larger than 80% of cells to have expected values of at least five (McHugh, 2013). In this analysis, a total of 12 cells had expected frequencies of zero, indicating the first condition was violated. A total of 23.81% of the cells had expected frequencies of at least five, indicating the second condition was also violated. When the assumptions of the chi-square test are violated, Fisher's exact test can be used to produce more reliable results with smaller sample sizes.

The results of the chi-square test were significant based on an alpha value of 0.05, $\chi^2(12) = 95.87, p < .001$, suggesting that gender and organizational size are related to one another. The following level combinations had observed values that were greater than their expected values. The results show that there was a total of six participants who did not fully fill out every question and thus provides a third column considered as "lb" or left blank indicating missing data. Table 15 presents the results of the chi-square test.

Table 15

Observed and Expected Frequencies

Organizational Size	Gender			χ^2	df	p
	1	2	lb.			
4	12[10.83]	0[0.78]	0[0.39]	95.87	12	< .001
2	18[18.95]	3[1.37]	0[0.68]			
3	12[11.73]	1[0.85]	0[0.42]			
5	9[9.02]	1[0.65]	0[0.33]			
1	28[26.16]	1[1.89]	0[0.95]			
7	4[3.61]	0[0.26]	0[0.13]			
lb.	0[2.71]	0[0.20]	3[0.10]			

Note. Values formatted as observed (expected).

The results of the Fisher exact test were significant based on an alpha value of 0.05, $p < .001$, suggesting that gender and organizational size are related to one another. The following

level combinations had observed values that were greater than their expected values. Table 16 presents the results of the Fisher's exact test.

Table 16

Observed and Expected Frequencies

Organizational Size	Gender			<i>p</i>
	1	2	<i>lb.</i>	
4	12[10.83]	0[0.78]	0[0.39]	< .001
2	18[18.95]	3[1.37]	0[0.68]	
3	12[11.73]	1[0.85]	0[0.42]	
5	9[9.02]	1[0.65]	0[0.33]	
1	28[26.16]	1[1.89]	0[0.95]	
7	4[3.61]	0[0.26]	0[0.13]	
<i>lb.</i>	0[2.71]	0[0.20]	3[0.10]	

Note. Values formatted as observed (expected).

Gender/Career Experience

A chi-square test of independence was conducted to examine whether gender and years of career experience were independent. There were three levels in gender: 1 and 2. There were six levels in Years of Career Experience: 1, 3, 6, 4, 5, and 2. A total of 12 cells had expected frequencies of zero, indicating the first condition was violated. A total of 28.57% of the cells had expected frequencies of at least five, indicating the second condition was violated.

The results of the chi-square test were significant based on an alpha value of 0.05, $\chi^2(12) = 101.30$, $p < .001$, suggesting that gender and years of career experience are related to one another. The following level combinations had observed values that were greater than their expected values. Table 17 presents the results of the chi-square test.

Table 17*Observed and Expected Frequencies*

Years of Career Experience	Gender			χ^2	df	p
	1	2	lb.			
1 (1-10)	10[9.92]	1[0.72]	0[0.36]	101.30	12	< .001
3 (16-20)	6[5.41]	0[0.39]	0[0.20]			
6 (31+)	37[33.38]	0[2.41]	0[1.21]			
4 (20-25)	13[12.63]	1[0.91]	0[0.46]			
5 (26-30)	11[11.73]	2[0.85]	0[0.42]			
2 (11-15)	6[7.22]	2[0.52]	0[0.26]			
lb.	0[2.71]	0[0.20]	3[0.10]			

Note. Values formatted as observed (expected). lb = left blank.

The results of the Fisher exact test were significant based on an alpha value of 0.05, $p < .001$, suggesting that gender and years of career experience are related to one another. Table 18 presents the results of the Fisher's exact test.

Table 18*Observed and Expected Frequencies*

Years of Career Experience	Gender			p
	1	2		
1	10[9.92]	1[0.72]	0[0.36]	< .001
3	6[5.41]	0[0.39]	0[0.20]	
6	37[33.38]	0[2.41]	0[1.21]	
4	13[12.63]	1[0.91]	0[0.46]	
5	11[11.73]	2[0.85]	0[0.42]	
2	6[7.22]	2[0.52]	0[0.26]	
lb	0[2.71]	0[0.20]	3[0.10]	

Note. Values formatted as observed (expected).

Gender/Education Level

A chi-square test of independence was conducted to examine whether gender and education level were independent. There were three levels in gender: 1 and 2. There were seven

levels in education level: 1, 4, 2, 5, 3, and 6. A total of 11 cells had expected frequencies of zero, indicating the first condition was violated. A total of 19.05% of the cells had expected frequencies of at least five, indicating the second condition was violated. When the assumptions of the chi-square test are violated, Fisher's exact test can be used to produce more reliable results with smaller sample sizes. Logit models such as binary logistic regression can be used for larger sample sizes.

The results of the chi-square test were significant based on an alpha value of 0.05, $\chi^2(12) = 95.98, p < .001$, suggesting that gender and education level are related to one another. There were combinations that had observed values that were greater than their expected values. Tables 19–20 presents the results of the chi-square test.

Table 19

Observed and Expected Frequencies

Education Level	Gender			χ^2	df	p
	1	2	lb.			
1	9[8.12]	0[0.59]	0[0.29]	95.98	12	< .001
4	36[36.99]	5[2.67]	0[1.34]			
2	2[1.80]	0[0.13]	0[0.07]			
5	26[24.36]	1[1.76]	0[0.88]			
3	8[7.22]	0[0.52]	0[0.26]			
6	2[1.80]	0[0.13]	0[0.07]			
lb.	0[2.71]	0[0.20]	3[0.10]			

Note. Values formatted as observed (expected).

Table 20

Observed and Expected Frequencies

Education Level	Gender			p
	1	2	lb.	
1	9[8.12]	0[0.59]	0[0.29]	.001
4	36[36.99]	5[2.67]	0[1.34]	

Education Level	Gender			<i>p</i>
	1	2	<i>lb.</i>	
2	2[1.80]	0[0.13]	0[0.07]	
5	26[24.36]	1[1.76]	0[0.88]	
3	8[7.22]	0[0.52]	0[0.26]	
6	2[1.80]	0[0.13]	0[0.07]	
<i>lb.</i>	0[2.71]	0[0.20]	3[0.10]	

Note. Values formatted as observed (expected).

Organizational Size and Years of Career Experience

A chi-square test of independence was conducted to examine whether organizational size and years of career experience were independent. There were six levels in organizational size: 4, 2, 3, 5, 1, and 7. There were six levels in years of career experience: 1, 3, 6, 4, 5, and 2. A total of 21 cells had expected frequencies of zero, indicating the first condition was violated. A total of 6.12% of the cells had expected frequencies of at least five, indicating the second condition was violated. When the assumptions of the chi-square test are violated, Fisher's exact test could be used to produce more reliable results with smaller sample sizes.

The results of the chi-square test were significant based on an alpha value of 0.05, $\chi^2(36) = 114.22$, $p < .001$, suggesting that organizational size and years of career experience are related to one another. Table 21 exhibits the results of this analysis.

Table 21

Observed and Expected Frequencies

Organizational Size	Years of Career Experience							χ^2	<i>df</i>	<i>p</i>
	1	3	6	4	5	2	<i>lb.</i>			
4	1[1.43]	1[0.78]	4[4.83]	2[1.83]	3[1.70]	1[1.04]	0[0.39]	114.22	36	<.001
2	2[2.51]	3[1.37]	6[8.45]	3[3.20]	5[2.97]	2[1.83]	0[0.68]			
3	2[1.55]	1[0.85]	5[5.23]	3[1.98]	2[1.84]	0[1.13]	0[0.42]			
5	0[1.20]	0[0.65]	8[4.02]	1[1.52]	0[1.41]	1[0.87]	0[0.33]			

Organizational Size	Years of Career Experience							χ^2	df	p
	1	3	6	4	5	2	lb.			
1	6[3.47]	1[1.89]	11[11.66]	5[4.41]	2[4.10]	4[2.52]	0[0.95]			
7	0[0.48]	0[0.26]	3[1.61]	0[0.61]	1[0.57]	0[0.35]	0[0.13]			
lb.	0[0.36]	0[0.20]	0[1.21]	0[0.46]	0[0.42]	0[0.26]	3[0.10]			

Note. Values formatted as observed (expected).

For variables with many categories or observations, Fisher's exact test becomes computationally intensive. As a result, Monte-Carlo simulations were used to calculate the p -value instead of the exact p -value. The results of the Fisher exact test were not significant based on an alpha value of 0.05, $p = .105$, suggesting that organizational size and years of career experience could be independent of one another. This implies that the observed frequencies were not significantly different from the expected frequencies. Table 22 presents the results of the Fisher's exact test.

Table 22

Observed and Expected Frequencies

Years of Career Experience	Organizational Size							p
	4	2	3	5	1	7	lb.	
1	1[1.43]	2[2.51]	2[1.55]	0[1.20]	6[3.47]	0[0.48]	0[0.36]	.105
3	1[0.78]	3[1.37]	1[0.85]	0[0.65]	1[1.89]	0[0.26]	0[0.20]	
6	4[4.83]	6[8.45]	5[5.23]	8[4.02]	11[11.66]	3[1.61]	0[1.21]	
4	2[1.83]	3[3.20]	3[1.98]	1[1.52]	5[4.41]	0[0.61]	0[0.46]	
5	3[1.70]	5[2.97]	2[1.84]	0[1.41]	2[4.10]	1[0.57]	0[0.42]	
2	1[1.04]	2[1.83]	0[1.13]	1[0.87]	4[2.52]	0[0.35]	0[0.26]	
lb.	0[0.39]	0[0.68]	0[0.42]	0[0.33]	0[0.95]	0[0.13]	3[0.10]	

Note. Values formatted as observed (expected).

Organizational Size/Education Level

A chi-square test of independence was conducted to examine whether organizational size and education level were independent. There were seven levels in organizational size: 4, 2, 3, 5, 1, and 7. There were seven levels in education level: 1, 4, 2, 5, 3, and 6.

The results of the chi-square test were significant based on an alpha value of 0.05, $\chi^2(36) = 120.82, p < .001$, suggesting that organizational size and education level are related to one another. Table 23 presents the results of the chi-square test.

Table 23

Observed and Expected Frequencies

Organizational Size	Education Level							χ^2	df	p
	1	4	2	5	3	6	lb.			
4	2[1.17]	4[5.35]	1[0.26]	3[3.52]	2[1.04]	0[0.26]	0[0.39]	120.82	36	<.001
2	1[2.05]	14[9.36]	0[0.46]	6[6.16]	0[1.83]	0[0.46]	0[0.68]			
3	1[1.27]	4[5.79]	1[0.28]	5[3.82]	2[1.13]	0[0.28]	0[0.42]			
5	2[0.98]	5[4.46]	0[0.22]	2[2.93]	0[0.87]	1[0.22]	0[0.33]			
1	3[2.84]	13[12.92]	0[0.63]	10[8.51]	2[2.52]	1[0.63]	0[0.95]			
7	0[0.39]	1[1.78]	0[0.09]	1[1.17]	2[0.35]	0[0.09]	0[0.13]			
lb.	0[0.29]	0[1.34]	0[0.07]	0[0.88]	0[0.26]	0[0.07]	3[0.10]			

Note. Values formatted as observed (expected).

Education Level/Career Experience

A chi-square test of independence was conducted to examine whether education level and years of career experience were independent. There were seven levels in education level: 1, 4, 2, 5, 3, and 6. There were seven levels in years of career experience: 1, 3, 6, 4, 5, and 2. A total of 28 cells had expected frequencies of zero, indicating the first condition was violated. A total of 8.16% of the cells had expected frequencies of at least five, indicating the second condition was violated.

The results of the chi-square test were significant based on an alpha value of 0.05, $\chi^2(36) = 139.42$, $p < .001$, suggesting that education level and years of career experience are related to one another. Table 24 presents the results of the chi-square test.

Table 24*Observed and Expected Frequencies*

Educa tion Level	Years of Career Experience							χ^2	df	p
	1	3	6	4	5	2	lb.			
1	5[1.08]	1[0.59]	2[3.62]	0[1.37]	0[1.27]	1[0.78]	0[0.29]	139.42	36	<.001
4	5[4.90]	3[2.67]	14[16.49]	9[6.24]	5[5.79]	5[3.57]	0[1.34]			
2	0[0.24]	1[0.13]	0[0.80]	1[0.30]	0[0.28]	0[0.17]	0[0.07]			
5	1[3.23]	1[1.76]	17[10.86]	2[4.11]	5[3.82]	1[2.35]	0[0.88]			
3	0[0.96]	0[0.52]	3[3.22]	2[1.22]	3[1.13]	0[0.70]	0[0.26]			
6	0[0.24]	0[0.13]	1[0.80]	0[0.30]	0[0.28]	1[0.17]	0[0.07]			
lb.	0[0.36]	0[0.20]	0[1.21]	0[0.46]	0[0.42]	0[0.26]	3[0.10]			

Note. Values formatted as observed (expected).

For variables with large number of categories or observations, Fisher's exact test becomes computationally intensive. As a result, Monte-Carlo simulations were used to calculate the p -value instead of the exact p -value. The results of the Fisher exact test were significant based on an alpha value of 0.05, $p < .001$, suggesting that education level and years of career experience are related to one another. The following level combinations had observed values that were greater than their expected values. Table 25 presents the results of the Fisher's exact test.

Table 25*Observed and Expected Frequencies*

Years of Career Experience	Education Level							<i>p</i>
	1	4	2	5	3	6	<i>lb.</i>	
1	5[1.08]	5[4.90]	0[0.24]	1[3.23]	0[0.96]	0[0.24]	0[0.36]	<.001
3	1[0.59]	3[2.67]	1[0.13]	1[1.76]	0[0.52]	0[0.13]	0[0.20]	
6	2[3.62]	14[16.49]	0[0.80]	17[10.86]	3[3.22]	1[0.80]	0[1.21]	
4	0[1.37]	9[6.24]	1[0.30]	2[4.11]	2[1.22]	0[0.30]	0[0.46]	
5	0[1.27]	5[5.79]	0[0.28]	5[3.82]	3[1.13]	0[0.28]	0[0.42]	
2	1[0.78]	5[3.57]	0[0.17]	1[2.35]	0[0.70]	1[0.17]	0[0.26]	
<i>lb.</i>	0[0.29]	0[1.34]	0[0.07]	0[0.88]	0[0.26]	0[0.07]	3[0.10]	

Note. Values formatted as observed (expected).

Analysis Phase Six: ANOVA Analysis

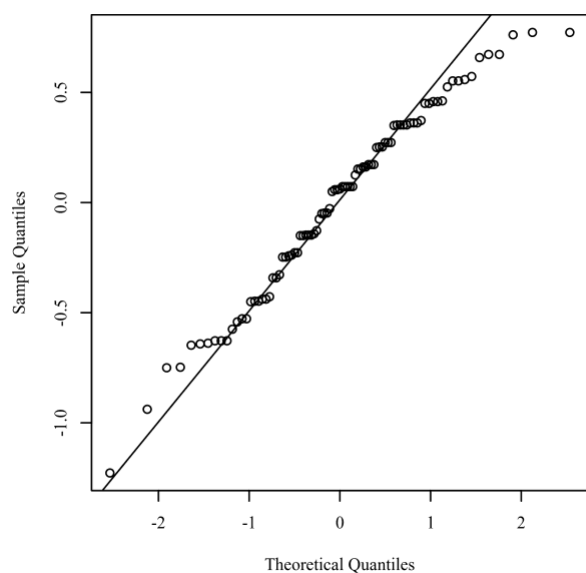
The sixth phase of the analysis process consisted of a series of analyses of variance (ANOVA) to determine whether there were significant differences in five I's of transformational leadership scale by organizational size.

Normality

DeCarlo (1997) suggested that one additional method to examine the assumption of normality can be accomplished by plotting the quantiles of the model residuals against the quantiles of a chi-square distribution. This is commonly known as a Q-Q scatterplot. For this assumption to be met the quantiles of the residuals must not strongly deviate from the theoretical quantiles. Strong deviations could indicate that the parameter estimates are unreliable. Figure 47 presents a Q-Q scatterplot of model residuals.

Figure 47

Q-Q Scatterplot for Normality of the Residuals for the Regression Model

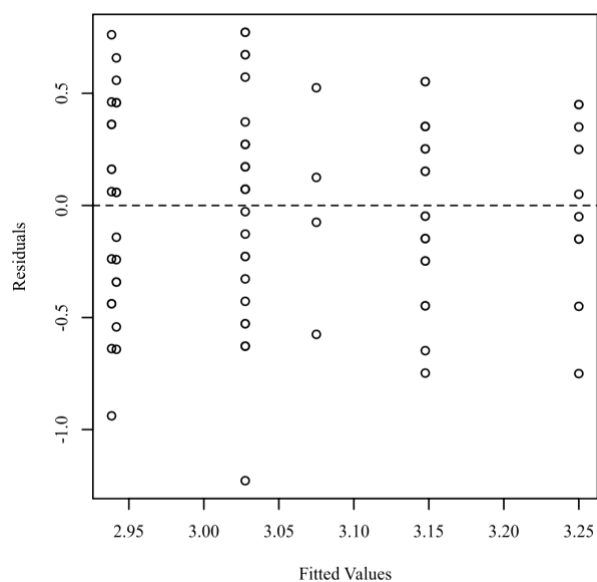


Homoscedasticity

Homoscedasticity was evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2017; Osborne & Walters, 2002). The assumption of homoscedasticity is met if the points appear randomly distributed with a mean of zero and no apparent curvature. Figure 48 presents a scatterplot of predicted values and model residuals.

Figure 48

Residuals Scatterplot Testing Homoscedasticity

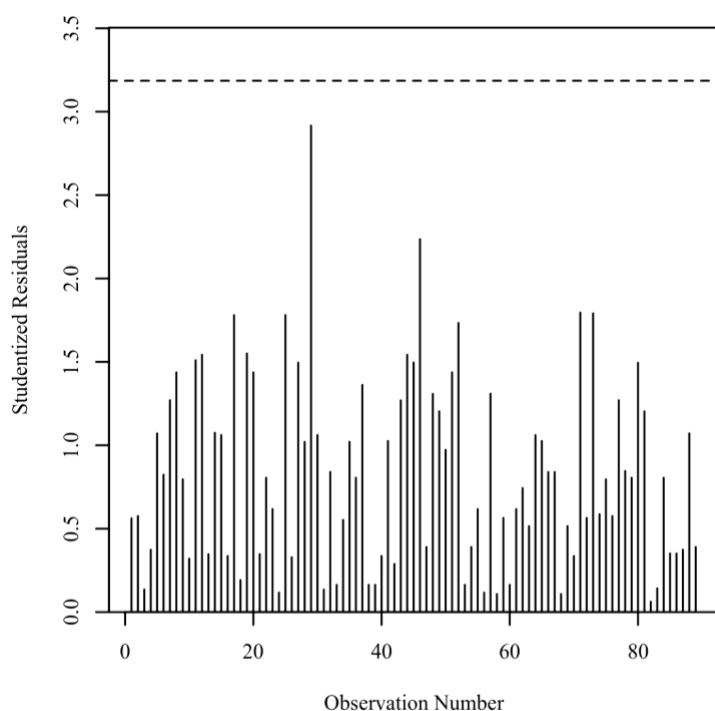


Outliers

To properly identify influential points, studentized residuals were calculated, and the absolute values were plotted against the observation numbers. Calculating studentized residuals can be done by dividing the model residuals by the estimated residual standard deviation. An observation with a studentized residual greater than 3.19 in absolute value, the 0.999 quantile of a t distribution with 88 degrees of freedom, was considered to have significant influence on the results of the model. Figure 49 presents the residuals plot of the observations. Observation numbers are specified next to each point with a studentized residual greater than 3.19.

Figure 49

Studentized Residuals Plot for Outlier Detection



Results

The ANOVA was examined based on an alpha value of 0.05. The results of the ANOVA were not significant, $F(5, 83) = 0.91$, $p = .477$, indicating the differences in five I's of

transformational leadership among the levels of organizational size were all similar (Table 26). The main effect, organizational size was not significant, $F(5, 83) = 0.91, p = .477$, indicating there were no significant differences of five I's of transformational leadership by organizational size. The means and standard deviations are presented in Tables 26 and 27.

Table 26

Analysis of Variance Table for Five I's of Transformational Leadership by Organizational Size

Term	SS	df	F	p	η_p^2
Organizational Size	0.91	5	0.91	.477	0.05
Residuals	16.60	83			

Table 27

Mean, Standard Deviation, and Sample Size for Five I's of Transformational Leadership Scale by Organizational Size

Combination	M	SD	n
4	2.94	0.45	12
2	3.15	0.38	21
3	2.94	0.50	13
5	3.25	0.40	10
1	3.03	0.48	29
7	3.08	0.46	4

Note. A '-' indicates the sample size was too small for the statistic to be calculated.

Five I's of Transformational Leadership Scale by Gender

An analysis of variance (ANOVA) was conducted to determine whether there are significant differences in five I's of transformational leadership by gender. This analysis was calculated using the assumptions of both normality and homoscedasticity. Figure 50 presents a Q-Q scatterplot of model residuals. Figures 51–52 are shown below.

Figure 50

Q-Q Scatterplot for Normality of the Residuals for the Regression Model

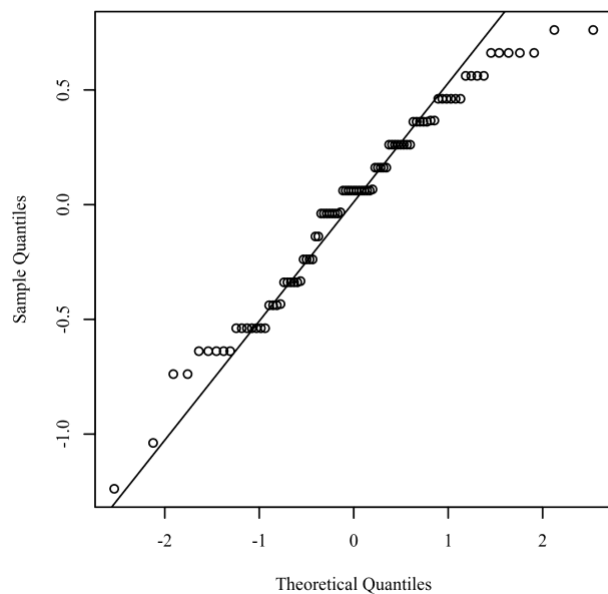


Figure 51 presents a scatterplot of predicted values and model residuals.

