What needs a Leader?

Communication and Emotional Intelligence as the prospective Abilities of the True Leadership Philosophy

Authors: Ganster Birgit, Unterberger Stefan

Tutor: Dr. Lundgren Mikael
Examiner: Pr. Dr. Daudi Philippe
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To our families and friends

Without their support this year would not have been possible in this way.

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Stefan Unterberger
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ABSTRACT

Perception of today’s business is characterized through movements on globalization, transnational companies and global networks across the whole world. The perspective of a leader in the field of acting has moved from a national to a multinational level. Also the abilities and skills which are needed to develop further in order to succeed in this global transformation have changed. This thesis project, entitled ‘What needs a leader?, will touch upon these prospective abilities and skills. In the growing global economy the abilities as a prospective leader must continually develop. It seems to us that leading and not managing people is the first approach in direction of efficient leadership. Leadership and Management cannot be compared; one is about people, and the other one is about facts. Thus, in our thesis we take this as a challenge to develop the component of leadership further and want to explore which specific skills are needed.

Communication and emotional intelligence are two fields of knowledge, which have received a great deal of focus in this research field high. Thus, only a few researches have concentrated their research on both fields of knowledge as a powerful leadership tool. Our thesis discusses the relevance of communication aligned with emotional intelligence as an efficient leadership tool in today's global networked society.

Key words: Leadership, Communication, Emotional Intelligence, Sensemaking, Empathy, Authenticity, Active Listening, Trust, Motivation.
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1 Introduction

The introduction chapter provides the reader with background content and explains the main purpose of the research field. Based on this knowledge we discuss our research questions, which have guided us in this thesis project. At the end of this part we provide an overview of how we have structured the paper.

1.1 Background of the study

Perception of today’s business is characterized by the spreading of globalization, transnational companies and global networks across the whole world. The perspective of a leader in the field of acting has moved from a national to a multinational level. Also the abilities and skills which are needed to develop further in order to succeed in this global transformation have changed.

It is obvious that the art of leading people is evolving and processing all the time and during the past years several researchers have exposed new aspects of leading. But which capabilities and skills should a leader embody to encourage and support people? There is no doubt that the answers for this question are wide ranged, but it can be said that leadership demands more than common managing skills and abilities. However, there should be something like defined by Bennis and Nanus (2004, p. 20): ‘Managers are people who do things right and leaders are people who do the right thing.’

The starting point in our thesis project is the article of Donna Ladkin (2009), ‘Enacting the ‘true self’: Towards a theory of embodied authentic leadership’ and the concept of the program ‘Learning to lead others through learning to lead yourself’ (Daudi, 2012). Developing the above mentioned concepts leads to the issue way leadership embodying the true self can be interpreted or can be read as authentic. The fields of sociology and education have mentioned the topic authentic leadership first in the 1990 and until now there is no clear definition for an authentic leader (Chan et al. in Ladkin & Taylor, 2009). It can be said that authenticity is about finding the true self and to have a good self-awareness. In our opinion it is essential to have a good self-awareness to find out the own personality and where does it come from.
Understanding where the heart of emotions and feelings is situated is elevating the self-awareness. Without knowing the own self it is not possible to self-esteem own attitudes, capabilities and skills and therefore to figure out the right true self.

The opinion which we have achieved during this thesis project is defined by knowing the true self first in order to be a good leader. The true self should act in our thesis as a constant companion and moreover should encourage our research. We believe that the true self is the core characteristic and should support the leader in the way she/he is acting. Every leader who wants to lead the followers as effectively as possible should, according to our opinion, first of all be aware of the own true self to lead authentically. The authentic way of leading the followers is therefore build on the core abilities of the true self.

1.2 Research issue

“Our feelings are most genuine paths to knowledge”
Audre Lorde (n.d.)

In the year 1998 Daniel Goleman has initiated with his article ‘What makes a Leader’ an important scientific step in the field of successful leadership behavior. Goleman (1998) addresses in this article the importance of emotional intelligence in leading successfully and defines to the same effect the fact that emotional intelligence as a major social skill. As soon as people are able to understand and emphasize their own emotions and feelings, they tend to be very efficient in managing human relationships. Daniel Goleman moreover believes that the foundation of all success factors, based on emotional intelligence, is self-awareness. Self-awareness increases the understanding of the person’s own abilities and skills. Hence, self-awareness also influences strongly passion and vision of the own individual personality.

“The most important thing in communication is hearing what isn’t said”
Peter Drucker (n.d.)

Another concept we want to illustrate is effective communication. The ability to speak should not be confused with the ability to communicate (Baldoni, 2003). Baldoni (2003) refers to a two-way process in effective communication consisting of two main aspects: speaking and listening. Effective leadership messaging can also be segmented into three main ideas - devel-
oping, delivering and sustaining the message. In our opinion, especially the component of delivering the leadership message is strongly connected with emotional intelligence. However, effective communication is beyond the mere exchanging of information. It demands the ability of comprehending the emotions behind the message. In this situation self-awareness is supporting the process of understanding emotions and feelings. A leader, either in big conferences or in small workshops, who is aware of this element of effective communication, is a true leader.

In reviewing now all the concepts we have addressed so far, we have created from it the idea of the true leadership philosophy. In our opinion there is the possibility to separate between an average way and great way of leading people. However, the true leadership is a concept which is one step ahead of a great leader. A major point in case of this true leadership philosophy is also the connection to authentic leadership. We are convinced by the fact that the true leader is only feasible with the true self. Nevertheless a true leader should also be aware of the influence of authenticity and of the true self in the process of communication. Showing feelings and emotions, and therefore leading authentically, cannot just affect communication, it is the key success factor in order to communicate to people.

Contemplating the concept of communication a leader is able to be a true leader, if she/he is aware of the influence of emotional intelligence within the task of communication. The true leadership philosophy with emotional intelligence is in our perspective this one step beyond simply being a good leader. Our personal view is that emotional intelligence in communication can further be separated into two different fields of theory. The first issue is about the task of communicate clearly and understandably and finally transporting the message in such a transparent way that everybody understand it and is able to make sense out of it (Baldoni, 2003). The second issue is concerning the fact of listen actively as a leader. In our opinion to listen exactly and thoughtfully to people and furthermore to develop with them a common understanding is crucial in our true leadership philosophy. We think also that another main issue in active listening and therefore of the true leadership philosophy is metacognition. Looman (2003) defines the ability of reading emotions and feelings as a connection with other people at an emotional and empathic level. The author argues with the fact that metacognition can support the true leader in order to comprehend human nature; the vision of the people and moreover the relationships between the goal of the individual and the goals of the group. Cre-
ating the connection on a metacognitive level focuses more on touching the individual soul without guiding their actions.

The *true leadership philosophy* also implicates a leader, who considers the dependency between her/him and the followers in order to succeed together as a collective union. As this relationship between the *true leader* and the follower is conditional, we believe that the expression of a follower is not directly suitable for our thesis project. Followers are in the literature often stated as passive. We consider a follower more as a contributor, who perceives the situation as an interdependent relation, where the leader and contributor are acting collectively. The relationship between leader and contributor is also seen as equal, they work together with respect and integrity.

1.3 Research questions

As we have identified two major concepts which address the vision of the *true leader* we want to focus on emotional intelligence and communication.

‘What does a leader need to communicate in order to be effectively?’

‘In which way is a leader able to use emotional intelligence in communication?’

Aligning these two concepts with each other we want to expose the influence of them within the *true leadership style*. In order to reach this understanding we want to analyze different perspectives and approaches from the literature to create a theoretical base. With these two ideas of communication and emotional intelligence, the following research question should act as a golden thread through our research project:

‘What does a true leader need in order to lead the contributors?’

1.4 Purpose of the study

The purpose of our thesis is to describe and explain the importance of emotional intelligence and communication in a business relationship. Moreover this paper will expound on how the previously-described concepts enhance the *true leadership style*. We are surrounded by emo-
tions and feelings every day and night, either consciously or unconsciously. Emotions and feelings trigger the behavior and communication, verbal and nonverbal. We conceive emotional intelligence as the capability to perceive emotions and feelings of other individuals and furthermore to react on it more adequate.

In leadership, not just rational elements are affecting the decision; there are also emotional factors influencing the behavior and results. Like emotional intelligence, communication is also one major concept in our thesis, which is used by the individual in every situation. Watzlawick et al. (1967, p. 51) states with ‘One cannot not communicate’ exactly this point. Leaders must be aware how they communicate and how they make sense to the contributors. We think that the leader should make sense to the contributors with their sense of communication and emotional intelligence. For this motivation we want to explore the strength of communication and emotional intelligence in the true leadership style.

This thesis should not only focus on the leadership and management perspective. In our opinion this field of research touches also many other fields like for instance the private life. The true leadership philosophy and the skills such a leader might have are abilities, which can be also used in the daily life of every individual. We want to make people aware of the own one’s behaviors of how and in which way their communication and emotional intelligence take place.

1.5 Structure of the content

The paper is divided into five chapters and starts with the introduction of our research field. In this first section we would like to provide the reader with a worthwhile insight about the concepts and visions which have affected our chosen thesis topic. In the methodology, the second chapter, we give an insight and an understanding of our used methods and present approaches to answer our research questions. The chapter three refers to the literature review and will introduce the reader in the theoretical base of our thesis concepts in order to create supplementary knowledge and comprehend the empirical results. This theoretical background is separated by two major concepts - communication and emotional intelligence. Within these subtopics we want to point out the importance and meanings in leadership activities. In the empirical window, chapter four, we refer to our conducted dialogues with leaders from different fields of business. This chapter should share the insight we have got and allocate an inter-
testing reading through the dialogues and leadership stories we have listened. Further on in this chapter, our research outcome and especially what all the leaders have in common, concerning the *true leader philosophy*, will conclude the empirical part. In the last and fifth chapter, we draw a conclusion and give an outlook on future prospects and potentials of the *true leadership philosophy*. 
2 Methodology

The main purpose of this chapter is to give the reader an insight and an understanding of the methodology we have made use of. During this following part we present the approaches and explain why we have chosen the methods to answer our research questions. We describe the implementation in terms of analytical view, qualitative research, grounded theory and data collection.

2.1 Methodological perspective

In considering the knowledge developing process Arbnor and Bjerke (2009) differentiate three approaches to explain this issue - *analytical view, actors view and systems view*.

The *analytical view* describes reality as independent and describable and works with setting up hypotheses, which can be veri- or falsified in order to observe and analyze reality. Their result is to present cause-effect relations, logical models and representative cases, which have a generalisable character as part of an ongoing continuing process (Arbnor & Bjerke, 2009, pp. 81-87). During our research in the field of methodology we have determined that the analytical view is in our case not perceiving the complexity and dynamic in the space of reality. Moreover it does not consider that there are interdependencies among various parameters. Besides concentrating on the analytical view we believe that the subjectivity of the researcher is not taken into account and therefore influences the study results in the end (Arbnor & Bjerke, 2009, pp. 332-335).

In the *systems view* the creator of knowledge sees the context as a system, where she/he is looking at social patterns, interactions and relations. The term system means that all components are independently constructed and cannot be seen as isolated and they are interacting strongly. Furthermore in this view the reality is perceived as an objective as well as a subjective fact in order to understand how the system is responsive to certain conditions (Arbnor & Bjerke, 2009, pp. 81-131). The above mentioned issue is exactly the decisive point for criticism. It can be said that the system view regards all the components within the system as a
whole. To monitor each individual part of the system is not taken part in the methodological approach (Arbnor & Bjerke, 2009, pp. 335-337).

The third perspective, the *actors view*, regards reality as socially constructed and subjectively understood by the researchers. Researchers in this view explore constitutional factors, general pre-understanding and interactive developments of understanding on existing theories influenced by their own frame of reference. The actors view uses therefore descriptive languages about social patterns or processes and regards every situation as a unique context. In this methodological view to see reality with subjective understanding refers to an active part in the research process and is important in working with the actors view. Concerning now the critical aspects on this view, the first issue is therefore obvious. As concluded above, in methodology the actor view is concentrating the creation of knowledge in subjective facts. This implicates moreover that of course many details are taken into the discussion. Consequently it is hard to develop out of it a clear conclusion, which is making sense and in addition which is transferable (Arbnor & Bjerke, 2009, pp. 338-340).

### 2.2 Our role as researchers

We perceive our role as researchers as being in line with Whitley’s view: *‘a key feature (of the modern sciences) is their commitment to producing novelty and innovations … rather than simply reinterpreting and elaborating past wisdom, modern western science is oriented to the construction of new and better intellectual artifacts which transcend earlier understandings. Thus intellectual obsolescence is built into the knowledge production system and old knowledge is devalued by new developments’* (Whitley, 2000, p. 11).

As we are part of reality and regard this reality as socially-constructed, we believe that our role as researchers depends on the research and the writing issue. Concerning first of all the term socially constructed, we think that there is no objectivity, objective reality and universal truth which can be detected. This can be validated by observing the actors and especially how they construct reality by writing, thinking, acting and many other various forms of social interactions (Fort et al., 2008, pp. 4-7). Moreover it can be said that the majority of the social situations, in which individuals are acting in, are characterized by a process of exchange. To reach their goals and furthermore to secure their interests; people are most of the time involved in a process where different categories of values are exchanged in material. This im-
plicates also non-material terms like emotions, social recognition, prestige and space of action. Daudi (1986, p. 124) refers at this point to the significance of space as one of the main issues. In our opinion it could be identified as part of humanity. O’Sullivan refers in his article to Nietzsche and the agenda of post modernity. O’Sullivan claims further that ‘the critique of realism, moralism, and rationalism, then, lays the foundation for a more modest, imaginative, tolerant, and lucid humanism’ (O’Sullivan, 1995, p. 147).

Reality is perceived as personal experience and knowledge, is regarded as subjective and differs, which implies therefore social influence. In our opinion this includes the creation of a universal significance and illustrates that a general validity is not practicable. Arbnor & Bjerke 2009 state that ‘human beings (the generating actors) and reality (what is generated) stand in a mutual dialectic relation to each other (we create reality at the same time as reality creates us’ (Arbnor & Bjerke, 2009, p. 75).

We, the knowledge creators, would like to concentrate our research focus on specific values. The knowledge creators assume that the researcher should develop curiosity and furthermore creativity in order to follow the created values and the core paradigm. Additionally, we would like to make the claim that knowledge is created out of subjective facts, as mentioned above, and results from the methodological view on science.

The overall goal, which we have developed to achieve, is to keep the construct of complexity of meanings. However, it is necessary to be able to comprehend the cooperation within them. As stated by Bechete a qualitative researcher should focus on the following attributes, which identify a researcher as an individual: ‘appropriateness, authenticity, credibility, intuitiveness, receptivity, reciprocity, sensitivity’ (Bechte, 1993, in Strauss & Corbin 1990, p. 6).

These views have led us to the fact that the actors view is the most suitable one for our thesis and for our creation of knowledge.

### 2.3 Make use of the actors view

The approach of the actor view builds up a common foundation in order to develop out of it a comprehension of the specific issue. The term understanding is in this approach denoted by creating knowledge intentionally and perceives the experience of people, who are acting in
the field of research. Nevertheless, the researcher tries to look through the glasses of a scientist and is therefore able to create knowledge. Additionally to this concept, there are three core concepts which are linked to the actors view - dialogue, dialectics and diagnostic (Arbnor & Bjerke, 2009, pp. 135-141).

A dialogue is defined as an interplay, which consists of talking and listening; the participants act at the same equal level. The dialogue can be seen as the need of reflection and action in the social world. Here, it is important to distinguish between discussion and debate. A first solution for differentiation can provide already the meaning of the words itself. Concerning the term debate, a relation to battle or fight takes place. This leads to the conclusion that a debate is the equivalent to fight for an opinion or an argument. A discussion can literally be translated into things which will be cut into pieces. In other words, this means to analyze different parts or elements and break them down.

The word dialogue itself can be translated into the terms through language. In our opinion every individual, which is involved in the dialogue, expands the horizon of knowledge and increases therefore wisdom. The most important aim is that both dialogue partners should leave a dialogue with an increased knowledge. Moreover, the dialogue can be divided into two more segments. Firstly, it should be possible to clarify differences; secondly it should be able to reveal a synthesis of antithesis and thesis. This should provide a base to go beyond the already existing knowledge - the so-called dialectic process. The dialectic process is based on the concept of dialectics, which is the science of ambiguity of objects and furthermore the doctrine of invalidation and discovering varieties.

Diagnostic, the last concept, focuses on the issue of how to interpret people or situations with a more detailed insight. In the literature it is defined of three levels - pre-understanding, understanding and post-understanding. The first concept pre-understanding refers to the situation where the individual, including the creator of knowledge, conceives a certain appearance. The second and the main part, the understanding, is where the researcher wants to argue with models of the individual’s frame of reference through a dialectic process. Finally in the last step, that of post-understanding, the knowledge creator tends to relate the achieved language of the previous stages to already developed theory and reality. This last step exports and creates objectivity of the recent evolved understanding (Arbnor & Bjerke, 2009, pp. 135-141).
Another main concept of the actors view is the existence of a social reality and the fact that it is divided into four sub processes (Berger & Luckmann, 1967). The first process, subjectification, refers to the construction of the individual subjectivity and how to create one’s own experiences. The next process is externalization; the process of generating this subjective wisdom and comprehension, which is accessible to others. This can be achieved with the help of sharing ideas or telling various stories by bringing subjective experiences outside. The third stage is objectification. This process is defined by standardizing individuals’ opinions and also phenomena, within a specific culture. Objectification can also be seen as typification of reality. The last step in this process is called internalization and refers to the acceptance of the named typifications within a culture and perceiving their reality (Arbnor & Bjerke, 2009, pp. 144-149).

As we would like to gain an understanding of the different leaders’ perceptions, we think the actors view is the right method for our research area. We do not attempt to find a general advice or state what is right or wrong. However, in the empirical part we want to share an insight how our chosen different leaders handle various situations. This means for the literature that we focus on the theoretical framework and furthermore enhance this framework with our opinions and experience. Specific examples from our own experience will underline the theoretical background and support the understanding of the reader in an adequate way.

