Leading smoothly: hidden dimensions of leadership

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ABSTRACT

This research aims to understand, describe and analyze the hidden dimensions of leadership that can nourish leader-follower relationships. Additionally, by analyzing empirical illustrations combined with the theories presented in the literature, we have developed a framework for leading smoothly, which can provide insights into the leadership activities that leaders and executives can benefit from. Our findings on leading smoothly emerged during our analysis and interpretation of two case studies and our literature review, and led us to concentrate on emotional and communicational dimensions of leadership.

Concerning crisis and turbulent times as one of the most challenging situations for performing leadership activities, we present two case studies related to leadership approaches during crises. One of the case studies is about the leadership of BP’s former CEO Tony Hayward during the oil spill crisis in the Gulf of Mexico in 2010, and the second case is about the leadership of the former CEO of Johnson & Johnson during the Tylenol crisis in 1982. While analyzing the cases, the emotional and communicational approaches of leaders are examined. Furthermore, these case studies facilitate the identification of the aspects that smooth leadership activities and their impacts on the leader-follower relationships.

Consequently, the study discusses the emotional and communicational dimensions of leadership and presents the framework for leading smoothly as a different perspective for embellishing the interaction between the leader and the follower, which can provide an understanding of the subtle ways of leading.

Key words: leading, leading smoothly, emotion, emotional awareness, communication, follower, differences in perception
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1 INTRODUCTION

Human beings inevitably need guidance in many situations and in different contexts. Whether as citizens or as company employees or within other social structures, people are searching for someone to show them ways to proceed, create a pattern for them to follow and to generate meaning for situations they face everyday. Consciously or unconsciously, people need someone to follow and as a consequence, willingly or unwillingly, name that person a leader.

The world has witnessed many different leaders in various arenas and people will continue to follow leaders in political, social and business contexts. Searching for the reasons why some people name other people as leaders and understanding the motives behind referring to them as leaders is an interesting area of study. Numerous researchers and scholars have been trying to lift the curtains in front of the leadership phenomenon. However, the debate continues on how to differentiate real leaders from powerful people occupying leadership positions.

1.1 Background of the Research Issue

In the literature, there are different interpretations of leadership and different discussions on what makes someone a leader. Some researchers and scholars attribute certain norms to leadership such as personality, charisma and several competencies. On the other hand, some researchers and scholars argue that leadership has no specific and explicit traits that enable people to label someone a leader or not. From another perspective, Drucker identifies a leader simply as; ‘… someone who has followers’ (Drucker 2007, p. 205).

As a part of the ongoing discussions, Gardner (1990) claims that the styles of leadership depend on situations, followers and the relative contexts. It has been argued that, essentially, the success of creating willingness in people to follow someone makes that person a leader (Drucker 2007; Goleman 2005; Bennis & Nanus 2004; Senge 1995; Bass & Riggio 2006).

From another point of view, one might say that being a leader is more related to how you approach than to who you are. According to Boyett and Boyett (1998) evaluating the style of the interaction between leaders and followers is more important than focusing on the leadership traits. They also stated; ‘What we can’t easily acquire are the feelings, intuition, emotion, subtleties, desires, caring, empathy, exhilaration – the passion of and for leadership – that will make us leaders’ (Boyett & Boyett 1998, p. 39).

Additionally, there are also different arguments on the criteria of successful leadership. Numerous researchers refer to the term effectiveness while evaluating the leadership activities. There can be various elements that facilitate the acceptance of a leader as an effective one. For instance, Drucker
(2007) claims the effectiveness of leadership is not due to the cleverness of the leader, but due to his or her coherence.

During our research and evaluation of cases, we began to consider the follower side of leadership as a major dynamic in leadership activities. For this reason, the key elements that are shaping leaders’ approaches to followers triggered our interest.

We consider the follower part of leadership to be a very important aspect, whether the leader is a formal leader or an informal one. We believe that the title of true leader is mostly given by the followers. Therefore, our research did not concentrate on the managerial aspects of leadership that are included in business administration tasks such as organizing and managing. We do appreciate the importance of these responsibilities for leadership; however, we would like to explore other important, rather hidden dimensions of leadership that are directly related to influencing people, by gaining an insight into the inner logic of leadership.

It is plausible to say that leadership is a concept constructed upon humans, thus every aspect of human behaviour is an essential factor to be considered in leadership studies. Furthermore, we consider that leadership is a subtle context. In relation to our literature review, we agree that leadership does not have a recipe and does not require checking a to do list. During our research, we reached the awareness that leadership is actually a smoother process, distinct from complex traits and attributes.

Donna Ladkin’s (2008) study on Leading Beautifully gave us the inspiration to examine leadership activities from an aesthetic perspective by developing the concept of leading smoothly. Ladkin (2008) presents three dimensions of leading beautifully. The first dimension, presented as Mastery represents the apprehension of one’s self to figure out the present opportunities and possibilities by using one’s full potential and expertise and having an understanding of how to direct this expertise (Ladkin 2008). In combination with authenticity, Ladkin (2008) points out Coherence as another dimension of leading beautifully that is conveying one’s messages both by choosing the right words and by appropriate expressions. By referring to ethical aspects, Ladkin (2008) claims that the aim and the target of a leader should be beautiful outcomes and she presents Purpose as the third dimension. Moreover, Ladkin (2008) also underlines how the perception of followers’ and others’ of the leaders form the basis of leading beautifully. In this respect, authenticity and the enactment of leadership roles intensify the concept of leading beautifully (Ladkin 2008).

Accordingly, in our thesis we develop the concept of leading smoothly that is based on the realization of major dimensions of influencing people. Leading smoothly does not particularly concern normative aspects of leadership such as management, corporate finance and accounting.
Hence, in our thesis we aim to explain the important dimensions of leading smoothly by rather concentrating on interpersonal elements.

1.2 Research Question

The aim of our study is to reach an understanding of the subtle dimensions of leadership by discussing different approaches and perspectives in the literature. With regards to the different arguments on leadership styles, our study aims to focus on the leadership dimensions that have significant impact on leading smoothly. Therefore, the starting point of our research lies in the following research question:

- What are the hidden dimensions of smooth leadership?

The fundamental aim of our study is to provide a grounded problematization of this research question. Our preliminary study of leadership theories and analysis of case studies led us to identify two major dimensions; emotions and communication, which appeared to be central in the context of our research. Our research on the hidden dimensions of leadership therefore takes place within the frame of the emotional and communicational aspects in leadership activities. For the purpose of conducting an in depth study, we also considered the following questions in our research:

- What is the significance of emotions in leadership activities?
- Which aspects of communication contribute to leadership?

1.3 Objective and Purpose

The objective of our thesis is to gain an understanding of the subtle ways of leading. It is possible to say that leaders’ approaches to their followers and events vary. As Goleman stated; The art of leadership entails knowing when to be assertive and when to be collegial and use less direct ways to guide or influence’ (Goleman 2005, p. 190). The purpose of our research is to reach an appreciation for the role that emotions and communication play in leadership activities. For this reason, we will discuss and later analyze the different perspectives and arguments surrounding the impact of emotions on leadership and the importance of communication in leadership studies.

Regarding this purpose and due to our reviews of the discussions of scholars and researchers on leadership, we consider the following concepts in compliance with our objective of conducting research on the hidden dimensions of leading smoothly.

- Emotions: We believe that emotions are the triggering factors of people’s actions, decisions, perceptions and we even agree that emotions are shaping the lives of people. Moreover, the emotional dimension of leadership is also commonly addressed in the literature. For that
reason, we would like to understand the emotional aspect of leadership and the sense of reading events with respect to its importance in leadership activities.

- Communication: Communication is another major concept that we consider as an important dimension of leading smoothly. Moreover, leadership is an ongoing discourse. In our review of the literature and as derived from different cases, we found that the communication styles of leaders are relevant factors for the acceptance or non-acceptance of them as leaders. For these reasons, we examined the different perspectives on communication and its value in leadership.

Concerning the emotional and communicational dimensions of leadership, we aimed to develop a framework for leading smoothly based on the crucial elements derived from our research and case studies.
2 METHODOLOGY AND DATA COLLECTION

Due to the complexity of social structures and the variety of leadership styles, we consider using qualitative design, which focuses on situational concepts with non-statistical approaches (Strauss 1987), to be more appropriate than quantitative methodology. Moreover, qualitative design considerably enables more freedom in choosing data than quantitative approach (Bjerke & Arbnor 2009).

The nature of our research question is understanding, describing and analyzing the hidden dimensions of leadership and our objective is to reach an understanding of the crucial factors of the emotional and communicational aspects of leadership activity. In our research project, we aim at developing a framework for leading smoothly that was shaped during our research and this aim entailed us to adapt grounded theory for our project. We consider using grounded theory to be more appropriate for our research due to its focus on 'organizing many ideas which have emerged from analysis of the data' (Strauss 1987, p. 23) rather than solely collecting data. We believe the methodology of grounded theory enabled us to derive an understanding of our focus area. Additionally, it allowed us to be more creative in our research.

2.1 Case Studies

For the purpose of our research and by adapting the grounded theory methodology, we gathered data through analyzing case studies. Using case studies is generative in analyzing a social phenomenon in its real-life context (Yin 2003). This method helped us to attain demonstrative results including empirical insights.

In addition, case studies enabled us to explain humanistic aspects of leadership in a wider context, by getting to know the background history. Moreover, we believe the case studies allowed us to explain real situations by studying their relation with theory and practice. While studying the cases, we concentrated on the statements and declarations of the concerned leaders. The presented narratives in the case studies reflect the first hand experience of the actors involved and their understandings of the situations. These understandings constitute the basis for our interpretation. Our choice of the literature review for the theoretical framework has been governed by the aspects emerged from these narratives, and thus emotion and communication both appeared as central in our research.

In order to derive our interpretations of the empirical illustrations from a more grounded basis, we also discussed the emotional and communicational dimensions of the leadership performances in our case studies with several scholars and experts. We conducted our dialogues with the following scholars; Prof. Cengiz Erol from Graduate School of Social Sciences at Izmir University of...
Economics in Turkey, Asst. Prof. Zeynep Hale Öner from Department of Business Administration at Dogus University Istanbul in Turkey, Prof. Jocelyne Robert from Department of Management at University of Liège in Belgium and with consultants; Dr. Merih Kerestecioglu, senior consultant at COWI Group in Denmark, and Aykut Kahvecioglu, senior consultant at Baydas Communication Design in Turkey. These discussions enabled us to gain different perspectives during the analysis of the case studies.

Consequently, as a result of qualitative characteristics of social subjects, case studies also enabled us to study the ambiguity due to the variety of different components of leading smoothly.

2.2 Selection of the Case Studies

Bass & Riggio stated; ‘Leadership can occur at all levels and by any individual’ (Bass & Riggio 2006, p. 2). In different contexts and on different occasions, people come across a variety of different types of leaders. However, leadership is already a hard chore by itself and it has been argued that leadership activity is becoming harder to practice in situations of chaos, uncertainty, crises and in turbulent occasions (Shamir 1995; Heath & Millar 2004). Moreover, the unpredictability of the future, ambiguity and rapid changes in the business environment are stipulating challenges for organizations and forcing leaders to take proactive actions (Burke & Cooper 2004).

In times of crisis, depending on the ways of approaching situations and to the people affected, leaders will be classified as effective or ineffective (Boin & Hart 2003). Therefore, in challenging and critical situations, leaders are becoming either saviours or destroyers of organizations and people. This being said, it is also plausible to say that in times of undesirable and complex situations, leaders are under the spot light. Their capabilities, approaches and actions will be questioned and there will be a lot of pressure on them.

Every leader can face at least one or more difficult situation during his or her business life. These can emerge within the organization as a result of internal factors or as a result of external causes. In either case, the consequences can be catastrophic if the situations are not approached appropriately.

In our thesis, concerning the emotional and communicational dimensions of leadership, we present two case studies related to leadership approaches in challenging situations. The first case study is the analysis of the leadership of BP’s former CEO Tony Hayward by evaluating his responses and statements during BP’s oil spill crisis in the Gulf of Mexico in 2010. The second case examines Johnson & Johnson’s former CEO James Burke’s leadership during the Tylenol crisis in 1982. These two case studies are used to gain insights into the implementation of emotional and communicational dimensions of leadership by discussing their impacts on people in critique situations.
We are aware of the fact that these two cases are not representatives of the average leader. Moreover, we are also aware that every leader is different and every situation contains unique challenges. In our case studies, we aimed to explain the real life implementation of the emotional and communicational dimensions of leadership theories and models. We tried to create links between the theories, empirical data and implementations, with the aim of understanding the impact of the hidden dimensions of leadership and the goal of developing interpretative patterns.
3 LITERATURE REVIEW: EMOTIONS

In this chapter, we are going to discuss the literature on emotions. We present emotional consideration as one of the major dimensions of leading smoothly. Therefore, in order to analyze the emotional dimension of leadership, we are going to discuss the literature by asking the questions; What are the basic human emotions?, How do emotional considerations affect leadership? With the aim of answering these two questions, we will analyze emotional dimension by dividing into sub topics as; human emotions, emotional intelligence (EI), emotional intelligence in the workplace and emotional intelligence (EI) versus intelligence quotient (IQ).

3.1 Introduction

There has been an ongoing debate in the psychological literature on whether people’s actions and decisions are driven by their mental thinking or by their emotional stimuli. From one perspective, emotions rule our daily lives, affect decisions that we make and may affect every single action that we take. Neurologist Donald Calne (1999) stated that ‘reasons lead to conclusions; emotions lead to actions’ (Calne 1999, cited in Roberts 2004, p. 42). Most of the time, as evident in business life and even in history, trusting gut feelings and having a feeling towards an issue are the underlying reasons of great decisions, innovations, establishments’ and even scientific discoveries. In researches, it was found out that rationality alone is not sufficient enough to reach successful outcomes, hence the process requires the need for taking into consideration of feelings (Goleman 1995). When we consider the issue from this perspective, it might be said that emotions are commanding our daily lives, showing us ways to proceed and even determine our ways to overcome struggles and challenges of life (Goleman 2005).

For that reason and throughout the existence of mankind, studies on emotions will continue to search for the stimuli in people’s behaviours. We believe that it is quite impossible to comprehend human behaviour by neglecting the emotional factors. Thus, researches are and have been supporting people to understand the motives for actions in order to gain an opinion on the events, situations, social interactions and more generally to understand the world.

Regarding the business life, having an expertise can be perceived as an important value that helps in becoming a professional and makes a significant contribution to be the best in practice. On the other hand, when it comes to influencing and inspiring people or to mobilize them towards a single cause, literature suggests that social dimensions are playing an important role (Goleman 2005). Therefore, as a consequence we claim that emotions are important factors to be considered in business life and in each kind of social relations, hence being aware of the emotional dimensions may differentiate great leaders from ordinary ones.
3.2 Human Emotions

It has being argued that leadership is influencing people and evoking them to take certain actions. Correspondingly, we believe that the inspiration given by leaders starts with the understanding of human emotions. From this perspective, it is conceivable to say that leaders who are able to read the emotions of people and who are able to address them appropriately can be more successful in convincing them. It is a common perception that people react to things that appeal to their feelings and emotions. For that reason, we consider that having an understanding of human emotions and the underlying facts of people’s emotional drives are the key aspects of leading smoothly.

The theories on emotions facilitate an understanding of the evolution of emotions and thus enable us to label them. Throughout the literature there are different classifications of human emotions such as; primary, secondary, basic and universal emotions (Schneider & Smith 2009). Schneider and Smith (2009) divide the existing theories of emotions into three categories namely; ‘determinist’, ‘social interactionist’ and ‘social constructionist’ (Schneider & Smith 2009, p. 560). The summary of this categorization is presented in Table 3-1.