Figure 51

Residuals Scatterplot Testing Homoscedasticity

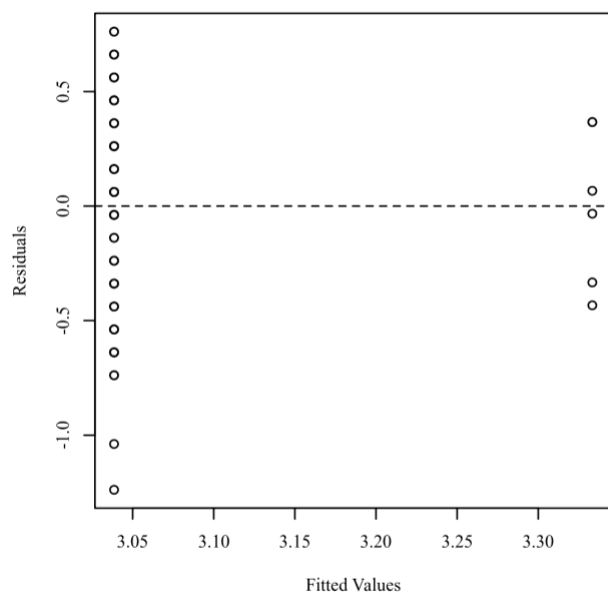
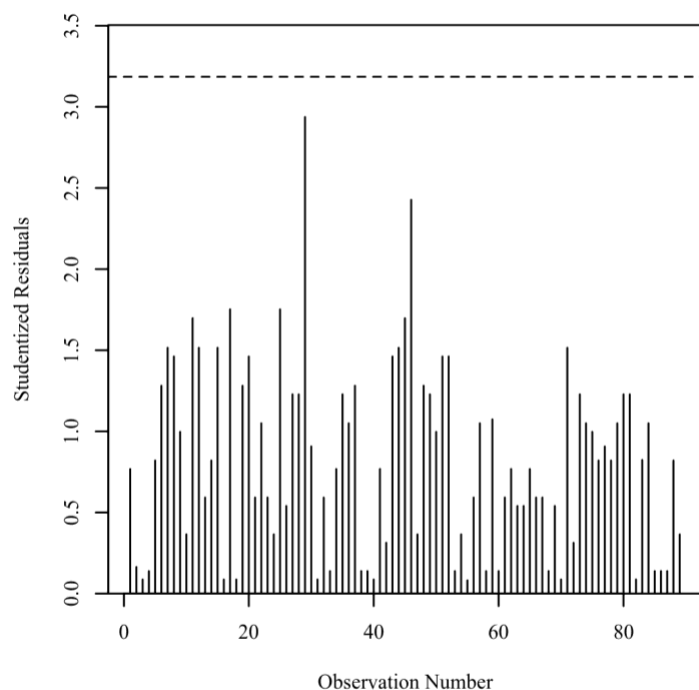


Figure 52*Studentized Residuals Plot for Outlier Detection*

The ANOVA was examined based on an alpha value of 0.05. The results of the ANOVA were not significant, $F(1, 87) = 2.48, p = .119$, indicating the differences in five I's of transformational leadership among the levels of gender were all similar (Table 28). The main effect, gender was not significant, $F(1, 87) = 2.48, p = .119$, indicating there were no significant differences of in five I's of transformational leadership by gender levels. The means and standard deviations are presented in Tables 28 and 29.

Table 28*Analysis of Variance Table for Five I's of Transformational Leadership by Gender*

Term	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>	η_p^2
Gender	0.49	1	2.48	.119	0.03
Residuals	17.03	87			

Table 29

Mean, Standard Deviation, and Sample Size for in Five I's of Transformational Leadership by Gender

Combination	<i>M</i>	<i>SD</i>	<i>n</i>
1	3.04	0.45	83
2	3.33	0.34	6

Note. A '-' indicates the sample size was too small for the statistic to be calculated.

Five I's of Transformational Leadership by Education Level

The ANOVA was conducted to determine whether there were significant differences in five I's of transformational leadership by education level. Figure 53 presents a Q-Q scatterplot of model residuals. This analysis used the assumptions of both normality and homoscedasticity.

Figure 53

Q-Q Scatterplot for Normality of the Residuals for the Regression Model

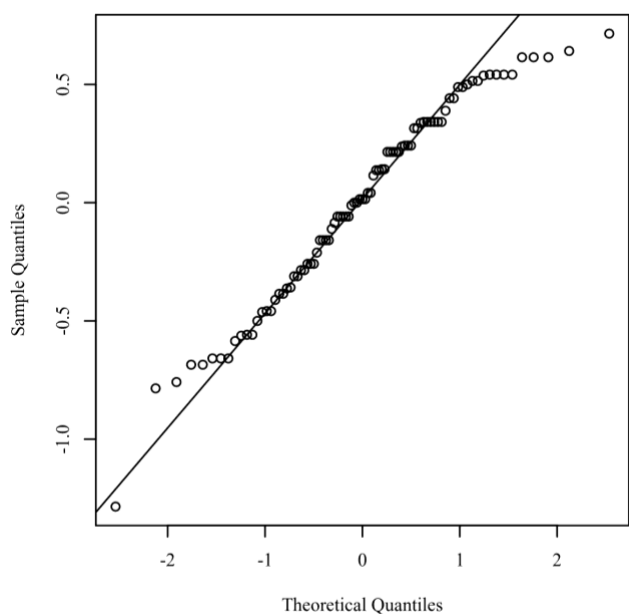


Figure 54 presents a scatterplot of predicted values and model residuals.

Figure 54

Residuals Scatterplot Testing Homoscedasticity

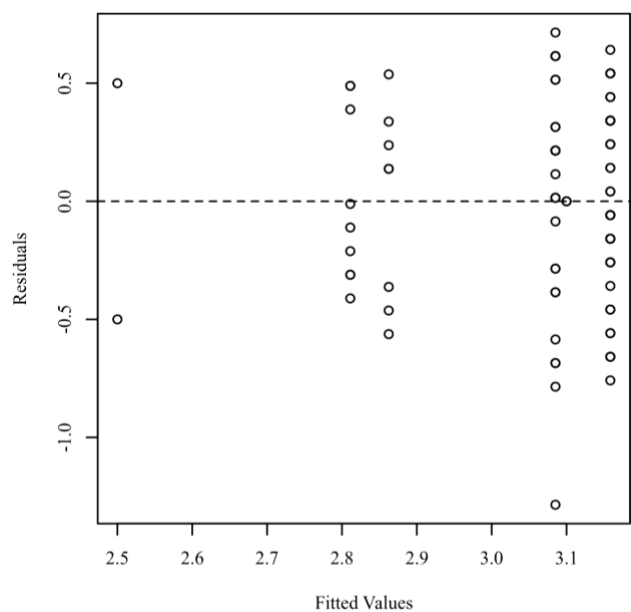
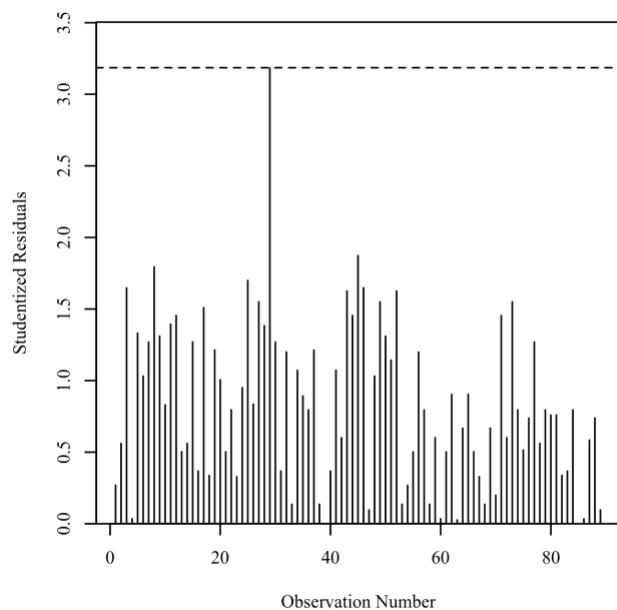


Figure 55

Studentized Residuals Plot for Outlier Detection



The ANOVA was examined based on an alpha value of 0.05. The results of the ANOVA were not significant, $F(5, 83) = 2.04, p = .082$, indicating the differences in five I's of transformational leadership among the levels of education level were all similar (Table 30). The

main effect, education level was not significant, $F(5, 83) = 2.04, p = .082$, indicating there were no significant differences of five I's of transformational leadership by education levels. The means and standard deviations are presented in Tables 30 and 31.

Table 30

Analysis of Variance Table for Five I's of Transformational Leadership Scale by Education Level

Term	SS	df	F	p	η_p^2
Education Level	1.91	5	2.04	.082	0.11
Residuals	15.60	83			

Table 31

Mean, Standard Deviation, and Sample Size for Five I's of Transformational Leadership Scale by Education Level

Combination	M	SD	n
1	2.81	0.36	9
4	3.16	0.40	41
2	2.50	0.71	2
5	3.09	0.51	27
3	2.86	0.41	8
6	3.10	0.00	2

Note. A '-' indicates the sample size was too small for the statistic to be calculated.

ANOVA Five I's of Transformational Leadership by Years of Career Experience

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in five I's of transformational leadership by years of career experience. This ANOVA analysis included normality and homoscedasticity. Figure 56 highlights the results. Figure 57 presents a Q-Q scatterplot of model residuals.

Figure 56

Q-Q Scatterplot for Normality of the Residuals for the Regression Model

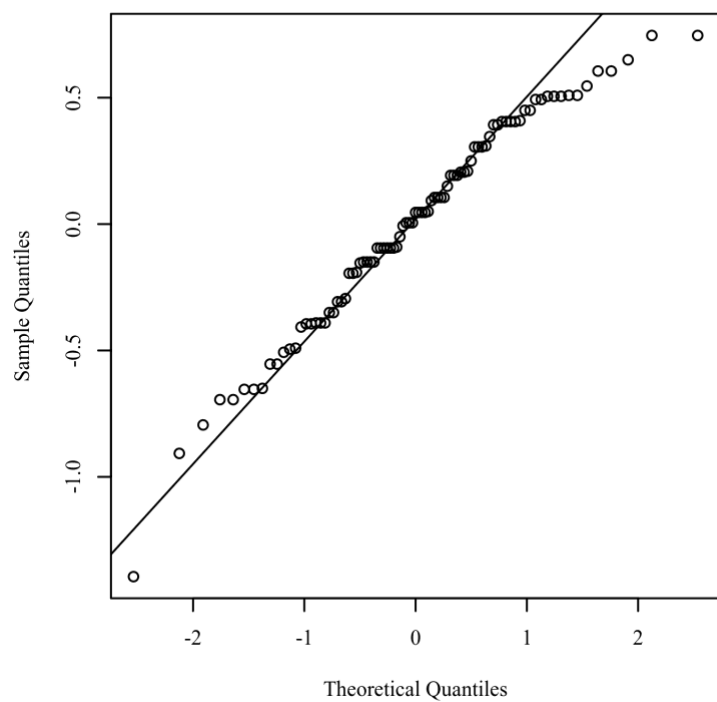


Figure 57

Residuals Scatterplot Testing Homoscedasticity

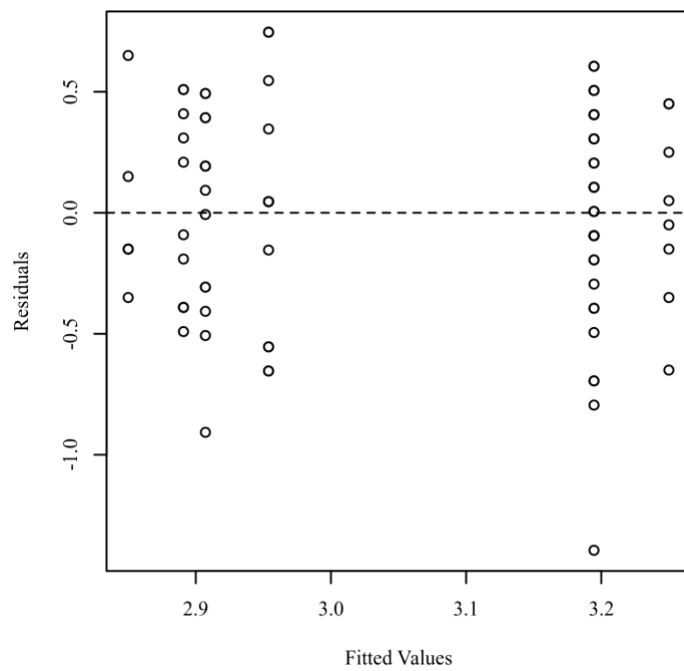
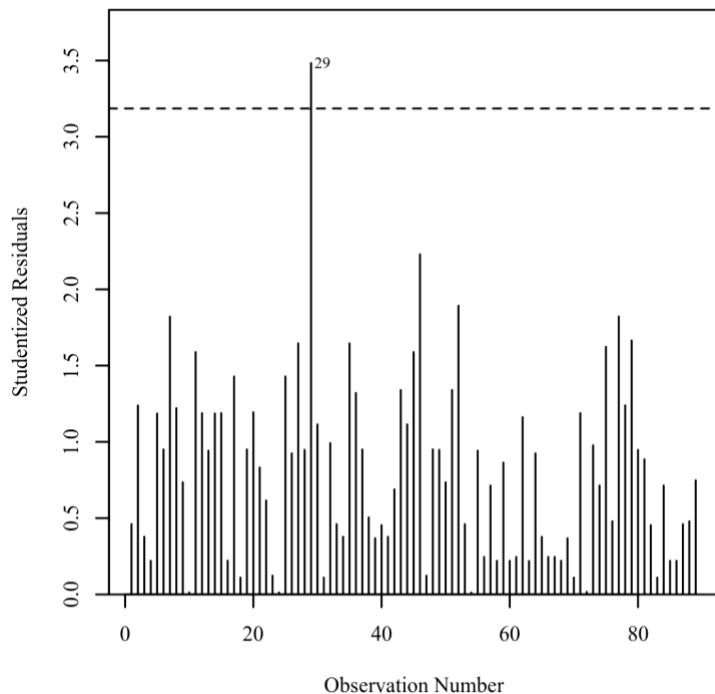


Figure 58

Studentized Residuals Plot for Outlier Detection



The ANOVA was examined based on an alpha value of 0.05. The results of the ANOVA were not significant, $F(5, 83) = 2.15, p = .067$, indicating the differences in five I's of transformational leadership among the levels of years of career experience were all similar (Table 32). The main effect, years of career experience, was not significant, $F(5, 83) = 2.15, p = .067$, indicating there were no significant differences of five I's of transformational leadership by years of career experience levels. The means and standard deviations are presented in Tables 32 and 33.

Table 32

Analysis of Variance Table for Five I's of Transformational Leadership by Years of Career Experience

Term	SS	df	F	p	η_p^2
Years of Career Experience	2.01	5	2.15	.067	0.11
Residuals	15.50	83			

Table 33

Mean, Standard Deviation, and Sample Size for Five I's of Transformational Leadership by Years of Career Experience

Combination	<i>M</i>	<i>SD</i>	<i>n</i>
1	2.89	0.40	11
3	2.85	0.36	6
6	3.19	0.44	37
4	2.91	0.43	14
5	2.95	0.50	13
2	3.25	0.39	8

Note. A '-' indicates the sample size was too small for the statistic to be calculated.

Summary of Findings

This study has primarily focused on the perceived transformational leadership behaviors of current CEOs involved in EPAG. The survey utilized was a customized form of the MLQ 5X self-report. In addition, a series of preselected demographic variables were added to explore additional relationships (if any) within the survey group. There was a total of 89 completed surveys from respondents.

The data analysis phase included a series of histograms, a correlation matrix, use of a z-test, chi-squared tests, and analysis of variance (ANOVA) to examine possible relationships between survey scores and demographic variables. After an analysis of the data to explore the two research questions, the following variables were found to have significant relationships between several demographic variables and the attributes of transformational leadership.

Specifically, years involvement in EPAG was found to positively correlate with generates satisfaction and fights fires (MBEP). Years of experience was found to be positively correlated with builds trust (IIA), coaches and develops people (IC), and generates satisfaction (SAT). Finally, the variable years of Christian faith was highly correlated with builds trust (IIA), encourages innovative thinking (IS), encourages others (IM), coaches and develops people (IC), rewards achievement (CR), generates extra effort (EE), is productive (EFF), and the five I's of

transformational leadership. There were no other statistically significant relationships found in the analysis. Any additional data were excluded for the purpose of this research project to focus on significant findings and themes from the data set.

Chapter 5 builds conclusions based on the data, present possible rationales to explain the results in a larger context, provides a critique on each topic, discusses these findings, highlights key insights, and provides recommendations for further research.

Chapter 5: Discussion

In this chapter, I discuss the findings from the leadership surveys collected. The driving concept of this study was to explore possible relationships between the self-ascribed (believed) transformational leadership behaviors of CEOs involved in EPAG's and a series of demographic variables. A secondary layer of emphasis of this study was to explore the CEOs' self-perceptions of their leadership behaviors and to what extent they were transformational leadership behaviors. In other words, the primary purpose of this dissertation was to investigate how the selected CEO participants view their leadership behaviors.

The surveys were sent anonymously through an extensive e-mail list provided by the parent organization of the EPAG. The results collected are discussed in detail, as well as conclusions drawn from the results and opportunities for further scholarly investigation. This study utilized a customized licensed version of the MLQ Form 5X self-rater form (Avolio & Bass, 2004). The customization included six demographic questions that were intended to add additional data points to explore possible relationships to the transformational leadership behavior components. These preselected demographic variables were agreed on and preselected using a panel of subject experts prior to sampling in this study.

A total of 89 surveys were collected out of a possible 336 members of the EPAG CEO respondents. There was a sufficient e-mail open rate with an average of 21.33% overall in this study, which provided an acceptable to proceed with data analysis.

Restatement of the Problem

As discussed in Chapters 1 and 3, there were two research questions to explore for further explication and to seek additional data. The following are the research questions:

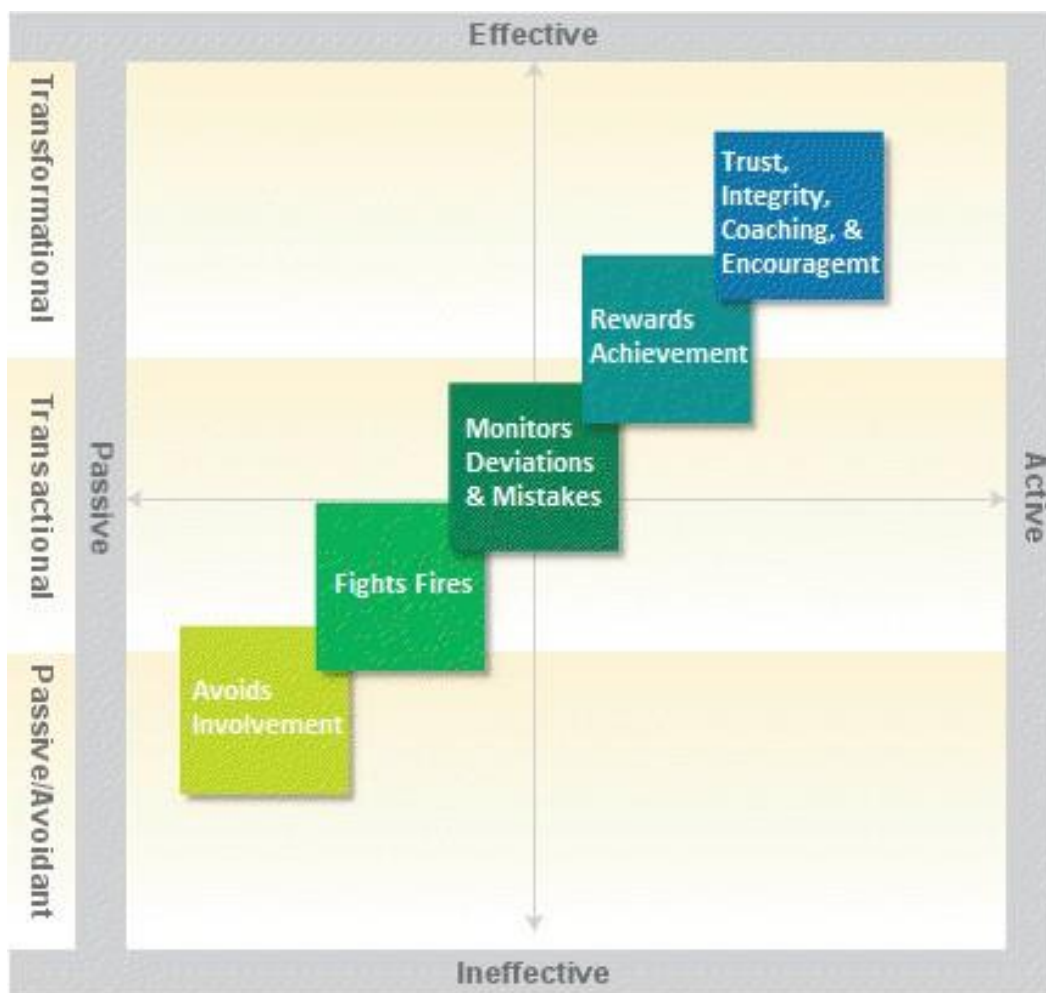
- RQ1: To what extent, if at all, are there any relationships between the selected CEO participants who exhibit the five characteristics of transformational leadership and overall transformational leadership behaviors?
- RQ2: To what extent, if at all, do relationships exist between the CEOs' self-reported transformational leadership behaviors (as a result of responses on the MLQ) and the six demographic variables?

Theoretical Framework

The core focus of this research was to explore CEO transformational leadership behaviors in the context of the EPAG environment. The survey also included the full range leadership model, which includes the classical behavioral characteristics of the five I's of transformational leadership. These were included in the MLQ assessment for individualized consideration, including influence (both attributes and behaviors), inspirational motivation, and intellectual stimulation (Bass, 1985; Bass & Riggio, 2006). The full range leadership model also includes transformational, transactional, management by exception (active and passive), and nonleadership, which is laissez-faire (Avolio, 2011). Figure 59 provides an illustration for the full range leadership model. The concept is that each leader displays each style to various degrees. The model displayed in Figure 59, which was reprinted with full permission showcases the behaviors in terms of their effectiveness and activity (active versus passive) behaviors.

Figure 59

The Full Range Leadership Model



Note. From *The Multifactor Leadership Questionnaire. Self Only Group Report*, by B. M. Bass and B. J. Avolio, 1996, Mindgarden. Copyright B. M. Bass and B. J. Avolio, 1996, 2004, 2015.