2.4 Qualitative research strategy

The quantitative and the qualitative approaches are two methodologies in conducting research. The task of the quantitative research is to collect and analyze data in numeric form (Blaxter et al., 1996, p. 61). This approach is seen as a measurement of attributes and their frequency, which leads therefore one way or another to a generalization. The main criteria in this approach are objectivity, reliability and validity, which work on a result-oriented base. Moreover the researchers want to prove or falsify a process (Kromrey, 1998, p. 514).

Qualitative studies are more open and responsive to the subject and are therefore more focused on relationships and their connection with each other (Best & Khan, 1989, pp. 89-90). The qualitative research area does not use statistical models and numbers. Instead this approach tries to explain the social reality of individuals, groups and cultures (Holloway, 1997). This strategy also adapts individual experiences, behaviors, emotions and feelings as well as
organizational behaviors, cultural patterns and interactions (Strauss & Corbin, 1990, pp. 11-12).

Regarding our research issue, the strength of communication and emotional intelligence in the true leadership style, for gathering our data we make use of the qualitative approach. Concerning the overall evaluation of our thesis and research project, our goal has always relied on the research itself and on its purpose. A qualitative research, like ours, should be designed in a creative spirit and still focused on the grounded data of the field.

We would like to point out that the criteria of a qualitative study depend on the research itself and its aim. A qualitative study should be innovative but has to be based on the theoretical concepts. Moreover, it should plausible, arouse reader’s interest and leads to further research discussion (Corbin & Strauss, 2008, p. 312).

2.5 Grounded theory

In this part we would like to make clear which concept of data foundation we have applied. We think the most convenient theory to handle our data is the grounded theory.

The concept of grounded theory claims that each theory occurs and arises out of their empirical data (Glaser & Strauss, 1967). The grounded theory is based on the qualitative approach and starts with collecting and analyzing data in sequential comparison to already existing data. The aim of the grounded theory is to obtain an understanding of how the relationship between social actors and their interactions views and build up a picture of reality. With this concept researches start looking at general concepts and try to go beyond and form out of these theoretical base s own interpretations. This should show how the researchers experience situations by their own (Corbin & Strauss, 1997).

With the strategy of grounded theory we went deeply in the research area and the study of our true leadership behavior by conducting dialogues and linking them to the theoretical background.

The theoretical foundation and our appropriated ideas acted as stimulating input for our empirical research. This means we were located in an ongoing process; we chose first a central...
concept and as a result of this we arranged several ideas. We want to mention that this research concept should not narrow down our perspectives in the field. It should be more like a ‘golden thread’ to enhance the theoretical framework in order to support and broaden our knowledge. Collecting empirical data of various leadership styles is used to enact the discussion of emotional intelligence and communication within the true leadership style.

Regarding grounded theory, we have made a minor change in this concept. At the beginning, we were of the opinion that we will have interviews and collect in this way our empirical data. With this experience we actually wanted to develop our theoretical framework and background. Unfortunately, finding interview partners for our thesis project was a difficult task. However, there was still our thesis project going on and we came to the conclusion that the best idea would be to concentrate meanwhile on already existing empirical data in order to create our theoretical framework. In our opinion this theoretical framework is a crucial part of our work. We were aware of the fact that already existing data might not be suitable for our topic and therefore we walked carefully along this part of creating a theoretical background. The already existing empirical issues have inspired our thinking and understanding of our thesis and have guided our theoretical framework in a first direction. Finally from this step, we created our dialogues with leaders from different fields of business.

We believe further that the literature review is a very complex process in general. It has to be said that it demands a specific strategy to develop an outcome, which is readable and moreover follows a golden thread. In case of our thesis project and especially in case of our theoretical background, we have focused a great deal on creating mind maps. We think that communication and also emotional intelligence are topics, which includes various concepts and issues of theory. As our thesis project and therefore our research questions demand a narrowed field of theory, we were thinking of the most suitable strategy. Of course, it was possible to open a book or just look at different articles to create the basis of a theoretical background. However, we are of the opinion that we, the qualitative knowledge creators, had to focus more on quality than quantity. For this reason we came to the conclusion that it might be clever to create a map in this misty forest of theory. This map should actually record every bifurcation we have taken. Furthermore this map should support our discussion and theoretical development process, as we were getting deeper and deeper into the forest.
During one of our discussions about communication and especially about leadership communication, we regarded the topic as a widespread theoretical field, which is connected to various other fields of knowledge. However, as we discussed the achieved knowledge we got so far, we have figured out that we had to narrow it down for our thesis project. In our opinion the theory of leadership communication and emotional intelligence is very general and needs to be more valuable for us and the reader. As we were discussing the umbrella topics of the theories, we wanted to illustrate it with walking along a road, where several times a fork leads our opinion of leadership communication and emotional intelligence to a deeper and more suitable approach. After each part of theoretical framework, we always found another deeper and better theory. Of course, in our discussions we sometimes ended in a deadlock, but as we have decided already at the beginning of the literature review, we have documented everything in a mind map. With the support of the mind map feature it was an easy task to go back and initiate the discussion from another perspective.

2.6 Data collection

In gathering data for our research issue there exist two possible methods - primary and secondary data collection. The difference between both methods is in the connection to their original source of information. Primary data consist of information, which is collected for a specific purpose and secondary data consists of information that already exists (Kothari, 2004, pp. 95-96). We considered making use of both data collecting perspectives.

The secondary data will provide us general information about the concepts of emotional intelligence and communication. Primary data is used in the case of our research field. For this issue we were thinking about face-to-face research, especially on dialogues. The authors Arbnor and Bjerke (2009) differentiate between interviews, conversations and dialogues. These three different methods have of course a common ground but also significant differences. The main purpose of an interview is to collect objective data, which is not influenced by any individual. Secondly conversations, which describe subjective data, based on question like ‘What is in your opinion …’ (Bjerke, 2007). And finally dialogues which help us to understand the meaning of other people’s languages and cultural worlds.

To conduct our empirical research, we have applied to face-to-face dialogues with interviewees. Above all, we think that our questions should therefore be in a way very flexible, so that
we can focus on the perceptions of the different realities from every leader. As we act as the knowledge creator, we assume that after each dialogue our frame of reference will be expended. Therefore we are of the opinion that an ongoing process of optimizing and reformulating of our dialogue questions will take place during the empirical research. Additionally, we think that with this procedure our dialogue partners can get an open mind and that they are moreover able to talk about relevant issues, which are part of their daily business life.

For the purpose of achieving an exploratory and a representative output of the dialogues, we were focusing on leaders with more experiences in their business field. We would not concentrate our focus of interest on a specific field of business. As this thesis project is based on qualitative research, we thought it might be more appropriate not to specify on any business. In our opinion, a qualitative insight from various fields of business expends the empirical outcome in a positive way. We mean by that, dialogue partners from medical, sports, financial or from higher education for instance, can enact an interesting discussion within our empirical research part. As our empirical qualitative research should provide an attractive insight, we have focused on more experienced leaders with higher wisdom and knowledge about emotional intelligence in communication.

The research area of our thesis project primarily covers the Scandinavian region, but is linked also with various selected companies from all over Europe. In order to get in contact with our target group of leaders, we thought it would be a suitable concept to create a first contact via direct researching in the internet or using already existing connections. After this step we believed a first telephone call is definitely more adequate instead of using mass mails. Having noticed that the leader is part of our target group, the next step was to set up a meeting for a dialogue. In case of distance problems and if it is not possible for the leader to have a face-to-face dialogue with us, we wanted to use modern technology like Skype, Face Time, etc. to acquire empirical data.
3 Theoretical Background

In this chapter we explain and describe the theoretical frame of our research field and provide the reader a foundation for general knowledge. Therefore, this theoretical base is divided in two main parts and focuses on communication and emotional intelligence.

‘Knowledge has to be improved, challenged, and increased constantly, or it vanishes’

Peter Drucker (n.d.)

In the following part, literature review, we try to create a transparent and comprehensible understanding of the various concepts, which we touch in our thesis project. Defining and choosing the most appropriate models and theories was a challenging task at the beginning, which can be compared as walking in the mist without seeing five meters ahead. It was an interesting task for us to figure out the right and initial approach for these different concepts. Moreover, it was also a demanding issue to clarify which theory can be the right one to start with. As communication and emotional intelligence combined with sensemaking and sensegiving is a field of knowledge, which includes so many perspectives from different authors, we believe it is suitable to divide the chosen theories of communication into two main streams. These two core streams should act in here as a golden thread in order to keep it reasonable and furthermore readable. The second concept, emotional intelligence, is analyzed in a separated part of the literature review and is discussed after the communication theory.

At this point we want to mention that in our opinion each of the chosen concepts is linked to each other to some extent. We are fully aware of this issue and have therefore separated the theoretical background into the mentioned structure. This structure should on the hand side develop a readable paper and should on the other hand side represent the concepts we have chosen in a detailed way.

Additionally, we want to state that the research issue of this thesis project, the true leadership philosophy, perceives the literature background as a whole concept. Furthermore, this literature background underlines in very distinct way that our vision of the true leader can only exist with a connection within all these concepts.
As mentioned in the part of grounded theory, a mind map was supporting our theoretical development a lot. Therefore, we added our mind map in Figure 1: Mind map. We think that with the help of this supporting tool, we have picked out the most suitable theoretical concepts. It can be easily observed on which theories we have focused on and additionally how we have structured the part of the literature review in our thesis project.
Figure 1: Mind map
Source: Construed by the authors
3.1 Literature review: communication

We would like to start the literature review with the research field of communication, which is separated into developing a message and delivering a message. In these created concepts we focus on having an informative discussion with the support of various authors and articles. In order to create an interesting and exciting journey for the reader through the theoretical background, we are of the opinion to review and discuss as many theories as possible is the most suitable approach. The quotation of Peter Drucker, above, should support our role in the development of the theoretical background to create an eminent theoretical framework of our chosen concepts.

3.1.1 Developing a message: background and definition

‘Communication is the management of messages with the objective of creating meaning’

E. Griffin (n.d.)

In the first theoretical concept we concentrate our literature research on developing a message. We assume, as a true leader in order to have a meaningful empathic communication process, it is necessary to be aware how the message itself is developed. In leadership communication the concept of creating a message within the heart and soul of a leader, is in our opinion the first approach of distinguishing between a leader and a true leader. The true leader develops a message with the awareness of the one’s own feelings, emotions and additionally she/he is considering a high level of empathy. The concept of communication in the true leadership philosophy is in our opinion the first logical approach to create a theoretical background in the sphere of developing a message. A definition of communication and especially when the scientific communication is initiated is therefore a suitable inception of theory.

Later on we want to concentrate our research focus on communication in leadership and which types of leadership communication styles exist. As a leader, of course, there is the necessity to communicate and make messages public. The own perspective of the leadership role is also influenced by the company itself, but nevertheless it is about the vision and passion the leader stands for. The final concept in the part of developing a message is reviewing the role as an active listener and which remarkable influence it has got in the true leadership
The active listener is able to go beyond the verbal message and observes what is taking place behind the scenes. It also shows which nonverbal communication is influenced in the message and how the leader can argue for a dependent relationship between her/him and the contributors.

Regarding the scientific theory of communication it is obvious that we, the human people, are surrounded by communication from the day we born until we die. Communication is one of the main abilities of every human being and is also one of the first skills, which develop itself since the first day of the birth; either it is nonverbal or verbal communication. We use communication to deliver a message. Communication can be identified through words, but also via gestures, facial expressions and many other ways to express meanings. Communication is more than sending and receiving messages. It implicates that speaking and also listening are two main factors. Communication is more than simply words. The amazing fact that more than three thousands languages are used on this planet made us think of the issue in how many different dialects these languages can be also split up. The various vocabularies, which are used in the field of business, medicine or in other cultures underline once more that communication consists of so many different factors (Wandberg, 2001, pp. 4-14).

We think it is not possible to define communication in one single or more definitions, but we would like to convey different understandings. Frank Dance (1970) shows in his article ‘The Concept of Communication’ several definition of communication, which can enable a discussion of wide field of the theoretical concept of communication.

<table>
<thead>
<tr>
<th>Concept of Communication</th>
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<tr>
<td>1. Symbols/Verbal/Speech</td>
<td>‘Communication is the verbal interchange of thought or idea’ (Hoben, 1954, p. 77).</td>
</tr>
<tr>
<td>2. Understanding</td>
<td>‘Communication is the process by which we understand others and in turn endeavor to be understood by them. It is dynamic, constantly changing and shifting in response to the total situation’ (Anderson, 1959, p. 5).</td>
</tr>
<tr>
<td>3. Interaction/Relationship/Social Process</td>
<td>‘Interaction, even on the biological level, is a kind of communication; otherwise common acts could not occur’ (Mead, 1963, p. 107).</td>
</tr>
<tr>
<td>4. Reduction of Uncertainty</td>
<td>‘Communication arises out of the need to reduce uncertainty, to act effectively, to defend or strengthen the ego’ (Barnlund, 1964, p. 200).</td>
</tr>
<tr>
<td>5. Process</td>
<td>‘Communication: the transmission of information, idea, emotion, skills, etc., by the use of symbols-words, pictures, figures, graphs, etc. It is the act or process</td>
</tr>
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*style.*
of transmission that is usually called communication’ (Berelson and Steiner, 1964, p. 254).

6. Transfer/Transmission/Interchange
‘The connecting thread appears to be the idea of something’s being transferred from one thing, or person, to another. We use the word ‘communication’ sometimes to refer to what is so transferred, sometimes to the means by which it is transferred, sometimes to the whole process. In many cases, what is transferred in this way continues to be shared; if I convey information to another person, it does not leave my own possession through coming into his. Accordingly, the word ‘communication’ acquires also the sense of participation. It is in this sense, for example, that religious worshipers are said to communicate’ (Ayer, 1955, p. 12).

7. Linking/Binding
‘Communication is the process that links discontinuous parts of the living world to one another’ (Ruesch, 1957, p. 462).

8. Commonality
‘It (communication) is a process that makes common to two or several what was the monopoly of one or some’ (Gode, 1959, p. 5).

9. Channel/Carrier/Means/Route
‘The means of sending military messages, orders, etc., as by telephone, telegraph, radio, couriers’ (American College Dictionary, 1964, p. 244).

10. Replicating Memories
‘Communication is the process of conducting the attention of another person for the purpose of replicating memories’ (Cartier and Harwood, 1953, p. 73).

11. Discriminative Response/Behavior Modifying Response
‘Communication is the discriminatory response of an organism to a stimulus’ (Stevens, 1950, p. 689).

12. Stimuli
‘Every communication act is viewed as a transmission of information, consisting of a discriminative stimuli, from a source to a recipient’ (Newcomb, 1966, p. 66).

13. Intentional
‘In the main, communication has as its central interest those behavioral situations in which a source transmits a message to a receiver(s) with conscious intent to affect the latter’s behaviors’ (Miller, 1966, p. 92).

14. Time/Situation
‘The communication process is one of transition from one structured situation-as-a-whole to another, in preferred design’ (Sondel, 1956, p. 148).

15. Power
‘Communication is the mechanism by which power is exerted’ (Schacter, 1951, p. 191).

Table 1: The conceptual components in communication

In order to ensure a maximum level of understanding of the term communication and which scientific background is connected to it, we would like to clarify what communication is and where it comes from. For this reason we start with the in our opinion most suitable definition. It is, as stated above, something what we are surrounded by all the time and it is something which can be perceived by everybody. But it is not any easy task to find a proper definition on
communication. Fiske (1990) assumes that communication is defined by codes and signs. In the concept of signs he argues that they are artifacts or acts, which actually refer to something other than themselves. He tries to explain that signs are signifying constructs. In case of codes, Fiske relates to systems where signs are organized in. Furthermore, he is of the opinion that in these systems signs can be related to each other. Moreover, he thinks that these signs and codes are made available for other individuals and have to be transmitted. This way of transmitting or receiving codes, signs and communication is identified as a social relationship or as social interaction through messages.

However, this is just one definition which should enact the further discussion of communication and especially leadership communication. Reviewing the evolution of communication and the scientific leadership communication in detail, two distinct approaches have been developed throughout the past years. The first communication approach is defined as the school of transmitting messages. This way of studying communication refers to the issue how and in which way the sender and receiver is decoding and encoding the messages. In this approach Fiske believes that communication is dealing with affairs, like efficiency and accuracy. Here communication is defined, where the individual influences the behavior or the state of mind of somebody else. ‘If the effect is different from or smaller than that which was intended, this school tends to talk in terms of communication failure, and to look to the stages in the process to find out where the failure occurred’ (Fiske, 1990, p. 4) - School of process. But there is a second way of teaching communication. This school regards communication as the production and exchange of meanings. It primarily deals with the issue of how messages and texts interact with people in order to create out of it a specific meaning or sense. ‘It uses terms like signification, and does not consider misunderstandings to be necessarily evidence of communication failure - they may result from cultural differences between sender and receiver’ (Fiske, 1990, p. 5). Furthermore in this approach, the study of communication is defined as the study of culture and text which implicates that the main method for researching is semiotics (Fiske, 1990, pp. 1-6).

These approaches should enact a discussion about the various definitions of communication and should furthermore expand the horizon of knowledge. However, each of the mentioned schools is representing one explanation of communication as social interaction through messaging; they all share a common ground. We think at this point it is also necessary to refer a little bit more in detail to the origin of communication. As we have read various articles and
books about communication and especially about the scientific communication approach, it is one special model which has enacted the discussion about this topic - Shannon-Weaver Model (1948). This following model should act as a short historical review. In the year 1948, during World War II, Claude Elwood Shannon has developed one of the first scientific models to explain communication. The definition of the model itself is actually quite simple. There is a sender, who is sending a signal. This signal can be disrupted or modified through disturbance or noise. Finally, there is a receiver, who absorbs the signal.