Table 3-1. Schneider and Smith's categorization of scientific theories on emotions (Adapted, Schneider & Smith 2009)

<table>
<thead>
<tr>
<th>APPROACH</th>
<th>RESEARCHERS</th>
<th>ARGUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determinist</td>
<td>Darwin</td>
<td>Universal emotions, involuntary facial expressions based on evolutionary process</td>
</tr>
<tr>
<td></td>
<td>Ekman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rosenberg</td>
<td></td>
</tr>
<tr>
<td>Social Interactionist</td>
<td>Kemper</td>
<td>Social interactions expose emotions and emotions support social relations</td>
</tr>
<tr>
<td>Social Constructionist</td>
<td>Hohschild</td>
<td>Emotions take place in social relations, are part of a cognitive process and can be used to persuade others</td>
</tr>
<tr>
<td></td>
<td>Thoits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Herse</td>
<td></td>
</tr>
</tbody>
</table>

Source: Schneider, A. & Smith, H. 2009, Critiquing models of emotions, Sociological Methods & Research, Vol. 37, n°4

According to Schneider and Smith’s (2009) categorization, the Determinist approach is based upon Darwin’s theory of evolution and grounded on the examinations of facial expressions of animals. The Determinist theory claims that emotions are universal and appear inevitably (Schneider & Smith 2009). On the other hand, the Social Interactionist approach suggests that social interactions shape emotions (Schneider & Smith 2009). Whereas, in the Social Constructionist approach, it is claimed that emotions can be used to influence people and people can cognitively choose to show certain emotions in relevance with the social conditions (Schneider & Smith 2009).
Along with the discussions on conceptualizing emotions, Daniel Goleman (2005) interprets emotions as the products of biological and psychological processes. Even though there continues to be a debate on categorizing emotions and labelling them, the literature generally classifies the types of emotions as primary and secondary emotions (Schneider & Smith 2009, p. 560). It has been argued that primary emotions are the ones emerging biologically and related to neurology, whereas secondary emotions are constantly being developed or emerge during social interactions as a result of consciousness or cultural aspects (Lewis 2000). This perspective can be presumed as the basis for distinguishing primary and secondary emotions. Additionally, some scholars argue that the coalescence of basic emotions entails the emergence of rather complex emotions as secondary emotions (Kemper 1978; Plutchik 2002). For instance, Plutchik (1980) suggests that as a secondary emotion, remorse can emerge from the combination of the primary emotions; sadness and disgust (Plutchik 1980, cited in Schneider & Smith 2009, p. 566). Similarly, synthesis of the primary emotions anticipation and joy may lead to optimism as a secondary emotion (Plutchik 1980, cited in Schneider & Smith 2009, p. 566).

Likewise, different emotions can facilitate others to occur and strengthen the feelings towards certain issues (Jon Elster 2003). Therefore, it is also possible that every single emotion can have a triggering effect.

Another suggestion for the classification of basic and complex emotions comes from Goleman (2005). Goleman (2005) argues that basic emotional responses are faster than rational responses and these emotional responses are directing people’s attention to certain events by forming a basis for rational thinking. This perspective assumes that mental thinking takes place after the reveal of basic emotional responses. Reversely, it has been argued that in certain situations emotional responses may follow rational thinking. Consequently, Goleman (2005) refers emerging emotions as complex emotions, where emotions arise after the occurrence of an event that is cognitively grasped.

It can be concluded that scholars and researchers generally differentiate emotions as primary-basic and secondary-complex emotions. Considering primary emotions as fundamentals, in Table 3-2 we summarize different scholars’ classifications of primary emotions in order to convey insight into the commonly observed human emotions.
The consensus among scholars indicates that small sets of emotions are considered as basic, fundamental or primary. At first sight, one can see that there is little agreement regarding the choice and the number of basic emotions. However, some of the emotions cited by the theorists appear to be quite recurrent. For instance, sadness, anger, fear, disgust, joy, and surprise are the most cited basic emotions among the presented studies. From another perspective, for the one who considers certain emotions such as awe and fear or joy and happiness as near equivalent, the idea of establishing a specific list of basic emotions might be pointless. Even though we can distinguish a great variety of emotions, one might say that some emotions cannot be easily separated from one another and thus cannot be clearly listed.

Consequently, despite the existing variety in categorizing and classifying emotions, in general most scholars and researchers agree that emotions are basically the underlying reasons for people’s reactions, and that understanding one’s and others’ emotions can be the key element in directing oneself to certain actions and in mobilizing people (Caruso & Wolfe 2001). Thus, we also agree that taking emotions into consideration is the sine qua non aspect of leadership.

Table 3-2. Summary of the theories on primary emotions

<table>
<thead>
<tr>
<th>Authors</th>
<th>Identified Primary Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descartes (1649)</td>
<td>wonder, desire, joy, love, hatred, sadness</td>
</tr>
<tr>
<td>Plutchik (1980)</td>
<td>acceptance, anger, anticipation, disgust, joy, fear, sadness, surprise</td>
</tr>
<tr>
<td>Kemper (1987)</td>
<td>fear, anger, depression, happiness</td>
</tr>
<tr>
<td>Johnson-Laird &amp; Oatley (1989)</td>
<td>happiness, sadness, anger, fear, disgust</td>
</tr>
<tr>
<td>Ekman (1992)</td>
<td>anger, awe, contempt, disgust, embarrassment, excitement, fear, guilt, interest, sadness, shame, surprise</td>
</tr>
<tr>
<td>Goleman (2005)</td>
<td>love, enjoyment, surprise, fear, anger, disgust, shame, sadness</td>
</tr>
</tbody>
</table>

*Source: Constructed by the authors*
According to us, leadership is influential and centralized on inspiring people. Regarding the discussions in the literature, we believe that the acknowledgment and realization of people’s emotional responses are crucial in directing these emotions to the intended and desired goals. Subsequent to the arguments on the categorization of human emotions, in the following part we discuss the concept of Emotional Intelligence (EI).

3.3 Emotional Intelligence (EI)

3.3.1 Introduction

One of the distinct features of reaching people and mobilizing them can be considered as gaining an understanding of the emotional aspects. For that reason, we present the discussions on Emotional Intelligence, which we give importance to its consideration in any kind of social interactions.

The concept of Emotional Intelligence first attracted attention in literature in the 1990s under the argument that using emotions in reasoning pioneers more effective results in thinking. In the 2000s, literature on psychology started to include EI as a part of research. (Mayer, Salovey & Caruso 2008). With the development of the concept of EI, the aspects of modelling, categorizing and evaluating it have been discussed in the literature. Different arguments generally arise regarding the interpretation of EI as a trait, ability, skill or competence. When we peruse the different discourses on the interpretations of emotions and EI, we believe that there is a healthy variety of understandings on emotional intelligence, which adds value to the topic. Moreover, we believe that a single explicit definition for any subject delimitates further studies and hinders the emergence of different perspectives. However, some authors criticize the lack of consensus on the definition of Emotional Intelligence (Locke 2005; Antonakis 2003;2004).

Along with the various discussions, Mayer, Salovey and Caruso (2008) define EI as an ability based on recognizing the emotions of one’s and others’, together with benefiting from them and using them to steer thinking and acting. Some scholars perceive EI as a part of intelligence that enhances the individual capacity and argue that recognizing people’s emotions is a cognitive capability that reinforces the quality of social relations and problem solving (Mayer & Salovey 1993). Accordingly, Mayer and Salovey (1997) identify controlling emotions, conceiving emotions, exploiting emotions and apprehending emotions as the bases for emotional intelligence and present EI as a combination of interlinked abilities. Their four branch model for EI is presented in Figure 3-1.
Mayer and Salovey’s (1997) Emotional Intelligence model indicates that EI is not only related to the understanding of others’ feelings but starts with understanding one’s own feelings. It is possible to say that this view underlines the significance of preserving an objective point of view while reading people and events in order to understand the hidden emotions. As stated by Mayer and Salovey (1997), EI also requires being on alert to read the cues and being able to direct emotions to achieve certain targets.

Furthermore, Mayer and Salovey (1997) imply that personal differences may be observed regarding the four abilities that constitute EI. According to Mayer and Salovey (1997) these personal differences can be examined to measure the Emotional Intelligence of an individual person. In order to measure emotional intelligence, Mayer, Salovey and Caruso (1999) developed an eight itemed model containing two questions for the four dimensions, in order to assess the range of abilities in these dimensions and named this measurement as Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) (Mayer, Salovey & Caruso 2002). In the MSCEIT, questions are asked in order to observe what emotions emerge in each dimension and are then evaluated by researchers to determine the person’s ability to realize the correct emotions in the respective situations (Mayer, Salovey & Caruso 2002).

On the other hand, Antonakis (2003; 2004) criticizes Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) for not being adequate or well structured. Antonakis (2004) argue that unlike IQ tests, EI measurements may not be objective, since they can be influenced by the subjective judgement of the evaluator. When we look at the measurement of EI from this perspective, one might also claim that these tests can be misleading in assessing one’s level of emotional intelligence.
due to the complexity of psychology and qualitative characteristics of social contexts. Accordingly, considering the fact that everyone can have different capacity in analyzing one’s and others’ emotions, unlike other intelligence tests, it can be hard to determine an ultimate level of emotional intelligence due to its subjectivity. Nevertheless it can also be said that one’s level of emotional awareness can be higher than others’ within the context of the given importance to the emotional considerations. Antonakis’s (2003) criticisms also focus on Mayer & Salovey’s interpretation of EI as an ability that can be perceived as independent from one’s personality. Moreover, Antonakis (2003) states that to some extent the model’s key factors; emotion perception, emotion facilitation, emotion understanding and emotion management can be acceptable, however he claims that the dimensions are not satisfactorily correlated.

Besides the criticisms on the conceptualization of EI, Jennifer M. George (2000) suggests another model for Emotional Intelligence, which is derived from Mayer and Salovey’s (1997) model. George’s (2000) model is presented in Table 3-3.
Based on Mayer & Salovey’s (1997) EI model, George’s (2000) EI model also underlines the importance of the realization of emotions in facilitating actions and in the decision making process. Additionally, George (2000) presents Emotional Intelligence as a rather extensive context including the ability of changing others’ emotions. We believe that this perspective on management of others’ emotions can entail the studies on EI to become more appealing. Accordingly, George’s (2000) model of EI does not only focus on analyzing the existing emotions but she also suggests that EI implicates monitoring possible emotional fluctuations.

George (2000) argues that awareness of emotions and the ways of expressing them are the key factors that differentiate people from each other. From this perspective, it is also possible to argue that the appropriate expression of emotions leads to reach goals, as well as facilitates effective communication with others, and thus nourishes social interaction. Additionally, George (2000)

Table 3-3. George’s model of Emotional Intelligence; ‘Aspects of emotional intelligence’ (George 2000, p. 1035)

<table>
<thead>
<tr>
<th>Appraisal and expression of emotion</th>
<th>Use of emotions to enhance cognitive processes and decision making</th>
<th>Knowledge about emotions</th>
<th>Management of emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of own emotions</td>
<td>Emotions direct attention and signal focus of attention</td>
<td>Knowing the causes of emotions</td>
<td>Meta-regulation of mood (reflection on the causes, appropriateness, and changeability of emotions)</td>
</tr>
<tr>
<td>Can accurately express own emotions</td>
<td>Emotions facilitate making choices</td>
<td>Knowing the consequences of emotions</td>
<td>Positive mood maintenance</td>
</tr>
<tr>
<td>Aware of others’ emotions</td>
<td>Use of specific emotions to enhance certain kinds of cognitive processes</td>
<td>Knowing how emotions progress over time</td>
<td>Negative mood repair or improvement</td>
</tr>
<tr>
<td>Can accurately express others’ emotions</td>
<td>Use of shifts in emotions to promote flexibility</td>
<td></td>
<td>Management of others’ emotions</td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the work of Mayer, Salovey, and colleagues (e.g. Mayer et al. 1990; Mayer & Salovey, 1993, 1995, 1997; Salovey & Mayer, 1989-90, 1994; Salovey et al., 1993, 1995)

underlines the ability of reading signs in nonverbal communication, and points out this capability as an important aspect of Emotional Intelligence. Consequently, it is possible to say that being aware of one’s and other’s emotions form the basis of Emotional Intelligence, which as George (2000) argues is related to using emotions appropriately to facilitate actions.

From another point of view Bar-On’s (2004) interpretation of EI is more related to personal traits like confidence and positivism, which places EI far away from cognitive abilities. Bar-On (2004) indicates EI components as self-awareness, social-awareness, emotional management, adaptability, self motivation and argues that the combination of these aspects eases to cope with challenges faced in everyday life.

Within the variety of different arguments on Emotional Intelligence in the literature, Daniel Goleman (2005) presents Emotional Intelligence as a determining fact of people’s capacity to develop capabilities in self awareness, self regulation, motivation, empathy and social skills (Goleman 2005, p. 318). According to Goleman (2005) people who possess high EI have higher potentials to improve their emotional competencies. From this perspective, it can be derived that Goleman’s (2005) interpretation of EI refers to emotional competencies which can be acquired throughout one’s life. Furthermore, Goleman’s (1995; 2005) Emotional Intelligence concept consists of five dimensions of which each has an effect in overall Emotional Intelligence, and which are, at the same time, all interlinked with each other. Goleman’s (2005) Emotional Intelligence dimensions are summarized in Table 3-4.
Table 3-4. Goleman’s Emotional Intelligence Model  
(Adapted, Goleman 2005)

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Knowing one’s internal states, preferences, resources and intuitions</td>
</tr>
<tr>
<td>Self-regulation</td>
<td>Managing one’s internal impulses and resources</td>
</tr>
<tr>
<td>Motivation</td>
<td>Emotional tendencies that guide or facilitate reaching goals</td>
</tr>
<tr>
<td>Empathy</td>
<td>Awareness of others’ feelings, needs and concerns</td>
</tr>
<tr>
<td>Social skills</td>
<td>Adeptness at revealing desirable responses in others</td>
</tr>
</tbody>
</table>


Consequently, Goleman (2005) interprets EI as a social competence, which can be improved in time and can be acquired by being alert to one’s and others’ emotional responses and carefully reading social cues. Therefore, this perspective conceives accurate assessment of emotions as a basis for emotional competence. From this point of view, one might say that tracing the interconnected patterns of feelings and actions can be the fundamental aspect of EI.

In Table 3-5, we present the summary of the discussions regarding the conceptualization of EI.
Table 3-5. Summary of the theories on EI

<table>
<thead>
<tr>
<th>Authors</th>
<th>Concept</th>
<th>Components of Emotional Intelligence</th>
<th>Effects of Emotional Intelligence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayer &amp; Salovey</td>
<td>Ability</td>
<td>-Managing emotions</td>
<td>-Enhances individual capacity</td>
<td>This perspective interprets EI as interlinked abilities, which facilitate effective social relationship when combined. On the other hand, this interpretation of EI does not respond to whether these abilities are congenital or can be developed.</td>
</tr>
<tr>
<td>(1993;1997)</td>
<td></td>
<td>-Understanding emotions</td>
<td>-Reinforces the quality of social relations and problem-solving</td>
<td></td>
</tr>
<tr>
<td>Mayer, Salovey &amp; Caruso</td>
<td></td>
<td>-Using emotions</td>
<td>-Contributes in attaining specific goals</td>
<td></td>
</tr>
<tr>
<td>(1999;2008)</td>
<td></td>
<td>-Perceiving emotions</td>
<td>-Facilitates thinking</td>
<td></td>
</tr>
<tr>
<td>George (2000)</td>
<td>Cognitive Capability</td>
<td>-Appraisal and expression of emotions</td>
<td>-Knowing the consequences of emotions</td>
<td>This perspective presents EI as a rather extensive context by highlighting the ability of foreseeing the consequences of emotions. It can be derived that this approach carries EI to a broader context than just realizing one’s and others’ emotions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Use of emotions to enhance cognitive processes and decision making</td>
<td>-Enables monitoring possible emotional fluctuations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Knowledge about emotions</td>
<td>-Facilitates actions and decision-making</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Management of emotions</td>
<td>-Helps to reach goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Leads to an effective communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Nourishes social interactions</td>
<td></td>
</tr>
<tr>
<td>Bar-On (2004)</td>
<td>Personal Trait and Social Competence</td>
<td>-Self-awareness</td>
<td>-Facilitates the effective self expression of one’s self</td>
<td>This perspective includes the consideration of personal traits such as positivism, confidence and motivation. This point of view can raise the questioning over the impact of one’s character on his or her level of EI.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Social awareness</td>
<td>-Eases to cope with challenges and changes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Emotional Management</td>
<td>-Enables establishing satisfying relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Adaptability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Self-Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goleman (2005)</td>
<td>Competence</td>
<td>-Self-awareness</td>
<td>-Increases self-confidence</td>
<td>This perspective interprets EI as a competency that can be improved by gaining an emotionally considerate perspective. Regarding this approach, it can be derived that one can enhance his or her level of EI by being sensitive to people and events.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Self-regulation</td>
<td>-Facilitates the understanding of others’ feelings and needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Motivation</td>
<td>-Triggers desire to achieve success in social contexts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Empathy</td>
<td>-Enables to establish successful social relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Adeptness in relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Constructed by the authors*
As a result of our literature review, we conclude that EI not only focuses on recognizing emotions but it also includes foreseeing possible outcomes of actions and decisions. We consider that besides realizing emotions, EI also provides insight into the appropriate behaviours in relevance to the social contexts. This being said, one might also say that EI can reinforce self confidence and trigger the desire to achieve success in social contexts. Moreover, as also discussed by Goleman (2005), we believe that EI also implies having a sense of humour about oneself which leads to being more open to the criticisms that enable improving oneself.

Additionally, the ways of expressing emotions are further important aspects and the concept of EI underlines the significance of choosing the right wording to express feelings. Therefore, we believe that EI may reinforce creating willingness and can smooth the process of mobilizing people.