Methodology and Methods of the Study

The data were collected through a distributive survey deployed online over a two-week timeframe. The data were then analyzed using a combination of three separate software packages and methods including descriptive statistics, correlation matrix, Pearson's correlations, and a z-tests. I enlisted experts in the field of statistics (i.e., dissertation committee members) to help confirm results and to gain additional insights and counterpoints. The results indicated there were

significant relationships between demographic variables and transformational leadership behaviors of the CEOs.

Key Findings and Recommendations for Further Research

This discussion section consists of a summary of the findings. Based on the findings, recommendations for further investigation are provided. The topics selected for discussion were based on the data, and the results and analysis are in Appendix E. It is important to note that not all the results are listed, and only the values that were found to have significant relationships are discussed. Although there are a few minor deviations, the majority of the literature cited in this dissertation was within the last 5 to 7 years to ensure each was relevant and recent to validate my findings and support my claims.

Many of the findings in this study were inconclusive for direct linkages to other recent research in terms of connection between the responses of the CEO members in EPAGs, 5I's of transformational leadership, and the demographic variables selected for this study. The results of this study revealed significant relationships between various demographic variables and the response to the survey, which measured transformational leadership behaviors of the CEO sample population. However, very little literature on EPAGs and their relevancy to transformational leadership was found. After reviewing the current literature, only four scholarly studies focused specifically on either aspect. The uniqueness of the CEO members in the EPAGs could explain why scholarly examination on this topic is limited at best.

Due to the selective focus of this study, there was anticipation that potential significant findings between the demographic variables and the five I's of transformational leadership could exist. However, many of the findings did not have clear or direct supporting research. This suggests gaps in the body of research and presents a tremendous opportunity for future research

to be conducted on many of these topics. The variables in this study were found to have significant findings. Additionally, the following variables were also found to be supported by the current research, providing context for relevancy to support the two research questions.

The variable years involvement in EPAG was found to be positively correlated with generates satisfaction (SAT) and fights fires (MBEP). These findings support RQs 1 and 2.

Years Involvement in EPAG

I revealed very few findings specifically focused or related to years involvement in EPAG. The absence of scholarly research examining EPAGs is a relatively small number of peer reviewed studies. Current research supports this notion. According to Feghali (2022), one of the few scholars who examined various EPAG groups, found that there were fewer than nine peer reviewed studies on the topic. Although not fully the same field or concept, a closely related aspect of EPAGs is solicitation of feedback from members. Feedback is also a crucial component in EPAGs (Feghali, 2022; Olmsted, 2019). Although the EPAG has remained relatively elusive to researchers, there are several similarly related topics, such as executive coaching or peer coaching, which would fall under the umbrella of EPAGs. There is an abundance of studies on this topic suggesting both a gap in the research, as well as an opportunity and interest among researchers and professionals alike. The current research trends also support this notion.

Research published in the last four years produced several studies about executive coaching (Athanasopoulou & Dopson, 2018; Bertrand, 2019; de Haan et al., 2019; Hopkins et al., 2022; McInerney, 2022; Williams & Lowman, 2018). Since many EPAGs offer coaching as part of the benefits of membership, and considering both the similarities and popularity of these two topics, might suggest that since executive and executive peer group might lead for support of the findings and additional rational for further examination specifically on EPAGs. The absence of

research on this topic made it challenging to draw larger conclusions on the data in this study; thus, the data should only be viewed in context to this specific EPAG. Further, inferences could be made by sampling a larger EPAG group, multiple groups, or cross groups to explore possible relationships or key differences.

This CEO sample population in this study consisted of EPAG members who self-identified as being relatively new and/or involved in the EPAG. A total of 89 surveys were collected from respondents, and the most frequently observed category of years involvement with EPAG was 1 year ($n = 24, 26.97\%$) or (0–5 years) of involvement in this specific EPAG. The range in years of involvement in EPAGs overall ranged from 1 year to 31 years ($n = 1, 4.49\%$). The second most frequent selection was 7 years ($n = 10, 11.24\%$) followed 4 years ($n = 8, 8.99\%$), then 3 years ($n = 3, 6.74\%$). In other words, these 89 respondents from a host of groups were relatively new to this EPAG. One key research question that could serve as a follow up to this study is whether the CEOs had been involved in other types or EPAG groups, such as Vistage or Young Presidents Organization (YPO). The literature review showed there were no relevant studies regarding other EPAGs. This information could serve the EPAG parent organizations in better understanding the customer and/or user journey and provide data regarding how long or why CEOs participate in EPAGs. More specifically, data could provide insights into the lifecycle of an EPAG group to better service those groups and provide the local group chairs information on set expectations. Additionally, these data could be helpful for this specific and other EPAG parent organizations as a metric or performance tool for local chairs to use to protect EPAG members and the user experience. A further investigation could then examine differences in years involvement across multiple EPAG groups to provide a more global perspective.

Years in EPAG and Generates Satisfaction

The variables years in EPAG and generates satisfaction were found to have a positive relationship. This finding supports RQ2. One of the interesting discoveries and contrary to my assumption is that this group of EPAG members self-identified as being relatively new in their group. My initial assumption was that these CEOs would have more years of experience or involvement in the EPAG. Of the 89 respondents, the most frequently observed category of years involvement in EPAG was 1 year ($n = 24, 26.97\%$). The range in years involvement in EPAG was 1 year to 31 years ($n = 1, 4.49\%$). The second most frequent selection was 7 years ($n = 10, 11.24\%$) followed by 4 years ($n = 8, 8.99\%$), then 3 years ($n = 3, 6.74\%$). It is possible that CEOs with more years involvement in EPAG were fewer due to all members of this organization being only CEOs, as opposed to other types of senior leaders (e.g., CFO, CIO).

To date, there has been little scholarly research linking these two specific topics. Since EPAGs are typically for-profit organizations, group member experience and satisfaction are logically a key aspect to success. Feghali (2022) concluded that EPAG members' satisfaction was a crucial part of the user experience. Feghali (2022) suggested that although member satisfaction is a crucial part of the experience in EPAG, there had not yet been a connection between user satisfaction and increases in the CEOs' performance:

Therefore, while these participants reported personal satisfaction with being a part of industry peer groups, their beliefs that there had been positive effects for their companies was not empirically proven. There was no further evidence if it is the case that companies to which these executives belonged had a rise in their performances. (p. 19)

Olmsted (2019) underscored that CEO members can experience significant transformation from the EPAG dynamic and membership. Further research could try to quantify or explore how CEOs in EPAGs provide their organizations with an environment that enriches the satisfaction of both of employees and customers. Considering there is an absence of research

merging these two topics, further exploration on these topics would be beneficial to EPAG groups to sell the idea that membership in EPAGs is correlated with producing organizational and customer satisfaction. This could be likened to organizational outcomes and performance and would be interesting to EPAG parent organizations and their potential membership base—companies and individuals. In essence, since the CEOs are enormously influential and play a larger role in strategic decision making (Friedman & Carmeli, 2022), further exploration is warranted. Additionally, research shows that various aspects of CEOs can impact their organizations (Friedman & Carmeli, 2022; Kiss et al., 2022; Nag et al., 2020; Suliman et al., 2019; Zuraik & Kelly, 2019) and achieve outcomes.

From a review of the literature, there has not yet been a significant amount of data or a clear consensus on how long it takes to become a CEO. A majority of the research has focused on localized aspects such as CEO work tenure (Oh et al., 2018) and other aspects, such as power dynamics, role changes, and succession for CEOs (Cragun et al., 2016; Gehrke, 2019; Perry et al., 2011). The closest research data to support my research findings is a study involving more than 700 CEOs over a 13-year period (Citrin et al., 2019). Citrin et al. (2019) noted that there seems to be a wide range in CEO tenure: “We analyzed the entire tenures of 747 S&P 500 CEOs who left office from 2004 to 2017. Their time in the CEO role ranged from three months to 41 years” (p. 60). With this large gap in the data, although assumptive, data on the role of the CEO are often obtained over many years. One could speculate that there are fewer years of CEOs involved in this EPAG since they might not need as much guidance compared to younger CEOs with less experience. In other words, the more experienced the CEO, the less meaningful EPAG membership becomes. They may simply not see the value of EPAGs later in their careers. There are many possible reasons why the variables years in EPAG and generates satisfaction could

correlate with one another. One possibility is that CEOs who have more years in EPAGs could glean useful ideas to implement policy, create positive work environments, and foster positive organizational culture, which increases employee satisfaction. Additionally, if the research supports years in EPAG involvement and benefits organizations, this could significantly add to the value for EPAG groups in terms of selling the concept to potential organizations for funding and recruitment.

Years in EPAG and Fights Fires (MBEP)

The results of my analysis revealed that there was a significant positive relationship between the variables years in EPAG and fights fires (MBEP). The results of this study supported RQs 1 and 2. There is a good amount of research on the topics of passive or avoidant leadership style (on the transactional side of the spectrum). Both transformational leadership and transactional leadership are seen as opposed ends on the leadership spectrum. From a research perspective, one could view transformational leadership as very active (TL) and transactional as nonactive or absentee leadership (MBEP). The comparison between the two styles has been of interest to some scholars in various contexts over the recent past (Frooman et al., 2012; Grill et al., 2019; Sims et al., 2021; Tayfur Ekmekci et al., 2021). It is important to note that none of these studies involved only CEO participants or involvement in EPAG. In other words, from a review of the last 10 years, there appears to be no relevant or recent research related specifically to these two topics individually or collectively. This suggests that there is an opportunity for future exploration on these two topics combined. It could be of interest to see whether there is any quantifiable data to collect on CEOs in EPAGs to explore whether they are more inclined to have an MBEP style in their organizations.

Additionally, since this EPAG group is religiously affiliated, one interesting data point to explore could be the aspects of the Christian faith and MBEP. One could explore the aspects of faith and perceived leadership style. It might be possible that Christian CEOs are more likely to utilize faith in God in their work roles, which could be perceived as a less active or a passive leadership style. Further examination could benefit self-identified Christian CEOs. EPAG groups and members could be that if quantifiable to help them be more cognizant of the relationship between their behaviors and organizational outcomes. Additionally, this research could also prove beneficial to EPAG members who avoid or who actively help navigate difficult issues. This could add value for membership or be a rationale for prospective members, clients, and organizations to join the EPAG.

Years of Career Experience

The results of my analysis indicated that years of career experience is positively correlated with builds trust (IIA), coaches and develops people (IC), and generates satisfaction (SAT). These finding supports RQs 1 and 2. Overall, the sample group for this study consisted of experienced career leaders. One key assumption was that most CEOs were in the workforce for some time to obtain the position of CEO, and the data supported this assumption. A majority of the CEO leaders were indeed experienced; 33% of the respondents had more than 30 years of experience, 12% had 20–25 years of experience, and 11% had 26–30 years of experience. The smallest number of respondents ($n = 10$) had only 1–10 years of experience. One of the key limitations for this and any study is the sample size. This group of only 89 respondents limits the generalizability for this study for larger reaching implications. Future research could examine this topic using a larger EPAG organization with similar individuals such as CEOs or other types of senior leaders in organizations.

Years of Career Experience and Builds Trust (IIA)

This study found a positive correlation between the variables years of career experience and builds trust (IIA). The data are somewhat unclear as to whether they support or challenge the research findings, due to a lack of corollary data, considering these two topics have not been examined in tandem. However, the topics of CEOs and trust have been explored by others (Breidenthal et al., 2018; Ingenhoff & Sommer 2010, Kong et al., 2021). The topics of CEO image and brand implications have also been of some interest of some scholars as well (Stravinskiene et al., 2020). It is possible that over time senior leaders such as CEOs become more trustworthy and exhibit trust to their subordinates. Also, it is possible that since CEOs have held many other positions in their organizations, these CEOs are more comfortable with themselves and their abilities and thus exhibit a higher level of trust. Further research could be conducted to examine these aspects in greater detail. Another facet of interest was the overall results of the group's builds trust (IIA) scores. The results showed that these EPAG members had a lower score (2.9), which was slightly under the self norm (3.0) group data. Although there is only a slight difference in scores, it could indicate that Christian CEOs are slower to build trust than nonreligious CEOs. One key question would be why this would be different for Christian versus nonreligiously (non- Christian) affiliated CEOs. Further research could investigate the aspect of CEO religion and building trust within their organizations.

Years of Career Experience and Coaches and Develops People (IC)

In this study a positive correlation between the variable years of career experience and coaches and develops people was found to be significant. These findings support RQ2. After a review of the research there seems to be a direct connection between these two variables; however, no studies were found on these two variables specifically. Supporting studies have

focused on the CEO as a topic of interest for researchers (Faulkner et al., 2022; Kim et al., 2021; Martino et al., 2020; Mueller, 2021). However, there are no clearly defined studies on how the CEO impacts the development of their teams regarding coaching. The closest supporting research for my findings was found in a study involving the Indian banking sector, which examined CEOs' personality traits. The researchers concluded that more experienced, male CEOs had a significant positive impact on their firms' performance (Gupta & Mahakud, 2020). This could indicate further research is warranted on these two topics to examine how the years of experience impact employee development or longevity and how this might impact firm performance or the organizational culture. One hypothesis could be that increased work experience allows for growth of one's own coaching and developmental capabilities. Further research could test this notion to provide a clearer connection between the two variables. More specifically, the ability of a more experienced professional would help them become more comfortable in sharing their experiences to help their employees succeed. Additionally, since most organizations operate as a team, failure and success rarely happen outside the framework of a team. Thus, the desire for mutual success for both CEO and subordinates might be a logical connection.

Years of Career Experience and Generates Satisfaction (SAT)

My findings indicated that years of career experience is correlated with generates satisfaction and thus supports RQs 1 and 2. Theoretically, it is possible that individuals with more career experience or years in the workforce have a better understanding of what motivates employees or provides them satisfaction since they may have once held a similar position in that organization. Recent research supports this notion that in most organizations the CEO plays a significant role in the organizational culture and affects employee satisfaction (O'Reilly et al.,

2022). In another study that supports my findings, Meng and Berger (2019) found in a study of employee satisfaction involving 838 working professionals in the public relations industry that there were strong interrelationships between a supportive organizational culture, leadership performance on job satisfaction, engagement in the workforce, and trust.

One measurement of job satisfaction could be seen through the lenses of employee turnover. Research has shown that employees who are engaged and satisfied stay in their positions longer (Nguyen, 2020; Wyld, 2014). Although this was not the main focus of this study, there has been much research across many types of organizations that focused on this topic, which indicates a transformational leader having a significant impact on their organization (Eliyana et al., 2019).

In a study on the effects of collaborative transformational CEOs and human resource management, 98 high-tech companies in China, Su et al. (2020), found that the behaviors of the CEO helped reduce turnover. Therefore, a reduction in turnover could be viewed as satisfied employees being less likely to leave their positions. Research also supports the notion that transformational leadership has an impact on employee turnover (Donkor et al., 2021; Oh & Chhinzer, 2021; Yücel, 2021) as well as employee embeddedness, which is a main factor in employee turnover (Amankwaa et al., 2022). Although there has not yet been a study that focuses the specific the aspects of my EPAG subjects, future research could explore possible relationships between transformational CEOs who are involved in an EPAG's and outcomes within their organizations. This could be useful for organizations, CEOs, and human resource professionals to better understand the possible connections between a CEO's leadership style and benefits due to involvement in an EPAG.

Years of Career Experience and Five I's of Transformational Leadership

The results of my analysis found that years of career experience was positively correlated with the five I's of transformational leadership, thus supporting RQs 1 and 2. The results of these two variables had a p value of (.067), which is very close to an alpha of (.05) or significance, suggesting a worthy topic of further investigation. A review of the current literature on these two topics was inconclusive to support or challenge my findings. There has been research that connects transformational leadership and employee turnover (Oh & Chhinzer, 2021; Sun & Wang, 2017; Tse et al., 2013). If one could connect the years of experience in the job, employee turnover or satisfaction, and transformational leadership, this in theory could support my findings, as well as provide additional opportunities for scholarly investigation.

Another recommendation for future exploration, in this study experience level 2 scored the highest of the transformational leadership (5I's) scaled them group 6 was the next highest. This indicates two peaks of 2 less experience and six most experience have the highest five I's. In other words, one might explore whether CEOs have tendencies to be natural transformational leaders. This could have implications for career achievement. For example, if someone is a natural transformative leader, those traits might have helped them obtain the role of CEO faster than their counterparts or nontransformational leaders.

Years of Christian Faith

Years of Christian faith was highly correlated with builds trust (IIA), encourages innovative thinking (IS), encourages others (IM), coaches and develops people (IC), rewards achievement (CR), generates extra effort (EE), acts with integrity (IIB), is productive (EFF), and five I's of transformational leadership. One interesting discovery from the results of this group's mean years (33.3) of Christian faith is that it is dissimilar to the variable of years of involvement

in EPAG, which was an average of 5 years of participation in the group. This suggests that although the members were long rooted in their faith in God, they were relatively new to the EPAG organization.

Years of Christian Faith and Builds Trust (IIA)

A significant positive correlation was found between the variables years of Christian faith and builds trust. This supported RQ2. These data indicate that as builds trust (IIA) increases, Christian faith tends to increase. The literature on these two topics found that although there is no scholarly example on both these variables specifically, it is possible that the more years of Christian faith allows for a more trusting leadership style. There has been, however, research connecting transformational leadership behaviors and trust in employees (Altunoglu et al., 2019; Le & Lei, 2018; Yue et al., 2019) in various contexts. The relationship between transformational leadership and trust is the ability and confidence for leaders to do what is in the best interest of the organization (Breidenthal et al., 2018).

Conversely, there has been little to no current research done specifically focused on the years of Christian faith to support my findings. Research has been conducted on transformational leadership in various contexts involving Christian faith or faith-based organizations (Carter, 2009; Ferrari, 2017; White et al., 2017), but there is no supporting data that confirm or challenge my findings connecting transformational leadership with building trust. There may exist further investigation on these two variables to explore possible relationships between the two. Further examination between trust, transformational leadership, and faith have obvious interest to religiously affiliated organizations or leaders. Exploring these possible relationships may provide helpful data to further support Christian leaders including CEOs.

Researchers could also explore the relationship between Christian transformational leaders and the impact on organizational or employee trust and engagement. Also, one could also explore the aspect of different types of religious beliefs, in essence faith itself. A core aspect of faith is trust or belief in God. It is possible that Christian leaders who have more years of experience exhibit more trust and thus invite others to be trusting. Further exploration on these topics could prove interesting and useful to researchers and practitioners of faith as well.

Years of Christian Faith and Encourages Innovative Thinking (IS)

The results of this study found a strong relationship between the variables years of Christian faith and encourages innovative thinking (IS) and thus supported RQ2. Although there has been little research dedicated to the aspects of Christian leaders and innovation, the current research on the topic appears to be centered around innovation culture and leadership (Karatepe et al., 2020; Tayal et al., 2018; Zhang et al., 2018). The research also lacks on aspects of or behaviors related to transformational leadership and innovative thinking. The closest recent examination involving the topics of transformational leadership and innovation was Grošelj and Matej (2020). They studied psychological empowerment of employees in the context of different leadership styles (both authentic and transformational) on innovation in a medium size technology company. This analysis strengthened the argument that leadership was indeed one of the most crucial drivers for innovation in organizations. The results indicated there was a strong correlation between psychological empowerment, leadership, and employee innovation (Matej, et al., 2021). This can be seen as supportive and complimentary research to the findings in my study.

From another perspective, innovation could also be considered as creativity. As previously discussed, research has connected transformational leadership and increases in

employee creativity, which could also strengthen the alignment of my findings. Continued research on this topic could be warranted since there was an aspect of the transformational leadership associated with the psychological empowerment—in other words, encourages others, a measurement and byproduct of transformational leadership. This, along with the results of my study, could strengthen the justification for further exploration into the intersection of these two topics, which might prove useful for Christian CEOs, as well as for organizations focused specifically on innovation. Additionally, it could offer insight into the differences between Christian CEO or leaders and nonreligiously affiliated CEOs (or leaders) on innovation. This comparison would provide interest to organizations in hiring openly religious CEOs versus not stated CEOs for innovation.

Years of Christian Faith and Encourages Others (IM)

Years of Christian faith was highly correlated with the variable encourages others (IM). The index score results for encourages others (3.1) compared to the normalized group (3.0) was significantly higher for the CEOs in this EPAG. These results indicated that as years of faith increases, so will encourages others (IM). This supports RQ2. The supporting literature was scarce, revealing no directly related studies on the aspects of these two variables. The variable encourages other (IM) is a facet of the subcomponents of transformational leadership theory and is classified as inspirational motivation, which refers to the leader's ability to motivate their employees to collectively accomplish the goals of the organization (Bass & Riggio, 2006). From this perspective one could include creativity as part of the inspirational aspect. As innovation and inspiration typically require creativity, there is research on both employee creativity and leadership (Mehmood et al., 2021), including transformational leadership (Shafi et al., 2020). Further examination could be done to explore the connections to either CEOs specifically or

EPAG members. Further examination of how transformational leaders and members in EPAGs inspire their organizations and employees could support my findings in a new light.

Years of Christian Faith and Coaches and Develops People (IC)

My analysis revealed that years of Christian faith was highly correlated with the variable coaches and develops people (IC), which supported RQ2. This variable centered around the individual consideration (IC) of transformational leadership. As has been discussed, individual consideration (IC) centers around the leader's ability to exhibit empathy, to understand their followers' needs, and to adapt to provide for these needs sufficiently. This aspect of the transformational leadership paradigm centers around individual consideration by the leader to their followers. A review of the research found no studies which specifically has focused on Transformational Leadership, Christian faith, and or EPAG groups.

With a lack of research on possible connections between TL, EPAG members, and years of Christian faith, I suggest future research on all three variables. There has been recent research examining the connections between Transformational Leadership and employee behavior. Koveshnikov and Ehrnrooth (2018) concluded that there are, like many other aspects of leadership, cultural differences in how idealized influence affects employees. This concept has been widely researched since Hofstede's (1984) groundbreaking cross-cultural research. However, there may not be a one-size-fits-all aspect for transformational leaders to exhibit their leadership or adapt according to cultural or local context. Future research could include a specific focus on Christian leaders or leaders of other religions in various contexts and explore possible effects on employees, peers, or others. This would help deepen the understanding between leadership behaviors and employee outcomes, which would be beneficial to both scholars and practitioners.

Years of Christian Faith and Generates Extra Effort (EE)

My analysis revealed that years of Christian faith was highly correlated with the variable generates extra effort (EE) and supported RQs 1 and 2. A review of the latest literature on this supports my findings. Through this paper I have noted that organizational efforts are made in part as a byproduct of the leadership. To date, no known research has been conducted between religious affiliation, Christian faith, and leadership's effect on effort. However, studies have been conducted involving transformational leadership and efforts related to outcomes such as worker efficacy and innovative processes. Specifically, one recent study of 200 logistical workers found that transformational leadership had a significant positive influence on their employees' efficiency (Dwivedi et al., 2020). The authors highlighted that one of the key roles and byproducts of the transformational leader is to inspire others to perform. They stated, "Transformational leadership is an act of making sound decision and inspiring others to perform well" (p. 1557).

