Developing Authentic Leaders and Followers: A Case Study in Two Chapters of a National Nonprofit Organization

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A Case Study in Two Chapters of a National Nonprofit Organization

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Abstract of the Dissertation

Developing Authentic Leaders and Followers:
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As a result of scandals in the workplace, scholars and practitioners are increasingly focused on how to develop authentic leaders, high in trust, transparency, and clear moral standards. Additionally, with the flattening of organizations and the increasing numbers of workers in nonsupervisory roles, it is increasingly important for organizations to focus on developing followers as well as leaders.

The purpose of this study was to describe how leader modeling of authentic behaviors influences follower authenticity and how follower modeling of authentic behaviors influences the development of leader authenticity. This study primarily used Gardner's conceptual framework of authentic leadership and follower development and Bandura's observational learning theory as theoretical lenses. This qualitative, multisite case study examined two local chapters of a national nonprofit, the YMCA of the USA. The research sought to describe the role modeling played in the development of leader and follower authenticity in the workplace. Data were collected at two different research sites and included 16 interviews, participant observations, and an analysis of supporting documents. The analysis was conducted by coding the data, developing a summary for each site, and then conducting a cross-case analysis.

Findings from this study indicate that both leader and follower modeling influenced authenticity development, including both positive and negative models of authentic behaviors. Organizational culture and situational context were also factors that emerged in the development of authenticity in both leaders and followers.

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CHAPTER 1:

INTRODUCTION

> With today's pressures to promote style over substance, dress for success, embrace the flavor-of-the-month fads and fashions, and compromise one's values to satisfy Wall Street's unquenchable thirst for quarterly profits, the challenge of knowing, showing and remaining true to one's self at work has never been greater. (Gardner, Avolio, Luthans, May, & Walumbwa, 2005, p. 344)

Due to corporate scandals, ethical meltdowns, and a hunger for workplaces high in trust, transparency, and moral standards, scholars and practitioners have become increasingly interested in the concept of authentic leadership (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Walumbwa et al. (2008) defined authentic leadership as "a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development" (p. 94). Authentic leaders have been found to positively influence follower well-being, job satisfaction, employee engagement, organizational citizenship behavior, organizational commitment, positive emotions, perceived team effectiveness, psychological capital, and performance (Gardner, Cogliser, Davis, & Dickens, 2011). The construct has been theorized to operate at multiple levels of analysis, including individual, dyadic, group, and organizational levels (Avolio & Gardner, 2005; Yammarino, Dionne, Schriescheim, & Dansereau, 2008; Walumbwa, Luthans, Avey, & Oke, 2011). Authentic leadership has been studied in a variety of settings, including in the military, primary and secondary schools, businesses, nonprofits, and universities, as well as in numerous countries including the United States, Canada, Singapore, China, and

Turkey (Gardner et al., 2011). Researchers have used a variety of methods to study authentic leadership such as qualitative and quantitative designs, action research, experimental interventions, and quasi-experimental interventions (Gardner et al., 2011).

At the core of the authentic leadership model is the importance of authenticity. With its roots in Greek philosophy, authenticity entered the leadership dialogue and scholarship in the 1960s but was not operationally defined until 1983 as the importance of self over role, the ethical treatment of subordinates, and the acceptance of personal and organizational responsibility (Auster & Freeman, 2011; Gardner et al., 2011; Henderson & Hoy, 1983). In the current scholarly literature, authenticity is described as staying true to one's self (Ilies, Morgeson, & Nahrgang, 2005). Authenticity is not an either/or condition; leaders exhibit authenticity along a continuum from inauthentic to authentic (Berkovich, 2014; Erickson, 1995; Gardner et al., 2005). According to Auster and Freeman (2011), acting authentically is not only a matter of will or knowledge; it is a creative process of ongoing inquiry as opposed to a static statement or declaration. As Kernis (2003) defined it, authenticity is a reflection of "one's true, or core, self in one's daily enterprise" (p. 13). Authentic leaders develop authenticity by gathering self-relevant feedback about their identity, gradually increasing their awareness of what they value and how their behavior aligns with those values over time (Gardner et al., 2005; Lord & Brown, 2001; Carver & Scheier, 1982). Using what Walumbwa et al. (2008) defined as an internal moral perspective, authentic leaders consciously make decisions that align with their core values despite environmental pressures to do otherwise (Gardner et al., 2005). Over time, through self-regulatory processes, self-verification using cues from followers, and an internal motivation to achieve authenticity, authentic leaders are

thought to grow more transparent about their true feelings and values (Chan, Hannah, & Gardner, 2005; Bandura, 1978).

As operationalized by Gardner et al. (2005) and Walumbwa et al. (2008), one of the primary roles of authentic leaders is to develop followers. In the literature, authentic followers are thought to develop authenticity as a result of positive modeling by authentic leaders (Gardner et al., 2005; Walumbwa et al., 2008). The importance of followers has increased in recent years in the scholarly literature, although there is an ongoing debate about how to define and operationalize followers and followership (Kellerman, 2008; Leroy, Anseel, Gardner, & Sels, 2012; Riggio, Chaleff, & Lipman-Blumen, 2008). Some scholars have described followers as "people who follow" or those who "do" followership (Rost, 2008, p. 53), as "non-managerial employees" who are the vast majority of the workforce (Adair, 2008, p. 143), as active, relatively independent agents in organizations (Lord, 2008), or as "subordinates who have less power, authority, and influence than do their supervisors" who "go along with what someone else wants and intends" (Kellerman, 2008, p. xix). Followership, on the other hand, is "the response of those in subordinate positions to those in superior positions" (Kellerman, 2008, p. xx). Followership is a process in which individuals engage; many scholars agree that there are few leaders who do not follow, and few followers who do not lead (Maroosis, 2008). While not specifically defined as yet in the literature, authentic followership can be described as a pattern of behavior that fosters greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency of followers, fostering their positive self-development (Leroy et al., 2012; Walumbwa et al., 2008).

One of the great strengths of followers and followership is the relationship with leaders, especially as those who, in Warren Bennis's (2008) words, "speak truth to power" (p. xxv), who are the primary defenders against leadership malfeasance, who take a moral stand to prevent ethical abuses when leaders threaten the common purpose of an organization (Chaleff, 2008; Maroosis, 2008). Most current literature on followers rejects the subservient role of followers as inappropriate in modern organizations, describing effective followers as those who collaborate with leaders, who help develop highly creative yet deeply moral solutions to the pressing needs of organizations (Howell & Mendez, 2008; Rost, 2008). As organizations evolve, so does the role of followers, who have taken on more active roles in decision making and influence, assuming more responsibility for achieving a common purpose with or without the direct orders of supervisors (Chaleff, 2008; Tee, Paulsen, & Ashkanasy, 2013).

Statement of the Problem

There are two problems facing authentic leadership and authentic followership scholarship: the practical need of modern organizations to develop authentic leaders and followers, and the lack of empirical research on authentic followership (Gardner et al., 2011; Leroy et al., 2012). In the United States, ethical and financial scandals have eroded the public's trust in corporate leaders (Peus, Wesche, Streicher, Braun, & Frey, 2012). Some scholars and practitioners have seen large organizations as "the enemy of individual morality" (Alford, 2008, p. 237) and have called for more honesty and transparency in business. While leaders certainly have a role to play in corporate malfeasance, followers are hugely influential in the functioning of modern organizations (Adair, 2008). If, as Warren Bennis (2008) argued, followers are checks against toxic

leadership and unethical behavior, then the scholarly community should provide more research into how followers develop their moral perspective and the courage to speak up for their convictions, even in the face of "more dangers and fewer rewards" (p. xxvi). Authentic leadership theory, with its core focus on the development of follower authenticity, provides a practical model for doing so and a rich source of scholarly research (Gardner et al., 2005).

On the other hand, in their analysis of the literature on authentic leadership, Gardner et al. (2011) found only 25 empirical publications on authentic leadership. While the number increased between 2012 and 2014, the study of authentic leadership is still relatively new. Moreover, the relationship between followers and leaders is an important part of the authentic leadership construct, yet few studies have focused on the experience of followers. Numerous scholars have described the criticality of the relationship between followers and leaders and have called for additional research on the topic within leadership and authentic leadership literature (Gardner et al., 2011; Tee et al., 2013).

Despite research on the development of authenticity from the leader's point of view, little empirical work has examined how followers develop authenticity. According to numerous scholars, leadership and followership are linked; one cannot be understood without the other (Carsten, Uhl-Bien, West, Patera, & McGregor, 2010; Heller & Van Til, 1982; Riggio, Chaleff, & Lipman-Blumen, 2008). In order to understand authentic followership and authentic leadership, one must study how authentic leaders influence followers and how followers influence authentic leaders (Algera & Lips-Wiersma, 2012; Gardner et al., 2005). For example, according to a study conducted among Belgian service businesses, Leroy et al. (2012) found that authentic followers take an active role

in the leader-follower relationship. Studying how the interaction of leaders and followers influences authenticity can explain what role the authentic leadership theory plays in authenticity development in the workplace, while providing empirical research on Gardner et al.'s (2005) conceptualization of authentic leader and follower development.

Overview of How Authentic Leaders Develop Authentic Followers

In Gardner et al.'s (2005) model, authentic leaders are thought to promote the development of followers by helping them achieve their own sense of self and practice their own authentic behaviors. The authentic leader is theorized to develop follower authenticity by

- Modeling authentic behaviors
- Serving as a developmental trigger event
- Influencing follower identities
- Helping increase follower self-awareness and regulatory processes
- Using relational transparency to build trust

Authentic leaders work through follower values and beliefs and establish a positive work climate, rather than working through coercion (Peus et al., 2012). By modeling self-awareness and an internalized moral perspective, then sharing these attributes through balanced processing and relational transparency, authentic leaders encourage their followers to increase their own self-awareness, further develop their own internalized moral perspective, engage in balanced processing, and develop their own trusting, open relationships (Gardner et al., 2005).

Gardner et al. (2005) proposed that followers' exposure to an authentic leader may serve as a trigger event that results in a tangible shift in how followers view

themselves. Van Knippenberg et al. (2005) argued that how individuals view themselves impacts how they feel, behave, and think. If leaders can influence the way followers perceive themselves, leaders can influence followers' feelings, thoughts, and goals (Lord & Brown, 2005). This process occurs as the authentic leader models self-awareness by espousing his or her core values, acting in congruence with those values, and seeking feedback from followers on strengths and weaknesses. The leader goes on to display an internalized moral perspective by resisting social pressures to make decisions that do not align with his or her espoused values (Gardner et al., 2005). Such models serve as trigger events, spurring followers to examine their own values, behaviors, and relationships.

According to social learning theorist Albert Bandura (1991), the ability of individuals to resist social pressures is related to their self-regulatory self-efficacy; individuals persevere in the face of social pressures when they have had success in resisting social pressures to behave in ways that do not align with their moral standards. On the other hand, those with low self-regulatory self-efficacy will be more vulnerable to social pressures and therefore less likely to act authentically (Bandura, 1991). Additionally, in the absence of strong internal guides, such as an internalized moral perspective, external influences will hold sway over the person's behavior (Bandura, 1986). As authentic leaders make decisions, they do so objectively, intentionally gathering information that may contradict their solutions, using what Avolio and Gardner (2005) called balanced processing, rather than making decisions out of fear, defensiveness, or ego needs (Diddams & Chang, 2012). Authentic leaders, by modeling balanced processing and resisting social pressures to act in ways that contradict their values, then encourage followers to do the same.

Authentic leaders heighten the self-awareness and enhance the internalized regulatory processes of followers by helping them gain greater clarity about their own values, identity, and emotions (Gardner et al., 2005; Lord & Brown, 2001). The leader primes the cognitive structures already present in the follower and influences the follower to act on certain values in the short run (Lord & Brown, 2001). Over time, the follower may internalize the goals and espoused values of the leader due to repeated and consistent influence by the authentic leader (Gardner et al., 2005; Lord & Brown, 2001). However, since authentic leaders create a safe psychological space to transparently discuss values by modeling, followers feel free to explore their own values and internalized morality, which may differ from that of the authentic leader (Bandura, 1991). As followers evolve a deep sense of commitment to their own goals and the goals of the collective group, the follower experiences higher job satisfaction and performance (Walumbwa et al., 2008; Walumbwa, Wang, Wang, Schaubroeck, & Avolio, 2010).

Authentic leaders develop trust with followers through relational transparency, as leaders express their true thoughts and feelings and disclose their weaknesses without displaying destructive emotions (Diddams & Chang, 2012; Gardner et al., 2005). They share their own true feelings and encourage their followers to do the same, without punishment or repercussions (Gardner et al., 2005). As the relational transparency and resulting trust increase, Gardner et al. (2005) argued that followers feel an increasing sense that they can pursue their own authenticity, to act in ways that align with their own true selves, despite external pressures to do otherwise. In a study of leader-follower dyads, Yagil and Medler-Liraz (2014) found that due to the imbalance of power between leaders and followers, followers suppressed their true selves in order to make a positive

impression on the leader. However, in the case of authentic leaders, followers felt free to display imperfect images of themselves, including feelings of irritability or shame. The goal of authentic leaders, with their focus on follower development, is to support the self-determination of their followers as followers discover their own true selves, allowing them to achieve a feeling of well-being (Ilies et al., 2005; Hanna, Walumbwa, & Fry, 2011).

Gardner et al. (2005) argued that by practicing four authentic leadership behaviors, including self-awareness, internalized moral perspective, balanced processing, and relational transparency, authentic leaders develop authenticity. As the authentic leader grows more aware of his or her values, acts in alignment with those values, espouses his or her true thoughts and feelings with followers, and gathers feedback from followers on the authenticity of his or her actions, the leader grows more authentic and true to him or herself. What Gardner et al.'s (2005) model did not address is the impact of modeling by followers on authentic leaders.

Developing Authentic Leaders and Authentic Followers: Contribution of Bandura's Social Learning Theory

According to Bandura (1986), human beings learn by observing the behaviors modeled by others and the social consequences of those behaviors. This is not a one-way path, however. Humans influence and are influenced by others. As they develop, individuals construct their personal values and moral standards from a wide variety of modeled sources (Bandura, 1991). Values, as argued by Bandura (1986), provide internal guidance to individuals, give direction to their lives, and provide satisfaction for what they do. According to Gardner et al.'s (2005) model, leader authenticity results from

interactions with others, as leaders act in alignment with their espoused values and observe the consequences of those actions. Such personal agency requires the development of what Bandura (1986) described as personal resources, including self-efficacy, self-regulation, and self-directedness. Developing these personal resources requires a great deal of social support, including models who provide examples of moral standards (Bandura, 1986). Not only do leaders observe the examples set by followers and the consequences of their actions, but followers provide feedback on the leader's actions as well.

Authentic leaders and followers, as they model self-awareness, an internalized moral perspective, balanced processing, and relational transparency, provide verbal and behavioral examples for others to emulate. Modeling calls attention to moral standards; while the standards emulated by those who have higher social standing and status may have a strong influence on others, people also learn from models whose behaviors result in positive social consequences (Bandura, 1986, 1991). Authentic followers, as operationalized by Leroy et al. (2012), help create a safe psychological space for others to act authentically by acting in alignment with their values, by speaking up about their true thoughts and feelings, and by taking responsibility for their mistakes. Interactions between leaders and followers are a continuous social learning process as each person acquires new standards and modifies old ones (Bandura, 1991; Tee et al., 2013).

Statement of Purpose

The purpose of this study was to describe how leader modeling of authentic behaviors influences follower authenticity and how follower modeling of authentic behaviors influences the development of leader authenticity. Based on Gardner et al.'s

(2005) conceptual framework of authentic leadership and follower development and Bandura's observational learning theory, this study expanded the empirical work on authentic leadership and authentic followership while shedding light on how modeling influences authenticity.

Statement of Significance

According to Nicolai and Seidl's (2010) taxonomy of relevance, research should show conceptual, instrumental, or legitimative relevance to leaders. Conceptual relevance is intended to help leaders understand the situational variables that impact decisions, instrumental relevance is intended to help leaders understand what action to take, and legitimative relevance confirms that knowledge has value. This study had primarily conceptual and instrumental relevance.

From a conceptual relevance standpoint, this study is significant to the scholarship of authentic leadership and authentic followership in multiple ways. Due to the nascent nature of authentic leadership research, additional empirical studies will help to expand the field (Gardner et al., 2011). While Gardner et al. (2005) have theoretically proposed how authentic leaders support the development of authenticity in followers, the concept has yet to be fully explored empirically. Finally, although it is an important aspect of leadership, followership is generally understudied in the leadership field and there have been few studies of how authentic followers influence authentic leaders (Riggio, Chaleff, & Lipman-Blumen, 2008; Leroy et al., 2012).

Given the call for more honesty and transparency within modern organizations, this work helps shed light on follower authenticity and the development of followers' internal moral perspective (Gardner et al., 2005). This is especially important as more and

more of the workforce shifts into nonsupervisory positions (Howell & Mendez, 2008). Understanding the impact of leaders' behaviors on followers can provide leaders with feedback, an important component of the authentic leader's development of self-awareness and balanced processing skills. Additionally, by exploring how followers increase their self-awareness, leaders can better understand how to influence followers' development of authenticity. This work can also help followers understand how to cultivate their authenticity, with the support of or in spite of leaders within their organizations (Maroosis, 2008).

From an instrumental relevance standpoint, this work may help organizations establish processes for supporting the authenticity of followers as well as leaders. Followership has been described as a learning function, wherein followers learn the ethical and moral discipline of doing the right thing for the right reasons (Maroosis, 2008). Since followers comprise the vast majority of the workforce, developing them is an important task for organizations (Adair, 2008).

The literature empirically supports the positive benefits of authentic leadership and the focus on follower development. For example, authentic leadership scholars have argued that followers' identification with the leader reduces conflict, increases goal alignment, and improves individual follower performance (Gardner et al., 2005). While Nicolai and Seidl (2010) cautioned against going too far with instrumental relevance, recognizing that every situation is different and there is no one-size-fits-all approach, there are several ways that leaders and followers will find this work useful in making decisions about the development of authenticity.

Conceptual Framework

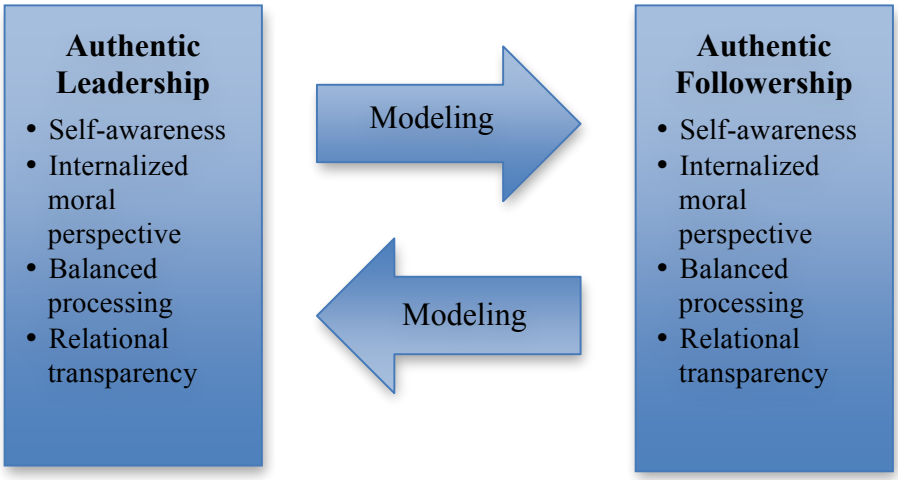

Figure 1.1. Conceptual framework: the role of modeling on the development of authentic behaviors of leaders and followers.

As shown in the conceptual framework in Figure 1.1, this study focused on the role modeling authentic behaviors plays in the development of leader and follower authenticity, based on Gardner et al.'s (2005) developmental model of authentic leadership and authentic followership. This study used Walumbwa et al.'s (2008) operationalized definition of authenticity, described as self-awareness, internalized moral perspective, balanced processing, and relational transparency.

- Self-awareness is demonstrating an understanding of how one makes meaning in the world and how that meaning-making process impacts one's views over time, understanding one's strengths and weaknesses through feedback and an awareness of one's impact on others (Walumbwa et al., 2008).
- Internalized moral perspective is internalized and integrated self-regulation guided by internal moral standards and values versus group, organizational, and

societal pressures that results in decision making and behavior that align with internal values (Walumbwa et al., 2008).

- Balanced processing is objectively analyzing all relevant data before coming to a decision, soliciting alternative views, and challenging deeply held positions through feedback (Walumbwa et al., 2008).
- Relational transparency is presenting one's authentic self to others, promoting trust through disclosures, openly sharing information, and expressing true thoughts and feelings while minimizing inappropriate emotions (Walumbwa et al., 2008).

This study also drew on Bandura's social learning theory, particularly his work on observational learning. According to Bandura (1969), modeling is also known as observational learning, wherein individuals observe the behavior of others and the consequences of that behavior. In Gardner et al.'s (2005) conceptualization, with its foundations in positive and humanistic psychology, the emphasis is placed on positive modeling. Positive modeling, or the primary way in which authentic leaders influence authentic followers, is the modeling of authentic behaviors by leaders that reinforces the followers' perceptions of leader authenticity and encourages followers' development of authenticity (Gardner et al., 2005). In this conceptual framework, modeling is also considered the primary way in which authentic followers influence authentic leaders.

According to Bandura (1969), whose work on social learning theory has heavily influenced the authentic leadership literature, individuals observe the positive and negative behaviors of others, as well as the positive and negative consequences of their words and actions. In the literature, authenticity is described as a continuum from

inauthentic to authentic, and it is widely acknowledged that no person can act completely in accordance with his or her true self, with flawless self-awareness, transparency, and balanced processing all the time (Algera & Lips-Wiersma, 2012). It is unreasonable to assume that leaders and followers only learn from the positive modeling of authentic others; they may learn as much as or more from the mistakes authentic others make, or from their inauthentic behavior, especially if the individual takes responsibility for his or her actions (Diddams & Chang, 2012).

Research Question

The primary research question of this study was "What is the role of modeling authentic behaviors in the development of leader and follower authenticity in the workplace?" There were two subquestions: "What is the role of leader modeling authentic behaviors in the development of follower authenticity in the workplace?" and "What is the role of follower modeling authentic behaviors in the development of leader authenticity in the workplace?" This study focused on the leaders and followers within regional chapters of a national nonprofit organization.

Brief Summary of Methods

To answer the research questions in this study, a comparative case study design was chosen. The sites for this study were two regional chapters of a national nonprofit organization, the Young Men's Christian Association (YMCA). Both chapters are of a similar size and serve similar populations in urban areas. Over the past 4 years, the YMCA has been undergoing a nationwide rebranding effort to bring more consistency within its various markets. Both chapters have launched organizational development

programs in support of this rebranding, including extensive leadership development of the top leadership teams and their followers using authentic leadership principles. Chapter 1 recently hired a new chief executive officer (CEO) and has undergone significant changes within the membership of the leadership team, while Chapter 2 has had a relatively stable leadership team over the past several years.

The case study method explores one or more cases within a bounded system (Creswell, 2007). Using a variety of methods, case studies result in a thick description of the phenomenon within context, along with several case-based themes (Creswell, 2007). Case studies have been conducted in numerous scientific fields including psychology, anthropology, sociology, medicine, law, and political science (Creswell, 2007). For this study, a qualitative, multisite case study methodology was used based on the work of Creswell (2007), Miles and Huberman (1994), and Yin (2009, 2012). As an understudied phenomenon within the authentic leadership literature, the development of authenticity is a complex, emergent process based on the interactions of leaders and followers; according to the literature, this complexity may best be captured through qualitative, inductive methods (Maxwell, 2005). Finally, by using a case study methodology to answer the research questions and explore the propositions, this study contributed a thick, rich description of the phenomena as it exists in practice, as opposed to the theoretical conceptualizations of authentic leadership and followership that have appeared thus far in the literature (Finlay, 2009).

To explore the research question, this study used a variety of data sources. First, the study used semistructured interviews with the senior leadership teams at both YMCA chapters. Interviews at Chapter 1 included several vice presidents who report to a CEO

and directors who report to the vice presidents. The vice presidents and the directors serve as both leaders and followers; they are followers to the CEO and leaders to the staff. Interviews at Chapter 2 included two officers, directors, and regional branch executives. The total number of participants involved in the semistructured interviews was 16, with eight people from each chapter.

Additional data were captured using participant observation, documentary evidence, and other contextual data. The researcher observed meetings between the authentic leaders and their followers and documented these meetings using extensive field notes. The researcher collected and analyzed documents related to the organizations' vision, mission, values, and leadership training programs. The researcher also collected additional contextual information such as demographic and market-area data based on publicly available annual reports.

While the researcher's biases and preconceptions cannot be completely removed from the process of data collection and analysis, to increase the trustworthiness of the research, the author bracketed his assumptions, biases, preconceptions, and initial points of view (Creswell, 2007). Although using a purposeful sample, the author searched for and found divergent perspectives between various participants. The author took extensive field notes and audio recorded all interviews. The author prepiloted the interview questions in order to ensure they made sense and aligned with the research questions. The data were analyzed using coding methods described by Miles and Huberman (1994) and Creswell (2007). The data were analyzed within each case, and then a case summary was created. The cases were then compared and the findings for the study were developed.

The researcher asked respondents to review their individual transcripts and the initial findings of the study.

Limitations, Delimitations, and Generalizability

Since the sites for this study were two regional chapters of a national nonprofit, the study's external generalizability is limited (Maxwell, 2005). The findings of this multisite case study have extended theory on authentic followership and authentic leadership, although the context of the case may limit the findings' applicability in other settings. The study has what Maxwell (2005) described as high internal generalizability; by using respondent validation, the researcher can generalize the findings to other followers within the research sites.

Authentic leadership has been studied in a variety of settings and countries with consistent results across various domains. This study focused on the operationalized definition of authentic leadership and authentic followership provided by Gardner et al. (2005) and Walumbwa et al. (2008). Other conceptualizations of authentic leadership may include different behaviors and constructs; however, the definitions developed and validated by Walumbwa et al. (2008) are the predominant measures used in authentic leadership research. Finally, this study used a variety of methods, such as bracketing, pilot testing interview questions, and using another rater to confirm the researcher's coding to further the trustworthiness of the study (Maxwell, 2005; Whittemore, Chase, & Mandle, 2001.)

Definitions of Key Terms

1. Authentic followership: A pattern of behavior that fosters greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency of followers, fostering their positive self-development (Walumbwa et al., 2008; Leroy et al., 2012).
2. Authentic leadership: "A pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development" (Walumbwa et al., 2008, p. 94).
3. Authenticity: Understanding one's core self (values, thoughts, emotions, and beliefs) and then acting in accordance with one's core self on a consistent basis (Kernis, 2003).
4. Balanced processing: Objectively analyzing all relevant data before coming to a decision; also soliciting alternative views and challenging deeply held positions (Walumbwa et al., 2008).
5. Development: The growth of personal attributes or skills, including an understanding and a sense of self (Gardner et al., 2005).
6. Ethics: The demonstration of normatively appropriate conduct through personal actions and interpersonal relationships (Brown, Trevino, & Harrison, 2005).
7. Followers: "Subordinates who have less power, authority, and influence than do their supervisors" who "go along with what someone else wants and intends" (Kellerman, 2008, p. xix).

8. Followership: “The response of those in subordinate positions to those in superior positions” (Kellerman, 2008, p. xx).
9. Identity: An individual’s working self-concept that they convey to others (Ibarra 1999; Robins & Boldero, 2003).
10. Internalized moral perspective: Internalized and integrated self-regulation guided by internal moral standards and values versus group, organizational, and societal pressures that results in decision making and behavior that align with internal values (Walumbwa et al., 2008).
11. Modeling: A psychological matching process where individuals observe the behavior of others and the consequences of that behavior (Bandura, 1969, 1986); also known as observational learning.
12. Model: The individual being observed (Bandura, 1969).
13. Optimal self-esteem: Genuine and stable feelings of self-worth (Kernis, 2003).
14. Positive modeling: Modeling of authentic behaviors by individuals, reinforcing perceptions of authenticity and encouraging others’ development of authenticity (Gardner et al., 2005).
15. Relational transparency: Presenting one’s authentic self to others, promoting trust through disclosure, openly sharing information, and expressing true thoughts and feelings, while minimizing inappropriate emotions (Walumbwa et al., 2008).
16. Self-awareness: Demonstrating an understanding of how one makes meaning in the world and how that meaning-making process impacts one’s views over time; understanding one’s strengths and weaknesses through feedback and an awareness of one’s impact on others (Walumbwa et al., 2008).

17. Self-regulation: Monitoring conduct and the conditions in which that conduct occurs, judging that conduct against internalized moral standards, and then regulating future conduct through positive or negative self-sanctions (Bandura, 2002).
18. Social learning theory: A view of individual decisions as shaped by continuous reciprocal interactions between personal factors such as cognitions, emotions, and biology, behaviors and the consequences of those behaviors, and the environment, or the social milieu that an individual influences and is influenced by (Bandura, 1978).
19. Trigger events: Events that catalyze the development of leaders and followers (Gardner et al., 2005).
20. True self: Psychological concept describing one's authentic self—individuals' sense of their identity that they may or may not express in interactions with others (Rogers, 1951).
21. Trust: "A psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another" (Rousseau, Sitkin, Burt, & Camerer, 1998, p. 395).
22. Values: Beliefs or cognitive structures that become infused with feelings; desired goals with motivational ends that people strive to attain and think they ought to realize; standards or criteria used to judge good or bad (Rokeach, 1973; Schein, 2010; Schwartz, 1992).

CHAPTER 2:

REVIEW OF THE LITERATURE

> We need authentic leaders, people of the highest integrity, committed to building enduring organizations. We need leaders who have a deep sense of purpose and are true to their core values. We need leaders who have the courage to build their companies to meet the needs of all stakeholders, and who recognize the importance of their service to society. (George, 2003, p. 5).

Overview of the Chapter

The purpose of this literature review is to explore the major theoretical concepts underpinning authentic leadership and authentic followership from the fields of leadership, psychology, learning and philosophy. This literature review investigates the historical roots of authentic leadership, how individuals develop authenticity, and the four key behaviors of authentic leadership: self-awareness, internalized moral perspective, balanced processing and relational transparency. This literature review focuses on current conceptualizations of followers and followership, and how individuals, by modeling authentic behaviors, support others' development of authenticity. Ultimately, this literature review provides scholarly support for the primary research question of "What is the role of modeling authentic behaviors in the development of leader and follower authenticity in the workplace?"

Key Areas of the Literature

This literature review provides an overview of philosophical and psychological foundations of authenticity. Next, the literature review explores the authentic leadership literature, including key factors such as self-awareness, internalized moral perspective, balanced processing, and relational transparency. Other concepts related to authentic

leadership, including values, trust, inherent morality and similarity to other leadership models are also covered. This literature review depicts the current empirical work on authentic leadership, including both quantitative and qualitative designs. Finally, this literature review investigates followership and the development of authenticity, including the role of modeling, social learning theory, positive work climate, relational transparency and trust, identity, and values awareness.

Database and Search Strategies

The methods used to conduct this literature review included an in-depth review of the authentic leadership scholarship from the past 10 years, a review of scholarship on followers, and topics including authenticity, social learning theory, existential philosophy, self-esteem, identity, trust, values, and values congruence. Searches were conducted primarily through ALADIN, The George Washington University's library management system. Databases used in this search included ABI/Inform Complete Plus, Business Source Premier, and Web of Science, and Google Scholar. Additional sources included Google Books and the library at The George Washington University Ashburn campus. Key search phrases included authentic leadership, authenticity, values, values congruence, work values, followership, authentic followers, trust, and social learning theory. Key authors searched included Gardner, Avolio, Luthans, Walumbwa, Kernis, Liedtka, Schwartz, Rokeach, Kellerman, Riggio, Ryan, Deci, Sartre, and Heidegger. The author focused on peer-reviewed journals including The Leadership Quarterly, the Journal of Applied Psychology, and the Journal of Business Ethics.

Overview of the Literature

Authentic leadership, as currently conceptualized, is in the tradition of humanistic psychology, social learning theory and existential philosophy (Avolio & Gardner, 2005; Gardner et al., 2005.) While first operationalized by Henderson and Hoy in 1983, authentic leadership grew out of the positive psychology movement, a modern extension of the work of psychologists such as Maslow and Rogers, focused on using psychological theory to help human beings thrive and reach their inherent potential (Avolio & Gardner, 2005). Authentic leadership emerged in response to the ethical meltdowns of the early 2000's; since then, studies have found that Americans have lost confidence in business leaders, growing cynical and mistrusting of leaders who they believe only seek to benefit themselves (Peus et al., 2012). In response, practitioners and scholars have searched for a practical leadership model, rooted in positive psychology, that can help leaders face the challenges of a globalized, rapidly changing, hypercompetitive world, where the "old rules" (p.242) no longer work, where ambiguity and uncertainty are the norm, and there are no clear guidelines for ethical and moral decision making (Luthans & Avolio, 2003). In this environment, according to scholars such as Bruce Avolio, William Gardner, Fred Luthans, and Fred Walumbwa, authentic behavior is critically important (Luthans & Avolio, 2003). For leaders, this means remaining remain true to themselves while creating optimistic, ethical environments that allow followers to thrive (Luthans & Avolio, 2003).

One of the key proponents of authentic leadership in the popular press is Bill George, former CEO of Medtronic. In his book *Authentic Leadership* (2003), George argues that "we need authentic leaders to run our organizations, leaders committed to the

stewardship of their assets and to making a difference in the lives of the people they serve" (p. xvii). To George (2003), our leaders lost their way once "we equated wealth with success and image with leadership" (p. 4). One of the key problems is that leaders fear having their weaknesses and vulnerabilities exposed, and seek to hide any flaw or take responsibility for any personal failing. To address this problem, he feels that leaders need to:

1. Understand their purpose;
2. Demonstrate their values through their actions;
3. Lead with heart, and demonstrate compassion and caring for employees;
4. Establish connected relationships with others; and
5. Demonstrate self-discipline.

The result of such leadership, according to George (2003), is organizations that are both values and performance driven, that create value in ethical and sustainable ways.

Since the early 2000s, scholars have also sought to construct a scientifically valid and practical authentic leadership theory. Authentic leadership theory, according to Avolio and Reichard (2008), is one of the few leadership theories that define leadership success as developing followers. Authentic leaders focus on developing their psychological capacities, including self-awareness and self-regulation; in turn, they focus on the development of those capacities within their followers (Luthans & Avolio, 2003). The dynamic interaction between leaders and followers promoted by authentic leadership behaviors develops both parties; according to some scholars, followers impact leader development just as leaders impact follower development (Avolio &Reichard, 2008).

Authentic leaders are thought to achieve positive psychological states of confidence, optimism, and resilience, and then promote these in others (Gardner et al., 2005). Additionally, authentic leaders espouse an internal moral perspective—values—that they then act upon, building trust and a sense of authenticity with followers. Moreover, authentic leaders have been found to foster ethical climates of integrity, high moral standards, and moral courage (Hannah, Avolio, & Walumbwa, 2011; Hmieleski, Cole, & Baron, 2012; Gardner et al., 2005; Gardner, Avolio, & Walumbwa, 2005; Leroy et al., 2012). Authentic leaders also develop transparent, open, and trusting relationships with others, providing followers with intrinsically motivating goals and focused development (Gardner et al., 2005). Through several empirical studies, authentic leaders have been found to positively influence follower well-being, innovation, job satisfaction, organizational citizenship behavior, organizational commitment, positive emotions, perceived team effectiveness, safety climate, supervisor satisfaction, team virtuousness, psychological capital, and performance (Borgersen, Hystad, Larsson, & Eid, 2014; Onorato & Zhu, 2014; Peus et al., 2012; Rego, Vitoria, Magalhaes, Ribeiro, & Cunha, 2013; Walumbwa et al., 2008). While still a nascent field, authentic leadership is increasing in popularity among scholars and practitioners alike (Gardner, Cogliser, Davis, & Dickens, 2011).