In summarizing the discussions of Emotional Intelligence, it is plausible to say that first and foremost EI requires awareness of one’s own feelings. Hence, we consider that EI also implies being objective to one’s self and understanding one’s emotions. It is also argued in the literature that people having high emotional intelligence achieve greater success in determining their strengths and weaknesses. It can be concluded that realizing emotions and taking an impartial point of view in evaluating given responses, questioning whether or not actions are triggered by emotional responses and tackling the drives of certain reactions have significant value in emotional intelligence. Therefore, it can be derived that emotional intelligence not only leads to the awareness of feelings but also enhances the capability of knowing one’s self.

We believe that reading people and events form the basis of leading smoothly. Moreover, in order to influence people, we agree that it is crucial to reach and understand people. Accordingly, we consider that emotional intelligence can be a key to broaden one’s perspective and facilitates leadership activities. As inspired by Plato, Philippe Daudi (2010) states; 'The art of leading others comes from the art of leading oneself', we also believe that leading oneself starts with knowing one, which we assume EI makes a great contribution to.

While concentrating on the significance of EI in leadership activities, in the following part we focus on the discussions of the necessity of EI in the business world.

**3.3.2 Emotional Intelligence in the Workplace**

Considering EI as an important aspect of leading smoothly, its adaptation to the business world emerges as an interesting area to study.

Even though, emotions, feelings and senses have great impact on every aspect related to mankind, literature on organizational psychology does not give sufficient credit to emotions in the business world and remains slightly limited in organizational behaviour studies (Muchinsky 2000). Moreover,
in the early literature on organizational behaviour, emotions are regarded as barriers to objective thinking (Whyte 1956). Some researchers argue that emotional approaches to certain events reveal vulnerability and thus entail the possibility of struggle in the competitive conditions of the business world. On the other hand, Muchinsky (2000) argues that emotions should be taken into consideration regarding work place studies, not by neglecting the cognitive aspects but by conducting scientific studies on emotions in the corporate world.

In addition, some researchers actually point out the importance of emotions in the workplace. For instance, Goleman (1995) claims that emotional aspects make great contributions to business success. Moreover, Mayer, Salovey and Caruso (2008) argue that people with higher EI are more able to understand the stimulus and act accordingly, recognize feelings and are better in reasoning. Additionally, based on the ability of reading emotions, they claim that people having high EI scores tend to be more successful in business life due to the relationships they establish and their individual integrity (Mayer, Salovey & Caruso 2008).

Together with the ongoing debate on the necessity of EI in business settings, there also exist different claims regarding the relation of EI and leadership. Graen and Uhl-Bien (1995) state one of the most important factors of leadership as the impact of leaders on followers. Similarly, Gooty et al. (2010) underline the significance of emotions and their impact in leadership studies and point out the emotional dimension in leadership. Additionally, Mayer, Salovey and Caruso (2008) argue that effectiveness in leadership is a combination of cognitive thinking and recognition of emotions.

Furthermore, George (2000) argues that leadership theories are and have been circling around the emotional dimensions of effective leadership. Therefore, from this perspective, emotions can be conceived as irrefutable aspects of leadership and leaders’ successes can be directly related to their ability of reading people, touching their emotions and creating willingness to take action for constant improvements.

Recent studies are accepting the importance of empathy and emotional awareness by presenting a strong link to effective leadership (Ashkanasy & Tse 2000; Dasborough & Ashkanasy 2002). We also believe that emotional dimensions can not possibly be neglected regarding the leader follower relations. Moreover, Dasborough and Ashkanasy (2002) conceive emotions as one of the key dimensions of transformational leadership. According to Dasborough and Ashkanasy (2002) EI is a significant factor regarding the effectiveness contributed to the relationship between leader and follower.

While some researchers focus on the importance of EI in business, other researchers claim that EI can not be fully measured in real life work settings due to its subjectivity and that executives should not exaggerate the power of EI (Jordan, Ashton-James & Ashkanasy 2006; Antonakis 2003; 2004).
For instance, Antonakis (2004) claims that the existing researches on the interrelation of EI with leadership are not adequate by arguing that the studies do not fully covering in depth analysis and state that none of the studies show a correlation between Emotional Intelligence and leadership. At the same time, Antonakis (2003) agrees that leadership involves emotions, but argues that this does not require a huge emphasis on EI. Additionally, Antonakis (2004) basically does not consider EI as a separate dimension; he accepts its importance with regards to the positive and negative effects of sensitivity but opposes the idea of putting Emotional Intelligence as a distinct concept.

The different arguments presented in the literature are related to the power of EI in the workplace. However, most researchers, even the ones who criticize the given importance of EI, are not ignoring the effects of emotions as a humanistic dimension in the business world. According to Muchinsky (2000), people’s unconscious perceptions of certain events shape emotions and feelings towards the circumstances, thus trigger reactions to certain occasions that emerge in daily business life.

As discussed in the literature, it is also possible to say that emotions guide people in reading events and people’s reactions depend on the cognitive placement of these feelings and emotions. Moreover, since leadership is a social phenomenon and involves personal relations, it can be derived that leadership studies will continue to cover the emotional dimension of humans. Consequently, we forward the concept that studies on the adaptation of EI to the business world and its impact on business interactions will continue to be developed in the organizational theory literature as an interesting area of study. In literature, most of the scholars agree that a certain level of intelligence is required in the business world to open the path of success. On the other hand, whether emotional or intellectual intelligence is more necessary for success in the business world is another subject of debate that will be discussed in the following section.

3.3.3 Emotional Intelligence (EI) versus Intelligence Quotient (IQ)

There has been a tendency in the literature to emphasize the role of EI in leadership activities. However, its dominance over IQ has also been questioned regarding its contribution to leadership activities. Thus the comparison of EI versus IQ emerges as a problematic in leadership studies.

Along with the variety of the components and debates regarding the definition and necessity of Emotional Intelligence in the literature, there are also different arguments regarding the importance of EI and its relation to IQ, together with EI’s dominance compared to IQ.

Goleman (1995) states that EI is almost as important as and can be even more important than IQ both in the work environment and in life, by arguing that people having good emotional skills are capable of being more productive and can manage themselves and their lives better. Similarly, Watkin (2000) also emphasizes that EI overlaps IQ in work performance.
In the research of Côté and Miners (2006), they state that business people having higher scores on the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) showed better social skills and job performance even though they had lower scores in cognitive intelligence.

Contrary to these arguments which emphasizes the dominance of EI, Antonakis (2004) states that IQ should not be underestimated. Antonakis (2004) argues that IQ can be an ascendant factor in evaluating leadership success and also draws attention to the importance of the evaluation of leaders’ personalities in determining their successes. This perspective assumes that the combination of leaders’ intelligence of quotient and personality has a direct contribution to leaders’ successes. However, the interpretation of success may vary and may require other dimensions in different contexts, which may highlight the importance of emotional considerations. On the other hand, Antonakis (2004) argues that leaders who are successful in controlling emotions are the ones having the intellectual capability to understand the particular situations and circumstances along with having the skill for social interactions and learning from situations. It is possible to say that this perspective perceives the management of emotions as a dimension of intelligence quotient.

Additionally, Antonakis (2004) claims that successful leaders differentiate by their level of intelligence, including their capacity of observation and personality together with finding the appropriate ways of approaching their subordinates. According to Antonakis (2004) evoking emotions of the subordinates goes through the leader’s IQ and personality. However, one might say that the requirements of evoking emotions and reaching others’ can also vary due to the contexts, people and situations.

While some researchers and scholars are trying to ascertain whether EI is more important than IQ, Dasborough and Ashkanasy (2002) state that the scientific findings, especially in neuroscience, show that intellectual intelligence and emotional consciousness are different aspects. It is reasonable to say that there are many different business arenas and various sectors, ranging from technically oriented to human oriented job fields. Accordingly, Dasborough and Ashkanasy (2002) argue that some work environments are more focused on technical competencies and requires rather cognitive intelligence, whereas social structures require rather emotional intelligence. From this point of view, one might say that the type of required intelligence may differ due to the requirements of the engaged business.

Moreover, Dasborough and Ashkanasy (2002) consider the impact of IQ in social relations but argue that the necessity for IQ becomes less compared to EI in certain circumstances. This being said, in order to solve the debate regarding the intelligence requirement for leaders’ effectiveness, it is nevertheless plausible to say that the term effective needs be interpreted because depending on the interpretation and meaning of the word effective the requirement for IQ and EI can differ.
From one point of view, IQ can be regarded as a contribution within the frame of performing an expertise and may be perceived as an asset for leadership activities or even for our daily lives. Having a cognitive ability and efficacious reasoning can be important contributors to leadership activities. On the other hand, from another perspective, IQ solely may not be sufficient enough in the context of social interactions. We believe there is no guarantee that people having higher IQ scores will be more successful in business and leadership activities than those with lower scores. Additionally, we also agree with the researchers who detach IQ and EI as separate concepts.

Despite the ongoing debate on the emotional considerations in the business world, the literature frequently emphasizes the impact of understanding emotions in any kind of social interactions. Accordingly, we believe that emotions are undeniable aspects of leadership activities and consider that an emotional awareness is an essential in leadership activities and stipulates leading smoothly. Thus, we believe that emotional consideration is the hallmark of leading smoothly.

Consequently, in leading smoothly, directing emotions in facilitating actions and in imposing others requires a subtle way of addressing and expressing them. For that reason, in the following chapter, we will focus on the discussions about communication in the literature by demonstrating it as another major dimension of leading smoothly.
4 LITERATURE REVIEW: COMMUNICATION

In this chapter, we discuss the literature on communication and present communication as another dimension of leading smoothly. For the purpose of analyzing the communication dimension of leadership, we discuss the literature by asking the questions; What is the importance of communication in leadership?, What are the aspects of effective communication?

4.1 Introduction

One of the greatest factors that differentiate mankind from other animals is the ability to communicate. It is a human strength to express ideas and feelings by using words, forming sentences and using language to deliver messages. In literature, communication forms are basically divided into two styles; verbal and non-verbal communications. However, regardless of which way is chosen, communication establishes social interactions and even enables people to survive in life. In addition to being a useful tool in survival, communication is also a key factor to voice a request, to express thoughts and feelings and to aspire and persuade people. Since leadership is related to influencing people (Bennis & Nanus 2004), communication is another hidden dimension of leadership activities and leading smoothly, and can be used to evaluate the effectiveness of leaders in relative contexts (Bass 1990).

Fairhurst and Sarr (1996) argue that although 70 percent of leadership activity is communicating, most of the leaders are not giving the deserved importance to the impact of communication in inspiring people. Additionally, Pondy (1978) argues that the leverage of leadership lies in effective communication. Asst. Prof. Zeynep Hale Oner (2011) states the impact of communication on leadership activities as:

‘Communication is based on positive effect and positive response of the follower. This kind of communication facilitates trust and stipulates followers to surrender to their leaders with knowing that they will not be harmed. Besides, supportive and sharing atmosphere reinforces an open communication, thus followers can openly express their thoughts and ideas to their leaders. In that way, leaders listen to their followers, thus needs and ideas are discussed. Consequently, this type of communication reveals creativity and enhances learning processes’ (dialogue 11.04.2011).

With the given importance of communication in the literature, we agree with the scholars that communication starts with listening. Therefore, it is also possible to say that the fundamental basis for forming effective communication is listening. Researches show that effectiveness in listening nourishes the quality of communication. The literature discusses different techniques of listening. One of the interesting techniques presented by Daniel Goleman is ‘mirroring’ (Goleman 2005, p. 146). In this technique, one of the parties involved in communication repeats the other party’s
sentences in his or her words (Goleman 2005). It might be said that mirroring can enable the parties involved in communication to understand the feelings and emotions behind the words, and thus can entail effective communication.

Together with the given importance of communication in the leadership literature, Blight and Hess (2007) separated two important factors of delivering messages as; the structure of the speech and the presentation of the speech. It can be argued that the formulation and the ways of transmitting messages are significantly important, but at the same time leadership activities are not one shot performances due to situational concepts. Therefore, we believe that the communication style in leadership is not only dependent on the ability to give speeches, but rather on the established every day communication of leaders.

While analyzing the literature on leadership, we found that most of the researchers and scholars emphasize the importance of communication style in mobilizing people, especially in articulating visions. While researchers like Yukl (2002) and Willner (1984) directly relate the ability to effectively communicate to charismatic leadership, the majority of researchers emphasize the communication ability of leaders without directly relating to a specific type of leadership but as a necessity for leaders involved in all kinds of leadership activities (Blight & Hess 2007).

Consequently, we conceive communication as the root of leading, thus we suggest communication as another subtle dimension of leading smoothly. On the other hand, by accepting language as a key element in communication, in the following part we discuss different arguments on language in the literature.

4.2 Language and different Perspectives

People’s view of the world, their identity and past experiences are being reflected in the languages they choose to use. By using the term language, we do not refer to the national linguistic language but to language as a mirror of one’s identity. Thus, we claim that there are many differences in meanings even if people are speaking the same language. Therefore, we believe that the consideration of these differences in language is vital in leading smoothly.

In the literature on organizational theory, the importance of language and communication is highlighted, and in general most of the researchers and scholars argue that organizations are sharing a common language that is a reflection of the people forming that organization. Language enables people to direct their attention, to make categorizations and to label circumstances (Fairhurst & Sarr 1996). Owing to that, it can be argued that leaders are the key actors in shaping the language of the organizations. However, a variety of different styles emerges with the increase of people in an organization. For that reason, we will analyze the main aspects that form the diversity in
communication styles by considering the differences in language and the impacts of expression in communication.

4.2.1 Diversity and Communication

One of the biggest challenges in social interactions can be perceived as the difficulty in making people understand one’s point of view. In daily life, communication with some people seems to be considerably easier to reach a mutual understanding, whereas it can become much harder to reach a consensus with other people.

In his theory of communicative action, the philosopher and sociologist Habermas (1984) emphasizes the importance of consensus in reaching mutual understanding. Moreover, Habermas identifies four steps to be followed in order to reach an understanding among the communication partners. According to Habermas (1979) ‘uttering something understandably’; ‘giving {the hearer} something to understand’; ‘making himself thereby understandable’; and ‘coming to an understanding with another person’ (Habermas 1979, cited in Porter & Porter 2003, p. 130) facilitates the establishment of an effective communication, by which the intended messages delivered appropriately. From this perspective communication can be seen as an attempt to reach a common understanding with other people.

On the other hand, Drucker (2007) emphasises the point that communication can be tied with expectations of the parties involved in the activity. Therefore, one might say that the communication process and its effectiveness are subtly depending on the expectations of the participants. Drucker (2007) further points out that the differences in these expectations reveal the challenge in communication. Additionally, Kanter (2003) argues that the apprehension of differences in personal approaches is the key element in creating and reaching a common vocabulary.

Mitroff (2004) explains the dilemma in communication as the difference in meanings, even though people are speaking the same national language, thus argues that the difference in language arises due to the personal differences between people. Based on the Jung, Myers and Briggs personality test which was published in 1962 (Myers & Briggs 2011), Mitroff (2004) developed a model for four different languages that people use and argues that executives should be aware of how each classification affects the communication with people who fall in different categories, due to the meanings attributed to words. Mitroff’s (2004) model of four different languages is presented in Figure 4-1.
Mitroff’s (2004) model indicates people’s tendency of choosing a language and their inclination to attributing certain meanings to the words. Mitroff (2004) also suggests that this categorization does not mean that everyone should only belong to a single category. Moreover, Mitroff (2004) argues that this categorization enables leaders to choose the appropriate ways of approaching people by understanding the category that their employees dominantly belong to. Mitroff’s (2004) model of different languages basically concentrates on the different combinations of rationality, sensitivity, seeing the whole picture and focusing on details.

Mitroff (2004) also claims that this categorization not only affects communication but also people’s perception of certain events. Mitroff’s (2004) portrayal of the attributes of people in different languages is summarized in Table 4-1.
Table 4-1. People’s attributes in different languages 
(Adapted, Mitroff 2004)

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>ATTRIBUTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail-Thing/Sensing-thinking (ST)</td>
<td>These people seek for clear and structured expressions and they respond to consistency. They tend to accept systematic approaches more easily.</td>
</tr>
<tr>
<td>Big Picture-Thing/Intuiting-Thinking (NT)</td>
<td>These people tend to look at the big picture by taking into consideration every single aspect that forms the whole picture.</td>
</tr>
<tr>
<td>Big Picture-People/Intuiting-Feeling (NF)</td>
<td>These people tend to see the big picture but by taking human perspective into consideration.</td>
</tr>
<tr>
<td>Detail-People/Sensing-Feeling (SF)</td>
<td>These people tend to concentrate on details but with a huge given importance to people. These people incline to be open and flexible.</td>
</tr>
</tbody>
</table>

Source: Mitroff, I. 2004, Crisis leadership, planning for the unthinkable, John Wiley & Sons, Inc., New Jersey, USA

As presented in Table 4-1, the perception of people in the Detail-Thing category provides a stark contrast to people’s attributes in the Big Picture-People category (Mitroff 2004). Similarly, people in the Detail-People category have contrary attributes when compared to people in the Big Picture-Thing category (Mitroff 2004). Consequently, Mitroff (2004) suggests leaders to consider these differences in people’s perception to achieve successful communication with them.