Another recent study on employee innovation and social capital with 194 South American executives found that transformational leadership from top-level management had a positive effect on organizational innovation and communication (Cortes & Herrmann, 2020). In both cases, although efficiency and innovation may not be the same aspect, as effort was not the primary focus. One could argue that innovation increases could be viewed as extra effort by the employees being more efficient and innovating more rapidly and therefore directly applicable. Further research could focus on how transformational leaders generate extra effort. Questions as to what aspects of transformational leadership lead to more employee effort would be an interesting continuation on these topics. This could be beneficial to leaders of many types of organizations to foster more effort and production from their teams.

Years of Christian Faith-Acts with Integrity (IIB)

I found the variables years of Christian faith and acts with integrity to be highly correlated with one another. This supports RQs 1 and 2. The literature on both these topics did not find many directly applicable studies. Warren Buffett, president and CEO of the Berkshire Hathaway Corporation and self-made billionaire, once famously stated the importance of integrity: “Somebody once said that in looking for people to hire, you look for three qualities: integrity, intelligence, and energy. And if you don't have the first, the other two will kill you” (Schwantes, 2022). From my review of the research there appears to be a gap in the connections between transformational leadership, CEO leadership, and years of Christian faith. The most relevant contextual scholarship within the last five years has investigated the impact and importance of leadership integrity in the workplace in various contexts (Dikolli et al., 2020; Resane, 2020; Yip & Walker, 2022). Specifically, transformational leadership and integrity have been researched in conjunction with one another (Crucke et al., 2022; Liborius, 2017; Pradhan et al., 2018). However, no recent scholarship has focused specifically on transformational leadership and integrity or incorporated years of Christian faith, which would suggest an opportunity for further examination.

Years of Christian Faith and Is Productive (EFF)

In this study the results indicated that years of Christian faith and is productive (EFF) were significant which supports RQ2. Contextually, considering the CEO is the key leadership role in most organizations (Ling et al., 2008) and drives much of the responsibility for the climate within the organization, there can be little doubt that their impact matters.

In a recent study examining the impact of CEOs' transformational leadership behaviors on organizational innovation, the authors concluded that transformational CEOs can significantly

impact the climate within the organization (Zuraik & Kelly, 2019). In other words, transformational leaders can make an impact on the culture within their organization including productivity and innovation. Research has also shown that there is a direct link between transformational leadership and productivity and performance (Alrowwad et al., 2020; Mubarak et al., 2021). This includes both analysis on productivity as part of performance or is productive both from the micro perspective (i.e., employee or individual) level (Buil et al., 2019) and the macro (i.e., organization) level (Jensen et al., 2020). This supports my findings and strengthens the argument for further research on both areas.

The question remains, is there a key differential between a nonreligious or non-Christian CEO and a Christian CEO? The recent research has not specifically focused on either aspect of religious verses nonreligious CEOs or impacts or byproducts of each of these characteristics. The research that could support my findings over the last five years focused on aspects such as leader, employee trust, and religion. Specifically, a study involving more than 400 non-Malaysian workers of various faiths and religious beliefs found trust between the CEO leader and their employees is achieved more deeply and quickly when there is a common religious background (Kwok et al., 2020). This would make sense in the context that organizations often tend to want CEO leaders with aligned values. Additionally, there has been recent examinations on transformational leadership and faith-based organizations such as the higher education sector (White et. al., 2107). There have not, however, been any recent examinations on the styles of Christian leaders as well as CEO leadership or how they impact their organizations or employees. The current body of knowledge would suggest an opportunity for further examination on this particular aspect of CEO leadership and Christian faith. Conversely, there has been recent research supporting and connecting the transformational leaders and productivity

(van der Vyver et al., 2020). This strengthens my findings, suggesting that there may be deeper connections between transformational Christian leaders and productivity. This could serve as a fascinating follow up examination of Christian transformational leaders through the lenses of productivity or sustained productivity.

The 5 I's of Transformational Leadership and Christian Faith

There was a significant positive correlation between the five I's of transformational leadership and Christian faith, indicating that as five I's of transformational leadership increases, Christian faith tends to increase. The results for this section answered RQ2, To what extent, if at all, do relationships exist between the CEOs' self-reported transformational leadership behaviors (as a result of responses on the MLQ) and the six demographic variables? Specifically in this case, Christianity (years of Christian faith) and transformational leadership were the variables. One might consider where the intersection between these two variables is and how to define the connection between these two variables. Although the primary focus of this study was not intended to be on the religious aspects initially, in this case the years of Christian faith emerged as a significant part of the results. The research on this topic trended toward focusing on Christian transformational leaders and the effects on organizational outcomes (Carter, 2009; Sosik et al., 2013; White et al., 2017). To date, there is no research that explores the relationship of these two topics in the context of CEO leaders or EPAGs. To date, there are no scholarly studies involving Christian or religiously affiliated CEOs in EPAGs. To clarify, one might ask how you define or merge these two topics from a definition of the intersection of these two concepts of being a Christian transformational leader. Scarborough (2010) provided the most complete definition of the connection between Christianity and transformational leadership:

Christian Transformational Leadership is leadership which declares a Biblical or Christian foundation, or is specifically directed to the Church. It holds that a leader's

vision, character, persuasiveness, Scarborough, Christian Transformational Leadership and ability to strategize guarantee that he or she will be influential (or transformational) to achieve shared goals. (pp. 77–78)

According to Peltz and Wilson (2020), Christian transformational leaders use their abilities following the models and the teaching of Jesus and can successfully unite their followers in a common cause. In other words, the Christian transformational leader can harness the abilities and benefits of transformational leadership and provide a commonality in the pursuit of Christianity and the teaching of Jesus to accomplish great things. It is possible that there is a deeper connection between the spirituality components and transformational leadership. Further exploration could benefit leaders of religious organizations such as churches, nonprofits, and other religiously affiliated EPAGs. Although not the initial focus of this study, I found that this aspect of Christianity was a highly correlated factor, and the research supports this evidence. Research has shown that religious values drive behaviors (Schwadel & Hardy, 2022). Scholars have attributed the values and teaching of Jesus—the essence of Christianity—to servant leadership (du Amanda & Carol, 2020; Nkambule, 2019).

Some scholars have argued that servant leadership and transformational leadership are not fully transposable (Hoch et al., 2018; Xie, 2020). According to van Dierendonck (2011) (as cited in Xie, 2020) pointed out that the main difference between the two types of leadership is that transformational leadership does not specifically focus on the aspects of humility, authenticity, and interpersonal acceptance, as compared to servant leadership. However, I believe that the similarities outweigh any differences. In other words, both transformational leadership and servant leadership, being very similar in attributes, and considering since my findings focused on only Christian CEOs. However, the research provides both contextuality and connection between these two similar leadership concepts and supports my findings in that both

servant leadership and transformational leadership have many similarities (Schneider & George, 2011).

Although both transformational leadership and the CEO (Chen et al., 2019; Jensen et al., 2020; Legutko, 2020; Pan et al., 2021) and servant leadership and the CEO (Ruiz-Palomino et al., 2021; Yoon & Darville, 2021) have recently been explored, there is a gap on these two topics involving CEO. Future researchers could explore the possible relationships between Christian CEOs and both servant and transformational leadership. Researchers could examine possible relationships between the religious components of both leadership styles and faith since they are highly correlated in my findings. Furthermore, these leadership concepts within the context of EPAGs could be of interest to determine the intersection between religiously and nonreligiously affiliated EPAGs. The question to be answered by further research would be related to the deeper connection between TL and Christian faith or religion in general.

Gender and Organizational Size

One finding from the results indicated that there is a significant relationship between the variables gender and organizational size, suggesting that gender and organizational size. One aspect from the survey results indicated that a majority of the CEOs in the EPAG were responsible for organizations smaller in size. Specifically, the most frequently selected was ($n = 1$) 1–10 employees, followed by ($n = 2$) 11–15 employees. Of the 89 respondents, 12 indicated they were in charge of organizations ranging from 50–100 employees. On the larger side, the CEOs who indicated they were in charge of 1000 plus employees were just four.

CEO gender has been a topic of interest to me; however, the majority of the research focuses on firm performance or organizational outcomes (Faccio et al., 2016; Khan & Vieito, 2013; Silvera & Clark, 2021; Wang & Fung, 2022). Research has also examined differences

between male and female CEOs and implications on their career experiences (Wang et al., 2018). However, there were no studies found on CEO gender and organizational size together specifically. This could suggest a gap in the CEO and gender research and suggest an opportunity for future exploration to deepen the understanding of the differences between male and female CEOs. In my study, the CEO gender was heavily weighted towards men. A majority of the CEOs identified as being male ($n = 83$) compared to those who identified as female ($n = 6$). The results also indicated that the six respondents who identified as female were CEOs of smaller organizations. Gender information of the EPAG members was not provided prior to the survey being sent so it is unknown whether the ($n = 89$) EPAG members were only women ($n = 6$). It is unknown whether this represents the gender demographic for the entire EPAG member base due to a lack of data transparency prior to the survey being sent. My study mirrors what the research has found and supports the notion that it may be harder for women to achieve the role of CEO. In one recent examination of quantitative study involving female CEOs in South Korea, researchers found that the 15 female CEOs had to overcome great challenges in obtaining the role of CEO and that job related training and intuitional support helped them achieve their role (Cho et al., 2019). Considering the difficulty of a CEO's job and the fact there are fewer CEO positions in comparison to other executive level positions overall, this could suggest further research is needed on this topic. Also, the data from my study indicated that female CEOs were in charge of smaller firms. One possible explanation is that female CEOs in smaller organizations might be able to obtain the role of CEO faster. Researchers could explore gender, CEO, firm size, personality types, or industry for comparison.

Years of Christian Faith and Rewards Achievement (CR)

My analysis revealed that years of Christian faith was highly correlated with the variable rewards achievement (CR). Logically, since CEOs have the drive for results in their work roles these results could indicate RQ2 is supported. However, the main focus for my study involved the transformational aspects rather than focusing on the transactional portion on the leadership spectrum. In other words, the main motivation for my study was to focus on the transformational aspects rather than the transactional aspects of the leadership spectrum. Although there were significant relationships between the variables years of Christian faith and rewards achievement, there is a lack of corollary research to support my findings. Specifically, rewards achievement sits on the transactional side and focuses on the relationship between leader and subordinate. It investigates how often or how well the leader clarifies expectation and recognizes achievement of both individual or group performance. To this extent, the research has not recently focused on aspects of religious faith and contingent rewards or punishments. Although there is an absence on connecting years of Christian faith and rewards achievement, or CEO transformational, transactional leadership and rewards achievement specifically, one aspect that could be of further interest to scholars and practitioners would be to examine how often CEOs recognize their employees or offer either tangible or verbal rewards. Further research could be conducted to examine the cross section between faith and rewarding and encouraging organizational goals and outcomes.

Monitors Deviations and Mistakes (MBEA)

The overall index results from the analysis indicated that these CEOs in the EPAG scored lower (1.5) on this MLQ self-norms index score (1.6). There have been recent studies supporting my findings, many focused on various aspects of forgiveness and leadership (Brady et al., 2022;

Kets de Vries, 2013; Kim et al., 2018; Marshall & Marsh, 2022; Scholtz, 2021). Further exploration on the topics could determine how these two concepts are interrelated. Further exploration could be taken into possible relationships on why specifically Christian CEOs are significantly different lower index on focusing on employees and organizational mistakes. Taking it a step further, the exploration could include the aspect of Christian CEOs involved in EPAGs. This exploratory data could help paint a larger picture of Christian CEOs' attention, focus, and search to interconnect these findings with organizational outcomes such as sales, morale, turnover, and other factors. One of the key aspects of the Christian faith is the belief and practice of forgiveness. Peterson and Seligman (2000, as cited in Cameron & Caza, 2002) pointed out that forgiveness is a universal human trait found across many cultures. Investigation into possible relationships between the concept of forgiveness and transformational leadership and/or CEO could further scholarly work on this topic. My results warrant further investigation and confirm that there could be possible relationships between Christian transformational leaders following the values outlined in the Christian faith of forgiveness and monitoring mistakes. In other words, these Christian CEOs are less focused on mistakes; it could be that they are more likely to forgive and/or look over mistakes in their organizations. Further research could investigate this concept in greater detail to provide additional insights into the mindsets of Christian CEOs regarding monitoring mistakes in their organizations.

Fights Fires (MBEP) and Avoids Involvement (LF)

This side of the transformational and transactional leadership spectrum focuses on passive or avoidant leadership styles. Grill et al. (2019) described the two factors:

Passive/avoidant leadership (two categories): (1) passive management-by-exception (MBEP): passive corrective behaviors, performed only after non-compliance or mistakes have occurred; and (2) laissez-faire leadership: absence of leadership, interactions where the leader avoids making decisions, abdicates responsibility, and does not use his/her

authority. (p. 283)

Although the MLQ data group and the CEOs in EPAG sample group are different, the EPAG scored lower. One possible reason is that there could be a connection between transformational leaders, who invest in their followers and improve systems. In doing so, the leader is serving others better. It is possible that followers find more contentment and higher satisfaction and are simply happier. A literature search for “Christian transformational leadership and system improvement” did not have relevant results to support this concept. However, both could be of interest for future research.

Study Limitations

The main limitation for this study was it solely solicited and examined CEOs in one religiously affiliated EPAG organization. The findings pertain only to CEO participants in one EPAG and is not generalizable for all CEOs or all members of other EPAGs. Additionally, there was a limited number of research subjects who could have participated ($n = 387$). Considering the total number of CEOs would be a potential much larger sample size—another limitation of the study. Future researchers could solicit other types of EPAG groups that have much larger memberships. An example would be Vistage Inc., the largest EPAG with more than 27,000 members worldwide. Theoretically, a larger sample size would be of interest to gather and to compare CEOs index scores of this religiously affiliated EPAG and a nonreligiously affiliated EPAG. Additionally, a further examination on the religious aspect of years of Christian faith might provide insights for religiously affiliated CEOs and their choice to participate in an EPAG with similar values.

Summary of Research Implications for Practice and Scholarship

In this study, there were significant findings on many of the demographic questions correlated with the behavioral traits—components of transformational leadership. Specifically, I learned that there are relationships between the six demographic variables and the 5 I's of transformational leadership. My findings present an enormous step forward in the field of research on the topic of EPAGs. My hope is that these findings lead to more scholarly examinations to increase understanding of this unique group of individuals within the context of leadership and or transformational leadership.

The desired outcome from this research was to develop points to compare to create a case study and investigate other executive peer groups' transformational leadership behaviors using this study as a benchmarking resource. Throughout this chapter I have offered multiple recommendations for further research. One key takeaway from this study is that, considering the uniqueness of the CEO, the EPAG provided a highly unique opportunity to investigate how the six demographic variables aligned with the 5 I's of transformational leadership. As I have outlined, with the limited data available on this specific topic of EPAG, TL, and the CEO, I provided a starting point for continued research.

Further researching the variables years involvement in EPAG could be beneficial. Scholars could focus on various types of EPAGs and could provide value for EPAG organizations, participating companies, and individuals. They could also explore connections between years of membership and possible leadership and behavioral outcomes. For practitioners, this research could significantly add to the value proposition for EPAG groups in terms of marketing the concept to potential members and organizations for funding. Additionally, continued research could be done to explore the topics of EPAGs and CEOs in conjunction to one another considering the research on these two topics is scarce. I noted that

EPAGs had fewer than four scholarly research studies in the literature review. Considering there are so few studies involving or focusing on EPAG groups, I offered many recommendations for possible follow up or corollary studies. This topic was selected for this research study due to the highly unique nature of the EPAG group and CEO group participants. Further scholarship should investigate other types of CEO EPAG groups to compare findings of this study to other populations. Another concept to explore is possible relationships between nonreligious EPAG members' and Christian members' scores on the MLQ. This could investigate the role of religion and transformational leadership behaviors.

My results from indicated significant relationships between the variables years in EPAG and fights fires (MBEP). My recommendation is to continue research on these two topics to deepen the understanding and draw possible conclusions based on the data collected and further explore possible connections between these two variables. Additional research into how these two variables correlate could be insightful for researchers as well as practitioners. Specifically, for the practitioner, this information could be beneficial for CEOs involved in EPAGs; researchers could explore the possible relationships and potential benefits from group involvement and how well they manage or react to crises within their organizations. Crisis management is a very large field, yet to this day is still unexplored in the context of EPAGs from a scholarly perspective. Additionally, since most EPAG groups are classified as for-profit entities, involvement is at the heart of both engagement and membership, which leads to profitability for EPAG groups, something that would be of interest to both scholars and practitioners. Exploring how

There were significant findings between the variable years of Christian faith and builds trust. My recommendation for scholars is to continue research on these topics. This could be

localized to only Christian faith or opened to different kinds of religion or spirituality. Finding possible connections between trust building behaviors and faith and exploring actions CEOs can take to achieve a higher trust culture within their organizations would be enormously valuable to CEOs and organizations, as well as provide an interesting topic to explore in greater detail. Additionally, scholars could investigate differences in religion and CEO behaviors, superficially Christian versus nonreligiously affiliated CEOs. Scholars could also explore how (if at all) these aspects of CEO religion and building trust within their organizations have any possible intersections. For practitioners, this could be useful in helping understand the role of religion for CEOs and possible implications thereof. A question could be posed as to how, if at all, a CEO's religious beliefs have an effect on organizational outcomes such as profitability, employee satisfaction, or organizational trust. Perhaps a nonreligious CEO has additional benefits and drawbacks. Undoubtedly, for this type of analysis, a much larger sample size would be beneficial to draw larger conclusions in this case.

My analysis found significant relationships between the variable years of Christian faith and encourages innovative thinking. For both practitioners and scholars, I recommend that, since it is important for CEOs and organizations to continually innovate to flourish in business, researchers explore how a CEO's faith might impact the innovative process and to what extent.

Additionally, scholars could compare religious and nonreligious CEOs to provide insights into whether there are benefits for having a religious or nonreligious CEO in organizations dedicated to innovation. For practitioners, this information could have benefits for organizations in terms of innovation in their organizations. There could be additional benefits to understanding whether years of being religious or nonreligious has any significant relationships or effects in innovation in organizations.

This study found relationships between the variables years of Christian faith and encourages innovative thinking (IS). Recommendations were provided to explore the relationships of transformational leadership and psychological empowerment as a byproduct of transformational leadership. This continued exploration could benefit both scholars and practitioners such as C-suite members including CEOs to gain possible insights on differences between religious and nonreligious CEOs. This offers a unique aspect which has yet to be explored and could include organizational byproducts such as innovation, profitability, and many more. Specifically for the practitioners or consultants, having a deeper understanding of the implications and role of religion in the CEO would be both interesting and could serve key decision making. It would be beneficial to have a deeper understanding of these two aspects in leadership to help guide decisions and executive search processes during a time of key leadership transition.

My analysis revealed that years of Christian faith was highly correlated with the variable coaches and develops people (IC). I recommended to further explore the connections between the leader's ability to show individual consideration, which includes empathy and understanding to followers, and how this might intersect with Christian Faith. For scholars, it may be interesting to further investigate these two variables in a larger sample population of CEOs. Additionally, extending to a larger sample size could allow for both religious and nonreligious CEO respondents to participate and provide additional insights into possible differences between religious (Christian) and nonreligious CEOs. Additionally, investigations could also consider different religions other than Christianity for comparison. This could add value to the continued understanding of leadership, religion, and spirituality. Further investigation could lead to potential insights for CEOs and EPAG groups. More specifically, I recommend that this type of

continued research on religious leaders and leaders of religious faiths in various contexts to explore possible effects on employees, peers, and others. This would provide an understanding of religion, leadership behaviors, and employee outcomes such as retention, turnover, and satisfaction.

My analysis revealed that years of Christian faith was highly correlated with the variable (EE). I noted that to date there is no known research on aspects such as Christian faith and transformational leadership and/or generates extra effort. Exploring the characteristics of transformational leadership could assist with generating the extra effort. This would be beneficial to both scholars and practitioners to further understand how to motivate and generate extra effort. This information would benefit many types of organizations including EPAG groups.

I found the variables years of Christian faith and acts with integrity had a strong corollary relationship. There appears to be a gap in the research on the connections between transformational leadership, CEO leadership, and years of Christian faith and/or religion. Although there is a minimal amount of research dedicated to integrity, leadership, and impacts on organizations' or firms' performance, as well as minimal exploration on transformational leadership and integrity in the workplace, my research found no recent scholarship on transformational leadership and integrity, including aspects of Christian faith and religion. Practitioners might find value in understanding the effect (to varied degrees) religion plays on workplace integrity. Furthermore, understanding these aspects in the context of the role of the CEO or EPAG might be an interesting continuation on these topics. A relationship between EPAG members (CEOs), workplace integrity, and religion could be of interest to both scholars and practitioners. Possible research questions to be answered from this type of exploration could include, is there a connection between religions such as Christianity and workplace integrity on a

larger sample population or a different population (non EPAG) group for comparison of results? Since my EPAG group had the prequalification of Christian faith as part of its organizational makeup, a comparison to a nonreligious EPAG group would provide additional insights into differences between religious and nonreligious EPAG groups.

I found that years of Christian faith was highly correlated with the variable encourages others (IM). My recommendation is that there is room for further exploration on these two topics to investigate the aspect of CEO encouragement and inspiration. For the scholar, there could be continued research on how encouragement and religion intersect. One idea is to focus on either the employee level or the organizational level. Transformational leaders make significant impacts on their organizations which, in turn, affect many processes including interpersonal relationships. Further examination of the connection's between the CEOs involved in EPAG as members could be beneficial to examine the mechanisms of transformational leaders who are involved in EPAGs to inspire and lead their organizations.

I found that years of Christian faith was highly correlated with the variable coaches and develops people (IC). I recommend that future research examines to what extent religious leaders invest in and develop the people who work for them. This could increase understanding of the connection between CEOs' leadership behaviors and employee development. This could also include organizational benefits or outcomes, as well as employee benefits such as longevity and reduction in turnover. This information would be valuable to both scholars and practitioners.