![Shannon-Weaver communication model](source)

In our opinion the most crucial point is that the model assumes that communication is a static fact of human being. This means that communication is not a learning process. But we are more of the opinion that communication develops the frame of reference (see and compare chapter 3.1.6: Sensemaking in communication) of the sender and also of the receiver. Nevertheless, we believe that this model is a milestone in the history of communication and one of the first scientific approaches in this field (Shannon, 1948).

Now taking the concept of communication to another sphere and going to communication in an organizational level. Hargie et al. (1999) emphasize communication as the central nervous system, the brain or its lifeblood. However, it has been shown that the larger an organization is the larger is the complexity of the communication process. Thus, the authors believe in order of being able to use a high complex communication process it is, first of all, necessary to comprehend the process itself.
3 Theoretical Background

Berger and Chaffe (1987, p. 17) define communication as: ‘The scientific study of the production, processing and effects of signal and symbol systems used by humans to send and receive messages’. This quotation has developed in our opinion two dimensions. First, the authors think communication is accessible for scientific characterization. As mentioned it is a process and therefore responsive for analysis, measurement and also evaluation and improvement. The second dimension focuses more on the issue on how messages are produced; the concept of processing the message and also how the message is delivered like face-to-face research, writing or via technical gadgets (Hargie et al., 1999, pp. 1-15).

3.1.2 Developing a message: leadership communication

Having reviewed and discussed various concepts of communication and also the scientific background of communication, a base of knowledge for the reader has been developed in our opinion. Therefore, we think it is the next logical step in case of the communication process to take it beyond to a further level. Communication in the sphere of leadership is a very complex task and needs to be at a very high level. We think a leader who has got a high level of communication skills is able to transport the message with less and more meaningful words. Being a leader is a very demanding job in different fields and is also time consuming. A leader must be able to transport the vision via effective communication abilities. As we are researching in this thesis project the true leadership philosophy, it is necessary to find a linkage with a highly emphasizing leader. Emotions and feelings should therefore be a main characteristic in case of the leadership communication process. Thus, in this part of the thesis project we want to focus on the leadership communication itself without regarding the emotional, empathic part of it, which is discussed later in this paper.

As mentioned already above, the concept of communication is a very widespread theoretical field; with the help of mind maps it was much easier for us to pick out the most relevant concepts. This analysis of the theory leads in the end to some specific theories. The first theoretical concept within leadership communication touches the various leadership types of communication; of which kind of leadership communicator is the leader perceived from the environment. Additionally, the role of the active listener is discussed as another main ability of the true leadership philosophy. Finally, the last concept touches a very sensitive issue. It is about the influence of the leadership message and what the message does contain.
The four types of leadership communicators

In the leadership communication process, we think, it is also an important issue to mention briefly the part of the contributors. As our thesis project focuses only on the leadership perspective we think this is a relevant issue. We are talking about a specific situation, where it is about how much the contributors are able to remember of the leadership message. The reason why we have chosen to come up with this issue is because it is about the meaningfulness of the leadership message itself. We believe, as the true leader, a lot of emotions and feelings are involved in the message and therefore it is an interesting field of research, which would be worth to analyze in an own thesis project. However, as we focus on the leadership perspective and about the message and meaningfulness of the leaders’ message itself we concentrate our research on the issue on the various leadership communication types.

Regarding the various types of leadership communicators we want to mention the concept of Baldoni (2003) firstly. The contributors expect that the leader is communicating very clearly and that additionally everybody is able to comprehend the message. In the situation where good communication skills are needed and the leader is keeping all the meanings and messages inside instead of transporting them, it causes various misunderstandings. The contributors create their own sense out of the situation and try to figure out what the leader wants to communicate and what the contributors can expect or not. ‘The role that you, as a leader-presenter, play in public is up to you. As a general rule, the closer you are on stage to what you are in private, the more meaningful and believable your presentation will be’ (Baldoni, 2003, p. 17). For this reason Baldoni defines four different leadership communication types - transformer, visionary, coach and expert. We start with the first type, the expert or keeper of the mission. The author tries to refer to the type of leader, who is focusing on missions of the organization. This also implicates that the expert is aware of what the organization is about and furthermore how it conducts the business. Moreover, an expert is developing the final decision out of facts and out of the relationship between the organization and the business environment. The author is referring at this point to Colin Powell, a former US-Army general. Powell went through the whole ladder of career and therefore he was able to understand the mission and especially what was needed to be accomplished. Listening to one of his speeches made us think that he was acting and arguing only with facts. Nevertheless, there are of course also corporate leaders, which can be experts. We mean leaders, who are evaluating all the time; if they have the most capable people in their staff and do they need to be developed to a future leader (Baldoni, 2003, pp. 17-18).
Another type of leadership communication is the **visionary**. This type develops the messages from the inner core values. The visionary concentrates power on persuasion and furthermore she/he changes points of views. But the most important fact is here that ‘**their leadership does not stop when the words do. Rather, it continues in the conduct of their daily lives**’ (Baldoni, 2003, p. 18). Out of this quotation we assume that the author thinks that the vision is able to substitute spoken words. The message which the leader tries to communicate can always be decoded. However, thinking of what empowers a message, the term vision of course comes into our mind. The visionary leader believes in the cause of words and additionally she/he wants that everybody is adopting this ability.

The next type of leadership communicators is the so called **coach**. It is actually a combination out of the first two types. The knowledge and the wisdom of the coach are demanded in situations, where particular subjects are touched. A coach communicates to create a win-win situation. She/he discovers the needs and purposes of the individuals and develops out of it the motivational point. Obviously, it is a hard challenge to align individuals needs and also the own demands to each other in order to create a collective benefit (Baldoni, 2003, pp. 16-20).

The last leadership communication type is the **transformer**. This type is constructed out of the visionary leadership style and also the expert type. ‘**They know where they want to take their people, and they apply their selling skills to convince people to come along with them. The transformer as a leader-presenter is one who has both the information and the conviction to persuade the listener to her or his point of view**’ (Baldoni, 2003, p. 19).

These named types of leadership communication created in our opinion the issue of an ongoing change. Of course, a leadership communication type can and does change during the years of experience. However, in our opinion we think that these leadership types may also change within the various situations and problems the leader is confronted with. In case of the true **leadership philosophy** it not easy to define one most suitable type of leadership communication. Additionally, the named types do not concern emotional intelligence, which is one main characteristic of our leadership philosophy. As mentioned, we believe that every type has its one’s own advantages and disadvantages in the variety of situations. We might therefore conclude that there is no general advice in case of leadership communication, which the leader can act through.
To discuss the issue of leadership communication types onward we would like to review another perspective of this point. In today’s world the interrelationship between types of communication and gender in the organization are getting more and more in the focus of researches. Several years ago Pavitt (1989) has defined an own understanding of the managerial prototype, which is acting in the organizational communication sphere. Narrowed down to simple words, the theory of Pavitt is addressing the individual’s own implicit theory of communication to assess themselves or others.

Horn (1997, pp. 5-6) has carried on this notion of Pavitt and has extended it to the field of organizational communication in creating five propositions:
(1) The prototype of the effective manager is more likely to influence perceptions of individuals in the organizational setting than are gender stereotypes.
(2) However, other studies indicate that our notion of the prototype of a leader/manager/superior is gendered.
(3) The prototypical female manager is more collaborative relative to the prototypical male manager.
(4) A gendered prototype may negatively affect women in the organizational setting and
(5) Cultural/diversity model that moves beyond gender can help to eliminate the gender gap.

We might suggest that in leadership communication the existence of stereotypes influences the frame of reference of the contributors. In our opinion another interesting observation is that masculine behavior is perceived as more communicatively competent in general than the other way round. To conclude this statement of our experiences, we think it is a matter of gender stereotypes, which influence our perception of communication messages. Culturally rooted forms of gender specific stereotypes are part of the daily business as a male and female leader or communicator.

### 3.1.3 Developing a message: active listening

In this part of our thesis project we want to come back to leadership and communication. We would like to roll up again the discussion about the dependent relationship between sender and receiver. At this point of our literature review we especially focus on the receiving part of communication and the part of the active listener. To receive and listen to a message from a
sender is sometimes linked with problems, which is in our opinion a natural human behavior. In case of problems we mean already mentioned issues in the model of Shannon and Weaver. They refer in the stage of transmitting a message from sender to receiver, that this message can be influenced by noise or third-party disturbances (DuBrin, 2010, p. 303 & Harris, 2006, pp. 1-49).

The natural human behavior is another crucial part in receiving messages and furthermore in active listening. The human behavior takes the part as listener for granted. In other words the message receiving party is not focusing exactly on the transmitting process and moreover what the sender tries to send forward. It has to be mentioned that the process of communication is not just defined by verbal messages and text. Communication is a construct which consists of so many other different factors than just verbal signals. There, the issue of natural human behavior is connected with active listing or receiving the message. It has become routine to take part in dialogues or discussions and it has also become routine to observe only the verbal meanings and signals within a communication process. But what about the nonverbal messages the sender tries to transport to the receiver? This issue has made us think about the concept of the active listener and what important role does it play in effective leadership communication. Concerning what the sender is trying to express throughout emotions or feelings and therefore through nonverbal communication is the right way to be an active listener (Harris, 2006, pp. 1-49).

We come back to the inattentiveness of the receiving party. During our literature reviewing process there are of course many factors, which can lead to take the listening part as routine like breathing. However, terms like I understand or I see is according to the literature, and we agree to some extent in this part, are ways of releasing the mind to another place. Nevertheless we think listening actively should be practiced even more in today’s highly technological society. Everything is communicated via electronic gadgets and the classical communication process is getting lost in modernization. We believe that listening actively is another crucial success factor in leading the contributors. Our own experience has shown us that listening actively in dialogues or discussions can provide several benefits for both parties, but in this situation we would like to focus on the receiving part. On the one hand side a lot of feelings and emotions can be observed via nonverbal communication. The true leader or active listener is able to catch up several notions and peculiarities of the sender, which are needed in the end for the sensegiving process. The concept of sensegiving is discussed later on (see and
compare chapter: 3.1.7 Developing a message: sensegiving). These observations can also be used to develop the communication process to a more efficient one. Being aware of the level of comprehension of the dialogue partner can increase the outcome of the communication. On the other hand side if the contributors are able to see what they are trying to express throughout their message, they feel understood.

To feel accepted by the dialogue partner is another main issue of the true leadership philosophy. To explain this connection we put ourselves in the role as a contributor and discuss the communication process. In the end we come to the following conclusion. Imagine a dialogue situation where we are trying to transport our feelings, emotions and therefore a message to a leader. The leader is concentrated on listening to our words and additionally seems to observe our nonverbal communication. In such a situation, where the leader is acting as an active listener, we feel really comfortable to transport our message - we feel accepted and understood. This fact of feeling accepted of the leader is in our opinion another step of creating trust between the leader and the contributors. A common level of trust within both parties is in our opinion also the possibility of the leader to act authentically and therefore act as the true leader. The base of trust is, as we assume, the necessity for the true leader to act through emotions and feelings in order to lead the contributors.

In order to attain this step beyond to be an active listener the author Harris (2006) is referring to seven main attributes to be a listening leader. He defines for these main abilities a concept, which is called P-R-E-S-E-N-T (like fully present). The letter P should stay for proactive participation. With this skill the active listening leader is able to construct an authentic and strong relationship with their communication companion. R is representing review. Forming questions to formulate a kind of restatement should enact the ability to keep the information for a longer period of time. The letter E is speaking about empathy. It is not just about to think along within the communication, the active listener should also be able to create feelings and empathy with their conversationals (see more in the chapter: 3.2 Literature review: emotional intelligence). Star events are in the letter S and should make the active listener aware of negative or belittling remarks. The clever listener should be able to respond in another way. E, conscious effort should remind the active listener to act proactive and not reactive. ‘They don’t rely on the subject’s interest or the speaker’s quality to draw their listening’ (Harris, 2006, p. 120). Neutralizing quick judgments is, though we have every right to create our own opinion, not in the interest of the active listener in the letter N. Gaining a full insight and hear-
ing should be the first duty of the listening leader. Finally the last letter \( T \), tenacious, should remember the leader to follow the sender and the message with high commitment to gain a full impression of the message; either it is now the message itself or the involved feelings and emotions (Harris, 2006, pp. 119-120).

3.1.4 Developing a message: the four I's

The last theoretical concept in the part of leadership communication is concentrating on the four I's - inform, involve, ignite and invite. As mentioned above we believe that the leader must be able to communicate information and also be able to act as an active listener. The leader has to inform the contributors about what is the issue and additionally what is exactly their role in certain situations. Leaders are in our opinion responsible to inform the contributors about every news they have got, either it is now good or bad. Baldoni (2003) link here to an example of an informative leader - Jack Welch, former CEO of General Electric. Jack Welch for example is trying to inform his employees as much as possible. In his company the contributors are fully aware of what is going on in their business and additionally he let the contributors also participate in shareholder meetings. This should enable the flow of creativity and innovative ideas from the contributors. Interesting to observe about Jack Welch is also the ability of listening intensively to the costumers. He is always well informed about what happens outside of the company. This includes also the interest on the customer's personal issues. However, the point here is actually, that Jack Welch is able to react within the own organization. As mentioned he has also achieved a lot of personal information of the customers and of course he can use this kind of information in the own business. Moreover he is also able to inform the contributors from a credible platform. In case of informing contributors we believe it is a necessary point to communicate regularly to the people, either if there are any news or not. If the leader does it not, it may causes gossip, which is not beneficial inside and outside of the company (Baldoni, 2003, p. 32).

The next I, like involve. A leader who can be compared with this is in our opinion J. Robert Oppenheimer at the time where he was developing the A-bomb. He was an overall leader in this project, but there was actually no imaginary barrier between him as the leader and the contributors. Oppenheimer’s never ending motivation and his ability of quick analyzing and explaining crucial issues to people, who are not experts in one of those areas, created an atmosphere where his staff felt comfortable and a part of the whole project. He was trying to
3 Theoretical Background

involve everybody, who worked within the project to every notion and idea. Oppenheimer created a comfortable zone where everybody felt understood and also able to offer suggestions (Baldoni, 2003, pp. 32-33 & Gardner, 1995, pp. 69-110).

The third I is ignite. Baldoni believes and we fully agree that imagination is a very powerful tool in case of communication. A leader therefore should ignite the contributor’s creativity to enact their imagination. This should make them think about their actual situation and which improvements they can do for themselves and for the organization. As an example the author is referring here to Mohandas Gandhi. ‘Gandhi’s words and example, coupled with the charisma that sprang from his commitment and simplicity, rallied a nation to think about the possibility of becoming independent from Britain’ (Baldoni, 2003, p. 33).

The last I is called invite. The leader should invite with the message the contributors to act and participate within the organization, either it is now to achieve a goal or just to transform an organizational culture. ‘Leaders who talk about what people can do for themselves and by themselves are leaders who understand their role as inspiring action or change’ (Baldoni, 2003, p. 33). A suitable comparison can be made with sports leaders and especially in team sports. The overall goal of course is to win against the opponent. But what happens, if the opponent is much stronger than the own team? Aligning the teammates behind the vision to win as a collective union, as long as they contribute as much as possible, is the desired way. It is actually a creation of a win-win situation, where it is a win for the team at the scoreboard and additionally it elevates the collective feeling/psyche to another level (Baldoni, 2003, p. 33).
As a conclusion of the four I’s in the leadership message we think that all four factors should be included in leadership communication, either it is now just a simple update of the situation or it is distinct call for action and creativity. However the success of the leadership message is in our opinion influenced by these four tasks all the time (Baldoni, 2003, pp. 32-34). ‘When a leader informs his or her people, involves others in the effort, ignites ideas about what is to be done, and invites people to participate in the process, that leader gains support for his or her ideas and makes the process of achieving results possible’ (Baldoni, 2003, pp. 33-34).
3.1.5 Delivering a message: background and definition

Leaving now the concept of developing a message behind us and moving over to the next theoretical step in communication - delivering a message. In our opinion this concept is even more a step in the direction of the part of emotional intelligence. However, as we are researching the true leadership philosophy we assume that especially this concept refers to the connection between communication and emotional intelligence. As a formality we would like to focus more on the process of delivering a message itself in this part. But we point out the fact that we see our whole research area of communication and emotional intelligence as closely intertwined and therefore the topics often overlap.

As mentioned above the issue of creating a message out the heart and values of the true leader is already a very complex process. But transporting and delivering the created meanings to the contributors is another theory, which underlines itself through beautifulness and complexity. For this reason we divide out of the communication process also the delivering theoretical framework.

Regarding the concept of delivering the message it is actually the article of Ladkin (2009) which supported our development of delivering a message. For this theoretical part the article of Ladkin provided so many other theories and frameworks, which in our opinion many more would fit in our thesis project. Thus, we have selected the most important ones in order to do not confuse the reader with the variety of concepts. The concepts we have chosen should first of all link the theories of developing and delivering a message to a collective union, where the reader is able to comprehend the issue and process of communication as a whole. To achieve this goal we agree to use sensemaking in communication as an overall umbrella topic of delivering a message. This concept will be split up in several other frameworks - sensegiving, authenticity, embodiment and finally rhetorical skills. Especially the part of sensegiving, which is divided into authenticity, embodiment and rhetorical skills, should underline our thesis project and the role of the true leader.

3.1.6 Delivering a message: sensemaking in communication

To understand how sensemaking refers to communication, we would like to clarify the key definition of sensemaking and sensegiving. Sensemaking introduced by Karl Weick (1995)
3 Theoretical Background

can be strictly seen connected to leadership behaviors. Leaders in organizations act with construction of meaning.

The concept of sensemaking (Weick, 1995) includes thinking, learning, perceiving, expecting and in some way interpreting the environment of us individuals and also in social organizations. Sensemaking can be described as a foundation for one’s own decisions, what we perceive conscious or unconscious and how obtain an understanding of everyday occurrences. It is the process of how people make sense of their experienced life. Sensemaking is a 'process in which individuals develop cognitive maps of their environment' (Ring & Rands, 1989, p. 342, in Weick, 1995, p. 5). Weick defines for such an understanding of past experiences the so called ‘frame of reference’, with which people make sense of what is going on around them.