Authenticity

Philosophical authenticity. Authenticity, described by Greek thinkers such as Aristotle, Plato, and Socrates, has gained momentum as a topic for scholars and philosophers since the 1960s (Erickson, 1995). The philosophical foundation of authenticity that informs authentic leadership is existentialism. Existentialism, according

to Ryan and Deci (2004), is primarily concerned with human beings as the center of their existence, beings that have the freedom and responsibility to choose how they live their lives. From an existential philosophical perspective, authenticity is an ongoing achievement, a struggle to reach one's potential, balancing possibilities of what one could become with what the reality of what one is (Berkovich, 2014; Ryan & Deci, 2004; Sartre, 1956). Sartre (1956), in discussing Heidegger's (1927/1962) conceptualization of authenticity, argues that authenticity has to be earned by obeying one's conscience while striving to reach one's unique potential. Authenticity is not achieved by unconscious action, but through choice; one chooses to become authentic, and must struggle to achieve it. When humans do not achieve authenticity, when they fail to take responsibility for their actions, when they do not re-evaluate what they believe or live in alignment with their values, they experience despair, guilt, and anxiety (Kierkegaard, 2013/1941; Sartre, 1956). Kierkegaard (2013/1941), in his writings on the transformative power of authentically living with faith, proposes that one must devote "sleepless perseverance to explore every single secret thought, so that if movement is not made every moment by virtue or what is noblest and holiest in a human being, one may with anxiety and horror discover and call forth . . . the dark emotions that still lie concealed in every human life" (p. 88).

Psychological authenticity. In the current psychology literature, authenticity is described as staying true to one's self (Ilies et al., 2005). Individuals exhibit authenticity along a continuum from inauthentic to authentic (Erickson, 1995; Gardner et al., 2005; Gardner et al., 2011). Acting authentically has been described as an ongoing creative process of inquiry as opposed to a static statement or declaration (Auster & Freeman,

2011; Berkovich, 2014). Authenticity, as Chan, Hannah, and Gardner (2005) argue, can become a habit with practice as individuals consciously think about their thinking, assess self-relevant information such as feedback, relationship, and trust outcomes, and adjust their behavior to align with their true selves.

Erickson (1995) argues that the interest in authenticity in the past 40 years is a result of a collective feeling that as a society we have lost our "morally grounded center" (p. 122). Authenticity, according to Erickson, is determined by an individual's commitment to self-values and identity. While individuals have varying levels of commitment to each of their values, those at the core of the true self motivate people to act in alignment with them across various roles and identities. Moreover, cultural change, a shift from modernism to post-modernism, and our preoccupation with public image puts peoples' authenticity at risk. As Western society has grown more individualized, rejecting old modernist social orders, the population has been democratized as never before, allowing individuals to choose their identity. In some ways, Erickson argues, the self has become a commodity. Such choice, compounded by the lack of separation between public and private lives, increases the risks that individuals will appear inauthentic in the eyes of others.

An individual's true self—a concept first explored by Carl Rogers (1951) in *Client Centered Therapy*, describes the authentic self that an individual may not express to others. Rogers (1951), in the humanistic tradition, felt that a person could not actualize his or her potential without freely expressing his or her true self in interactions with others. Roger's (1951) goal in therapy was to help the client work towards the discovery and expression of the client's true self, and the accompanying psychological authenticity.

According to Deci and Ryan (2000), we are incredibly sensitive to the fit between our true self, our environment, and the implications of our choices. When we violate these commitments, we feel inauthentic and anxious (Erickson, 1995). Overtime, a lack of authenticity and the accompanying anxiety it creates has been connected with health issues, marital problems, stress, and disengagement (Deci & Ryan, 2000; Kernis, 2003; Kernis & Goldman, 2005).

Authentic Leadership

Optimal self-esteem, a construct developed by social psychologist Michael Kernis in 2003, describes the way people feel about themselves over time; if people feel worthy of respect and liking, and generally good about themselves in a genuine and stable way, they are considered to have optimal self-esteem. Authenticity is a key aspect of optimal self-esteem; without feelings of authenticity, achieving optimal self-esteem is not possible. As Kernis (2003) defines it, authenticity is a reflection of "one's true, or core, self in one's daily enterprise" (p. 13). Kernis (2003) goes on to describe authenticity as comprised of four factors: awareness, unbiased processing, action, and relational orientation. These four factors ultimately inform the operationalized definition of authentic leadership from Walumbwa et al. (2008), including Self-awareness, Internalized Moral Perspective, Balanced Processing, and Relational Transparency. According to Walumbwa et al. (2008), based on their empirical work across three studies, the four components of authentic leadership are interdependent; that is, they work together for an additive effect stronger than each component alone. The authentic leader, by modeling the four components actively and consistently, gains credibility and influence from followers (Gardner et al., 2005).

Self-awareness. Awareness, according to Kernis and Goldman (2005), is "being motivated to increase one's knowledge of and trust in one's motives, feelings, desires, and self-relevant cognitions" (p. 32). Self-awareness begins when the individual reflects on his or her core values, identity, emotions, and goals (Gardner et al., 2005; Peus et al., 2012; Rokeach, 1979). Self-awareness in this case is not a trait, but an active process of ongoing reflection, as the individual continually asks, "Who am I?" (Gardner et al., 2005. p. 347; Peus et al., 2012). Using reflection, the individual engaging in self-awareness comes to understand how he or she makes meaning in the world. Self-awareness also provides individuals with a filter for decisions and actions—the more individuals act in congruence with their espoused values, the more authentic they appear to others (Gardner et al., 2005; Kernis, 2003).

Gardner et al. (2005) argue that awareness of one's emotions is an important component of authentic leadership. Recognizing one's emotions and what triggers those emotions, how those emotions influence decision making and cognitive processing, and how triggered emotions impact others is a crucial part of self-knowledge (Gardner et al., 2005; Goleman, Boyatzis, & McKee, 2004; Peus et al., 2012). Moreover, understanding what emotions others are feeling and how those emotions impact them is an equally important part of self-awareness as conceptualized by Gardner et al. (2005), inspired by the field of emotional intelligence (Michie & Gooty, 2005).

Self-awareness is an important component of psychological well-being; it provides the individual with the opportunity to develop optimal levels of self-esteem (Gardner et al., 2005; Kernis, 2003). While self-knowledge may be painful, it is an important part of healthy psychological functioning (Deci & Ryan, 2000). Individuals

with low self-esteem or fragile high self-esteem may block or repress self-knowledge, which prevents them from accepting themselves or integrating various aspects of their identity (Deci & Ryan, 2000; Kernis, 2003). Over time, this psychological insecurity leads to poor life outcomes, defensiveness, a lack of intimacy in relationships, and less overall happiness (Deci & Ryan, 2000). According to Leroy, Palanski, and Simons (2011), in their study of small to medium sized Belgian businesses, a lack of self-awareness causes leaders to espouse values based on social pressure or practical expediency, values he or she does not deeply accept and will struggle to model over time. Conversely, the authors found that high self-awareness and behavioral integrity—aligning behaviors with espoused values—positively correlated with effective organizational commitment and work role performance.

Internalized moral perspective. The individual who operates using an internalized moral perspective makes choices guided by his or her true self and not pressure from others (Gardner et al., 2005). In Ryan, Huta, and Deci's (2008) description of self-determination theory, as goals and values become internalized, individuals become autonomous or free from extrinsic motivational processes. From this process of internalization, individuals are thought to develop their identity. An individual's identity may be described as his or her working self-concept—since identity development is dynamic and ever changing—and includes ideal selves and ought selves as conceptualized by Robins and Boldero (2003) and echoed by other scholars' work on identity development (Ibarra, 1999; Lord & Brown, 2001; Van Knippenberg, Van Knippenberg, Cremer, and Hogg, 2005).

According to Kernis and Goldman (2005) and Bandura (1969), humans strive to integrate these multiple self aspects into a cohesive, and consistent self-structure. Individuals may have likes and dislikes, dualities, paradoxes, and varying commitments to different identities and roles (Kernis & Goldman, 2005). In Erickson's (1995) view, identity is like a thermostat that monitors inputs from the environment and adjusts behavior to keep the self intact. The ideal self encompasses one's aspirations and wishes, while the ought self describes one's duties and obligations (Robins & Boldero, 2003). The individual is said to compare his or her actual self to these ideal selves and ought selves in order to identify discrepancies (Robins & Boldero, 2003; Rokeach, 1979). Discrepancies produce dissonance, self-dissatisfaction, and anxiety, prompting the individual to take action to bring his or her actual self into closer alignment with ideal and ought selves (Robins & Boldero, 2003; Rokeach, 1979).

Authentic leaders are internally regulated, pursuing their ideal and ought selves, reflecting a highly moral standard of conduct (Gardner et al., 2005). Several authentic leadership authors argue that the authentic leaders are inherently moral, either due to self-transcendent (others focused) values or through the moral development required to exhibit high degrees of self-awareness, balanced processing, and relational transparency (Gardner et al., 2011; Walumbwa et al., 2008; Zhu et al., 2011). The authentic leader is driven by verification—the need to collect objective information and self-relevant feedback from key audiences on issues and personal performance (Gardner et al., 2005; Rokeach, 1979). With the need to behave in ways that align with their ideal and ought selves, authentic leaders will seek out accurate appraisals and develop a balanced self-assessment, which ultimately inform their internalized moral perspectives (Gardner et al.,

2005). By acting according to deeply held values, which manifest in their behavior and leadership, authentic leaders are more likely to achieve eudaemonia—well-being based on self-realization, or what Aristotle described as excellence of character, virtue, and being intensely alive (Ilies et al., 2005). In authentic leaders, this aligned behavior is enabled by awareness and balanced processing (Kernis & Goldman, 2005).

In the workplace, when external pressures call for behaviors inconsistent with an authentic leader's internalized moral perspective, such as social pressure from peers, supervisors, or followers, conflict will arise within the individual (Gardner et al. 2005). Because the authentic leader does not depend on others for validation and self-worth, he may act without the consent or support of others, increasing his perceived authenticity (Gardner et al., 2005; Kernis & Goldman, 2005). However, these actions, while perceived as authentic, may or may not be morally sanctioned by others, as in the case where individuals act contrary to the prevailing cultural norms (Burke, Sims, Lazzara, & Salas, 2007).

According to Youssef and Luthans (2005), having an internalized moral perspective via a set of clear values provides stable and consistent heuristics for problem handling, decision making, and crisis management rather than reactionary approaches. The internalized moral perspective of authentic leaders evolves over time via balanced processing and self-awareness. The authors argue such values increase a leader's resiliency in the face of stressors by providing a steady framework to fall back on.

Balanced processing. Balanced processing is the unbiased interpretation and collection of information (Gardner et al. 2005). Kernis (2003) describes *unbiased processing* as the ability to objectively view one's positive and negative self-aspects,

without denying, distrusting, or dismissing relevant external evaluative information. Gardner et al. (2005) prefer the term *balanced processing*, noting that human beings are inherently flawed and unable to be completely unbiased. Humans often have perceptual flaws such as overestimation and overconfidence and conduct inaccurate self-assessments (Diddams & Chang, 2012). However, engaging in such self-serving biases erodes psychological well-being in the long run (Kernis & Goldman, 2005).

Authentic leaders engage in self-verification; in other words, they often seek feedback on their behavior from others (Chan et al., 2005). Feedback cues from followers provide authentic leaders with data to use to adjust their behavior to better align with their espoused values (Chan et al., 2005). Authentic leaders also use the information they collect to make decisions, to raise their self-awareness, and to enhance their internalized moral perspective (Gardner et al., 2005).

People may engage in self-deception when they ignore contrary evidence that might disconfirm what they believe (Bandura, 1991). They may misconstrue events or otherwise lead themselves astray based on biases and incorrect beliefs in the attempt to maintain their positive self-regard (Bandura, 1991). Authentic leaders actively resist these urges by seeking out contrary evidence (Gardner et al., 2005). Due to their optimal levels of self-esteem, authentic leaders display objectivity when considering such information, especially feedback about their own flaws and negative qualities (Gardner et al., 2005; Kernis, 2003). As a result, authentic leaders have a reduced need to defend or protect their ego (Gardner et al., 2005).

Relational transparency. Relational transparency refers to the high levels of openness, information sharing, disclosure and trust authentic leaders exhibit within their

relationships (Gardner et al., 2005). As individuals come to know themselves, and align their behaviors with their espoused values, they will be more likely to be transparent and open about their true thoughts and feelings (Gardner et al., 2005). They will present their true self to others in order to create bonds of intimacy and trust, while encouraging others to do the same (Gardner et al., 2005; Walumbwa et al., 2008). Transparency in this case is the process that individuals use to make themselves known to others by sharing thoughts, values, and feelings (Avolio & Reichard, 2008). By modeling openness, honesty, and transparency, authentic leaders create an environment of psychological safety for followers where they can reciprocate by sharing their own thoughts, values, and feelings (Avolio & Reichard, 2008). Such relational transparency leads to healthier, more satisfying relationships, despite the leader sharing "warts and all" (Deci & Ryan, 2000, p. 45).

Through relational transparency, authentic leaders are thought to create positive social exchange relationships with followers, where employees can voice their opinions and ideas openly without fears of retaliation or cost (Hsiung, 2012). Through reciprocity, or feeling a psychological sense of obligation to give back what others have given, authentic leaders encourage followers to give honesty and trust in return for the leader's honesty and trust, creating a positive social exchange (Avolio & Gardner, 2005). In this way, authentic leaders may also encourage extra effort and enable followers to challenge the status quo (Hsiung, 2012). Authentic leaders also use these high exchange relationships to influence and develop followers (Burke et al., 2007; Wang, Sui, Luthans, Wang, & Wu, 2014).

Other Key Concepts in Authentic Leadership Theory

Values. As a key construct within the authentic leadership literature, values play an important role in authentic leadership and authentic followership. As defined by Schwartz (1992), values are beliefs pertaining to desirable end states or modes of conduct that:

- Transcend specific situations,
- Guide the selection or evaluation of behavior, people, and events,
- Are ordered by relative importance compared to other values, forming a system of values priorities.

Schwartz goes on to argue, based on his review of the scholarly literature and subsequent empirical studies across 44 countries, that there are 10 universal values: universalism, benevolence, tradition, security, power, achievement, hedonism, stimulation, and self-direction. These 10 values aggregate into four categories including self-transcendence, conservation, self-enhancement, and openness to change (Schwartz, 1992). The values literature includes a wide variety of definitions of values, values measures, and ways to operationalize values as behaviors (Meglino & Ravlin, 1998). However, the literature does agree on the importance of the values construct and its influence on human beings. A tightly coherent network of values—which create specific patterns of meaning for individuals—influences motivation, perception, and ultimately behavior (Rokeach, 1973; Lord & Brown, 2001). These value networks create powerful constraints on behavior, cues for memories and emotions, and provide the foundation for individuals' self-concept and identity (Rokeach, 1973; Lord & Brown, 2001).

John Dewey provides a different perspective on the nature of values. According to Dewey (1910; 1916; 1932), means values—or how human beings do things, are reciprocally related to the end values—or what we are trying to accomplish. In other words, human beings consider not only how to achieve our goals, but the worth of the goal itself. For Dewey, value judgments should be practical, and based on empirical inquiry (Dewey, 1916). Intrinsic, means values such as loyalty or integrity, have no worth in and of themselves, but can be judged based only on their usefulness given their context and the consequences of acting on such values. For example, loyalty or a sense of duty is only worth acting upon when it results from a habit formed over the course of experiences (Dewey, 1932). Dewey felt that traditional values passed on by society should serve as a starting point, or a hypothesis that humans should empirically test as they take action in the world, ultimately determining what individuals truly value (Dewey, 1932). Dewey argued that dogmatism or blind commitment to traditional values prevents human beings from learning, especially in an ever-changing, conflicted, and pluralistic world. When humans "think about what is truly right" and critically appraise what they believe, they create new values, more practical in the current age and context (Dewey, 1932, p. 233),

Authentic leadership aligns with much of what Dewey believed. When individuals engage in self-awareness, they actively reflect on their core values (Gardner et al., 2005; Rokeach, 1979). As they ask, "Who am I?" and identify their ideal and ought selves, they come to decide who they are and what they stand for (Gardner et al., 2005; Kernis, 2003; Lord & Brown, 2001; Robins & Boldero, 2003; Rokeach, 1979). Authentic individuals internalize their own moral perspective, and then act in alignment with their

values in order to reduce the discrepancy between their actual identity and desired identity (Lord & Brown, 2001; Rokeach, 1979; Ryan et al., 2008; Van Knippenberg et al., 2005). In their own way, they are acting on Dewey's experimental inquiry, or critical appraisal of their beliefs (Dewey, 1932). Thus, their values become a driving force in their behavior (Lord & Brown, 2001).

When followers consider how authentic a leader is, several factors related to values come into play. In order to be truly authentic, a leader's core values and espoused values must coincide (Gardner et al., 2005). Additionally, if authentic leaders demonstrate self-transcendent values such as integrity, trust, respect, and fairness, they will be more effective building trust and relational transparency with followers than if they demonstrate self-enhancing values such as personal gain or independence (Gardner et al., 2005; Leroy et al., 2012; Lord & Brown, 2001; Michie & Gooty, 2005; Schwartz, 1992; Sosik, Jung, & Dinger, 2009). Followers will also consider whether they believe the leaders' values are the morally correct values, and how well they align with the espoused values of the organization (Burke et al., 2007). In this case, the follower's perception of how similar the leader's values are to his or her own influence the relationship between the follower and the leader (Edwards & Cable, 2009; Groves & LaRocca, 2011; Liedtka, 1989)

Values congruence is the perceived similarity between an individual's personal values and those of other people or an organization (Liedtka, 1989). Values congruence can be subjective or objective; for example, a leader and follower may perceive their subjective value congruence differently (Edwards & Cable, 2009; Groves & LaRocca, 2011; Liedtka, 1989). When people experience interpersonal values congruence, they

interpret external stimuli in similar ways because values influence perception (Meglino & Ravlin, 1998). Edwards and Cable (2009) found that values congruence between leaders and followers was strongly related to trust, communication, and attraction, above and beyond psychological need fulfillment, leading to positive outcomes such as minimizing turnover. The authors argue that values congruence increases trust because it allows members in the relationship to be vulnerable and more open with one another. Moreover, the higher the values congruence, the higher a follower perceives the integrity of a leader to be (Burke et al., 2007). Modeling is also made more effective by the real or perceived similarity between the observer and the model, or in this case the leader and the follower (Bandura, 1969).

Algera and Wiersma (2012) believe values congruence between authentic leaders and their followers will be negotiated collectively over time, and is not only in the domain of leaders. Organizational values, they felt, are in flux, and congruence is both complex and emergent, and cannot be assumed to be stable. Auster and Freeman (2011) argue that the concept of values-fit and authenticity is limited, and that while describing one's true self is a good starting point, organizations and leaders are better served by engaging in dialogue about the past, relationships, and the future as a way of understanding how values shape behavior, influence relationships, and can be modified to support future aspirations. Sparrowe (2005) argues that leaders and followers change, and that the self is malleable due to the context and the environment. Under this line of reasoning, values congruence would not necessarily remain stable or endure over time.

According to Eagly (2005), in her theoretical article on gender, authentic leadership, and relational transparency, values are "contested ground" (p. 461). If values

are incongruent, she argues, authentic leaders must persuade their followers about the benefits of shared values, or they must negotiate what values are shared, potentially agreeing to values that are socially encouraged but out of alignment with the authentic leaders' true self. Failing to do so, Eagly (2005) says, would be to fail to earn legitimacy in the eyes of the collective. As Bandura (1991) describes it, "social consensus on morality is difficult to come by" (p. 18).

Trust. While several outcomes of authentic leadership have been studied empirically, including engagement, performance, job satisfaction, and organizational citizenship behaviors, there has been a significant focus on follower trust. Rousseau, Sitkin, Burt, and Camerer (1998) define trust as "a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another" (p. 395). Dirks and Ferrin (2002), in their meta-analysis of the trust in leadership literature, describe a framework of trust that includes character based trust—how followers perceive leaders based on their attributes, such as integrity, and relationship based trust—how followers perceive leaders based on their relationship of social exchanges with the leader. This framework includes cognitive trust, affective trust, and overall trust (Dirks & Ferrin, 2002). Dirks and Ferrin (2002) found ample evidence within the leadership literature that trust increases job satisfaction, organizational commitment, turnover intention, belief in the information provided by leaders, commitment to decisions, and satisfaction with the leader.

Authentic leadership has been empirically shown to increase trust in followers (Ceri-Booms, 2010; Gardner et al., 2005; Ilies et al., 2005; Norman, Avolio, & Luthans, 2010; Walumbwa et al., 2011). It also has been shown to correlate with higher

organizational trust (Onorato & Zhu, 2014). By building relational transparency with followers, leaders should build trust through openness about their viewpoints (Gardner et al., 2005; Kernis, 2003). By espousing values and acting in alignment with those values, even in the face of social pressure, leaders should show followers their word and behaviors can be trusted (Edwards & Cable, 2009; Gardner et al., 2005).

According to Dasborough and Ashkanasy (2005), follower attribution of a leader's intentions is the most critical element of the follower's perception of the leader's authenticity. If the leader does not model trust in followers, the followers will not behave in trusting ways towards the leader (Dasborough & Ashkanasy, 2005). According to Edwards and Cable (2009), values congruence with a leader is positively related to trust in that leader; it stands to reason that an authentic leader with high work values congruence with followers would be more effective than that same leader with low work values congruence with followers (Hayibor et al., 2011). Moreover, even if authentic leaders are transparent and open about their core values, if followers do not judge those values as morally correct, the leader would not be seen as legitimate or would be trusted by their followers (Burke et al., 2007).

Inherent morality. There is a disagreement in the authentic leadership literature about whether the construct is inherently moral or not (Gardner et al., 2011; Walumbwa et al., 2008). Rokeach (1979) argues that human beings want to be seen as moral and competent, and will organize their beliefs and behaviors in ways that enhance this self-concept. Because of its roots in positive psychology, authentic leaders are theorized to focus on:

- Moral values, such as kindness and altruism,

- Means values, such as integrity, reliability, and accountability, and
- Ends values, such as security, equality, and justice (Zhu et al., 2011).

Gardner, Avolio, and Walumbwa (2005) argue that it is impossible to achieve high levels of self-awareness and the self-ownership required with what they describe as a low level of moral development. Authentic leaders, with their focus on follower development, develop follower moral identity by modeling high moral convictions (Leroy et al., 2012; Zhu et al., 2011). According to Zhu, Avolio, Riggio, and Sosik (2011) authentic leaders impact follower moral identity and moral emotions through modeling, clear moral standards that align with collective values, constructive moral feedback, follower emulation and internalization. Moral identity, while stable, can change over time and can be corrupted by pseudo-transformational or unethical leadership (Zhu et al., 2011). Hannah, Avolio, and Walumbwa (2011), building on Bandura's (1999) conception of moral disengagement, argue that authentic leaders activate the values structures of their followers, allowing them to speak and behave in ways that align with their deeply held beliefs. Leaders in this instance provide both external and collective support of moral behavior. In their study of soldiers attending a major US Army school, the authors found a positive relationship between authentic leadership and moral courage. In a study of part time employees, Tang and Liu (2012) found that authentic leaders had a negative influence on unethical behavior intentions. Based on their findings, the authors argue that authentic leaders reduce the unethical behaviors of their followers.

However, others view the inherently moral stance of most authentic leadership scholars as flawed. Sparrowe (2005) argues that authenticity is not intrinsically ethical, and that it is not being true to oneself that makes leaders effective, it is the positive regard

a leader has for both himself and his followers. Yet authentic leadership's philosophical grounding comes from the writings of Heidegger and Sartre; their focus is not on positive regard but on awareness of one's values and aligning one's behavior with those beliefs. Authentic leadership's theoretical grounding begins with humanistic psychology and Roger's (1951) conceptualization of true self; while unconditional positive regard is a key foundation of Roger's work, discovering one's true self is also a large part of his client-centered therapies.

One of the best critiques of the authentic leadership construct comes from Algera and Lips-Wiersma (2012) in their exploration of authenticity and existentialism. Existentialism posits that inauthenticity is inevitable, that authenticity requires followers to make their own meaning, that authenticity does not imply goal or values congruence, and that authenticity is not intrinsically ethical. According to the authors, the utopian and positivist focus of most authentic leadership scholars weakens the construct, and does not match real world context with real human beings. Algera and Lips-Wiersma (2012) argue that by setting such a high standard for authenticity, individuals will experience confusion and anxiety over the discrepancies they experience between their core values and their behaviors. To improve the construct, the authors believe leaders and followers should be responsible for managing authenticity at the group level, based on social constructivist ontology as opposed to positivist ontology. Ethical awareness, they argue, is created when it is openly confronted, with ongoing reflection on the disconnection between aspirations and action.

Similarity to other leadership models. Another criticism of authentic leadership is its similarity to other leadership models (Walumbwa et al., 2008). Authentic leadership

as operationalized by Walumbwa et al. (2008), is a root construct, or a foundational leadership theory that other leadership theories can build upon, including ethical leadership and spiritual leadership. Walumbwa et al. (2008) conducted a study of the impact of authentic leadership, transformational leadership, and ethical leadership and found significant differences in how each style of leadership influences leaders and followers. For example, transformational leadership does not require self-awareness or behavioral authenticity to be effective; authentic leaders rely less on symbolism, inspirational appeals and vision than transformational leaders do (Gardner et al., 2011; Walumbwa et al., 2008). According to Hannah, Walumbwa, and Fry (2011), the goal of transformational leadership is the transformation of followers, while the goal of authentic leaders is to encourage the self-determination of followers. Authentic leadership defines leadership success as follower development (Avolio & Reichard, 2008). Ethical leaders, like authentic leaders, rely on modeling to influence followers (Walumbwa et al., 2008). Ethical leadership, according to Brown et al. (2005), is "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two way communication, reinforcement, and decision-making" (p. 12). However, according to Zhu et al. (2011) in their exploration of the impact of authentic leadership on follower ethics, authenticity is not a central component of ethical leadership. Additionally, Walumbwa et al. (2008) argue that according to ethical leadership theory, ethical leaders actively use transactional behaviors such as rewards and punishments to motivate ethical behavior, while authentic leaders use intrinsic motivators such as transparency, trust, and appealing to values and beliefs and the followers' own sense of authenticity.

Another similar leadership model is Greenleaf's (1977) servant leadership. According to Greenleaf (1977), servant leaders make a conscious choice to lead in order to serve others. Like authentic leaders, servant leaders are constantly developing themselves, reaffirming what they believe and choosing to act in alignment with those beliefs. Servant leaders must maintain a high degree of awareness and perception of what is going on around them, whereas authentic leaders focus on their own self-awareness and self-management (1977). Also similar to authentic leadership, servant leaders focus on the growth of others and spend a great deal of time listening, understanding, empathizing and ultimately accepting those around them. Servant leadership however is a broader leadership theory—it includes many other behaviors including conceptualization and foresight, persuasion, stewardship, and building community. Authentic leaders, by contrast, focus more on gathering feedback and contrary opinions than servant leaders as they develop their internal moral perspective.

Empirical Studies of Authentic Leadership

Quantitative research. The predominant method for studying authentic leadership has been through quantitative empirical research (Gardner et al., 2011). The historically dominant tool for assessing authentic leadership is Walumbwa et al.'s (2008) Authentic Leadership Quotient (ALQ). For examples of leadership studies using the ALQ, see Bird and Wang (2011), Ceri-Booms (2010), Chiaburu, Diaz, and Pitts (2010), and Clapp-Smith, Vogelgesang, and Avey (2009).

To develop and validate a theory-based measure of authentic leadership, Walumbwa et al. (2008) used both inductive and deductive methods to generate questions that could assess how leaders demonstrated authentic leadership behaviors. The authors

reviewed the scholarly and practical literature, conducted university focus groups, and delimited authentic leadership into four conceptually distinct categories: self-awareness, internalized moral perspective, balanced processing, and relational transparency. They then conducted a content validity assessment by having raters assign questions to each of the four categories. Finally, the authors conducted a confirmatory factor analysis using independent samples of full time employees from both the U.S. and China in order to test various models of authentic leadership. The authors found that the four categories of authentic leadership work best as interconnected constructs as opposed to distinct and independent variables. The authors also ran a separate study in order to provide additional construct validity and show how authentic leadership is statistically different than transformational and ethical leadership using independent samples drawn from MBA classes at a large U.S. university (Walumbwa et al., 2008). Based on this work, the authors created the ALQ.

Due to recent retractions of Walumbwa's work within *The Leadership Quarterly*, including two articles on authentic leadership and followership including "Psychological Processes Linking Authentic Leadership to Follower Behaviors," (Walumbwa, Wang, Wang, Schaubroeck, & Avolio, 2010) and "The Relationship Between Authentic Leadership and Follower Job Performance: The Mediating Role of Follower Positivity in Extreme Contexts" (Peterson, Walumbwa, Avolio, & Hannah, 2010), other quantitative measures of authentic leadership may take a more prominent role in authentic leadership research in the future. Another measure of authentic leadership is the Authentic Leadership Inventory (ALI) developed by Neider and Schriescheim (2011). While the authors developed and tested the tool in a similar manner as Walumbwa et al. (2008) used

for the ALQ, the ALI has not yet been widely embraced by the scholarly community and according to the authors, needs additional refinement and testing.

Qualitative research. Another approach to studying authentic leadership has been through qualitative methods. Zhang, Everett, Elkin, and Cone (2012) used a multiple case study method with eight small and medium sized enterprises in China, in order to explore how the Western version of authenticity and authentic leadership compared to Chinese firms steeped in Confucian traditions. The authors found that Chinese employees saw authenticity similarly to that described by Walumbwa et al. (2008), although the participants felt that leaders who espoused and behaved in alignment with self-transcendent values in multiple contexts seemed more authentic. Eigel and Kuhnert (2005) conducted a qualitative study with 21 board-elected executive officers representing numerous industries in order to understand the connection between leader authenticity and leadership development level. The authors argue that the more developed a leader is, the more authentic the leader becomes. MacNeill, Tonks, and Reynolds (2013) conducted a qualitative study of directors at performance art companies, who displayed co-leadership using authentic leadership practices such as increased self-awareness, internalized moral perspective, balanced processing, and relational transparency.

In their qualitative study of perceptions of authenticity of African American political figures, Pittinsky and Tyson (2005) found that follower perceptions of authenticity are as important as actual alignment between the leader's espoused values and behaviors. Using focus groups comprised of African Americans recruited from various income levels from three major U.S. cities, the authors identified authenticity

markers that followers used to measure leaders against. These markers include policy positions, experiences of struggle and racism, membership in African American churches, words and deeds. Surprisingly, the authors found a curvilinear relationship between leadership markers and authenticity, as political figures who exhibited too many or too few markers came across as fake and contrived as opposed to authentic.

Levels of analysis. Gardner et al. (2005) theorize that authentic leadership would operate at multiple levels of analysis. While most authentic leadership research has been conducted at the individual level of analysis, research continues on dyads, groups, and organizations. For example, Walumbwa, Luthans, Avey, and Oke (2011) studied 146 work teams in a large U.S. bank, and found that authentic leadership positively impacted the groups' collective trust and psychological capital, which ultimately influenced group citizenship behavior and group performance. Hmieleski, Cole, and Baron (2012) studied shared authentic leadership among entrepreneurial top management teams and found that authentic leadership led to a positive affective tone, which had an indirect positive effect on firm performance. Clapp-Smith, Vogelgesang, and Avey (2009) studied authenticity in a chain of retail stores, and found that authentic leaders increased both trust and the psychological capital at the group level of analysis, ultimately improving performance as measured through sales growth.

Designs. Authentic leadership has been studied in the field through surveys and self-reports, but also through experimental and quasi-experimental designs (Gardner et al., 2011). For example, Dasborough and Ashkanasy (2005) used an experimental design using a sample of 137 undergraduate students measuring their perceptions of leader authenticity when presented with a video and a follow up email where the leader's

behavior and words aligned in some cases and did not align in others. Norman, Avolio, and Luthans (2010) conducted a field experiment using IT professionals and a proposed downsizing scenario in order to study the connection between leader positivity, an authentic leader's relational transparency, and trust. Branson (2007a; 2007b) conducted action research with school principals in Australia, focused on helping authentic leaders develop their moral compass by helping them surface their unconscious values and translate their intangible beliefs into actionable behaviors. Puente, Crous, and Venter (2007) conducted an action research study using a workshop on authentic leadership as a trigger event for attendees in Cape Town, South Africa. Roche (2010) used a best authentic self-exercise to help university students in New Zealand to reflect on and diagram their leadership experiences as a way to teach authentic leadership. Turner and Mavin (2007) used a narrative, life history approach to study 22 senior business leaders in the U.K. They found that the participants repressed their "strutting and fretting" (p. 388) in order to seem in control and leader-like. The authors questioned whether or not these leaders would appear authentic to their followers.

Settings. Authentic leadership has been studied in a variety of settings, beyond for-profit businesses and university settings. For example, Bird & Wang (2011) used the ALQ to study the connection between school superintendents' budgeting style and teacher perceptions of authenticity and balanced decision making; the authors found that authenticity was positively related to leader transparency in the budgeting process. Cummings (2009) studied the connection between the authentic leaders use of authenticity and balanced processing to reduce burnout and increase employee voice within a Canadian health care agency; Laschinger and Fida (2014) studied the influence

of authentic leadership on emotional exhaustion and cynicism and the impact on mental health and job satisfaction on nurses. Borgersen et al. (2014) studied the connection between authentic leadership and safety climate aboard seafaring vessels.

Table 2.1 includes a sample of empirical research on authentic leadership.