The results of our study found significant relationships between the variables that years of Christian faith and is productive (EFF). One consideration would be that all EPAG members were in the CEO role, and one of the most important roles of this CEO position is getting results, including productivity. Since the CEO position is ultimately responsible for the health of their

organization and they have a large amount of influence this would logically place a high level of responsibility in them for aspects of production. Although the research has explored CEO impacts on production, performance implications, and connections to transformational leadership, there is no research to date that focuses on the religious (or nonreligious) aspects of productivity. Additionally, this research is not rescissory directly relatable to any other relevant studies involving CEO religion, including Christianity, to either support or reject my findings of significance between the two. Therefore, I recommend that additional analysis be conducted on aspects of productivity, religion, and the CEO role. This could have many important findings for both scholars and practitioners. Another possible benefit for future scholarly investigation would be to deepen the understanding the possible connections and broader implications on production and or organizational outcomes. As mentioned, this could include both employee level analysis as well as organizational or firm level.

The findings indicated that years of career experience was correlated with generates satisfaction. Exploration could clarify whether individuals (including CEO) with more career experience or years in the workforce effectively motivate employees and or can keep their teams satisfied. Continuing research on this concept could be to explore how transformational CEOs in EPAGs and if any potential outcomes within their organization regarding employee satisfaction, turnover and culture. This could serve as highly useful for many types of CEOs and professionals including human research professionals to understand possible connections between CEO behavior, EPAGs, and satisfaction of employees. An assumption to test would be whether one could find possible connections between a CEO's leadership style and benefits because of involvement in an EPAG. This resource serve as a mechanism for EPAG groups to utilize the information to highlight another possible benefit of membership solidified.

A significant positive correlation was found between the variables years of Christian faith and builds trust. I recommend that there be continued investigation on these two variables to explore possible relationships between the three variables trust, transformational leadership, and faith. The benefits of further investigation could be wide reaching, including those associated with religiously affiliated organizations or leaders of faith-based or religiously-based institutions. Another benefit to this examination was to gain insights in greater detail, leaders of many types of organizations in the CEO role. Additionally, I recommended that other avenues be examined, such as Christian transformational leadership and impacts on employee trust, engagement, and organizational performance. A deeper understanding of faith as it pertains to TL and EPAGs would also be of interest to my sample EPAG group considering they are a religiously affiliated organization.

I found that there were indeed significant positive relationships between the five I's of transformational leadership and Christian faith. Surprisingly, the variable years of Christian faith emerged as a significant part of the results. Recent research has been conducted in religious intuitions; however, my research indicated no known research centered on the CEO leaders or EPAGs and Christian faith. This would indicate that my findings are a significant first step in the research on these topics. Based on my findings I recommend that further exploration to understand the possible connection between the spirituality components and transformational leadership is needed. I believe both scholars and practitioners would benefit from this type of continued research—specifically, practitioners in the role of CEOs, board of directors, and religiously officiated leaders of organizations such as churches and nonprofit groups.

In this paper, I have given many examples of how transformational leadership is associated with many positive benefits for organizations, employees, and outcomes in various

contexts. This could potentially showcase that a deeper understanding of the connection that Christian faith plays in transformational leadership and the many benefits associated with TL would be warranted, interesting, and worthwhile for continued investigation. A possible question to answer is, do religious CEOs have a different type of impact on their organizations versus nonreligious CEOs? Considering transformational leadership has many facets to the behavioral model, for scholars, this inquiry might provide insights into what type of specific facets of transformational leadership behaviors have the most impact on organizations or employees.

Closing Comments

In 2022, NASA researchers were able to view new images from the James Webb telescope located deep in space. Their beautiful images that emerged have continued to add to the understanding of places in space that were previously unknown or unviewable. Likewise, the findings from this dissertation that focused on aspects of the CEO, EPAG, and transformational leadership, along with the six demographic variables, provide a deeper and richer view of the CEO celestial galaxy. Numerous recommendations for further study were provided. With this new data, I hope that it will inspire further exploration on the topics covered and have an impact on organizations, CEOs, EPAG groups, and other entities. Hopefully, the findings will make a small impact on future research, inspire others to follow up on these topics, and continue the cycle of contribution to scholarly inquiry in this field.

REFERENCES

- Ågotnes, K. W., Einarsen, S. V., Hetland, J., & Skogstad, A. (2018). The moderating effect of laissez-faire leadership on the relationship between co-worker conflicts and new cases of workplace bullying: A true prospective design. *Human Resource Management Journal*, 28(4), 555–568. <https://doi.org/10.1111/1748-8583.12200>
- Allen, M. (Ed.) (2017). *The sage encyclopedia of communication research methods*. (Vols. 1 – 4). SAGE Publications, Inc, <https://doi.org/10.4135/9781483381411>
- Alrowwad, A., Abualoush, S. H., & Masa'deh, R. (2020). Innovation and intellectual capital as intermediary variables among transformational leadership, transactional leadership, and organizational performance. *Journal of Management Development*, 39(2), 196–222. <https://doi.org/10.1108/JMD-02-2019-0062>
- Altunoglu, A. E., Sahin, F., & Babacan, S. (2019). Transformational leadership, trust, and follower outcomes: A moderated mediation model. *Management Research Review*, 42(3), 370–390. <https://doi.org/10.1108/MRR-01-2018-0036>
- Alvesson, M., & Sveningsson, S. (2003). The great disappearing act: Difficulties in doing “leadership.” *The Leadership Quarterly*, 14(3), 359–381. [https://doi-org/10.1016/S1048-9843\(03\)00031-6](https://doi-org/10.1016/S1048-9843(03)00031-6)
- Alvey, S., & Barclay, K. (2007). The characteristics of dyadic trust in executive coaching. *Journal of Leadership Studies*, 1(1), 18–27. <https://doi.org/10.1002/jls.20004>
- Amankwaa, A., Seet, P.-S., & Susomrith, P. (2022). Tackling hotel employees’ turnover: A moderated-mediation analysis of transformational leadership, organisational

- embeddedness, and community embeddedness. *Journal of Hospitality and Tourism Management*, 51, 67–78. <https://doi.org/10.1016/j.jhtm.2022.02.029>
- Antonakis, J., & Atwater, L. (2002). Leader distance: A review and a proposed theory. *The Leadership Quarterly*, 13(6), 673–704. [https://doi-org/10.1016/S1048-9843\(02\)00155-8](https://doi-org/10.1016/S1048-9843(02)00155-8)
- Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: an examination of the nine-factor full-range leadership theory using the multifactor leadership questionnaire. *The Leadership Quarterly*, 14(3), 261–295. [https://doi.org/10.1016/S1048-9843\(03\)00030-4](https://doi.org/10.1016/S1048-9843(03)00030-4)
- Antonakis, J., Day, D. V., & Schyns, B. (2012). Leadership and individual differences: at the cusp of a renaissance. *The Leadership Quarterly*, 23(4), 643–650. <https://doi.org/10.1016/j.leaqua.2012.05.002>
- Antonakis, J., & House, R. J. (2014). Instrumental leadership: measurement and extension of transformational-transactional leadership theory. *The Leadership Quarterly*, 25(4), 746–771. <https://doi.org/10.1016/j.leaqua.2014.04.005>
- Athanasopoulou, A., & Dopson, S. (2018). A systematic review of executive coaching outcomes: Is it the journey or the destination that matters the most?. *The Leadership Quarterly*, 29(1), 70-88. <https://doi.org/10.1016/j.leaqua.2017.11.004>
- Avolio, B. J. (2007). Promoting more integrative strategies for leadership theory-building. *American Psychologist*, 62(1), 25–33. <https://doi.org/10.1037/0003-066X.62.1.25>
- Avolio, B. J. (2011). *Full range leadership development*. SAGE.

- Avolio, B. J., & Bass, B. M. (2004). Multifactor Leadership Questionnaire. Manual and Sampler Set (3rd ed.). Mindgarden.
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the multifactor leadership. *Journal of Occupational and Organizational Psychology*, 72(4), 441–462.
<https://doi.org/10.1348/096317999166789>
- Avolio, B. J., Weichun, Z., William, K., & Puja, B. (2004). Transformational leadership and organizational commitment: mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior*, 25(8), 951–968.
- Bandiera, O., Lemos, R., Prat, A., & Sadun, R. (2018). Managing the family firm: Evidence from CEOs at work. *Review of Financial Studies*, 31(5), 1605–1653.
<https://doi.org/10.1093/rfs/hhx138>
- Baron, L., & Morin, L. (2009). The coach-coachee relationship in executive coaching: a field study. *Human Resource Development Quarterly*, 20(1), 85–106.
<https://doi.org/10.1002/hrdq.20009>
- Barrick, M. R., Thurgood, G. R., Smith, T. A., & Courtright, S. H. (2015). Collective organizational engagement: Linking motivational antecedents, strategic implementation, and firm performance. *Academy of Management Journal*, 58(1), 111–135.
<https://doi.org/10.5465/amj.2013.0227>

- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Collier Macmillan.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19–31. [http://dx.doi.org/10.1016/0090-2616\(90\)90061-S](http://dx.doi.org/10.1016/0090-2616(90)90061-S)
- Bass, B. M. (1997). Does the transactional-transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist*, 52(2), 130–139. <https://doi.org/10.1037//0003-066X.52.2.130>
- Bass, B. M., & Avolio, B. J. (1995). *Multifactor Leadership Questionnaire (MLQ)* [Database record]. APA PsycTests. <https://doi.org/10.1037/t03624-000>
- Bass, B. M. (1998). *Transformational leadership : industrial, military, and educational impact*. Lawrence Erlbaum Associates.
- Bass, B. M. (1999). *Two decades of research and development in transformational leadership*. *European Journal of Work and Organizational Psychology*, 8(1), 9–32. <https://doi.org/10.1080/135943299398410>
- Bass, B. M., Bass, R., & Bass, R. R. (2008). *The bass handbook of leadership : Theory, research, and managerial applications*. Free Press (2008).
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *The Leadership Quarterly*, 10(2), 181–217. [https://doi.org/10.1016/S1048-9843\(99\)00016-8](https://doi.org/10.1016/S1048-9843(99)00016-8)
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership (Second)*. L. Erlbaum Associates. <https://doi.org/10.4324/9781410617095>

- Bass, B. M., & Stogdill, R. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications* (3rd ed.). Free Press.
- Bateh, J., & Heyliger, W. (2014). Academic administrator leadership styles and the impact on faculty job satisfaction. *Journal of Leadership Education, 13*(3), 34–49.
<https://doi.org/10.12806/V13/I3/RF3>
- Bates, D., Mächler, M., Bolker, B., & Walker, S. (2014). Fitting linear mixed-effects models using lme4. *Journal of Statistical Software, 67*(1), 1–48.
<https://doi.org/10.18637/jss.v067.i01>
- Bayram, H., & Dinç, S. (2015). Role of transformational leadership on employee's job satisfaction: The case of private universities in Bosnia and Herzegovina. *European Researcher, 93*(4), 270–281. <https://doi.org/10.13187/er.2015.93.270>
- Beattie, R. S., Kim, S., Hagen, M. S., Egan, T. M., Ellinger, A. D., & Hamlin, R. G. (2014). Managerial coaching: A review of the empirical literature and development of a model to guide future practice. *Advances in Developing Human Resources, 16*(2), 184–201.
<https://doi.org/10.1177/1523422313520476>
- Bennis, W. (2007). The challenges of leadership in the modern world: Introduction to the special issue. *American Psychologist, 62*(1), 2–5. <https://doi.org/10.1037/0003-066X.62.1.2>
- Berger, A. A. (2019). *Shopper's paradise: Retail stores and American consumer culture*. Leiden Brill.
- Bertrand, D. W. (2019). The practice of executive coaching to improve leadership capacity in academic deans at American higher education institutions. *Coaching: An International*

Journal of Theory, Research and Practice, 12(2), 110–124.

<https://doi.org/10.1080/17521882.2018.1545136>

Boatright, J. R. (2009). From hired hands to co-owners: Compensation, team production, and the role of the CEO. *Business Ethics Quarterly*, 19(4), 471–496.

<https://doi.org/10.5840/beq200919429>

Boels, L., Bakker, A., van Dooren, W., & Drijvers, P. (2019). Conceptual difficulties when interpreting histograms: A review. *Educational Research Review*, 28, Article 100291.

<https://doi.org/10.1016/j.edurev.2019.100291>

Boerner, S., Eisenbeiss, S. A., & Griesser, D. (2007). Follower behavior and organizational performance: The impact of transformational leaders. *Journal of Leadership &*

Organizational Studies, 13(3), 15–26. <https://doi.org/10.1177/10717919070130030201>

Boga, I., & Ensari, N. (2009). The role of transformational leadership and organizational change on perceived organizational success. *Psychologist-Manager Journal*, 12(4), 235–251.

<https://doi.org/10.1080/10887150903316248>

Bolman, L. G., & Deal, T. E. (2017). Reframing organizations: Artistry, choice, and leadership. John Wiley & Sons.

Bolton, P., Brunnermeier, M. K., & Veldkamp, L. (2008). Leadership, coordination and mission-driven management. *Working Paper Series* (14339), ALL. Retrieved from <https://www-number-org.lib.pepperdine.edu/papers/w14339>

- Bono, J. E., Purvanova, R. K., Towler, A. J., & Peterson, D. B. (2009). A survey of executive coaching practices. *Personnel Psychology, 62*(2), 361–404.
<https://doi.org/10.1111/j.1744-6570.2009.01142.x>
- Bono, J. E., & Judge, T. A. (2003). Self-concordance at work: toward understanding the motivational effects of transformational leaders. *The Academy of Management Journal, 46*(5), 554–571. <https://doi.org/10.2307/30040649>
- Boyce, L. A., Jackson, R. J., & Neal, L. J. (2010). Building successful leadership coaching relationships: examining impact of matching criteria in a leadership coaching program. *Journal of Management Development, 29*(10), 914–931.
<https://doi.org/10.1108/02621711011084231>
- Bozer, G., Joo, B., & Santora, J. C. (2015). Executive coaching: Does coach-coachee matching based on similarity really matter? *Consulting Psychology Journal: Practice and Research, 67*(3), 218–233. <https://doi.org/10.1037/cpb0000044>
- Brady, D. L., Saldanha, M. F., & Barclay, L. J. (2022). Conceptualizing forgiveness: A review and path forward. *Journal of Organizational Behavior, 44*(2), 261–296. <https://doi-org.lib.pepperdine.edu/10.1002/job.2632>
- Breidenthal, A., Liu, D., & Jiang, C. (2018). Trickle-down trust: How TMT behavior, CEO leadership, and firm ownership influence employee trust. *Academy of Management Proceedings, 2018*(1), Article 13389. <https://doi.org/10.5465/AMBPP.2018.13389>

- Brown, L. W., & Quick, J. C. (2013). Environmental influences on individual burnout and a preventive approach for organizations. *Journal of Applied Biobehavioral Research, 18*(2), 104–121. <https://doi.org/10.1111/jabr.12002>
- Brown, M. E., & Treviño, L. K. (2009). Leader–follower values congruence: Are socialized charismatic leaders better able to achieve it? *Journal of Applied Psychology, 94*(2), 478–490. <https://doi.org/10.1037/a0014069>
- Buil, I., Martinez, E., & Matute, J. (2019). Transformational leadership and employee performance: The role of identification, engagement and proactive personality. *International Journal of Hospitality Management, 77*, 64–75. <https://doi.org/10.1016/j.ijhm.2018.06.04>
- Burns, J. M. G. (1978). *Leadership* (1st ed., Ser. Cass canfield book). Harper & Row.
- Burns, J. M. (2003). *Transforming leadership: A new pursuit of happiness*. Atlantic Monthly Press.
- Busari, A. H., Khan, S. N., Abdullah, S. M., & Mughal, Y. H. (2019). Transformational leadership style, followership, and factors of employees' reactions towards organizational change. *Journal of Asia Business Studies, 14*(2), 181–209. <https://doi.org/10.1108/JABS-03-2018-0083>
- Butcher, J., Bezzina, M., & Moran, W. (2011). Transformational partnerships: A new agenda for higher education. *Innovative Higher Education, 36*(1), 29–40. <https://doi.org/10.1007/s10755-010-9155-7>

- Cameron, K., & Caza, A. (2002). Organizational and leadership virtues and the role of forgiveness. *Journal of Leadership & Organizational Studies*, 9(1), 33–48. <https://doi.org/10.1177/107179190200900103>.
- Cragun, O. R., Nyberg, A. J., & Wright, P. M. (2016). CEO succession: what we know and where to go? *Journal of Organizational Effectiveness: People and Performance*, 3(3), 222-264. <https://doi.org/10.1108/JOEPP-02-2016-0015>
- Carpenter, M. A., & Fredrickson, J. W. (2001). Top Management Teams, Global Strategic Posture, and the Moderating Role of Uncertainty. *The Academy of Management Journal*, 44(3), 533–545. <https://doi.org/10.2307/3069368>
- Carter, J. C. (2009). Transformational leadership and pastoral leader effectiveness. *Pastoral Psychology*, 58(3), 261–271. <https://doi.org/10.1007/s11089-008-0182-6>
- Cashman, K. (2008). *Leadership from the inside out* (2nd ed.). Berrett-Koehler Publishers.
- Challenger, Gray, & Christmas, Inc. (2023, March 16). 2019 year-end CEO report: 160 CEOs out in December, highest Annual, quarterly totals on record. Challenger, Gray & Christmas, Inc. Retrieved April 17, 2023, from <https://www.challengergray.com/blog/2019-year-end-ceo-report-160-ceos-out-december-highest-annual-quarterly-totals/>

- Changar, M., & Atan, T. (2021). The role of transformational and transactional leadership approaches on environmental and ethical aspects of CSR. *Sustainability*, *13*(1411). <https://doi.org/10.3390/su13031411>
- Chen, J.-X., Sharma, P., Zhan, W., & Liu, L. (2019). Demystifying the impact of ceo transformational leadership on firm performance: interactive roles of exploratory innovation and environmental uncertainty. *Journal of Business Research*, *96*, 85–96. <https://doi.org/10.1016/j.jbusres.2018.10.061>
- Chermack, T. J., Bodwell, W., & Glick, M. (2010). Two strategies for leveraging teams toward organizational effectiveness: scenario planning and organizational ambidexterity. *Advances in Developing Human Resources*, *12*(1), 137–156. <https://doi.org/10.1177/1523422310365669>
- Cho, Y., Park, J., Han, S.J. and Ho, Y. (2019), "'A woman CEO? You'd better think twice!': Exploring career challenges of women CEOs at multinational corporations in South Korea", *Career Development International*, Vol. 24 No. 1, 91-108. <https://doi.org/10.1108/CDI-03-2018-0078>
- Citrin, J. M., Hildebrand, C. A., & Stark, R. J. (2019). The CEO life cycle. *Harvard Business Review*, *97*(6), 56–56. Retrieved from <https://pepperdine.on.worldcat.org>.
- Cohen, J. (1988). *Statistical power analysis for the behavior sciences* (2nd ed.). West Publishing Company.
- Colbert, A. E., Kristof-Brown, A., Bradley, B. H., & Barrick, M. R. (2008). CEO transformational leadership: The role of goal importance congruence in top management

- teams. *Academy of Management Journal*, 51(1), 81–96.
<https://doi.org/doi:10.5465/AMJ.2008.30717744>
- Colbert, A. E., Barrick, M. R., & Bradley, B. H. (2014). Personality and leadership composition in top management teams: implications for organizational effectiveness. *Personnel Psychology*, 67(2), 351–387. <https://doi.org/10.1111/peps.12036>
- Conger, J. A., & Kanungo, R. N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review*, 12(4), 637–647.
<https://doi.org/10.5465/AMR.1987.4306715>
- Conover, W. J., & Iman, R. L. (1981). Rank transformations as a bridge between parametric and nonparametric statistics. *The American Statistician*, 35(3), 124–129.
<https://doi.org/10.1080/00031305.1981.10479327>
- Cordes, C. L., & Dougherty, T. W. (1993). A review and an integration of research on job burnout. *The Academy of Management Review*, 18(4), 621–656.
- Cortes, A. F., & Herrmann, P. O. L. (2020). CEO transformational leadership and SME innovation: The mediating role of social capital and employee participation. *International Journal of Innovation Management*, 24(3). <https://doi.org/10.1142/S1363919620500243>
- Cowen, A. P., & Montgomery, N. V. (2020). To be or not to be sorry? How CEO gender impacts the effectiveness of organizational apologies. *Journal of Applied Psychology*, 105(2), 196–208. <https://doi.org/10.1037/apl0000430>

- Coutu, D., & Kauffman, C. (2009). What can coaches do for you? *Harvard Business Review*, 87(1), 91–97. <https://hbr.org/2009/01/what-can-coaches-do-for-you>.
- Covey, S. R. (2020). *The 7 habits of highly effective people: powerful lessons in personal change* (anniversary). Simon & Schuster.
- Creswell, J.W. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (4th Ed.), SAGE Publications, Inc., London.
- Crucke, S., Servaes, M., Kluijtmans, T., Mertens, S., & Schollaert, E. (2022). Linking environmentally-specific transformational leadership and employees' green advocacy: the influence of leadership integrity. *Corporate Social Responsibility and Environmental Management*, 29(2), 406–420. <https://doi.org/10.1002/csr.2208>
- Dahleez, K. A., & Abdelmunem Abdelfattah, F. (2022). Transformational leadership and organizational performance of omani smes: the role of market orientation. *International Journal of Productivity and Performance Management*, 71(8), 3809–3825. <https://doi.org/10.1108/IJPPM-08-2020-0447>
- DeCarlo, L. T. (1997). On the meaning and use of kurtosis. *Psychological Methods*, 2(3), 292–307. <https://doi.org/10.1037/1082-989X.2.3.292>
- de Haan, E., Duckworth, A., Birch, D., & Jones, C. (2013). Executive coaching outcome research: The contribution of common factors such as relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice and Research*, 65(1), 40–57. <https://doi.org/10.1037/a0031635>

- de Haan, E., Gray, D. E., & Bonneywell, S. (2019). Executive coaching outcome research in a field setting: a near-randomized controlled trial study in a global healthcare corporation. *Academy of Management Learning and Education*, 18(4), 581–605.
- de Lisser, E. D. (2000). More entrepreneurs take help of executive coaches. *Wall Street Journal*, 236(45). Wall Street Journal <https://lib.pepperdine.edu/login?url=https://www.proquest.com/newspapers/more-entrepreneurs-take-help-executive-coaches/docview/398834232/se-2>
- Derue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and Behavioral Theories of Leadership: An Integration and Meta-Analytic Test of Their Relative Validity. *Personnel Psychology*, 64(1), 7–52. <https://doi-org.lib.pepperdine.edu/10.1111/j.1744-6570.2010.01201.x>
- Dikolli, S. S., Keusch, T., Mayew, W. J., & Steffen, T. D. (2020). Ceo behavioral integrity, auditor responses, and firm outcomes. *The Accounting Review*, 95(2), 61–88. <https://doi.org/10.2308/accr-52554>
- Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: current theoretical trends and changing perspectives. *The Leadership Quarterly*, 25(1), 36–62. <https://doi.org/10.1016/j.leaqua.2013.11.005>
- Donkor, F., Appienti, W. A., & Achiaah, E. (2021). The impact of transformational leadership style on employee turnover intention in state-owned enterprises in ghana. the mediating

role of organisational commitment. *Public Organization Review : A Global Journal*, 22(1), 1–17.