We agree with scholars that the differences in language and in wording can emerge from different perceptions of reality. Therefore, it is possible to say that the confrontation of these differences emerges as one of the biggest challenges in communication activities.

Smircich and Morgan (1982, p. 262) describe the term counter realities as the varying perceptions of individuals due to reasons like past experiences, personality and culture. Additionally, Heath and Millar (2004) argue that the realities of people are formed by the constructed meanings derived from certain occasions.

From another perspective, Berger and Luckman (1967) state that language is the essential factor in the formulation of the socially accepted reality. It can be derived from different discussions in the literature, that people having the same social backgrounds may have similar tendencies in the use of language which shapes their reality. Therefore, we believe that the differences in perception of reality are an important factor to be taken into consideration in forming effective communication.

Presumably, problems in communication mostly arrive when we perceive responses as unfamiliar and strange. Most of the time, we expect the other party to fully understand what we actually mean.
People tend to believe that the things that make sense to them should also make sense to others. However, everyone is different and everyone’s style of expressing themselves is different. These differences can form barriers for effective communication. For that reason, we consider that embracing diversity is an important fact for leadership activities.

From another point of view, Kanter (2003) suggests that leaders’ sensitivity has an impact on their dialogues with their subordinates. It is also possible to say that being thoughtful and delicate induces leaders to being open to understanding different perspectives and leads to understanding other people’s thoughts and feelings, thus smoothes the communication.

We share the idea that leadership is not telling people what to do. On the contrary, we believe that leadership is evoking the willingness in people to do certain things. Consequently, we consider that in leading smoothly, the statements, expressions and the communication styles of leaders’ are constructed on the aim of moving people. Therefore, the different arguments on communication are discussed in the following section.

### 4.3 Talking or More?

The importance of communication not only in leadership but also in everyday life captured the attention of researchers and scholars. Choosing the most appropriate wording, structuring messages and nourishing sentences in order to address people led the burst of rhetoric. Rhetoric is basically defined as the transfer of thoughts and emotions by involving language and different cues to persuade one’s actions and decisions (Kennedy 1991).

The study on rhetoric started in old Greece and was intensified in the works of Plato, Aristotle, Isocrates (Kennedy 1991), Cicero, Quintilian and Descartes (Nelson, Megill & McClosky 1987). However, the studies on rhetoric gained different dimensions by the beginning of the 1950s not by neglecting the ancient studies but by adjusting them (Nelson, Megill & McClosky 1987).

The literature on rhetoric presents important aspects and shows subtle guidance in preparing and presenting rhetorical speeches such as; forming the structure of the speeches and the ways to formulate the speeches to draw attention to the desired points. This formulation in rhetorical speeches is presented in the literature with components as; invention ‘inventio’, arrangement ‘dispositio’, style ‘elocutio’, memorising ‘memoria’ and delivery ‘pronuntiatio’ (Barber 1997, pp. 71-73). The ‘inventio’ refers to the way of appealing to the audience. By addressing the logic ‘logos’, emotions ‘pathos’ or character ‘ethos’ (Kennedy 1991, p. ix), the content of the message can be strengthen and a striking contribution can be made to the nuance of the speech. The ‘dispositio’ refers to the formulation of speeches (Barber 1997, p. 72). According to classical rhetoric arrangement, speeches must include

The aim of the introduction of a speech is to capture audiences’ attention and to establish trust and the statement of facts consists of presenting clear and concise facts that will be discussed and proved in the opinion and proof part. While presenting opinions and proofs, the literature suggests to start with robust arguments, present the weakest argument in the middle to draw less attention and end with the strongest to give prominence to the argument. On the other hand, the literature also points out that opponent arguments should also be mentioned in the speeches to give the impression that the speaker is also aware of them. For that reason, the core in the refutation part is represented in the literature as discrediting any counter arguments. Scholars emphasize that in order to strengthen the refutation, opponents’ weakest arguments must be refuted first. Lastly, for the conclusion of speeches, the literature suggests to give a summary of the main arguments, and to formulate the conclusion part to evoke audiences’ feelings and interest.

Along with the structure of speech, the style of a speech is also significant for giving the desired impression. Literature refers dressing as the style of rhetorical speeches (Barber 1997; Kennedy 1991; Epp 1994). Rhetorical aspects such as figures and tropes contribute to the elaboration of an artful speech (Lundgren 2011). According to the Roman rhetorician Quintilian (35:95 AD); ‘Figure is the term employed when we give our language a conformation other than the obvious and ordinary’ (Quintilian n.d, cited in Epp 1994 p. 1). Figures are commonly classified into two categories namely; figures of word, which sometimes include tropes, and figures of thought (Epp 1994). For instance, repetition, exaggeration, combination of questions and enumerations are figures of word, whereas insinuation and frankness are figures of thought (Epp 1994).

The ways of performing a speech is as important as formulating the speech. To give an efficacious impression, the literature suggests speakers to at least partly memorize the speech. Although the literature states that speakers can make improvisations, remembering the key words and the conclusion part of the speech is commonly suggested. Moreover, in delivering the messages, scholars also suggest speakers to pay attention to the body language, voice and gestures, which should be controlled and used to strengthen the speech (Lundgren 2011).

Regarding the detailed and meticulously thought structure, together with embodiment and physical appearance in delivering the messages, we believe that the consideration of classical rhetoric can help to add subtleties and intensity to speeches, which thereby will be more appealing and convincing.

Besides the importance of rhetoric in communication, there are also several other ways that reinforces the transmission of leaders’ thoughts and feelings. Some researchers like Conger (1991)
emphasize the use of metaphors, analogies and the formulation of stories for giving an altitude to the intended message. In the literature, most of the researchers argue that communication is storytelling. It is possible to say that the ways of storytelling can influence the ways of understanding. Heath and Millar (2004) perceive storytelling as an important part of rhetoric and argue that storyteller’s shape the perspective of people. On the other hand, Fairhurst and Sarr (1996) give credits to storytelling in communication due to the possibility to address emotions, but warn of its potential of hiding meanings.

Consequently, we believe that the communication dimension of leading smoothly requires more than talking. Every word can be used like an arrow to facilitate the understanding of intentions, thoughts and feelings. In the next part, we will discuss different perspectives on further nourishing communication.

4.4 Nourishing Communication

The selection of words and the construction of sentences can be perceived as the fundamental factors in forming an effective communication, thus they have significant impact on delivering messages. However, the aim of communication is also to reach the other person, make others comprehend one’s point of view. For that reason, there is a common tendency in the literature to suggest that the selected words should make sense.

Communication styles nourished with different kinds of expressions can facilitate messages to be cognitively and emotionally absorbed. From this perspective, the use of metaphors in communication reinforces the intended messages and enables others to reach an understanding of the meaning in the messages by simplifying them. The simplifying effect can be explained by Weick’s (1979) argument that metaphors are addressing people’s previous experiences and thus facilitates understanding through familiarity.

The literature highlights the use of metaphors in communication. For instance, Wilden (1980) refers to metaphors as a language game. Moreover, Heath and Millar (2004) present metaphors as tools that enable people to label and classify situations, therefore they argue that the use of metaphors ease the communication process.

On the other hand, in the literature there are some warnings regarding the use of metaphors. Some researchers argue that since metaphors are effective in directing one’s attention, it can sometimes be tricky when using metaphors because of the potential to reveal mistaken analogy (Clancy 1989).

Moreover, Weick (1979) points out the significance of using metaphors in sense making and sense giving activities. Communication can be perceived as the most important factor in sense making and sense giving. It has been argued in the literature that giving sense goes through communication and
reciprocally making sense starts with communication. In a simple definition, Weick (1995) refers to sense making as a process of recognizing cues by relating to the frames of references. Therefore, it can be derived that the relation between the extracted cues and frames are very important for sense making. From another perspective, Dervin (1989) describes sense making as a process in which people create reality. In other words, it can be interpreted that people’s perception of reality is constructed upon the sense they make. From another point of view, one might say that leaders can create the reality of their followers by sense giving.

Smircich and Morgan (1982) present leaders as the creators of meaning. This approach places leaders as the managers of meaning and gives a responsibility to the leaders to direct the attention of followers to reach a common understanding. Taking this as an objective, according to Smircich and Morgan (1982), leaders have to refer to the frames of references of their followers and should be aware of the reality perception of their followers. Smircich and Morgan (1982) argue that leaders are the creators of reality and should be able to shape the meanings of the situations for their followers.

Their arguments are also supported by Fairhurst and Sarr (1996) who claim that leaders’ views can be imposed on followers by their efforts to refer to people’s frames and create meanings for others. Porac et al. (1989) describe frames as ‘well-learned and/or developing cognitive structures’ (Porac et al. 1989, cited in Weick 1995, p.8). The gratitude of frames in sense making, sense giving and in creating meaning is commonly emphasized in the literature.

Table 4-2. Framing Tools  
(Fairhurst & Sarr 1996, p. 101)

<table>
<thead>
<tr>
<th>Type of frame</th>
<th>Metaphors</th>
<th>Jargon/Catchphrases</th>
<th>Contrast</th>
<th>Spin</th>
<th>Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
<td>They show a subject’s likeness with something else</td>
<td>They frame a subject in familiar terms</td>
<td>It describes a subject in terms of its opposite</td>
<td>It puts a subject in a positive or negative light</td>
<td>They frame a subject by example</td>
</tr>
<tr>
<td>Use it because</td>
<td>You want a subject to take on new meaning</td>
<td>Familiar references can enhance meaning. Jargon and catchphrases help communicate a vision’s “god” and “devil” terms</td>
<td>It is sometimes easier to define what your subject is not than state what it is</td>
<td>It can reveal your subject’s strengths or weaknesses</td>
<td>Stories attract attention and can build rapport</td>
</tr>
<tr>
<td>Avoid it when</td>
<td>They mask important alternative meanings</td>
<td>A word or phrase is in danger of overuse</td>
<td>Meaning can be skewed by a poor contrast</td>
<td>The ratio of spin to reality is excessive</td>
<td>They mask important alternative meanings</td>
</tr>
</tbody>
</table>


Among the framing tools presented in the Table 4-2, metaphors and spin particularly attracted our attention. Even though some scholars argue that metaphors can hide other potential meanings, from another perspective using them may allow listeners to think in new ways and to understand the messages with more clarity and sharpness. However, we believe that building and using metaphors require particular attention regarding the appropriateness of the created analogy. Regarding spin, as also Fairhurst & Sarr (1996) state, we consider that its use in drawing attention to the desired points and in creating meaning is particularly relevant in the construction of speeches. Moreover, since leadership is intimately related to the idea of influencing others, we believe that spin, through its intrinsic property of emphasizing positive or negative aspects, can help leaders in their sense making activities.

Additionally, we agree with the idea that people are perceived due to the understanding of others. We also believe that leaders do not have the prerogative to complain that others do not understand them. It is a leadership challenge to make others get the points, to accurately deliver their messages and to make other’s cognitively and emotionally grasp the messages. For that reason, the consideration of the differences in perception and embracing diversity can have a great significance.
in establishing effective communication for leaders. Moreover, subtle ways of forming communication may facilitate the understanding, thus enables leaders to evoke their followers. Consequently, we consider communication as the other major dimension of leading smoothly, which is directly related to reaching people.
5 EMPIRICAL WINDOW

In undesirable and unexpected situations, people fuss over somebody to help them overcome the negative effects and generate meaning for the events to cognitively and emotionally grasp the issues and also seek for someone to give them hope that everything can be normal again. These expectations entail leaders as the main actors in dealing with difficult situations, and thus form a challenge for leaders.

The consequences of unpredictability and chaos can be very harmful regarding the harmony of an organization and an organization’s position in the business. During these ambiguous situations, organizations face risks of losing their employees’ commitment and motivation, together with risks of losing their reputation, profitability and market share. Therefore, recognition of emotional and communication dimensions of leading smoothly becomes more challenging but yet more vital in leading during turbulent times.

5.1 Case Study: Tony Hayward, Bp’s CEO during the Oil Spill

The first empirical study is on the leadership during BP’s oil spill in the Gulf of Mexico. The reason for selecting this case is that it provides empirical insights into the practical implications of the impacts of emotions and communication in leadership activities and how they affect people’s perception on leaders and companies. We will review the situation and focus on the leadership of the CEO of that period, Tony Hayward, by concentrating on the main areas that concern us regarding our research. Accordingly, we will interpret the implications by considering the discussions in the literature.

5.1.1 Introduction

The British Petroleum Company (BP) has been in the business since 1909 and has become one of the leading gas and oil companies in the world with 80,300 employees operating in more than 80 countries. The company has sales and operating revenue of $297,107 million as of 31 December 2010 (BP 2011).

Along with the company’s leading position in the energy sector, BP’s name has been involved in three major disasters. In 2005, one of the company’s refineries placed in Texas, exploded causing 15 casualties (Mouawad 2010). The following year in 2006, the corroded segments of the pipeline in the Alaska Prudhoe Bay led to a 200,000 gallon oil spill (Mouawad 2010). These disasters forced BP to take more cautionary actions and pioneered the company to emphasize more safety regulations. BP appointed Tony Hayward as the CEO of the company in 2007, with a promising impression that BP had learned from its mistakes and that safety would be the priority from then on. However, the most devastating blow was yet to come. On the 20th of April 2010, BP’s Deepwater Horizon oil rig
on the exploration well ‘Macondo’, operated by the Transocean Company in the Gulf of Mexico exploded. The main reason for the spill was the loss of the control of the pressure in the well and the explosion occurred due to the failure of the blowout preventer. The fire continued for 36 hours until the rig sank and the hydrocarbon leakage in the Gulf of Mexico continued for 87 days. BP announced on 19 September 2010 that the well was sealed (BP 2010a).

This incident was named; ‘The worst environmental disaster America has ever faced’ by the US president Barack Obama on the 15th of June 2010 (Obama 2010, cited in National Commission Final Report 2011, p. 173). The effects of the oil spill were catastrophic. Eleven workers died during the explosion; moreover, the incident had environmental and economic impacts on the shores of Florida, Louisiana, Alabama and Mississippi. Even though it has being estimated that millions of gallons of oil spilled into the Gulf of Mexico, the final report Deep Water: The Gulf Oil Disaster and the Future of Offshore Drilling of the National Commission stated that the exact amount of the oil spilled and the damage on the ecosystems are yet to be determined due to further investigations (National Commission Final Report 2011).

Undeniably, the disaster that BP involved in was a very big crisis with huge side effects both for the environment and for the company. The situation, especially the responses of BP, induced accusations against the company of not giving importance to the safety regulations and making bad decisions. Subsequently, BP’s reputation has been damaged.

The situation that BP faced was very challenging and was probably one of the biggest crises in the business world. The financial situation, corporate values and the harmony within the organization was threatened together with the company’s reputation. Certainly, leadership in that situation became more crucial. Considering leaders as the main actors in overcoming critical situations, we will analyze the leadership of the CEO of that period, Tony Hayward, by focusing on his responses regarding his statements and expressions to examine his approach on emotional and communicational dimensions.

5.1.2 Tony Hayward on Stage

The explosion in 2005 and the oil spill in 2006 forced BP to implement changes both in its safety regulations and organizational structure. For that reason BP appointed Tony Hayward, as the CEO of the company in 2007. Tony Hayward joined BP in 1982 as a geologist and his success in the company led him to take the position ‘Head of Exploration and Production’ in 2003 (Teather 2007). After the explosion in Texas in 2005, as BP’s head of Exploration and Production department, in his speech Tony Hayward stated; "We have a leadership style that is too directive and doesn't listen sufficiently well…… the top of the organisation doesn't listen sufficiently to what the bottom is saying " (Cronin 2007). Judging from that statement, it would seem that Tony Hayward interpreted the organizational situation of
BP at that time. Presumably, with this statement, he reflected on the leadership style in the company by pointing out the need for a change in order to establish a more effective communication style within the company.

Tony Hayward’s appointment as the CEO of the company in 2007 was perceived as a promising action by the industry in terms of protecting the company’s reputation by implementing a change in the company’s leadership style and highlighting the importance on safe operations.

However, with the explosion on the Deepwater Horizon oil rig on the 20th of April 2010, Tony Hayward’s and BP’s efforts to correct the reputation of the company and to give a caring leadership image received a huge negative impact and entailed the questioning of Tony Hayward’s leadership.