Table 2.1
Sample of Empirical Research on Authentic Leadership

Author	Paradigm, ontology, epistemology (Ponterotto, 2005)	Methods
1. Bird & Wang (2011)	Positivist, naïve realism, dualism / objectivism	Quantitative study Leader authenticity and decision making 224 school superintendents from six Southern states in the U.S. ALQ (Walumbwa et al., 2008), Budget Building Questionnaire (Bird et al., 2010)
2. Branson (2007)	Constructivism / interpretivism, relativist, transactional and subjective	Qualitative study, action research Authentic leadership and values Six Catholic high school principals Opportunistic sample Visual display instrument linking authentic leadership and values
3. Chiaburu, Diaz, & Pitts (2010)	Positivist, naïve realism, dualism / objectivism	Quantitative study Authentic leadership, trust, economic exchanges 165 working individuals randomly sampled from a U.S. professional association ALQ (Walumbwa et al., 2008), exchange ideology (Eisenberger et al., 1986), social and economic exchange (Shore et al., 2006)
4. Clapp-Smith, Vogelgesang, & Avey (2009)	Positivist, naïve realism, dualism / objectivism	Quantitative study Authentic leadership, group psychological capital 89 employees of a small retail chain in the Midwestern U.S. ALQ (Walumbwa et al., 2008), PsyCap (Luthans, Youssef, & Avolio, 2007), Propensity to Trust Scale (Jarvenpaa, Knoll, & Leidner, 1998)
5. Pittinksy & Tyson (2005)	Constructivism / interpretivism, relativist, transactional and subjective	Qualitative study, grounded theory Six groups of 28 African Americans of various socioeconomic status, conducted in three major cities using a snowball sampling strategy Structured interviews in focus groups Thematic analysis

Author	Paradigm, ontology, epistemology (Ponterotto, 2005)	Methods
6. Eigel & Kuhnert (2005)	Constructivism / interpretivism, relativist, transactional and subjective	Qualitative study, grounded theory Leader authenticity, development level, effectiveness 21 board elected executive officers 60- to 90-minute semistructured clinical interview Thematic analysis
7. Hmieleski, Cole, & Baron (2012)	Positivist, naïve realism, dualism / objectivism	Quantitative study Shared authentic leadership, positive affective tone, and firm performance 181 surveys from CEOs of top management teams, stratified random sample from 2000 new ventures identified through Dun and Bradstreet Shared authentic leadership (Avolio & Luthans, 2006), Job-Related Affective Well-Being Scale (Van Katwyk, Fox, Spector, & Kelloway, 2000), Lagged, 1-year performance data from Dun and Bradstreet
8. MacNeill, Tonks, & Reynolds (2013)	Constructivism / interpretivism, relativist, transactional and subjective	Qualitative study Co-leadership and authentic leadership 12 artistic directors and general managers of performing arts companies Purposeful sample In-depth, semistructured interviews Theme analysis
9. Neider & Schriescheim (2012)	Positivist, naïve realism, dualism / objectivism	Quantitative study Validation of the Authentic Leadership Inventory 40 undergraduates and 32 MBA students at a medium-sized Southern university ALI (Neider & Schriescheim, 2012), ALQ (Walumbwa et al., 2008)
10. Norman, Avolio, & Luthans (2010)	Positivist, naïve realism, dualism / objectivism	Quantitative study, experimental design Leader positivity, relational transparency, trust Field experiment with 304 IT professionals randomly assigned to four conditions of positivity and transparency Participants were shown a generic news release and CEO's response to a downsizing event, then participants rated the CEO on: Psychological Capital Questionnaire (Luthans & Avolio, 2007), ALQ (Walumbwa et al., 2008), Trust (Mayer & Gavin, 2005), and a survey on

Author	Paradigm, ontology, epistemology (Ponterotto, 2005)	Methods
		the leader's perceived effectiveness (Norman et al., 2010), and open-ended qualitative questions on their reactions
11. Peus, Wesche, Streicher, Braun & Frey (2012)	Positivist, naïve realism, dualism / objectivism	Quantitative study Self-consistency, self-knowledge, & authentic leadership 306 individuals recruited via LinkedIn ALQ (Walumbwa et al., 2008), Preference for Consistency Scale (Cialdini et al., 1995), Self-Concept and Self-Confidence Scale (Fend et al., 1984), Questionnaire on Trust in the Leader (Kopp & Schuler, 2003), MLQ (Bass & Avolio, 1995),
12. Puente, Crous, & Venter (2007)	Constructivism / interpretivism, relativist, transactional & subjective	Qualitative study, action research Authentic leadership & trigger events 22 self-nominated managers from a company in Cape Town, South Africa Used a workbook based on appreciative inquiry to capture process narrative for each participant
13. Tate (2008)	Positivist, naïve realism, dualism / objectivism	Quantitative study Authentic leadership and self-monitoring 115 undergrads randomly assigned into groups of three to four members Self-Monitoring Scale (Snyder & Gangestad, 1986), Authentic Leadership Instrument (Tate, 2008), Leadership Perception (Tate, 2008)
14. Turner & Mavin (2007)	Constructivism / interpretivism, relativist, transactional & subjective	Qualitative study, phenomenology Authentic leadership 22 UK senior business leaders Narrative life history
15. Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008).	Positivist, naïve realism, dualism / objectivism	3 quantitative studies Study 1: Sample of doc students and professors at research university, Literature reviews & interviews to operationally define AL constructs & to refine ALQ, CFA performed using two independent samples from USA hi tech firm (n = 224) & China (n = 212). Study 2: Sample 1 of MBA students at large US university (n=178) using ALQ versus transformative (MLQ) and ethical leadership (using Brown, Trevino, & Harrison, 2005) assessment items

Author	Paradigm, ontology, epistemology (Ponterotto, 2005)	Methods
		Study 3: Sample of adult evening students with full time jobs (n = 236) surveyed using ALQ & organizational citizenship behaviors (using Wayne, Shore, & Liden, 1997) organizational commitment (using Mowday, Steers, & Porter, 1979) and satisfaction with supervisor (using Smith, Kendall, & Hulin, 1969) collected at 3 different times during semester
16. Walumbwa, Luthans, Avey, & Okey (2011)	Positivist, naïve realism, dualism / objectivism	Quantitative study Authentic leadership, groups' collective trust and psychological capital 146 work teams in a large US Bank ALQ (Walumbwa et al., 2008), Psychological Capital Questionnaire (Luthans & Avolio, 2007), Group Trust (Campion, Medsker, & Higgs, 1993), Group Citizenship Behavior (Lee & Allen, 2002), Group Performance Measure (Bono & Judge, 2003), MLQ (Bass & Avolio, 2004)
17. Wong & Cummings (2009)	Positivist, naïve realism, dualism / objectivism	Quantitative study Authenticity leadership & burnout Random sample of 147 clinical provider staff from Canadian health agency, 188 nonclinical staff from 17 cancer treatment facilities Leadership Practices Inventory (Kouzes & Posner, 2003), Areas of Worklife Scale (Leiter & Maslach, 2004), The Maslack Burnout Inventory General Survey (Maslach, Jackson, & Leiter, 1996)
18. Zhang, Everett, Elkin, & Cone (2012)	Constructivism / interpretivism, relativist, transactional & subjective	Qualitative study, multiple case studies Authentic leadership, Confucian philosophy 8 small and medium-sized enterprises in China Case studies, semistructured interviews, direct observation

Authentic Followership

According to numerous authors, including Heller and Van Til (1982), leadership and followership are linked, and as dynamic interrelated processes, one cannot be

understood without the other. In order to understand authentic leadership, one must study how authentic leaders influence followers and how followers influence authentic leaders (Algera & Lips-Wiersma 2012; Gardner et al., 2005; Leroy et al., 2012).

Overview of followership. Followers, whether defined as people who follow, nonmanagerial employees, or as subordinates with less power than supervisors who go along with what someone else wants, play an important role in modern organizations (Adair, 2008; Kellerman, 2008; Lord, 2008; Rost, 2008). As noted earlier, followers do most of the work in modern organizations, and make up the majority of the workforce (Adair, 2008). In today's modern organizational structures, with flatter formal hierarchies, cross-functional project teams, and matrix reporting relationships, virtually all individuals spend some time as followers (Howell & Mendez, 2008). Scholars agree that the development of followers is an urgent organizational need (Maroosis, 2008).

Followership, or the "acceptance of influence from another person or persons without feeling coerced, towards a common purpose" (Stech, 2008, p. 49), has evolved over the years. Modern conceptualizations of followers and followership have abandoned early notions of followers as subservient, mindless automatons who satisfy the leader's personal needs (Howell & Mendez, 2008; Stech, 2008). Followers influence leaders just as leaders influence followers; in some instances, "leaders are malleable products of cumulative follower actions" (Kelley, 2008, p. 11). Rost (2008) and Adair (2008) describe followers as leadership collaborators who support significant changes that reflect their mutual interests. As organizations evolve, more and more decision making and influence has shifted to people in nonmanagerial roles; in team based environments most participants give guidance and even consent to team leaders (Rost, 2008).

Like any professional role, followership is an ongoing process of learning what is required to be successful (Maroosis, 2008). Followers may need leaders to teach them whatever they need to understand; in other instances, followers are relatively independent agents who engage in self-leadership (Carsten et al., 2010; Lord, 2008; Maroosis, 2008). Follower typologies abound in the followership literature; primarily followers are seen as passive, active, or proactive (Carsten et al., 2010). Although followers may seem to have less power and influence than their superiors, they may show dissent through absenteeism, foot dragging, and disengagement (Collinson, 2008). They may also hide mistakes, and otherwise avoid punishment. Much like leaders, followers engage in impression management (Collinson, 2008).

While much has been made of leadership ethics in the business and scholarly press, follower ethics is also vitally important. As an ethical and moral discipline, followership requires saying then doing the right things (Maroosis, 2008). Followers are also seen as checks against toxic leaders (Chaleff, 2008; Kelley, 2008). To be an effective follower, followers must have what Kelley (2008) describes as a "courageous conscience" (p. 15). Effective followers must challenge leaders who threaten an organization's common purpose with unethical, immoral, or incompetent decisions (Chaleff, 2008).

However, without a strong sense of personal identity, or the courage to act on their convictions, followers may seek unhealthy relationships with leaders and overlook unethical behaviors (Bandura, 1986; Howell & Mendez, 2008). In the Milgram studies on destructive obedience to authority figures in the 1960's, Stanley Milgram (1963) found that subjects would willingly administer harmful electric shocks to screaming victims

because an experimental authority ordered them to do so (Blass, 2008). Subjects relinquished their morality to the leader, accepting his or her definition of what was right and wrong (Blass, 2008). Bandura (2008), quoting Voltaire, says, "Those who can make you believe absurdities, can make you commit atrocities." (p. 103). Kellerman (2008) in her book on followership cites the German people's willingness to go along with the Holocaust as an example of followership without the guidance of a strong moral foundation. Kelley (2008) cites the rise of suicide bombers as another example of followers causing great harm.

Followers who lack self-awareness, or who are disempowered by authorities, may also give up their sense of responsibility for dealing with conflicts, problems, and crises (Chaleff, 2008). For this reason, Alford (2008) argues that large organizations reduce the individual's moral responsibility, whether the person is a leader or a follower. As Chaleff (2008) points out, while many remember that Kenneth Lay and Jeffrey Skilling went to jail for the Enron scandal, nearly 30 employees in subordinate roles also faced criminal charges. In his work on moral disengagement, Bandura (2002) argues that the triumph of evil requires "a lot of good people, doing a bit of it, in a morally disengaged way, with indifference to the human suffering they collectively cause" (p. 113).

Leroy et al. (2012), in one of the few empirical studies focused on authentic followership, conceptualize the construct as the "process by which followers come to experience self-motivation" (p. 5). However, this study takes a broader view of authentic followership based on Walumbwa et al.'s (2008) conceptualization of authentic leadership. Authentic followership is a pattern of follower behavior that fosters greater self-awareness, an internalized moral perspective, balanced processing of information,

and relational transparency on the part of followers working with authentic leaders, fostering positive self-development. As authentic followers behave in authentic ways, and take an active role in the leader-follower relationship, their interactions with leaders produce a two-way influence process that supports the authenticity development of both parties (Leroy et al., 2012).

Developing Authenticity

Modeling. According to Bandura (1977, 1986), most human learning, whether intentional and inadvertent, occurs by observing the performance of others (Bandura, 1986). Without such guidance, most human efforts to learn would be consumed by errors and wasted effort (Bandura, 1986). For Bandura (1969, 1986), modeling is a psychological matching process that includes observing both behavioral and verbal cues. Through modeling, or observational learning, humans acquire new cognitive skills and behavior patterns, and can enhance or inhibit previously learned behavior (Bandura, 1986). Modeling can instruct individuals on new ways of doing things, can inhibit or disinhibit behavior, can facilitate action by providing social prompts and pointing out environmental cues, can act as a stimulus to action and can arouse emotions (Bandura, 1986). By learning observationally, learners can also generate rules of behavior from the examples, especially the social consequences of others' behavior (Bandura, 1986).

Bandura (1977, 1986) outlines four processes of observational learning, including:

1. Attention processes, or what aspects of models learners pay attention to and why;
2. Retention processes, or what aspects of modeled activities learners remember and why;

3. Reproduction processes, or how learners convert what they recall symbolically into action and why; and
4. Motivational processes, or how direct, vicarious, and self-produced incentives motivate learners to exhibit modeled behavior.

Based on these four processes, many factors influence the efficacy of observational learning. For example, useful models are worthy of attention; if models are unsuccessful in a given environment, the learner is less likely to pay attention to them (Bandura, 1986). If a learner is able to visualize his or herself enacting a behavior, the learner is more likely to retain it (Bandura, 1986). If a learner gets feedback on his or her attempts to produce a modeled behavior, and is able to adjust successfully, the learner is more likely and more able to reproduce that behavior in the future (Bandura, 1986). Finally, if a leaner values a modeled form of conduct, he or she is more likely to be motivated to act in alignment with that model than a behavior he or she does not value (Bandura, 1986).

The efficacy of modeled behavior is also compounded as these processes work together. For example, individuals who verbalize their thought strategies out loud as they solve problems facilitate observational learning processes of attention, retention, and reproduction (Bandura, 1986). In this case, as individuals make their thinking explicit, they make their process more observable and overt (Bandura, 1986). Individuals who possess status, competence, and power are more effective in prompting others to behave similarly than those of lower standing due to their impact on attention and motivation (Bandura, 1986). Individuals whose solutions are more effective than one's own are also retained and reproduced more readily (Bandura, 1986).

With its roots in positive psychology, the primary influence mechanism used by authentic leaders is positive modeling (Gardner et al., 2005). For example, by modeling self-awareness and an internalized moral perspective, the authentic leader is thought to heighten the followers' self-awareness and self-regulation (Gardner et al., 2005). There are several mechanisms theorized to support this. An antecedent of authenticity, a trigger event, allows the individual to become more aware of what he or she believes (Gardner et al., 2005.) Authentic leaders are thought to be trigger events for their followers, by modeling what authenticity looks like, prompting the follower to engage in the same behavior (Gardner et al., 2005). By modeling self-transcendent values such as altruism or care for others, authentic leaders prompt their followers to reciprocate that behavior, escalating moral group norms and ultimately coming to internalize those values (Gardner et al., 2005; Ilies et al., 2005; Leroy et al., 2012; Lord & Brown, 2001). In their study of authentic leaders as entrepreneurs, Jensen and Luthans (2005) found that authentic leadership was positively related to higher organization commitment, job satisfaction, and work happiness in new businesses. The authors argue that entrepreneurs "lead from the front" (p. 651) and model behavior that inspires employees. Qian, Lee, and Chen (2012) in their study of leader-subordinate dyads in China, found that authentic leadership was positively related to feedback seeking behavior in followers, as leaders role modeled what it looked like to seek feedback and lowered the costs for seeking information that may challenge one's self-perception and status with others. In an experimental study, Cianci, Hannah, Roberts, and Tsakumis (2014) found that authentic leadership inhibits unethical decisions when followers are faced with temptations. Ultimately, authentic leadership and followership development are seen as an ongoing process (Avolio & Gardner, 2005).

Yet followers also take an active role in the leader-follower relationship (Leroy et al., 2012). While authentic leaders have a strong influence on followers due to their status and power, authentic followers may influence leaders through displayed competence and the usefulness of their approach in a given environment (Bandura, 1986). Leaders and followers engage in simultaneous motivational processes; both parties are influencers and are being influenced at the same time as they provide one another self-relevant feedback about their performance through their actions and reactions to one another (Bandura, 1986). Leaders may emulate followers' behavior when followers' solutions are more effective than their own (Bandura, 1986). Finally, just as leader modeling influences follower authenticity, by increasing the effectiveness of observational learning processes of attention, retention, reproduction, and motivation, followers can have a strong impact on leader authenticity development.

Social learning theory. The authentic leadership literature, especial Gardner et al.'s (2005) conceptual framework of authentic leadership and follower development, draws heavily upon Bandura's social learning theory (Bandura, 1969). As in the existential and humanistic psychological traditions, Bandura (1978) argues that individuals are free to choose, to make conscious and intentional decisions. These decisions are shaped by continuous reciprocal interactions between:

- Personal factors such as cognitions, emotions, and biology,
- Behaviors and the consequences of those behaviors, and
- The environment, or the social milieu that an individual influences and is influenced by.

The individual makes decisions by engaging in self-regulation. Self regulation includes monitoring conduct and the conditions in which that conduct occurs, judging that conduct against internalized moral standards, then regulating future conduct through positive or negative self-sanctions (Bandura, 2002). The reflexive nature of human beings allows them to examine their moral knowledge and conduct, although their self-efficacy provides the incentive to alter their behaviors, if they believe they can exercise control over themselves and the environment (Bandura, 2001). Individuals then set goals "rooted in a value system and sense of personal identity" which invest their activities with "meaning and purpose" (Bandura, 2001, p. 8).

Given the importance the followership and leadership literature places upon ethical conduct, it is no surprise that the authentic leadership literature focuses on the development of the followers' morality, or their inherent moral perspective. Moral conduct, in Bandura's model, is regulated and motivated through ongoing self-sanctions as well as social sanctions (Bandura, 1991). Individuals construct expectations for themselves and others by observing the environment and outcomes actions produce (Bandura, 2001). The values and moral rules that individuals follow are rooted in observed social sources; individuals study the perceptions of others, the social reactions to behavior, and different models of moral commitments (Bandura, 1991). In this way, modeling influences standards of conduct (Bandura, 1991). People, Bandura (2002) argues, "are not autonomous moral agents" (p. 102).

Authentic leaders and followers, as they model self-awareness, an internalized moral perspective, balanced processing, and relational transparency provide verbal and behavioral examples for others to emulate. Such models call attention to moral standards

embodied by the authentic leader; exemplified standards carry more weight when the person modeling the standards has social power and status (Bandura, 1991). While individuals internally construct their values and moral standards from a wide variety of sources, leaders are potent sources of influence (Bandura, 1991). When there are few discrepancies between what is said and done, modeling is an effective teaching method (Bandura, 1969, 1991). Due to the alignment between the authentic leaders' words and actions, they should be able to reduce the cognitive dissonance followers feel when what leaders say does not align with what they do (Chan et al., 2005). This does not mean however, that the follower blindly adopts the authentic leader's values; the authentic leader's goal is to help the authentic follower discover his or her own true self, which may or may not be congruent with the leader's values and inherent moral perspective (Algera & Lips-Wiersma 2012).

From a self-awareness standpoint, modeling provides leaders and followers with the justification to reconsider the various personal factors that influence their decisions (Bandura, 1991). As authentic individuals honestly express their feelings and model their values, they provide a social sanction for others to voice their own feelings and values (Bandura, 1991). By creating a safe psychological and social space, and allowing different viewpoints to be expressed through balanced processing and relational transparency, authentic leaders and followers encourage others to reflect on their personal moral judgments, evaluate them, and change them if called for (Bandura, 1991). By modeling self-awareness and an internalized moral perspective, then sharing these attributes through balanced processing and relational transparency, authentic leaders and followers encourage others to increase their own self-awareness, further develop their

own internalized moral perspective, engage in balanced processing and develop their own trusting, open relationships (Gardner et al., 2005).

Other Authenticity Development Influences

Positive work climate. Authentic leaders impact group climate by creating norms around empowerment, positive emotional states, and engagement (Carsten et al., 2010). The context authentic leaders operate in moderates their impact on followers, yet they also impact the context itself (Carsten et al., 2010). In their study of authentic leadership, trust, and economic exchanges, Chiaburu, Diaz, and Pitts (2010) found that authentic leadership enhanced trust while enhancing collaboration and interactions. Finally, authentic leaders are thought to use positive emotions to influence the emotional climate of a group, through emotional contagion, or the spread of similar emotions through social networks (Gardner et al., 2005; Hsiung, 2012).

Follower identities. In her qualitative study of consultants and investment bankers transitioning into senior level roles, Ibarra (1999) found that individuals experiment with provisional selves to explore new identities. The primary source of provisional selves comes from role models, such as leaders or influential peers within the environment. Individuals will evaluate those role models against their own internal standards, imitating their beliefs and behaviors, ultimately choosing a match for their desired identity based on external evaluations and feedback from trusted sources. In the case of authentic leaders and followers, individuals would experiment with provisional selves based on the authentic person's espoused values and behavior; additionally, authentic individuals will help others discover the provisional self that is the best match between their values and desired identity (Ilies et al., 2005). Van Knippenberg et al.

(2005) argue that an individual's identity impacts how he or she feels, behaves, and thinks. If leaders or followers can influence the way others perceive themselves, they can influence their feelings, thoughts and goals (Lord & Brown, 2005).

Identification with a leader or follower is not without problems, however. For example, if the leader is seen as the prototypical group member, or the member that best fits the collective definition of what and who a leader is, the leader is granted additional credibility and even authenticity by the group (Hogg & Terry, 2000; Gardner et al., 2005). However, if authenticity and positive moral behaviors such as integrity are not considered prototypical to the group, the authentic leader will have less influence and credibility with followers in such an environment (Hogg & Terry, 2000; Gardner et al., 2005).

Relational transparency and trust. Using relational transparency, authentic leaders build trust with their followers; trust enhances followership (Burke et al., 2007; Gardner et al., 2005). Due to the congruence between an authentic leader's espoused values and behaviors, followers are thought to be able to predict their leader's emotions and actions, and more easily trust the leader (Gardner et al., 2005; Peus et al., 2012). In their review of the literature on trust, Burke et al. (2007) found that a leader's integrity is based on how consistently he or she followed a set of principles and the degree to which followers judged those principles as morally correct. If a leader is judged to lack integrity, followers are less likely to commit to goals or to take risks within their relationship (Burke et al., 2007; Leroy et al., 2012). Trust has been found to increase follower performance quality, performance quantity, and learning (Burke et al., 2007). In the case of authentic leadership, trust allows followers to persist in the face of obstacles

(Jung & Avolio, 2000). In this way, trust enables authentic leaders to more effectively support the development of their followers' authenticity.

Values awareness. Authentic leaders are thought to increase followers' awareness of their values through positive modeling (Gardner et al., 2005; Lord & Brown, 2001). By gathering feedback on their behaviors, and publicly disclosing how such feedback aligns with their behavioral goals, authentic leaders make it safe for followers to do the same (Bandura, 1991; Gardner et al., 2005). According to Gardner et al. (2005) and other authentic leadership scholars, one of the goals of authentic leaders is to help followers discover their own true selves, act in alignment with their core values, and achieve their own authenticity (Ilies et al., 2005). Authentic leaders, through positive modeling, communication, and honest, transparent relationships with followers, help followers engage in their own self-regulatory behavior, such as comparing their actions to their own standards or values, working to reduce the discrepancy between the two (Bandura, 1978; Carver & Scheier, 1982; Lord & Brown, 2001). If authentic leaders engage what Branson (2007a) describes as "structured self-reflection," they can nurture follower self-awareness and their own "moral compass" by making unconscious values conscious (p. 472). Moreover, authentic leaders, who the majority of scholars argue have high moral convictions, help followers develop their own moral identity as described by Bandura's (1999) social learning theory (Zhu, Avolio, Riggio, & Sosik, 2011). Like the authentic leader, as the follower comes to seek their own sense of authenticity, they seek more information about their behavior, using the cues of others to make corrections, resulting in even more self-awareness and providing a model for the leader to emulate (Gardner et al., 2005). Authentic individuals support others' critical appraisal of their

values, much like a teacher guiding a student in Dewey's (1932) experimental inquiry. Long term, authentic leaders and followers have the opportunity to support others as they develop new cognitive structures, such as values, that support the others' sense of self (Lord & Brown, 2001).

According to Lord and Brown (2001), authentic leaders prime existing cognitive structures in followers through symbolic actions, such as modeling, as well as through direct communication or stressing certain values. For example, high achieving leaders will elicit high achievement from followers, inducing a short-term values adoption (Lord & Brown, 2001). In these instances, leaders will be more effective when they stress values that align with followers' self-concepts (Lord & Brown, 2001). After repeated priming, over a long period of time, followers create new cognitive structures that align with their new values (Lord & Brown, 2001). If the leader stresses self-transcendent values, such as those focused on relationships and the good of the collective, they also make the values of the group attractive (Lord & Brown, 2001; Marcus & Wurf, 1987). Using Dewey's argument about empirical inquiry, followers will likely internalize values they find practically useful as means and ends (Dewey, 1932). As followers act on the values they have internalized, this serves a feedback loop for leaders, providing additional examples for leaders to follow by priming their own cognitive structures over time (Lord & Brown, 2001).

Summary of Chapter 2

This overview of the literature first explored authenticity from a philosophical and psychological perspective. Since the time of the Greeks, authenticity has been an important philosophical concept, especially with the rise of existentialism in the 19th and

20th centuries. With Roger's (1951) work in the 1950s, discovering one's true self and acting authentically has been an important psychological concept that influenced humanistic psychology and later positive psychology.

In response to the ethical meltdowns of the early 2000s, scholars and practitioners have been exploring authentic leadership as a practical answer to the dilemmas facing modern leaders. As Americans grow increasingly cynical about corporations and hungry for honest, transparent, and moral leaders, authentic leadership has developed models for developing both leader authenticity and follower authenticity. Built upon Kernis' (2003) definition of authenticity and optimal self-esteem, and drawing on scholarly work on values, identity, trust, and leadership theory, authentic leadership has been empirically shown to increase organizational citizenship, engagement, psychological capital, and follower performance (Gardner et al., 2011).

Although followership has gained more attention of scholars in recent years, authentic followership remains relatively unexplored in the literature (Adair, 2008). Followers, conceived in modern terms as partners and collaborators in the operation of modern organizations, remain heavily influenced by those in leadership positions. Social learning theory, specifically Bandura's observational learning theory (1986), provides authentic leaders and followers with a powerful tool in supporting others as they develop their own authenticity. Ultimately, this literature review has explored theory, research, and philosophy that support the research question "What is the role of modeling authentic behaviors in the development of leader and follower authenticity in the workplace?"

CHAPTER 3:

RESEARCH METHODS

The purpose of this methodology section is to describe the research paradigm, research design, site and participant selection, data analysis, quality control and ethical considerations of this research study. I have also included a statement of researcher bias in Appendix E.

This study employed the case study methodology outlined by Creswell (2007), Miles and Huberman (1994), and Yin (2009, 2012). Case studies have been used in psychology, anthropology, medicine, law, and sociology (Creswell, 2007). Case studies have been described as a research methodology, an object of study, and a product of inquiry (Creswell, 2007). For the purpose of this study, a case study is research that involves "the study of an issue explored through one or more cases within a bounded system" (Creswell, 2007, p. 73). This case study used a multiple case study design. This case utilized multiple sources of information to understand the phenomena of the development of authenticity as modeled by authentic leaders and followers within its context, including interviews, participant-observation, and related documents. After categorizing and analyzing the data within each case, the researcher wrote a descriptive case describing the research findings for each case and then compared the findings across the cases. Finally, the primary findings were interpreted in relationship to the literature.

Research Paradigm

According to Ponterotto (2005), there are four main research paradigms: Positivism, Postpositivism, Constructivism-Interpretivism, and Critical-Ideological.

According to Ponterotto (2005), each paradigm also has a corresponding ontology, epistemology, and methodology, as seen in Table 3.1.

Table 3.1
Research Paradigms

Paradigm	Ontology	Epistemology	Methodology
Positivism	Naïve Realism: Reality is observable & measurable	Dualism/objectivism: The researcher and the researched are independent; the object can be researched without bias	Quantitative
Antipositivism	Critical realism: Reality is imperfectly observable & measurable	Modified dualism/ objectivism: The researcher and the researched are independent; the object may be biased by the researcher	Quantitative
Constructivism-Interpretivism	Relativism: Reality is subjective and there are multiple versions of reality	Translational/subjective: The researcher and participants are not independent, but interactive and dynamic	Qualitative
Critical-Ideological	Differential power, sociohistorical context: Reality is mediated by power relations and is situated in socio-historical context	Translational/subjective: The researcher and participants are not independent, but interactive and dynamic; the relationship is dialectic in nature	Qualitative

As a qualitative, multisite case study, this research used the constructivism-interpretivism paradigm. While case studies may employ both qualitative and quantitative methodologies, this study used qualitative approaches including interviews and participant-observation. When researchers employ the constructivism-interpretivism paradigm, they see reality as constructed; in this view, reality can only be made sense of through reflection, dialogue, and researcher-participant interaction (Creswell, 2007;

Ponterotto, 2005). Objective reality, to a constructivist-interpretivist, cannot be separated from the subjective person. The phenomenon in this research, the development of authenticity, is complex, emergent, and socially constructed. In order to understand the phenomenon, one must understand the context in which it occurs to create a thick description of the subjective reality (Ponterotto, 2005, p. 129).

The ontology of this study was relativism, wherein researchers philosophically assume there are multiple versions of reality (Creswell, 2007; Ponterotto, 2005). The epistemology of this study was translational/subjective (Ponterotto, 2005). By conducting translational/subjective research, social scientists want to address the interactions between individuals as they socially construct meaning (Creswell, 2007). Perception, according to Moustakas (1994), is our primary source of knowledge. In phenomenological research for example, Moustakas (1994) recommends researchers employ epoche, setting aside their biases in order to understand the phenomena with "fresh vision" (p. 86). However, in a case study, while the researcher cannot view the object without using his own perspective, the researcher must be open to set aside his or her original propositions as the data is collected and analyzed (Yin, 2009). A crucial part of case study methodology is the search for divergent perspectives or what Yin (2012) describes as "rival explanations" (p. 202) that account for what's happening within the bounded system. According to Yin (2012), rival explanations cannot co-exist, in other words, both cannot be true at the same time.

The methodology for this study was qualitative. Qualitative research, according to Creswell (2007), inquires "into the meaning individuals or groups ascribe to a social or human problem" (p. 37). For example, Creswell (2007) argues that qualitative research is

best in a natural setting, where the researcher is the key instrument, using multiple data sources to conduct an inductive data analysis. Qualitative research is used when the research questions are complex, when the phenomena cannot be separated from the context, and when the researcher wishes to tell the story of the participants (Creswell, 2007). As one of the criteria for judging the quality of a qualitative design, there should be strong congruence between the research question, the research paradigm, the ontology, epistemology, and the methodological design of the study (Whittemore, Chase, & Mandle, 2001). In order to describe the role of modeling on the authenticity development of leaders and followers, this study employed a qualitative methodology as the best approach to answer the research question.

Case Study Methodology

Case study methodologies are employed:

- when the research question is a how or a why question,
- when the investigator has little control of the phenomenon,
- when the phenomenon is a contemporary issue in a real, live context, and
- the researcher has access to multiple sources of evidence (Yin, 2009).

This research met Yin's (2009) criteria in the following ways. The primary research question of this case study was "What is the role of modeling authentic behaviors in the development of leader and follower authenticity in the workplace?" The two subquestions were "What is the role of leader modeling authentic behaviors in the development of follower authenticity in the workplace?" and "What is the role of follower modeling authentic behaviors in the development of leader authenticity in the workplace?" While previous research has used experimental and quasi-experimental

designs to manipulate authentic leadership behaviors and follower reactions to those behaviors, the purpose of this study was to describe the role of modeling on leader and follower authenticity in real, live contexts (Norman, Avolio, & Luthans, 2010). The issue of authentic leadership and follower development are both contemporary issues in organizations. Finally, as a multisite case study, the research occurred within two chapters of a national nonprofit, both of which provided multiple sources of data including interviews, participant observation, and document analysis.

Depending on the evidence the researcher intends to collect, case studies may use a variety of methods. The procedure this study used was based on Creswell (2007), Miles and Huberman (1994), and Yin (2009, 2012).

This study focused on the interaction between leaders and followers within chapters of a national nonprofit. The study took place over several months during 2014 based on scheduling, participant availability, and observations made in the field.

Site Selection

The case used a multisite approach, or what Creswell (2007) describes as a collective case study. There is a debate in the methodology literature about how many sites to select for multiple case studies; most agree the number of sites should be driven by the research design, the intent of the study, and whether or not the researcher is looking for similar or discrepant data (Yin, 2012). However, no formula exists for choosing how many sites to include, the way a power analysis within a quantitative study predicts how many participants to include (Yin, 2012). By choosing two chapters of a national nonprofit, both chapters provided a similar context; similar employee population, similar geography, similar organizational mission, values, and culture. These sites

provided the opportunity for the researcher to replicate findings in similar settings (Yin, 2012). With two sites, the design increased the opportunity to uncover rival explanations for the phenomenon and to identify different perspectives to the problem (Creswell, 2007; Yin, 2009). Finally, by choosing two sites, the author hoped to increase the confidence in the study's findings.

The sites for this case study were two similar chapters of the YMCA. The YMCA, or the 'Y' as it is now officially known, was founded in London by George Williams in 1844 as an effort to address the social and spiritual needs of young men amidst the turmoil of nineteenth century industrialization (National YMCA, 2013). The first U.S. YMCA was founded in 1851 to address some of the same issues faced by sailors and merchants in Boston, Massachusetts.

Over time, the social aspect of the YMCA evolved as the organization offered English classes to new immigrants, affordable lodging for you men moving from rural areas to cities, those working on the railroads, and African Americans in the time of segregation. YMCAs also offered medical care for wounded soldiers during the Civil war, relief work during World War One and Two, and support for Japanese Americans held in internment camps during World War Two. YMCAs built gymnasiums in inner cities and offered classes that later evolved into schools then colleges.

Today, the YMCA supports a variety of social programs aimed at supporting families and children, healthy lifestyles, education, child care, and other community-minded programming. In the U.S., the YMCA is in over 10,000 neighborhoods across the country, and is currently has a global presence in numerous countries. While the YMCA was founded with a strong spiritual base, the organization does not discriminate based on

religious preference; according to the organization's cause driven focus, "the Y is for everyone" (YMCA, 2013.) The YMCA has been going through a national rebranding campaign for the past 4 years in an effort to modernize the brand and expand its potential donor base, member population, and increase the number of communities the YMCA serves (YMCA, 2010a).

Chapter 1 has six primary areas of focus: youth development, teen development, healthy lifestyles, commitment to family, commitment to the future of the community, and commitment to ethics (YMCA of Greater Richmond, 2013). In order to remain a nonprofit while supporting social causes, Chapter 1 relies on a combination of fund raising, grants, and member dues. The organization employed approximately 3000 full time and part time employees during 2013.

Chapter 1 was chosen as a research site due to the researcher's relationship with the organization—the author of this study has supported Chapter 1's organizational and leadership development efforts aligned with the national rebranding campaign as an OD consultant, executive coach and facilitator. Chapter 1 is also "committed to the highest ethical standards, transparency relative to its financial matters and exceptional stewardship of its resources." (Chapter 1, 2013). With the value the organization places upon ethics, leadership development, self-awareness, relationships, and transparency, Chapter 1 provided a purposive sample with a high likelihood that the phenomenon of authentic leadership and followership would appear (Miles & Huberman, 1994).

Chapter 2 "strives to be a leading family advocate in the community, inclusive and open to all people, responsive to community needs, committed to building character, wellness and fellowship through programs which promote moral and ethical values, and

bring all members of our community together for the common good" (Chapter 2, 2012). The chapter has three areas of focus: strong kids, strong families, and strong communities. Like Chapter 1, Chapter 2 funds their social causes through membership dues, donors, and grants. The organization currently employs approximately 110 full time employees and 1054 part time employees.

Chapter 2 was also chosen as a second research site due to the researcher's relationship with the organization—the author of this study also supports the organizational development and leadership development efforts of Chapter 2. Moreover, Chapter 2 has had more stability within the leadership team than the other chapter. Chapter 2's CEO has been in place for many years, while the Chapter 1's CEO has been in place for a single year, and has had additional turnover at the leadership team level.

In choosing research sites, Miles and Huberman (1994) argue that researchers should consider the following criteria:

1. Is the sample relevant to the research questions and the conceptual frame?
2. Will the phenomenon appear?
3. Does the sampling plan enhance generalizability?
4. Can believable descriptions be produced?
5. Is the sample feasible?
6. Is the sample ethical—in the context of informed consent, potential benefits and risks, and relationships with informants?

These YMCA chapters provided what Gardner et al. (2005) describe as a supportive organizational climate for authentic leadership and authentic followership development. According to Bandura's (1978) social learning theory, the environment,

along with individual factors and behaviors, influences development; the environment provides leaders and followers ample developmental opportunities and to accomplish their goals will theoretically support authenticity development (Gardner et al., 2005). Given the YMCA's long history of individual development, as well as the author's first-hand experience with both organizations' focus on individual development, these sites were relevant to the research questions and conceptual frame, were where the phenomenon was likely to appear, were where believable descriptions could be produced, and were where the sample was feasible. This case study focused on contributing to authentic leadership and followership theory; there was also the possibility that the context of national nonprofits may have provided additional opportunities to confirm, disconfirm, or extend the literature.

Additionally, according to McMurray, Islam, Sarros, and Pirola-Merlo (2012), nonprofits are playing an increasingly important role in society as they provide social services to underserved populations, making these organizations important research settings. Because the value in nonprofits lies in their ability to achieve their social purpose, nonprofit leaders must deal with complex constituencies inside and outside of the organization (Thach & Thompson, 2007). While nonprofits have a greater focus on social responsibility than for profit organizations, they must still balance efficiency and effectiveness with their social mission (McMurray et al., 2012). In a two separate studies of for profit and nonprofit organizations, Thach and Thompson (2007) and Sosik, Gentry, and Chun (2012) found that effective leadership competencies are similar in both types of organization. For example, Thach and Thompson (2007) found that the three most important competencies for leaders to possess in both for profits and nonprofits were

integrity, collaboration, and developing others. In both studies, leadership was seen as a key driver of organization success. While determining whether or not authentic leadership is equally effective in for profit and nonprofit organizations was beyond the scope of this study, previous research argues that similar leadership competencies are likely effective in both settings (Thach & Thompson, 2007; Sosik et al., 2012).

Data Collection

The researcher obtained consent from each of the study's participants by having them review an information sheet that clearly outlined the time involved, the types of data the researcher would collect, a statement that the research was voluntary, who would be involved in collecting data (the researcher), who would be analyzing the data (transcriptions, data code reviewers), and who would be reading the case (peer reviewers, dissertation panel and chair, potential audience), the confidentiality of the material and methods to ensure participant anonymity, and the potential benefits and risks of participation (Miles & Huberman, 1994). For the participant and organizational information sheets, please see Appendix B and C.

The researcher collected the following types of data:

Interviews

Interviews were the primary method of data collection for this case study. Miles and Huberman (1994) recommend that participants are "small samples of people, nested in their context, and studied in depth" (p. 27). To find authentic leaders and followers nested in their context, this study used a purposeful sample including eight employees of Chapter 1 and eight employees of Chapter 2, for a total of sixteen interview participants.

These participants serve as both leaders and followers within their organizations, providing an opportunity to understand how modeling during the role of leader and follower influences authenticity development.