<https://doi.org/10.1007/s11115-021-00509-5>

Doughtie, L. (2016, June 28). *Now or never CEOs mobilize for the fourth industrial revolution.*

U.S. KPMG. <https://assets.kpmg/content/dam/kpmg/pdf/2016/07/2016-ceo-survey.pdf>

Durkin, D. (2012, May 14). Why CEO peer advisory group work. *Business NH Magazine*.

<https://www.businessnhmagazine.com/article/why-ceopeer-to-peer-groups-work>

Downton, J. V. (1973). *Rebel leadership: Commitment and charisma in the revolutionary process.* Free Press.

du Amanda, L. P., & Carol, M. N. (2020). Servant leadership as part of spiritual formation of theological students in contextualisation of 21st century theological training. *HTS Theological Studies*, 76(2), 1–9.

<https://doi.org/10.4102/hts.v76i2.5959>

Dwivedi, P., Chaturvedi, V., & Vashist, J. K. (2020). Transformational leadership and employee efficiency: knowledge sharing as mediator. *Benchmarking: An International Journal*, 27(4), 1571–1590.

<https://doi.org/10.1108/BIJ-08-2019-0356>

Edersheim, E. H. (2007). Peter drucker's “unfinished chapter:” the role of the ceo. *Leader to Leader*, (45), 40–46. <https://doi.org/10.1002/ltl.242>

Eisenhardt, K. M. (1989). Building theories from case study research. *The Academy of Management Review*, 14(4), 532–550. <https://doi.org/10.2307/258557>

Elbuluk, A. M., Ast, M. P., Stimac, J. D., Banka, T. R., Abdel, M. P., & Vigdorichik, J. M.

(2018). Peer-to-peer collaboration adds value for surgical colleagues. *HSS Journal: The*

Musculoskeletal Journal of Hospital for Special Surgery, 14(3), 294–298.

<https://doi.org/10.1007/s11420-018-9616-6>

Eliyana, A., Ma'arif, S., & Muzakki (2019). Job satisfaction and organizational commitment effect in the transformational leadership towards employee performance. *European Research on Management and Business Economics*, 25(3), 144–150.

<https://doi.org/10.1016/j.iedeen.2019.05.001>

Email marketing benchmarks and statistics by industry. (n.d).

<https://mailchimp.com/resources/email-marketing-benchmarks>

Faccio, M., Marchica, M.-T., & Mura, R. (2016). CEO gender, corporate risk-taking, and the efficiency of capital allocation. *Journal of Corporate Finance*, 39, 193–209.

<https://doi.org/10.1016/j.jcorpfin.2016.02.008>

Faulkner, M., & García-Feijóo, L. (2022). Hot-stove effects: the impact of CEO past corporate experiences on dividend policy. *Journal of Financial and Quantitative Analysis*, 57(5), 1695–1726. <https://doi.org/10.1017/S002210902100034X>

Feghali, A. (2022). *Executive peer advisory groups: Who they are? What are their benefits? Why do members join and stay?* [Doctoral dissertation, University of San Diego]. Digital

USD. <https://digital.sandiego.edu/dissertations/930>

Feldman, D. C., & Lankau, M. J. (2005). Executive coaching: A review and agenda for future research. *Journal of Management*, 31(6), 829–848.

<https://doi.org/10.1177/0149206305279599>

- Ferrari, J. R. (2017). Called and formed: personality dimensions and leadership styles among catholic deacons and men in formation. *Pastoral Psychology*, 66(2), 225–237.
<https://doi.org/10.1007/s11089-016-0741-1>
- Field, A. (2017). *Discovering statistics using IBM SPSS statistics: North American edition*. Sage Publications.
- Fitzgerald, C., & Berger, J. G. (2002). *Executive coaching: Practices and perspectives*. UNKNOP.
- Flynn, S. V., & Korcuska, J. S. (2018). Credible phenomenological research: A mixed-methods study. *Counselor Education and Supervision*, 57(1), 34–50.
<https://doi.org/10.1002/ceas.12092>
- Frey, B. (Ed.) (2018). *The SAGE encyclopedia of educational research, measurement, and evaluation*. (Vols. 1-4). SAGE Publications, Inc., <https://doi.org/10.4135/9781506326139>
- Friedman, T. L. (2007). *The world is flat: A brief history of the twenty-first century*. Picador/Farrar, Straus and Giroux.
- Friedman, Y., & Carmeli, A. (2022). CEOs driving decision making toward higher performance: Strategic micro-foundations of small-sized family firms. *The Journal of Applied Behavioral Science*, 58(2), 256–280. <https://doi.org/10.1177/00218863211023279>
- Frooman, J., Mendelson, M. B., & Kevin Murphy, J. (2012). Transformational and passive avoidant leadership as determinants of absenteeism. *Leadership & Organization Development Journal*, 33(5), 447–463. <https://doi.org/10.1108/01437731211241247>

- Galambos, L. (1995). The authority and responsibility of the chief executive officer: Shifting patterns in large US enterprises in the twentieth century. *Industrial and Corporate Change*, 4(1), 187-203. <https://doi.org/10.1093/icc/4.1.187>
- García-Martínez, J.-A., González-Sanmamed, M., & Muñoz-Carril, P.-C. (2021). Validation of the activities' scale in higher education students' personal learning environments. *Psicothema*, 33(2), 320–327. <https://doi.org/10.7334/psicothema2020>
- Gehrke, C. (2019). CEO Succession planning in small community banks: A qualitative case study of PNW bank. *Journal of Accounting & Finance*, 19(6) <https://doi.org/10.33423/jaf.v19i6.2316>
- Glick, M. B. (2011, September 13). The role of chief executive officer. *Advances in Developing Human Resources*, 13(2), 171–207. <http://dx.doi.org/10.1177/1523422311415642>
- Graham, J. R., Harvey, C. R., & Puri, M. (2013). Managerial attitudes and corporate actions. *Journal of financial economics*, 109(1), 103-121. <https://doi.org/10.1016/j.jfineco.2013.01.010>
- Grant, A. M. (2012). Leading with meaning: Beneficiary contact, prosocial impact, and the performance effects of transformational leadership. *Academy of Management Journal*, 55(2), 458–476. <https://doi.org/10.5465/amj.2010.0588>
- Grant, A. M., Cavanagh, M. J., & Parker, H. M. (2010). The state of play in coaching today: A comprehensive review of the field. *International Review of Industrial and Organizational Psychology*, 25(1), 125-166. <https://doi.org/10.1002/9780470661628.ch4>

- Grant, J. S., & Davis, L. L. (1997). Selection and use of content experts for instrument development. *Research in Nursing & Health*, 20(3), 269–274.
[https://doi.org/10.1002/\(SICI\)1098-240X\(199706\)20:3<269::AID-NUR9>3.0.CO;2-G](https://doi.org/10.1002/(SICI)1098-240X(199706)20:3<269::AID-NUR9>3.0.CO;2-G)
- Griffith-Echito, J. L. (2019). The Effects of Transformational Leadership on Postsecondary Leaders' Work-Life Balance| A Quantitative Correlational Study. (Thesis). Northcentral University. Retrieved from <http://pqdtopen.proquest.com/#viewpdf?dispub=13806895>
- Grill, M., Nielsen, K., Grytnes, R., Pousette, A., & Törner, M. (2019). The leadership practices of construction site managers and their influence on occupational safety: an observational study of transformational and passive/avoidant leadership. *Construction Management and Economics*, 37(5), 278–293. <https://doi.org/10.1080/01446193.2018.1526388>
- Gupta, N., & Mahakud, J. (2020). CEO characteristics and bank performance: Evidence from India. *Managerial Auditing Journal*, 35(8), 1057–1093. <https://doi.org/10.1108/MAJ-03-2019-2224>
- Hadd, A., & Rodgers, J. L. (2020). *Understanding correlation matrices*. SAGE Publications.
- Halbesleben, J. R. B. (2006). Sources of social support and burnout: A meta-analytic test of the conservation of resources model. *Journal of Applied Psychology*, 91(5), 1134–1145.
<https://doi-org.lib.pepperdine.edu/10.1037/0021-9010.91.5.1134>
- Hambrick, D. C., Finkelstein, S., & Mooney, A. C. (2005). Executives sometimes lose it, just like the rest of us. *Academy of Management Review*, 30(3), 503–508.
<https://doi.org/10.5465/amr.2005.17293683>

- Hambrick, D. C., & Quigley, T. J. (2014). Toward more accurate contextualization of the ceo effect on firm performance. *Strategic Management Journal*, 35(4), 473–491.
<https://doi.org/10.1002/smj.2108>
- Hamlin, R. G., Ellinger, A. D., & Beattie, R. S. (2008). The emergent ‘coaching industry’: A wake-up call for HRD professionals. *Human Resource Development International*, 11(3), 287–305. <https://doi.org/10.1080/13678860802102534>
- Hamstra, M. R. W., van Yperen, N. W., Wisse, B., & Sassenberg, K. (2014). Transformational and transactional leadership and followers’ achievement goals. *Journal of Business and Psychology*, 29(3), 413–425. <https://doi.org/10.1007/s10869-013-9322-9>
- Hawkins, J. A. (1997). Why investors push for strong corporate boards. *The McKinsey Quarterly*, (3), 144–148.
- Hazra, A., & Gogtay, N. (2016). Biostatistics series module 6: correlation and linear regression. *Indian Journal of Dermatology*, 61(6), 593–601. <https://doi.org/10.4103/0019-5154.193662>
- Hinkin, T. R., & Schriesheim, C. A. (2008). A theoretical and empirical examination of the transactional and non-leadership dimensions of the Multifactor Leadership Questionnaire (MLQ). *The Leadership Quarterly*, 19(5), 501-513.
<https://doi.org/10.1016/j.leaqua.2008.07.001>
- Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A

meta-analysis. *Journal of Management*, 44(2), 501–529.

<https://doi.org/10.1177/0149206316665461>

Hofstede, G. (1984). *Culture's consequences: International differences in work-related values* (Vol. 5). Sage Publications.

Hopkins, K., Meyer, M., Afkinich, J., Bialobrzeski, E., Perry, V., & Brown, J. (2022). Facilitated peer coaching among women human service professionals: Leadership learning, application and lessons learned. *Human Service Organizations: Management, Leadership & Governance*, 46(3), 184–201. <https://doi.org/10.1080/23303131.2021.1961963>

House, R. J., & University of Toronto. Faculty of Management Studies. (1977). A 1976 theory of charismatic leadership (Ser. Working paper series - faculty of management studies, university of toronto, 77-10). Faculty of Management Studies, University of Toronto.

Howell, J. M., & Avolio, B. J. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance. *Journal of Applied Psychology*, 78(6), 891–902.

<https://doi.org/10.1037/0021-9010.78.6.891>

Ingenhoff, D., & Sommer, K. (2010). Trust in companies and in CEOs: A comparative study of the main influences. *Journal of Business Ethics*, 95(3), 339–355.

Intellectus Statistics. (2021). *Intellectus Statistics* [Computer software].

<https://analyze.intellectusstatistics.com/>

Islam, M. N., Furuoka, F., & Idris, A. (2020). The impact of trust in leadership on organizational transformation. *GBOE*, 39(4), 25–34. <https://doi.org/10.1002/joe.22001>

- James, N., & Busher, H. (2015). Ethical issues in online research. *Educational Research & Evaluation, 21*(2), 89–94. <https://doi.org/10.1080/13803611.2015.1024420>
- Javidan, M., & Waldman, D. A. (2003). Exploring Charismatic Leadership in the Public Sector: Measurement and Consequences. *Public Administration Review, 63*(2), 229–242. <http://www.jstor.org/stable/977593>
- Jensen, M., Potočnik, K., & Chaudhry, S. (2020). A mixed-methods study of CEO transformational leadership and firm performance. *European Management Journal, 38*(6), 836–845. <https://doi.org/10.1016/j.emj.2020.05.004>
- Joo, B. (2005). Executive Coaching: A Conceptual Framework From an Integrative Review of Practice and Research. *Human Resource Development Review, 4*(4), 462–488. <https://doi-org.lib.pepperdine.edu/10.1177/1534484305280866>
- Judge, W. Q., & Cowell, J. (1997). The brave new world of executive coaching. *Business Horizons, 40*(4), 71–77. [https://doi.org/10.1016/S0007-6813\(97\)90042-2](https://doi.org/10.1016/S0007-6813(97)90042-2)
- Judge, T. A., & Piccolo, R. F. (2004). Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity. *Journal of Applied Psychology, 89*(5), 755–768. <https://doi.org/10.1037/0021-9010.89.5.755>
- Jung, D. I., & Sosik, J. J. (2002). Transformational Leadership in Work Groups: The Role of Empowerment, Cohesiveness, and Collective-Efficacy on Perceived Group Performance. *Small Group Research, 33*(3), 313–336. <https://doi.org/10.1177/10496402033003002>

- Karaçay, P., Toğluk Yigitoglu, E., & Karadağ, A. (2020). The validity and reliability of the stoma self-efficacy scale: a methodological study. *International Journal of Nursing Practice*, 26(6), 12840. <https://doi.org/10.1111/ijn.12840>
- Karatepe, O. M., Aboramadan, M., & Dahleez, K. A. (2020). Does climate for creativity mediate the impact of servant leadership on management innovation and innovative behavior in the hotel industry? *International Journal of Contemporary Hospitality Management*, 32(8), 2497–2517. <https://doi.org/10.1108/IJCHM-03-2020-0219>
- Kelleher, K. (2019). *What's behind the great CEO exodus of 2019?* *Fortune Magazine*. <https://fortune.com/2019/10/02/behind-great-ceo-exodus-2019/>
- Kellerman, B. (2008). *Followership: How followers are creating change and changing leaders*. Harvard Business School Press.
- Kets de Vries, & Manfred, F. R. (2013). The art of forgiveness: Differentiating transformational leaders. INSEAD Working Paper No. 2013/52/EFE. <http://dx.doi.org/10.2139/ssrn.2253268>
- Khaltar, O., & Moon, M. J. (2020). Effects of ethics and performance management on organizational performance in the public sector. *Public Integrity*, 22(4), 372–394. <https://doi.org/10.1080/10999922.2019.1615163>
- Khan, W. A., & Vieito, J. P. (2013). CEO gender and firm performance. *Journal of Economics and Business*, 67, 55–66. <https://doi.org/10.1016/j.jeconbus.2013.01.003>
- Khan, I. U., Amin, R. U., & Saif, N. (2022). Individualized consideration and idealized influence of transformational leadership: mediating role of inspirational motivation and intellectual

stimulation. *International Journal of Leadership in Education*, 1-11, 1–11.

<https://doi.org/10.1080/13603124.2022.2076286>

Kilburg, R. R. (1997). Coaching and executive character: Core problems and basic approaches.

Consulting Psychology Journal: Practice and Research, 49(4), 281–299.

<https://doi.org/10.1037/1061-4087.49.4.281>

Kim, H., Jo, Y., & Lee, D. (2021). R&D, marketing, strategic planning, or human resources?

Which CEO career is most helpful for the economic sustainability of ICT startups in

South Korea? *Sustainability*, 13(5), 2729–2729. <https://doi.org/10.3390/su13052729>

Kaiser, R. B., Hogan, R., & Craig, S. B. (2008). Leadership and the fate of

organizations. *American Psychologist*, 63(2), 96–110. [https://doi.org/10.1037/0003-](https://doi.org/10.1037/0003-066X.63.2.96)

[066X.63.2.96](https://doi.org/10.1037/0003-066X.63.2.96)

Kong, D., Zhao, Y., & Liu, S. (2021). Trust and innovation: evidence from ceos' early-life

experience. *Journal of Corporate Finance*, 69.

<https://doi.org/10.1016/j.jcorpfin.2021.101984>

Koveshnikov, A., & Ehrnrooth, M. (2018). The cross-cultural variation of the effects of

transformational leadership behaviors on followers' organizational identification: the case

of idealized influence and individualized consideration in finland and

russia. *Management and Organization Review*, 14(4), 747–779.

<https://doi.org/10.1017/mor.2018.27>

- Kirwan, C., & Birchall, D. (2006). Transfer of learning from management development programmes: *Testing the Holton model*. *International Journal of Training and Development*, 10(4), 252–268. <https://doi.org/10.1111/j.1468-2419.2006.00259.x>
- Kiss, A. N., Cortes, A. F., & Herrmann, P. (2022). CEO proactiveness, innovation, and firm performance. *The Leadership Quarterly*, 33(3).
<https://doi.org/10.1016/j.leaqua.2021.101545>
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). Jossey-Bass.
- Kuntz, J., Davies, B., & Naswall, K. (2019). *From transactional to transformational*. *Leadership & Organization Development Journal*, 40(7), 815–827. <https://doi.org/10.1108/LODJ-01-2019-0012>
- Kwok, D. W., Meschi, P. X., & Bertrand, O. (2020). In CEOs we trust: When religion matters in cross-border acquisitions. The case of a multifaith country. *International Business Review*, 29(4), Article 101705. <https://doi.org/10.1016/j.ibusrev.2020.101705>
- Lafley, A. (2009, May). *What only the CEO can do*. *Harvard Business Review*, 87(5), 54–62.
<https://web-p-ebSCOhost-com.lib.pepperdine.edu>
- Lantos, G. P. (2002). The ethicality of altruistic corporate social responsibility. *Journal of Consumer Marketing*, 19(3), 205–232. <https://doi.org/10.1108/07363760210426049>
- Larker, D., Miles, S., Tayan, B., & Gutman, M. E. (2013). *2013 executive coaching survey*.
<https://www.gsb.stanford.edu/sites/gsb/files/publication-pdf/cgri-survey-2013-executive-coaching.pdf>

- Lasrado, F., & Kassem, R. (2020). Let's get everyone involved! the effects of transformational leadership and organizational culture on organizational excellence. *International Journal of Quality and Reliability Management*, 38(1), 169–194. <https://doi.org/10.1108/IJQRM-11-2019-0349>
- Le, P. B., & Lei, H. (2018). The mediating role of trust in stimulating the relationship between transformational leadership and knowledge sharing processes. *Journal of Knowledge Management*, 22(3), 521–537. <https://doi.org/10.1108/JKM-10-2016-0463>
- Legutko, B.-J. (2020). An exploration of authentic, servant, transactional, and transformational leadership styles in fortune 500 ceo letters. *Journal of Leadership Studies*, 14(2), 44–51. <https://doi.org/10.1002/jls.21683>
- Leswing, K. (2022, January 3). *Apple becomes first U.S. company to reach \$3 trillion market cap*. CNBC. <https://www.cnbc.com/2022/01/03/apple-becomes-first-us-company-to-reach-3-trillion-market-cap.html>
- Liborius, P. (2017). What does leaders' character add to transformational leadership? *The Journal of Psychology*, 151(3), 299–320. <https://doi.org/10.1080/00223980.2016.1270889>
- Limsila, K., & Ogunlana, S. O. (2008). Performance and leadership outcome correlates of leadership styles and subordinate commitment. *Engineering, Construction and Architectural Management*, 15(2), 164–184. <https://doi.org/10.1108/09699980810852682>

- Ling, Y., Simsek, Z., Lubatkin, M. H., Lyon, E., & Veiga, J. F. (2008). Transformational Leadership's role in promoting corporate entrepreneurship: Examining the CEO-TMT Interface. *The Academy of Management Journal*, *51*(3), 557–576.
- London, M. (2002). *Leadership development: Paths to self-insight and professional growth*. Lawrence Erlbaum Associates.
- Love, E. G., Bednar, M. K., & Lim, J. (2017). The face of the firm: The influence of CEOs on corporate reputation. *Academy of Management Journal*, *60*(4), 1462–1481.
<https://doi.org/10.5465/amj.2014.0862>
- Ludeman, K., & Erlandson, E. (2004). Coaching the alpha male. *Harvard Business Review*, *82*(5), 58–67.
- Mailchimp. (n.d.). Mailchimp. <https://mailchimp.com/resources/email-marketing-benchmarks>
- Mann, A. (2018). *Why we need best friends at work*. Gallup.
<https://www.gallup.com/workplace/236213/why-need-best-friends-work.aspx>
- Marshall, J. M., & Marsh, T. E. J. (2022). Developing a theory of critical forgiveness in educational leadership. *International Journal of Qualitative Studies in Education*, *35*(3), 247–264. <https://doi.org/10.1080/09518398.2021.2003893>
- Martino, P., Rigolini, A., & D'Onza, G. (2020). The relationships between CEO characteristics and strategic risk-taking in family firms. *Journal of Risk Research*, *23*(1), 95–116.
<https://doi.org/10.1080/13669877.2018.1517380>
- Masciarelli, J. P. (1999). Less lonely at the top. *Management Review*, *88*(4), 58-61.
<https://www.proquest.com/scholarly-journals/less-lonely-at-top/docview/206688918/se-2>

- Matej, G., Matej, C., Penger, S., & Grah, B. (2021). Authentic and transformational leadership and innovative work behaviour: The moderating role of psychological empowerment. *European Journal of Innovation Management*, 24(3), 677–706.
<https://doi.org/10.1108/EJIM-10-2019-0294>
- Mehmood, M. S., Jian, Z., Akram, U., Akram, Z., & Tanveer, Y. (2022). Entrepreneurial leadership and team creativity: the roles of team psychological safety and knowledge sharing. *Personnel Review*, 51(9), 2404–2425. <https://doi.org/10.1108/PR-07-2020-0517>
- Meng, J., & Berger, B. K. (2019). The impact of organizational culture and leadership performance on PR professionals' job satisfaction: Testing the joint mediating effects of engagement and trust. *Public Relations Review*, 45(1), 64–75.
<https://doi.org/10.1016/j.pubrev.2018.11.002>
- McDermott, L. C. (2011). *Infoline the power of peer coaching*. Ameren Society for Training & Development.
- McDonald, M. L., & Westphal, J. D. (2011). My brother's keeper? CEO identification with the corporate elite, social support among CEOs, and leader effectiveness. *The Academy of Management Journal*, 54(4), 661–693. <https://doi.org/10.5465/amj.2011.64869104>
- McHugh, M. L. (2013). The chi-square test of independence. *Biochemia Medica*, 23(2), 143–149. <https://doi.org/10.11613/bm.2013.018>
- McInerney, É. (2021). Persistence of Perceived Effects of Executive Coaching on Managers: A Grounded Theory Exploration. NorthCentral University. Available from ProQuest One Academic; SciTech Premium Collection. (2700375249).