Goffman (1974) states that with the frame of reference we ‘locate, perceive, label and identify’ information and knowledge, which give us the orientation to interpret. When we put a stimulus into this frame it activates in us forms of understanding, explaining and attributing, and influences the way we perceive things individually. This demonstrates that the frame of reference shows people how they see a context between information and how they perceive this information. Another character is that frames use industrial ordinary structures which are suggested or appropriate in our daily behavior.

As opposed of, or more additionally to the frames we use a second element in the process of sensemaking - cues. Cues are defined as the present moments or stimuli of our experiences. They are important because at this point we learn what is relevant for us – brackets (Smircich & Morgan, 1982, p. 261). We start to separate and isolate our perceived information, what is useful for our frame of reference and bring it into a context. For this process cues have to be something unexpected or unusual. The next step is to make sense by connection a cue to the frame of reference (Weick, 1995, pp. 49). The substance of a sensemaking process is now the connection between a frame of reference, a cue and both related to each other (Weick, 1995, p. 110).

The description of the process of sensemaking involves seven characteristics for the process. Sensemaking is made about identity. Depending on who I am, my definition of what is out there (Weick, 1995, p. 20). How we are, is influencing the way we think and behave. We
shape out what we re-enact and interpret in different situations. The second characteristic is that sensemaking is retrospective. We can only know what we do, after we have perceived it from past experience. ‘Accordingly, if ‘memory’ is defined as ‘experience of the past’ the all perception … is a form of memory, by this definition of the word’ (Weick, 1995, p. 25). Retrospection makes past clearer to see the present or future different (Starbuck & Milliken, 1988, pp. 39-40). Thirdly sensemaking produces a rational environment, since people create sense of their own world. We produce and reproduce it until it makes sense to us. The fourth point shows that sensemaking is a social activity and consists of interaction within organizations. This means that when we are talking, we use our individual frame of references and get in contact with the other persuasions and therefore with other frame of references. In the social activity it comes to a shared and sustained understanding, which refers to common languages and interactions. Sensemaking also exhibits that people always behave in a continuously doing. To make sense do not stop or start, it happens unconsciously as well as consciously and shows how we act in different situations. People are involved in an ongoing process and we are reflecting what we have learned so far. This leads to the sixth point. Sensemaking is focused on and by extracted cues. We use extracted cues to decide which information is relevant. As mentioned above cues are influenced by our context and frames of references and provide therefore a link between experience and expectations. The last characteristic is about plausibility and accuracy. Sensemaking is driven by plausibility of action instead of accuracy. Actions should be acceptable, unforgettable and should evoke emotions and feelings in us (Weick, 1995, pp. 17-62).

The process of sensemaking plays an essential role for collaborative efforts. These efforts are seen when people develop communicative interactions (Smircich and Calas, 1987). A leader has the responsibility to build up an organization, where everybody makes sense collectively of their experiences. An organization should have a common perceived reality and believes. This interactions show the different perceived realities in the organizational process, which is shared from the members in the organizations (Rapert et al., 2000, pp. 302-307).

Feldman (1989, p. 19, in Weick 1995, p. 5) states that ‘for organizational members it is necessary to understand and to share understandings about such features of the organization as what is about, what is does well and poorly, what the problems it faces are, and how it should resolve them.’ This communication process gives leaders the power to convey values and ideas of the organization. We would like to underline with this part that the process of making
sense in organization is as a social construct. Sensemaking is an approach to understand how people think, perceive and understand reality.

### 3.1.7 Delivering a message: sensegiving in communication

A leader concerns with people all the time and should be able to guide them. As defined frame of references and cues, we all have a different perception of reality. This means that a stimuli can be perceived in many possible directions and create out of it various senses and meanings. *‘Leadership is realized in the process whereby one or more individuals succeed in attempting to frame and define the reality of others’* (Smircich & Morgan, 1982, p. 258).

Accordingly, sensegiving is the process of putting all these different perceptions to a common sense - to build a bridge and manage meaning. Management of meaning is the direction of influencing others to adopt or convince the one’s own perception. Gioia and Chittipeddi (1991) determine the term sensegiving by their study. Both authors see sensegiving to provide an interpretation of a new reality and suggest that sensemaking and sensegiving are a sequential procedure. The leader as sensegiver is depending on the commitment of the contributors but also on the communication behavior. There are so many circumstances, which influence the leader or the contributors. In this case the authors refer to the way how the leader can use the frame of reference combined with the cue to make sense out of it (Gioia & Chittipeddi, 1991, pp. 442-444).

A central point in sensegiving and communication is *‘that people organize to make sense of equivocal inputs and enact this sense back into the world to make that world more orderly’* (Weick et al., 2005, p. 410). For this issue a collective frame of reference is needed, where leader and contributors have got the same perception of understanding. A common frame of reference should build a base of understanding and should therefore make the process of giving sense easier than without it. For this interaction between leaders and contributors a social link or personal connection should exist. The leader receives an emphatic understanding of each contributor’s emotions and feelings and therefore a personal linkage or emotional connection can simplify the process of sensegiving. If the leader is aware of the contributors’ different perceptions, the leader can already modify in the sensemaking process her/his vision, where every contributor should be able to make sense out of it (Weick, 2001, pp. 6-17).
We would like to make use of the three following parts to explain what the true leader needs in the process of sensegiving in order to be clear and understandable.

![Figure 4: The power of authenticity]


**Authenticity**

In our opinion the topic of authentic leadership is one of the most suitable theories, which directly can be related to the *true leadership philosophy*. The scientific subject of authenticity and moreover the scientific research of authentically leading the contributors is actual a very young field of knowledge. However, we think especially the situation of working within an innovative field of research is a very exciting task. As we have stated already above in the part of the introduction, one of the articles which initiated the idea of the *true leadership philosophy* was the article of Ladkin & Taylor (2009). This article acted in our thesis project as golden thread of researching and developed the idea of the *true leader*.

‘*It’s being yourself; being the person you were created to be*’

W. George (n.d.)

The concept around authenticity and authentic leadership is very controversial (Avolio et al., 2005). The fields of sociology and education mentioned the topic *authentic leadership* first in the 1990 and up to now there is no clear definition of an authentic leader (Chan et al., 2005, in Ladkin & Taylor, 2009). Ladkin and Taylor (2009) argue that authenticity means not automatically that everybody, who acts authentically, is a leader. It is more about the contributors and their decision to accept a person as a leader and its authenticity. It is up to the contributor to perceive the authentic way of leading.
‘Authentic leaders act in accordance with deep personal values and convictions, to build credibility and win the respect and trust of followers by encouraging diverse viewpoints and building networks of collaborative relationships with followers, and thereby lead in a manner that followers recognize as authentic’ (Avolio et al., 2004, p. 806).

The authors Shamir and Eilam (2005) describe that authenticity in leadership behavior includes four main characteristics. The first one is that an authentic leader does not fake the leadership behavior. This feature means that leaders do not play a role as a leader just because of their leadership position or title. It is more about their true self, what they feel and how self-expressive their behavior is. With the second characteristic the authors argue that authentic leaders do not play a role to achieve prestige or status. It is more about the passion combined with the conviction of leading the contributors. This value based passion of leading the contributors is of course linked to a specific mission. In order to achieve this mission leadership can act as a channel guided by heart and soul. That in our opinion, divides the leaders into those who work and do as much as they can, and on the other hand there is this type of authentic leader, who makes the difference. The third feature regards the issue that authentic leaders are unique; it is not possible to transfer their authenticity to somebody else. It has to be mentioned that this fact does not necessarily means that they are unique in their personality traits. The authors refer more in case of uniqueness to the conviction and values of the leader, which makes her/him in the end incomparable. Nevertheless, also leaders are part of the social society and are therefore influenced by social norms and values, socialization, role models and many other influences of the social sphere. In the last feature authentic leaders are described as based on their values. They say and act what they believe in and this is in concord with their opinions (Shamir & Eilam, 2005, pp. 397-398).

As above mentioned Ladkin and Taylor (2009) see an authentic leader as being the true self and lead others based on the one’s own values and beliefs. We are of the opinion without knowing the own self it is not possible to self estimate attitudes, capabilities and skills and therefore to figure out the right true self. George (2003) argues further on that there are five essential dimensions for all authentic leaders, which we think they must develop further to be a true leader:

(a.) understanding their purpose,

(b.) practicing solid values,
(c.) leading with heart, 
(d.) establishing connected relationships and 
(e.) demonstrating self-discipline.

In the first feature an authentic leader should identify the one’s own purposes to be a leader. The leader must therefore know the own self and the own motivation for being a leader. This fact helps the leaders to guide their values and give the contributors an understanding of them. The second point, practicing solid values, is about defining the inner values and beliefs (compare Shamir & Eilam, 2005). The authentic leader establishes a trustworthy environment, where she/he follows constantly one’s own values. The third characteristic, leading with the heart, means leading or more engaging others. Authentic leaders should lead with enthusiasm and have a strong motivation to work with people. It is about understanding the contributors and giving them a deeper purpose. In the fourth characteristic the leader build up relationships through teamwork. It is essential to have a common goal and shared values for being on good terms. The contributor sees and perceives the leader as authentic and not the other way round. The last step, demonstrating self-discipline, shows that an authentic leader must stand for her/his values, otherwise she/he does not gain respect of the contributors (George, 2003, pp. 18-26).

Figure 5: Dimensions of authentic leaders
Avolio et al. (2004) state in their article that leaders are ‘those individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others values/moral perspective, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and high on moral character’ (Avolio et al., 2004, p. 4 & Avolio et al., 2004, pp. 802-804).

In our opinion authenticity also involves moral. A leader has to show up integrity and everything what she/he is acting in has to be morally defensible. For acting morally defensible it is important to be sure that the communication through the body and language fit together. These two concepts are covered and discussed in the two upcoming parts in order to explain the authentic leadership behavior for the true leader.

**Embodiment**

We would like to explain authenticity with the concept of embodiment. Going through the literature we think a proper way to explain embodiment is the Stanislavski System or also called method acting. The method used and created by Constantin Stanislavski is based on emotional memories, which an actor should use to embody the character’s emotions. Hence, the Stanislavski System shows consecutive techniques for training actors’ emotions to be believable and credible. It further should help to identify themselves with their roles. ‘Through the system actors learn natural laws and how to use them consciously in re-creating human behaviour on stage’ (Moore in Ladkin & Taylor, 2009, p. 5).

Stanislavski believes in the fact that human feelings and emotions cannot be split off the human body. We think that Stanislavski would like to show with his theory that all activities expressed through the body are linked to emotional consciousness. Wilson (1988) points out, how important the connection between internal (body knowledge) and external (symbolic knowledge) aspects of the body’s role play. An actor or a leader should deliver congruence between internal and external expressed body language to be authentic (Wilson, 1988, pp. 41-60). The theory of Stanislavski for actors as well as for leaders and the way of combining consciousness with acting is based on three stages - memory of emotions, the magic if and physical actions.
In the first step, *memory of emotions*, the actor has to connect emotional characteristic with situations from their personal life. ‘Using your own self. Working from what's inside you. Not being someone else, but being you in different situations and contexts. Not escaping you, but using yourself naked and exposed up there on the stage or on the silver screen’ (Shurtleff, 1978, p. 3). This can also be seen analogs for an authentic leader, who should connect key events to her/his own life. In order to use experience, the authentic leader has to refer to her/his life with feelings and emotions. Such kinds of memories or experiences must be anchored in the brain in a very detailed way to release them and to relieve the physical feeling again. ‘When the memories restimulate the feelings of the emotion, others can see that we are experiencing emotions’ (Stone et al., 2000, in Ladkin & Taylor, 2009, p. 6).

The next step in the system is the *magic if*. Stanislavski wants to show with this step that the actors have to identify themselves in their characters. The actors should ask as many questions, (like if I were in character X position, what would I do?) to empathize with the role. With the magic if the actor should adapt events, where the actor put her/himself in situation to evoke feelings. Also a leader has to emphasize with their contributors for example to see if the transported message is understood and comprehended by the contributors. It helps to be aware of others perspectives. ‘To be in communion with another person on stage means to be aware of that person's presence, to make sure that he hears and understands what you tell him and that you hear and understand what he tells you’ (Moore, 1984, p. 35).

The last step of Stanislavski’s concept is concerning *physical action*. Shurtleff describes this physical action as ‘finding a reason to express your fullest feelings deeply and importantly, saying yes to the possibilities that are within a relationship’ (Shurtleff, 1978, p. 5). Here actors as well as leaders should get an insight on how the certain emotions are linked to physical activities. In case of leadership a leader should transport the meaning of a certain topic in an authentic way, which means to include feelings. Leaders need to find a way to express and show how they feel in certain situations in order to read as authentic. In this part of the system a short insight is given for being an authentic individual, especially for people who are not used to handle emotions. To identify the right action, take analysis, experimentation and a sense of ability and intuition (Ladkin & Taylor, 2009, p. 7).
Rhetorical skills

The next concept, for deepen authenticity in leadership behavior, is about rhetorical skills. Regarding the concept of rhetoric of course there exist many theories, which can be used to explain the framework of rhetoric in general. Thus, such a general explanation is first of all not suitable for our thesis project and secondly it could be possible that such an overall explanation can distract the reader away from the golden thread. Therefore we believe it is the best and most suitable solution to concentrate on particular theories in order to converge more and more to the true leadership philosophy. Rhetorical skills are, and there is doubt about that, linked to issue of selling the leadership message to the contributors. This implicates that the message furthermore should trigger an action in the sphere of the contributors. ‘Rhetoric, in the most general sense, is the energy inherent in emotion and thought, transmitted through a system of signs, including language, to others to influence their decisions or actions’ (Kennedy, 1991, p. 7).

Before getting into the details of our chosen theories we want briefly mention, where the origin of the rhetoric comes from. In the ancient rhetoric the art of structuring a speech is called dispositio. Today dispositio is actually still used to structure a classical speech. Even successful leaders try to develop every time their speeches according to dispositio in order to reach the contributors or audience as much as possible and furthermore to create coherent meaning. Such a dispositio consists of five different steps and each of them is built on top - exordium, narratio, probatio, refutatio, peroratio. In the first step, exordium, the dispositio creator focus to create a first introduction. She/he aims at the attention of the audience and moreover on the specific good will of every individual, who is listening. The speaker should be humble and establish trust. In the second step, narratio or statement of fact, the creator of the speech should concentrate emotions and feelings on various developed ideas. It is also highly recommended to establish a certain order in the ideas to do not confuse the audience. This could be in a hierarchical or chronological order to keep the attention of the audience as high as possible. Furthermore it should be quite clear and precise as possible. Thirdly, probatio or opinion and proof, is taking the ideas of the orator to the next level. It is obvious that the ideas, which have been mentioned in narratio, must be plausible for the audience. Therefore the speaker should in the probatio support the arguments and ideas with examples and verifiable reasons. Here, the speaker should also be able to communicate proper arguments, which are easily comprehensible for the audience. The order of the arguments is very important, the strongest argument at the end and the weakest in the middle. To strengthen the
ideas and arguments it is also necessary to refute existing counter arguments. This part is called *refutatio* or refutation. Finally in the last step, *peroratio*, the orator concludes the speech with repeating again the main elements and issues of the ideas to enable emotions and feelings of the audience (Mikael Lundgren 2012, lecture, 16 January & Lausberg, 1998, pp. 112-215).

As we researched various speeches in books, articles and also from the internet communication system, we are amazed of the fact that the classical rhetorical structure is still playing an important role in today’s speeches. A lot politician or leaders for example concentrate their dispositio on this ancient method. Although this form of speech creation was developed several thousand years ago, it is still a very effective tool to transport meanings and opinions. We also think it is interesting to observe how various types of persuasion influence the audience. It might can be assumed that most part of the audience can be appealed be logical arguments and also emotions. But the orator, or in our case the leader, must also be aware of which kind of reaction she/he is enacting with the speech. Moreover the speaker must have the ability to adjust the speech itself to the mood and psychological state of the audience.

‘The skilful use of rhetoric has been argued to be a critical component of charismatic leaders’ visionary behavior’ (Bligh et al., 2004, p. 214). The authors Bligh & Hess (2007) argue with the quotation from above that leadership is grounded in the communication process and therefore in the language itself. However, we believe that one of the success factors of the charismatic, or in our case the *true leaders* performance, is grounded in the ability of proper articulation and furthermore in the skill of addressing feelings and emotions of the contributors, which they are not willing to reveal (Bligh et al., 2004). Another perspective by Shamir, et al. (1998, p. 388) define ‘charismatic leaders, by their verbal and symbolic behavior, raise the salience of certain values and collective identities in followers’ self-concepts and articulate the goals and required efforts in terms of those values and identities’.

Especially in times of crisis where the contributors focus even more on elevator speeches, the leader’s speech has got a profound influencing effect on the contributors (Seyranian & Bligh, 2007). The *true leadership* rhetoric as discussed by Bligh & Hess (2007) refers to various elements, which is part of the charismatic leadership communication ability. One of these elements could definitely be the ability to create a tailor speech for the variety of audiences. Other elements like the figurative language and imagery, enables the rhetoric leader to devel-
op high acceptance and trust within the contributors. The authors moreover believe that the way how the rhetorical leader creates sense in the sphere of the contributors with metaphors, stories and also analogies is part of the rhetorical elements from above. Additionally, the authors mention that leadership communication can be divided into two different frameworks. First developing the message and secondly delivering of the message. Especially in delivering the message Bligh & Hess (2007) are of the opinion that the ability of creating meaningful rhetorical speeches, a leader need to transport the message and create profound sense in the sphere of the contributors.
3 Theoretical Background

3.2 Literature review: emotional intelligence

Having discussed and reviewed the complexity of communication in the last several pages we would like to leave the sphere of the communication process and everything within this theoretical concept and move now over to the next main literature background. Beside communication the framework of emotional intelligence reserves main parts of the true leadership philosophy. The research focus of our thesis project, the true leader, can be divided into two main streams of theories and abilities. Especially, the part of emotional intelligence influences our philosophy in a specific way and needs to be discussed in detail. However, we believe that the notion of analyzing and discussing the concept of emotional intelligence is developing another argument of the existence of the true leader. Moreover, this framework is chosen in order to take our understanding of leadership beyond to verify that leading the contributors is highly linked with emotions and feelings.