The researcher used semistructured interviews to understand how authentic leaders and followers perceive that modeling influences the development of their self-awareness, internalized moral perspective, balanced processing and relational transparency. Before any data collection, the researcher pilot tested the interview questions for clarity and content. During the interviews, the researcher asked additional questions to explore different aspects of the phenomenon and draw a more complete description o the participants' experience (Seidman, 2006). The researcher also followed best practices for interviewing including listening more, talking less, asking open ended questions, and asking the participants to tell stories (Seidman, 2006). The researcher recorded the interviews, had those recordings transcribed by a transcriptionist, and added a write up of field notes and observations (Creswell, 2007; Miles & Huberman, 1994). For the interview protocols, please see Appendix A.

Participant Observation

Miles and Huberman (1994) recommend identifying the settings, events, and social processes that will likely produce the phenomenon the researcher is interested in studying. In order to describe a first-hand account of the interaction of authentic leaders and authentic followers, the researcher observed three senior team meetings between the authentic leaders and followers at each of the research sites. Both YMCA sites use senior team meetings to make decisions, discuss organizational issues, and hold training workshops. Senior team meetings included the participants interacting as they conducted

the business of the chapter. While observing these meetings, the researcher took field notes on the interaction between participants (Creswell, 2007; Miles & Huberman, 1994).

Documentary Evidence

The researcher collected contextual data including the operationalized Mission, Vision, and Values statements, and training documentation related to leadership, leadership competency models, self-awareness, ethics, emotional intelligence, relationships, transparency, and feedback. The researcher also discussed history, structure, performance management, and training and development programming with the Leadership and Training Directors at each chapter.

Other Contextual Data

The researcher also collected contextual evidence such as workforce demographics and public financial and membership data from each chapter's annual reports.

The case included interviews, participant observation, documentary evidence, and other contextual data in order to ensure the findings were as robust as possible (Yin, 2012). By triangulating the data between multiple sources, the researcher checked the consistency of the findings and identified discrepancies (Yin, 2012). Additionally, the researcher used a case study protocol to guide his thinking as the study progressed to provide focus, additional lines of inquiry during interviews, and provide context for the data analysis (Yin, 2012).

Data Analysis

The researcher analyzed the data using the processes developed by Miles and Huberman (1994) and Creswell (2007).

1. The researcher began the analysis by organizing the data using computer files and research notes. The electronic data was kept in a password protected storage site.
2. Once the data were organized, the researcher read through all of the notes, summaries, and transcripts. Once everything had been read, the researcher reflected on the data, noting overarching trends and patterns.
3. The researcher developed an initial set of codes, informed by theory, the research questions, propositions, and the overarching trends or patterns identified by the researcher. The original code list included nearly 100 codes.
4. The researcher coded the transcripts of the interviews using the Atlas.ti software program.
5. As the researched analyzed the data, the code list grew. After the first pass of coding each of the transcripts, the researcher coded the transcripts again, using in-vivo coding, expanding the code list to nearly 1,000 codes. Finally, the researcher combined duplicate codes, developed code families by aggregating sub-themes, and edited the code list to just under 300 codes. For the code list, see Appendix F.
6. The researcher categorized the codes, counting frequencies, and identifying themes and patterns. The researcher looked for discrepant themes and contrary evidence.
7. The researcher created two descriptive cases based on each research site.

8. The researcher compared the two cases for similarities and differences, using a cross case theme analysis.
9. The researcher interpreted the findings from each case and explored the findings in relationship to the literature authentic leadership and followership theory.
10. The data analysis and case write up was iterative; as the researcher wrote the case, he went back to the data for additional confirmation and reflection.
11. The researcher wrote a thick description of each case and the cross case analysis, presenting the themes and interpretations of the researcher. The researcher also included realistic vignettes illustrating the complexity of the case and enhancing the case's trustworthiness.

Research Quality

In their description of how to judge the quality of qualitative research, Whittemore, Chase, and Mandle (2001) argue that there are four primary criteria including:

- credibility, or the accurate interpretation of reality,
- authenticity, or the reflection of the meaning and experience of the participants within the study's findings,
- integrity, or the interpretation of the study grounded in the data, and
- criticality, or the critical appraisal of findings and the search for divergent voices.

The researcher used the following validation and reliability strategies in order to ensure the credibility, authenticity, integrity, and criticality of the research.

1. The researcher gathered multiple forms of data including interviews, participant observation, documentary evidence, and other contextual data, and used

triangulation to ensure consistency between the data and corroborating evidence for the researcher's findings (Creswell, 2007; Maxwell, 2005).

2. The researcher looked for contradictory, discrepant, and rival data that illustrated contrary points of view and disconfirming evidence (Creswell, 2007; Maxwell, 2005; Yin, 2012).
3. The researcher recorded all interviews and made detailed field notes (Creswell, 2007).
4. The researcher identified his biases, assumptions, and prejudices that shaped the methodology and data interpretations (Creswell, 2007). While the researcher did not use epoche as Moustakas (1994) described it, the researcher tried to view the phenomenon using "fresh vision" (p. 86).
5. The researcher had participants engage in respondent validation by soliciting their views of the research findings and interpretations (Creswell, 2007; Maxwell 2005).
6. The researcher balanced description and interpretation; by providing a thick description of the case, readers can assess the study's transferability to other cases and generalizability to authentic leadership theory (Creswell, 2007).
7. The researcher engaged in checking of his coding, analysis, and methodology with his Dissertation Chair in order to assess the accuracy of the coding and the logic of the design (Creswell, 2007).
8. For the final write up, the researcher ensured that the case was written in a clear, logical, and descriptive manner.

Ethical Considerations

The researcher had each participant review a consent form explicitly detailing the design of the study, who would be involved, the potential audience, and any risks or benefits of participating. The researcher allowed the participants to validate the case, offer feedback, and make comments through respondent validation. The researcher kept the individual participants anonymous by providing pseudonyms in the write up of the case. The potential benefits of participation were a greater awareness of how individuals develop authenticity through the modeling of leaders and followers. The risks of the case were low, however, the participants discussed their experiences with leaders and followers in the workplace, and how those experiences impacted their own development. The participants were not be required to focus on their current leaders or followers in order to protect their confidentiality. The primary risk of this research was the loss of confidentiality. To minimize the risk, the researcher:

- conducted the interviews in a private location.
- disposed of any audio recordings, digital files, notes, and paperwork once they were no longer useful for the research
- kept the digital files in password protected sites
- kept the physical files in a locked cabinet
- used pseudonyms when referring to participants' names and generic identifiers for the research sites;
- Maintained a codelink between the participant's name and pseudonym. The codelink was used through the data analysis portion of the study, after which it was deleted.

Since the researcher has a previous relationship with both research sites, the researcher was transparent about his intent, his methods, and tried to ensure any findings benefited the participants and the organizations.

Statement of Researcher Bias

Because this research study used a constructivism-interpretivism paradigm, a relativism ontology, and a translational/subjective epistemology, the researcher could not view the phenomenon without using his own perspective, which is biased by his own experiences, values, and assumptions (Creswell, 2007; Moustakas,1994; Ponterotto, 2005). However, the researcher made every effort to set aside his preconceptions based on the findings that emerged from the data (Yin, 2009). To provide the reader with a description of these preconceptions, I have included a statement of researcher bias in Appendix E.

Summary of Chapter 3

Chapter 3 described the research paradigm, case study methodology, site and participant selection, data collection methods, data analysis procedures, measures that ensure research quality and ethical considerations of this research study. The methodology drew from a variety of sources including Creswell (2007), Miles & Huberman (1994), and Yin (2009; 2012). The chapter also gave a preliminary description of the research sites and the rationale for how the methodology, research paradigm, ontology and epistemology align with the research question.

CHAPTER 4:

FINDINGS

The purpose of this study was to describe how leader modeling of authentic behaviors influences follower authenticity and how follower modeling of authentic behaviors influences the development of leader authenticity. The primary research question for this study was "What is the role of modeling authentic behaviors in the development of leader and follower authenticity in the workplace?" There were two subquestions for this case: "What is the role of leader modeling authentic behaviors in the development of follower authenticity in the workplace?" and "What is the role of follower modeling authentic behaviors in the development of leader authenticity in the workplace?" To answer these questions, this study focused on two regional chapters of a national nonprofit—the YMCA. This chapter includes an analysis of each of the two chapters (Chapter 1 and Chapter 2) and a cross-case analysis. Each case includes data collected through interviews, participant observations, and supporting documentation.

Each case will be introduced with:

- a description of chapter demographics, including financials, structure, and membership,
- the context of the chapter, describing the current trends that impact how the chapter operates as well as cultural implications, and
- a description of training and development programs at each site.

Each case will be portrayed first by describing the role of leader modeling authentic behaviors in the development of follower authenticity in the workplace, and then the role of follower modeling authentic behaviors on the development of leader

authenticity in the workplace. Themes that emerged within each case will be identified and explored, followed by a summary of the case. Finally, a cross case analysis will be conducted by comparing the findings from each case for similar and discrepant evidence as described by Miles and Huberman (1994), in order to describe in depth the role of modeling in the development of authenticity in the workplace.

The following section focuses on data from the first research site, Chapter 1.

Case 1: Chapter 1

Chapter 1 Demographics

Chapter 1 of the YMCA is based in a mid-sized metropolitan area in the United States. According to the 2013 annual report, Chapter 1 offers a wide variety of services to the community, including workout facilities, pools, summer camps, programs and care for children, and healthy living programs for adults (Chapter 1, 2013). Chapter 1 employed more than 3,000 full-time and part-time staff in 2013 at 15 locations across the metropolitan area. In a YMCA measure of Lives Impacted through Programs and Membership, the chapter impacted nearly 179,000 people of all ages. The chapter serves 2,000 children in before and after school care, as well as 8,000 children in youth sports programs. The chapter also provided over six million dollars of financial assistance to families and individuals. In 2013 the chapter raised over four million dollars in contributions, with an additional 36 million dollars raised through memberships, program revenue, and investments; this was a slight increase over 2012 (Chapter 1, 2013; Chapter 1, 2012a). The chapter's expenses totaled nearly 40 million dollars during the same time period.

The chapter includes 15 branch locations and a central office located above a downtown branch (Chapter 1, 2014b). Each location has a local volunteer board of directors with a central board that serves the whole association. Chapter decision-making is split between the branches and the downtown office (Chapter 1, 2014a). Some decisions are made at the national level such as branding and logos, however, most association decisions are made by each chapter. Volunteer board members give input on decisions, the strategic plan, work in the community, and serve a key role in fundraising efforts (Personal Communication, 2014a).

Context of Chapter 1

Over the past 4 years, Chapter 1 has experienced a "rollercoaster" of change, including the retirement of a long term CEO, the hiring of a new CEO, turnover at the executive level, a new strategy, and a new brand that sparked an organization-wide change initiative, all amidst a challenging fiscal environment given the downturn of the U.S. economy (Personal Communication, 2014a). Four years ago, the YMCA of the USA recognized that the public did not understand the impact of nonprofits on communities, and launched a national brand strategy designed to unify the look and feel of signage and marketing across individual YMCA chapters, and to align focus areas of all YMCAs, including youth development, healthy living, and social responsibility (YMCA, 2010a). With its new brand, the YMCA of the USA hoped "to tell our story more broadly to help more kids reach their potential, help more families and individuals achieve better health outcomes, and encourage everyone to get involved and make their community a better place" (YMCA, 2010a). This rebranding campaign prompted Chapter 1 to revise all of its marketing materials and launch a change initiative designed to bring the organization's

culture more in line with the new brand (Personal Communication, 2014a). While the YMCA of the USA had identified four values as the values of the national movement, Chapter 1 defined new outcomes for the values, and identified specific, actionable behaviors under each one that are more in line with the Y's mission of putting "Christian principles into practice through programs that help healthy spirit, mind and body for all" (Chapter 1, 2013; YMCA, 2010a). Chapter 1 also renamed their organizational values as "brand behaviors" in reference to the rebranding effort. The revised values and values behaviors were developed through town hall meetings led by the chief operating officer (COO) of Chapter 1, wherein staff members were asked to reflect on the organization's values and how to define them in the context of the new brand. Table 4.1 table includes Chapter 1's organizational values.

Table 4.1
Chapter 1's Organizational Values and Values Behaviors

Honesty: Being truthful in what you say and do • Be genuine and consistent in your behavior • Be accountable for tough conversations, accepting feedback graciously • Do what you say you will do and lead by example	Respect: Following the Golden Rule • Enter each relationship with a spirit to understand • Treat others with dignity and compassion • Manage your time and resolve to find answers
Caring: Showing a sincere concern for others • Greet everyone with a smile exhibiting positive body language • Form relationships through purposeful engagement with meaningful conversations and open minded questions • Empathy and patience are evident in relationships	Responsibility: Being accountable for your promises and actions • Be proactive owning your role in the Y • With due diligence, perform at a level of excellence • Be a steward of resources

(Chapter 1, 2012a).

The values are reinforced through regular use of values-in-action stories, which are typically shared at the beginning of large meetings. Employees are asked to bring examples from their branches, members, volunteers, and their work in the community that illustrates a particular brand behavior or the mission of the Y. The mission and values of the organization are also reinforced through marketing materials, posters, worksheets, and online supporting materials (Personal Communication, 2014b). The values have also been incorporated into annual performance reviews for all employees.

During 2013, Chapter 1's former CEO retired, prompting the hiring of a new CEO. The new CEO brought a new style of leadership to the role, with a fresh vision for Chapter as well as a different philosophy about how the Chapter should be run (Personal Communication, 2014a). The CEO's style is fast paced, upbeat and positive. He prefers working in collaborative teams, and is very open about his life, his strengths and faults, and his feelings (Participant Observation). The CEO hired four new vice-presidents, bringing the total of officers within the chapter to twelve. Chapter 1 also terminated one senior vice president, moved one vice-president into another role, and has had a third vice president voluntarily leave the association. See Appendix E for Chapter 1's Organizational Chart.

With a new executive structure in place, Chapter 1 developed and launched a strategic plan more in line with the new CEO's vision for the organization (Personal Communication, 2014a). The strategic plan was developed with the organization's values as a foundation, and includes five objectives:

1. Reaching more youth during out of school time,
2. Increasing learning opportunities for teens,

3. Reducing obesity among youth and adults,
4. Reducing the occurrence of diabetes in adults
5. Being inclusive and accessible to people and neighborhoods across the region (Chapter 1, 2013).

The strategic plan includes a shift in how the organization raises money—moving from staff-driven fundraising to volunteer-driven fundraising—with a review of all of its programming to better fit the new plan and philosophy. For example, some programs have expanded, such as the Chapter's focus on youth and healthy living, while other programs have ceased, such as a focus on cancer survivors (Participant Observation). The chapter has retooled some programs, with an emphasis on dignity and respect in charitable giving programs (Participant Observation). Decision making has shifted from the branches to the central office, as the organization moved functions and responsibilities from the branches to the downtown staff in order to provide a consistent member experience across various branches and increase decision alignment with the new strategic plan (Chapter 1, 2014a). Despite these changes in strategy, the new CEO, and new Vice Presidents, Chapter 1's values have remained the same since their development 4 years ago and the organization has actively continued to use them.

Training and Development in Chapter 1

Full-time employees of Chapter 1 attend a variety of training workshops including task, process, project management, financial, aquatics, wellness, personal development and leadership development programs (Chapter 1, 2012b; Chapter 1, 2014g). Chapter 1 offers a mix of optional and mandatory training classes. Full-time employees also attend a variety of conferences throughout the year. Additionally, the organization uses team

and project meetings to offer additional development of its employees through dialogue, exercises, speakers, and shared reading lists (Personal Communication, 2014b). Part-time employees such as fitness instructors, lifeguards, and front desk employees do not receive the same amount of development as full-time staff; they receive instruction from their supervisors, regular communication from the association through email, video and supporting materials, as well as all staff meetings at their local branches. Part-time employees are expected to keep up with certifications offered through Chapter 1.

These platforms cover a variety of topics including technical training on processes, changes within the association, values in action, and leadership skills including the topics of individual core values, emotional intelligence, feedback, coaching, communication, trust, and strengthening relationships. From a process standpoint, the organization includes values as part of its hiring processes for all employees as well as in annual performance reviews. Supervisors are trained on using business goals and values in assessing employee performance (Personal Communication, 2014b).

The YMCA of the USA also provides a variety of classes and training materials offered to regional associations (YMCA, 2010b). One of the key programs offered is called Cause-Driven Leadership and provides a competency development guide for YMCA staffers (YMCA, 2010d). The model includes what the YMCA of the USA considers important for Y leaders to master in support of its larger organizational mission and brand, and includes topics such as personal development, acting on one's values and the Y's values, strengthening relationships, and emotional intelligence competencies (YMCA, 2010d).

Modeling Authentic Behaviors in Chapter 1

Sparked by the rebranding campaign by the YMCA of the USA, Chapter 1 has spent the past few years focusing on values. This work on values has placed a spotlight on how employees interact and how they behave in the workplace. Although the chapter does not use this language specifically, the behaviors bear a strong resemblance to authentic behaviors described in the literature (Walumbwa et al., 2008). Additionally, the organization's and the YMCA of the USA's training and development programs have focused on interpersonal and leadership skills that closely align with authentic leadership theory (Gardner et al., 2005). Ultimately, these factors strongly influenced my choice of the YMCA as a research site, as I believed I would find an organization that is focused on and expects its leaders and followers to practice authentic behaviors.

The Interview Participants in Chapter 1

The primary sources of data for this case study were semistructured interviews. In addition, data were collected using participant observations and a document review. In this case, the interview participants are all senior leaders within Chapter 1. I chose these leaders because they have experienced both leading and following in junior and senior roles within the workplace. Additionally, in their current roles, they both lead teams and follow others. Each participant has been at Chapter 1 for at least 1 year; several have been at the chapter for over 10 years. In order to protect the anonymity of the participants, I have assigned each participant a pseudonym and only describe their current role within the organization, as opposed to other identifying demographics.

Table 4.2 describes Chapter 1 interview participants and their work role in the chapter.

Table 4.2
Chapter 1 Participants

Number	Participant pseudonym	Role
1	Jane	VP
2	John	VP
3	Ken	VP
4	Lea	VP
5	Martha	VP
6	Molly	VP
7	Ruth	VP
8	Vince	VP

Overall Structure of the Findings in Chapter 1

During my participant interviews, four categories of behaviors emerged from Chapter 1's data describing leaders and followers modeling authenticity: demonstrating self-awareness, building transparent relationships, giving and receiving feedback, and acting on one's values.

Additionally, two categories emerged that describe the impact of modeling on participants:

1. Learning, where participants *learned how to engage in authentic behaviors*
2. Motivation, where participants *were motivated to act on these authentic behaviors*

Learning, as described by participants, means acquiring new knowledge or increasing one's ability to behave in a specific manner. Motivation, as described by participants, means being inspired, encouraged, or influenced to behave in a specific manner. Table 4.3 and Table 4.4 provide examples of when learning and motivation occurred, the sub themes that make up each of the overarching categories, and representative examples from participant interviews from Chapter 1.

Table 4.3
Impact of Modeling: Learning

When did learning occur?	Learning subthemes	Representative examples of learning from interviews
When participants believed they should emulate the model's behaviors.	Emulated behavior	"You need to be able to emulate his actions."
When participants felt their ability to enact a skill increased by observing the model.	Increased ability to behave	"I feel like I have a lot more ability."
When participants felt influenced to engage in new behaviors by the model.	Influenced behavior	"Now I get it . . . there are other things I need [to focus on] and it's not just the work product."
When participants reflected on other ways of behaving as a result of observing the model.	Reflected on behavior	"I really had to start thinking about [how I behave]."
When participants observed how to behave from the model.	Showed how to behave	"He taught me how to be from a business standpoint and an integrity standpoint."
When participants observed how not to behave from the model.	Showed how not to behave	"We all say 'please don't let me do that.'"

Table 4.4
Impact of Modeling: Motivation

When did motivation occur?	Motivation subthemes	Representative examples of motivation from interviews
When participants felt encouraged by the model to act on a behavior.	Encouraged behavior	"It gives you courage, it gives you energy, and you don't feel alone."
When participants felt the model gave them permission to act on a behavior.	Gave permission for behavior	"I think it gives people permission to fail fast but fail cheap."
When participants felt inspired by the model to act on a behavior.	Inspired behavior	"It's inspiring."
When participants felt as if the model reinforced what they were already doing.	Reinforced behavior	"It reinforces it . . . I need to be sure I'm doing that too."
When participants were reminded by the model to act on a behavior.	Reminded to act on behavior	"If anything it reminds me, 'Oh, I should do that more."
When the participants felt the model set expectations for them to act on behavior.	Set expectations for behavior	"How can I expect them to do it if I am not willing to do it myself?"

Based on examples shared by participants, the data includes positive models—or individuals using a behavior effectively in a given situation—and negative models, which include either individuals failing to use a behavior or not using it effectively. According to participants, both positive and negative models influenced their learning or motivation to act on authentic behaviors. Table 4.5 provides representative examples of positive and a negative models and their impact on Learning and Motivation.

Table 4.5
Examples of Positive and Negative Models

Impact of modeling on participants	Positive or negative model	Representative examples from interviews
Learning	Positive model	"When I observe her with others . . . I [believe] I can learn from that."
Learning	Negative model	"We all say 'please don't let me do that.'"
Motivation	Positive model	"It's very gratifying when someone trusts you at that level . . . it [excited] me to think there is a different way to do this."
Motivation	Negative model	"You see a lot of officers who have lost their way, and are corrupted by the power . . . [their example] reinforced the fact that this is [not] the way you should be, this is [not] the way you should act."

Answering the research questions. In order to understand how leader and follower modeling occurred and its influence on the participants' use of authentic behaviors in the workplace, the following sections will describe:

- How participants defined authentic behaviors
- The impact of modeling on participants, categorized by learning and motivation

- How participants experienced *leaders modeling* authentic behaviors and how participants perceived such modeling as impacting their learning or motivation to use authentic behaviors
- How participants experienced *followers modeling* authentic behaviors and how participants perceived such modeling influenced their learning or motivation to use authentic behaviors.

The Authentic Behaviors: Demonstrating Self-Awareness

Demonstrating self-awareness defined. The eight participants in Chapter 1 described 26 examples of leaders and followers modeling demonstrating self-awareness. Demonstrating self-awareness, as described by participants, means exhibiting an understanding of one's personality, emotions, and values and using that information to take action. Six demonstrating self-awareness behaviors emerged from participant responses:

1. Demonstrating an awareness of the personality style of self and others
2. Demonstrating an awareness of the emotions of self and others
3. Demonstrating an awareness of core values of self and others
4. Demonstrating an awareness of the impact one's behaviors has on others
5. Managing one's emotions and behaviors
6. Adapting one's approach to be more effective with others

Impact of modeling demonstrating self-awareness. Table 4.6 provides examples of the six self-awareness behaviors as described by participants in Chapter 1. In addition, the table provides a description of each behavior that emerged from the interviews, examples illustrating the behavior, the results of the behavior as indicated by

the participants, and the participants' perception of the impact modeling had on their learning or motivation to use these behaviors. Learning, as described by participants, means acquiring new knowledge or increasing one's ability to behave in a specific manner. Motivation, as described by participants, means being inspired, encouraged, or influenced to behave in a specific manner.

Table 4.6
Examples of Leaders and Followers Modeling Demonstrating Self-Awareness Behaviors

Demonstrating self-awareness behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
Awareness of personality style	Demonstrating an awareness of one's personality preferences and those of others; the Chapter uses a color model to describe Extraverted Thinking (Red), Extraverted Feeling (Yellow), Introverted Thinking (Blue), and Introverted Feeling (Green).	Leader discussed his personality style preferences and reactions during stressful meetings.	By displaying his knowledge of his own style and that of others, the leader was able to avoid creating conflict in the organization.	Participant was motivated to raise his awareness about his and the personality styles of others. (Motivation)
		Follower discussed his personality style with his leader and asked about hers.	Follower used knowledge of his personality style to successfully predict "social dynamics" in meetings.	Participant was motivated to understand personality styles of others and adapt her approach. (Motivation)
Awareness of emotions	Demonstrating an awareness of one's emotions and those of others.	Leader ignored the strong emotions of others.	Leader suffered a major career setback after making an offensive comment to an audience.	Participant was motivated to keep her awareness high about the emotions of others. (Motivation)

Demonstrating self-awareness behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
		Follower identified the emotions of those who came to her for support and problems with difficult issues.	Follower was able to effectively resolve difficult issues without creating conflict or damaging relationships.	Participant learned how to keep his awareness high about the emotions of others. (Learning)
Awareness of core values	Demonstrating an awareness of one's core values and beliefs and those of others.	Leader was aware that she valued honesty.	Knowing she valued honesty helped the leader understand why she grew upset when she felt as if people lied to her.	Participant learned how strongly others react when their core values are threatened. (Learning)
		Follower understood the core values of a senior leader and acted in a way that did not threaten those values.	Follower resolved a tricky political situation with the senior leader and created a positive experience for the organization.	Participant felt his self-awareness was not influenced by his follower's modeling because he felt his self-awareness was always high. (No Impact)
Awareness of impact on others	Demonstrating an awareness of how one's behavior impacts other people.	Leader knew he could get excited and "steam roll" others, ignoring their thoughts and concerns, and so worked to keep his	Leader was more effective working with others when he kept his awareness of his impact on others high.	Participant felt motivated to reflect on her own behavior and how she was impacting others. (Motivation)

Demonstrating self-awareness behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
		awareness of his impact on others high.		
		Follower was curious about how her behaviors were impacting others in the workplace.	Follower learned how she impacted others and was able to use the information to improve her effectiveness.	Participant was motivated to increase her awareness of how her behaviors impacted others. (Motivation)
Managing one's emotions & behaviors	Being able to make conscious choices about one's actions, versus acting out of control as a result of strong emotions.	Leader remained calm despite emotional clients.	Leader was successful in influencing clients and move them from anger to satisfaction.	Participant learned to manage his emotions by observing how the leader dealt with others. (Learning)
		Follower was afraid of upsetting others but did not let her fear prevent her from having difficult conversations.	Follower was successful in having difficult conversations and there were no negative repercussions.	Participant felt motivated not to let her own fear prevent her from having difficult conversations. (Motivation)
Adapting one's behavior	Consciously adapting one's behavior in order to be more effective with others by taking into account their personality style, emotions, and core values.	Leader was able to adapt his approach after a career setback.	Leader was more effective working with others.	Participant was motivated to her adapt her approach because she observed that everyone can learn and grow (Motivation)

Demonstrating self-awareness behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
		Follower, who was normally unfocused and unstructured, adapted his approach to be more effective with his leader by being more focused.	Follower was effective in work conversations with the leader.	Participant learned how to adapt her approach when dealing with others to be more effective (Learning)

The following section provides a more detailed description of the role leader and follower modeling played in participants' learning and motivation to use self-awareness behaviors. The section provides more in depth descriptions of what was modeled, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on them.

Leaders modeling demonstrating self-awareness: Impact on learning and motivation. Participants described four instances where leader modeling taught them how to engage in demonstrating behaviors (Learning). The example below illustrates how a leader taught one of the participants how to manage his emotions in the workplace by remaining calm during challenging situations.

The model. Vince, a Senior Vice President in Chapter 1, described a leader from early in his career as "an extraordinary gentleman" who had a profound influence on

Vince's self-awareness. The Extraordinary Gentleman would enter a challenging situation calmly and listen to the client's concerns.

The result. Rather than becoming emotionally hijacked, the Extraordinary Gentleman could take others from "pissed off to feeling good" by remaining unflustered. Vince felt this leader "had it together every single time," as he navigated difficult circumstances with "a level of calm and integrity and . . .presence" that allowed him to deal with angry clients without allowing himself to become upset.

Role of modeling. By modeling demonstrating self-awareness, especially calm composure in the face of conflict, the Extraordinary Gentleman helped teach Vince how to manage his own emotions in the business world. "It was quite an opportunity to learn from him," said Vince.

Participants described seven instances where leader modeling motivated them to use demonstrating self-awareness behaviors (Motivation). The example below illustrates how a leader motivated one of the participants to keep her awareness high about how she impacts others.

The model. Ruth, a VP in Chapter 1, described a leader who was "incredibly self-aware" in some moments and "oblivious" in other moments. This leader was so inspired by his work that he had a habit of getting lost in the excitement, and would ignore the concerns, questions, and input of his followers.

The result. When Ruth's leader recognized his missteps, he would look to Ruth for feedback. "I just steam rolled somebody in my excitement, didn't I?" he would ask. When he managed to keep his awareness high of his impact on others, especially in the passion of the moment, Ruth felt he was much more effective in achieving his goals.

Role of modeling. As Ruth put it, this leader's modeling has helped her "realize the benefits of trying to slow my roll" and was motivated to keep her awareness of her impact on others high. For example, when she gets too impatient with others because things are not moving as fast as she would like, she is motivated to breathe and slow down so that she does not get lost in the excitement of her work and "steam roll" others.

Followers modeling self-awareness: Impact on learning and motivation.

Participants described four instances where follower modeling taught them how to engage in demonstrating self-awareness behaviors (Learning). The example below illustrates how a follower taught a leader to adapt her approach.

The model. Jane, a Senior VP in Chapter 1, shared the story of one follower who was very verbal and tended to be disorganized. Yet Jane said that he had the awareness to recognize that if he wanted to get the best out of her, he had to keep his awareness high, modify his approach, and be very focused. "He really made that effort . . . to come to me prepared to work in my work style versus his," she said.

The result. Jane felt because her follower adapted to be more effective with her, it made their meetings more productive and brought out the best in her. She also really appreciated his effort. "It was great for me to see [him adapt] and feel like he was supporting me in that way," she said.

Role of modeling. Jane said that her follower's example taught her how to adapt her approach with others in order to be more effective working with them.

Participants described ten instances where follower modeling motivated them to use demonstrating self-awareness behaviors (Motivation). The example below illustrates how a follower motivated a leader to adapt her approach.

The model. Lea, a VP in Chapter 1, had a follower whom she felt was very grounded and humble, yet very clearly spoke for himself. When this follower engaged in conversations, he made deliberate choices about how he communicates that resonates with Lea. In group meetings, rather than be swept up by negative emotions, her follower also adapted his approach in order to come across as clear and thoughtful to others.

The result. According to Lea, "he is a leader amongst the group of his peers." She felt that people respond well to his efforts to adapt. Lea has also called on him to mentor others on their self-awareness.

Role of modeling. Lea says that her follower's example has motivated her to adapt her approach. For example, she is motivated to think about his style and needs, and then adapt her approach to be more effective with him.

Participants described one example where a follower modeling demonstrating self-awareness had no impact on the participant's use of authentic behaviors in the workplace.

The model. Ken, a VP in Chapter 1, described a follower who had to navigate a tricky political situation with a senior leader. His follower "had to figure out how to be effective" with this senior leader by first understanding what he valued and making sure she did not threaten those values.

The result. According to Ken, this follower "had a lot of self-awareness" and was able to create a positive experience for the organization.

Role of modeling. Although his follower successfully resolved the political situation, her modeling had no impact on Ken's self-awareness. "I'm happy to see [her self-awareness]" Ken said, "but I don't think it inspires me to do it any more or any less."

Section summary. Based on the evidence from the participant interviews, positive models—using the behavior effectively in a given situation—and negative models, which include either failing to use the behavior or not using it effectively, had an influence on the participants' motivation and ability to enact demonstrating self-awareness behaviors. Tables 4.7 and 4.8 include a tally of instances of positive and negative models derived from participant interviews.

Table 4.7
Leaders' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Self-awareness	3	1	6	1	11

Table 4.8
Followers' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Self-awareness	4	0	9	1	14

The Authentic Behaviors: Building Transparent Relationships

Building transparent relationships defined. The eight participants in Chapter 1 described 23 examples of leaders and followers modeling building transparent relationships. Participants described building transparent relationships as developing relationships that are honest, vulnerable and open, yet have appropriate boundaries. Three building transparent relationship behaviors emerged from participant responses:

1. Being honest about emotions and thoughts, even when it might be painful for the other person and potentially cause conflict
2. Being vulnerable and open by sharing things about oneself that may be embarrassing or uncomfortable, such as weaknesses or mistakes
3. Establishing boundaries by understanding how much to share, with what people, and in what situation.

Impact of modeling building transparent relationships. Table 4.9 provides examples of the three transparent relationship behaviors as described by participants in Chapter 1. In addition, the table provides a description of each behavior that emerged from the interviews, examples illustrating the behavior, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on their learning or motivation to use these behaviors.

Table 4.9
Examples of Leaders and Followers Modeling Building Transparent Relationships

Transparent relationship behaviors	Definition	Examples	Result of behavior	Impact of modeling on participants
Honesty	Being honest about thoughts and emotions, even if painful for others	Leader came to followers "straight up, with truth and everything else."	Leader earned the trust and respect of followers.	Participant learned how to create an honest dialogue between himself and his team. (Learning)
		Follower did not "hold her cards tight to her chest" and was honest with thoughts and feelings.	Others have confidence that she will share information openly and honestly.	Participant was motivated to continue building transparent relationships where nothing is "left on the table." (Motivation)

Transparent relationship behaviors	Definition	Examples	Result of behavior	Impact of modeling on participants
Vulnerability & Openness	A willingness to share things about oneself that may be embarrassing or uncomfortable, such as weaknesses or mistakes	Leader admitted mistakes and shared personal information.	Followers do not question whether leader has a hidden agenda and trust his intent.	Participant was motivated to admit mistakes and be more vulnerable in her relationships. (Motivation)
		Follower was "very willing" to be vulnerable and transparent with others.	Follower sets the example for others; her example creates a "trickle-down effect" and inspires others to do the same.	Participant was motivated to share more personal information that may be embarrassing or uncomfortable with others. (Motivation)
Boundaries	Knowing how much to share, with what people, in what situation	Leader "talks about everything" with "everybody in the room" which can sound like commitments and set unintended expectations with others.	Others have to "clean up" after the leader by renegotiating commitments he makes and resetting expectations.	Participant was motivated to find the right balance of how much information to share with whom. (Motivation)
		Follower did not know "appropriate boundaries" and was "wide open all the time."	Follower did not come across as professional or experienced to clients.	Participant learned to share more of her personal life with others, but with appropriate boundaries—based on how much to share, with what people, and in what situation. (Learning)

The following section provides a more detailed description of the role leader and follower modeling played in participants' learning and motivation to use building transparent relationships behaviors. The section provides more in depth descriptions of what was modeled, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on them.

Leaders modeling building transparent relationships: Impact on learning and motivation. *Participants described seven instances where leader modeling taught them how to engage in building transparent relationships behaviors (Learning). The example below illustrates how a leader taught a participant how to be honest with his followers.*

The model. John, a VP in Chapter 1, described a great leader he respected in his career and another he did not. The leader he respected spent time with each of his subordinates, person-to-person, despite his busy schedule and heavy workload, and would honestly share his thoughts and feelings while encouraging them to do the same. The leader he did not respect was not honest with his subordinates.

The result. According to John, the leader who was honest with his followers earned his team's trust, respect, and loyalty. In contrast, the leader who was not honest with his followers did not earn their trust, respect, or loyalty.

Role of modeling. From leader modeling, John learned that you've got to be honest with your employees. "If they can see that you're coming to them straight up," he said, "with truth and everything else, then they'll come back to you the same way."

Participants described six instances where leader modeling motivated them to engage in transparent relationship behaviors (Motivation). The example below illustrates

how leaders motivated a participant to be vulnerable and open with others by admitting mistakes.

The model. Martha, a VP in Chapter 1, described how she had observed many leaders in the organization being vulnerable and open with others by admitting mistakes. "People in upper level positions screw something up or they'll do something that's unintended and they'll come back and say, 'I really blew that, didn't I'?" said Martha.

The result. Martha felt that leaders who are vulnerable and open by admitting mistakes build stronger relationships with their followers, and ultimately promote greater trust within the organization.

Role of modeling. Martha believes when leaders model vulnerability and openness by admitting mistakes, it gives others permission to do the same. "It gives people permission to just fumble through," she said, "[to] fail fast but fail cheap." By observing leaders sharing their faults with others, Martha was motivated to continue to be vulnerable and open with others.

Followers modeling building transparent relationships: Impact on learning and motivation. *Participants described four instances where follower modeling taught them how to engage in building transparent relationships behaviors (Learning). The example below illustrates how follower taught a participant about how to be vulnerable and open in the workplace.*

The model. Jane had an experience with a young follower who "was very vulnerable and very open" who created opportunities for Jane to increase her own transparency with him.

The result. According to Jane, her follower's vulnerability and openness helped create a close, personal relationship between them that "loosened [Jane] up a little bit" when her own personality is "go in and get it done" and stay focused on tasks.

Role of modeling. According to Jane, by modeling vulnerability and openness, her follower taught her that building relationships "doesn't always have to be the way I would do it." Ultimately, her follower's example taught Jane that vulnerability and openness are an important part of working relationships.