<https://www.proquest.com/dissertations-theses/persistence-perceived-effects-executive-coaching/docview/2700375249/se-2>

McMillan, H., J., & Schumacher, S. (2006). In K. M. Davis (Ed.), *Research in education: Evidence-based inquiry* (6th ed., p. 240). Pearson Education.

Mintzberg, H. (1973). *The nature of managerial work*. Prentice-Hall.

Moss, S. A., & Ritossa, D. A. (2007). The impact of goal orientation on the association between leadership style and follower performance, creativity and work attitudes. *Leadership*, 3(4), 433–456. <https://doi.org/10.1177/1742715007082966>

Mubarak, N., Khan, J., Yasmin, R., & Osmadi, A. (2021). The impact of a proactive personality on innovative work behavior: the role of work engagement and transformational leadership. *Leadership & Organization Development Journal*, 42(7), 989–1003. <https://doi.org/10.1108/LODJ-11-2020-0518>

Mueller, P. E. M., Georgakakis, D., Greve, P., Peck, S., & Ruigrok, W. (2021). The curse of extremes: generalist career experience and CEO initial compensation. *Journal of Management*, 47(8), 1977–2007. <https://doi.org/10.1177/0149206320922308>

Mumford, M. D. (2002). Social innovation: ten cases from benjamin franklin. *Creativity Research Journal*, 14(2), 253–266. https://doi.org/10.1207/S15326934CRJ1402_11

Nag, R., Neville, F., & Dimotakis, N. (2020). CEO scanning behaviors, self-efficacy, and SME innovation and performance: An examination within a declining industry. *Journal of Small Business Management*, 58(1), 164–199.

<https://doi.org/10.1080/00472778.2019.1659676>

- Ng, T. W. H. (2017). Transformational leadership and performance outcomes: Analyses of multiple mediation pathways. *The Leadership Quarterly*, 28(3), 385–417.
<https://doi.org/10.1016/j.leaqua.2016.11.008>
- Nguyen, C. (2020). The impact of training and development, job satisfaction and job performance on young employee retention. *Job Satisfaction and Job Performance on Young Employee Retention*. <http://dx.doi.org/10.2139/ssrn.3930645>
- Nguyen, K. A.-K. (2015). An exploratory study of bass' transformational leadership model with graduates from leadership development programs of Christian higher education serving in California southern Baptist churches (1680842735) [Doctoral dissertation, Biola University]. ProQuest One Academic.. <https://www.proquest.com/dissertations-theses/exploratory-study-bass-transformational/docview/1680842735/se-2>
- Nicholas, D. B., Lach, L., King, G., Scott, M., Boydell, K., Sawatzky, B. J., Reisman, J., Schippel, E., & Young, N. L. (2010). Contrasting Internet and Face-to-Face Focus Groups for Children with Chronic Health Conditions: Outcomes and Participant Experiences. *International Journal of Qualitative Methods*, 9(1), 105–121.
<https://doi.org/10.1177/160940691000900102>
- Nkambule, C. M. (2019). *The servant leadership paradigm of Jesus Christ applied in a current pastoral context* [Doctoral dissertation, North-West University].
- Notgrass, D. (2014). The relationship between followers' perceived quality of relationship and preferred leadership style. *Leadership & Organization Development Journal*, 35(7), 605–621. <https://doi.org/10.1108/LODJ-08-2012-0096>

- Northouse, P. G. (2019). *Leadership: Theory and practice*. Sage Publications.
- Oberfield, Z. W. (2014). Public management in time: A longitudinal examination of the full range of leadership theory. *Journal of Public Administration Research and Theory*, 24(2), 407-429. <https://doi.org/10.1093/jopart/mus060>
- Osborne, J. W., & Waters, E. (2019). Four assumptions of multiple regression that researchers should always test. *Practical assessment, research, and evaluation*, 8(1), 2.
- Oh, J., & Chhinzer, N. (2021). Is turnover contagious? The impact of transformational leadership and collective turnover on employee turnover decisions. *Leadership & Organization Development Journal*, 42(7), 1089–1103. <https://doi.org/10.1108/LODJ-12-2020-0548>
- Oh, W. Y., Chang, Y. K., & Jung, R. (2018). Experience-based human capital or fixed paradigm problem? CEO tenure, contextual influences, and corporate social (IR) responsibility. *Journal of Business Research*, 90, 325–333. <https://doi.org/10.1016/j.jbusres.2018.05.034>
- Olmsted, J. (2019). Relationships in Executive Peer Advisory Groups and Impact on Self-Efficacy (Order No. 22620688). [Doctoral dissertation, Creighton University]. ProQuest One Academic. (2314065427). <https://www.proquest.com/dissertations-theses/relationships-executive-peer-advisory-groups/docview/2314065427/se-2>
- Oreg, S., & Berson, Y. (2011). Leadership and employees' reactions to change: The role of leaders' personal attributes and transformational leadership style. *Personnel Psychology*, 64(3), 627–659. <https://doi.org/10.1111/j.1744-6570.2011.01221.x>

- O'Reilly, C. A., Caldwell, D. F., Chatman, J. A., & Doerr, B. (2014). The promise and problems of organizational culture: CEO personality, culture, and firm performance. *Group & Organization Management, 39*(6), 595–625. <https://doi.org/10.1177/1059601114550713>
- O'Reilly, C. A., Cao, X., & Sull, D. (2022). CEO personality: The cornerstone of organizational culture? *Academy of Management Proceedings, 2022*(1).
<https://doi.org/10.5465/AMBPP.2022.12573abstract>
- Pan, Y., Verbeke, A., & Yuan, W. (2021). Ceo transformational leadership and corporate entrepreneurship in china. *Management and Organization Review, 17*(1), 45–76.
<https://doi.org/10.1017/mor.2020.59>
- Peng, J., Li, M., Wang, Z., & Lin, Y. (2021). Transformational leadership and employees' reactions to organizational change: evidence from a meta-analysis. *The Journal of applied behavioral science, 57*(3), 369-397. <https://doi.org/10.1177/002188632092>
- Peltz, D. P., & Wilson, J. H. (Eds.). (2020). *True leadership: Leadership styles and the kenotic relationship (Ser. Christian faith perspectives in leadership and business)*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-46660-2>
- Perry, J. T., Yao, X., & Chandler, G. N. (2011). To get the best new CEO, must the old CEO go? Power distribution in external CEO successions. *Managerial & Decision Economics, 32*(8), 505–525. <https://doi-org.lib.pepperdine.edu/10.1002/mde.1551>
- Piccolo, R. F., & Colquitt, J. A. (2006). Transformational Leadership and Job Behaviors: The Mediating Role of Core Job Characteristics. *Academy of Management Journal, 49*(2), 327–340. <https://doi.org/10.5465/AMJ.2006.20786079>

- Polkinghorne, D. E. (1989). *Phenomenological research methods*. In R. S. Valle & S. Halling (Eds.), *Existential-phenomenological perspectives in psychology: Exploring the breadth of human experience* (pp. 41–60). Plenum Press.
- Porter, M. E., & Nohria, N. (2010, January). What is leadership. In *Handbook of Leadership Theory and Practice: An HBS Centennial Colloquium on Advancing Leadership* (p. 433). Harvard Business Review Press.
- Pradhan, S., Jena, L. K., & Bhattacharyya, P. (2018). Transformational leadership and contextual performance: role of integrity among indian it professionals. *International Journal of Productivity and Performance Management*, 67(2), 445–462.
<https://doi.org/10.1108/IJPPM-08-2016-0186>
- Quigley, T. J., Crossland, C., & Campbell, R. J. (2017). Shareholder perceptions of the changing impact of CEOs: Market reactions to unexpected CEO deaths, 1950–2009. *Strategic Management Journal*, 38(4), 939–949. <https://doi-org/10.1002/smj.2504>
- Quigley, T. J., & Hambrick, D. C. (2015). Has the “CEO effect” increased in recent decades? A new explanation for the great rise in America's attention to corporate leaders. *Strategic Management Journal*, 36(6), 821–830. <https://doi.org/10.1002/smj.2258>
- Ree, E., & Wiig, S. (2020). Linking transformational leadership, patient safety culture and work engagement in home care services. *Nursing Open*, 7(1), 256–264.
- Resane, K. T. (2020). Servant leadership and shepherd leadership: the missing dynamic in pastoral integrity in south africa today. *Hts Theological Studies*, 76(1), 1–8.
<https://doi.org/10.4102/hts.v76i1.5608>

- Resick, C. J., Whitman, D. S., Weingarden, S. M., & Hiller, N. J. (2009). The bright-side and the dark-side of CEO personality: Examining core self-evaluations, narcissism, transformational leadership, and strategic influence. *The Journal of Applied Psychology*, 94(6), 1365–1381. <https://doi.org/10.1037/a0016238>
- Ritter, L. A., & Sue, V. M. (2007). Introduction to using online surveys. *New Directions for Evaluation*, 2007(115), 5–14. <https://doi.org/10.1002/ev.230>
- Rittschof, K. R., & Fortunato, V. J. (2016). The influence of transformational leadership and job burnout on child protective services case managers' commitment and intent to quit. *Journal of Social Service Research*, 42(3), 372–385.
- Robbins, P. (2015). *Peer coaching to enrich professional practice, school culture, and student learning*. ASCD.
- Rowley, J. (2002). Using case studies in research. *Management Research News*, 25(1), 16–27. <https://doi.org/10.1108/01409170210782990>
- Rost, J. C. (1991). *Leadership for the twenty-first century* [by] joseph c. rost. Praeger.
- Rovelli, P. (2020). "I am stuck in meetings": understanding the relation of ceo time management with tmt size and gender diversity. *European Management Journal*, 38(5), 777–790. <https://doi.org/10.1016/j.emj.2020.02.010>
- Ruben, B. D., & Gigliotti, R. A. (2021). Explaining incongruities between leadership theory and practice: integrating theories of resonance, communication and systems. *Leadership & Organization Development Journal*, 42(6), 942–957. <https://doi.org/10.1108/LODJ-02-2021-0072>

- Ruiz-Palomino, P., Gutiérrez-Broncano, S., Jiménez-Estévez, P., & Hernandez-Perlines, F. (2021). CEO servant leadership and strategic service differentiation: The role of high-performance work systems and innovativeness. *Tourism Management Perspectives, 40*. <https://doi.org/10.1016/j.tmp.2021.100891>
- Sadeghi, A., & Pihie, Z. (2012). Transformational leadership and its predictive effects on leadership effectiveness. *International Journal of Business and Social Science, 3*(7), 186-197. http://ijbssnet.com/view.php?u=http://ijbssnet.com/journals/Vol_3_No_7_April_2012/21
- Sahu, S., Pathardikar, A., & Kumar, A. (2018). Transformational leadership and turnover: Mediating effects of employee engagement, employer branding, and psychological attachment. *Leadership and Organization Development Journal, 39*(1), 82–99. <https://doi.org/10.1108/LODJ-12-2014-0243>
- Salkind, J. (2010). *Encyclopedia of research design* (7th ed.). SAGE. <https://dx.doi.org/10.4135/9781412961288.n114>
- Scarborough, T. O. (2010). Defining Christian transformational leadership. *Conspectus: The Journal of the South African Theological Seminary, 10*(1), 58–87. <https://hdl.handle.net/10520/EJC28166>
- Schilling, J., & Schyns, B. (2014). The causes and consequences of bad leadership. *Zeitschrift Für Psychologie, 222*(4), 187–189. <https://doi.org/10.1027/2151-2604/a000185>

- Schneider, S. K., & George, W. M. (2011). Servant leadership versus transformational leadership in voluntary service organizations. *Leadership & Organization Development Journal*, 32(1), 60–77. <https://doi.org/10.1108/01437731111099283>
- Schneider, W., & Klauer, T. (2001). Symptom level, treatment motivation, and the effects of inpatient psychotherapy. *Psychotherapy Research*, 11(2), 153–167. <https://doi.org/10.1080/713663888>
- Scholtz, S. E. (2021). To err is human; to forgive, divine: A scoping review of workplace forgiveness experiences. *Journal of Psychology in Africa*, 31(6), 645–650. <https://doi.org/10.1080/14330237.2021.1978167>
- Schwadel, P., & Hardy, S. A. (2022). What aspects of religiosity are associated with values? *Journal for the Scientific Study of Religion*, 61(2), 374–388. <https://doi.org/10.1111/jssr.12777>
- Schwantes, M. (2022, September 20). Warren Buffett says integrity is the most important trait to hire for. *Ask these 12 questions to find it. Inc.com*. <https://www.inc.com/marcel-schwantes/first-90-days-warren-buffetts-advice-for-hiring-based-on-3-traits.html>
- Senanayake, S., Gunawardena, N., Palihawadana, P., Kularatna, S., & Peiris, T. S. G. (2017). Validity and reliability of the Sri Lankan version of the kidney disease quality of life questionnaire (KDQOL-SF™). *Health & Quality of Life Outcomes*, 15, 1–9. <https://doi-org.lib.pepperdine.edu/10.1186/s12955-017-0697-6>

- Shafi, M., Zheng, L., & Song, X. (2020). The effects of transformational leadership on employee creativity: moderating role of intrinsic motivation. *Asia Pacific Management Review*, 25(3), 166–176. <https://doi.org/10.1016/j.apmrv.2019.12.002>
- Silvera, G. A., & Clark, J. R. (2021). Women at the helm: chief executive officer gender and patient experience in the hospital industry. *Health Care Management Review*, 46(3), 206–216. <https://doi.org/10.1097/HMR.0000000000000252>
- Sims, C., Carter, A., & Moore De Peralta, A. (2021). Do servant, transformational, transactional, and passive avoidant leadership styles influence mentoring competencies for faculty? a study of a gender equity leadership development program. *Human Resource Development Quarterly*, 32(1), 55–75. <https://doi.org/10.1002/hrdq.21408>
- Shaner, J., & Maznevski, M. (2006). Building the right networks for business performance. *Perspectives for Managers*, 132(March), 1-4.
- Shapiro, L. (2017). Who you surround yourself with matters. *Leader to Leader*, 2017 (83), 18–23. <https://doi.org/10.1002/ltl.20271>
- Spinelli, R. J. (2006). The applicability of Bass's model of transformational, transactional, and laissez-faire leadership in the hospital administrative environment. *Hospital topics*, 84(2), 11-19. <https://doi.org/10.3200/HTPS.84.2.11-19>
- Singh, S. K., Del Giudice, M., Chierici, R., & Graziano, D. (2020). Green innovation and environmental performance: The role of green transformational leadership and green human resource management. *Technological forecasting and social change*, 150, 119762.

- Sirén, C., Patel, P. C., Örtqvist, D., & Wincent, J. (2018). Ceo burnout, managerial discretion, and firm performance: the role of ceo locus of control, structural power, and organizational factors. *Long Range Planning, 51*(6), 953–971.
<https://doi.org/10.1016/j.lrp.2018.05.002>
- Smith, P. O. (2015). Leadership in academic health centers: Transactional and transformational leadership. *Journal of Clinical Psychology in Medical Settings, 22*(4), 228–231.
<https://doi.org/10.1007/s10880-015-9441-8>
- Sosik, J. J., Chun, J. U., Blair, A. L., & Fitzgerald, N. A. (2013). Possible selves in the lives of transformational faith community leaders. *Psychology of Religion and Spirituality, 5*(4), 283–293. <https://doi.org/10.1037/a0032646>
- Sarros, J. C., & Sarros, A. M. (2011). Five years on: leadership challenges of an experienced ceo. *School Leadership and Management, 31*(3), 235–260.
<https://doi.org/10.1080/13632434.2011.587406>
- Stravinskiene, J., Hopeniene, R., & Levickyte, I. (2020). Impact of CEO image on the consumer trust in the organization. *Engineering Economics, 31*(2), 243–253.
<https://doi.org/10.5755/j01.ee.31.2.24208>
- Su, Z. X., Wang, Z., & Chen, S. (2020). The impact of ceo transformational leadership on organizational voluntary turnover and employee innovative behaviour: the mediating role of collaborative hrm. *Asia Pacific Journal of Human Resources, 58*(2).

- Suliman, A., Rao, A. S., & Elewa, T. (2019). Ceo transformational leadership and top management team performance: study from gcc. *Measuring Business Excellence*, 23(1), 63–79. <https://doi.org/10.1108/MBE-09-2018-0077>
- Sun, R., & Wang, W. (2017). Transformational leadership, employee turnover intention, and actual voluntary turnover in public organizations. *Public Management Review*, 19(8), 1124–1141
- Tayal, R., Kumar, U. R., Yadav, M., Rangnekar, S., & Singh, R. (2018). The impact of transformational leadership on employees' acceptance to change: mediating effects of innovative behaviour and moderating effect of the use of information technology. *Vine Journal of Information and Knowledge Management Systems*, 48(4), 559–578. <https://doi.org/10.1108/VJIKMS-05-2018-0039>
- Tayfur Ekmekci, O., Metin Camgoz, S., Guney, S., & Kemal Oktem, M. (2021). The mediating effect of perceived stress on transformational and passive-avoidant, leadership-commitment linkages. *International Journal of Organizational Leadership*, 10(4), 348–366. <https://doi.org/10.33844/ijol.2021.60595>
- Tedlow, R. S., Bettcher, K. E., & Purrington, C. A. (2003). The chief executive officer of the large american industrial corporation in 1917. *Business History Review*, 77(4), 687–701. <https://doi.org/10.2307/30041234>
- Theeboom, T., Beersma, B., & van, V. A. E. M. (2014). Does coaching work? a meta-analysis on the effects of coaching on individual level outcomes in an organizational context. *Journal of Positive Psychology*, 9(1), 1–18. <https://doi.org/10.1080/17439760.2013.837499>

- Thompson, G., Buch, R., Thompson, P.-M. M., & Glasø, L. (2021). The impact of transformational leadership and interactional justice on follower performance and organizational commitment in a business context. *Journal of General Management*, 46(4), 274–283. <https://doi.org/10.1177/0306307020984579>
- Tse, H. H. M., Huang, X., & Lam, W. (2013). Why does transformational leadership matter for employee turnover? A multi-foci social exchange perspective. *The Leadership Quarterly*, 24(5), 763–776. <https://doi.org/10.1016/j.leaqua.2013.07.005>
- Usman, M. (2020). Transformational leadership and organizational change: In the context of today's leader. *International Business Education Journal*, 13(1), 95-107. <https://doi.org/10.37134/ibej.vol13.1.8.2020>
- van der Vyver, C. P., Kok, T., & Conley, L. (2020). The relationship between teachers' professional wellbeing and principals' leadership behaviour to improve teacher retention. *Perspectives in Education*, 38(2), 86–102. <https://doi.org/10.18820/2519593X/pie.v38.i2.06>
- Vera, D., & Crossan, M. (2004). Strategic leadership and organizational learning. *The Academy of Management Review*, 29(2), 222–240.
- Vistage. Vistage international membership. (n.d.). <https://www.vistage.com/membership/peer-advisory-groups/>
- von Thiele Schwarz, U., Lundmark, R., Tafvelin, S., Hasson, H., & Stenling, A. (2018). Making it fit: Associations of line managers' behaviours with the outcomes of an organizational-

- level intervention. *Stress & Health: Journal of the International Society for the Investigation of Stress*, 34(1), 163–174.
- Vroom, V. H., & Jago, A. G. (2007). The role of the situation in leadership. *American Psychologist*, 62(1), 17–24. <https://doi.org/10.1037/0003-066X.62.1.17>
- Wang, G., Holmes, R. M., Devine, R. A., & Bishoff, J. (2018). CEO gender differences in careers and the moderating role of country culture: a meta-analytic investigation. *Organizational Behavior and Human Decision Processes*, 148, 30–53. <https://doi.org/10.1016/j.obhdp.2018.04.002>
- Wang, L. H., & Fung, H.-G. (2022). The effect of female CEO and CFO on tail risk and firm value. *Finance Research Letters*, 47. <https://doi.org/10.1016/j.frl.2022.102693>
- Wang, G., Oh, I.-S., Courtright, S. H., & Colbert, A. E. (2011). Transformational Leadership and Performance Across Criteria and Levels: A Meta-Analytic Review of 25 Years of Research. *Group & Organization Management*, 36(2), 223–270. <https://doi.org/10.1177/1059601111401017>
- Weber, M., Henderson, A. M., & Parsons, T. (1947). *The theory of social and economic organization* (1st Amer. ed.). Oxford University Press.
- White, B. A. A., Pearson, K., Bledsoe, C., & Hendricks, R. (2017). Transformational leadership: The nexus between faith and classroom leadership. *Christian Higher Education*, 16(5), 276–284. <https://doi-org.lib.pepperdine.edu/10.1080/15363759.2017.1288589>
- Wiengarten, F., Gimenez, C., Fynes, B., & Ferdows, K. (2015). Exploring the importance of cultural collectivism on the efficacy of lean practices. *International Journal of*

Operations & Production Management, 35(3), 370–391. doi:10.1108/IJOPM-09-2012-0357

Williams, J. S., & Lowman, R. L. (2018). The efficacy of executive coaching: An empirical investigation of two approaches using random assignment and a switching-replications design. *Consulting Psychology Journal: Practice and Research*, 70(3), 227–249.

<https://doi.org/10.1037/cpb0000115>

Willis, S., Clarke, S., & O'Connor, E. (2017). Contextualizing leadership: Transformational leadership and management-by-exception-active in safety-critical contexts. *Journal of Occupational and Organizational Psychology*, 90(3), 281–305.

<https://doi.org/10.1111/joop.12172>

Wyld, D. C. (2014). Research briefs: Do happier employees really stay longer. *Academy of Management Perspectives*, 28(1), 1–3. <https://doi.org/10.5465/amp.2014.0023>

Wyse, J. (2014). *The relationship between attachment theory and transformational leadership in California community college chief executive officers*. (Order No. 3616099). ProQuest One Academic. [Doctoral dissertation, Pepperdine University].

<https://www.proquest.com/dissertations-theses/relationship-between-attachment-theory/docview/1525983218/se-2>

Wyse, J. (2014). *The relationship between attachment theory and transformational leadership in California community college chief executive officers*. (Order No. 3616099). ProQuest One Academic. [Doctoral dissertation, Pepperdine University].