In a CNN interview, the early response of Tony Hayward on the spill was to give the full responsibility of the explosion to the Transocean drilling company (Korosec 2010). On the 8th of May 2010, in an interview with NBC, Tony Hayward claimed that the explosion was not BP’s fault and stated; “Well, it wasn’t our accident, but we are absolutely responsible for the oil, for cleaning it up, and that’s what we intend to do” (NBC 2010). From one perspective, taking the responsibility for the cleaning of the leaked oil can be perceived as a good first response for the crisis. However, from another point of view, not bearing the accident can be seen as an attempt to put all the blame for the explosion to the operating company.

On the 14th of May 2010, in an interview with the Guardian, Tony Hayward made an assessment of the accident by stating; ‘The Gulf of Mexico is a very big ocean. The amount of volume of oil and dispersant we are putting into it is tiny in relation to the total water volume’ (Webb 2010, p.1). Four days later on 18 May 2010, in a Sky News interview he stated: ‘Everything we can see at the moment suggests that the overall impacts of this will be very very modest’ (Milam 2010, p.1). It is possible to interpret that these statements are underestimating the problem and the consequences of the accident.

Additionally, during a site visit on the 30th of May 2010, in an interview with a local reporter he declared: "We’re sorry for the massive disruption it’s caused their lives. There’s no one who wants this over more than I do. I would like my life back" (Tpmtv 2010). This statement was harshly criticized in the media, while eleven workers lost their lives. From another perspective, one can claim that his declaration was a natural reaction due to his overwhelmed psychology. However, we consider this statement as an unfortunate one regarding the damage created by the company under his leadership.

On 3 June 2010, BP broadcasted a formal announcement, which was an informative statement on the company’s cleaning efforts in the Gulf of Mexico. This announcement can also be interpreted as an endeavour from BP, in order to make up for the early responses to the crisis. Furthermore, in this announcement, we can see between the lines an apology for Tony Hayward’s previous statements.
that underestimated the situation and neglected the emotional consequences of the explosion. The
video of the announcement was shot in the accident area and Tony Hayward was the spokesman. In
the video, Hayward apologized for the ‘tragedy’ (BPplc 2010) and declared his personal sadness for
the loss of lives. He concluded in the announcement, ‘We will get this done. We will make this right’
(BPplc 2010). His last words can be presumed as an implication for his and BP’s commitment to
solving the crisis.

However, BP’s announcement on the oil spill was conceived as being a late apology since it was
published 44 days after the explosion happened. Some critiques of the announcement indicated the
lack of declaring concrete plans and actions of the attempts that BP was doing in order to fix the
situation in the Gulf of Mexico (Kay 2010).

On 17 June 2010, the US House Energy & Commerce Subcommittee held a hearing with BP CEO
Tony Hayward to investigate the involvement of BP in the accident and to evaluate the situation.
While presenting the consequences of the accident, a committee member, Bart Stupark was quoted;
‘We wish to get our lives back’ (House Energy & Commerce Subcommittee Hearing 2010) by referring
to Tony Hayward’s previous statement. From one perspective, this ironic statement of Bart Stupark
can imply how words can be held against someone and points out the importance of being cautious
in choosing the words in communication, especially when addressing large audiences.

During the investigation Committee Chairman Henry Waxman showed as evidence the technical
reports prepared by BP engineers indicating the wells were not safe and that a Maconda employee
referred to one of the well as a ‘nightmare well’ (House Energy & Commerce Subcommittee Hearing
2010). BP was criticized for the decision to continuing drilling to save time and for cutting costs by
ignoring the warnings of their experts and engineers. The Committee questioned the decision
making process of BP, however the CEO of the company, Tony Hayward several times declared
that he was not involved in the decision making process. Tony Hayward’s standing as the CEO of a
company involved in an accident that caused one of the biggest environmental disasters was
criticized. His attitude, as well as his abstaining answers were the main reasons for the critiques of
the committee members. The reaction of the members can be summarized by the statement of
Henry Waxman, Energy & Commerce Committee Chairman, ‘You are not taking responsibility. You are
kicking the can down the road and acting as if you have nothing to do with the decisions. I find that irresponsible’
(House Energy & Commerce Subcommittee Hearing, 2010)

Tony Hayward’s leadership during the oil spill continued to attract criticisms when he attended a
yacht race on 19 June 2010 (BBC News 2010). From one point of view, it can be perceived as his
own personal way of dealing with the pressure on him. On the other hand, one can expect the leader
to avoid involving activities that may draw attention while there is an ongoing crisis that concerns
not only the company he represents but also the people in the society. These critiques forced BP to take action and BP announced on the 27\textsuperscript{th} of July 2010 that Tony Hayward was being replaced by Robert Dudley as the CEO of the company (BP 2010b). Tony Hayward was appointed as a non-executive director of BP’s Russian subsidiary TNK-BP (BP 2010b).

As the latest situation, BP filed lawsuits against its subcontractors on the Maconda well, for their involvement in the accident (The Economist 2011). These subcontractors are Transocean, the operating company, Halliburton the company that was responsible for the cementing of the Deepwater Horizon oil rig and Cameron International the manufacturer of the blowout preventer (Bergin & Herbst 2011). In addition to that legal procedures are also ongoing for BP and February 2012 was set as a trial date (Bergin & Herbst 2011).

Subsequently, when we look at Tony Hayward during the crisis, we can see that his leadership was under the spotlight. One can also see being under the spotlight as a very repressive situation, which also affects leaders’ own emotions and may lead to unfortunate expressions. From this perspective, a crisis with this magnitude can entail anyone to be destabilized. On the other hand, one can claim that its leaders’ distinctive feature to cope with repressive situations and to satisfactorily perform despite the spotlight. Consequently, when we look into various articles and scholars’ views on Tony Hayward’s attitude throughout the crisis period, we found out that he was mainly criticized for his responses by not directly feeling responsibility for his and his company’s actions.

5.1.3 Analysis and Interpretation of the Study

Tony Hayward’s leadership performance was subject to discussions among the media, business world and academic environment. Even though the great magnitude of the damages both to the environment and to BP formed a challenging situation for anyone in Tony Hayward’s position, he was mostly accused for his statements and reflections on the people and the company. From many perspectives his leadership during the crisis can be perceived as a tale of misplaced emotions and misdirected communication. The critiques converged on his statements and stipulated a negative influence in examining his leadership style during the crisis. Herewith, we present our analysis and interpretation on his leadership by making attribution to the theories presented in the literature and by combining them with the discussions of scholars.

- On the importance of self regulation and emotional expression

There is a tendency in the literature to conceive self regulation as the fundamental aspect of emotional considerations in leadership activities. Additionally, literature highlights the importance of the management of one’s own intimate impulses. It can be questioned how someone can manage others’ emotions when he or she fails in managing his or her own. However, we also consider that for leaders’ who are the focus of attention like Tony Hayward, it might be possible to be lost in a
variety of emotions that may lead you to slip out of mind while expressing yourself. Therefore, we believe that self regulation can be very challenging in certain situations. This being said, it is nevertheless plausible to say that management of one’s own emotions is essential for leadership activities since people search for the cues carried by emotions.

Subsequently, as discussed in the literature, it is possible to argue that the appropriate expression of emotions facilitates the effective communication by which the intended messages are delivered. When we look at Tony Hayward’s emotional expressions throughout the period, we can see a discrepancy regarding the expressions of his anger, guilt and sadness. In some of his statements, his disgust can be seen and some of his expressions indicate that he took no notice of objections. From one perspective, one might claim that these changes in emotional expressions are due to the stressful position that he was in. On the other hand, Corkindale (2010) draws Tony Hayward’s pervasive image during the crisis by stating; ‘He appears weak, petty, defensive and lacking a grip on the situation’ (Corkindale 2010, p. 1). According to the literature the appropriate use of emotional language enables the exposure of favourable responses. It is possible to argue that the harmony within the language used and the expression of emotions is essential in receiving desired reactions.

As stated in the literature, we agree that the expressed emotions of leaders’ are influencing followers and their judgements on leaders. In their study, which is constructed on a research to evaluate the effects of leaders’ emotional conditions in crises situations, Madera and Smith (2009) stated that the expression of sadness and anger or sadness alone has more positive influences than expressing anger alone. From one perspective, one can say that anger may facilitate the impression that the situation will be solved regardless of the difficulties. However, the expression of anger alone might also be perceived as a hostile approach. From another perspective, the expression of sadness might entail compassion for the leader and might reinforce the desire of others’ to support the leader. On the other hand, one can also suggest that the expression of extreme levels of sadness might weaken the image of the leader.

Additionally Madera and Smith (2009) suggest taking responsibility as a very important fact in dealing with crises and they argue that regardless of the prevailing emotions of the leaders the negative influence on people can be reduced if leaders take responsibility for the situation. However, in Tony Hayward’s case, when his statements and his testimony were considered, it can be derived that he did not fully feel accountable for BP’s involvement in the crisis.

Consequently, we believe that leaders’ emotional expressions are crucial for the impression given to their followers and the public. Additionally, social constructionist theory on emotions (Schneider & Smith 2009) implies that people may consciously choose the emotions to be shown in order to persuade others and to establish desired social relations. Owing to that, we consider that it depends
on leaders’ understanding to put forward and reveal certain emotions by putting out feelers and by sniffing the pulses.

- **On the importance of the consideration of others’ emotions**

Leaders influence people and it is a leadership feature to convince people in believing events, which can be a case, vision or a goal to be achieved. In Tony Hayward’s case it is possible to say that he was expected to convince people that the situation was under control and that he had a commanding influence over the crisis.

We believe that convincing people requires reaching the emotions and feelings of people. Especially in times of crisis and challenging situations, a variety of emotions such as fear, anger, awe, sadness and hatred may be revealed not only by the leader but also by others. Consequently, for the ones leading the crisis, it becomes harder to deal with a large variety of emotions. On the other hand, theories in the literature concentrate on the significance of realization and understanding of others’ emotions. It might be said that this awareness of other’s emotional fluctuations supports the process of managing emotions to attain certain goals.

In Tony Hayward’s case the revealed emotions of the public and his employees can be interpreted as negative emotions. There is a tendency in the literature to conceive positive emotions as constructive and negative emotions as destructive. Negative emotions might hinder the attempts to remedy situations like crises and might appear as barriers in reaching people. On the other hand, literature highlights the significance of negative mood repair in leadership activities. It can be said that the efforts of understanding others’ concerns and needs and monitoring the emotional fluctuations of others may facilitate the attempts to repair negative emotions by enabling to choose appropriate ways of approaching them.

According to the theories in the literature, emotional considerations are generally referred as the awareness of one’s and others’ emotions and feelings. Therefore, it might also be said that awareness on others’ emotions requires having respect for other perspectives, other motives and recognizing the conditions that others are in.

However, Tony Hayward’s expressions and actions during the crisis were perceived as careless and insensible (Schwartz 2010). From one perspective, Tony Hayward’s statement of wanting his life back can be interpreted as an unfortunate declaration when, eleven people died in the accident. Even though one might claim that response as a natural reaction due to the high stress, it is also possible to conceive this statement as a failure in realizing and respecting others’ feelings. Additionally, Tony Hayward’s attendance to a yacht race was also criticized. One might perceive this as an issue that is irrelevant with the crisis. On the other hand, his action can also be interpreted as a
failure in embodying the message that BP is sharing the worries about the loss of lives and environmental consequences of the accident.

Subsequently, we conceive emotional considerations as one of the fundamental aspects of leadership activities. It is plausible to say that realizing others’ emotions and respecting other’s feelings facilitates an understanding for approaching them. It can be claimed that the consideration of emotional dimensions enables leaders to reach their audiences and even might support them in repairing negative emotions. From one perspective, Tony Hayward could have been perceived as a sensitive leader, if he had been more cautious about the others’ emotions and if he had reflected his care in his expressions.

- **On the importance of Communication**

Considering Tony Hayward’s declarations and statements throughout the crisis, it can be interpreted that he generally failed in choosing the right words in delivering his messages. Literature emphasizes the significance of the use of language in conveying messages. It is possible to say that the wider the audience the harder it becomes to address people in sense making activities, especially when there is a large variety of differences in the perception of reality and differences in generated meanings. On the other hand, we agree with the scholars who discern leaders as the creators of reality by shaping the meanings of the situations. Addressing people’s frames of references can be a supportive factor in reaching people. It is also necessary to note that the situation and the crisis that Tony Hayward led was very challenging for revealing favourable responses from the society towards himself and BP.

The communication aspect of the crisis can be analyzed by separating external communication and internal communication. Regarding the external communication as the transmission of messages to the society, Watkins (2010a) argues that Tony Hayward’s statements are forming an example of a failure in public relations strategies. From another perspective, the communication expert Aykut Kahvecioğlu (2011) indicates that large scale companies that are effective players in financial markets and have leading positions in the sector like BP, should have a crisis action plan which does not tolerate responsive actions and declarations like the ones BP’s CEO Tony Hayward presented (dialogue 07.04.2011). Owing to that, as another theory, Kahvecioğlu (2011) highlights the possibility that BP consciously pointed out Tony Hayward as the fall-guy when it was realized that the crisis could not be spun as an opportunity (dialogue 07.04.2010). These different approaches can be assumed as a belief in the idea that the unfortunate communication style of Tony Hayward can not be a coincident.

From a similar perspective, Tony Schwartz (2010) presents Tony Hayward as the victim of the crisis and claims that the ways of handling the crisis indicates the improper organization structure of BP.
It can also be possible that this crisis revealed the deficiency in BP’s internal communication structure. In the House of Energy and Commerce hearing, the committee members showed reports prepared by BP employees that pointed out the danger in the well. Tony Hayward’s responses indicated that he was not fully informed about the threat against the blowout. Stamps and Lipnack (2010) criticize his attitude of not knowing about the decision making process of continuing drilling despite the warnings of BP employees. This can also be interpreted as the basis of the problem in BP’s organizational structure and communication patterns.

- **On the importance of listening**

There is a tendency in the literature to accept listening as the fundamental step of communication. We also believe that the importance of listening can not be neglected in leader follower relationship and decision making processes. It is possible to perceive listening as a tool that opens new windows and enables new perspectives. In Tony Hayward’s case, listening might even had been the preventer of the crisis. Similarly, Gill Corkindale (2010) points out his failure in listening to his subordinates and states the importance of considering the views of others’ in leadership activities.

When we recall his speech in 2006 while he was the head of Exploration and Production, in which he criticized the leadership style of the company by not giving enough importance on listening to subordinates, we can find a discrepancy if the cause of the accident is recognized as ignoring the employees’ warnings. Presumably, as the CEO of BP, if Tony Hayward had given credit to the warnings of the engineers and workers, there would have been a possibility that the accident would have never happened.

Subsequently, when we interpret Tony Hayward’s leadership by focusing on his statements during the whole crisis period, we believe that his case might form an example of a negligence of the emotional and communicational dimensions of leadership. Tony Hayward’s approach of blaming others and underestimating the problem drew numerous attentions from scholars. For instance, Kanter (2010b) suggests that real leaders have to confront situations without underestimating the consequences. Accordingly, his attempts of disassociating himself from the causes of the accident, together with his attitude of not taking responsibility and not building trust that the crisis could be handled are presented as lessons for leaders that they should carefully avoid (Kanter 2010b).

According to Michael Watkins (2010b) Tony Hayward showed dereliction of duty by not acting in compliance with safety regulations and also by not having full control over his company. It has been argued that leaders are performing to represent their group and leadership is not only made up of occupying a position (Corkindale 2010). It can be seen that Tony Hayward was also criticized for his way of representing his group. When his statements and actions are considered, one might see Tony Hayward as a leader whose private-self shadowed his corporate-self. From one point of view it can
be questioned whether or not his exhibition of private self can be regarded as a failure. However, it is possible to interpret that his attitudes throughout the crisis contradict the indoctrinated leadership approaches, by which leaders are expected to be strong, efficient and sometimes expected to disregard their emotions and private selves. Subsequently, while analyzing Tony Hayward’s case one might ask; why he didn’t correspond to the indoctrinations? Presumably; this question forms the basis for the criticisms among the scholars.

However, regardless the indoctrinations we believe that leaders need to approach events with an immense perspective by realizing that their actions can trigger both positive and negative reactions and consequences.

From one perspective it is possible to say that Tony Hayward’s attitude may constitute different aspects for the studies on crisis leadership. It is possible to say that Tony Hayward’s leadership during the crisis might entail insights into the implications and misapplications of the theories on emotional awareness and effective communication.

Consequently, while evaluating Tony Hayward’s leadership during the crisis, it is considered that his attempts of distancing himself from the situation by not taking responsibility, by trying to put the blame to others, the discrepancy in his messages that didn’t inspire trust and his failure in selecting the words without addressing the frames of references of the public and lack of emotional consideration of the consequences on the employees, casualties, society placed his leadership style far away from the concept of leading smoothly.