Participants described five instances where follower modeling motivated them to engage in transparent relationship behaviors (Motivation). The example below illustrates how a follower motivated a participant to be honest in the workplace.

The model. Vince told a story about a follower who was honest with him about wrestling with whether or not to leave the organization.

The result. Vince said that he "had been through the experience of kids walking up and saying 'I'm leaving tomorrow.'" In describing the result of his follower's honesty, Vince said that "he and I developed a stronger relationship and trust factor."

Role of modeling. For Vince, his follower's example contradicted the conventional wisdom that no one would be that honest. "That's very gratifying when somebody trusts you at that level," he said. Ultimately, his follower's example motivated Vince to be honest in his relationships in order to build relationships as trusting as the one he developed with his follower.

Participants described one instance where follower modeling had no impact on a participant's use of building transparent relationship behaviors.

The model. Lea shared an example of one of her followers who was very vulnerable and open in meetings. For example, her follower "fully admitted that she had no clue" about how to accomplish a task in a large group of her peers. Lea said that personally, she "maybe would've kept that to myself."

The result. Lea felt that her follower sometimes used the behavior as a "crutch" because the behavior encouraged others, including Lea, to solve her problems for her.

Role of modeling. Lea said that while she appreciates her follower's vulnerability and openness, it does not have an influence on her own learning or motivation to be vulnerable.

Section summary. Based on the evidence from the participant interviews, positive models—using the behavior effectively in a given situation—and negative models, which include either failing to use the behavior or not using it effectively, had an influence on the participants' motivation and ability to enact transparent relationship behaviors. Tables 4.10 and 4.11 include a tally of instances of positive and negative models derived from participant interviews.

Table 4.10
Leaders' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Transparent relationships	6	1	5	1	13

Table 4.11
Followers' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Transparent relationships	3	1	5	0	9

The Authentic Behaviors: Giving and Receiving Feedback

Giving and receiving feedback defined. The eight participants in Chapter 1 described 23 examples of leaders and followers modeling giving and receiving feedback. Participants describe giving and receiving feedback as seeking and sharing information to improve one's performance, ideas, and behaviors. Three behaviors emerged from participant responses:

1. Seeking feedback related to his or her own performance and behaviors
2. Having conversations to proactively address conflict
3. Seeking input from other to challenge his or her own ideas or opinions.

Impact of modeling feedback. Table 4.12 provides examples of the three giving and receiving feedback behaviors as described by participants in Chapter 1. In addition, the table provides a description of each behavior that emerged from the interviews, examples illustrating the behavior, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on their learning or motivation to use these behaviors.

Table 4.12
Examples of Leaders and Followers Modeling Giving and Receiving Feedback

Feedback behaviors	Definition	Examples	Result of behavior	Impact of modeling on participants
Seeking feedback	Seeking feedback related to performance and behaviors	Leader asks for feedback about her behavior from others.	The participant perceived that the leader valued her feedback.	Participant learned how to seek feedback from her own followers. (Learning)
		Follower continually seeks feedback on her performance and	Follower has garnered respect and esteem of her peers	Participant was motivated to ask for more feedback on his

Feedback behaviors	Definition	Examples	Result of behavior	Impact of modeling on participants
		behaviors.	because people perceive she wants to improve.	performance and behaviors. (Motivation)
Having conversations to proactively address conflict	Proactively dealing with conflict by discussing potentially challenging issues.	Leader proactively addressed organizational "sacred cows" during budget conversations that previous leaders avoided.	Leader addressed and resolved organizational challenges.	Participant learned to have proactive conversations about organizational issues by observing the leader. (Learning)
		Follower addressed performance issues with staff who were older and more experienced than the follower.	Over time, follower has become more effective at proactively addressing performance issues.	Participant was motivated to continue addressing performance issues with her staff. (Motivation)
Seeking input	Seeking the input of others to challenge ideas, decisions and solutions	Leader sought input from people, including different or challenging points of view.	Participant felt that the leader created a sense of teamwork and loyalty by seeking input.	Participant learned that she needed to seek input from others. (Learning)
		Follower looked for input from others on financial matters, even though she had the greatest expertise in order to challenge her own ideas.	The participant felt that by seeking input, his follower improved her ideas and solutions on financial matters.	Participant was motivated to continue to seek input to challenge his own ideas. (Motivation)

The following section provides a more detailed description of the role leader and follower modeling played in participants' learning and motivation to use giving and

receiving feedback behaviors. The section provides more in depth descriptions of what was modeled, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on them.

Leaders modeling giving and receiving feedback: Impact on learning and motivation. *Participants described six instances where leader modeling taught them how to engage in feedback behaviors (Learning). The example below illustrates how a leader taught a participant how to seek feedback related to performance and behaviors.*

The model. Martha shared an example of one of her leaders who she says "really wants my opinion," when "she asks for feedback directly from people." This leader would often ask others how meetings went, if she was effective in a given situation, or how she could handle situations more effectively.

The result. Martha felt appreciative that this leader would ask for her feedback, because "she wouldn't ask if she didn't want to know." When Martha and her peers did have feedback for this leader, she accepted their feedback without argument. By seeking feedback, her leader made Martha feel like the leader valued her opinion about the leader's performance and behaviors.

Role of modeling. Martha felt seeing her leader seek feedback has taught her how to seek feedback from others to improve her own performance.

Participants described five instances where leader modeling motivated them to engage in feedback behaviors (Motivation). The example below illustrates how a leader motivated a leader to seek feedback about performance and behaviors.

The model. Lea told the story of a leader who transitioned from another organization to Chapter 1, who realized that in order to be successful, she had to quickly

learn to embrace both the culture and the leadership expectations. As a result, she sought feedback from Lea in an effort to learn how she came across to others within the organization.

The result. This leader, who is normally very driven and can come across as "wicked," to others, has shown Lea a different side of her personality. "It's nice to see," Lea said, "there's a vulnerability and sweetness about her when she lets all of that down a little bit." Lea was inspired by this leader's example because she could see it was not always easy for her to seek input. "I know it's uncomfortable for her and she does it," says Lea.

Role of modeling. By seeking feedback, this leader motivated Lea to "stretch a little bit and maybe look in different corners for [feedback]," because she tended to "go to people that I'm used to getting it from."

Followers modeling giving and receiving feedback: Impact on learning and motivation. *Participants described three instances where follower modeling taught them how to engage in feedback behaviors (Learning). The example below illustrates how follower taught a participant about the importance of seeking input to challenge ideas, decisions, and solutions.*

The model. One of Jane's followers, who was new to Jane's organization, began asking her for input on ideas, decisions, and solutions when she felt she was not getting any direction from Jane.

The result. Jane realized that she "had never stopped long enough to think about" giving this follower input and began to do so.

Role of modeling. By seeing her follower model what it looks like to seek input, Jane realized that she was moving so fast and was so focused on tasks that she never really thought about asking for input herself. From this follower, she ultimately learned that she needed to seek input to challenge her own ideas, decisions, and solutions if she was going to be successful in the future.

Participants described eight instances where follower modeling motivated them to engage in feedback behaviors (Motivation). The example below illustrates how a follower motivated a participant to seek feedback about his performance and behaviors.

The model. Ken shared a story about one of his followers who was "in a constant state of growth and evolution." She demonstrated this by continually seeking feedback from him and her peers. Ken said that she was "very open" to feedback and wanted to know how she could improve. The follower's approach to feedback was "unassuming and not emotionally charged," and made it easy for Ken and others to give her feedback.

The result. The leader thought that his follower's focus on seeking feedback enabled her learning and growth. "People know that she just wants to get better and better and is open to honest feedback."

Role of modeling. Seeing his follower model feedback motivated Ken to seek more feedback about his performance and behaviors from others.

There was one example where follower modeling having conversations to proactively address conflict had no impact on the leader's learning or motivation.

The model. Molly told the story of one of her followers who was new to the role and "desperately wanted to do a good job." When this follower found a mistake that

could have turned into a problem for the organization, she instantly came to Molly, wanting to deal with the issue before it became worse.

The result. Molly appreciated her follower's willingness to have a conversation with her about the problem.

Role of modeling. Molly said that seeing her follower model having conversations to proactively address conflict did not influence her "desire or ability" to do the same.

Section summary. Based on the evidence from the participant interviews, only positive models had an influence on the participants' motivation and ability to enact transparent relationship behaviors. Tables 4.13 and 4.14 include a tally of instances of positive models derived from participant interviews.

Table 4.13
Leaders' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Feedback	6	0	5	0	11

Table 4.14
Followers' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Feedback	3	0	8	0	11

The Authentic Behaviors: Acting on One's Values

Acting on one's values defined. The eight participants in Chapter 1 described 22 examples of leaders and followers modeling acting on one's values. Acting on one's

values, as described by participants, means using one's values to guide decisions and behavior. Two behaviors emerged from participant responses:

1. Using values to guide decisions
2. Standing up for what one believes, despite social pressure to do otherwise.

Impact of modeling acting on one's values. Table 4.15 provides examples of the acting on one's values behaviors as described by participants in Chapter 1. In addition, the table provides a description of each behavior that emerged from the interviews, examples illustrating the behavior, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on their learning or motivation to use these behaviors.

Table 4.15
Examples of Leaders and Followers Modeling Acting on One's Values

Acting on one's values behaviors	Definition	Examples	Result of behavior	Impact of modeling on participants
Values guiding decisions	Using one's values and what they say is important to guide decisions and behaviors	Leader routinely used his values to guide organizational decisions.	Leader's decisions aligned with what he said he values.	Participant was motivated to act on his own values. (Motivation)
		Followers discussed how their values guide their decisions in group meetings.	Followers reinforced the importance of using values to guide decisions.	Participant was motivated to continue to use her values to guide her decisions. (Motivation)
Standing up for what one believes	Acting on values despite social pressure to do otherwise	Leader addressed ethical issues within his department by standing up for what he believed, when previous leaders ignored the issues.	The leader resolved the ethical issue and improved the morale of the group.	Participant learned to stand up for what he believes by emulating this leader's actions. (Learning)

Acting on one's values behaviors	Definition	Examples	Result of behavior	Impact of modeling on participants
		Follower acted on his values while others in his organization acted unethically.	Participant felt this follower was known as "one of the good guys" whom others looked up to.	Participant was motivated to continue to act in alignment with his values. (Motivation)

The following section provides a more detailed description of the role leader and follower modeling played in participants' learning and motivation to use acting on one's values behaviors. The section provides more in depth descriptions of what was modeled, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on them.

Leaders modeling acting on one's values: Impact on learning and motivation. *Participants described nine instances where leader modeling taught them how to act on one's values (Learning). The example below illustrates how a leader taught a participant how to stand up for what he believes.*

The model. John told the story of a leader whose "whole daily life" was acting on his core values. John's leader addressed several ethical dilemmas within their workgroup that previous leaders had overlooked.

The result. According to John, the leader resolved the ethical issues and the morale and motivation of the department increased.

Role of modeling. John said that by "watching [leaders], emulating them, [and] instilling their beliefs into my belief system" he has learned how to stand up for what he

believes, even when others do not. “Right now I try to teach my guys the same thing,” said John.

Participants described three instances where leader modeling motivated them to engage in acting on one’s values behaviors (Motivation). The example below illustrates how leaders motivated a participant to stand up for what she believes.

The model. Lea described a leader who stood up for her values despite pressure from another leader in the organization to do otherwise. This leader had a conflict with a peer in the organization who disagreed with her on several issues. These issues related to how each saw the world—each had a different point of view, and each could make a case for what they believed. Lea’s leader could have let the issue go—her peer had already moved on, and she worried that reopening the issue would make things worse. In discussing the issue with Lea, her leader said, “I need to be responsible, he tweaked my buttons,” meaning core values. When the leader confronted her peer, they wound up in a heated argument that left both upset and angry. Despite the conflict, this leader went back a third time and finally resolved the issue with her peer.

The result. Even with the pressure to act ignore her values and the resulting conflict, Lea’s leader felt as if she had done the right thing. In the end, the issue was resolved, and ultimately helped their relationship because of the honesty and respect from her peer by standing up for her beliefs.

Role of modeling. For Lea, the example set by such leaders motivated her to stand up for what she believes even if she’s uncomfortable. Lea said that “when something comes up and I’m struggling with it, I tell myself, ‘Come on man . . . put your money where your mouth is.’”

Followers modeling acting on one's values: Impact on learning and motivation. *Participants described two instances where follower modeling taught them how to act on one's values (Learning). The example below illustrates how follower taught a participant to use her values to guide her decisions.*

The model. Jane told the story of one of her followers who valued family and relationships, who was the "Office Mom." The Office Mom could not "get her head around" the importance of her and Jane's work, which included dinner meetings with clients and long hours. She would leave the office while Jane stayed late because she wanted to be at home with her children as "her life was defined by being that mom to those kids."

The result. According to Jane, the Office Mom couldn't "make it matter enough" to bring the level of hard work, accuracy, and dedication needed to be successful in the organization "because those weren't the things that were driving her." Jane felt that the Office Mom's core values "just wouldn't fit with what it was we were doing every single day." Ultimately Jane had to fire her.

Role of modeling. Jane's follower helped Jane to clarify her own values and taught her how to use her own values in making decisions about how she managed her organization.

Participants described six instances where follower modeling motivated them to act on one's values (Motivation). The example below illustrates how a follower motivated a participant to stand up for what she believes despite social pressure to do otherwise.

The model. Molly had an experience where a follower stood up for what she believed by digging into a difficult situation. Her follower had to make a tough decision

to let an Executive Director go, which made several members of the branch's volunteer board angry. Molly admitted that the situation was one of the toughest terminations her staff had faced. Her follower had "tons of pressure" to change the decision, yet her follower was able to "hold the line" and stand up for what she believed.

The result. Molly described the result as a "Band-Aid [getting] ripped off" but the wound only "bled for a while," whereas Molly felt if the situation dragged on it would have disrupted staff, operations, and fundraising. Had her follower caved and reversed her decision, Molly felt the results for the organization would have been much worse.

Role of modeling. Seeing her follower act on her values reinforced the need for Molly to stand up for what she believes. After all Molly said, "how can I expect them to do it if I'm not willing to do it myself? Not that I do it perfect all the time but it doesn't seem an option to not do that if you're expecting them to."

Participants described two examples where followers modeling acting on one's values had no impact on the participant's ability or motivation to act on their values.

The model. Vince had an experience where one of his followers had to stand up for what he believed with a client. The client wanted to go in one direction with a set of financials, whereas Vince's follower had to take a stand and tell them they could not for legal reasons.

The result. Although the resulting conversations were difficult—as Vince puts it, "there was some kicking and squealing,"--Vince's follower was able to persuade the client to do the right thing in his mind.

Role of modeling. When asked if the follower's example influenced his willingness to stand up for what he believes, Vince said "I have never had a problem acting on my core values."

Section summary. Based on the evidence from the participant interviews, only positive models had an influence on the participants' motivation and ability to act on one's values. Tables 4.16 and 4.17 include a tally of instances of positive models derived from participant interviews.

Table 4.16
Leaders' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Feedback	9	0	3	0	12

Table 4.17
Followers' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Feedback	2	0	6	0	8

Other Themes in Chapter 1

The participants in Chapter 1 were unanimous in their view that leader and follower modeling influenced the development of authentic behaviors in the workplace through learning and motivation processes. In addition, two other themes emerged from the data that played a role in the development of leader and follower authenticity in the workplace: organizational culture and work roles. The following section describes these themes.

Organizational culture. Participants described 13 instances where organizational culture impacted their learning and motivation to act on authentic behaviors; however, organizational culture predominantly impacted participant motivation. According to a participant in Chapter 1, the organization manages its culture through the use organizational values, outcomes, and behaviors defined after the nationwide rebranding effort (Personal Communication, 2012a; Chapter 1, 2012a). Participants discussed the organization's values and culture interchangeably; for example, one participant referenced "our culture," "our values," and "this values culture" when describing one instance where she was motivated to increase her self-awareness as a result of the organization's focus on Chapter 1's values and values behaviors. Chapter 1 offers numerous training classes, facilitated dialogue during meetings, and marketing materials to reinforce these values, and includes them in the hiring and performance standards (Chapter 1, 2012a; Chapter 1, 2014g; Personal Communication, 2014b). During my participant observations, participants and other organization members freely discussed using the organization's values as a filter for making decisions, and at numerous points described how organization decisions aligned or did not align with the values (Participant Observation). During my interviews, participants described how the organization's emphasis on organizational values has influenced their own behavior, such as motivating them to seek feedback, one of the authentic behaviors.

Many of the participants contrasted Chapter 1's culture with the cultures of other organizations. In describing Chapter 1's culture, Martha said that she felt like Chapter 1 encouraged building transparent relationships, while she has worked in "plenty of places that don't." She went on to say "that's not really what they're looking for. It's frowned

upon to say 'you know what, I need help with this' or being that vulnerable and trusting." In another example, Martha described Chapter 1's culture as emphasizing "truly being genuine," reinforcing the message that individuals should use their personal values to guide decisions. The result, according to Martha, is that individuals are motivated to act authentically by Chapter 1's culture. Jane contrasted the organization's culture to previous cultures she experienced in the past. Jane said that Chapter 1 has "a different kind of culture" than most. She went on to describe an organizational culture that did not encourage "being open and honest." As a result, Jane said that while Chapter 1's culture made her feel awkward at first because of it's emphasis on openness, it has "really forced [her] to try harder to be a better person" because the culture encouraged her to model vulnerability and openness for her staff and others outside of the organization.

The participants also described the overlap between using one's values to guide one's personal decision making and using the organization's values to make decisions. To illustrate the point, while sharing a story about a follower's example motivated her to use her own values as a guide, Molly also described how the organization's culture has also motivated her to act on her values. According to Molly, "when you live in that [kind of culture], it just makes it the norm" to act on one's values as a result of the organization's focus on values and values behaviors. "When that's what's expected, it's really hard not to [act on one's values]," she said. Martha also shared a story of how the organization's culture has encouraged individuals to raise their awareness of their own core values, and understand the link between one's core values and one's behavior. "It makes me want to keep driving home this values [culture]," Martha said. "I'm hoping that it will be so engrained in people . . . it becomes the new normal."

As described by the participants, organizational culture is what is valued by the organization and how it influences the work environment and employee behavior. Table 4.18 provides additional examples of how organizational culture influenced the development of authentic behaviors.

Table 4.18
Examples of Organizational Culture's Impact on Participant Learning and Motivation

Influence	Definition	Behavior	Example	Impact
Culture	What is valued by the organization; influences the work environment and employee behavior.	Self-awareness	Participant felt proud to be a part of a culture that encouraged employees to increase their self-awareness.	Participant was motivated to increase her own self-awareness. (Motivation)
		Transparent relationships	Participant felt that the culture required conversations about issues that may be uncomfortable, like her weaknesses.	By practicing discussing uncomfortable issues, participant felt she learned to be vulnerable and open with others about her weaknesses. (Learning)
		Feedback	Participant felt that culture encouraged "healthy confrontations" and giving one another feedback.	Participant was motivated to give feedback. (Motivation)
		Act on one's values	Participant felt as that the culture reinforced the idea that employees should act on their values; participant felt that if employees did not act on their values they would grow unhappy and leave the organization.	Participant was motivated to act on her values. (Motivation)

Table 4.19 includes a tally of instances of that organizational culture had on participant learning and motivation to use authentic behaviors.

Table 4.19
Organizational Culture's Impact on Learning and Motivation

Behavior	Learning	Motivation	Total
Self-awareness	0	3	3
Transparent relationships	1	1	2
Feedback	0	4	4
Acting on one's values	0	4	4
Total	1	12	13

Work role. In Chapter 1, work role emerged as a factor in the process of participants' motivation to use authentic behaviors. Two categories emerged in this section: examples where the work role discouraged participants from using authentic behaviors, and examples where work role encouraged participants to use authentic behaviors. Participants described work role in terms of their role and responsibilities within the organization.

Descriptions of work role's impact on participant behavior was predominantly related to setting appropriate boundaries, a building transparent relationships behavior that dictates how much to share, with what people and in what situation. According to participants, these boundaries are between individuals and others, leaders and followers, participants in the organization and those outside of the organization. Participants described positive results when individuals acted on what they considered appropriate boundaries and negative results when individuals did not have what they considered appropriate boundaries. For example, Ken shared a story about the importance of openly sharing sensitive organizational information with other senior leaders within the organization that allows them to make critical decisions in an objective, informed

manner. Ken felt that while such openness was critical for those in senior leadership roles, sharing such sensitive information with those in less senior positions would be inappropriate and perhaps harmful. For Ken, understanding boundaries dictated by one's work role was a crucial part of "the functionality of your job." Jane also described the negative results of sharing too much information with the others based on work role. As an example, Jane described a follower who shared too much information with a client—a CEO—that harmed their organization. Jane emphasized that the behavior she described as "spilling it out on the table," was inappropriate based on both the follower's role with their organization and the CEO's role within the client's organization. Jane felt that one's work role should determine how much to share, with whom to share it, and when to share it. In Jane's case, she considered one's work role as dictating appropriate boundaries, even if it discouraged individuals from building transparent relationships. According to the participants, understanding appropriate boundaries requires one understanding the boundaries inherent in one's own role and the work role of the audience.

Additionally, participants described two instances where work role encouraged them to give and receive feedback, and two instances where work role encouraged them to demonstrate self-awareness. For example, Molly considered it a part of one's work role to give and receive feedback, and that expectation comes as part of her job. While Molly considered seeking feedback an important part of all jobs within Chapter 1, she felt it was especially important for senior leaders to model such behaviors based on their role. In another instance of work role encouraging authentic behaviors, Ken described an example where he was expected to be self-aware, due to his role as a senior leader within the organization. He did not feel that others would consider him good at his job if he did

not exhibit a high degree of self-awareness, specifically his awareness of the impact of his decisions on others. He felt that given his role as a senior leader, his impact on others was amplified given his level of responsibility, making his self-awareness all the more important. He described the importance of self-awareness "like a sliding scale" based on one's work role within the organization; the bigger the scope of one's role, the more important self-awareness became. According to the participants, work role dictated what behaviors should be enacted as a part of their job.

Table 4.20 includes examples of work role's impact on participant motivation to use authentic behaviors. These instances are distinct from leader and follower modeling and organizational culture examples.

Table 4.20
Examples of Work Role's Impact on Participants' Motivation

Influence	Definition	Behavior	Example	Impact
Work role	Roles and responsibilities in the organization; influences employee behavior.	Self-awareness	Participant felt that his work role required him to be self-aware.	Participant is motivated to increase his self-awareness. (Motivation: Encouraged)
		Transparent relationships	Participant felt that her work role discouraged her from being vulnerable with others.	Participant was demotivated to build transparent relationships. (Motivation: Discouraged)
		Feedback	Participant felt her work role required her to seek input from others.	Participant was motivated to seek input. (Motivation: Encouraged)
		Act on one's values	No examples	No examples

Table 4.21 includes a tally of instances of that work role had on participant motivation to use authentic behaviors.

Table 4.21
Work Role's Impact on Motivation: Encouraged & Discouraged

Behavior	Motivation: Encouraged	Motivation: Discouraged	Total
Self-awareness	2	0	2
Transparent relationships	0	5	5
Feedback	2	0	2
Acting on one's values	0	0	0
Total	4	5	9

Summary of Authenticity Influences in Chapter 1

Table 4.22 and Table 4.23 tallies the number of instances shared by participants where leader and follower modeling impacted their learning and motivation to use authentic behaviors, and identifies the number of positive and negative models in each category.

Table 4.22
Leaders' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Totals
Self-awareness	3	1	6	1	11
Transparent Relationships	6	1	5	1	13
Feedback	6	0	5	0	11
Acting on values	9	0	3	0	12
Totals	24	2	19	2	47

Table 4.23
Followers' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Totals
Self-awareness	4	0	9	1	14
Transparent relationships	3	1	5	0	9
Feedback	3	0	8	0	11
Acting on values	2	0	6	0	8
Totals	12	1	28	1	42

Summary of Case 1: Chapter 1

According to participants in Chapter 1, leaders and followers modeling authentic behaviors influenced four categories of authentic behaviors, including demonstrating self-awareness, building transparent relationships, giving and receiving feedback, and acting on one's values. Participants described the ways that modeling helped them acquire new knowledge or increased their ability to act on authentic behaviors (Learning), and inspired, encouraged, or influenced them to act on authentic behaviors (Motivation). Participants shared examples of leaders and followers who taught them how to engage in authentic behaviors, whose behaviors they emulated, increased their skill to engage in authentic behaviors, showed them what to do, or showed them what not to do. Participants also shared examples of leaders and followers who motivated them to engage in authentic behaviors, whose behaviors encouraged them, inspired them, reminded them, or reinforced their efforts to act on authentic behaviors. For example, by observing a leader, the "extraordinary gentleman," Vince learned how to manage his emotions; by observing a follower, Lea was motivated to adapt her behavior based on her awareness of others' personality style, emotions, and core values.

Participants described many more positive than negative models impacting their learning and motivation to act on authentic behaviors (83 positive models compared to 6 negative models). In this case, negative models impacted both participant learning and motivation to act on authentic behaviors (Gardner et al., 2005). Participants generally described leaders and followers who acted on authentic behaviors as having successful results, whereas those who did not act on authentic behaviors had unsuccessful results. For example, Ruth shared the story of a leader who could "steam roll" others in his excitement. As a result of his example, Ruth was motivated to keep her awareness of her impact on others high. John described the behaviors of leaders "who have lost their way" who have had a negative impact on their teams and him personally, reinforcing for John that he should act on authentic behaviors. Negative models were evenly divided between learning and motivation, although participants described four negative models from leaders and two from followers.

There were also examples of modeling that had no impact on participant learning and motivation. For example Vince said that he "never had a problem" acting on his core values, while Ken at one point said his followers do not motivate him "any more or any less" to be self-aware.

Two other influences on the development of participant authenticity emerged from the analysis: organizational culture and work role. Organizational culture primarily impacted participants' motivation to act on authentic behaviors. Participants referred to the organization's culture and values interchangeably, and described how the culture encouraged them to align their behavior with their personal values and the organization's values.

Work role's impact on participant motivation was split between discouraging participants from building transparent relationships and encouraging participants to demonstrate self-awareness and give and receive feedback. In describing the negative impact of work role, participants said that their work role prevents them from sharing "a lot of stuff" like "personal items" and "dirty laundry" for fear of how the organization or their external stakeholders like board members and donors would react. According to participants, work role also dictated appropriate boundaries for sharing information, a building transparent relationships behavior. Work role also influenced the behaviors participants described as part of their role, especially as senior leaders within the organization.

The following section focuses on data from the second research site, Chapter 2.

Case 2: Chapter 2

Chapter 2 Demographics

Chapter 2 of the YMCA is based in a metropolitan area of the United States. Chapter 2 offers workout facilities, pools, camps, after and before school care, healthy living programs including youth sports and outreach to the community (Chapter 2, 2014f). The association currently employs 110 full time staff and 1054 part time staff (Personal Communication, 2014a). According to Chapter 2's 2013 annual plan, the organization offered financial assistance to over 80,000 individuals totaling $2,781,856, primarily through YMCA memberships and tuition for other programs. Chapter 2 created 865,821 opportunities to serve the community through youth development, healthy living, and social responsibility programs. Chapter 2 had over twenty million dollars in revenue and expenditures in 2013, a slight increase over 2012 (Chapter 2, 2013; Chapter

2, 2012b). Chapter 2 earned revenue through memberships, as well as nearly 1.5 million from an annual campaign and a capital campaign (Chapter 2, 2013).

The chapter has 17 locations spread out over several counties, serving a diverse population of members (Chapter 2, 2014f). The chapter is organized by local branches, each with their own staff and volunteer board, with a central staff and centralized board overseeing operations for the entire organization (Chapter 2, 2014f; Personal Communication, 2014a). The central office is located in a business park off a major highway; although it once shared a space with a local branch, several years ago the office outgrew the space and moved to another location. Decision making is handled both at the central office as well as within local branches; volunteer boards weigh in on key decisions and support fundraising efforts (Personal Communication, 2014a). There are variety of standing teams that address specific issues within Chapter 2, including an Operating Committee, responsible for maintenance and physical plants, led by the CEO and the COO, and a Mission Advancement Team, responsible for leadership development, staff development and culture, led by the CEO (Personal Communication, 2014a). See Appendix F for Chapter 2's organizational chart.

Context of Chapter 2

During the past few years, Chapter 2 has been relatively stable; the organization's membership, expenses, and fundraising have slightly increased over past years (Chapter 2, 2013). One vice president recently retired from his leadership role from the organization's leadership team but is leading a key program within the association (Personal Communication, 2014a). The organization recently completed a new strategic

plan, but has not yet implemented any organizational changes associated with the plan (Participant Observation). The plan includes four strategic imperatives:

1. Engaging Teens through programs, employment and outreach.
2. Supporting Families through programs and services.
3. Improving Community Health through partnerships and programs.
4. Strengthening Resources by connecting the community with the charitable mission. (Chapter 2, 2014b)

The current CEO has been in place for over 20 years, and all but one of the executives within the organization have more than 10 years of experience within their roles. Chapter 2 has one new vice president, a replacement for the retired VP (Personal Communication, 2014a).

Chapter 2's mission, like all YMCAs, is putting "Christian principles into practice through programs that help healthy spirit, mind and body for all," (Chapter 2, 2013). The organization's cause, again determined by the YMCA of the USA, is "Strengthening the Foundations of Community." Beginning 2 years ago, Chapter 2 defined its organizational values and identified behaviors aligned with each value. Like Chapter 1, Chapter 2 also updating its messaging and signage to align with the YMCA of the USA's branding campaign (YMCA, 2010a). However, Chapter 2 began the process of updating its values after seeing the values work done by Chapter 1. Chapter 2's values are based on the YMCA of the USA's values, but customized for the local chapter (Chapter 2, 2012a). Table 4.24 illustrates Chapter 2's values and values behaviors.

Table 4.24
Chapter 2's Values & Values Behaviors

Caring: Strengthening relationships through intentional interactions • Smile and greet everyone with enthusiasm. • Listen, understand and act. • Engage in meaningful conversations.	Honesty: Being truthful in your words and actions • Be genuine and consistent. • Have tough conversations and accept feedback graciously. • Lead by example . . . do what you say you will do.
Respect: Being open and understanding to all • Use positive tone of voice and body language. • Treat others with dignity and compassion. • Value the opinion of others.	Responsibility: Taking proactive ownership for safety, resources, and service to others. • Be accountable for both your actions and impact. • Choose to lead. • Help or get help.

(Chapter 2, 2012a)

Chapter 2 is currently working on incorporating these values into annual performance reviews, performance management, and hiring processes (Personal Communication, 2014a). The values appear in posters hanging in the walls of the central office and the branches. Chapter 2 also passes out copies of the values during large meetings, along with pictures representing each value in action (Chapter 2, 2014e). The Chapter often uses these pictures or the handouts to inspire values-in-action stories, much like Chapter 1, wherein employees are encouraged to tell stories highlighting the values, the mission, or the values behaviors within Chapter 2 (Participant Observation.) Chapter 2 also reinforces its values through a variety of print materials and videos.

Training and Development in Chapter 2

Chapter 2 provides a variety of technical, process, leadership, and personal development training to full time and part time staff. Chapter 2's leadership development activities include a focus on emotional intelligence, coaching, feedback, self-awareness,

influencing others, leading projects and strengthening relationships (Personal Communication, 2014b). These programs are offered to all full time staff, with specific annual programs carved out for new, high potential supervisors as well as the Mission Advancement Team. Chapter 2 encourages its full time staff to attend conferences and training offered by the YMCA of the USA and other organizations with similar beliefs and missions as the Y. The Chapter also gathers together its full time staff once a quarter for a communication and training session, where topics include events in Chapter 2, new program introductions, leadership and personal development activities (Personal Communication, 2014b).

Modeling Authentic Behaviors in Chapter 2

Like Chapter 1, Chapter 2's focus on organizational values and employee behaviors highlights the importance of modeling as a developmental tool for leaders and followers. Chapter 2's training and development programs and supporting documentation also focus on leadership and interpersonal skills that align with authentic leadership theory and authentic behaviors described in the literature (Walumbwa et al., 2008). The context of Chapter 2, and its relative stability as an organization, led me to choose it as the second site of my study.

The Interview Participants in Chapter 2

The interview participants are all senior leaders within Chapter 2, who have experienced both leading and following in junior and senior roles within the workplace. Additionally, in their current roles, they both lead teams and follow others. Each participant has been at Chapter 2 for over 5 years. In order to protect the anonymity of the

participants, I have assigned each participant a pseudonym and will only describe their current role within the organization, as opposed to other identifying demographics.

Table 4.25 describes the interview participants and their work role in the chapter.

Table 4.25
Participants

Number	Participant pseudonym	Role
1	Anna	Officer or director
2	Ella	Officer or director
3	Harry	Officer or director
4	Jerry	Officer or director
5	Melissa	Officer or director
6	Nicole	Officer or director
7	Pam	Officer or director
8	Tonya	Officer or director

Overall Structure of the Findings in Chapter 2

Like Chapter 1, four categories of behaviors emerged from Chapter 2's data describing leaders and followers modeling authenticity: demonstrating self-awareness, building transparent relationships, giving and receiving feedback, and acting on one's values. Additionally, two categories emerged that describe the impact of modeling on participants:

1. Learning, where participants *learned how to engage in authentic behaviors*
2. Motivation, where participants *were motivated to act on these authentic behaviors*

Learning, as described by participants, means acquiring new knowledge or increasing one's ability to behave in a specific manner. Motivation, as described by participants, means being inspired, encouraged, or influenced to behave in a specific manner. Based on examples shared by participants, the data includes positive models—or individuals using a behavior effectively in a given situation—and negative models, which

include either individuals failing to use a behavior or not using it effectively. According to participants, both positive and negative models influenced their learning or motivation to act on authentic behaviors.

Answering the research questions. In order to understand how leader and follower modeling occurred and its influence on the participants' use of authentic behaviors, the following sections will describe:

- How participants described authentic behaviors
- The impact of modeling on participants, categorized by learning and motivation
- How participants experienced *leaders modeling* authentic behaviors and how participants perceived such modeling as impacting their learning or motivation to use authentic behaviors
- How participants experienced *followers modeling* authentic behaviors and how participants perceived such modeling influenced their learning or motivation to use authentic behaviors

The Authentic Behaviors: Demonstrating Self-Awareness

Demonstrating self-awareness defined. The eight participants in Chapter 2 described 23 examples of leaders and followers modeling demonstrating self-awareness. Demonstrating self-awareness, as described by participants, means exhibiting an understanding of one's personality, emotions, and values and using that information to take action. Four demonstrating self-awareness behaviors emerged from participant responses:

1. Demonstrating a knowledge of one's strengths and weaknesses, personality style, and values.

2. Demonstrating an awareness of one's impact on others
3. Managing one's emotions and behaviors
4. Adapting one's behavior in order to be effective.

Impact of modeling demonstrating self-awareness. Table 4.26 provides examples of the four self-awareness behaviors as described by participants in Chapter 2. In addition, the table provides a description of each behavior that emerged from the interviews, examples illustrating the behavior, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on their learning or motivation to use these behaviors.

Table 4.26
Examples of Leaders and Followers Modeling Demonstrating Self-Awareness Behaviors

Demonstrating self-awareness behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
Knowing oneself	Demonstrating an awareness of one's personality style and values.	After low self-awareness in the past, a leader grew more aware of his personality style and values.	According to the participant, people have been "more accepting" of this leader.	Participant was motivated to continue to develop her awareness of her personality style and values. (Motivation)
		Follower displayed a high amount of self-awareness as she interacted with peers and clients.	Follower's awareness helped her connect with others emotionally.	Participant emulated her follower's behavior by keeping her awareness high about her personality and values. (Learning).