<https://www.proquest.com/dissertations-theses/relationship-between-attachment-theory/docview/1525983218/se-2>

Wycherley, I. M., & Cox, E. (2008). Factors in the selection and matching of executive coaches in organisations. *Coaching: An International Journal of Theory, Research and Practice*, 1(1), 39–53. <https://doi.org/10.1080/17521880701878075>

Xie, L. (2020). The impact of servant leadership and transformational leadership on learning organization: a comparative analysis. *Leadership & Organization Development Journal*, 41(2), 220–236. <https://doi.org/10.1108/LODJ-04-2019-0148>

Yip, J., & Walker, D. O. (2022). Leaders mentoring others: The effects of implicit followership theory on leader integrity and mentoring. *The International Journal of Human Resource Management*, 33(13), 2688–2718. <https://doi.org/10.1080/09585192.2021.1875493>

Yoon, S. S., & Darville, J. J. (2021). Implementation of CEO servant leadership: From research into practice by exploring roles of CEO servant leadership in American for-profit organizations. In X. Editor (Ed.), *Handbook of research on multidisciplinary perspectives on managerial and leadership psychology* (pp. 190–212). <https://doi.org/10.4018/978-1-7998-3811-1.ch011>

Yücel, İ. (2021). Transformational leadership and turnover intentions: The mediating role of employee performance during the covid-19 pandemic. *Administrative Sciences*, 11(3), 81. <https://doi.org/10.3390/admsci11030081>

- Yücel, I., McMillan, A., & Richard, O. C. (2013, May 31). Does CEO transformational leadership influence top executive normative commitment? *Journal of Business Research*, 67(6), 1170–1177. <http://dx.doi.org/10.1016/j.jbusres.2>
- Yue, C. A., Men, L. R., & Ferguson, M. A. (2019). Bridging transformational leadership, transparent communication, and employee openness to change: The mediating role of trust. *Public Relations Review*, 45(3). <https://doi.org/10.1016/j.pubrev.2019.04.012>
- Yukl, G (2013). *Leadership in organizations, eight edition* (1st ed.). Pearson. Retrieved March 29, 2023, from <https://ezproxy.torontopubliclibrary.ca/login?url=https://learning.oreilly.com/library/view/-/9780132771863/>.
- Yukl, G. A., & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal: Practice and Research*, 62(2), 81–93. <https://doi.org/10.1037/a0019835>
- Zhang, Y., Zheng, J., & Darko, A. (2018). How does transformational leadership promote innovation in construction? The mediating role of innovation climate and the multilevel moderation role of project requirements. *Sustainability*, 10(5), 1506. <https://doi.org/10.3390/su10051506>
- Zuraik, A., & Kelly, L. (2019). The role of CEO transformational leadership and innovation climate in exploration and exploitation. *European Journal of Innovation Management*, 22(1), 84–104. <https://doi.org/10.1108/EJIM-10-2017-0142>

Zwingmann, I., Wolf, S., & Richter, P. (2016). Every light has its shadow: A longitudinal study of transformational leadership and leaders' emotional exhaustion. *Journal of Applied Social Psychology, 46*(1), 19–33. <https://doi.org/10.1111/jasp.12352>

APPENDIX A

Email requests for Request for Content Validation (Panel of Experts)

Subject line: Request for Survey Content Validation Panel

Dear [Name]:

I hope this email finds you well. Thank you for your willingness to participate in my dissertation research survey as a member of my expert panel. I have reached out to you because of your combination and expertise in the fields of scholarly research and leadership. I would be honored to get your insights to make this project more successful.

Purpose: The purpose of this dissertation study is to gain a better understanding of transformational leadership behaviors of the current CEOs involved in executive peer advisory groups.

Request for your assistance: I am in need of a panel of experts to review and or provide any suggestions to my survey's demographic questions. I am requesting your participation to critique each and all of the six demographic selection options and or items for clarity and relevance to the demographic question selected. The purpose of these six additional customized demographic questions is to obtain additional data points from this leadership survey.

Timeframe: If possible a tentative return date of Friday, September 25th would be greatly appreciated. If you would require additional time that is fine as well.

Format: You have all been invited by email to use a google doc. Please click on this [link](#) which will take you to the google document. There, you will find the questionnaire content validation form. This form will allow for feedback on each question and item to be properly vetted for content validity. If you could review each of the demographic questions and provide feedback I would be very grateful. Should you have further questions about this project or a current copy of my dissertation study please feel free to reach out to me via the contact information listed below. I sincerely appreciate your taking your valuable time and helping me complete my survey.

Sincerely,

Israel Micah Passwater
Doctoral Student
Pepperdine University – Graduate School of Education & Psychology Email:
Israel.Passwater@pepperdine.edu

APPENDIX B
IRB Approval Letter

PEPPERDINE

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

Date: March 10, 2021 **NOTICE OF APPROVAL FOR HUMAN
RESEARCH**

Israel Passwater Protocol #:

20-09-1445

Project Title: A QUANTITATIVE ANALYSIS OF THE CEO LEADERSHIP
MINDSET: EXAMINING TRANSFORMATIONAL LEADERSHIP SELF-
PERCEPTIONS OF CURRENT CHIEF EXECUTIVE OFFICERS WITHIN
PRIVATE EXECUTIVE PEER GROUPS

School: Graduate School of Education and Psychology

Dear Israel Passwater,

Thank you for submitting your application for expedited review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. As the nature of the research met the requirements for expedited review under provision Title 45 CFR 46.110 of the federal Protection of Human Subjects Act, the IRB conducted a formal, but expedited, review of your application materials.

Based upon review, your IRB application has been approved. The IRB approval begins today March 10, 2021, and expires on March 09, 2022.

The consent form included in this protocol is considered final and has been approved by the IRB. You can only use copies of the consent that have been approved by the IRB to obtain consent from your participants.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Please be aware that changes to your protocol may prevent the research from qualifying for expedited review and will require a submission of a new IRB application or other materials to the IRB. If contact with subjects will extend beyond March 09, 2022, a continuing review must be submitted at least one month prior to the expiration date of study approval to avoid a lapse in approval.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

APPENDIX C

Email request for permission to survey (EPAG Parent Organization)



IRB Number #: 20-09-1445

Study Title: A Quantitative Analysis of The CEO Leadership Mind-Set: Examining Transformational Leadership Self-Perceptions of Current Chief Executive Officers Within Private Executive Peer Advisory Groups

Invitation

Dear Mr. Leith,

As you know, I recently completed my doctorate coursework at Pepperdine University and now finishing my dissertation. I have an interest in the organizational outcomes from those leaders who are rated high in transformational leadership. I would like to formally request permission to gather key data on select leadership attributes of your Convene CEOs.

In short, I am asking your permission to conduct an email survey with Convene CEO members with a valid and reliable behavioral science questionnaire. This would simply require gaining access to your current CEO memberships email list. I would ask as part of the de-identification process that upon your agreement we receive the list of members without names, addresses, or other identifiable information in order to protect their identity to the best possible extent.

What is the reason for doing this research study?

The purpose will be to examine leadership behaviors of CEOs and their corresponding effect upon the organization. In essence, we are exploring how CEOs can lead significant and lasting change also known as transformational leadership.

The research shows that those with high transformational leadership attributes leads to a significant increase in organizational performance, effectiveness along with many other

organizationally important and healthy business outcomes. In short, those with high transformational leadership attributes make a clear difference.

Convene chairs could share the results of my research with potential members. Because Convene is committed to “*Enhanced Business Performance*” those CEOs looking to increase his or her organization’s effectiveness can objectively see the value of membership. Convene will have full permission to use the data as a part of their marketing materials and in my opinion, could be highly valuable in the near future for your organization.

The qualifications for participation you must be 19 years of age or older, an active member of a Convene group, and hold the position of CEO or head of their organization. I believe all of your current members fit these criteria.

There are three main purposes for conducting this study, simply put;

1. To assess how each CEO respondent views his or her own transformational leadership behaviors.
2. Provide an opportunity for Convene to showcase some of the benefits of membership from an objective, quantitative perspective.
3. Provide a foundation for continuing research on this topic.

The goal of this study would be to engage with approximately (40-50) members, randomly selected from across the Convene membership base using a 45-item questionnaire, which has been designed to assess specific CEOs’ behaviors and to measure to what degree these CEOs exhibit these behaviors.

What will be done during this research study?

Each member who chooses to participate in this study will require approximately 15 minutes to complete the survey. Your members will be asked a series of behavioral-based leadership questions to answer. Participation will take place online and the survey will consist of a 45-item questionnaire, which has been designed to assess specific leadership behavior.

Once completed, the data will be used to draw additional insights into their leadership behaviors. If requested each participant can receive their scores and a brief explanation of their results if requested.

What are the possible risks of being in this research study?

Although no study can be totally risk-free, we firmly believe there is little risk involved in taking this leadership survey as it is merely examining how they perceive their leadership style

to be exhibited. Additionally, we will take significant measures to de-identify any personal information will be taken during this survey.

What are the possible benefits to your members?

Although we value your insights but please note that each CEO member, by choosing to participate in this study, there are no direct benefits in choosing to participate in this study.

How will their information be protected?

Your responses to this survey will be kept secure. All data associated with this study will be kept secure. No names, identities, or other identifiable data will be shared, published during or after the completion of this study.

- All possible proactive measures will be taken to ensure minimal risks through a de-identification process will be adhered to in order for the protection of any identification of personal information is done in order to maintain the highest level of possible de-identification and protect the subject's personal information is kept confidential at all times.
 - This includes your name, email address, IP address will not be disclosed at any time.
 - The data/results from the survey will be transmitted as raw data scores (without an email address or identifiable information).
 - All data sets will be maintained and kept secure by the principal investigator during this study and for a duration of seven years thereafter completion.

This will also, be a major precautionary measure taken in order to minimize any identifiable information being able to be shared or revealed.

What are their rights as a research subjects?

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. For study-related questions, please contact the investigator(s):

Principal Researcher: Israel Passwater israel.passwater@pepperdine.edu

Chairperson: Dr. James Delleneve Ed.D. james.dellaneve@pepperdine.edu

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

- Phone: 1(310)568-2305
- Email: gpsirb@pepperdine.edu

What will happen if they decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study (“withdraw”) at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University. You will not lose any benefits to which you are entitled.

Informed Consent

Each CEO will have the option to choose to participate in this study. Each participant will be given the following information below:

“You are voluntarily making a decision whether or not to participate in this research study. By completing and submitting your survey responses, you have given your consent to participate in this research. You should print a copy of this page for your records.

Each CEO will have the option to choose to participate in this study. Each participant will be given the following information below:

“You are voluntarily making a decision whether or not to participate in this research study. By completing and submitting your survey responses, you have given your consent to participate in this research. You should print a copy of this page for your records.

To Participate in this study: *If you choose to participate in this study, [please click on this link](#) which will take you to the survey.”*

In closing, I ask that you consider this opportunity to examine and share how your CEO leaders view themselves and are making a dynamic impact in the world. Thank you in advance for your cooperation in this project.

Sincerely,

Israel Passwater

Doctoral Student
Pepperdine University
Graduate School of Education and Psychology
Principal Researcher: Israel Passwater israel.passwater@pepperdine.edu

APPENDIX D
Email to EPAG members to participate in Survey



Request for Participation Invitation

IRB Number # 20-09-1445

Study Title: A Quantitative Analysis of The CEO Leadership Mind-Set: Examining Transformational Leadership Self-Perceptions of Current Chief Executive Officers Within Private Executive Peer Groups

Invitation

Dear Convene Members,

My name is Israel Passwater, and I am a doctoral student at Pepperdine University studying organizational leadership. I am seeking willing Convene members to participate in a brief online survey and I wanted to personally invite you to participate in a leadership research study. If you agree, I would invite you to participate in this survey. Below is a series of important information about the purpose, scope and participation in this study.

What is the reason for doing this research study?

The purpose will be to examine leadership behaviors of CEOs and their corresponding effect upon the organization. In essence, we are exploring how CEOs can lead significant and lasting change also known as transformational leadership.

The research shows that those with high transformational leadership attributes leads to a significant increase in organizational performance, effectiveness along with many other organizationally important and healthy business outcomes. In short, those with high transformational leadership attributes make a clear difference. The qualifications for participation you must be 19 years of age or older, an active member of a Convene group and hold the position of CEO or head of your organization.

What will be done during this research study?

Participation in this study will require approximately 15 minutes to complete. You will be asked a series of behavioral-based leadership questions to answer. Participation will take place online and the survey will consist of a 45-item questionnaire, which has been designed to assess specific leadership behavior.

What are the possible risks of being in this research study?

Although no study can be totally risk-free, the principal investigator believes there is little risk involved in taking this leadership survey. Additionally, we will take significant measures to de-identify any personal information will be taken during this survey.

What are the possible benefits to you?

We value your insights but please note that by choosing to participate in this study, there are no direct benefits to you by choosing to participate.

How will information about you be protected?

Your responses to this survey will be kept secure. All data associated with this study will be kept secure. No names, identities, or other identifiable data will be shared, published during or after the completion of this study.

- All possible proactive measures will be taken to ensure minimal risks through a de-identification process will be adhered to in order for the protection of any identification of personal information done in order to maintain the highest level of possible de-identification and protect the subject's personal information is kept confidential at all times.
- This includes your name, email address, IP address will not be disclosed at any time.
- The data/results from the survey will be transmitted as raw data scores (without an email address or identifiable information).
- All data sets will be maintained and kept secure by the principal investigator during this study and for a duration of seven years thereafter completion.

This will also be a major precautionary measure taken in order to minimize any identifiable information being able to be shared or revealed.

What are your rights as a research subject?

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. For study-related questions, please contact the investigator(s):

Principal Researcher: Israel Passwater israel.passwater@pepperdine.edu

Chairperson: Dr. James Delleneve Ed.D. james.dellaneve@pepperdine.edu

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

- Phone: 1(310)568-2305
- Email: gpsirb@pepperdine.edu

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study (“withdraw”) at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University. You will not lose any benefits to which you are entitled.

Informed Consent

You are voluntarily making a decision whether or not to participate in this research study. By completing and submitting your survey responses, you have given your consent to participate in this research. You should print a copy of this page for your records.

Thank you for in advance for your participation,

Sincerely,

Israel Passwater

israel.passwater@pepperdine.edu

Doctoral Student

Pepperdine University

Graduate School of Education and Psychology

APPENDIX E
Pearson's Correlation Results

Pearson Correlation Results Among Five_I_s_of_Transformational_Leadership, Years_Involvement_EPAG, Acts_with_Integrity_IIB, Coaches_Develops_People_IC, Fights_Fires_MBEP, Is_Productive_EFF, Christian_Faith, Encourages_Others_IM, Rewards_Achievement_CR, and Avoids_Involvement_LF

Combination	<i>r</i>	95% CI	<i>n</i>	<i>p</i>
Five_I_s_of_Transformational_Leadership-Years_Involvement_EPAG	0.12	[-0.10, 0.32]	88	1.000
Five_I_s_of_Transformational_Leadership-Acts_with_Integrity_IIB	0.86	[0.80, 0.91]	88	< .001
Five_I_s_of_Transformational_Leadership-Coaches_Develops_People_IC	0.82	[0.73, 0.88]	88	< .001
Five_I_s_of_Transformational_Leadership-Fights_Fires_MBEP	-0.22	[-0.41, -0.01]	88	.807
Five_I_s_of_Transformational_Leadership-Is_Productive_EFF	0.70	[0.58, 0.80]	88	< .001
Five_I_s_of_Transformational_Leadership-Christian_Faith	0.41	[0.22, 0.57]	88	.002
Five_I_s_of_Transformational_Leadership-Encourages_Others_IM	0.79	[0.70, 0.86]	88	< .001
Five_I_s_of_Transformational_Leadership-Rewards_Achievement_CR	0.50	[0.32, 0.64]	88	< .001
Five_I_s_of_Transformational_Leadership-Avoids_Involvement_LF	-0.08	[-0.28, 0.14]	88	1.000
Years_Involvement_EPAG-Acts_with_Integrity_IIB	0.08	[-0.13, 0.29]	88	1.000
Years_Involvement_EPAG-Coaches_Develops_People_IC	0.11	[-0.11, 0.31]	88	1.000
Years_Involvement_EPAG-Fights_Fires_MBEP	0.23	[0.02, 0.42]	88	.715
Years_Involvement_EPAG-Is_Productive_EFF	0.05	[-0.16, 0.26]	88	1.000
Years_Involvement_EPAG-Christian_Faith	0.23	[0.02, 0.42]	88	.715
Years_Involvement_EPAG-Encourages_Others_IM	0.07	[-0.14, 0.28]	88	1.000

Years_Involvement_EPAG-Rewards_Achievement_CR	0.08	[-0.13, 0.28]	88	1.000
Years_Involvement_EPAG-Avoids_Involvement_LF	0.14	[-0.08, 0.34]	88	1.000
Acts_with_Integrity_IIB-Coaches_Develops_People_IC	0.63	[0.49, 0.74]	88	< .001
Acts_with_Integrity_IIB-Fights_Fires_MBEP	- 0.25	[-0.44, - 0.05]	88	.371
Acts_with_Integrity_IIB-Is_Productive_EFF	0.57	[0.41, 0.70]	88	< .001
Acts_with_Integrity_IIB-Christian_Faith	0.30	[0.10, 0.48]	88	.108
Acts_with_Integrity_IIB-Encourages_Others_IM	0.72	[0.60, 0.81]	88	< .001
Acts_with_Integrity_IIB-Rewards_Achievement_CR	0.38	[0.18, 0.54]	88	.008
Acts_with_Integrity_IIB-Avoids_Involvement_LF	- 0.12	[-0.32, 0.09]	88	1.000
Coaches_Develops_People_IC-Fights_Fires_MBEP	- 0.26	[-0.44, - 0.05]	88	.341
Coaches_Develops_People_IC-Is_Productive_EFF	0.63	[0.48, 0.74]	88	< .001
Coaches_Develops_People_IC-Christian_Faith	0.41	[0.21, 0.57]	88	.003
Coaches_Develops_People_IC-Encourages_Others_IM	0.60	[0.45, 0.72]	88	< .001
Coaches_Develops_People_IC-Rewards_Achievement_CR	0.50	[0.33, 0.65]	88	< .001
Coaches_Develops_People_IC-Avoids_Involvement_LF	- 0.09	[-0.29, 0.12]	88	1.000
Fights_Fires_MBEP-Is_Productive_EFF	- 0.20	[-0.39, 0.01]	88	1.000
Fights_Fires_MBEP-Christian_Faith	- 0.08	[-0.29, 0.13]	88	1.000
Fights_Fires_MBEP-Encourages_Others_IM	- 0.21	[-0.40, - 0.00]	88	.809

Fights_Fires_MBEP-Rewards_Achievement_CR	- 0.13	[-0.33, 0.08]	88	1.000
Fights_Fires_MBEP-Avoids_Involvement_LF	0.45	[0.26, 0.60]	88	< .001
Is_Productive_EFF-Christian_Faith	0.39	[0.20, 0.55]	88	.005
Is_Productive_EFF-Encourages_Others_IM	0.61	[0.46, 0.73]	88	< .001
Is_Productive_EFF-Rewards_Achievement_CR	0.46	[0.27, 0.61]	88	< .001
Is_Productive_EFF-Avoids_Involvement_LF	- 0.06	[-0.26, 0.15]	88	1.000
Christian_Faith-Encourages_Others_IM	0.33	[0.13, 0.50]	88	.046
Christian_Faith-Rewards_Achievement_CR	0.32	[0.12, 0.50]	88	.055
Christian_Faith-Avoids_Involvement_LF	- 0.09	[-0.29, 0.13]	88	1.000
Encourages_Others_IM-Rewards_Achievement_CR	0.52	[0.35, 0.66]	88	< .001
Encourages_Others_IM-Avoids_Involvement_LF	- 0.22	[-0.41, - 0.01]	88	.807
Rewards_Achievement_CR-Avoids_Involvement_LF	- 0.17	[-0.37, 0.04]	88	1.000

Note. *p*-values adjusted using the Holm correction.

The result of the correlations was examined using the Holm correction to adjust for multiple comparisons based on an alpha value of 0.05.

Pearson Correlation Results Among Builds_Trust_IIA, Encourages_Innovative_Thinking_IS, Monitors_Deviations_Mistakes_MBEA, Generates_Extra_Effort_EE, Five_I_s_of_Transformational_Leadership, Christian_Faith, and Years_Involvement_EPAG

Combination	<i>r</i>	95% CI	<i>n</i>	<i>p</i>
Builds_Trust_IIA-Encourages_Innovative_Thinking_IS	0.34	[0.15, 0.52]	88	.014

Builds_Trust_IIA-Monitors_Deviations_Mistakes_MBEA	0.04	[-0.17, 0.25]	88	1.000
Builds_Trust_IIA-Generates_Extra_Effort_EE	0.56	[0.39, 0.69]	88	< .001
Builds_Trust_IIA-Five_I_s_of_Transformational_Leadership	0.69	[0.57, 0.79]	88	< .001
Builds_Trust_IIA-Christian_Faith	0.35	[0.15, 0.52]	88	.014
Builds_Trust_IIA-Years_Involvement_EPAG	0.01	[-0.20, 0.22]	88	1.000
Encourages_Innovative_Thinking_IS-Monitors_Deviations_Mistakes_MBEA	- 0.05	[-0.25, 0.17]	88	1.000
Encourages_Innovative_Thinking_IS-Generates_Extra_Effort_EE	0.37	[0.17, 0.54]	88	.007
Encourages_Innovative_Thinking_IS-Five_I_s_of_Transformational_Leadership	0.64	[0.50, 0.75]	88	< .001
Encourages_Innovative_Thinking_IS-Christian_Faith	0.20	[-0.01, 0.39]	88	.644
Encourages_Innovative_Thinking_IS-Years_Involvement_EPAG	0.17	[-0.04, 0.36]	88	1.000
Monitors_Deviations_Mistakes_MBEA-Generates_Extra_Effort_EE	- 0.25	[-0.43, - 0.04]	88	.252
Monitors_Deviations_Mistakes_MBEA-Five_I_s_of_Transformational_Leadership	- 0.17	[-0.37, 0.04]	88	1.000
Monitors_Deviations_Mistakes_MBEA-Christian_Faith	- 0.07	[-0.27, 0.15]	88	1.000
Monitors_Deviations_Mistakes_MBEA-Years_Involvement_EPAG	- 0.04	[-0.25, 0.17]	88	1.000
Generates_Extra_Effort_EE-Five_I_s_of_Transformational_Leadership	0.71	[0.59, 0.80]	88	< .001
Generates_Extra_Effort_EE-Christian_Faith	0.26	[0.06, 0.45]	88	.180
Generates_Extra_Effort_EE-Years_Involvement_EPAG	0.09	[-0.12, 0.29]	88	1.000
Five_I_s_of_Transformational_Leadership-Christian_Faith	0.41	[0.22, 0.57]	88	.001

Five_I_s_of_Transformational_Leadership- Years_Involvement_EPAG	0.12	[-0.10, 0.32]	88	1.000
Christian_Faith-Years_Involvement_EPAG	0.23	[0.02, 0.42]	88	.375

Note. *p*-values adjusted using the Holm correction.