5.2 Case Study: James Burke, Johnson & Johnson’s CEO during the Tylenol Crisis

The second empirical study is on the leadership of James Burke, the CEO of Johnson & Johnson during the Tylenol crisis in 1982. Our aim is to shed new light on the case by providing practical implications of emotions and communication in leadership activities. We will review the situation and focus on the CEO James Burke’s leadership during the crisis by emphasizing the aspects that are in compliance with our research. We will continue by evaluating the implications and considering the discussions in the literature.

5.2.1 Introduction

Johnson & Johnson has been active in the business of health care and pharmaceuticals since 1886. Today, it has more than 250 operating companies in 60 countries employing approximately 114,000 people and having worldwide sales of $62 billion (Johnson & Johnson Annual report 2010).

In 1982, Johnson & Johnson was considered a health care giant owning 150 companies and having annual sales of over $5 billion. Its flagship product was Tylenol, a painkiller developed by the
company’s division “McNeil Labs”, which accounted for 7 percent of Johnson & Johnson’s worldwide sales and 15 to 20 percent of its profit in 1981 (Kerzner 2006, p. 488). Tylenol was outselling other painkillers and was by far the leader in the US analgesic market with a 37 percent share (Fernando 2009, p. 181). However, in September 1982, its leading position was seriously threatened when seven people died in the area of Chicago after taking Tylenol that turned out to be spiked with cyanide. The media widely reported the deaths which quickly became the cause of panic and nationwide hysteria. Investigations were immediately initiated and revealed that Tylenol capsules had been replaced with cyanide-laced capsules containing 10,000 times more cyanide than needed to kill a human being (Fernando 2009, p. 181).

The incident created a major and unusual crisis which was reinforced as the media bombarded people with more and more information on the subject. Quick responses and measures were required in order to protect public health and limit the damages on the company’s reputation. In such a context, succeeding in leading the situation was crucial for the company’s survival which was facing a crisis of a significant extent. James Burke, Johnson & Johnson’s CEO, was the main actor to contribute to the successful handling of the Tylenol crisis. Therefore, we will evaluate his leadership in overcoming this critical situation by focusing on his responses regarding the way he dealt with the emotional and communicational aspects.

5.2.2 From McNeil to Johnson & Johnson

Just after the crisis hit, Johnson & Johnson’s CEO James Burke assigned David Collins, a 48 year-old member of Johnson & Johnson’s executive committee and chairman of McNeil Consumer Products, to take charge of coordinating the company’s response to the crisis. Burke’s choice was motivated by several other reasons in addition to Collins’ personal qualifications. First, Collins’ position as the chairman of McNeil gave him the authority and legitimacy to commit McNeil resources to the crisis. Second, since Tylenol was a McNeil product, Burke tried to limit the crisis’ extent to its subsidiary and thereby to avoid the parent company Johnson & Johnson being involved. However, Burke’s hope to insulate Johnson & Johnson quickly became vain. According to a survey conducted during the crisis, the number of people who knew that Johnson & Johnson was the parent company behind Tylenol, increased from less than 1 percent to 47 percent after the poisonings (Kerzner 2006, p. 492). In this regard, Burke stated:

‘One of the things that was bothering me is the extent to which Johnson & Johnson was becoming deeply involved in the affair. The public was learning that Tylenol was a Johnson & Johnson product (...)’ (Kerzner 2006, p. 492).

The crisis thus became an undeniable threat to Johnson & Johnson which, confronted with a major public health problem, had to explain why its trusted flagship product was suddenly killing people.
These circumstances and their potential harmful consequences on Johnson & Johnson compelled the CEO, James Burke, to take charge of the crisis response (Kerzner 2006, p. 493).

5.2.3 Back to the old Values

James Burke was Johnson & Johnson’s CEO for six years when the crisis hit. His arrival as the head of the company was marked by a return to the value system known as the company’s Credo and which was elaborated in 1943 by Robert Wood Johnson II, son of the company founder by the same name (Johnson & Johnson 2011). Johnson & Johnson’s Credo was a mission statement describing the company’s commitment and responsibilities to its customers, employees, communities and stockholders (Dodds & Swiniarski 1994, p. 14). Burke deeply believed in Credo and its contribution to Johnson & Johnson’s success. He described it as ‘a timeless document, idealistic in its goals but pragmatically effective when its principles are put into practice’ (Burke 1999, p. 164). It is possible to say that Burke’s servant leadership was intimately related to the philosophy embedded in the company’s mission statement Credo. His initiative to bring it back can be interpreted as his way to set the tone as the new CEO and to clarify the company’s priorities. His passion and commitment for the Credo was discernable as he stated ‘Whenever we cared for the customer in a profound-and spiritual-way, profits were never a problem’ (HBS 2011, p. 1). Besides, the marketing and management expertise he gained during climbing the corporate ladder made him understand the importance of public perception and the value of accurate communication (Trevino & Nelson 2010, p. 366).

5.2.4 James Burke, the Face of the Company

One can say that from the second he took charge of the crisis response, James Burke acted in a responsible way by first addressing the question ‘How do we protect people?’ (Fernando 2009, p. 182). His commitment to the customers’ safety led to the recall of 31 million bottles of Tylenol from the market shelves at a cost 100 million dollars (Dodds & Swiniarski 1994, p. 11). Burke was conscious of the financial cost caused by the recall, however, he said, ‘It’s important that we demonstrate that we’ve taken every single step possible to protect the public...’ (Williams & Houck 1992, p. 38).

Moreover, in order to reassure worried customers, Burke suggested establishing a toll-free consumer line. About 30,000 calls were recorded in the months following the deaths in Chicago (Dodds & Swiniarski 1994, p. 12).

Burke acted as the company spokesperson, participating at the press conferences organized at the headquarters (Dodds & Swiniarski 1994, p. 12). It seems that every time he was questioned about the incident, he demonstrated openness and candor. He always responded truthfully and took responsibility even though it was proved later that the poisoning occurred at the retail level (Smit et al. 2007, p. 148) and that 87 percent of the consumers believed that the company was not responsible (Dodds & Swiniarski 1994, p. 12). In this regard, Burke said:
‘When those people died, I realized there were some things we hadn’t done right. Responsibility for that incident had to be, in part, ours. It wasn’t easy to take responsibility… but it was clear to us, to me especially, that whether we could be blamed for the deaths or not, we certainly could have helped to prevent them. How? Through packaging. The fact is that the package was easily invaded. You could take the capsule out, open it up, put the poison in and then put the capsule back together. It was easy to do. I felt, and still feel, that it was our responsibility to fix it’ (Smit et al. 2007, p. 148).

James Burke also participated in television programs, such as 60 Minutes and Donahue despite the head of public relations’ warnings who were convinced that ‘it was the worst decision anyone in this corporation had ever made, and anyone who would risk this corporation that way was totally irresponsible’ (Bennis 2009, p. 144). However, Burke probably trusted his feelings and went on TV. Regarding his willingness to be on television, he stated:

‘I knew I had to and I knew I could. I had never been on television in my life, but I understood it, and I understood the public. I had three separate organizations doing research, one looking at it from an overall Johnson & Johnson point of view and then a group of our people out with TV cameras talking to consumers. I took tapes home every night and saw that everyone else who was making decisions saw them, so we could listen to the people, see them, and get some sense of their emotions, their reactions’ (Bennis 2009, pp. 143-144)

According to a survey conducted just after the program, consumers who watched Burke on 60 minutes were five times more willing to buy Tylenol than those who did not see the program (Bennis 2009, p. 145).

Among other issues, the advertising consultants’ suggestion of changing the name Tylenol was tackled in the Donahue program. Burke showed he was opposed to this idea and said:

‘It seems to me that there is a certain not playing it straight with the consumers on that one. If you are going to sell Tylenol, to sell it under a name other than its own is kind of asking you to change your name after you’ve had a serious disease’ (Williams & Houck 1992, p. 39).

In view of the handling of the crisis, one can say that Burke was playing truthfully and doing his best to gain the consumers’ trust back. Rebuilding a trustful relation with the consumers was essential for him because as he stated ‘Nothing good happens without trust. With it you can overcome all sorts of obstacles. You can build companies that everyone can be proud of’ (HBS 2011, p. 1).

In the literature, James Burke’s leadership during the Tylenol crisis is still considered as the gold standard (Alsop 2006; Heath and Millar 2004; Adubato 2008). It is exemplary from many perspectives and includes subtleties that have implications on our research.
5.2.5 Analysis and Interpretation of the Study

James Burke’s leadership performance has been considered as an illustration of successful crisis handling for more than two decades. The extent of the crisis as well as the atmosphere of fear caused by the deaths was forming a particularly challenging situation. However, Burke’s commitment to consumers throughout the crisis period enabled achievements that even experts did not think could have been possible. Below we present our analysis and interpretation on his leadership by focusing on the concepts emerging from the theories and combined with the discussions of scholars.

- **On the importance of self-awareness and monitoring one’s emotions**

  We believe that being aware of one’s emotions can be seen as the starting point for those who aspire to find guidance in emotional considerations. Knowing one’s internal state and intuitions can help to bring new insight into a complex and challenging situation and can thereby influence one’s choices and actions. Moreover, we think that being self-aware also implies recognizing one’s emotional fluctuations which can contribute to the control and regulation of one’s emotions.

  Considering the handling of the Tylenol crisis, one can see in Burke’s statements and actions a certain degree of self-awareness, especially when it comes to the analysis of his decision-making habits. From the beginning of the crisis, his decision to recall Tylenol from the market despite the warnings regarding the substantial costs seems to have been partly guided by his intuition. For some, his decision might have been perceived as irrational, as also Tortorella (2002), the managing director of the public relations consultancy company that guided Johnson & Johnson throughout the crisis, stated; ‘Before 1982, nobody ever recalled anything’ (Tortorella 2002, cited in Rehak 2002, p. 1). However, Burke preferred to follow his intuition and quickly proceeded to the recall. Similarly, he decided to participate in television programs despite the head of public relations’ strong opposition. While the opponents were presenting wise arguments in order to convince Burke to not participate in the television programs, Burke seemed to be more influenced by his own intuitions. His statement ‘I knew I had to and I knew I could’ (Bennis 2009, p. 143) can be interpreted as an evidence of his ability to realize his own emotions.

  Accordingly, in view of his statements and actions, James Burke can be seen as a leader who not only showed self-awareness but also a strong belief and trust in his feelings. Considering the effects that emotional considerations can have on decision-making and the aptitude for acting (George 2000), we believe that these aspects might have partly guided his strategic decisions of proceeding to the recall and appearing on television.
Besides, we believe that being on stage in time of crisis can be destabilizing for any leader. It can affect their emotional state as well as their ability to cope with their emotional fluctuations. In this regard, the Tylenol crisis was even more challenging since Burke’s appearances were noteworthy and scrutinized due to the fact that Johnson & Johnson had long been showed reticence with the press (Lewin 1986). Moreover, the context in which he was expected to perform was characterized by an atmosphere of fear. The deaths in Chicago had significantly affected the public and represented another sensitive aspect with which Burke had to deal. Considering these circumstances, one can derive that Burke’s ability to control his own emotions became crucial in the handling of the crisis. We believe that the feeling of fear among the people was the major aspect that created the necessity for Burke to monitor his own emotions in order not to add more anxiety among the public. In view of the way he handled the crisis, one can perceive a certain sense of control in Burke’s behavior which may have positively affected people and decreased their feelings of fear.

- On the importance of perceiving and understanding others’ emotions

Many scholars in the literature point out the importance of being aware of others’ emotions. In view of the emotional turmoil through which the whole country went, we believe this concept is particularly relevant in the interpretation of James Burke’s handling of the crisis. In a context of a nationwide crisis and considering the positive effects that are highlighted in the literature regarding emotional considerations, we believe that assessing others’ emotions can help leaders in the hard mission of overcoming a crisis.

One can see in Burke’s statements and actions during the crisis that he spent time and energy to listen to consumers in order to discern their emotions and understand them. With the help of a toll-free line and records of consumers’ statements and reactions, Burke could assess and deal with the public’s emotional state. In his statement, ‘I understood the public’ (Bennis 2009, p. 143), which he made in order to explain his decision to go on television, one can see that Burke was quite confident about his capacity to understand his audience. Laurence Barton explains this ability by pointing out the fact that ‘Burke was everywhere, talking to everyone’ (Barton 2007, p. 232). In this regard, Patrick Murphy (NDdotEDU 2007) argues that being pro-active, transparent and showing empathy for consumers are crucial lessons that leaders can learn from James Burke’s leadership.

Additionally, Murphy together with Enderle (1995, p. 120) notice that Burke was preoccupied with the idea of preserving trust in Johnson & Johnson. It can be derived that Burke’s willingness to understand the public’s emotions was guided by his ultimate aim of building trust. Regarding the concept of building trust, the professor of management and leadership, Jocelyne Robert (2011) argues that trust and emotional intelligence are related aspects (dialogue13.04.2011). Therefore, we
believe that demonstrating a certain degree of emotional intelligence and more specifically empathy contributes to building trust.

In the literature, authors point out that taking into consideration the emotional aspects contributes to establishing successful relationships. Generally speaking, Burke’s ability to take an emotionally aware perspective can be interpreted as an aspect that contributed to establishing successful relationships with the public. For instance, Burke’s awareness of the fear among the public led to the establishment of a reassuring response concerning the crisis and made people perceive Johnson & Johnson with James Burke as ‘a true hero’ (Alsop 2006, p. 222).

- **On the importance of sense making**

There is a tendency in the literature to consider leaders as creators of meaning. By looking at this case through this perspective, we believe that Burke’s activity of creating meaning was based on the philosophy embedded in the *Credo* which he brought back as soon as he became CEO. Also Burke’s attachment to the *Credo* may be explained by the potential he saw in using it to shape the reality of his followers.

In their research on ethical leadership, Murphy and Enderle (1995) argue that Burke showed ‘a strong commitment to perceive and interpret reality in the context of openness and honesty’ by emphasizing the company’s values stated in the *Credo* (Murphy & Enderle 1995, p. 125). Taking a step further and using Weick’s (1995) wording on sense making, we believe that the *Credo* was the frame of reference that guided Burke throughout the crisis response and that his major decisions made sense within the frame of the mission statement. For instance, Professor Patrick Murphy (NDdotEDU 2007) from the Institute for Ethical Business Worldwide at the Mendoza College of Business asserts that James Burke’s respect for the corporate mission statement *Credo* facilitated the withdrawal of Tylenol. According to Murphy (NDdotEDU 2007), Burke felt that the Credo was violated and he proceeded by recalling Tylenol.

Moreover, Burke’s attempt to shape meaning may have contributed to creating a common understanding of the situation and thereby helped to coordinate actions among the people involved in the crisis response.

- **On the importance of nourishing communication**

Considering Burke’s communication style throughout the crisis response, it appears that his way of delivering messages was characterized by a certain degree of openness and candor. These attributes as well as his sense of control in dealing with the media were different qualities that brought him admiration from scholars (Dodds & Swiniarski 1994; Georgescu & Dorsey 2005) and the press (Rehak 2002; Lewin 1986).
The literature on communication highlights the necessity for leaders to choose the right words to reach their audience. Regarding the Tylenol crisis, we believe the particular circumstances caused by the deaths required a sensitive approach and a certain precaution in the way of addressing people. In this regard, some scholars argue that Burke’s ability to choose the right words when he was addressing the public made him appear as ‘the public health protector’ (Fitch & McCurry, 2004, p. 236) rather than a simple corporate leader. Burke’s first priority was to protect customers and it seems that he embodied it by being caring and taking the necessary actions.

Additionally, in view of the statement that Burke made regarding the idea of changing the name Tylenol ‘(…) If you are going to sell Tylenol, to sell it under a name other than its own is kind of asking you to change your name after you’ve had a serious disease’ (Williams & Houck 1992, p. 39), one can say that Burke was able to perceive the potential behind the use of analogy in stating his opposition to changing the name Tylenol.

From another perspective, when analyzing the communication aspect of James Burke’s approach, as Steven Prokesch (1986) argues, it can be said that taking charge of the company’s public relations instead of delegating to an expert officer was a good demonstration of taking full responsibility and being committed.

In view of James Burke’s performance as the spokesperson of Johnson & Johnson, one can say that he was good in reaching people and inspiring trust by adding subtleness to his messages. Therefore it is possible to qualify his communication as effective. From another perspective, it is important to recall that the Tylenol crisis occurred more than twenty years ago. Andrew Gilman (2010a), a consultant at CommCore Consulting Group and crisis communication expert who was asked to coach Burke for interviews in national media, argues that at that time it was easy to control the message and the story delivered in the media since there were no social media platforms such as; blogs, YouTube or Twitter, which are more difficult to control. News was only delivered through television, newspapers, radio and advertising (Gilman 2010a).