3.2.1 Emotional intelligence: background and definition

Thorndike and Stein define the roots of emotional intelligence by describing the concept of social intelligence. Social intelligence is seen as humans’ abilities to ‘understand and manage people’ (Thorndike & Stein, 1937, p. 275).

Wechsler, influences by Thorndike, comes up with non-intellective and factors, which are social, personal and affective behaviors. These factors should be essential for people’s success. He furthermore defines the concept of intelligence as ‘the aggregate or global capacity of individual to act purposefully, to think rationally, and to deal effectively with his environment’ (Wechsler, 1939, p. 3).

Gardner (1983) shows a new sight of the definition of intelligence and defines the concept of multiple intelligences, where he also reflects on personal intelligence. Personal Intelligence is a combination of interpersonal intelligence and intrapersonal intelligence. Gardner (1983, p. 43) defines that interpersonal intelligence ‘denotes a person’s capacity to understand intentions, motivations, and desires of other people and, consequently, to work effectively with others’. Whereby intrapersonal intelligence ‘involves the capacity to understand oneself, to have an effective working model of oneself – including one’s own desires, fears, and capabilities – and to use such information effectively in regulating one’s own life’. Gardner argues
furthermore that the intelligence quotient cannot alone explain if people are successful or not. There must be another ability increasing success.

The term emotional intelligence is firstly defined by Salovey and Mayer in their same-named article and they describe it as: ‘the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions’ (Mayer & Salovey, 1990, p. 189). In this first article they present a framework for emotional intelligence, explain and divide it as:

(a.) appraisal and expression of emotion,
(b.) regulation of emotion and
(c.) utilization of emotion.

Figure 6: The concept of emotional intelligence

Further in their article they list up several studies, where the reader easily can see how working and dealing with emotional intelligence can enhance:

(a.) flexible planning,
(b.) creative thinking,
(c.) redirected attention and
(d.) motivation.
It is also interesting to observe that this paper is furthermore an initial approach in the field of emotional intelligence. However, this article has enacted a wide field discussion and illustrates even more the point of enhancing social skills. Nevertheless, as the society has realized that emotional intelligence is a crucial success factor in every field of life and business, the topic of emotional intelligence has been taken as an important field of research (Salovey & Mayer, 1990).

Salovey and Mayer (1990) have already been aware that emotional intelligence is surrounded by high complexity and also beauty. For this reason they try to envelop this complexity in words: ‘The emotionally intelligent person…attends to emotion in the path toward growth. Emotional intelligence involves self-regulation appreciative of the fact that temporarily hurt feelings or emotional restraint is often necessary in the service of a greater objective’ (Salovey & Mayer, 1990, p. 201). It has to be mentioned that negative experienced or painful emotions are not necessarily useless. In our opinion such emotions can be a crucial part in the development of the own true self and personality. Either it is a lost game in sports or a painful experience in the job concerning the emotional state is developing the personality all the time. Salovey and Mayer differ here additionally between long-term and short-term situations. Regarding the long-term, the authors refer to the situation, where a person supports other people in a long-term project. Of course she/he must have self-sacrifice and moreover emotional endurance in short-term. Considering the short-term situation, it is might not savvy, if the person debates the emotional challenges or sacrifices, which she/he has made. But the result and finally also the achievement of the project and therefore the positive outcome of supporting other people may be the transformation from a negative experience to a positive one. ‘Thus, emotionally intelligent individuals accurately perceive their emotions and use integrated, sophisticated approaches to regulate them as they proceed toward important goals’ (Salovey & Mayer, 1990, p. 201).

Another issue in the article by Salovey and Mayer is that emotional intelligence is strongly connected with self-actualizing. ‘People who have developed skills related to emotional intelligence understand and express their own emotions, recognize emotions in others, regulate affect, and use moods and emotions to motivate adaptive behaviors. Is this just another definition of a healthy, self-actualized individual?’ (Salovey & Mayer, 1990, p. 200). Self-discovery is in our opinion the base for taking care about the own self. Taking care about the
own self is furthermore the basis for happiness and satisfaction, which can be also related to physical, mental and emotional health (Salovey & Mayer, 1990).

In 1997 Mayer & Salovey redefines their model and explain emotional intelligence as construct of:
(a.) perception, appraisal and expression of emotion,
(b.) emotional facilitation of thinking,
(c.) understanding and analyzing emotion; employing emotional knowledge and
(d.) reflective regulation of emotions to promote emotional and intellectual growth.

This revised four-branch model shows that emotional intelligence starts first with the understanding of the one’s own feelings before perceiving others’ feelings. This new view states the people are able to direct emotions to achieve targets. The authors further argue that personal differences are caused on these four abilities and should make it possible to measure emotional intelligence of individual personalities (Mayer and Salovey 1997, pp. 3-16).

Figure 7: The four-branch model of emotional intelligence
Source: Referring to Mayer, JD, Salovey, P & Caruso, DR 1999, Emotional Intelligence Meets Traditional Standards for an Intelligence, Intelligence, vol. 27, no. 4, p. 269.

To measure emotional intelligence, Mayer et al. (1999) has designed a test based on abilities and the four-branch model. This test Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) helps to find out how people perform tasks by solving emotional problems. The
MSCEIT asks about identifying, generating, defining and determining emotions in order to explain which emotions refer to each dimension of the four branch model (Mayer et al., 2002).

Especially MSCEIT enacts a detailed discussion within our thesis project. Therefore, we are researching a critique, which suits our opinion at most. Roberts et al. (2001) are of the opinion that the emotional intelligence focus only on conformity. The critique refers to the usage of the tests consensus-based assessment and moreover that the final scores in the test itself are distributed negatively. The authors think that individuals with low emotional intelligence should differ much more from people with high emotional intelligence (Roberts et al., 2001).

Another critique which is stated by Brody (2004) has raised our interest. The author argues with a main critique that the MSCEIT focus on knowledge of emotions. The test does not regard the general knowledge, which is or can be demanded by the test. In fact this means that it could be the situation that a person is aware of how she/he should behave in an emotionally laden issue. However, it does not follow the fact that the individual could not react like the reported behavior (Brody, 2004).

Another perspective on emotional intelligence and especially about the definition provides Daniel Goleman. Goleman published in the year 1995 the bestseller ‘Emotional Intelligence’ and defines with the background knowledge of Salovey and Mayer emotional intelligence as ‘the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships’ (Goleman, 1998, p. 317).

As a result of the variety of literature Goleman (2005, p. 318) further defined emotional intelligence on five characteristics:
(a.) self-awareness - knowing one’s own internal intuitions, preferences and states,
(b.) self-regulation - managing one’s internal impulses, states and resources,
(c.) motivation - emotional tendencies that guide or facilitate reaching goals,
(d.) empathy - awareness of others’ emotions, feelings, concerns and needs and
(e.) social skills - adeptness at inducing desirable responses in others.
He pursues that this characteristics are closely intertwined and help people to increase their emotional competencies and moreover their emotional quotient (see and compare chapter 3.2.4: Emotional intelligence or intellectual intelligence?).

‘Leaders have always played a primordial emotional role. No doubt humankind’s original leaders - whether tribal chieftains or shamanesses - earned their place in large part because their leadership was emotionally compelling’ (Goleman, 2002, p. 5). Goleman’s perception of emotional intelligence is in our opinion one the most fascinating ones. In one of his books he is creating a linkage between emotional intelligence and the primal leadership style. He is of the opinion that the contributors are searching for the leaders emotionally support or in other words, empathy (Goleman, 2002, pp. 2-8).

George (2000) defines, based on Mayer & Salovey’s (1997) four-branch model, emotional intelligence as an important element in the decision making process. Emotional intelligence is not only seen as the ability to control the own emotions, it is additionally the process of working with others’ feelings and emotions. Recognizing or perceiving others emotion is an essential part in emotional intelligence. George states further that perceiving emotions and how to handle their expression make people particular. This can be seen as social competences for building up and strengthening relationships (George, 2000, pp. 1028-1048).
Bar-On (2000) defines emotional intelligence as: ‘an array of noncognitive capabilities, competences, and skills that influence one’s ability to succeed in coping with environmental demands and pressures’ (Bar-On, 2000, p. 102).

Bar-On’s (2004) view and interpretation of emotional intelligence has a common ground and sees like Goleman (1998) Gardner’s personal intelligence as a base for the concept. Emotional intelligence is related to positive attributes and competencies and therefore does not take place in cognitive abilities.

The named definitions are in our opinion a good framework in order to develop a first introduction and theoretical background about the most popular concepts. These concepts are in our opinion the most crucial ones in order to create a common theoretical ground of emotional intelligence and finally of the true leadership philosophy. Thus, before getting into working with emotional intelligence, we think it is necessary to mention and discuss the topic around emotions and especially what emotions are.

### 3.2.2 What are emotions?

As our research area is focusing on emotional intelligence and therefore also on emotions themselves, we briefly want to discuss and review the issue: What are emotions? We all are surrounded by emotions every minute in our life, but it is not an easy task to develop a general definition for it. There is no doubt and most of the authors agree with this point of view, that emotions are a result of brain activity. ‘Each is first and foremost a psychological phenomenon that is underdetermined by a brain state because each brain profile can give rise to an envelope of emotions’ (Kagan, 2007, p. 1-2).

Rolls (2005) is believing that emotions are strongly linked to the factor motivation. He is arguing that both, emotion and motivation, involve rewards and punishers. However, the author suggests that the structure of emotion and motivation is built on the stimulus-reinforcement process. Primary *reinforcers* are stimuli, which are innately rewarding or punishing. Responding on pain, it does need necessarily include a learning process for instance. Secondary reinforcers are those which have been taught and learned. Eating a chocolate cake as an example
is not innately rewarding, but may become a so called learned reinforcer or secondary reinforcer.

A complete different perspective on emotion and on the issue, what are emotions are, has developed Barreto (2002). She is of the opinion that emotion is energy. ‘We are all made of energy and so are emotions. Emotion is the energy that guides us to do everything! It is our most powerful energetic device’ (Barreto, 2002, p. 1). Emotions are the vital elixir in our life and we should not allow our body to turn away from them. Barreto is referring moreover to the fact that literally millions of individuals feel already dead inside. Literally they are afraid to admit feelings, because they are afraid of getting hurt in a personal way (Barreto, 2002, pp. 1-3).

We agree to some extent with Barreto, because the society or culture has taught us this kind of reaction on emotions. We have been taught that showing emotions and feelings can reveal weaknesses in the personal behavior. Moreover, we have been taught that acting through emotions is not desirable, because these emotional statements can be used to diminish integrity. Thus, there are many inspirational leaders, which acted through emotions and also let emotions influencing their passion and vision. As we are researching the true leadership philosophy we believe in this connection of emotions and passion.

### 3.2.3 Working with emotional intelligence

Thinking of the fact that emotional intelligence is one main attribute of our true leadership philosophy, the adaptation of emotional intelligence to the business life is in our opinion another field of interest. Regarding emotional intelligence in the sphere of business and especially in the sphere of leading the contributors we might suggest that this can also be analyzed in an own thesis. Thus, we think it is also a main part of the true leader and therefore we would like to review and discuss some crucial notions in this part of our thesis project.

As mentioned already above the field of emotional intelligence is getting more and more attention during the last decade. Thus, emotions and feelings have an important impact in a lot of different situations in our daily life. But on the other hand we have observed that the literature and scientific field is still far away from the working capacity (Muchinsky, 2000). Several decades ago Whyte (1956) argues moreover with the fact that emotions are limiting the
brain capacity and are barriers in order to think objectively. This is also related to the possibility of being vulnerable in case of acting, thinking and working with emotional intelligence. Muchinsky (2000) further is of the opinion that emotions should be considered in the situation of scientific workplace studies. This can be achieved by not disregarding the cognitive aspects of emotions and instead of being aware of the scientific research on emotions which takes place in the corporate world. Goleman (1995) refers to the importance of emotions and emotional intelligence in workplace. Goleman is of the opinion that the aspect of emotions can actually support the working behavior and is providing several benefits for it. Another perspective is discussed by Mayer et al. (2008), they think that individuals with developed emotional intelligence are able to understand and act more appropriate on feelings and emotions. They relate their theory moreover to social integrity. It is because of the fact that emotionally intelligent people are most of the time able to use metacognition (see chapter 3.2.6: the metacognitive leader) the ability to read emotions and feelings. Such an ability increases the relationships and finally also the level of success in our opinion (Mayer et al., 2008).

In the part of working with emotional intelligence of course it is mainly connected to the daily business life. Thus, our focus in this thesis project is in leadership and especially in the true leadership philosophy. Graen and Uhl-Bien (1996) are of the opinion that the influence and impact the leader creates within the contributors is one of the most important factors in leadership. Gooty et al. (2010) moreover suggest that the emotionally intelligent leader is crucial for their studies in the field of leadership. Mayer et al. (2008) state, in their research, that leading effectively the contributors is linked to cognitive thinking and the recognition of emotions. Additionally, George (2000) is of the opinion that the scientific field of leadership is part of the umbrella topic of emotional dimensions. Therefore it can be said that emotions and emotional intelligence are an irrefutable part of the leaders’ characteristics.

The authors Dasborough and Ashkanasy (2002) agree with their studies upon the importance of emotional intelligence in effective leadership. It is according to their opinion a relationship of reading to others meaning in the emotions. As we are researching the true leader, we also strongly agree with the dependent relationship between the contributors and the leader, unified under the umbrella of emotional intelligence.
3.2.4 Emotional intelligence or intellectual intelligence?

In the literature the concept of emotional intelligence takes on high significance in the leadership behaviors. Many researchers argue that emotional intelligence is needed to be successful in today's business. Even the question, if emotional intelligence can be categorized higher than the intelligence quotient is discussed in this research area many-times.

Accordingly, there are so many different concepts and components of emotional intelligence which imply that there must be a connection between emotional intelligence and the intelligence quotient. Emotional intelligence as well as the intelligence quotient is crucial in the working environment as in daily life. People, who have social competencies or enough emotional qualities are able to handle and manages every kind of situation easier (Watkin, 2000).

However, there are also scientists who argue that the intelligence quotient is still an important element and should not be underestimated in any case. The intelligence quotient is a necessary item in leadership performance and is therefore enhancing the leaders’ successes. There is no definition or key elements of being successful; but emotional aspects can of course take an important part. Some researchers argue that emotional intelligence is strongly connected to job performance. Leaders, who are aware of their emotions and feelings, are also able to understand and handle social interactions. They show that the can empathize with various situations and are therefore more keen on learning and further on more satisfied with their jobs. Successful leaders have the quality to use their intelligence and personality to fascinate and build up connection to their contributors (Antonakis, 2004).

However, can emotional intelligence and cognitive intelligence be after all compared? Scientific studies show that there so various fields in business that both are needed in some extent. We think it depends on the required needs of intelligence. Emotional intelligence is more in demand of social relationships, whereas technical abilities require a high level of intellectual intelligence (Côté & Miners, 2006).

We are also of the opinion that emotional intelligence and the intelligence quotient should be regarded as separated. There is no doubt about that perceiving and understanding of one’s own and accordingly also others’ emotions are crucial in leadership and so in social relationships. To perceive emotions as well as handle them is a major basic principle in leadership,
especially in the *true leadership style*. Certainly, intellectual intelligence can act as the supporting role in the leadership activities in order to deal with daily working issues. However, on the other hand side intellectual intelligence alone is not a sufficient factor at all, when it is about social interactions and communication. In our opinion, we believe that individuals with a higher intelligence quotient are not automatically more successful in the sphere of leadership, compared to those who have lower intelligence quotient. It is more about a good mixture out of having high emotional intelligence combined with a well developed knowledge and intellectual intelligence.

*‘We should take care not to make the intellect our god. It has, of course, powerful muscles, but no personality. It cannot lead, it can only serve’*

Albert Einstein (n.d.)

### 3.2.5 Emotional intelligence in organizations

Regarding the influence of emotional intelligence at the level of the organizations, we believe that Chemiss (2001, p. 6) has a good argumentation for that issue. The author is of the opinion that there are various areas where emotional intelligence influences the effectiveness of the organization, like human resource department, talent scouting, sales, customer service, etc. Moreover Bar-On et al. (2006, p. 14) are of the opinion that with emotional intelligence the performance in the organization might be predictable. Nevertheless, there are of course some critiques about the issue if emotional intelligence elevates the effectiveness or not. Zeider et al. (2009) do not think that there is a clear connection between success and emotional intelligence. They are arguing with a lack of validity of these emotional intelligence tests. Especially they refer to the way how such tests are measured. In our opinion this statement and especially during reading their works we come to following conclusion. We think that the authors might believe in the linkage between emotional intelligence and organizational effectiveness, but they think also that the concept of emotional intelligence needs to be developed further.

Another perspective of emotional intelligence in the organization is provided by Goleman. He is of the opinion that the workplace changes all the time and therefore also the skills and abilities which are demanded. Communication and listening actively especially in collective group and team works will be the prospective skills of managers and leaders. The author furthermore points out the development to an emotional intelligent individual to be successful in the
job. The emotional intelligent people will increase the effectiveness in the organization (Goleman, 1998).