Demonstrating self-awareness behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
Awareness of impact on others	Demonstrating an awareness of how one's behavior impacts other people.	Leader understood the impact he had on young staff as he mentored them.	Leader was seen as tough but earned their respect.	Participant was motivated to better understand how he impacted others. (Motivation)
		Follower did not realize that she was coming down on her staff with a "heavy hand" and that her staff felt she was overbearing.	Staff "revolted" and demanded not to be super-vised by her any more; from the experience, follower learned that she had to "change her ways" by increasing her awareness of her impact on others to be a good supervisor.	Participant learned how to work with others more effectively by keeping her awareness of her impact on others high. (Learning)
Managing one's emotions & behaviors	Being able to make conscious choices about one's actions, versus acting out of control as a result of strong emotions.	Leader managed his emotions on good days and bad days.	Leader made people feel more comfortable around him and increased their trust in him.	Participant was motivated to continue to manage her emotions. (Motivation)
		Follower chose to be happy when she interacted with others rather than coming across as "frazzled."	Others saw follower as more approachable now that she appears less frazzled.	Participant was motivated to manage her own emotions. (Motivation)
Adapting one's behavior	Consciously adapting one's behavior in order to be more effective with others by	Leader knew she could come across as intimidating and actively	Leader gained respect from her peers.	Participant learned how to adapt her approach with her staff. (Learning)

Demonstrating self-awareness behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
	taking into account their personality style, emotions, and core values.	adapted her style to be more effective with other leaders in the organization.		
		Follower developed relationships with people from varying backgrounds by adapting her approach to meet their personality style and emotional needs.	Follower left people feeling good about themselves.	Participant learned how to connect with others by adapting her approach. (Learning)

The following section provides a more detailed description of the role leader and follower modeling played in participants' learning and motivation to use self-awareness behaviors. The section provides more in depth descriptions of what was modeled, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on them.

Leaders modeling demonstrating self-awareness: Impact on learning and motivation. *Participants described six instances where leader modeling taught them how to enact self-awareness behaviors (Learning). The example below illustrates how a leader taught a participant how to manage her own emotions*.

The model. Nicole described a leader "being hijacked in the moment" during a meeting, whose "amygdala had gone off" leaving her "in fight mode." Nonetheless, the leader was able to "rein in" her emotions, allowing the meeting to move forward.

The result. Because the leader managed her emotions, the team could still be productive and finish the meeting. "I love when people realize that they're out of line," said Nicole, "but it doesn't stop the immediate [task]. We can't let it override everything else."

Role of modeling. The example of the leader managing her emotions taught Nicole how she could manage her own emotions. "I think it's like parents . . .when you see your parents figure out how to do something, it doesn't take you as long to figure out how to do that same thing."

Participants described seven instances where leader modeling motivated them to engage in self-awareness behaviors (Motivation). The example below illustrates how a leader's knowledge of himself has motivated a participant to keep her awareness high.

The model. Ella shared an example of a leader who "has become more self-aware" of his personality style and his values. Over the course of a few years, this leader has increased his knowledge of himself.

The result. In some ways, the outcomes have been positive for this leader, such as having stronger relationships and becoming more effective as a result of his self-knowledge, but it has not completely made up for his years of being unaware. "I think that some people are more accepting of this person, and have accepted apologies," said Ella, "and I think there are some who just can't get over the past and will continue to see the person in the same light and not allow them to grow."

Role of modeling. Ella learned that even with increased self-awareness, sometimes past behaviors will continue to influence the perception of others. "I'm a different person than I was 25 years ago and I think I get the grace of being able to be different," she said. "I think some people are judged harder." Despite the fact that not everyone has accepted this person's changes, seeing this leader increasing his knowledge of his style and values reinforced Ella's belief that keeping one's awareness high is "the right way to be." "Personality wise," says Ella, "it's made me a better person to be around."

Followers modeling demonstrating self-awareness: Impact on learning and motivation. *Participants described three instances where follower modeling taught them how to enact self-awareness behaviors (Learning). The example below illustrates how follower taught a participant about the importance of knowing oneself.*

The model. Pam's experience with the self-awareness of one of her followers was brought to a head when her follower quit her job. "It was very eye-opening for me the day she resigned. I said 'I really want us to stay friends and have this relationship,' and she said 'I cannot work for you.'" Pam's follower had realized that she was no longer thriving at Chapter 2, and it was no longer bringing out her best. In her exit interview with this follower, Pam learned that her follower had recognized that while she was passionate about her role and the organization, her personality was a not a fit with Pam's leadership style.

The result. The resignation helped Pam see herself more clearly, contributing to her decision to step out of a major leadership role and into one that was a better fit for her. "I was not in the right seat . . . as my dad would say, I was not comfortable in my

own skin there." Moving into another role was a huge relief for Pam. "I kept comparing myself to [other leaders] and just kind of feeling a little defeated that I wasn't making it."

Lessons and outcome. Her follower's display of self-awareness and ultimately her decision to leave the organization helped Pam recognize a part of her that was missing in her role. "That's a part of me that was not being fulfilled before and I didn't realize that," Pam said, "and so it's very fulfilling to see other people just have self-awareness." From her follower's example, Pam learned about the importance of knowing herself.

Participants described seven instances where follower modeling motivated them to engage in self-awareness behaviors (Motivation). The example below illustrates how a follower motivated a leader to continue to keep her awareness high about the impact she had on others.

The model. Anna shared a story of one of her followers who began making decisions without considering the impact she was having on other people; namely the kids who participated in her programs.

The result. The follower left others feeling that she was selfish, and that she was putting herself first. As her supervisor, Anna wound up giving her difficult feedback that frustrated her follower, because she could not understand how her behavior was impacting the kids. "I can't work the way you want me to," her follower told Anna, "I can't be who you want me to be." Years later, the follower came back to Anna and thanked her for helping her realize the negative impact she was having on the kids.

Role of modeling. Seeing her follower's low awareness about her impact on others reinforced for Anna "that she was on the right track" by keeping her own awareness high about the impact she had on others.

Section summary. Based on the evidence from the participant interviews, positive models—using the behavior effectively in a given situation—and negative models, which include either failing to use the behavior or not using it effectively, had an influence on the participants' motivation and ability to enact self-awareness behaviors. Tables 4.27 and 4.28 include a tally of instances of positive and negative models derived from participant interviews.

Table 4.27
Leaders' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Self-awareness	6	0	6	1	13

Table 4.28
Followers' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Self-awareness	3	0	6	1	10

The Authentic Behaviors: Building Transparent Relationships

Building transparent relationships defined. The eight participants in Chapter 2 described 33 examples of leaders and followers modeling building transparent relationships. Participants described building transparent relationships as developing

relationships that are honest, vulnerable and open, yet have appropriate boundaries. Three behaviors emerged from participant responses:

1. Being honest about emotions and thoughts, but keeping the other person's feelings in mind
2. Being vulnerable and open by sharing things about oneself that may be embarrassing or uncomfortable, such as weaknesses or mistakes
3. Establishing boundaries by understanding how much to share, with what people, and in what situation

Impact of modeling building transparent relationships. Table 4.29 provides examples of the three transparent relationship behaviors as described by participants in Chapter 2. In addition, the table provides a description of each behavior that emerged from the interviews, examples illustrating the behavior, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on their learning or motivation to use these behaviors.

Table 4.29
Examples of Leaders and Followers Modeling Building Transparent Relationships

Transparent relationship behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
Honesty	Being honest about thoughts and emotions, but keeping the other person's feelings in mind.	Leader wasn't afraid to be honest about what he heard, observed, and saw.	Although the follower finds the honesty hard to hear, he feels supported by the leader.	Participant was motivated to be honest about his thoughts and feelings with others. (Motivation)
		Follower was honest, but did not care what he said or how	Follower had a negative impact on the morale of the team; even	Participant learned to be honest with others while

Transparent relationship behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
		he shared his thoughts and emotions.	though he was honest, the team did not trust him.	keeping the other person's feelings in mind. (Learning)
Vulnerability & Openness	A willingness to share things about oneself that may be embarrassing or uncomfortable, such as weaknesses or mistakes	Leader shared his strengths and weaknesses with his followers.	Followers appreciated the leader's efforts to share his weaknesses and respected him as a result.	Participant learned to be vulnerable and open with his direct reports. (Learning)
		Follower was unafraid to acknowledge what she was not skilled at and was willing to ask for help.	Follower earned the respect of others.	Participant was motivated to risk more in her relationships by admitting her weaknesses. (Motivation)
Boundaries	Knowing how much to share, with what people, in what situation	Leader was "tight-lipped" and did not share personal information as a way of avoiding litigation.	Others felt paranoid about what to share and what not to share.	Participant was motivated to increase how much personal information she shared while being mindful about boundaries and sharing too much. (Motivation)
		Follower shared too much personal information.	Follower made others feel uncomfortable.	Participant learned how much to share with others based on how the information impacted others. (Learning)

The following section provides a more detailed description of the role leader and follower modeling played in participants' learning and motivation to use building

transparent relationships behaviors. The section provides more in depth descriptions of what was modeled, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on them.

Leaders modeling building transparent relationships: Impact on learning and motivation. *Participants described nine instances where leader modeling taught them how to enact transparent relationship behaviors (Learning). The example below illustrates how a leader taught a participant how to be vulnerable and open with others.*

The model. Harry described a leader he felt was open and transparent. "When he was my boss, [he was] very open and honest, [and] would love to just share what was going on with his family, and his weekend. I like that quality in a leader. It's not just about business, it's not just about work . . . there is a balance in life that we all should be preaching as [an] organization."

The result. The upside of such modeling was clear for Harry. "I think you get to know the person . . . a lot more on that level. It helps you understand how they work, how they relate with other people, what their challenges are [and] what their need are."

Role of modeling. Harry said that "when you see someone who's a little more transparent and open . . . it definitely shapes who you are. It . . . gives you permission" to be "a little more authentic." From this leader, Harry learned how to be vulnerable and open with his team. "I like to share my weaknesses with the team," Harry said. "I like to say 'that's why I've hired you because you're so good at this, I can't be good at this.' Whether it's a skill or a technical knowledge or . . . it is important to be honest and humble and say . . . this is who I am."

Participants described eight instances where leader modeling motivated them to engage in transparent relationship behaviors (Motivation). The example below illustrates how a leader's vulnerability and openness motivated a participant to share more in the workplace.

The model. Tonya described a leader who was at first very private. After some time, he started to share stories about his family and allowed his true emotions to show through. At one point, he was going through a tough time in his personal life opened up to her and the rest of the staff about his personal struggles.

The result. "For him to show that emotion and that openness, it [meant] a lot for us," said Tonya. The leader's vulnerability and openness improved their working relationship by increasing trust between the leader and the staff. "We worked more as a team," said Tonya, "as he started to open-up more."

Role of modeling. From this leader's modeling vulnerability and openness, Tonya was motivated to share more with peers and staff, especially about personal issues.

Followers modeling building transparent relationships: Impact on learning and motivation. *Participants described nine instances where follower modeling taught them how to enact transparent relationship behaviors (Learning). The example below illustrates how follower taught a participant to have honest conversations with her direct reports.*

The model. One of Pam's followers began using skills she learned in a college course with her team at work. The follower led the team in honest discussions about their true thoughts and feelings and about difficult decisions they needed to make.

The result. According to Pam, these open discussions have had a positive benefit to the team. “I think it's strengthening us, [and] our relationships have gotten a lot deeper.”

Lessons and outcome. Such examples have encouraged Pam to have honest conversations directly with her team, instead of covert conversations “out in the parking lot.”

Participants described seven instances where follower modeling motivated them to engage in transparent relationship behaviors (Motivation). The example below illustrates how a follower motivated a leader to be more vulnerable and open with others.

The model. Nicole had a follower who was “unafraid to acknowledge, ‘This is a skill set I have, or this is the skill set that I don't.”

The result. What Nicole appreciated about this follower was “that truthfulness was a rallying cry for all of the other staff when there was an environment we knew she would be uncomfortable in, because she wasn't saying ‘I’m uncomfortable and I'm not ever going to get comfortable.’ It was more like, ‘I'm just uncomfortable now and would like some help.’” Nicole felt that “her authenticity just draws people to her.” According to Nicole, “there was a deep amount of respect earned because she made those choices.”

Role of modeling. Her follower’s vulnerability and openness motivated Nicole to be more vulnerable with others. “I think I've seen the benefits,” she says, “it's not book knowledge anymore.” After seeing her follower be vulnerable, Nicole said “I think I’m willing to risk more.”

Section summary. Based on the evidence from the participant interviews, positive models—using the behavior effectively in a given situation—and negative

models, which include either failing to use the behavior or not using it effectively, had an influence on the participants' motivation and ability to enact building transparent relationship behaviors. Tables 4.30 and 4.31 include a tally of instances of positive and negative models derived from participant interviews.

Table 4.30
Leaders' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Transparent relationships	5	4	5	3	17

Table 4.31
Followers' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Transparent relationships	6	3	3	4	16

The Authentic Behaviors: Giving and Receiving Feedback

Demonstrating giving and receiving feedback defined. The eight participants in Chapter 2 describe 25 instances of leaders and followers modeling giving and receiving feedback. Participants described giving and receiving feedback as seeking and sharing information to improve one's performance, ideas, and behaviors. Two behaviors emerged from participant responses:

1. Giving and receiving feedback related to performance and behaviors
2. Giving and receiving input to challenge ideas, decisions and solutions.

Impact of modeling giving and receiving feedback. Table 4.32 provides examples of the two feedback behaviors as described by participants in Chapter 2. In

addition, the table provides a description of each behavior that emerged from the interviews, examples illustrating the behavior, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on their learning or motivation to use these behaviors.

Table 4.32
Examples of Leaders and Followers Modeling Giving and Receiving Feedback

Giving and receiving feedback behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
Giving and receiving feedback	Giving and receiving feedback related to performance and behaviors	Leader asked for feedback.	Others felt like the leader was real and human.	Participant learned to seek feedback on his performance. (Learning)
		After a follower failed to get the results he wanted, he began to solicit feedback and realized he had damaged his relationships by being too much of a "bulldog."	Follower was able to be more effective and modify his behavior.	Participant was motivated to give more feedback. (Motivation)
Giving and receiving input	Giving and receiving the input of others to challenge ideas, decisions and solutions	Leader asked for input from others on how to communicate more effectively.	Leader showed others she was willing to learn and make adjustments.	Participant was motivated to continue to seek input from others. (Motivation)
		Follower proactively sought input to improve her work product.	Follower made other people more comfortable asking for input.	Participant was motivated to ask for more input on her projects. (Motivation)

The following section provides a more detailed description of the role leader and follower modeling played in participants' learning and motivation to use giving and receiving feedback behaviors. The section provides more in depth descriptions of what was modeled, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on them.

Leaders modeling giving and receiving feedback: Impact on learning and motivation. *Participants described four instances where leader modeling taught them how to enact feedback behaviors (Learning). The example below illustrates how a leader taught a participant how to give and receive input to challenge ideas, decisions, and solutions.*

The model. Harry described a leader who sought input from others even when it was "hard for him to hear." When followers were hesitant to share their point of view with him, he would ask follow up questions and insist on honesty. This leader would often ask, "What are you really feeling about this?" According to Harry, when asked about why he sought such input, this leader said, "I don't have all the answers. I surround myself with good people" who have ideas and solutions to problems.

The result. Harry felt that the behavior "helped our relationship right from the very beginning." The leader's behavior inspired Harry because it made him feel like "this person's real, they are human . . .just because they've worked . . . for 30-some years it doesn't mean that they have [all the answers.]"

Role of modeling. As for the impact this leader's modeling giving and receiving input, Harry said "it certainly shapes me because it's seeing somebody being humble like that and asking for advice." It also makes Harry think, "I should be asking you for advice,

you know?" Harry also learned "not afraid to tell somebody what I'm hearing and what I'm seeing and observing, I certainly don't back away from that because I know it's going to help that person in the long-run."

Participants described seven instances where leader modeling motivated them to engage in feedback behaviors (Motivation). The example below illustrates how a leader motivated a follower to give and receive feedback.

The model. Ella described the story of a leader who did not get much feedback from her supervisor, but felt like she needed more. The leader then went to others, "kind of popping into to friends' offices" in an effort to get more feedback on her performance.

The result. Despite not getting feedback from her supervisor, this leader persevered in seeking feedback from "other sources."

Role of modeling. In Ella's case, this leader modeling giving and receiving feedback motivated her to cultivate a set of people that she goes to for feedback on a regular basis.

Participants described two examples where leader modeling had no impact on their learning or motivation to enact feedback behaviors. The example below illustrates how a participant learned to seek feedback from experiences but not leaders.

The model. Anna had leaders and mentors who drew out her "natural abilities and leadership potential" by giving her feedback on how she worked with students and with other staff. She also described a leader later in her career who was strong yet overbearing. This leader sought Anna's input and used her as a sounding board, often seeking her feedback on how she could fit in better while working to adjust to the organization's culture.

The result. The modeling by leaders gave Anna the confidence to lead others—now, when she works with her followers, she is "taking on what they did for me and carrying it on for others."

Role of modeling. Anna felt that her own ability to seek feedback comes from her experiences rather than leaders modeling giving and receiving feedback. "From time to time I'll ask for feedback . . . to help myself grow," Anna said. "I look at it as I'm always evolving . . . as a leader."

Followers modeling giving and receiving feedback: Impact on learning and motivation. *Participants described nine instances where follower modeling taught them how to enact feedback behaviors (Learning). The example below illustrates how a leader taught a participant how to give and receive input.*

The model. Harry shared an example of a follower who would seek his counsel on how to be more effective. "I appreciated the times when she would say, 'Why am I not connecting here?" She was seeking advice."

The result. Harry appreciated when his followers sought his input on their ideas and decisions, which made those solutions more effective in the long run. Harry also acknowledged that "it teaches you to be humble and to be honest when people ask, 'What are you thinking? What is your opinion on this matter? Why do you think this way?'"

Role of modeling. Harry said, "I think if somebody's asking me for feedback, it certainly does have an influence on my wanting to know more about myself." From followers modeling feedback, Harry has learned that he has an obligation to give input and to seek it himself.

Participants described six instances where follower modeling motivated them to engage in transparent relationship behaviors (Motivation). The example below illustrates how a follower motivated a leader to give and receive more feedback.

The model. Nicole described a follower whom she believes is better than anybody at seeking feedback because she is never satisfied with her final product, is proactive about seeking feedback, and is always open to others' thoughts on how she can improve her performance.

The result. By modeling seeking feedback, Nicole believes it makes "everybody that she deals with more comfortable asking, "How did I do?" Such behavior snowballs, as "you honestly start to bear distinct marks of improvement because we're open to constructive evaluation and even criticism."

Role of modeling. The example set by this follower motivated Nicole to seek more feedback. "When . . . you see the improvement in their work, you have an internal drive to see those same things happen in your life and in your work, you're more willing" to seek feedback. It made Nicole "a little braver to do it myself." When followers model this behavior, it increases the amount of feedback that goes back and forth between individuals and reduces the fear that you will "be just obliterated" by their feedback. "It gives you that confidence to approach the world in that fashion," Nicole said.

Section summary. Based on the evidence from the participant interviews, positive and negative models had an influence on the participants' motivation and ability to enact feedback behaviors. Tables 4.33 and 4.34 include a tally of instances of positive models derived from participant interviews.

Table 4.33
Leaders' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Feedback	4	0	3	0	7

Table 4.34
Followers' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Feedback	9	1	6	0	16

The Authentic Behaviors: Acting on One's Values

Acting on one's values defined. The eight participants in Chapter 2 described 25 examples of leaders and followers modeling acting on one's values. Acting on one's values, as described by participants, means using one's values to guide decisions and behavior. Two behaviors emerged from participant responses:

1. Using values to guide decisions
2. Standing up for what one believes, despite social pressure to do otherwise.

Impact of modeling acting on one's values. Table 4.35 provides examples of the three acting on one's values behaviors as described by participants in Chapter 2. In addition, the table provides a description of each behavior that emerged from the interviews, examples illustrating the behavior, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on their learning or motivation to use these behaviors.

Table 4.35
Examples of Leaders and Followers Modeling Acting on One's Values

Acting on one's values behaviors	Definition	Example of behavior	Result of behavior according to the participants	Impact of modeling according to participants
Values guiding decisions	Using one's values to guide decisions and behaviors.	Leaders used their personal values to make decisions.	Leaders have shown others what they believe is right and wrong.	Participant learned how to use her values to make what she considers the right decision. (Learning)
		Followers used their personal values to make decisions within the organization.	Followers ensured the organization is ethical in its business dealings.	Participant was motivated to continue to make decisions that align with her values. (Motivation)
Standing up for what one believes	Acting on values despite social pressure to do otherwise	Leader spoke up instantly when decisions did not align with her values.	Others felt that while her approach can be frustrating, the leader clarified issues in conversations.	Participant learned to use her values to guide her decisions. (Learning)
		Because of what he believed, follower disagreed with people in political power in his community and made an important decision that was contrary to their wishes.	While others did not agree with his decision, they respected his truthfulness and intentions.	Participant was motivated to continue to stand up for what she believes. (Motivation)

The following section provides a more detailed description of the role leader and follower modeling played in participants' learning and motivation to use acting on one's values behaviors. The section provides more in depth descriptions of what was modeled, the results of the behavior as indicated by the participants, and the participants' perception of the impact modeling had on them.

Leaders modeling acting on one's values: Impact on learning and motivation. *Participants described eight instances where leader modeling taught them how to act on one's values (Learning). The example below illustrates how a leader taught a participant how to stand up for what she believes.*

The model. Nicole described a leader who speaks up instantly when something does not align with her values. "If she has a concern that an action we are taking inside our business realm might have questionable background or the end cannot justify the means . . . she speaks up on that very . . . candidly."

The result. Nicole saw the benefit of speaking up during these moments, because it brings clarity to issues in the conversation, but it also has a downside. "If you're trying to defend those moments, it can be frustrating."

Role of modeling. Seeing this leader stand up for what she believes has taught Nicole that acting on one's values requires a certain amount of skill, because "there are really great ways to address my values being met . . .and your needs being met as well, and I think the difference is the approach." Yet the example this leader has set for her has "been really helpful for me, really solidifying not just the belief but turning that belief into an action."

Participants described six instances where leader modeling motivated them to engage in acting on one's values behaviors (Motivation). The example below illustrates how a leader motivated her to continue to use her values to make decisions.

The model. Ella described a leader who had "a strong set of values" whose "every decision" aligned with her core.

The result. Ella said this leader is a person "you could trust with your life" because she acted consistently with her values. Ella felt that this leader's decision making was also superior to others because of her clarity. With this leader, Ella said that you know "the organization is going to come first" because of this person's belief that it should.

Role of modeling. The impact of seeing this sort of modeling motivates Ella to "want to continue to do it [act on her core values] and be a better person, and then role model it for anybody that I'm working with."

Followers modeling acting on one's values: Impact on learning and motivation. *Participants described six instances where follower modeling taught them how to act on one's values (Learning). The example below illustrates how follower taught a participant how to use her values to guide her decisions.*

The model. Nicole described a follower who uses her values to guide her decisions.

The result. This follower has no expectation that others do so as well, but her example makes others comfortable using their own values to guide their behaviors. According to Nicole, this follower has created an environment where people feel

comfortable being themselves, and has left others feeling that she is open to who they are and what they believe.

Role of modeling. Nicole has seen that followers who use their values to guide their decisions give "everybody else a license to have an opinion or express themselves freely without fear of . . . being tagged out." From her followers, Nicole has learned to give everyone "a platform" for conversations that helps them to "feel a bit freer" to be their authentic selves while using her own values to guide her decisions.

Participants described five instances where follower modeling motivated them to act on one's values (Motivation). The example below illustrates how a follower taught a participant to stand up for what she believes.

The model. Pam told the story of a follower who stood up for what he believed in front of a large group of his peers. In a group meeting, this follower addressed one of his peers who was not forthright at first, but when this follower pushed his peer, he owned up to his lack of honesty. According to Pam, this follower said, "I appreciate you saying that in front of all of us because honesty is something that . . . hits at my core. I'm upset now, but if we had left here today and you had denied or played around that subject, I would have been really angry. Now how do we make sure this doesn't happen again?"

The result. Pam admits that earlier in her career she would "pretty much let some people just get away with murder," a trait that drove some of her followers crazy because it was in opposition to their core values. Seeing this follower stand up for what he believes has "lifted up" Pam's expectations of herself and others to do the same.

Role of modeling. From this follower's modeling, Pam was motivated to stand up for what she believes even in the face of potential conflict. "You should care about what people think," said Pam, "but don't let it cloud your judgment."

Section summary. Based on the evidence from the participant interviews, positive and negative models had an influence on the participants' motivation and ability to act on one's values. Tables 4.36 and 4.37 include a tally of instances of positive and negative models derived from participant interviews.

Table 4.36
Leaders' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Feedback	5	3	4	2	14

Table 4.37
Followers' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Feedback	6	0	5	0	11

Other Themes in Chapter 2

Like the participants in Chapter 1, the participants in Chapter 2 were unanimous in their view that leader and follower modeling influenced the development of authentic behaviors in the workplace through learning and motivation processes. Additionally, one other influence on the motivation of participants to engage in authentic behaviors emerged from the data: organizational culture. (Unlike Chapter 1, only two of the eight

participants in Chapter 2 described work role as having an influence on their learning or motivation to act on authentic behaviors.) The following section describes this theme.

Organizational culture. In Chapter 2, organizational culture emerged as a factor that impacted participants' motivation to use authentic behaviors. Participants in Chapter 2 describe their culture in terms of the organizational values and values behaviors defined by the organization (Chapter 2, 2012a). Chapter 2 reinforces its organizational values and values behaviors through training classes, marketing materials, and facilitated dialogue during meetings (Personal Communication, 2014d). Like Chapter 1, participants in Chapter 2 used the terms "culture," and "values culture" interchangeably. The participants describe Chapter 2 as "intentional" about using organizational values to make decisions; during my participant observations, meeting participants told values-in-action stories highlighting the values, the mission, or the values behaviors within Chapter 2. This organizational behavior is similar to the authentic behavior of acting on one's values—in other words, using a set of values to guide one's decision making. Participants explained the importance of both using one's personal values to guide one's decisions as well as using the organization's values to make organizational decisions—as Nicole described it, one's decisions can either be completely inside or "completely outside" of the organization's values culture, and at the same time one's decisions can also be aligned or misaligned with their personal values. Nicole went on to describe the importance of finding a way to honor both.

During my interviews, participants described how the organization's emphasis on values has influenced their own behavior, such as Anna describing the need to be honest while keeping the other person's feelings in mind, a building transparent relationships

behavior. According to Anna, the organization's values culture has influenced her belief "that we are all in this together," and that motivates her to build transparent relationships.

Tonya shared a story about one of her followers who was motivated to give feedback to a group of basketball players who were being disrespectful by "cussing and causing chaos." Tonya said that her follower said she was "going to uphold the values of the organization" even if she had to stop thirty men from playing basketball to do so. For Tonya, the organization's values culture motivated her follower's behavior. Ella shared a similar story about holding an employee accountable for behaving in a manner that aligns with the organization's values in order to support the culture of Chapter 2. She described accountability as both being honest with employees but keeping their feelings in mind—a building transparent relationships behavior—because she did not want to create any "bad blood" between herself and others. Ella felt motivated to give the employee feedback because her behavior did not align with the organization's values culture.

Participants in Chapter 2 compared their organization's culture to the cultures of other organizations they have experienced. For example, Pam claimed that Chapter 2 had "the most authentic team" of any organization that she has worked for, where people can "share openly and honestly with others," a building transparent relationships behavior. Pam felt that the organization's encouragement of employees, through the organization's values and training classes, helped employees understand their own values, who they are as people, and their personality differences, contributing to this sense of authenticity. According to Pam, the organization's culture results in individuals acting more authentically.

Melissa shared a story of being in an industry conference where the other participants were envious of Chapter 2's culture because of the vulnerability and

openness of their relationships, a building transparent relationships behavior. She described the need to "mentally shift" when she attends such conferences, because the environment does not encourage such openness. Another participant, Jerry, said that he gets to act on his values at Chapter 2 "more than a lot of other organizations." He contrasted the organization to previous workplaces where he did not feel like he was free to act in alignment with his personal values or use them to make decisions because of the organizational culture. As a result, he did not feel as if individuals were encouraged to act on their values in that workplace.

Table 4.38 describes provides examples of how organizational culture motivated participants to act on authentic behaviors.

Table 4.38
Examples of Organizational Culture's Impact on Participant Motivation

Influence	Definition	Behavior	Example	Impact
Culture	What is valued by the organization; influences the work environment and employee behavior.	Self-awareness	Participant felt culture encourages people to manage their emotions and not react unconsciously to strong negative emotions.	Participant was motivated to manage her emotions. (Motivation)
		Transparent relationships	Participant felt culture makes it okay to share mistakes, encouraging vulnerability and openness.	Participant was motivated to be vulnerable and open. (Motivation)
		Feedback	No examples	No examples
		Act on one's values	Participant described how culture encourages people to act on their values, especially on issues where you can't train them to act, such as taking personal responsibility to teach a member to swim even though she was not formally in a swim class.	Participant was motivated to act on his values. (Motivation)

Based on participant interviews, organizational culture had an impact on participants' motivation to act on authentic behaviors. Table 4.39 includes a tally of instances of that organizational culture had on participant learning and motivation to use authentic behaviors.

Table 4.39
Organizational Culture's Impact on Learning and Motivation

Behavior	Learning	Motivation	Total
Self-awareness	0	1	1
Transparent relationships	0	7	7
Feedback	0	0	0
Acting on one's values	0	4	4
Total	0	12	12

Summary of Authenticity Influences in Chapter 2

Table 4.40 and Table 4.41 tally the number of instances shared by participants where leader modeling impacted their learning and motivation related to using authentic behaviors, and identifies the number of positive and negative models in each category.

Table 4.40
Leaders' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Totals
Self-awareness	6	0	6	1	13
Transparent relationships	5	4	5	3	17
Feedback	4	0	3	0	7
Acting on values	5	3	4	2	14
Totals	20	7	18	6	51

Table 4.41
Followers' Impact on Learning and Motivation

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Totals
Self-awareness	3	0	6	1	10
Transparent relationships	6	3	3	4	16
Feedback	9	1	6	0	16
Acting on values	6	0	5	0	11
Totals	24	4	20	5	53

Summary of Case 2: Chapter 2

According to participants in Chapter 2, leaders and followers modeling authentic behaviors influenced four categories of authentic behaviors, including demonstrating self-awareness, building transparent relationships, giving and receiving feedback, and acting on one's values. Participants described the ways that modeling helped them acquire new knowledge or increased their ability to act on authentic behaviors (Learning), and inspired, encouraged, or influenced them to act on authentic behaviors (Motivation). For example, by observing a leader get emotionally hijacked in a meeting but rein in his emotions so the meeting could be productive, Nicole learned how to manage her emotions, a behavior participants described as part of self-awareness. On the other hand, when Nicole observed a follower who was unafraid to acknowledge her weaknesses, a building transparent relationships behavior, Nicole was motivated to be more vulnerable with others.

Participants described many more positive models, or examples of individuals using a behavior effectively in a given situation, than negative models, or examples of individuals failing to use a behavior or not using it effectively impacting their learning and motivation to act on authentic behaviors. According to participants, both positive and

negative models influenced their learning or motivation to act on authentic behaviors. For example, while one participant shared an example of a leader who was "tight-lipped" and did not readily share personal information—a negative model of building transparent relationships—the participant was motivated to share more personal information while still being mindful of how much to share and with whom. Participants generally described leaders and followers who acted on authentic behaviors as having successful results, whereas those who did not act on authentic behaviors had unsuccessful results. In Pam's example of a follower who taught her the importance of knowing oneself, a self-awareness behavior, Pam shared that her own lack of knowledge of herself had led her to a job that was not particularly fulfilling that she did not perform particularly well. It was only after her follower helped her raise her self-awareness by resigning, did Pam realize she was in the wrong role and to seek out a role that was a much better fit.

There were also examples of modeling that had no impact on participant learning and motivation. For example, Anna attributed her learning and motivation to give and receive feedback to her experiences, and not to leader or follower modeling.

One other influence on participant authenticity emerged from the data: organizational culture. In Chapter 2, organizational culture impacted participants' motivation to act on authentic behaviors. Like Chapter 1, participants described the organization's culture and values interchangeably. Participants described Chapter 2's values culture as influencing their behavior, encouraging them to act in alignment with their personal values and the organization's values. The following section is a cross case analysis of the data from Chapter 1 and Chapter 2.

Cross-Case Analysis

In this cross case analysis, findings from Chapter 1 and Chapter 2 will be compared via:

- Demographics and context
- Authentic behaviors in both chapters
- Modeling authentic behaviors
- Other influences

A summary of the findings of the two research sites will be presented at the conclusion of the chapter.

Demographics and Context

Chapter 1 and Chapter 2 are both in metropolitan areas of the United States, and both organizations offer similar programs, facilities, and serve similar memberships. Both chapters employ the YMCA of the USA's brand. Chapter 1 is larger than Chapter 2 in membership, employees, revenues and expenses, although Chapter 2 has two more locations (Chapter 1, 2013; Chapter 2, 2013). Both chapters are organized in a similar fashion, with volunteer boards, a centralized office, and branches. Both chapters have similar work roles, although in Chapter 1 senior leadership roles are Vice Presidents by title, whereas in Chapter 2 senior leadership roles are described as Officers, Directors, and Regional Executives. The job duties of both groups are similar—both groups represent senior leaders within the organization, and have responsibility for the oversight, strategy, finances, human resources, and leadership of the chapters. Some of the participants hold central office roles for the chapter, such as Finance or Human

Resources, and some of the participants hold regional roles responsible for overseeing the day-to-day management of branches and programs.

While the two chapters defined their organizational values differently, both chapters use values to manage the culture of the organizations, to set expectations of employees for acceptable behavior, and to guide organizational decision-making. The two chapters use the traditional YMCA of the USA's values of Honesty, Caring, Respect and Responsibility. Both organization's values/values have similar themes including being genuine and consistent, having tough conversations, setting an example for others, having intentional interactions, smiling, treating others with dignity and compassion, and being accountable and proactive. Chapter 1 developed its values in 2012, following the branding campaign of the YMCA of the USA, whereas Chapter 2 developed its values behaviors following the model set by Chapter 1. Table 4.42 provides a side-by-side comparison of both Chapters organizational values.

Table 4.42
Side-by-Side Comparison of Both Chapters' Organizational Values

Chapter 1's values	Chapter 2's values
Honesty: Being truthful in what you say and do. • Be genuine and consistent in your behavior. • Be accountable for tough conversations accepting feedback graciously. • Do what you say you will do and lead by example.	Honesty: Being truthful in your words and actions. • Be genuine and consistent. • Have tough conversations and accept feedback graciously. • Lead by example . . . do what you say you will do.
Caring: Showing a sincere concern for others. • Greet everyone with a smile exhibiting positive body language. • Form relationships through purposeful engagement with meaningful conversations and open minded questions. • Empathy and patience are evident in relationships.	Caring: Strengthening relationships through intentional interactions. • Smile and greet everyone with enthusiasm. • Listen, understand and act. • Engage in meaningful conversations.

Chapter 1's values	Chapter 2's values
Respect: Following the golden rule. • Enter each relationship with a spirit to understand. • Treat others with dignity and compassion. • Manage your time and resolve to find answers.	Respect: Being open and understanding to all. • Use positive tone of voice and body language. • Treat others with dignity and compassion. • Value the opinion of others.
Responsibility: Being accountable for your promises and actions. • Be proactive owning your role in the Y. • With due diligence perform at a level of excellence. • Be a steward of resources.	Responsibility: Taking proactive ownership for safety, resources, and service to others. • Be accountable for both your actions and impact. • Choose to lead. • Help or get help.
(Chapter 1, 2012a)	(Chapter 2, 2012a)

When coupling Chapter 1's formal definitions with my participant observations, it appeared that Chapter 1 placed an emphasis on accountability—such as defining responsibility as being accountable for your promises and actions and including time management as a part of respect. During my participant observations, accountability for decision making and an emphasis on performance came up several times. These included long discussions on who was accountable and how to hold each other accountable. Chapter 2, in contrast, emphasized nurturing relationships and keeping a positive attitude during my participant observations. For example, even in the midst of what could have been a tense discussion with subcontractors during my participant observations, participants focused on what was going well within the relationship between the subcontractors and the organization. Additionally, conversations focused primarily on maintaining or strengthening relationships inside and outside of the chapter. While Chapter 2 showed more physical evidence of their organizational values such as posters on the walls of their central office, cards passed out with their values written on them,

values worksheets passed out at meetings, both groups discussed their values and told stories to reinforce the culture during each of my participant observations.

From a context perspective, Chapter 1 has experienced a great deal of change at the executive level of the organization, while Chapter 2 has experienced more stability and relatively little turnover. Both groups have new strategic plans that will impact programs and offerings of the associations over the next few years; Chapter 1 has begun implementing these changes. Both organizations have similar training and development offerings, and both send employees to training developed and offered by the YMCA of the USA. Overall, there are many similarities between the two chapters.