From a general point of view, when we interpret James Burke’s leadership by focusing on his statements and decisions, one might see his performance as exemplary from many perspectives. For instance, the fact that the consumers who watched Burke on television were five times more willing to buy Tylenol than those who did not see the program (Bennis 2009, p. 145) can be interpreted as a result of his effective communication which included emotional considerations. However, according to Gilman (2010b). the Tylenol crisis was characterized by unique circumstances since it was not the company’s fault. Gilman (2010b, p. 1) stated: ’There was no contributory negligence on the part of the brand or Johnson & Johnson’. In this regard, Roger Fine, a retired Johnson & Johnson’s vice president (Alsop 2006, p. 223) as well as some scholars (Dodds & Swiniarski 1994, p. 11) point out that Johnson &
Johnson’s representation as a victim demonstrated serious advantages in handling the corporate crisis since the company was seen by the public as the victim of a vicious crime.

Despite these nuances regarding his achievements, we believe that James Burke’s leadership can be considered as a good illustration of leading smoothly. By taking responsibility and demonstrating concern for consumers, he was able to inspire trust. Moreover, his emotional awareness together with his ability to choose the right words were the significant aspects that contributed to his successful leadership during the crisis.
6 EMERGING THEORY ON LEADING SMOOTHLY

By evaluating the different perspectives and arguments in the literature and by combining them with the findings from the case studies, we have developed a framework for leading smoothly. Regarding the emotional and communicational dimensions of leadership, the emerging theory on leading smoothly concentrates on reaching people and addressing them in order to nourish the relationship between the leader and the follower. Figure 6-1 illustrates the major dimensions of our framework for leading smoothly which we consider important for leadership activities.

Figure 6-1. Framework: Leading Smoothly

![Framework: Leading Smoothly]

constructed by the authors

6.1 Empathy

Everyone has a perception of the world and everyone has an identity that is mirrored in their understanding. People perceive the world as they see it through their eyes and generally do not give sufficient importance to how it appears to others’ eyes. It is easier for someone to know their own motives for taking certain decisions, actions and reactions than knowing others’ motives. Moreover, it is easy to justify our actions and words but it becomes harder to understand the reasons behind
others’. We argue that even though it is challenging to understand the motives of other people, leading smoothly requires a substantial effort in trying to put one’s self in others’ shoes, just like solving a riddle, it requires an eagerness to tackle the underlying aspects of other perspectives. Consequently, we present empathy as one of the dimensions of leading smoothly.

Goleman (2005) interprets empathy as the attempt of seeking others’ points of view. This perspective conceives empathy as an attempt to be alerted to the nonverbal signs behind the words (Goleman 2005). Correspondingly, as Goleman (2005) points out the importance of self acquaintance in attaining an emotional awareness, we believe that the desire of exploring ones’ self is the fundamental basis for creating empathy. It can be said that understanding others takes place through knowing one’s self. Accordingly, we ask the question how one can understand others if he or she fails in understanding himself or herself.

From one perspective, the possibility of truly understanding others can be questioned. Leadership activities are mostly constructed upon the interaction with different people from different cultures, beliefs, values and backgrounds. Therefore, we do not claim that it is possible to understand everyone but claim that putting effort in understanding is what makes the difference. Correspondingly, we believe that embracing diversity and accepting the existence of different thoughts facilitates empathy. It is not a necessity that everyone sees the same thing when they look at a certain thing. Like the full and half full glass metaphor, everyone’s perception may differ. For this reason, it is plausible to say that leaders who recognize the existence of differences are closer to having empathy.

Subsequently, understanding others can be assumed as a crucial factor for leadership activities and hence empathy can give an opportunity to realize the inner causes of other’s reactions. However, it is also important to stress that empathy does not necessarily require approving others’ actions (Goleman 2005). It has been argued that leaders inspire others, articulate actions and even direct feelings towards certain missions. Together with these, very often leaders engage in criticizing their followers, subordinates, employees and others. We believe that criticizing facilitates the opportunity for improvement and development in order to become better in many ways. On the other hand, leaders’ nervous and angry approaches in criticizing may lead others to feel attacked, thus can barrier the possibility for improvement. From one perspective, one might say that leaders lacking empathy tend to present rather sharp critiques since they may fail in considering others’ feelings and concerns. We consider empathy as not totally accepting every other perspective, but as having respect towards other people. For that reason, we suggest appreciative inquiry for criticizing empathically.
Appreciative inquiry was developed by David L. Cooperrider and Suresh Srivasta in 1987, on the grounds of the relativity of reality by arguing that reality depends on people’s choices of what to see (Cooperrider, Whitney & Stavros 2003). As a simple definition, appreciative inquiry can be described as a communication process of focusing on positive sources for development and improvement (Cooperrider & Whitney 2005). As a form of dialogue, in appreciative inquiry, questions are asked to find out the reasons behind people’s choices and actions. Once the empathy is established, criticisms can be expressed as suggestions without attacking the other party. The main idea behind appreciative inquiry is seeing the problems as opportunities for doing better, by involving people and their ideas, through appreciating diversity and different perspectives. Consequently, we imply that appreciative inquiry can be used to gain an empathic point of view through the communication process.

The impact of empathy in communication can be seen in Prof Cengiz Erol’s (2011) words:

“Business leaders are generally captivated by their own ego that affects their communication style with their followers. This ego leads them to think their followers should naturally understand what they say and act accordingly. When you evaluate the collapse of the companies you can come across with the examples of leaders’ lack of ability in forming effective communication due to not having empathy” (dialogue 31.03.2011).

Similarly, we also believe that leaders’ purification from their own ego gives rise to empathy. This being said, it is possible to presume that neutrality opens the channels for the awareness of others’ emotions and enables being more sensitive to the others.

In the literature empathy is linked with several leadership styles. For instance, Choi (2006) presents empathy as one of the components of charismatic leadership by arguing that empathy entails leaders to be more sensitive to their followers, thus supports leaders to effectively articulate objectives. From a different perspective, Kellett, Humphrey and Sleeth (2006) underline the direct correlation of empathy with relations and task oriented leaderships by arguing that the leader’s empathy increases the productivity of the followers.

On the other hand, regardless of the styles of leadership, we believe that empathy is nourishing our views of the world and enables us to recognize different perspectives and the existence of different emotions. It can also be said that empathy facilitates the ability to look at a single thing from another angle, thus enhance our views. Consequently, we emphasize the importance of empathy not only for leading smoothly but also for living smoothly.
We present empathy as the intersecting component of emotional and communicational dimensions of leadership, and thus argue that leaders who are only interested in what they say but not in how it feels for their followers can be perceived as not leading smoothly but leading harshly.

6.2 Aesthetics

Depending on the context, leaders give vision and articulate, set directions for people, empower them or mobilize employees towards certain targets. In one sense, it can be claimed that leadership mainly deals with achieving goals and supporting the production of successful outcomes. From another perspective, it can also be argued that leadership concentrates on creating beauty. Accordingly, the American philosopher David White (1996) stated:

‘If there is an art to management, and if in general the purpose of art is to create objects of beauty, then it would follow that whatever is managed, if managed well, must be in some sense beautiful’ (White 1996, cited in Hatch, Kostera & Kozminski 2005, p. 9).

Additionally, the establishment of a vivid leader and follower interaction may support leaders in achieving beautiful outcomes. There are numerous ways of approaching followers; some leaders choose to use more normative patterns, whereas some choose to approach in a more sensitive manner. We believe that the chosen way of approaching fosters the follower and leader relationship and also agree with Hatch, Kostera and Kozminski’s (2005) argument that for leaders who aspire to fully understand people’s motivation and performance, it is necessary to add aesthetic consciousness to rational perspectives. Accordingly, we consider that aesthetics embellishes everything, which is why we present the aesthetic approach as another dimension of leading smoothly.

In the literature, aesthetics is referred to ‘sensory perception’ (Williams 1983, cited in Bathurst, Jackson & Statler 2010, p. 313) and is being interpreted as sentimental impressions that are based on emotions which entail inspiration (Hansen, Ropo & Sauer 2007; Bathurst, Jackson & Statler 2010). Moreover, it has been argued that aesthetics is related to the emerged knowledge from the sensory experiences, and facilitates the understanding of the effects of thoughts and emotions to our cognitive positioning (Taylor & Hansen 2005). On this account, we believe that aesthetic perspective can enable us to comprehend how we do reasoning. Consequently, we believe that an aesthetic approach in leadership is essential to tackle the sensory reactions of followers and the impact of them on their responses.

Moreover, Taylor and Hansen (2005) argue that the aesthetic attitude reveals the tacit drives in people and entails the search for ways of carrying the organizations to a beautiful form. Similarly, Hatch, Kostera and Kozminski (2005) also stress that an aesthetic approach allows leaders and organizations to achieve great performances.
It has been argued in the literature that the core of aesthetic leadership is to acquire the meaning generated in the follower and leader interface, by utilizing the sensory perceptions that support leaders to clarify and elucidate the apprehensions of their followers (Hansen, Ropo & Sauer 2007).

Therefore, considering the discussions in the literature, it is reasonable to say that applying an aesthetic approach can facilitate leaders to gain a comprehensive view of their followers’ abilities and skills. Additionally, literature also highlights that leaders’ involvement is crucial in acquiring an aesthetic perspective. Hansen, Ropo and Sauer (2007) state as; ‘... aesthetic knowledge requires experience to ‘know what it is like on a tacit level’’ (Hansen, Ropo & Sauer 2007, p. 553). From this perspective, aesthetics can also be interpreted as a knowledge that is derived from our emotions and thoughts as a reflection of the sensory perceptions that we experience. This aesthetic knowledge is presumed to be made up of ‘...language skills, listening, gazing, and treating emotion and feelings...’ (Hansen, Ropo & Sauer 2007, p. 533).

With these discussions in the literature, it can be claimed that aesthetic leadership is not resting on the idea of an objective reality as a back bone. On the other hand, aesthetic leaders are recognized as being aware that the perceptions of their followers may differ in accordance with their own sentimental comprehension (Hansen, Ropo & Sauer 2007). Thus, it is possible to consider that the aesthetic approach incorporates the differences of the perceptions of reality. Subsequently, aesthetic leadership tends to accept the relativity of objectivity and concentrates on the perceptions derived by senses, thus entails influencing followers as well as increases their motivation and inspiration by being centered on the others’ sensory perceptions (Bathurst, Jackson & Statler 2010).

It can be concluded that an aesthetic approach entails leaders to have a broader perspective in analyzing situations and opens the possibility for seeking different opportunities. It can also be argued that the aesthetic perspective can reinforce the leaders’ activities by generating meaning for situations for their followers. By being on alert for the sensory responses of the followers, leaders can be able to find the most appropriate ways of reaching their followers.

Accordingly, we agree that leaders’ aesthetic approaches generate the possibility to create more artful interactions with their followers, and foster more artful, beautiful outcomes (Daudi 2009). The art of leadership stipulates leaders to impress their followers by concentrating more on senses rather than normative aspects (Springborg 2010). Furthermore, we consider that a lack of aesthetics may hinder the realization of opportunities and establishment of a broad perspective.

Foucault (1991) asked; ‘...couldn’t everyone’s life become a work of art?’ (Foucault 1991, cited in Bathurst 2008, p. 74). Accordingly, we believe that people inevitably chase beauty and this pursuit of beauty is reflected in our everyday lives. Therefore, we ask the question: Why not chase aesthetics in
leadership? Consequently, we present the pursuit of aesthetics as another dimension of leading smoothly.

6.3 Authenticity

We believe that people have the ability to detect the difference between real and fake. Furthermore, we all have a sense of analyzing expressions, and it is plausible to say that we are all seeking the truth, additionally we chose to believe in things that we perceive as real. Correspondingly, it can also be said that followers also quest for intrinsic leaders. Therefore, we consider leaders’ authenticity as an important factor in reaching people and thus present authenticity as another dimension of leading smoothly.

The concept of authenticity with its definition of reflecting the real self has been discussed in the literature since the 1990s and different discussions have focussed on the interpretation of authenticity (Eilam & Shamir 2005). Different arguments in the literature highlight that followers’ perceptions of the true self of a leader may differ from each other (Ladkin & Taylor 2009). However, in literature, generally authenticity is equalized with reflecting personal reality in forms of ideas, feelings, visions and beliefs. According to Ladkin and Taylor (2009), the expression of a leader’s real emotions and thoughts is the key element of authenticity.

Presenting a leader’s real self can apparently strengthen the faith in them, however the way of revealing the real nature of a leader can hold a potential to cross the line and can be perceived as unauthentic. Thus, we believe the self expression of leaders needs to be done in a subtle way, by avoiding exaggeration and without derogation from their dignity.

As the Sufi Mevlana Celaleddin Rumi (1207:1273) stated; ‘Appear as you are or be as you appear’, we also believe that one’s self presentation should not be in contradiction with the inner self. In the literature, the embodiment and enactment of leaders’ messages are emphasized as the fundamental aspects that affect the followers’ perceptions of leaders (Ladkin & Taylor 2009). Gardner (1996) claims that leaders’ ability in inspiring and convincing people lies in the leaders’ embodiment of their messages. From this perspective, it is reasonable to conceive the consistency between the actions and statements of a leader as the key fundamental factor for embodiment. Leaders are expected to act in compliance with their statements; otherwise it can not be possible for people to follow them. The lack of embodiment in leaders can raise these questions among followers: Why should I do this, if my leader is not doing it? How can I consider that doing it or believing in it is the right thing, when my leader does or acts oppositely?
In their study, Ladkin and Taylor (2009) present the concept of ‘embodied authentic leadership’ (Ladkin & Taylor 2009, p. 2) that includes three dimensions, namely ‘self-exposure’, ‘relating’ and ‘leaderly choices’ (Ladkin & Taylor 2009, p. 7).

Different situations may stipulate certain feelings and emotions, thus in certain occasions leaders may feel a variety of emotions which may even contradict the attempts of showing the expected responses. The hidden emotions of leaders, which are preferred not to be displayed, can also be realized by their followers, and thus can damage the perception of the authenticity of the leader (Ladkin & Taylor 2009). Accordingly, in self-exposure, Ladkin and Taylor (2009) suggest that leaders’ self assessment of their true feelings and emotions is very important in choosing the ways of expressing themselves.

Furthermore, leaders can come across numerous situations they are not familiar with, and where they have no previous experience. In the relating dimension, Ladkin and Taylor (2009) suggest to leaders to relate themselves to different possible situations as if these unfamiliar events had occurred. It can be derived that imagining one’s self in different and unfamiliar positions can nourish the leader’s true self. However, one might perceive this as challenging since it requires being alert for different possibilities including the ones that one is not aware of its existence.

By referring to the leader and follower relations, Ladkin and Taylor (2009) suggest that one’s expression of his or her true self does not mean that he or she will be accepted as an authentic leader unless he or she acts leaderly, which can be interpreted as acting in compliance with the common interest of his or her followers in order to be perceived as a leader. Correspondingly, by leaderly choices, it is suggested that leaders can keep their authenticity, but their choices of expressing their thoughts and emotions should be in accordance with their followers’ expectations (Ladkin & Taylor, 2009).

With these arguments Ladkin and Taylor (2009) argue that being authentic not only means presenting the true self but requires staying poised with one’s hidden feelings and expected responses.

Similarly, Eilam and Shamir (2005) argue that authenticity is related to the affiliation of the leader’s self to his or her actions. Besides, Eilam and Shamir’s (2005) interpretation of authenticity is rather concentrated on the leaders’ reflections of their own lives. Hence, Eilam and Shamir (2005) argue that the authenticity of leaders’ actions and expressions is constructed on their perceptions and view of themselves, which are based upon their life stories that are shaped by the past and existing experiences. Accordingly, Eilam and Shamir (2005) state that: ‘The life-story approach to authentic leader development suggests that self-knowledge, self-concept clarity, and the internalization of the leader’s role into the self-concept are achieved through the construction of life-stories’ (Eilam & Shamir 2005, p. 409).
The impact of authenticity can be seen in different leadership theories. However, Eilam and Shamir (2005) don’t link authenticity with specific leadership. On the other hand, Bass and Riggio (2006) combine authenticity with transformational leadership and present ‘Authentic Transformational Leaders’ (Bass & Riggio 2006, p. 14) as the ones who are empowering by being true to themselves together with considering their followers’ demands and motives in order to support their personal development and the collectivism between the leader and the group.

In leadership studies, the discussions on the contribution of various different features like charisma and personality to influencing people have continuously been going on. Eilam and Shamir (2005) argue that authenticity reinforces the persuasiveness of leaders and contributes to the effectiveness of leadership, especially in challenging situations, where leaders cope with persistence and crisis. Moreover, Eilam and Shamir (2005) claim that leaders’ personalities are being developed due to their experiences in life, thus accordingly, authenticity can be developed as well. For that reason, they present the development of authenticity as an essential in leadership activities. In Table 6-1, Eilam and Shamir’s (2005) suggestions for the development of authenticity are presented.