### 3.2.6 The metacognitive leader

Judge (1999) concerns the situation that the fundamental research in leadership changes very slowly away from external to internal characteristic of leaders. The author argues with the fact that such a perception of the leader only tells the half story of the *true leadership philosophy*, which is demanded in order to build up cultures and to expand the human potential. Regarding the concepts of DePrees (1987) ‘Leadership Is an Art’ and Covey’s (1991) ‘Principle-Centered Leadership’ we believe that leadership has emerged as a skill on the one hand and as a value-laden role on the other hand side. Analyzing firstly the leadership as a skill, there is no doubt that it is of course the core responsibility to lead the group to the success as a collective genius. The role as a value-laden leader is taking care and is also creating the nature and moreover the character of the group. The *true leadership philosophy* considers the ability of the leader to change and influence the contributors as sensible. Dealing as a *true leader* with the nowadays high complexity of the environment and cultural trends, she/he must re-think and refocus the vision from profitability to a concentration on people. Re-visioning for building up a culture of evolutionary success and also social relationships (Looman, 2003).

Such a fundamental change can happen and succeed if the *true leader* is able to link the ability of sensemaking combined with emotional intelligence with the own feelings and emotions - metacognition. Concerning what the heart, feelings and also the inner intuitive voice try to communicate through the sensemaking process can be considered as metacognition or as the author would state it as the reflective leader. Today’s challenges demand a leader, who is reflective. Goleman (1994) defines a reflective leader as somebody, who is improving the emotional intelligence and furthermore connects it with cognitive skills in the metacognitive sphere everyday and with every challenge. A reflective leader is intuitive and value-driven. Another perspective of the reflective leader is provided by May (1961). Here, the leader creates through the metacognitive approach an environment of integrative power or success with other individuals. At this point we want to mention that such an approach is optimal for critique and also constructive feedback, because we are of the opinion that ideas are able to develop further in case of detailed discussion. Such feedback and critique sessions are the possibility of revealing authenticity, true emotions and feelings in order to expand the frame of
reference. It is inspiring the way of thinking and the vision of the *true leader*, which is in the end influencing the strategic planning - creating out of the heart and soul of the *true leader*. Finally, this metacognitive ability can in our opinion enable the contributors and the collective genius towards an organizational self-actualization. The metacognitive leader does actually not focus only on money; there are many other objectives with this leader works on. Values like creativity, knowledge, intelligence and integrity should take them beyond of the objective empiricism to a philosophic wholeness. We believe that metacognition represents a core ability of the *true leadership* philosophy and it seems to us that such a leader is able to understand the human nature, vision and dreams of people. Moreover she/he is aware of the relationship, which can exist within the goals of the individuals and groups. The focus in the metacognitive leadership style is more about getting in touch with other peoples souls without controlling their actions. Metacognitive leaders are connecting themselves with others via emotional and empathic linkages (Looman, 2003).

Metcalfe and Shimamura (1994) created a very simple definition about metacognition - *‘knowing about one’s cognitions’* (Metcalfe & Shimamura, 1994, p. 253). It is in our opinion just another way of defining metacognition and additionally another explanation of the metacognitive process or concerning about how somebody is thinking. Metacognition is in other words, the characteristic how precise and accurate a person's perception is. Perception if she/he is aware of knowing that something can end up being in reality (Nelson & Narens, 1994).
4 Empirical Window

In this following part, the empirical window, we focus on the outcome of our conducted dialogues with the chosen leaders. We start by giving a brief introduction about the leaders. In the next step we categorize the result of the dialogues into five characteristics in order to present the reader similarities of our dialogues. After each of these five characteristics we are attempting to interpret these statements and opinions to involve our understanding and comprehension of the issues.

Leaving the theoretical background behind and now concentrating the interest on the next part in our thesis project, the empirical window. But before we start with our results, categorization and interpretation we would give briefly some background information about our dialogue partners. As it is pointed out in the part of methodology, we have tried to focus on experienced leaders and especially skilled in communication and working with people.

4.1 Personalities

Emmett Harrison is an experienced leader at Swedish Match in Stockholm, Sweden. At the moment he is senior vice president of corporate communication and sustainability. His development of communication and interest in leadership starts already at the university, where he participated at several courses and off-school activities. He developed his knowledge of communication and leadership at all time with various advanced trainings. Emmett Harrison has got more than twenty years of experience in the sphere of leading and working with people (E Harrison 2012, dialogue, 30 April).

Helmut Sommer is a leader of one branch office of the Steiermärkische Sparkasse Bank Holding in Graz, Austria. He is leading this branch now for over fifteen years and he was before in other several leading positions. Helmut Sommer is committed in working close with the employees and therefore he participated on various educational programs, especially in management, marketing and leadership. His team consists of six people with different backgrounds of knowledge. During our dialogue he often mentioned the high interest in developing the motivation, creativeness and passion of his staff (H Sommer 2012, dialogue, 4 May).
Adam Ekam is responsible for the public relations at AIK Hockey Club in Stockholm, Sweden. He is working at this organization now for a longer period and has got a distinct knowledge about rhetoric’s and communication. As he works in the public relations department with many other people, he is training and teaching players and also employees in public communication behavior in order to communicate right with journalists. Adam Ekam also focuses to develop the level of communication within the organization to make sense effectively (A Ekam 2012, dialogue, 4 May).

Per-Erik Johnsson is an experienced Hockey Coach at the AIK Hockey Club and joined the club in the season 2012/13. His original profession is firefighter and he started coaching hockey teams more than fifteen years ago. During his career as fire fighter he participated a lot in leadership seminars in order to develop a feeling for working with people. He mentioned that the education during his firefighter career supported him a lot in coaching professional hockey teams (P-E Johnsson 2012, dialogue, 7 May).

Lars-Olof Rask is at the moment the dean of business and economics at the Linnaeus University of Växjö and Kalmar, Sweden. He has already been for more than fifteen years in the position of a dean and therefore experienced in leading people and an organization like the university. He achieved experience not just as dean of economics, also as dean of engineering at a smaller university. He characterizes himself as an autodidactic person, who tries to develop the knowledge at all time by self training and teaching (L-O Rask 2012, dialogue, 8 May).

4.2 Categorization

In this part of the empirical window we are trying to filter similarities of all the dialog partners. Therefore we have figured out five main components, where in our opinion the most commonalities take place - active listening, trustworthy, empathic, authentic and motivated. In order to do not confuse the reader with the different opinions of the leaders within this part, we want to go through the statements of the leaders step by step. This should represent the experiences of our dialogue partners and what they believe in. After their different statements we try to give an interpretation by using the empirical data and existing literature.
4.2.1 The desire of active listening

Emmett Harrison - Regarding the first component, active listening, we would like to mention that everybody of our chosen leaders believes that active listening is one of the crucial factors for a successful leader. Nevertheless everybody of our leaders is working in different fields of business and therefore they have got a different understanding of how to be an active listener. The first leader in the category active listening is Emmett Harrison. He is from the US and mentioned that compared to his home country the hierarchical structure in Swedish companies are really flat. This means that the CEO for instance is easy accessible and available for the employees. Emmett Harrison is also focusing to perform such a structure in his department. Especially the part of good accessibility is in his opinion very important for leading successfully. First of all he is promoting his open door policy. Every people can come in and talk to Emmett Harrison, even though he is on the phone. He wants to be available for any questions and issues in order to get closer to the vision of the company. On the other hand side he is practicing a lot of direct communication. He mentioned as an example that he is walking very often through the office and simply talk to his staff - ‘he is FACE (fast, accurate, control, engaged) in order to develop the relationship’. Emmett Harrison furthermore talked about his job as a mentor. He mentioned here the particular case of failures. Failures can happen and it is now the leaders’ duty to support the people in this situation, so that they
can ‘shine’ again. This implicates also a lot of talking and listening. Analyzing what can be improved is in his opinion an outcome of talking and listening very exactly. Talking about their ambitions and their role in the department and furthermore what they think their role is, enhances the teamwork in his opinion (E Harrison 2012, dialogue, 30 April).

**Helmut Sommer** - He is an example, who is not participating directly in the daily business of his employees. However if there are any doubts or questions his staff is aware that he has got always ‘an open ear’ which they can talk to. In the sphere of active listening Helmut Sommer moreover prefers the face-to-face contact, because in the modern electronic way of communication a lot of meanings and sense gets lost in the message. It is important to work on a personal level to see and understand the needs of others’. Helmut Sommer sees his team as unit which is getting stronger through ‘being open and honest with each other’. Personal contact is therefore the ultimate in leadership (H Sommer 2012, dialogue, 04 May).

**Adam Ekam** - In the sphere of being an active listener Adam Ekam first of all mentioned that everybody is different. Also in his office he is confronted with different personalities which implicate also a different level of understanding of all of them. Adam Ekam is of the opinion that it is necessary, as a good leader, to respond in a very detailed way on every personality. Moreover he is referring to the situation that his organization was expanding a lot in the past years. They have hired several new people for this reason. It took a period of time to grow together and to develop the communication skills along the various understandings. There are still issues where the people do not listen carefully enough or react faithful enough, which leads to bad communication in the end. However, there is still a lot of improvement in order to develop the listening and communicating part and it is crucial to do that. Redefining and reformulating questions and being aware of the level of understanding are therefore necessary (A Ekam 2012, dialogue, 04 May).

**Per-Erik Johnsson** - In case of active listening Per-Erik Johnsson mentioned first of all that a good leader or coach should listen even more than talk to his people. Especially in sports he believes that players are sometimes influenced a lot by the press and private life. However, to listen actively to the staff’s meanings can develop a feeling of being understood and moreover to feel comfortable in the team. Per-Erik Johnsson mentioned also the situation that during the season of course some new players arrive. In such a situation it is necessary to integrate them as fast as possible in the team. He believes that in a first step it is always good to listen care-
fully to the background and meanings of the new people. Everybody has got a private life and everybody is of course also not able to keep the private life away from the sport. In such a situation the leader or coach must be aware how to give feedback and communicate to the people (P-E Johnsson 2012, dialogue, 07 May).

**Lars-Olof Rask** - In the category of active listening Lars-Olof Rask mentioned the situation of having a feedback talk with one of his employees. In such a situation he thinks it is one of the most crucial points to listen actively to the person who is talking. This should be done for two reasons. On the one hand side he believes that a person who is talking actually wants to be heard and recognized. Lars-Olof Rask thinks that in a lot of communication situations the people do not listening exactly at all. This creates frustration in the followers at the end. On the other hand side he argues that the classic communication, face-to-face, is getting lost in the modern society. Lars-Olof Rask mentioned at this point that communication via mail ‘is not communication, it is information’. A lot of sense and meaning is getting lost through electronic media. ‘It is really difficult to be ironic in an email’. However, in fact he tries to develop the relationship between him and the colleagues with the support of direct communication. Lars-Olof Rask argues that it is significant to show people that everything what they are saying is comprehended and is taken for further consideration in order to lead successfully. ‘Problems can be solved by listening & understanding’ (L-O Rask 2012, dialogue, 08 May).

### 4.2.2 Interpretation: the desire of active listening

The first interpretation in our project is about the characteristic of active listening. All our dialogue partners mentioned that one of the most important points in a relationship between leader and contributors is active listening. ‘Active Listening means letting the other persons know that she or he has been heard...the best listener are active ones’ (Belker et al, 2005, p. 24).

Active listening concerns about feelings and emotions of the people and it is crucial for human relationships (Harris, 2006). This relationship exists of a balance between give and take. In order to develop such a personal relationship the ability of perceiving and understanding and what have been said is a necessity. But the reality is different. Many of the people believe that their own voice is the most important sound in the world. This people can hardly remember what other people said but they know everything what they have said (Belker et al., 2005).
In the situation of leading people, we think, the leader must be even more an open and good listener to understand the complexity of meanings (Hoppe, 2006). As we are focusing on the \textit{true leadership philosophy} we think that this is one of the \textit{true leader’s} abilities and strengths.

‘\textit{I only wish I could find an institute that teaches people how to listen. Business people need to listen at least as much as they need to talk. Too many people fail to realize that real communication goes in both directions}’

Lee Iacocca, Former CEO Chrysler Corporation (n.d.)

‘\textit{Seek first to understand, then to be understood}’ in the book of Stephen Covey (2004) is underlining once more our opinion of the importance of active listening. On the one hand it needs a longer period of time to learn how to read, write and speak. But on the other hand it takes a lifelong in order to communicate effectively. The experiences of our dialogues partners show that in the situation of disagreement, people take the positions of an active listener automatically. Not agreeing in a conversation, make people more effective in the understanding of other’s words. In bigger organizations there are many personalities and all of them have got another understanding of \textit{the good output}. Instead of keeping focused on the own interpretation, it is recommended to understand the other meanings very comprehensively. This needs a lot of communication at the beginning as well as active listening. However, from our point of view, this strategy generates a much more beautiful output than the other way round. In our opinion the empathic influence of heart and soul has developed our understanding of active listening.

In the literature review we have also discussed the part of sensemaking and sencegiving. When we are thinking about the theory of the active listener and what have been said in the dialogues, we believe it is about \textit{what to communicate} and also \textit{how to communicate}. Just communicating in order to develop understanding within the followers is in our opinion not efficient at all. It is important as active listener to put the own self in another’s person shoes and imagine this person view (Hoppe, 2006). At this point we think that the \textit{magic if} of Stanislavski inspired our understanding. In the system of Stanislavski it is about emphasizing in the situation of acting and also in the individual's personality. Regarding the different frame of references of the people and aligning then the message behind, is efficient communication. Personally, we think that being aware of people’s different understanding needs of course this already mentioned personal relationship. Our leaders argue that realizing the different frame
of reference is significant in good communication and is also strengthened the personal relationship.

‘Of all the skills of leadership, listening is the most valuable - and one of the least understood. Most captains of industry listen only sometimes, and they remain ordinary leaders. But a few, the great ones, never stop listening. That’s how they get word before anyone else of unseen problems and opportunities’

Peter Nulty (n.d.)

4.2.3 The shape of trust

**Emmett Harrison** - He believes that in case of trust it all depends on the situation. In the situation when somebody is new in the team he thinks the leader has to act a little bit with ‘mother’s hand’. This should provide a closer look on what the new employee is doing and working on. As Emmett Harrison and his team work in a very sensitive field of business he tries to support new team members as much as possible and kind of narrow down their field of action. This should make sure that they do not fail and moreover that they deliver the desired output. Emmett Harrison is totally aware that such a narrow field of action can of course be very frustrating for the new team members, but he thinks that this is necessary in the beginning. As soon as the new people have got a feeling and get used to the working behavior, ‘then let them go’. Emmett Harrison also mentioned the understanding of the ‘independent output’. There is of course very often the situation where he would solve a task differently than his team members, but as long as the output is moving things forward, he is fine with it. ‘May they have abilities, what I do not have’. There is none specific right or wrong, it actually should support the people to work independently and collectively in the group (E Harrison 2012, dialogue, 30 April).

**Helmut Sommer** – He, for example, sees trust as a common ground in order to build up a professional relationship in business. ‘It is an important factor also in good leadership’. He strongly believes in the abilities and creativity of his staff. His employees work independently and he is acting from behind if the staff needs help. ‘Mistakes can happen, it is human’. Helmut Sommer tries to support his staff’s causes and give them a sympathetic ear. He is furthermore of the opinion that a lot of knowledge in handling daily business is necessary in his professional field. Employees who might not have this knowledge from the beginning, he
attempts to help and give them a direction. To illustrate this statement he mentioned one special example - ‘the world savings day’. Every year he just give his staff the task to develop something new and at each time they come up with new and even more creative ideas. Helmut Sommer mentioned also the personal relationship in order to create and develop trust further by let his staff working by them. Being aware how resilient every employee is, is another crucial factor in trust (H Sommer 2012, dialogue, 04 May).

Adam Ekam - ‘Truth is trust’. Adam Ekam defines a good leader with a lot of skills in communication. Moreover he believes that a good leader is also very trustworthy. In the same sentence where he used trustworthy he mentioned also the term authentic. He explained that a leader who is communicating with a lot of feelings and emotions can be identified as an authentic leader. Authenticity finally set up the base for creating trust within the organization and employees. Adam Ekam thinks also that maybe specific guidelines and templates can support the effectiveness and in the end enhances trust in the organization and within the team (A Ekam 2012, dialogue, 04 May).

Per-Erik Johnsson - In hockey it is a lot about strategy and the coach is developing those strategies in order to succeed. To develop such strategies it is on the one hand side also important how capable the team is. To get these details of skills and capacity a coach needs to communicate a lot with the team. Per-Erik Johnsson has recently started to work at AIK Hockey and mentioned therefore the issue of how to develop trust in the team. In his opinion is trust a crucial point for following the developed strategies and succeeding as a collective union in the end. To achieve this he thinks it is suitable to talk with every player in a private session. Not just talk about work, also about other things. ‘Everything what has been said in the cabin stays in the cabin’. To develop trust within the team takes a lot of time and needs to be initiated from the beginning. A good relationship always needs time to flourish and usually goes step by step (P-E Johnsson 2012, dialogue, 07 May).

Lars-Olof Rask - Another important factor for being a good leader in an organization like the university is trust. In the case of trust, Lars-Olof Rask believes that it is impossible to develop trust just with email or other electronic media. He believes that a first logical step in creating trust is the personal communication or dialogue. There is so much more information in a face-to-face talk than having the same dialogue via an electronic chat. And this is in his opinion exactly the point. It starts already in the beginning when it is about recruiting people for a new
job. Sitting together and having a talk about the job and the opportunities is developing a common ground, where both of them can focus and work on. Another important fact is also the personal relationship to the colleagues. Of course a personal relationship is always enhancing the level of trust and working situation. But especially in such an organization like the university Lars-Olof Rask tries to do not favor any groups or departments. Getting to much involved or personal in a group can create rumors or even distrust will awake. Nevertheless he argues that the personal relationship and the direct communication in order to build up a personal relationship is the base for developing trust (L-O Rask 2012, dialogue, 08 May).