Authentic Behaviors in Both Chapters

Based on data from interviews, observations, and supporting documentation, four categories of behaviors emerged from both chapters: self-awareness, transparent relationships, seeking feedback, and acting on one's values. Additionally, evidence from the interviews from both chapters suggests two categories that describe the impact of modeling on participants, learning how to enact authentic behaviors (Learning) and motivation to act on authentic behaviors (Motivation). Learning, as described by participants in both chapters, means acquiring new knowledge or increasing one's ability to behave in a specific manner. According to participants in both chapters, learning occurred:

- When participants believed they should emulate the model's behaviors.
- When participants felt their ability to enact a skill increased by observing the model.

- When participants felt influenced to engage in new behaviors by the model.
- When participants reflected on other ways of behaving as a result of observing the model.
- When participants observed how to behave from the model.
- When participants observed how not to behave from the model.

Motivation, as described by participants in both chapters, means being inspired, encouraged, or influenced to behave in a specific manner. According to participants in both chapters, motivation occurred:

- When participants felt encouraged by the model to act on a behavior.
- When participants felt the model gave them permission to act on a behavior.
- When participants felt inspired by the model to act on a behavior.
- When participants felt as if the model reinforced what they were already doing.
- When participants were reminded by the model to act on a behavior.
- When the participants felt the model set expectations for them to act on behavior.

Based on examples shared by participants, data from both chapters includes positive models—or individuals using a behavior effectively in a given situation—and negative models, which include either individuals failing to use a behavior or not using it effectively. According to participants, when models used authentic behaviors appropriately or skillfully in a given situation, their results were predominantly positive. When models did not use authentic behaviors or did not use them appropriately or skillfully, their results were predominantly negative. For example, in Chapter 2, Nicole described the importance of acting on one's values, but doing so in a way that allows others to do the same, as opposed to using one's values "as a stick" to hit people. In

Chapter 1, Jane described the importance of building transparent relationships through vulnerability and openness, yet doing so with appropriate boundaries based on who the audience is and what information is being shared. According to participants in both chapters, both positive and negative models influenced their learning and motivation to act on authentic behaviors.

The following section will compare authentic behaviors in both chapters. Based on the data, slightly different definitions of the authentic behaviors emerged. Tables 4.43-4.46 display side-by-side comparisons of the definitions; a brief description of similarities and differences follows each table.

Demonstrating self-awareness. Table 4.43 summarizes behaviors and definitions for both chapters.

Table 4.43
Self-Awareness Definitions, Both Chapters

Chapter 1, Self-awareness		Chapter 2, Self-awareness	
Self-awareness behaviors	Definition	Self-awareness behaviors	Definition
Awareness of personality style	Demonstrating an awareness of one's personality preferences and those of others.	Knowing oneself	Demonstrating an awareness of one's personality style and values.
Awareness of emotions	Demonstrating an awareness of one's emotions and those of others.		
Awareness of core values	Demonstrating an awareness of one's core values and beliefs and those of others.		
Awareness of impact on others	Demonstrating an awareness of how one's behavior impacts other people.	Awareness of impact on others	Demonstrating an awareness of how one's behavior impacts other people.

Chapter 1, Self-awareness		Chapter 2, Self-awareness	
Managing one's emotions & behaviors	Being able to make conscious choices about one's actions, versus acting out of control as a result of strong emotions.	Managing one's emotions & behaviors	Being able to make conscious choices about one's actions, versus acting out of control as a result of strong emotions.
Adapting one's behavior	Consciously adapting one's behavior in order to be more effective with others by taking into account their personality style, emotions, and core values.	Adapting one's behavior	Consciously adapting one's behavior in order to be more effective with others by taking into account their personality style, emotions, and core values.

Chapter 1 and Chapter 2 described similar behaviors making up self-awareness, including being aware of one's impact on others, managing one's emotions and behaviors, and adapting one's behavior. Chapter 1 described three additional self-awareness behaviors, including being aware of personality style, being aware of emotions, and awareness of core values. For example, during my participant observations in Chapter 1, participants consistently joked with one another about each others' styles, regardless of hierarchy. Participants also routinely referred to their own core values—such as respect or honesty—and describe their emotionally charged reactions to others in terms of "tweaking my values" or "pushing my buttons." In the data, Chapter 2 did not make the same distinctions—there was less emphasis on being aware of the distinct parts of one's personality and that of others and more of an emphasis on knowing oneself. For example, during one of my participant observation in Chapter 2, there were name tents on the tables with each person's personality style written beside the person's name, but at no point did personality style come up in conversation as it did in Chapter 1.

Building transparent relationships. Table 4.44 summarizes behaviors and definitions for both chapters.

Table 4.44
Transparent Relationship Definitions, Both Chapters

Chapter 1, Transparent Relationships		Chapter 2, Transparent Relationships	
Transparent relationship behaviors	Definition	Transparent relationship behaviors	Definition
Honesty	Being honest about thoughts and emotions, even if painful for others.	Honesty	Being honest about thoughts and emotions, but keeping the other person's feelings in mind.
Vulnerability & openness	A willingness to share things about oneself that may be embarrassing or uncomfortable, such as weaknesses or mistakes.	Vulnerability & openness	A willingness to share things about oneself that may be embarrassing or uncomfortable, such as weaknesses or mistakes.
Boundaries	Knowing how much to share, with what people, in what situation.	Boundaries	Knowing how much to share, with what people, in what situation.

Chapter 1 and Chapter 2 both describe transparent relationships of being composed of being honest, being vulnerable and open with others, and establishing boundaries. However, Chapter 1 described honesty as being honest about thoughts and emotions, even if painful for others, while Chapter 2 described honesty as being honest with thoughts and emotions, but keeping the other person's feelings in mind. Based on the data, in Chapter 1 there was a greater willingness to make others uncomfortable in order to be honest. For example, during my participant observations, participants showed a willingness to be very honest with one another about how they felt about issues—for

example, when discussing a problem in programming, they bluntly discussed the people involved and what went wrong, saying things such as "we were myopic in what we were doing." Participants were also critical of Chapter 1 choice to close a branch, and said things such as "it seems like we threw out our philosophy when the numbers did not hit our expectations," without softening their concerns or seemingly keeping others' feelings in mind. In contrast, in an operations meeting with outside contractors, Chapter 2 participants shared their concerns with the contractors but emphasized maintaining the relationship and keeping everyone's feelings in mind while being honest about the issues. Additionally, Chapter 2's participants used more encouraging language and often reaffirmed one another's points during my participant observations, whereas participants in Chapter 1 often challenged each other verbally, questioning each other's decisions and disagreeing publicly more often then in Chapter 2.

Giving and receiving feedback. Table 4.45 summarizes behaviors and definitions for both chapters.

Table 4.45
Feedback Definitions, Both Chapters

Chapter 1, Feedback		Chapter 2, Feedback	
Feedback behaviors	Definition	Feedback behaviors	Definition
Seeking feedback	Seeking feedback related to performance and behaviors	Giving and receiving feedback	Giving and receiving feedback related to performance and behaviors
Having tough conversations	Proactively dealing with conflict by discussing difficult topics	Giving and receiving input	Giving and receiving the input of others to challenge ideas, decisions and solutions
Seeking input	Seeking the input of others to challenge ideas, decisions and solutions		

Chapter 1 and Chapter 2 describe seeking feedback and input as part of the feedback. Based on the data, Chapter 1 places a stronger emphasis on what they describe as having tough conversations in order to deal with conflict as a part of feedback. Additionally, Chapter 1 places more emphasis on seeking feedback and seeking input, whereas Chapter 2 places more emphasis on the individual's responsibility to give and receive feedback and give and receive input. For example, during my participant observations in Chapter 1, I observed feedback going back and forth between leaders and followers as they discussed emotionally charged issues, such as the new strategic plan, the evolution of programming, and the shifting of decision making authority from the branches to the central office. They consistently modeled a willingness to listen to one another and seek additional information and input, despite tension about such topics. They also displayed a willingness to have tough conversations about these difficult issues, rather than ignore potential areas of conflict. In Chapter 2, I observed a similar willingness to discuss issues with contractors, but it was more of a back and forth dialogue, with giving and receiving feedback and input from the participants and the contractors. Participants in Chapter 2 also shared more positive feedback and affirmed one another more often than in Chapter 1.

Acting on one's values. Table 4.46 summarizes behaviors and definitions for both chapters.

Table 4.46
Acting on One's Values Definitions, Both Chapters

Chapter 1, Acting on one's values		Chapter 2, Acting on one's values	
Acting on one's values behaviors	Definition	Acting on one's values behaviors	Definition
Values guiding decisions	Using one's values and what they say is important to guide decisions and behaviors	Values guiding decisions	Using one's values and what they say is important to guide decisions and behaviors
Standing up for what one believes	Acting on values despite social pressure to do otherwise	Standing up for what one believes	Acting on values despite social pressure to do otherwise

Chapter 1 and Chapter describe acting on one's values in very similar ways—both chapters include using one's values to guide decisions and standing up for one's beliefs, despite social pressure to do otherwise. For example, during my participant observations in both chapters, participants often spoke of what they believed, and asked clarifying questions about their philosophy when it came to making individual decisions. Both organizations discussed how decisions aligned with the organization's values and questioned whether particular choices were fair, and ethical, and in line with the community's expectations. Both groups discussed "doing the right thing" even if there would be disagreement in the chapters and in the community. Participants in both chapters described using both one's individual values and the organizational values to guide decision making, with no apparent contradictions. At no point did participants publicly disagree with the organizations' values or describe how their values did not align with the organizations' values. In support of this notion, when describing the organizations' cultures, participants in both chapters discussed how the YMCA attracts

individuals with similar values, and how those without similar values would not be satisfied or stay long with the Y.

Modeling authentic behaviors comparison. Both Chapter 1 and Chapter 2 had evidence of leaders and followers modeling authentic behaviors, and that modeling either teaching participants how to engage in authentic behaviors (Learning) or motivating participants to enact authentic behaviors (Motivation). Table 4.47 and 4.48 tallies the number of instances that leader and follower modeling impacted the learning and motivation of participants in Chapter 1 and Chapter 2.

Table 4.47
Leaders' Impact on Learning and Motivation, Both Chapters

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Self-awareness	9	1	12	2	24
Transparent relationships	11	5	10	4	30
Feedback	10	0	8	0	18
Acting on values	14	3	7	2	26
Totals	44	9	37	8	98

Table 4.48
Followers' Impact on Learning and Motivation, Both Chapters

	Learning		Motivation		
Behavior	Positive models	Negative models	Positive models	Negative models	Total
Self-awareness	7	0	15	2	24
Transparent relationships	9	4	8	4	25
Feedback	12	1	14	0	27
Acting on values	8	0	11	0	19
Totals	36	5	48	6	95

Table 4.49 tallies leaders' and followers' impact on authentic behaviors, including Learning and Motivation, from both chapters.

Table 4.49
Leader and Follower's Impact, Learning and Motivation, Both Chapters

	Chapter 1			Chapter 2			
Behavior	Learning	Motivation	Both	Learning	Motivation	Both	Totals
Self-awareness	10	14	24	7	17	24	48
Transparent relationships	16	14	30	13	12	25	55
Feedback	10	8	18	13	14	27	45
Acting on values	17	9	26	8	11	19	45
Subtotals	53	45		41	54		
Totals			98			95	193

In Chapter 1 and 2, participants described more examples of leaders impacting learning than motivation, whereas participants described more examples of followers impacting motivation. Participants described far more positive models than negative models, although participants shared slightly more negative instances of leaders impacting learning and motivation. Participants described more examples of leaders impacting their learning and motivation to act on building transparent relationships and acting on one's values, whereas participants described more examples of followers impacting their learning and motivation to act on giving and receiving feedback. Ultimately, participants described more examples of leaders impacting their learning and more examples of followers impacting their motivation.

Other Influences Comparison

Organizational culture. Organizational culture emerged from the data in both chapters. Organizational culture predominantly impacted participant motivation to act on

authentic behaviors. Participants in both organizations used the terms "culture," "values culture," and "values" interchangeably. Participants in both chapters discussed how their organizations' focus on values influenced their behavior. In both chapters, participants described the importance of acting in alignment with both one's personal values and the organization's values. Both chapters emphasize their values during training classes, meetings, and in dialogue about organizational issues (Personal Communication, 2014b; Personal Communication, 2014d; Participant Observation). In my participant observations in both Chapters, participants discussed using organization's values to guide decision making.

Table 4.50 includes a tally of instances of that organizational culture had on participant learning and motivation to use authentic behaviors in both chapters.

Table 4.50
Organizational Culture's Impact on Learning and Motivation, Both Chapters

Behavior	Learning	Motivation	Total
Self-awareness	0	4	4
Transparent relationships	1	8	9
Feedback	0	4	4
Acting on one's values	0	8	8
Total	1	24	25

Work role. While work role emerged in Chapter 1, only two participants in Chapter 2 described how work role impacted their motivation to act on authentic behaviors. For Chapter 1, work role impacted participants' motivation to act on authentic behaviors—for some participants, it encouraged their use of authentic behaviors, for other participants, it discouraged their use of authentic behaviors. For all of the participants in Chapter 1 and 2 who mentioned work role, they predominantly related

work role to setting appropriate boundaries, a building transparent relationships behavior that dictates how much to share, with what people and in what situation. For example, both Jane from Chapter 1 and Anna from Chapter 2 discussed the importance of balancing vulnerability and openness with appropriate boundaries—both recognized the positive benefits of being transparent with others, and both described the negative consequences of sharing too much information with others. Participants from both chapters described the skilled use of building transparent relationships, and the importance of judging how much to share based on the context of the situation. Participants from both chapters offered examples of leaders and followers who did not recognize the context of a situation, who shared too much information and harmed themselves and potentially the organization.

Summary of Findings

This chapter has described the role of modeling authentic behaviors plays in the development of leader and follower authenticity in the workplace. The chapter has also described the role of leader modeling on the development of follower authenticity and the role of follower modeling on the development of leader authenticity in the workplace. The data within the chapter is based on a multisite case study conducted in two chapters of the YMCA, and includes an analysis of each case and a cross case analysis. Each case includes data collected through interviews, participant observations, and supporting documentation. Both Chapters 1 and 2 have similar demographics, training, values, and share a common parent organization, the YMCA of the USA. These overall findings emerged from the data:

1. Leader and follower models enhanced participants' knowledge of when and how to use authentic behaviors in the workplace.
    a. Both leader and follower models enhanced learner attention processes through useful authentic behaviors.
    b. Participants drew on a variety of leader and follower models of authentic behaviors.
    c. Leader and follower models enhanced participants' knowledge when their authentic behaviors were perceived to be effective in a variety of situations and contexts.
    d. Leader and follower models enhanced learner retention processes by using symbolic coding processes such as values language.
    e. Leader and follower models enhanced learner retention processes by encouraging mental rehearsals.
2. Leader and follower models enhanced participants' motivation to use authentic behaviors in the workplace.
    a. Models motivated participants to use authentic behaviors through direct, vicarious, and self-produced feedback.
    b. Models motivated participants to use authentic behaviors by providing examples of social rewards and sanctions.
3. Organizational culture, specifically organizational values, enhanced participants' motivation to use authentic behaviors in the workplace.

The following chapter will discuss these findings based on the literature, will offer conclusions, contributions, and limitations, and will make suggestions about areas of future research.

CHAPTER 5:

INTERPRETATIONS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this research study was to describe the development of leader and follower authenticity in the workplace. This study was guided by one research question and two subquestions:

1. "What is the role of modeling authentic behaviors in the development of leader and follower authenticity in the workplace?"
    a. "What is the role of leader modeling authentic behaviors in the development of follower authenticity in the workplace?"
    b. "What is the role of follower modeling authentic behaviors in the development of leader authenticity in the workplace?"

The following chapter describes the primary findings of this study in relationship to the research questions, interprets these findings using Bandura's work on observational learning and social learning theory as well as the authentic leadership and followership literature, and then offers conclusions. This is followed by a discussion of the contributions to theory, research, and practices.

Findings and Interpretation of Findings in Relationship to the Literature

The research question and two subquestions of this study were addressed by the study's overarching findings and subfindings:

1. Leader and follower models enhanced participants' knowledge of when and how to use authentic behaviors in the workplace.

a. Both leader and follower models enhanced learner attention processes through useful authentic behaviors.
b. Participants drew on a variety of leader and follower models of authentic behaviors.
c. Leader and follower models enhanced participants' knowledge when their authentic behaviors were perceived to be effective in a variety of situations and contexts.
d. Leader and follower models enhanced learner retention processes by using symbolic coding processes such as values language.
e. Leader and follower models enhanced learner retention processes by encouraging mental rehearsals.

2. Leader and follower models enhanced participants' motivation to use authentic behaviors in the workplace.
    a. Models motivated participants to use authentic behaviors through direct, vicarious, and self-produced feedback.
    b. Models motivated participants to use authentic behaviors by providing examples of social rewards and sanctions.
3. Organizational culture, specifically organizational values, enhanced participants' motivation to use authentic behaviors in the workplace.

Bandura (1986), in his book *Social Foundations of Thought and Action*, argues that most of human behavior is learned by observation through modeling. Observational learning allows learners to acquire "cognitive skills and new patterns of behavior by observing the performance of others," (p. 49). According to Bandura (1999), models

provide the rules and strategies of effective action in a given situation; these serve as guides for the construction of complex behaviors. By observing models, individuals acquire new ideas and practices, extract the underlying rules, and then integrate this knowledge into cognitive models that guide reasoning and behavior (Bandura, 1999). By extracting the underlying rules from models' behavior, learners are able to extrapolate the rule to varying circumstances and diverse purposes and ultimately develop internal standards for their behavior, such as individual values (Bandura, 1999). Internal standards allow learners to enact skills in various ways, under different situational conditions rather than in a rigid fashion (Bandura, 1999).

Finding 1

The study's first overall finding was that leader and follower models enhanced participants' knowledge of when and how to use authentic behaviors in the workplace. In order to explore how, when, and in what ways leader and follower modeling enhanced participant knowledge, it is helpful to use Bandura's (1986) framework of observational learning.

According to Bandura (1986), four sub-processes govern observational learning, including:

1. Attention processes, or the ability of learners to perceive what is being modeled and interpret the information.
2. Retention processes, or the ability of learners to encode the modeled information into one's own mental framework.
3. Reproduction processes, or the ability of learners to implement behaviors.

4. Motivation processes, which motivate the learner to pay attention to the modeled behaviors, retain those behaviors, and reproduce those behaviors.

Finding 1a. *Both leader and follower models enhanced learner attention processes through useful authentic behaviors.*

According to Bandura (1986), modeling is effective when it captures the attention of others. Bandura and Rosenthal (1978) argue that models should be "relevant and credible" by engaging in useful behaviors (p. 632). In this case, participants in both chapters described the effectiveness of the authentic behaviors of models based on the perceived results of these behaviors. For example, Tonya described a leader who at first was very private, but as he increased his vulnerability and openness, he increased the effectiveness of his working relationships and trust with his team. From this model, Tonya learned how to be vulnerable and open, a building transparent relationships behavior. Bandura (1986) argues that learners are more likely to emulate behavior that they have seen succeed and avoid behaviors that they have seen fail. Overall, according to participants, positive models—or individuals using an authentic behavior effectively in a given situation—had positive and desirable results, whereas negative models, which include either individuals failing to use an authentic behavior or not using it effectively, had negative or undesirable results. According to participants, both positive and negative models influenced their learning and motivation to act on authentic behaviors as models enhanced participants understanding of how to use authentic behaviors effectively and avoid using behaviors that are ineffective. For example, John in Chapter 1 described a leader who was honest and earned the trust, respect, and loyalty of his team, while another leader who was not honest did not earn the trust, respect and loyalty of his team.

In this case, John learned from both leaders how to be honest with his followers because he wanted to earn their trust, respect, and loyalty.

In order to be effective, Bandura (1986) argues that modeling must be valuable for others to pay attention to it, a key part of observational learning. In this case, participants felt the effective or skilled use of authentic behaviors was useful, based on their observation about the positive results of using the behavior effectively, as well as the negative results of using the behavior ineffectively. For participants, the perceived consequences of the models' behaviors—such as the results of the behaviors of the leaders John described—illustrated the usefulness of authentic behaviors, which enhanced the learners' attention subprocess.

Gardner et al.'s (2005) model of authentic leadership development focuses on positive models from leaders supporting the authenticity development of followers. With its roots in positive psychology, authentic leadership theory has been criticized for its overemphasis on positive attributes (Diddams & Chang, 2012). This study found that positive models and negative models were effective in instructing and motivating learners in how to behave in authentic ways.

Finding 1b. *Participants drew on a variety of leader and follower models of authentic behaviors.*

Learners draw on a variety of sources when developing knowledge and internal standards—such as clarifying one's values—and diverse examples enhances the attention processes within observational learning (Bandura, 1969; Bandura & Rosenthal, 1978). Participants in this study learned from both leaders and followers.

Leaders. Walumbwa et al. (2008) describe the work of authentic leaders as acting in "accordance with deep personal values and convictions" in order to "win the trust and respect of others" (p. 96). Additionally, "by encouraging diverse viewpoints and collaborative relationships" they act in a way that others describe as "authentic." (p. 96). Gardner et al. (2005) argue that "authentic leaders serve as positive models for followers by displaying through their words and actions core values, positive emotions, motives, and goals and a concern for followers' growth and development." By modeling self-awareness and acting on one's values, authentic leaders instruct others on how to act on these behaviors effectively. By building trust through transparent relationships and engaging in balanced processing, authentic leaders develop a strong, open relationship with their followers that allows each person to share his or her honest thoughts and feelings. As followers observe authentic leaders develop their self-awareness, build transparent relationships, engage in feedback, and act on their values, followers feel motivated to do the same (Gardner et al., 2005).

Leaders in this study provided examples that prompted followers to reflect on their behavior and values in a way that clarified participants' beliefs and helped them develop their own internal moral perspectives (Bandura, 1991; Gardner et al., 2005). Participants described several examples of how a leader's modeling taught them the importance of authentic behaviors, how to act authentically in a way that was effective for others, and motivated them to do the same for their followers. There were exceptions, where a leader did not model a particular authentic behavior or served as a negative model followers chose not to imitate. These examples served as lessons for the

participants as well, as participants used the example as a reminder of how they wanted to lead and influence others, or as a lesson of what not to do.

Followers. Follower modeling authentic behaviors influenced leader learning and motivation to act on authentic behaviors. In the authentic leadership literature, the primary focus has been the leaders' impact on the follower's development, with little attention or empirical research on the follower's influence on the leader's development (Gardner et al., 2011). This focus is also pervasive in leadership literature, leading to calls for a greater focus on the role of followers (Uhl-Bien, Riggio, Lowe, & Carsten, 2014). This study describes the multiple roles that followers play in the authenticity development of leaders. According to Gardner et al., (2005), "one or more positive role models (e.g., a parent, teacher, sibling, coach or mentor) who demonstrated high levels of integrity, transparency, and trustworthiness are likely to have served as pivotal forces in the leader's personal growth and resulting self-awareness" (p.348). According to social learning theory, followers can serve as positive role models for leaders since individuals learn from a variety of sources (Bandura, 1986). Uhl-Bien et al. (2014) argue that leaders are the recipients of follower behaviors; in this study, followers shaped the behaviors of leaders in a number of ways:

- Leaders learned from the example set by followers as these followers modeled using authentic behaviors effectively in various situations.
- Leaders were also motivated, inspired, and encouraged by the authentic behaviors of follower models.
- Negative follower models influenced leader development by illustrating the undesirable social consequences of acting inauthentically.

Algera and Lips-Wiersma (2012) argue that all members of an organization are responsible for authenticity, as opposed to the prevailing focus on leaders alone. Participants described followers as having an influence on the environment and the culture, particularly the values of the organization, which supported their own development by giving them permission to act authentically or to be transparent and admit their weaknesses and faults. This corresponds with Leroy et al. (2012)'s findings that followers make it psychologically safe for leaders to be imperfect and share their own faults. According to Tee et al. (2014), followers both uphold and preserve group identity. In this case, many participants spoke positively about followers' responsibility in co-creating authenticity in the workplace.

While participants described numerous examples of followers influencing their authenticity development in the workplace, exceptions did exist. Some participants said their followers did not influence particular authentic behaviors, such as Vince saying that his followers did not influence his ability to act on his core values, yet none of the participants described their followers as having no influence whatsoever on their learning and motivation to act on authentic behaviors. In this case, participants described more instances of leaders influencing followers on how to use authentic behaviors effectively, while participants described more examples of followers motivating participants to act on authentic behaviors. These findings echo Berkovich's (2014) argument that our authentic selves can only emerge through our interactions with others, as authenticity is emergent and social.

Finding 1c. *Leader and follower models enhanced participants' knowledge when their authentic behaviors were perceived to be effective in a variety of situations and contexts.*

According to Bandura (1999), when learners extract behavior rules from models, they do so in order to apply them in a variety of situational conditions. Indeed, Bandura (1986) argues that individuals will anticipate what behaviors will be effective in a given context, and act accordingly. Participants in this study described the need to adapt their behavior to the person and situation in order to use the behaviors appropriately, and learning how to adapt appropriately was noted in their examples of authentic skill development. For example, under demonstrating self-awareness, participants described the need to be aware of their personality, emotions, and impact, and to adapt their behavior to be effective with others by taking into account their personality, and core values. As part of building transparent relationships, participants described the need to establish boundaries about how much to share, with what people, and in what situation. According to Tee et al. (2014), leaders are embedded in the context of the groups they lead, and appropriate behaviors may vary from situation to situation. Additionally, Gardner et al. (2009) argue that variables within the discrete context influences how authentic or inauthentic one appears, requiring individuals to adjust their behavior based on the situation to appear authentic.

However, some of the authentic leadership literature argues that adapting one's behavior to different people and situations would not be authentic. For example, Peus et al. (2012) argue that a leader's consistent behavior over time make them authentic, because followers perform better when the leader behaves in predictable ways. Iles et al.

(2005) describe the dilemma of adaption and authenticity; on one hand the authors are not sure about how sensitive to the situation and the environment individuals need to be in order to appear authentic, but on the other hand they argue that authentic self-monitoring—making conscious choices about one's behavior given a situation—would make individuals more effective at expressing their true selves. Self monitoring refers to one's ability to respond to social and interpersonal cues (Gangestad & Snyder, 2000). In some cases, high self-monitors are social pragmatists who adapt in order to appear honest and sincere; in other cases, individuals do not adapt in order to appear honest and sincere. In the authentic leadership literature, high self-awareness is linked to an awareness of self and of others—which Iles et al. (2005) describe as others-directed self-monitoring. Gardner et al. (2005) argue that high self-monitoring is a potential trait of authentic leaders (Gardner et al., 2005). To further this idea, Randolph and Gardner (2013) tested how situational cues either encouraged authenticity or discouraged authenticity; in an experimental lab setting, they found that cues may prime authenticity concerns. In his work on emotional intelligence, Goleman et al. (2004) point out the need for individuals to manage their emotions and adapt in order to manage their relationships as well as influence others.

In this study, participants adapted their behaviors based on the needs of others, in order to be more effective overall while successfully expressing their true selves. This is similar to the findings of Zhang et al. (2011) in their study of authenticity in Chinese firms—they concluded that in order to appear authentic, leaders must be authentic to themselves and to the situation, and somehow find a paradoxical integration of being true to oneself while authentic within the situational context.

Another factor that emerged in this study was that work role, another specific type of situational context, impacted participant motivation to act on authentic behaviors in Chapter 1. Work role both encouraged and discouraged authentic behaviors, especially building transparent relationships. In this case, participants felt that they had to hide their true selves in order to conform to the expectations of stakeholders, in a specific situational context. Like Zhang et al.'s (2011) paradoxical integration, participants felt as if fitting into these specific contexts was an effective use of authentic behaviors.

Gardner, Fischer, and Hunt (2009) argue that emotional dissonance occurs when individual have to act in a way that feels inauthentic as a result of a job, a role, or a culture—following display rules that may discourage them from sharing their true emotions. Emotional dissonance creates anxiety for the individual—as it did for the participants in Chapter 1 and 2 (Gardner et al., 2009; Robins & Boldero, 2003; Rokeach, 1979). Berkovich (2014) points out that leaders feel pressured to be consistent and positive, and to do so must hide their negative feelings or behaviors that are inconsistent with who they say they are. Nyberg and Sveningsson (2014), in a qualitative study of authentic leadership, found that authentic leaders struggle with a paradox: to be a good leader, they feel they must share their true selves, yet to be a good leader, they feel they have to suppress parts of their personality, such as anger or aggression. In a similar fashion, participants in this study felt that to meet the needs of their work roles, they had to keep parts of themselves hidden from others, despite organizational values that encouraged transparent behaviors.

Kernis and Goldman (2005) point out that individuals may have likes and dislikes, dualities, paradoxes, and varying commitments to different identities and roles,

as participants experienced within Chapter 1 and 2. In this case for example, work role encouraged some participants to demonstrate self-awareness and give and receive feedback as part of their work role. While work role is not identified within the authentic leadership literature as a source of inauthenticity, Gardner et al. (2009) focus on the social contexts that encourage or discourage authenticity. The findings of this study concerning work role seem to support Algera and Lips-Wiersma's (2012) argument that inauthenticity is inevitable in organizations in that it is impossible to act completely in alignment with one's values at all times, and therefore some undesirable aspects of work are bound to negatively impact authenticity.

Finding 1d. *Leader and follower models enhanced learner retention processes by using symbolic coding processes such as values language.*

In order to learn a skill, observers have to do more than just pay attention to a model; they have to retain the skill illustrated by the model as well as reproduce it successfully. Modeled behavior should be retained by others through symbolic coding processes, such as labels or mental images (Bandura, 1986). Within this study, participants drew on a common language to describe their personalities ("She's a blinding red!" or "I'm a yellow," referring to the personality style instrument used by both chapters), as well as values language defined and codified by each chapter. This coded information provided a shared set of labels that allowed participants to recognize personal attributes and cultural norms, which made the models easier to describe and organize symbolically, and later use as a guide for actions. ("I need to be more patient with him because he's a green and I'm a yellow.") These labels were reinforced through training classes, meetings, dialogue, and marketing materials in both chapters (Chapter 1, 2012a;

Chapter 2, 2012a; Personal Communication, 2014b; Personal Communication, 2014d; Participant Observation). Leaders and followers also gave and received feedback on one another's behaviors using values language (Participant Observation). For participants, symbolic coding processes reinforced authentic behaviors. For example, by describing one another's personality styles using labels, participants displayed their awareness of others, a key part of demonstrating self-awareness. By giving one another specific feedback based on organizational values, they also practiced the authentic behavior of giving and receiving feedback. The symbolic language enhanced the retention subprocess and enhanced their knowledge of how and when to use authentic behaviors.

Finding 1e. *Leader and follower models enhanced learner retention processes by encouraging mental rehearsals.*

According to Bandura (1986), retention processes also include mental rehearsals of future behaviors. For example, participants described models encouraging them to pause and think about their actions, and make conscious choices about their behaviors. Models also encouraged participants to reflect on their core values, what they really care about, and whether or not their behavior aligns with their true selves—another type of mental rehearsal. In this case, participants anticipated the social consequences of their behaviors, set goals, and planned actions to achieve their desired outcomes and avoid detrimental outcomes (Bandura, 1999).

Finding 2

The next two subprocesses, reproduction and motivation, primarily influenced the second overall finding: Leader and follower models enhanced participants' motivation to use authentic behaviors in the workplace.

Finding 2a. *Models motivated participants to use authentic behaviors through direct, vicarious, and self-produced feedback.*

In the case of reproduction, learners need feedback on their performance to accurately reproduce observed behaviors. This feedback can be direct, vicarious, or self-produced (Bandura, 1986). In this study, participants gave one another direct feedback on their use of authentic behaviors, a specific form of social sanction that influences learners to adjust behavior (Bandura, 1986). For example, during my participant observations, I witnessed participants giving each other feedback on adapting their personality styles, a self-awareness behavior.

Learners also observed the positive or negative consequences of authentic and inauthentic behaviors, especially when those behaviors were not employed effectively within a given context or with a high degree of skill, a form of vicarious feedback. When Nicole observed a follower's vulnerability and openness earn a "deep respect" from others, it motivated Nicole to do the same.

Bandura (1986) describes the function of self-regulation, wherein the individual observes the self in action, judges those behaviors against internal standards, and then reacts to the judgments through psychological rewards or sanctions. In this case, once the participants adopted internal standards from a variety of modeled sources, they measured themselves against those standards, a form of self-produced feedback. By observing a leader who would "steam roll" others in his excitement, Ruth saw the benefits of "trying to slow my roll" as she described it, or keeping her self-awareness high. As a result, when she recognized her own impatience with others, she would remember to breathe and slow

down, regulating her own behavior. As a result of direct, vicarious, and self-produced feedback, participants were motivated to use authentic behaviors.

Finding 2b. *Models motivated participants to use authentic behaviors by providing examples of social rewards and sanctions.*

According to Bandura and Rosenthal (1978), modeling reduces "gross flaws," and "trial and error fumblings," for learners, while "reducing fears and overt avoidance" of the behavior (p. 630). In this study, observing models not only prompted leaders and followers to develop authentic behaviors, but motivated them to act on previously learned authentic behaviors and served as social prompts—reminders—to engage in authentic behaviors.

Bandura (1999) argues that people are not only "knowers and performers," they also have the capacity to guide and regulate their activities through motivation (p. 27). Once people adopt a standard of behavior, they typically take actions that give them a feeling of self-worth derived from internal standards, and refrain from actions that evoke a feeling of self-censure by acting out of alignment with their internal standards (Bandura, 1991; 1986). Models activate these feelings of self-worth or self-censure by providing examples of social rewards and sanctions that encourage or discourage behavior.

For example, when Molly saw one of her followers act on her values by standing up for what she believed, Molly said, "how can I expect them to do it if I'm not willing to do it myself?" Her followers invoked a feeling of self-censure in Molly by reminding her of her own internal standards. When Anna saw one of her followers damage her relationships because of low self-awareness, the example reinforced for Anna "that she

was on the right track" by keeping her own awareness high about the impact she had on others—invoking in Anna a feeling of self-worth. Participants also discussed that models reminded them to act on particular authentic behaviors, such as seeking input, a form of social prompt.

Finding 3

This study's third overall finding was also part of the motivation subprocess: organizational culture, specifically organizational values, enhanced participants' motivation to use authentic behaviors in the workplace.

In his description of reciprocal determinism within social learning theory, Bandura (1986) describes the interdependence personal factors, the outcomes of behavior, and the environment in shaping leader and follower behaviors (Hannah et al., 2011).

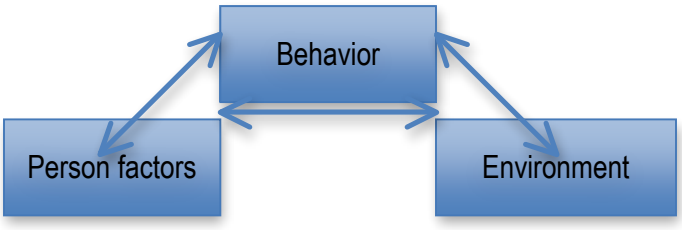

Figure 5.1. Model of reciprocal determinism in social learning theory. This figure describes Bandura's (1986) model of reciprocal determinism.

Bandura (1986) describes these three factors as influencing each other—much in the same way that participants described the culture's influence on their authenticity development and their behaviors, and in turn, the participants' influence on the culture itself. For example, participants in both chapters described how the values cultures of the

organization encouraged them to act authentically—motivating them to act on authentic behaviors. They also influenced the culture, specifically by taking part in the development and definition of the values of the organization (Personal Communication, 2014a; Personal Communication, 2014c).

In this case, the culture both influenced the participants and was influenced by the participants. This supports Gardner et al.'s (2005) proposition that authentic leaders and followers create authentic cultures, as well as their argument that authentic cultures support the development of authentic leaders and followers. It also supports Gardner et al.'s (2009) argument that the influence of organizational culture will have a major impact on the perceived authenticity of leaders, as the organizational culture influences the cultural norms and expectations of its members.

Conclusions

In drawing conclusions for this study, I seek to contribute to the authentic leadership and followership literature by confirming and extending theory based on this multisite case study. Based on the data and my interpretation of the literature, the following conclusions can be drawn.