Table 6-1. Eilam & Shamir’s components for the development of an authentic leader (Eilam & Shamir 2005, p. 399)

<table>
<thead>
<tr>
<th>COMPONENTS</th>
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<tbody>
<tr>
<td>1. Development of a leader identity as a central component of the person’s self-concept.</td>
</tr>
<tr>
<td>2. Development of self-knowledge and self-concept clarity, including clarity about values and convictions.</td>
</tr>
<tr>
<td>3. Development of goals that are concordant with the self-concept.</td>
</tr>
<tr>
<td>4. Increasing self-expressive behavior, namely consistency between leader behaviors and the leader’s self-concept.</td>
</tr>
</tbody>
</table>


Eilam and Shamir’s (2005) components for the development of an authentic leader indicates that the awareness of the self-concept can lead to the salience of authenticity, and the development of authenticity is based on the reflections of one’s self in his or her actions and beliefs.

Furthermore, Eilam and Shamir (2005) claim that authentic leaders are not taking the leadership role as a consequence of their positions or as expected from them, but they lead by being real to themselves. Additionally, Eilam and Shamir (2005) argue that authentic leaders are reflecting their own selves and beliefs that are nourished by their personal experiences.
Regarding the discussions in the literature, we agree that authentic leaders are not enacting leadership roles to be praised, but on the contrary, they lead in compliance with their beliefs, values and missions, which also prevent them from being considered as fake. Moreover, it can be argued that authentic leaders are not acting to be perceived as if they were doing the right thing, but acting according to what they perceive to be the right thing. Thus, it is possible to say they reflect their own thoughts and opinions in their actions and expressions. Consequently, the followers’ realization of the authenticity of their leaders may stipulate followers to trust their leader. We consider that authenticity comprises both the emotional and communicational aspects of leadership, thus it forms another dimension of leading smoothly.

6.4 Building Trust

As a part of our lives, we are continuously in interaction with others. This inevitable interdependence between people reveals the need for trust. It is plausible to say that mutually established trust nourishes social relationships. Therefore, we believe that in order to sustain grounded relationships, people need to count on the other party.

It has been commonly accepted in the literature that trust reinforces the leadership activities. We also agree that people follow the one they rely on and believe in. Consequently, we present building trust as another dimension of leading smoothly, since we consider that the bond of trust enhances the desire to follow.

In the literature, trust is frequently interpreted as faith in the other party. Moreover, trust is commonly related to leadership activities and the impact of trust on the followers has been evaluated by scholars and researchers.

Some researchers argue that trust also includes the potential of disappointment in accordance with emerging vulnerability (Serva, Fuller & Mayer 2005). From this perspective, it might be argued that when we trust in people, our expectations from those people can increase, and any single failure to meet these expectations can directly increase our sensitivity. On the other hand, it has been argued in the literature that a trustful relationship between leader and follower opens the communication channels and reinforces commitment to the leader and the organization (Burke et al. 2007). Furthermore, literature highlights that trust increases motivation, thus contributes to the success of the expected outcomes, and positively shapes the reactions of the follower to the leaders’ actions (Dirks & Ferrin 2001).

We believe that trust can enable leaders to form generous and productive relationships with their followers. However, the question of why we trust someone is also important to lift the curtains on the impact of reliability in leadership. Bibb and Kourdi (2004) argue that followers mostly search for
reasons for not counting on a leader rather than directly trusting him or her. In this regard, Bibb and Kourdi (2004) conducted a survey to understand what people pursue in deciding whether or not to trust someone. Their research indicates that the most commonly sought attributes in someone in order for them to be trusted are: ‘fairness, dependability, respect, openness, courage, unselfishness, competence, supportiveness, empathy and compassion’ (Bibb & Kourdi 2004, p. 142). Therefore, regarding this perspective, it is also possible to say that people choose to trust others who they perceive as sensitive and emotionally considerate.

Additionally, the clarity in visions and goals, maintaining well functioned structures within organizations, ability in managing the diversity within the group, supporting the development of employees with goodwill and compassion, together with leaders’ fairness can facilitate followers’ trust in leaders (Burke et al. 2007).

From another perspective, Bass and Riggio (2006), as well as Gillespie and Mann (2004) point out the role of building trust in transformational leadership, where leaders are involved in influencing their followers to be committed and where they concentrate on developing their followers. Bass and Riggio (2006) argue that leaders can establish and sustain trust by showing their devotion and by acting ethically with non-discriminatory behaviours towards their followers. It can be interpreted that this approach conceives trust as the basis for empowerment and influencing. From a similar perspective, by combining with transformational leadership, Casimir et al. (2006) stress that trust contributes to the enhancement of the followers’ performances. Regarding this perspective, it might be said that followers incline to improve themselves and their performances when they trust and believe they will be evaluated fairly. Along with these, in the literature, trust is also presented as being a pivotal attribute of servant leaders, who consider followers’ interests as their priorities (Russell 2001; Joseph & Winston 2005). Therefore, it is reasonable to say that followers’ show a tendency to trust in their leaders when they realize their concerns and needs are ensured.

Subsequently, in the literature, there are also several different arguments that are necessary elements in building trust. Norman, Avolio and Luthans (2010) highlight transparency as the main factor in building trust. In their research, Norman, Avolio and Luthans (2010) suggest that especially in critical times, when organizations are facing crisis or downsizing, the transparency of leaders entails trust, thus positively affect the followers’ judgements on the effectiveness of the leader. Regarding this perspective, it can be claimed that leaders’ obscure attitudes may shake their followers’ faith. Another argument highlights leaders’ communication styles as one of the key factors in building trust. Accordingly, it has been argued that leaders’ communication practices have significant influence in the followers’ propensity to trust (Joseph & Winston 2005; Fairholm & Fairholm 2000).
Therefore, we also believe the ways of transmitting messages and the consideration of choosing appropriate words and body language also have impacts on building trust.

Additionally, in the literature integrity is frequently presented as the key basis for trustworthiness (Palanski & Yammarino, 2009; Russell 2001; Fairholm & Fairholm 2000; Mayer, Davis & Schoorman 1995; Joseph & Winston 2005). Palanski and Yammarino (2009) claim there is a positive correlation between leaders’ integrity and followers’ contentment. Similarly, Russell (2001) highlights the contribution of integrity to building interpersonal and organizational trust. As Northouse (1997) stated: ‘Leaders with integrity inspire confidence in others because they can be trusted to do what they say they are going to do’ (Northouse 1997, cited in Russell 2001, p. 79), we consider integrity of the leader as the promoter of trust. Furthermore, Goleman (2005) also suggests that integrity, together with the consideration on their employees demands, reinforces the accountability of the leaders which facilitates building trust.

Accountability is generally interpreted in the literature as the tendency of taking responsibility. Leaders that feel responsibility for their decisions and actions and hold themselves accountable for the consequences are generally perceived as reliable by their followers (Burke et al. 2007).

While the acceptance of the consequences of actions and decisions is commonly referred as taking responsibility, the concept of responsibility might also include caring for the followers (Ciulla 2009). Thus, leaders can also be perceived as guardians of the followers by preventing them from negative situations and supporting them for improvement and success. This perspective can be reminiscent of the parental features that can be observed in sensitive and considerate leaders.

It is possible to say that leaders do not do or act right all the time. Like all other humans, they can make mistakes. But realizing the mistakes and admitting they could do or be wrong are considered as very important factors in leadership (Kanter 2010a).

There is a tendency in the literature to refer to unsuccessful leaders as the ones who tend to put the blame on others. However, in order to issue trust, as also Goleman (2005) suggests, we believe that leaders’ accountability is a necessity and that accountability goes through accepting the responsibility of the consequences. Therefore, it might be said that leaders need to encounter their mistakes. Dr. Merih Kerestecioğlu (2011), senior team leader and the former general manager of a consultancy company, states: ‘We always remind our team leaders to embrace the saying “if my team fails as a leader it's my responsibility, if my team becomes successful, then it's their success”’ (dialogue 12.04.2011).

It can be easy to feel responsible when your team, company or employees win praises, however taking responsibility in failures can be considerably undesirable but might be perceived as essential in all leadership activities. People can easily get blinded by praise; on the other hand, the main issue in
leadership can be interpreted as acknowledging the destructive consequences by feeling accountable for them in order to learn from their mistakes.

When we look at trust from another perspective, it can also be said that trust further shapes followers’ judgements on leaders. In their research, Dirks and Ferrin (2001) present that certain actions of leaders are perceived as unfavourable when followers have less trust in their leaders, whereas leaders’ actions are perceived as favourable when there is a higher level of trust to the leaders. This being said, it is nevertheless plausible to say that trust has a reciprocal impact. This can be interpreted as people trust someone they believe in and also people believe in the ones they trust.

Consequently, we consider transparency, integrity, accountability and taking responsibility as the major elements that entail trust in leadership activities. Moreover, we believe that without trust, we can not speak of a smooth relation between the leader and the follower. We consider that building trust goes through the appreciation of the emotional and communicational dimensions of leadership as a part of leading smoothly.

6.5 Different Thoughts

We are aware that our illustration of leading smoothly may arise some questionings and some counter reactions. For that reason, in this part we would like to take a look at the possible responses with presenting our opinions on probable queries.

- **Money’s voice is louder than emotions**

We do not neglect that corporations are in the business of making money. Leaders are needed to run the business and organizations are expected to be profitable. This prospect may facilitate leaders to put their shoulders to the wheel in order to handle the heavy workload. Most of the time, leaders may feel that they are captivated by tight schedules, tense meetings, fluctuations in stock markets, the urge of meeting the demands of stockholders and also shareholders. These observations lead us to think that leaders are somehow confronted to a struggle between their private-selves and their corporate-selves (Daudi & Lalander 1995). We believe that leaders are put in a situation where they are asked to favour their corporate-selves over their private-selves. Considering the demands of the business world, they might not behave in the way that their feelings would suggest. Furthermore, there is an expectation for leaders to engage in legitimizing the actions for supporting the benefits of their corporation.

It is possible to say that as a culturally indoctrinated attitude, we expect leaders to concentrate more on corporate benefits by disregarding their own feelings. Similarly, it can also be said that we expect leaders to be strong and appear strong. Thus, this indoctrination might explain why we get upset when leaders’ private-selves appear stronger than their corporate-selves.
Additionally, beyond the economic and financial aspects and normative features of corporate leadership, there are social interactions which can not be disregarded. We believe that everything embellishes with the interaction among people. Moreover, we have pointed out the aspects of leading smoothly within the realm of these interactions.

Subsequently, we ask: *Why not considering the dimensions of leading smoothly? What will leaders see if they look at events and people from different angles?* We believe that the consideration of emotional and communicational dimensions of leading smoothly may bring a difference to leader follower relations which can even have positive impacts on the economic and financial concerns. Therefore, we argue that the biggest investment is the one you make in people.

- **Not sure that I will see the impact of leading smoothly**

The dimensions of leading smoothly can also be questioned regarding its impact on leader follower relationships and its effect on organizations. However, we would like to remind that the proof of the pudding is in the eating. Therefore, we ask why not try considering these aspects and then judge their impacts.

- **Can there be other dimensions of leading smoothly?**

We believe there can be numerous variations of smooth leadership. Moreover, trying to formulize concepts especially in social contexts can hinder benefiting from different perspectives. We have presented the dimensions of leading smoothly that emerged during our literature review and analysis of cases. However, one might come up with different aspects for smoothening leadership, which we believe enriches leadership studies. Consequently, in our study, we try to avoid rigid and inflexible interpretations of leadership as a consequence of a smooth approach instead of a harsh and rough approach.

- **How to implement it?**

One might say that when asked to different scholars the answers of *how to* questions in leadership studies can be various. From another perspective, we believe there are no exact answers for *how to* questions when leadership is considered. Nowadays, there is a recipe for everything. However, we believe that in leadership there are no check lists, to do lists and ingredients with certain portions. In other words, everyone is unique. Therefore, we consider the best judgement of how to do things comes from one’s inner sense and intuition. Consequently, we also believe there are no recipes for a good life. For this reason, we consider the answer of *how to* question is you, your beliefs and your gut feelings.
• Should we instrumentalize everything?

The concept of leading smoothly is not an instrument. We have just pointed out the important aspects to be regarded in leader-follower relationships. Additionally, we aimed to give insight into the factors that we consider may reinforce followers’ satisfaction towards their leaders. Besides, it is plausible to say that leadership context is beyond instrumentalization. However, the instrument is you and we believe that how you would like to lead is your decision.
7 RESEARCH CONCLUSION

The tough and competitive conditions of life force us to find ways of survival. The whirl of life sometimes frustrates and prevents us from seeing the hidden aspects, which can smooth and ease the battle of life and lead us to start enjoying life. Similarly, leaders always have a mission to be accomplished, followers to be guided and led. As a result of the demanding situations, leaders sometimes skip the sensitive aspects of leadership.

After reviewing the discussions in the literature and evaluating the cases, we have reached the conclusion that the emotional and communicational dimensions of leadership can not be neglected in leadership activities. Moreover, we argue that the consideration of these dimensions is crucial in establishing a fruitful relation between leaders and followers.

We have emphasized the impacts of emotional and communicational aspects of leadership in addressing people. We believe the core of communication is reaching people and making them understand what you mean. Presumably, this requires understanding the emotions attached to the responses. This emotional awareness can facilitate the possibility of directing responses. We consider that if a leader understands the emotional basis of certain behaviours and actions, then he or she can address those, thus she or he can even give a new direction by making followers expose new emotions. From this perspective, leaders can be perceived as the triggers of emotions. They have the power to elicit the desired emotions; however, they generally focus on the outcomes and do not give a sufficient consideration for the others’ emotions and how their followers feel. On the other hand, we argue that leadership is not only to be evaluated by outcomes, but it is also related to the patterns of producing these outcomes.

One of the handicaps people face in social relations is the thought of believing that he or she fully seizes others. This belief can complicate the comprehension of the received responses. On the other hand in leading smoothly, leaders conceive that they may not exactly understand others, but can try to do so. The emotional dimension in leading smoothly implies learning to understand and realize one’s own emotions, getting to know them, learning to realize others’ emotions and caring for them. This requires someone to be socially alert, and to have an open mind by widening one’s perspective.

Accordingly, leading smoothly focuses on being on alert for the cues in people’s actions and reactions. We argue that having empathy to search for the answers of how it feels, performing aesthetically and being on alert for the sensory signs of people, reading people and events, being true to one’s self and others and not only taking responsibility for actions and decisions but also taking responsibility for the followers are the essentials for a smooth leadership. Accordingly, we argue that leading smoothly intensifies the leader and follower interaction.
Our emotions shape our view of the world and shape our lives. Besides, we are involved in relationships by communicating. Consequently, we believe that taking into consideration the subtleness of emotions and communication entails not only leading smoothly but also living smoothly.
8 LIMITATIONS AND VISION FOR FUTURE RESEARCH

The findings and conclusion of our research highlight the significance of the consideration of emotional and communicational aspects in leadership activities. The emotional dimensions referred to in our thesis concentrate on the leaders’ awareness of their and their followers’ emotional situation. On the other hand, the project does not specifically focus on the leaders’ sentimentality with their emotional conditions and their impact on the judgement of the followers. Additionally, the communication dimension stated in our thesis project the possible challenges that may emerge due to the differences in understandings. However, the thesis does not include the impact of the use of communication tools and the formulation of communication strategies and does not discuss the legitimacy of the communication plans applied in the corporate world.

Our thesis demonstrates the emotional and communicational aspects of leadership by linking to some related leadership theories. However, a more grounded study can be conducted on the involvement of these aspects in other leadership theories.

On the other hand, by demonstrating an understanding of the methodologies in emotional and communicational aspects of leadership, our research may facilitate insights that can be beneficial for developing further leadership studies.

Furthermore, business life has become more challenging as a result of the globalization, every single action and decision has a potential to trigger others and like a domino effect carries a risk of provoking the collapse of the existing systems. Moreover, external factors can also be a threatening factor for the status quo. Due to that, facing critical situations is a matter of time for leaders. For that reason, we also believe that our research may provide empirical insights and implications of the effects of emotions and communication in leading during challenging times.

We consider that our research may give inspiration for further studies on rather less normative aspects of leadership. Our conceptual framework for leading smoothly, having empathy, aesthetics, authenticity and building trust as key dimensions, may provide a ground for further inquiry for the search of other subtle dimensions that can ease and smooth leadership activities. Moreover, we consider that the reviews of the discussions in the literature and the evaluation of cases may stipulate different studies on leadership approaches.

Moreover, our study can provide different perspectives on leadership activities by emphasizing the human approach and can reveal another concept for looking at leadership activities from the leader and follower perspective, which can be beneficial for leaders on different platforms to gain different perspectives for approaching their followers.
Consequently, we have argued that the chosen patterns and the consideration of emotional and communicational dimensions enhance one’s leadership. We have looked at the leadership phenomena through aesthetic lenses. Therefore, we believe that by shifting the concentration to seeking beauty and creating beauty in leader and follower relationships, leaders can be able to facilitate a smooth and considerate leadership.
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