4.2.4 Interpretation: the shape of trust

In our experience when we are talking about trust it is a matter of how deep is the personal relationship within the people and the leader. Thus, before building a personal relationship the level of trust must be formulated and constructed. ‘Trust is the highest form of human motivation; it can bring out the very best in people’ (Covey, 2004, p. 178). People are working and interacting every day with each other, either in smaller or bigger projects. However, they all are related under the vision and the goal of the organization. Reaching vision, of course, can only be achieved as long as everybody works collectively and focused on the common goal. Creating a project with several other people is of course sometimes a very challenging task. Therefore the project is separated in many subprojects, which will be fulfilled by the team. It is obvious that no one can take care about every part in project. Delegating the tasks is the logical approach in order to achieve the desired output. At this point the factor trust plays a significant role. Who should take care about what? Who might be the best for doing this? In our opinion the human natural behavior is guiding this decision. Natural in this case means that the selecting process might be supported by the personal relationship, what the leader might have to the team. Having a personal relationship with the people can provide information about strengths and weaknesses on the one hand. On the other side, it provides as well information about the working behavior. We imagine that the more complex the task is, which the leader has to delegate, the more the personal relationship is developed.

Another interesting approach in the category of trust is the good and evil application. Homrig (2001) refers in his article, about transformational leadership, also about the powerful tool trust and the positive or negative usage of it. We think that in the evil application of trust, the focus of the leader is primarily to exploit the contributors. Deceiving the followers by touch-
ing consciously their values and beliefs in order to satisfy the leader’s needs. Comparing with the positive application of trust by the leader, the leader is developing genuine trust. The leader is developing the full potential of the contributors and leads them to the vision.

‘The job of a leader is to go first, to extend trust first. Not a blind trust without expectations and accountability, but rather a ‘smart trust’ with clear expectations and strong accountability built into the process’ (Covey, 2009).

In our opinion a further important issue is the trust to oneself. ‘The art of leading others comes through the art of leading oneself’ (Philippe Daudi). This is referring to the self-confidence and self-assessment of the leader. We see this as the way how the leader is able to inspire trust within the people. A leader, who believes in the own actions creates a base of confidence. We are also considering the other side of the medal. A leader, who does not believe in the own decisions, struggles with the output in the end (Goleman et al., 2002, pp. 58-59). This leader is for sure not able to act authentically, when there is a lack of trust in the own actions. We are convinced that this is also noticed by the contributors and creates accordingly distrust and rumors about the credibility. Further on we argue that such a leader is also having problems to align the own vision and passion behind this not trustworthy decision. It seems to us when the heart and soul is not in the same line like trust, the output cannot be effective or beautiful at all.

4.2.5 The wisdom of empathy

Emmett Harrison - Here he thinks that empathy is connected with nonverbal communication. First of all he believes that it is a major mistake to concentrate on body languages which is actual not natural and therefore not authentically. Moreover he is of the opinion that with body language a lot of emotions and feelings can be transported through the meaning. Therefore in the level of empathy a lot of attention should be brought into communicate more efficiently. Another issue is the collective group feeling. Emmett Harrison thinks that especially in smaller groups it is highly necessary to give the people the feeling of being part of the whole. Every meaning and message should be considered in detail. It is according to his opinion crucial to develop a good team. Also their generated output should be a piece in helping to come closer to the vision of the department and company. Another essential point for Emmett Harrison is to make people visible in the organization. A leader should make sure that people
who are working for and with you should really ‘shine’ and that their talents are recognized and promoted. ‘Talents as well as weaknesses show them where they are strong and give them otherwise the opportunity and train them, so that they can shine’. It is necessary to look at them, as they could be tomorrow’s leaders. He strongly argues: ‘If people fail, let them fail calm, they can growth and learn from failures. If people succeed, let them succeed loudly that everybody in the organization can see and hear it’ (E Harrison 2012, dialogue, 30 April).

Helmut Sommer - In the case of empathy Helmut Sommer was talking most of the time of leading according to the situation and people. Here, he means that every situation is different and of course it needs also an adaptive leadership behavior. Some employees need more support and more leading than others. Helmut Sommer sees there actually the challenge to figure out who is able to work without support and who does not. His leadership philosophy also includes knowledge management. In case of knowledge management Helmut Sommer believes that every employee has got ideas in the variety of situations. He believes that everybody is thinking of modifications and enhancements. The issue here is that he believes on the one hand that those people do not dare to mention this modification or on the other hand they are not able to communicate these innovations properly. Helmut Sommer highlighted especially this situation of how to communicate the idea. Helmut Sommer takes time to listen carefully to their meanings and ideas. He is trying to comprehend the emotions and feelings behind the communication and furthermore develop together with the employee a solution or idea. Another fact in the sphere of empathic leading is that Helmut Sommer takes care about the weaknesses of his employees. He argues that although nobody is perfect and everybody has different weaknesses, they must work collectively to deal with them together. In case of major mistakes or weaknesses he believes that it is most suitable to talk about it. This should give the employee a feeling of being understood. Also in situations when employees have personal problems, he tries to show understanding and give the employees time to recover from personal issues. ‘There is a proper solution for everything’ (H Sommer 2012, dialogue, 04 May).

Adam Ekam - In the category of empathy Adam Ekam is referring to the issue of face-to-face communication and also communication via electronic devices. Especially communicating via electronics restricts the sender a lot. Adam Ekam of course is aware of the necessity of electronic communication in modern society. As he also has got distinct knowledge about rhetoric and communication, he thinks that a lot of meaning and sense is getting lost via the
electronic way. Adam Ekam moreover mentioned that everybody has got a different understanding and knowledge in order to make sense out of the situation. And for this case he referred once again to the importance of using direct communication in order to be aware of this issue. He thinks that it is hard to react in a personal way in electronic communication. Adam Ekam believes further that in a situation where there is a lack of understanding actually empathy is needed even more to develop comprehension. Another problem in empathic communication and especially in electronic communication is the missing of nonverbal codes. Adam Ekam thinks that it is highly recommended to concentrate on face-to-face communication, as there are many personal meanings and perspectives in nonverbal communication (A Ekam 2012, dialogue, 4 May).

**Per-Erik Johnsson** - He is of the opinion that everybody is hearing and perceiving things in a different way. So it is for him very important to know the team and each personality of them. This implicates moreover for him that, of course as a coach and leader, you are not able to talk with everybody in the same way. An issue what is making sense to one player can create total confusion to somebody else. ‘You have to know to whom you are talking’. If there is a problem for instance it is not suitable to talk with everybody in the same way. Also some people want to talk more about the issue than others. Per-Erik Johnsson thinks in case of empathy it is a matter with whom you are speaking and it is also about the situation itself. In his opinion the career as firefighter and also the education in leadership behavior has influenced a lot his coaching style. With this knowledge he has developed an empathic sense for his team and he wants to create something, where they feel free to talk and feel understood (P-E Johnsson 2012, dialogue, 07 May).

**Lars-Olof Rask** - He thinks that the emotional aspect is playing a very significant role in the sphere of communication. Especially in direct communication he thinks that it is highly necessary to regard also the emotional part of the conversation. Lars-Olof Rask does several feedback sessions with the professors and he tries to be informed what is burdening his staff. ‘To listen and make sure show that you understand them’. This, of course, is most of the time highly connected with emotions and feelings of the people. According to Lars-Olof Rask it is really important for people to get in touch to each other and this is strongly associated with being empathic. He furthermore sees a need to have a discussion with all of the department heads every week. This approach should displace communication via the electronic media and
secondly such meetings are the perfect opportunity to express what is going on in their department (L-O Rask 2012, dialogue, 08 May).

4.2.6 Interpretation: The wisdom of empathy

‘The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them’

Ralph Nichol (n.d.)

Leading with empathy is another main stream in our developed true leadership philosophy. We think that in communication and especially in the part of listening actively a high level of empathy is needed to understand exactly the meaning of the contributors. ‘Empathy is sensing what people are feeling, being able to take their perspective and cultivation rapport and attunement with a broad diversity of people’ (Goleman, 1998, p. 318). It is important to understand empathy not as adopting other’s feelings and emotions in order to please (Goleman et al. 2008, pp 48-50). Goleman (1995) refers to the importance of empathy and emotional intelligence at the workplace. In our opinion there are many benefits connected in using empathy in business. We strongly disagree with the statements of Whyte (1956) and that emotions and feelings are limiting the brain capacity and therefore be not able to think objectively. We believe that using empathy is actually dividing the managers from the leaders. ‘Managers do things right and Leaders do the right thing’ (Bennis & Nanus, 2004, p. 20). In our opinion, the leader is also concentrating on what is happening behind the scenes. We mean the emotions and feelings which are influencing our daily communication and life. Redefining the vision from profitability to an individual concentrated organization is therefore the next step. Re-visioning for building a culture of evolutionary success. As we are nowadays in a world of ongoing globalization, empathy is also seen as a determining skill in working with people from other cultures. ‘Cross-cultural dialogue can easily lead to miscues and misunderstanding’ (Goleman et al., 2002, p. 50). Empathy let leaders see niceties in body languages or let them hear the emotional context in the message.

From our point of view another interesting concept about empathy is also metacognition. Metcalfe and Shimamura (1994) argue that metacognition can be characterized by how precise and accurate a person’s perception is. Reading emotions and feelings in other individuals before they have been said at all, is a very interesting field in the true leadership philosophy.
May (1961) calls such a leader as a reflective leader. We believe that in such a situation the leader is creating with the support of metacognition an environment of integrative power and success. However, we might assume that such a reflective and empathic leader is very passionate in a feedback situation. Acting as an empathic or reflective leader in feedback seminars is showing that she/he is able to understand the human nature, vision and also dreams of the people. Another benefit is that the metacognitive leader can observe the relationship which exists within the goals of the individual and groups. We are sure the overall goal of the metacognitive leader is to reach the people’s souls instead of controlling their actions. This is, as mentioned already above, separating the managers from the leaders.

Interpreting others feelings and emotions beneath the words helps us to develop and grow. With empathy we learn additionally to help others to feel comfortable. We think moreover that effective communication and working behavior is linked also to the comfortable zone in general. We take the point that it is as a true leader substantial to create a feeling of comfort and being welcome. The creation of a positive working atmosphere, where emotions and feelings take place, will generate a positive output. However, everything starts with intuition, metacognition and interpreting the emotions beneath the words. Talking about personal stories and what else is happening besides the work is maybe helping others to construct or participate at this personal atmosphere. Sympathy and also empathy is created within this atmosphere and will extend moreover the support and compassion (Cooper & Sawaf, 1996, pp. 48-50).

‘I would say that listening to the other person’s emotions may be the most important thing I’ve learned in twenty years of business’

Heath Herber, Herber Company (n.d.)

### 4.2.7 The inspiration of authenticity

**Emmett Harrison** - Authenticity is for Emmett Harrison strongly linked with passion. The people should be able to understand the why and the how in your leadership style. It should furthermore explain the priorities. It is important to show your passion and determination in certain areas, when you want that people do something. It is import to understand priorities. Another issue in leading authentically is in Emmett Harrison’s opinion the relationship with the people. He believes that you do not need a too personal relationship with the colleagues,
meaning that of course a personal relationship is needed to some extent. As long as this personal issue touches mostly the daily business it is also necessary. Nevertheless developing such a personal relationship is a positive factor for the team building and moreover it is creating a good atmosphere. In such an atmosphere where Emmett Harrison is feeling comfortable it is much easier for him to act authentically. Another issue in his opinion is the use of non-verbal communication. He thinks that especially in smaller teams movement or gestures, which are not naturally are faking the message and finally also the meaning. He does know that there are many seminars and workshops, which should improve the body language in order to communicate more effectively. But he is more of the opinion that all these courses are actually manipulating the true self. He believes that such courses are developing something what is in the end not authentically anymore. ‘Body language tries to tell you something about a person and should not be trained’. Be honest with the messages and meanings. ‘If you do not know something, say and show it’. Communication should be clear and should come naturally (E Harrison 2012, dialogue, 30 April).

Helmut Sommer - He understands authenticity as: ‘The way how a leader is acting, the reactions of the employee will be formed according to this’. As a leader you must identify yourself with this duty of leading people. Helmut Sommer thinks that a leader must like the job and be also comfortable in such a position. ‘It should not be an obligation’, otherwise the authenticity gets lost and as a result further on emotions and feelings. Helmut Sommer believes that as a leader you should behave like it is and the employee must also perceive and accept the leader. At this point he refers to the relationship between him and his employees and the balancing act between having a professional and personal relationship. ‘Working a long time together of course creates a personal relationship, but this is needed to act authentically’. Nevertheless, Helmut Sommer is of the opinion that an intensive personal relationship can influence negatively the working behavior. In a personal relationship a lot of feelings and emotions are involved and this could affect the communication and effectiveness. He is suggesting the ‘happy medium’ in order to build up an authentic relationship. Non verbal communication is also another interesting issue in the opinion of Helmut Sommer. Especially, in situations, where the true self of the leader is coming at the surface. He thinks in situations, where a lot of feelings and emotions take place the nonverbal communication is most authentic and cannot be hided. Gestures and mimics are aligning behind the meaning and therefore also a crucial part in empathic leading (H Sommer 2012, dialogue, 04 May).
Adam Ekam - He defines a good leader as somebody who is capable to show authenticity. Adam Ekam is also working a lot with the press and he believes that in order to be a good leader it is a lot about feelings. Being aware of the one’s own feelings and do not hiding them in the inner self is in his opinion a crucial factor of leading people in any kind of organization. Also in direct communication, he believes that through body language, mimic and of course gestures a lot of authenticity is transported. The different perspectives and meanings can, according to Adam Ekam’s opinion, be communicated more effectively and authentically in face-to-face communication (A Ekam 2012, dialogue, 04 May).

Per-Erik Johnsson - To talk about what is good leadership for Per-Erik Johnsson he first of all argued to be open minded. He strongly links also honesty with being open minded. He means by that ‘it is important to show people who you are without saying who you are’. It is in his opinion an important factor that the people should perceive your identity as natural and moreover as something who you really are. As a coach or leader, he thinks, it is not good to show people something what you do not embody actually. Per-Erik Johnsson mentioned also stress situations, before the game for instance. Especially there, he thinks it is crucial do not convert the authenticity in something what the people do not expect. It makes no sense at all and decreases furthermore the level of trust. Moreover in a stress situation, the people need to be supported by the leader or coach. It would just confuse the people and this in the end could be influenced negatively the skills and output. ‘Be focused, be concentrated’. Also faking the nonverbal communication is in Per-Erik Johnsson opinion not leading authentically. ‘Stay natural’ (P-E Johnsson 2012, dialogue, 07 May).

Lars-Olof Rask - ‘Be your own’. It is necessary as a successful leader to do not act as somebody who you are not. Showing everything what is embodying your personality is in Lars-Olof Rask opinion the right approach to be an authentic leader. He also mentioned that of course a lot of pressure is on the leader herself/himself, but it is not possible that she/he is able to know everything what is going on in the organization for instance. In such situations he thinks it is better to not pretend that you as a leader know everything. ‘If you do not know it, say it’. He thinks also in the part of nonverbal communication, playing a role what is actually not really representing your identity, mimic and also body language, is not very authentic at all. There might be some seminars who are teaching the right body language in business, but it is in the end not your true self, who is acting as a leader. Especially in the emotional part, the body language is underlining the meaning and message. Using different body move-
ments and language might not deliver the desired output and finally a major misunderstanding can be the result (L-O Rask 2012, dialogue, 08 May).

### 4.2.8 Interpretation: the inspiration of authenticity

The component authenticity is a major part in the puzzle of the *true leadership philosophy* in our opinion. We have achieved during our dialogues with the different leaders interesting statements about how to be authentic in order to reach the people.

Since the 1990 the concept of authenticity in leadership is very controversial and by now there is no clear definition (Chan et al., 2005, in Ladkin & Taylor, 2009). Shamir and Eilam (2004) argue for example that authenticity is showing the unique core of the one’s own personality. The uniqueness is incomparable and it is not possible to transfer this values and beliefs in another personality. A leader has to embody what she/he is actually feeling. This means further that controlling consciously mimic and body language is in our opinion not authentic at all. There are many seminars and workshops, which might teach how to handle communication with the right nonverbal expression. But we think that is a kind of manipulating the own self and therefore not authenticity. Authenticity is reflecting the own personality and who you really are. We take the view that learning to control the own feelings and emotions and being controlling the nonverbal communication is a manipulation of the own self. In our experience this concerns definitely the case in working or speaking with small groups. Thus, we also want to mention the situation of giving a public speech. In such a situation we claim that it is really relevant to be aware of the body language and nonverbal communication. Many people are watching every movement and gesture, what implicates that many different cultures are observing signals and nonverbal meaning. In the variety of cultures, a meaning can sometimes be perceived in the wrong way. Accordingly, it is even more crucial to concentrate on the nonverbal communication aspect, in a public speech.

George (2003) sees authentic leadership as the understanding of the own purpose, values and beliefs. A leader has to lead with the heart, believe in the own opinion, show self-discipline and build up on relationship. Ladkin and Taylor (2009) see authenticity also based on values and beliefs. A leader has to know the own *true self* in order to self-esteem capabilities and skills. Express real emotions and feelings is a crucial factor in authentic leadership. Ladkin and Taylor moreover argue that authenticity is also about the followers, what they experience
and perceive. Being faithful to the own *true self* is an approach of being perceived as an authentic individual. Embodying actions and opinions is another issue of being perceived authentic. Not believing in the own actions can arise within the contributors a perception of faking the authenticity - trust the own feelings and emotions.

As mentioned by Avolio et al. (2004) in our literature review, authenticity is strongly linked with personal values and conviction. We take this beyond and would suggest that authentic leadership is about passion. Being passionate in the leadership style and philosophy is highly linked with leading authentically as far we believe. Working with passion is first of all a very personal process and needs a lot of personality. In this way the leader underlines the project or issue with a personal touch. Involving a personal aspect in the category of authenticity or passion is in our opinion also connected to emotions. Regarding a stress situation for instance, which is always a situation where the leader is showing the true self in our opinion. It is rather difficult for people, in case of not feeling comfortable anymore, to hide the real feelings. In our opinion to deal with the own emotions is a natural gift. The personality can be underlined by emotions and it is showing even more what one is made of. We are sure that, as a *true leader*, emotions and feelings should support the decision making process and finally develop the passion for leading.

This opinion leads us also to the statement of Ladkin and Taylor (2009). They refer to the *true self* in order to be an authentic leader. During our dialogues we have often realized that leading authentically is about showing your own personality. However, we might assume it is necessary to identify the own purpose of being a leader. Leading others with the own values and beliefs is in our opinion the most beautiful way of leading people and therefore the *true way of leading*. As we have heard in our dialogues, being aware of the own values and what the own leadership philosophy is build of, is leading with heart and soul.

### 4.2.9 The intensity of motivation

**Emmett Harrison** - In the category of motivation Emmett Harrison mentioned that a lot of time is spent on having a clear and structured flow of information. Of course it can be sometimes informal via electronic communication. However, he is of the opinion that the leader should look for the direct contact. This means for Emmett Harrison that he is very often walking through the office and talk to his team members. ‘*Management by walking around*’. This
provides him a detailed picture of what is going on in the office and secondly he believes it is a very good motivation factor. This makes the people feel that they are important and moreover that they are part of the whole. Emmett Harrison speaks also of creating a casual atmosphere where everybody feels free to talk about everything. He thinks also that direct communication and face-to-face communication within the group is the most effective communication. ‘See different perspectives’. Within a group you can develop a ‘person’s personality, develop them to become broader in terms of their work and more focused on what they are doing...and to become excited about what they are doing’ (E Harrison 2012, dialogue, 30 April).

Helmut Sommer - He mentioned the situation of rewarding people. Either it is now positive or negative he believes that each of them is developing an individual personality and understanding. In his branch, there is actually no rewarding with money or extra holidays, if somebody is having better selling results. Helmut Sommer is encouraging his employees with his passion. It is also necessary that the employees motivate each other for a better result, but also for a better cooperation. The employees obtain an access to a specific excel sheet, where all selling numbers of each employee are listed. This excel sheet motivates each to further efforts and in case of problems Helmut Sommer refers particularly to the necessity of direct communication with the people. This should reveal problems and moreover should create the feeling of being heard and understood. ‘As a leader it is easy to delegate work, but if it is too much for the employees, they can only ask for help’. In such a situation, Helmut Sommer is proud to say that his staff is working collectively for the common goal and is supporting each other in every kind of situation, even though they have individual goals to achieve. Helmut Sommer is attempting to share achieved goals, either they are individually or collectively, within the group in order to promote the collective working behavior. It is also important for him to nurture creativity of his employees. ‘Good ideas are always passed on to the next instance’. Good suggestions as well as bad suggestions are important. It is essential to explain why and how it can be further developed, instead of only saying no to bad ideas. Thus, it can increase the motivation and the abilities of the employees (H Sommer 2012, dialogue, 04 May).

Adam Ekam - Talking about motivation, Adam Ekam once again mentioned the difference between direct and electronic communication. In the situation of communicating within the group, face-to-face, he believes that the level of effectiveness is increasing than communicating via email for instance. Adam Ekam mentions furthermore that effectiveness is related
to motivation within the working team. Sitting together for several hours without generating an output is in his opinion not very good for the motivational level. Therefore the whole organization is motivated also on improving this lack of communication (A Ekam 2012, dialogue, 04 May).

**Per-Erik Johnsson** - As coach and leader he is of the opinion that motivation is definitely very important in sports. Therefore he focus on developing motivation also through communication. Especially private talks with the players should support them. A personal relationship between coach and player is, according to Per-Erik Johnssons’ opinion, very supportive in order to develop the motivation. The awareness of the players’ level of understanding can enhance to motivation a lot. As mentioned already above it is also a matter of trust to build up strong motivation. This implicates moreover that everybody is capable to listen actively to each other which is sometimes not that easy, especially in stress situations. However, Per-Erik Johnsson thinks that the relationship between player and coach should be taken beyond of the sphere of business and should include a lot of personal aspects to develop motivation (P-E Johnsson 2012, dialogue, 07 May).

**Lars-Olof Rask** - Especially in an organization, like the university, there is for every employee a predefined career ladder. All the people are aware of this fact and they also know what is necessary to be promoted and to reach the next hierarchical step. The colleagues of Lars-Olof Rask furthermore know that it is sometimes hard to get external funding and find the right research base. At this point he refers again to the importance of direct communication and especially the part of being a good listener. Lars-Olof Rask thinks one major motivation factor could be that the people know that everything what they are saying is heard and perceived. This of course might not be the solution for a problem, but however it is a first approach and should therefore not be disregarded in the sphere of good leadership. The personal relationship furthermore is also enhancing the factor of motivation to some extent. As Lars-Olof Rask is aware of the personality and which emotions and feelings are connected to the people. He is therefore able to react in a different way in the case of motivation (L-O Rask 2012, dialogue, 08 May).
4.2.10 Interpretation: the intensity of motivation

Motivation is the process that arouses, energizes, directs and sustains behavior and performance of people (Luthans, 1998). In the category of motivation we have figured out during our dialogues that it is for the leaders a very relevant issue. But the question is of course how it is possible to motivate the people? First of all motivation can be seen as stimulation to action in order to achieve requested tasks. ‘Real motivation lasts longer than twenty-four hours. Real motivation follows the guidelines set by nature, not the ones set by men. Real motivation is the key to effective leadership, and leadership is the key effective motivation’ (Maddock and Fulton, 1998, p. 7).

We totally agree with our leaders that it depends firstly on the variety of situations and moreover about the personality of the team members. We also think a lot is about the personality, as there might be people who do need more motivation than others. Motivating a team is therefore, in our opinion, strongly linked to a personal relationship. It is obvious that when people are working together for extended periods of time, they are developing a personal relationship as well. In this sphere they exchange maybe interests, habits and personal information. However this personal sphere is highly necessary for being aware of the different personalities.

We also think that a major factor in the category of motivation is direct communication. We have seen and heard now in many dialogues that the direct communication is actually a very powerful tool in order to support people. Having a face-to-face talk is crucial to develop motivation in our opinion. Talking about what is the actual issue or what is going to happen in the next weeks can be a motivational factor. ‘Management by walking around’ by Emmett Harrison has inspired our true leadership philosophy a lot. Management by walking around builds up an atmosphere, where people feel part of the whole and if they have concerns they can talk to the leader easily. It should illustrate the people that they are involved in the complexity and moreover that their ambition is crucial for achieving the company’s vision. Showing the people that they are and what they are doing is significant, is in our opinion a crucial part in the true leadership behavior.

We have figured out that the particular leadership behavior is strongly related to cultural habits. The Swedish and Austrian cultures have especially in the leadership style distinct differ-
ences. Thus, we think that the leadership style which is practiced by the Swedish is, in our opinion, more focused on having a personal relationship with the contributors. This is, as we think, much more suitable to enhance the motivation within the organization or within the team. Showing interest and excitement about what the people are doing or what they are working on in their daily business is motivation in our opinion. With the support of the personal relationship it is easier to share achieved goals in our opinion. And moreover it is easier to motivate each other in order to enhance the effort.

We cannot deny that a very influential part in the personal relationship and motivation takes passion. People who do have a strong passion for their work are easier to motivate than other people. This, of course, raises the question of how is it possible to create passion within the contributors? One explanation might be that a leader should let everybody participate at the vision. The leader should provide the understanding that without the whole team nothing can be achieved. We think that everybody needs to work collectively to reach the vision and goals of an organization. Giving the feeling of being important and a unique part of the organization, either it is a manager or simple controller, is creating passion.

‘When a leader informs his or her people, involves others in the effort, ignites ideas about what is to be done, and invites people to participate in the process, that leader gains support for his or her ideas and makes the process of achieving results possible’ (Baldoni, 2003, pp. 33-34).

4.3 Closing the empirical window

During the process of developing commonalities between the different leaders and dialogues, we have figured out that the five similarities are strong tools in leading people. Especially in communication we believe that the future leader is asked to reframe the own abilities and might align them along the true leadership philosophy. Nevertheless we assume that leading in an inspirational way needs to be concentrated at the collective genius and what the we can achieve. Communicating with emotional intelligence is the umbrella topic of the chosen categories and should act as a guideline during that development process. As we are researching the true leadership philosophy, we believe that the true leader might have the abilities - active listening, trust, empathy, authenticity, motivation. These five characteristics should not be seen in a hierarchical order.
4.3.1 Our mindset

We are totally aware of the fact that the illustration of our chosen categories and the true leadership philosophy might cause some questions. In the upcoming part we would like to review some of the issues which we have discussed and analyzed internally. This should clarify to some extent queries and what kind of opinion we have got.

4.3.2 An idea but not an overall formula

First of all we want to mention that the abilities and in general the true leadership philosophy is our own concept, which occurred during our dialogues and literature discussion. Thus, we do not intend to develop a general recipe in order to lead the people in an effective way. The true leader is in our opinion a person, who is shining above all other leaders in the world. Providing inspiration and passion for all the leaders underneath the sun of the true leader is one of the approaches she/he is working on. Additionally we want to clarify that the chosen categories should just provide an idea of the widespread knowledge and abilities the true leader has got. We are sure that there exist several more characteristics, which can be unified with our philosophy. However, we have identified these abilities in our dialogue partners view and see them as prospective abilities. The approach of the true leader moreover should enhance the own leadership vision. Our philosophy is not guiding anybody to the truth or provides an overall recipe. For being a good leader there exist no checklists, to do lists and specific formulas. In leadership it is about people, about their feelings and beliefs. Consequently, we think that it is about the individual itself. The own belief and passion in what she/he is doing should underline the process of re-visioning and re-framing the true self. Approaching the true leadership philosophy with heart and soul let you shine underneath the true leader.

4.3.3 The people and situation are different

Another issue, in which the reader might agree here, is about the situation and their circumstances. The true leader is acting in situations which cannot be compared at all. Even the people, who the leader is acting with, are unique and it is not possible to compare the various personalities. At this point we want to mention again that there is no specific ranking in our chosen characteristics. As the people are different it demands further on diverse usage of abilities and wisdom. However, we think the true leader is able to adapt the own characteris-
tics and skills in order to communicate efficient with the variety of people. In our opinion, it is necessary to adjust the abilities along the people and their emotional framework. We believe that this is highly connected with empathy and therefore emotional intelligence leading. Adapting the leadership abilities along the emotional individual is the *true leadership philosophy*.
5 Conclusion

In the last part of our thesis project we want to illustrate a summary of our research and what we have finally achieved in this field of knowledge. Additionally, we want to conclude the theory of the true leadership philosophy with our opinions and statements for further research. This conclusion further should not just summarize all the important aspects from our thesis project. In our opinion a conclusion must go beyond and consider more than a summary. That nuance elevates a good conclusion to an elegant conclusion. Therefore, we want to illustrate our own transformation during this thesis project.

5.1 Résumé

In the growing global economy the abilities as a prospective leader must be developed all the time. It seems to us that leading and not managing people is the first approach in direction of efficient leadership. Leadership and Management cannot be compared; one is about people the other one is about facts and figures. Thus, in our thesis we take this as a challenge to develop the component of leadership further and want to explore which specific skills are needed. As we focus on developing a beautiful thesis, we attempt to create something elegant, which guides our passion and beliefs about leadership. Consequently, the concept and philosophy of the true leader have enhanced our ideas at all time. This grown philosophy supports our role as researcher and have helped us to define the research issue - what makes a true leader? Considering again the research question we would like to illustrate that the true leadership philosophy acts as an umbrella topic in the whole paper.

We need to mention that the results of our empirical outcome are not a universal guideline for leading people. It rather should support the progress and growth of the own leadership philosophy and especially how to work with people. Nevertheless, from our point of view, the interaction of emotional intelligence and communication are necessary prospective abilities. Creating a beautiful and effective output is something what can be achieved by collective teamwork. As soon as people are involved, the true leader should adapt the communication along the emotions and feelings of the people. People are unique and as a consequence the communication, which the leader is using to make sense to them, must be unique as well. Regarding
individuals’ uniqueness in the sphere of communication, we need to refer here to the emotional aspect. Transporting messages and meanings are always linked to the understanding of others perception. In our opinion this should underline the meaning and furthermore express the true self within the message. Releasing the true self in communication is showing who you really are. Showing emotions and feelings, what distinguish human beings from each other, is an approach of acting authentically. The authentic leadership style should support the leader by developing a personal relationship to the team. This personal relationship provides an insight in the true self of the people and how their emotional framework is constructed. Showing respect and attention to the people’s emotions and feelings is enlarging the personal relationship between the leader and her/his people. Listening exactly and reflecting the meaning of the others is additionally supporting the role as a respectful and considerate leader. Showing interest in different perspectives, opinions and statements is developing an atmosphere, where the people feel understand and comfortable to communicate. It seems to us the more developed this atmosphere is, the more people dare to trust.

We are further of the opinion that our developed philosophy of the true leader might be transferable to the daily life of every individual. All the capabilities and skills the true leader is using to promote the relationship might also be suitable to enhance relationships in the private sphere.

### 5.2 Future Prospects

Communication and emotional intelligence are two fields of knowledge which have achieved high consideration in their research field. Thus, only few researches have concentrated their research on both fields of knowledge as a powerful leadership tool. Concerning the importance of the true leadership philosophy, we think it is still beneficial and has got potential in further researches.

Our thesis is discussing the relevance of communication aligned with emotional intelligence as an efficient leadership tool in today’s global network society. To see how the five categories - active listening, trust, empathy, authenticity and motivation - have emerged in order to seek abilities of our true leadership philosophy, was an interesting and beautiful task. The effective communication within people have been since the beginning our golden thread throughout the thesis project. It was an interesting issue to observe the possibilities how to
transport and obtain understanding. This share of understandings have emerged the second significant concept, emotional intelligence, which have gone along with us in this paper. We saw the need to explore leaders’ awareness of their own and others feelings. Regarding the areas of communication, emotional intelligence and furthermore the efficiency aspect from the birds-eye-view, have highlighted the connections to other fields of interest and knowledge. Exploring these linkages between all the various fields and perspectives is obviously a challenging task. Nevertheless, it is obvious that there are still many linkages, which we as the researchers were not able to observe at the moment.

During our conducted dialogues we were especially interested in the leaders’ subjective understanding of the leadership development. Our leaders have argued that the influence of empathy and emotional intelligence will be a powerful factor in prospective leading. Creating an area where the followers sense a feeling of being comprehended, is another relevant issue of empathic leading. Thus, all the dialogue partners agreed with the importance of listening actively in leadership situations. The ongoing development of electronic communication is displacing the direct communication and listening in the upcoming years. Nevertheless, we think that face-to-face communication and listening need to be reactivated and considered in order to lead effectively and beautifully.

Another interesting perspective in this research area would be the contributors’ perspective. In our thesis project we only focus on the view from the leader to the followers. Concerning the field of communication and emotional intelligence in the sphere of the followers might encompass other abilities and skills. Initiating this research topic from another point of view is supporting for sure the view of the leader.

### 5.3 Transformation

Another point, which we want to mention here in this conclusion chapter, is our own transformation throughout the thesis and especially throughout the whole program. Working on a project for a long period was of course very influencing and leading the way. Especially, during our literature research we have learned a lot. We have touched so many beautiful and meaningful concepts, articles and books. Either literature about communication or emotional intelligence have expanded our view and perspectives. We think that this reading process of the literature enlarged also our frame of reference of leadership and management. Of course,
on the hand side the amount of theory we have read helped to expand, but on the other hand side we think the process of connecting all the puzzles of theory to a finished picture, was even more expanding our understanding of the field.

The second main influence during our thesis project took place in collection of empirical data - the dialogues. It was very interesting to listen to different leaders’ perceptions and opinions and further to connect their comprehension to our theories and theoretical framework in general. The different dialogue partners have shown us so many different thoughts and have therefore changed our minds very often. We have also figured out that our five true leadership characteristics are necessary abilities in a dialogue. Being able to put oneself in someone else’s situation, listen actively and exactly to what have been said, be authentic with answers and questions, find a level of trust in a conversation and motivate each other for a common understanding or result. Those are abilities, which take place not only in leadership communication or dialogues, but rather in every human’s interactions and relationships.

Further during the literature reviewing process, we have read many articles which are concerning effective leadership. Such various literatures provide a lot of guidelines or coaching in order to lead more effectively. However, we asked ourselves very often ‘which kind of abilities does a leader need in order to be effective in sphere of communication and emotional intelligence?’ Obviously, there are many abilities and skills a leader brings along, but we tried to think out of the box, out of our frame of references. In our opinion the most important aspects in leadership are people and the communication which is oriented at those. Further, we believe that it was very supportive to not just look through the eyes of a leader. Perceiving many different perspectives was crucial not just in the thesis, but also in the program itself. We think in effective leadership it is important to use consciously the magic if in order to estimate possible reactions of the contributors. We have also used this approach in our thesis project. We often tried to see our thesis with the eyes of the reader and assessed what she/he can interpret or understand. To develop a thesis or a research area, which are clear and understandable for everybody, was one of the hardest tasks in this project. Sharing our frame of reference with the reader and further making the reader comprehend our perspectives through the written word was the highest precept. As mentioned above, our identified abilities are characteristics which everybody can identify with. It might be basic abilities which the true leader should have. However, many leaders do not focus and rely on those abilities. This should claim that in order to be a better leader, she/he must be aware of those basic needs in
communication. A leader who believes in those abilities and leads others through leading one-self is therefore the nuance in better leadership.
References


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On 1 January 2010 Växjö University and the University of Kalmar merged to form Linnaeus University. This new university is the product of a will to improve the quality, enhance the appeal and boost the development potential of teaching and research, at the same time as it plays a prominent role in working closely together with local society. Linnaeus University offers an attractive knowledge environment characterised by high quality and a competitive portfolio of skills.

Linnaeus University is a modern, international university with the emphasis on the desire for knowledge, creative thinking and practical innovations. For us, the focus is on proximity to our students, but also on the world around us and the future ahead.