Conclusion 1

> *If the result of the authentic behavior is perceived to be effective in a given organizational culture and situational context, there will be a greater likelihood that individuals will develop authentic behaviors or be motivated to act on authentic behaviors.*

Numerous variables influence an individual's authenticity development, including personal factors, the environment such as organizational culture, and situational contexts such as work role (Bandura, 1986; Gardner et al., 2009; Kernis & Goldman, 2006). According to his social learning theory of reciprocal determinism, Bandura (1986) argues that the outcomes of a person's behavior within a given environment shapes whether or not they act on a particular skill—in other words, social consequences influence a person's behavior. In this study, when models were effective using an authentic behavior, observers learned or were motivated to use the skills themselves; when participants were ineffective or failed to use an authentic behavior, observers learned what not to do or were motivated to use the authentic behavior effectively based on the social rewards and sanctions that resulted from the behavior. Bandura's (1986) model for observational learning, including the four subprocesses of attention, retention, reproduction, and motivation, emphasize that in order for a skill to be learned through observation, the skill should be useful so that it gains the observer's attention and the results gained by acting on a skill should motivate the learner to adopt it. When participants described positive models, they were describing positive social consequences for acting on a behavior; in other words, the skill was useful and worthy of attention. When participants described negative models, they were describing negative social consequences, illustrating that another skill or ability would be more useful given the context. In this case both positive and negative models were effective in influencing the development of authenticity in the workplace, contrary to the majority of authentic leadership's focus on positive models (Gardner et al., 2005).

This conclusion is also similar to Zhang et al.'s (2011) finding that individual authenticity is linked to behavior within a given social context. It also reflects certain aspects of what Iles et al. (2005) describe as others-directed self-monitoring or authentic self-monitoring—making conscious choices about adapting one's behavior to the needs of others within a specific social context.

Within this study, a specific social context, the organizational cultures in Chapter 1 and 2, encouraged authentic behaviors. According to Bandura's social learning theory (1986), the environment, including organizational culture, influences authentic or inauthentic behaviors in the workplace by sanctioning some behaviors and rewarding others. Individuals may internalize these norms, motivating them to adopt or avoid authentic behaviors. As Gardner et al. (2009) argue, some cultures may encourage authentic behaviors by supporting the emotional well-being of members for example, while some cultures may not. As seen in this study, cultural context plays an important role in the development of authentic behaviors in the workplace.

In this study, other situational contexts, such as work role, also influenced whether or not participants perceived a particular behavior as effective. Work roles that require authentic behaviors to be effective are likely to encourage authentic behaviors, although this encouragement may be offset by contradictory personal factors and organizational culture (Bandura, 1986). Kernis and Goldman (2005) argue that some people experience social roles as opportunities for personal growth and meaning while others do not, depending on the perceived requirements of the role and other individual factors such as self-esteem (Gardner et al., 2005). Depending on the individual's perception of the work role, it may or may not encourage the development of authentic

behaviors. Ultimately, definitions of authenticity should take into account the individual adapting to the situational context balanced with the expression of their true self.

Conclusion 2

Leaders develop follower authenticity in the workplace by enhancing follower knowledge of when and how to use authentic behaviors and by motivating them to act on authentic behaviors effectively in a given context.

Confirming Gardner et al.'s argument (2005), leaders modeling authentic behavior influenced the development of follower authenticity by showing followers how to enact authentic behaviors effectively in a given context. By modeling self-awareness, transparent relationships, feedback, and acting on one's values, leaders in this study provided examples for followers to emulate, helped them reflect on their behavior, showed them how to behave and showed them how not to behave. Leader modeling also influenced the development of authenticity in the workplace by motivating others to act on an authentic behavior in a given context. For example, by modeling, leaders in this study encouraged, gave permission, inspired, set expectations for, and reinforced authentic behaviors. When leaders did not use authentic behaviors, or failed to use them effectively in a given situation, they also taught or motivated others to act on authentic behaviors. In this manner, the social results of leader behaviors influenced participant behavior by providing examples of social rewards and sanctions.

Conclusion 3

Followers impact the development of leader authenticity in the workplace by enhancing their knowledge of when and how to use authentic behaviors and by motivating them to act on authentic behaviors effectively in a given context.

In this case, the process for developing the authenticity of others as described by Gardner et al. (2005) was similar for followers as it was for leaders. By modeling self-awareness and acting on one's values, followers instruct others on how to act on these behaviors effectively. By building trust through transparent relationships and engaging in balanced processing, followers develop strong, open relationships with their leaders that allow each person to share his or her honest thoughts and feelings. As leaders observe followers developing self-awareness, building transparent relationships, engaging in feedback, and acting on their values, leaders feel motivated to do the same (Gardner et al., 2005). Additionally, when followers fail to act authentically or do so ineffectively, leaders learn how not to behave or are motivated to act in authentic ways based on the social rewards and sanctions that result from follower behavior. While Gardner et al. (2005) describe followers as an integral component of the development of leader authenticity, they focus more on the follower as the consequence and beneficiary of leader development; in this study, followers play an active and important role in the authenticity development of leaders. Participants indicated that followers had a significant impact on their learning how and when and their motivation to act on authentic behaviors. Indeed, followers "foster the process of self-discovery" among leaders in the workplace (Gardner et al., 2005, p. 359).

Limitations

Like all research, this study has limitations. Due to the context of this study—local chapters of a national nonprofit—the study's external generalizability may be limited (Maxwell, 2005). Given the mission of the organization, the well-defined values of each research site, and the emphasis on developing behaviors that align with authentic leadership theory, the cultural influence and leadership expectations will likely vary in other types of organizations and for-profit businesses. The sites for this research study were chosen because leaders and followers were likely to engage in authentic behaviors; sites where leaders and followers do not engage in authentic behaviors may reduce the transferability of these findings. Additionally, in conducting a multisite case study with a social-constructivist perspective, my bias as a researcher influences how the data was collected, what questions were asked, and the conclusions that I have drawn from the data. While the design of the study and data collection methods incorporated several validation and reliability strategies in order to ensure the credibility, authenticity, integrity, and criticality of the research, researcher bias is still a limiting factor. Additionally, this study may be limited by its heavy reliance on interview data; while this data was triangulated using participant observations and documentary evidence, additional participant observations over a longer period of time could produce richer results. Finally, the choice of interview participants may limit the transferability of the research, in that participants were chosen for their role as both leaders and followers occupying key roles within the research sites; different themes may emerged from participants in different roles from different parts of an organization.

Contributions

This study adds to the authentic leadership literature by examining the role of modeling in the authenticity development of leaders and followers. Based on Gardner et al.'s (2005) conceptual framework and Walumbwa et al.'s (2008) definitions of authentic behaviors, this study confirms the proposition that leader modeling authentic behaviors influences the development of follower authenticity, yet extends their thinking in a number of ways.

This study demonstrates how follower modeling of authentic behaviors influences leader authenticity development. A majority of the authentic leadership literature takes a positivist, leader-centric view of the theory, whereas this study explored the influence of the follower upon the development of the leader, using a social-constructivist perspective (Gardner et al., 2011; Riggio et al., 2008; Uhl-Bien et al., 2014). Rather than taking the view that followers are passive recipients of leadership, this study describes the active role that followers and their behaviors have on leaders and leader behavior, expanding the authentic leadership literature (Riggio et al., 2008).

This study also demonstrates how both positive and negative models impact followers and leaders. As a major influence on authentic leadership theory, research on positivity shapes many of the theoretical models and research conducted in the field (Algera & Lips-Wiersma, 2012; Gardner et al., 2011). This focus may ignore the impact of negative influences from the environment and individuals. By focusing on both negative and positive models, as reinforced by Bandura's (1986) social learning theory, this study illustrates how negative models can encourage authentic behaviors, an important and overlooked phenomena in the literature.

Additionally, authentic leadership theorists have described the influence of organizational culture on authenticity development (Gardner et. al, 2005; Hannah et al., 2011; Gardner et al., 2009). This study confirms those propositions, as participants within the study often cited the influence of the culture on their use of authentic behaviors.

Finally, this study highlights the importance of the effective use of authentic behaviors, requires an awareness and adaption to the social environment one operates within, a key facet of reciprocal determinism (Bandura, 1986). While the literature argues the merits and the faults of the situational use of authentic behaviors (Iles et al., 2005; Gardner et al., 2009; Algera & Lips-Wiersma, 2012; Peus et al., 2012; Zhang et al., 2011), this study illustrates how consciously adapting one's behavior based on the situational context makes leaders and followers more effective at expressing their true selves. However, another theme that emerged from the data was the negative influence of work role on authenticity; this specific situational context seems to influence what decisions leaders and followers make about expressing their true selves. Ultimately, I agree with Tee et al.'s (2014) assertions that leadership and followership are socially emergent phenomena that are embedded in context.

Based on these findings and contributions to the literature, the study's conceptual framework has been updated to reflect the influence of culture, negative and positive modeling, and situational context (including work role) (Figure 5.2).

Revised Conceptual Framework

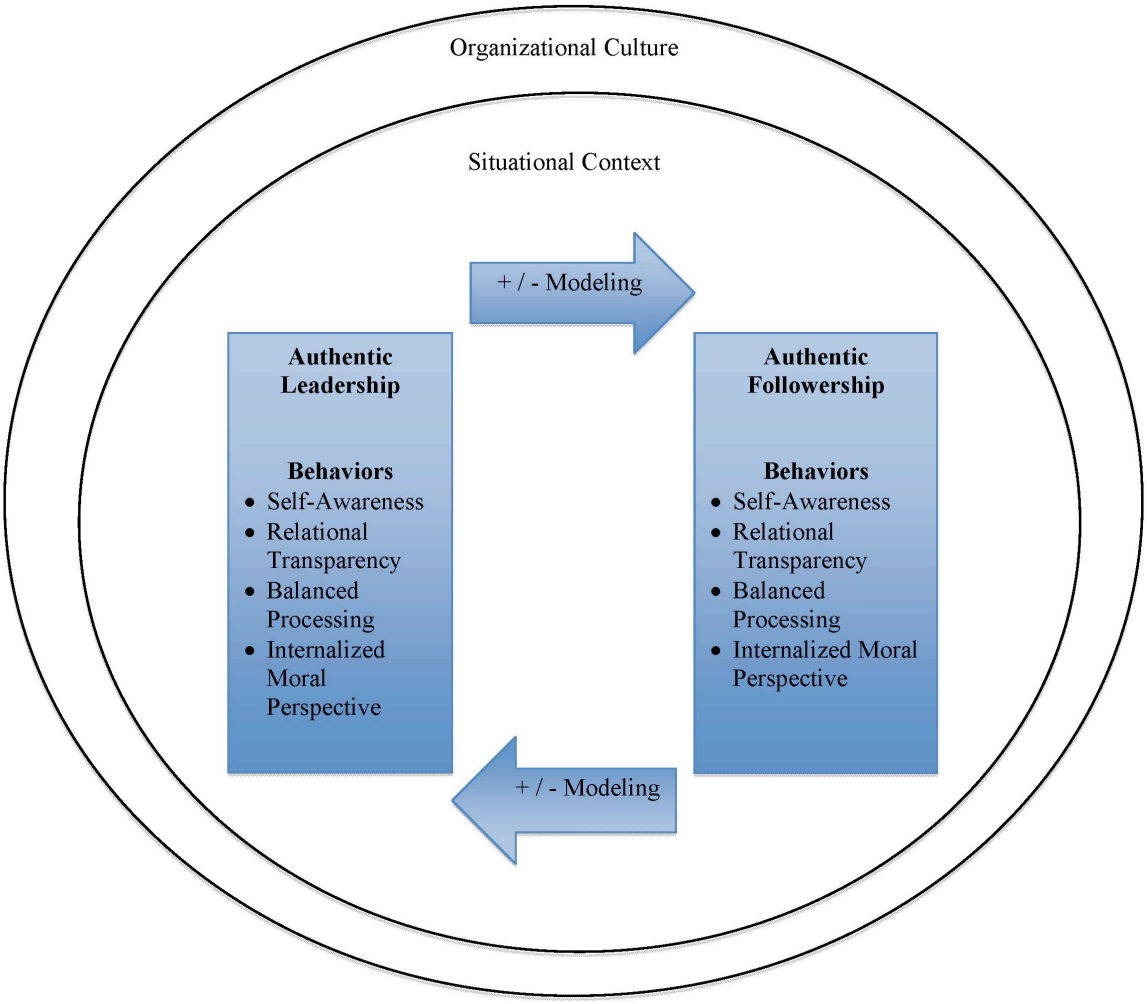

Figure 5.2. Revised conceptual framework. This figure describes the revised conceptual framework based on the conclusions of this study.

Implications for Practice

This study addressed two problems: the need to develop authentic leaders and followers due to a rise in corporate scandals and ethical malfeasance, and the lack of research on authentic followers. While Nicolai and Seidl (2010) caution against overextending the potential relevance of any study, this study provides several useful findings for organizations, leaders, and followers.

Given the emphasis on developing honesty and transparency in organizations, it is especially important to create cultures that encourage the authenticity development of both leaders and followers (Gardner et al., 2005). As organizations evolve, reducing the number of supervisory positions in the workforce, follower development becomes more and more vital (Adair, 2008; Howell & Mendez, 2008). Followers are also seen as a potential check on leader abuse and ethical misconduct (Chaleff, 2008). If followers have developed an ethical internal moral perspective, as they model these behaviors, they may have a positive influence on the internal moral perspective of leaders as seen in this study. By conducting research on follower development and follower influence of leaders, this study provides findings that can help inform the development of more ethical and authentic workplaces.

This study also provides practical advice on what is required to become an authentic leader and follower. By helping individuals learn then practice the four authentic behaviors, organizations can cultivate a more authentic workforce. One route such development could take is focusing on the skilled use of the authentic behaviors, ultimately helping leaders and followers develop adaptability in various situational contexts while effectively expressing their true selves, as described by the study's participants. One method would focus on helping leaders first develop relational transparency, bringing trust, openness and vulnerability to their relationship, then balanced processing focused on giving and receiving feedback, followed by an increase in self-awareness and authentic self-monitoring, with increasing clarity and alignment with their internal moral perspective and acting on one's values.

Suggestions for Future Research

As a nascent field, I echo the call of Gardner et al. (2011) for more research on the underpinning assumptions, constructs, antecedents and outcomes of authentic leadership theory. Future research on authentic leaders and followers should continue to define and refine authentic behaviors, especially in areas where conceptual overlap occurs. For example, authentic leadership relies heavily on emotional intelligence theory, especially that of Goleman et al. (2004). The construct of self-awareness, as defined by authentic leadership theory, includes differing emotional intelligence behaviors such as emotional self-management, self-monitoring, authentic self-monitoring, social awareness, and relationship management, when these behaviors may be distinct constructs (Goleman et al., 2004; Gangestad & Snyder, 2000; Iles et al., 2005).

Future research should focus on authentic followership alongside authentic leadership. As currently conceived in the literature, authentic followers play the role of passive receivers and beneficiaries of authentic leader behavior, instead of co-creators in authentic relationships and outcomes (Uhl-Bien et al., 2014). In this vein, it will be important to expand the number of empirical research studies based on nonpositivist traditions, such as social-constructivist or critical ideological paradigms. These different approaches will help the field gain a broader perspective on the interactions between authentic leaders and followers and the processes they use to behave authentically, yet interdependently (Ponterotto, 2005). However, the positivist focus of the literature also yields important findings; any focus on followers should inform additional instruments that measure authentic followership, authenticity, authentic cultures, and additional measures of authentic leadership itself.

The issue of temporality and time would be an important factor to study in future research on authentic leaders and followers; the issue of time came up sporadically throughout the data, hinting the deeper role that time may play in authenticity development as well as the development of cultures that encourage authenticity. This could also spur research into the processes behind authenticity development and interactions. This echoes Tee et al.'s (2014) call for more research on followership as it develops in context and over time.

Authentic leadership has been theorized to exist at multiple levels of analysis, from individuals, dyads, teams, and up to authentic organizations (Yammarino et al., 2008). Given the influence of culture on the authenticity development of this study's participants, it would be interesting to describe more fully the interaction of culture, climate, and organizational context with authentic leaders and followers, and eventually measure the authenticity of an organization and its impact on organizational members. Additionally, Gardner et al. (2009) describe the importance of the emotional climate and context on the authentic use of emotional display rules; it would be fruitful to further explore how emotional climate and the influence of culture influences what it means to be authentic in a given setting, for both leaders and followers.

Summary

This study focused on describing the role of modeling on the authenticity development of leaders and followers through a multisite case study of a national nonprofit, the YMCA of the USA. Findings from this study indicate that both leader and follower modeling influenced authenticity development, including both positive and negative models of authentic behaviors. The organizational culture and situational

context were also factors that emerged in the development of authenticity in both leaders and followers.

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APPENDIX A:

INTERVIEW PROTOCOLS

Interview Opening Script:

- Thank you for agreeing to participate in my study. Today we are going to be discussing authenticity—specifically the role modeling authentic behaviors plays in the development of authenticity in leaders and followers in the workplace.
- This interview will take about an hour. I'm going to ask you a few demographic questions to begin with, then several questions about a follower you believe modeled authenticity in the workplace, and finally questions about a leader you believe modeled authenticity in the workplace. Please do not use names during our interview.
- I'd like to audio record this interview because I want to capture what you are feeling and thinking as accurately as possible. May I have your permission?
- In the next few weeks I am going to have the audio of our interview transcribed. I'll be sending you the transcript to make any changes or additions that you would like to make.
- If you are willing, once my data analysis is complete, I'd like to share my findings with you to see if my results make sense and are trustworthy.
- Our conversation will be confidential; I will be using an alias in place of your name. I will be identifying the YMCA as the overall organization, but not the chapter of the study (They will be described as either Chapter 1 or Chapter 2.)
- The audio recording of our interview will be transcribed by a transcriptionist. I will include your information in my dissertation, which will be read by my dissertation chair, committee members, and dissertation readers. Once my dissertation is complete, it will be published online in a searchable academic database, it may be published in academic or practitioner journals, and may be presented at conferences.
- The benefits of this study include a greater awareness of how leaders and followers influence authenticity. The risk of this study is the loss of confidentiality—while I will take many precautions to protect your identity, there is a chance that you could be identified by your comments.
- What questions do you have before we begin?

Interview Questions

Demographics:

1. Please describe your current role in the organization. How long have you been in this role?
2. What other roles have you had in this organization?

Follower Modeling of Authenticity:

Please think about one of your followers whom you believe modeled authenticity in the workplace.
(Note: Use the proper pronoun given the leader's or follower's gender.)

1. Tell me a story or describe a situation about your follower displaying self-awareness at work—for example, discussing or acting on his knowledge of his core values, his feelings, his beliefs, and his impact on others.
    Potential Probes:
    a. What was the impact or consequences of his self-awareness?
    b. What were your thoughts or feelings about the experience at the time? How about now?
2. How did the experience affect how you display your self-awareness at work?
3. Tell me a story or describe a situation about your follower's relationships at work—for example, his willingness to be open, honest, and vulnerable about his true thoughts and feelings with others.
    Potential Probes:
    a. What was the impact or consequences of his willingness to be open, honest, and vulnerable about his true thoughts and feelings with others?
    b. What were your thoughts or feelings about the experience at the time? How about now?
4. How did the experience affect your openness, honesty, and vulnerability with others at work?
5. Tell me a story or describe a situation about your follower seeking for feedback at work—for example, his encouragement of others to speak their mind, to seek alternative points of view, or to use feedback to improve his interactions with others.
    Potential Probes:
    a. What was the impact or consequences of him seeking feedback at work?
    b. What were your thoughts or feelings about the experience at the time? How about now?
6. How did the experience affect you seeking feedback at work?
7. Tell me a story or describe a situation about your follower acting on his core values at work.
    Potential Probes:
    a. What was the impact or consequences of him acting on his core values?
    b. What were your thoughts or feelings about the experience at the time? How about now?
8. How did the experience affect you acting on your core values at work?

Leader Modeling of Authenticity:

Please think about one of your leaders whom you believe modeled authenticity in the workplace.

9. Tell me a story or describe a situation about your leader displaying self-awareness at work—for example, discussing or acting on his knowledge of his core values, his feelings, his beliefs, and his impact on others.
    Potential Probes:
    a. What was the impact or consequences of his words and actions?
    b. What were your thoughts or feelings about the experience at the time? How about now?
10. How did the experience affect how you display your self-awareness at work?

11. Tell me a story or describe a situation about your leader's relationships at work—for example, his willingness to be open, honest, and vulnerable about his true thoughts and feelings with others.
    Potential Probes:
    a. What was the impact or consequences of his willingness to be open, honest, and vulnerable about his true thoughts and feelings with others?
    b. What were your thoughts or feelings about the experience at the time? How about now?
12. How did the experience affect your openness, honesty, and vulnerability with others at work?
13. Tell me a story or describe a situation about your leader seeking for feedback at work—for example, his encouragement of others to speak their mind, to seek alternative points of view, or to use feedback to improve his interactions with others.
    Potential Probes:
    a. What was the impact or consequences of him seeking feedback at work?
    b. What were your thoughts or feelings about the experience at the time? How about now?
14. How did the experience affect you seeking feedback at work?
15. Tell me a story or describe a situation about your leader acting on his core values at work.
    Potential Probes:
    a. What was the impact or consequences of him acting on his core values?
    b. What were your thoughts or feelings about the experience at the time? How about now?
16. How did the experience affect you acting on your core values at work?

Overall Authenticity:

17. Overall, what role does your follower's and leader's authentic behaviors play in the development of your authentic behaviors at work?
    Potential Probe:
    a. Which of the two—your leader or your follower—has had a larger influence on your authenticity and why?
18. What other factors have influenced the development of your authenticity?
    Potential Probes:
    a. What has had the biggest impact on the development of your authenticity?
    b. How has your authenticity developed over time?
19. What other thoughts do you have about the topics we have discussed?

Other Potential Questions:

- How do you define authenticity?
- What has influenced your self-awareness at work?
- What has influenced your openness, honesty, and vulnerability in your relationships with others at work?
- What has influenced you to seek feedback at work?
- What has influenced you to act on your core values at work?

APPENDIX B:

PARTICIPANT INFORMATION SHEET

Developing Authentic Leaders & Followers
IRB #031420

My name is Thomas Epperson, and I am a doctoral student conducting research on authentic leaders and followers. You are invited to participate in a research study under the direction of Dr. Andrea Casey, the Chair of my Doctoral Committee, of the Department of Human and Organizational Learning, The George Washington University (GWU). Taking part in this research is entirely voluntary. The status of your employment will not, in any way, be affected should you choose not to participate or if you decide to withdraw from the study at any time.

Authentic leadership theory describes how authentic leaders impact those around them by engaging in authentic behaviors.
Authenticity is determined by four sets of behaviors:

- self-awareness— or how well a person knows him or herself,
- relational transparency—or how honest and open a person is with his or her emotions, true thoughts, and feelings with others
- balanced processing—or how often a person seeks feedback and data that may contradict his or her thoughts and opinions
- internal moral perspective—or a person's core values and beliefs about the world.

Authentic leaders and authentic followers model these behaviors for others. I am specifically interested in finding out how modeling these behaviors influences the development of authenticity in others in the workplace.

I would like you to participate in an hour long interview about what role a leader's modeling of authentic behaviors plays in the development of your authenticity at work, as well as what role a follower's modeling of authentic behaviors plays in the development of your authenticity at work. I'm going to ask you a few demographic questions to begin with, followed by questions about one of your followers and then questions about on of your leaders. You may refuse to answer any of the questions and you may stop your participation in this study at any time.

I'd like to audio record this interview. A few weeks after the interview, I am going to have the audio transcribed. I will send you the transcript to make any changes or additions that you would like to make.

If you are willing, once my data analysis is complete, I will share my findings with you to see if my results make sense and are trustworthy.

Our conversation will be confidential; we will conduct the interview in a private location. I will be using an alias in place of your name. Please do not use names during our interview. I will be identifying the YMCA as the overall organization, but not the chapter of the study (They will be described as either Chapter 1 or Chapter 2.) The audio

recording of our interview will be transcribed by a transcriptionist. I will include your information in my dissertation, which will be read by my dissertation chair, committee members, and dissertation readers. Your records for the study may be reviewed by departments of the University responsible for overseeing research safety and compliance. Once my dissertation is complete, it will be published online in a searchable academic database, it may be published in academic or practitioner journals, and may be presented at conferences.

The benefits of this study include a greater awareness of how leaders and followers influence authenticity. The risks of this study are that I will be asking questions about the behavior of leaders and followers and the impact of those behaviors. The other risk of this study is the loss of confidentiality—while I will take many precautions to protect your identity, there is a chance that you could be identified by your comments.

The Office of Human Research of George Washington University, at telephone number (202) 994-2715, can provide further information about your rights as a research participant. If you believe you've been harmed or would like further information regarding this study, please contact Thomas Epperson at 804-212-7233 or tepperson@luckcompanies.com, or Andrea Casey, Principal Investigator, at 703-726-3763 or acasey@gwu.edu. Your willingness to participate in this research study is implied if you proceed.

*Please keep a copy of this document in case you want to read it again.

APPENDIX C:

RESEARCH STUDY ORGANIZATIONAL INFORMATION SHEET

The research I am conducting is based on authentic leadership theory. This theory describes how authentic leaders impact those around them by engaging in authentic behaviors. Authenticity is determined by four sets of behaviors:

- self-awareness— or how well a person knows him or herself,
- relational transparency—or how honest and open a person is with his or her emotions, true thoughts, and feelings with others
- balanced processing—or how often a person seeks feedback and data that may contradict his or her thoughts and opinions
- internal moral perspective—or a person's core values and beliefs about the world.

Authentic leaders and authentic followers model these behaviors for others. I am specifically interested in describing what role modeling authentic behaviors plays the development of authenticity in leaders and followers at work.

I would like to use two local chapters of the YMCA as a sample for my study. I chose your chapter because I believe I am very likely to find authentic behaviors being modeled by your leaders and followers.

I am conducting a qualitative research study that includes the following sources of data:

1. Interviews. I would like to interview 8-10 senior leaders who are both leaders and followers. These interviews should last about an hour each. I would like to audio record these interviews.
2. Participant Observation. I would like to observe 3 senior leadership team meetings. I will be taking detailed notes during the meetings but I will not be participating in the meeting itself.
3. Documentary Evidence. I would like to analyze the following documents: your vision & mission statements, your organizational values & values statements, and your training materials related to leadership.

For each of the interviews, I will have the audio transcribed by a transcriptionist, and will ask participants to make any adjustments or to provide additional information and context.

Once I have analyzed the data, I will be sharing it with interview participants to ensure that it makes sense and is trustworthy.

I will be publishing my data and my findings in my dissertation, which will be read by my dissertation chair, committee members, and dissertation readers. Once my dissertation is complete, it will be published online in a searchable academic database and will be available to other researchers and students.

I would like to identify the YMCA as the site of the study; however, I will not name the specific chapters this research will be conducted in, but will describe them as either Chapter 1 or Chapter 2.

The benefits of this study include a greater awareness of how leaders and followers influence authenticity. The risks of this study are that I will be asking questions about the behavior of leaders and followers and the impact of those behaviors. The other risk of this study is the loss of confidentiality—while I will take many precautions to protect identities, there is a chance that participants could be identified by their comments.

APPENDIX D:

ORGANIZATIONAL STRUCTURES

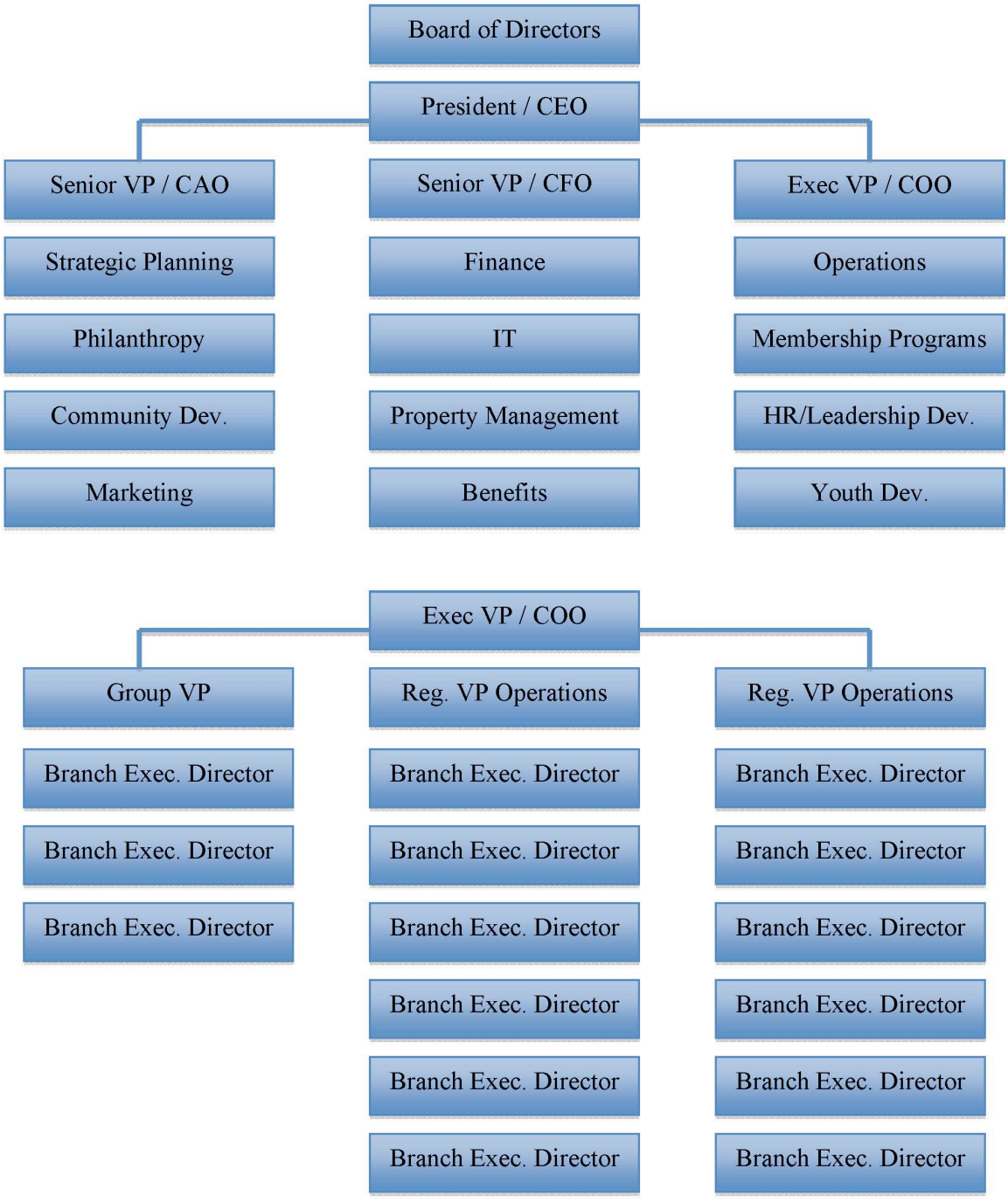

Figure A.1. Organizational chart of Chapter 1 (2014b).

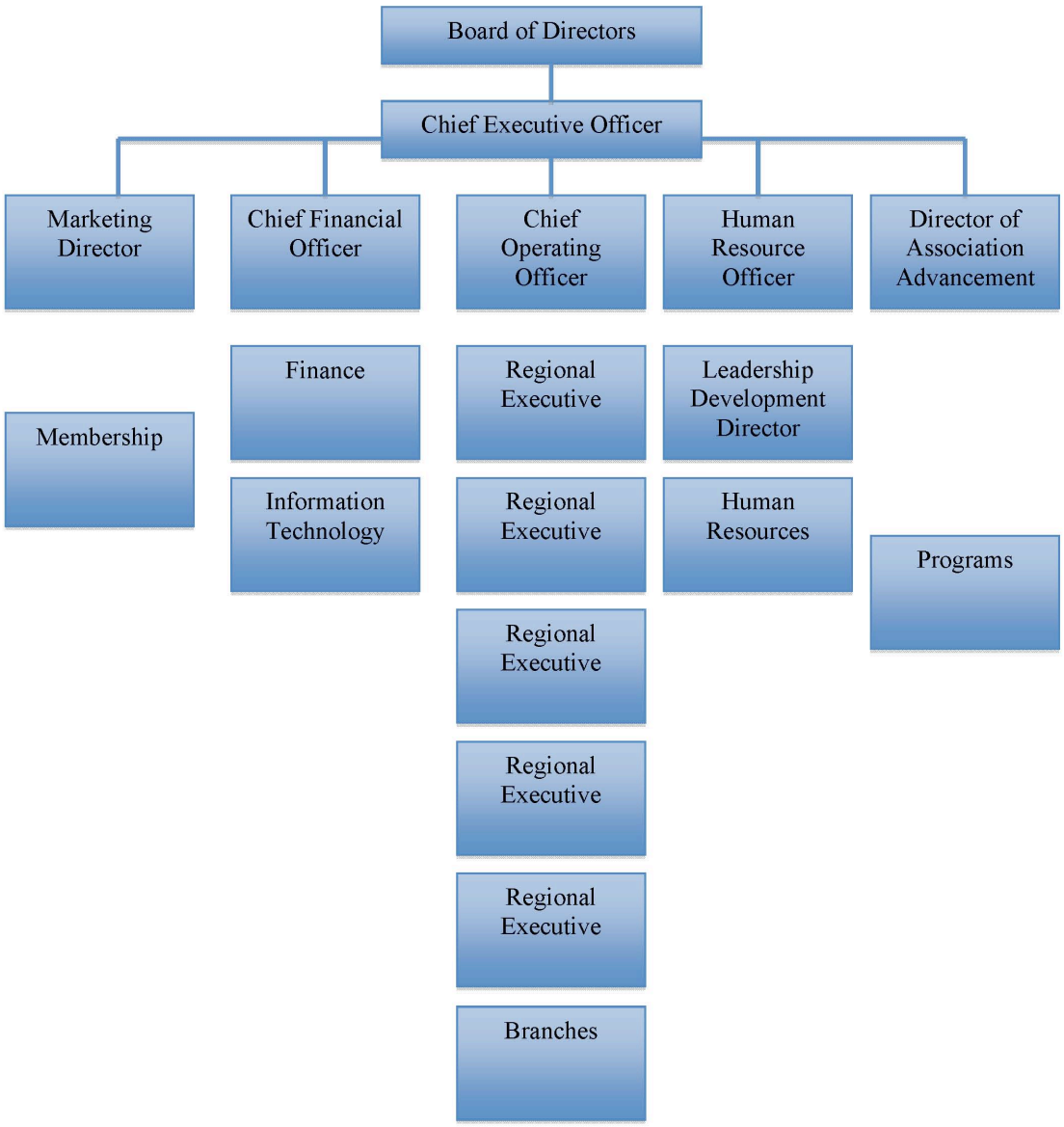

Figure A.2. Organizational chart of Chapter 2 (2014a).

APPENDIX E:

RESEARCHER BIAS

I have over 16 years of experience in the leadership and human resource fields. I have been both a leader and a follower for nearly my entire career. I am a facilitator, trainer, content-developer, and executive coach, with a passion for developing people, transforming organizations, and igniting human potential. I believe in the power of leadership to create great good in the world, just as I believe in its ability to do great harm. I also believe in the power of followers to make a difference, because I no longer see leadership as a title, but rather a choice, just as following is a choice. Ethically, I believe it is all of our responsibility to create workplaces high in trust, moral standards, and openness, that accomplish the organization's goals, whether making money or making a difference, while supporting the development and enrichment of employees, stakeholders, and the community alike.

The reason I chose to study the development of authentic leaders and followers is because authentic leadership theory most closely mirrors my own beliefs about leadership, and the behaviors included in the construct are the same behaviors I have been teaching and preaching for 16 years. While I understand the power of modeling, I have never given it much thought before this study, other than it's our responsibility to model what we believe.

One of the reasons I chose to study the YMCA is based on my personal experience with the Y. I believed I would find authentic leadership and followership at the senior-most levels of the organization. I was not interested in proving whether or not authenticity existed within the Y, but rather how it developed in leaders and followers, and for that I needed sites where I believed it existed. I have worked with regional chapters of the YMCA for the past 3 years in my role as a leadership and OD consultant in a nonprofit organization. In my experience, the cultures of local YMCAs, while different, typically encourage the development of human beings and leadership at all levels.

I have positive relationships with both chapters where I conducted my research, and despite our history I learned a great deal from my study not just about how authenticity develops but how deep and complicated leader-follower influence processes truly are. I did not have to try very hard to find disconfirming and contrary evidence; these points of view naturally emerged from the data. And while the data confirmed some of my personal beliefs, I was surprised by other findings. In Chapter Four I will detail these findings, and provide an analysis based on the literature in Chapter Five.

APPENDIX F:

CODE LIST

acceptance
accountable
Acting on One's Values
adapt approach
Age
aligned
apology
apprehension
approachable
asking the right questions
Attention Processes
attracts people
authentic
Authentic Behaviors Theoretical Model
Authenticity Influences
avoid conflict
Awareness Impact
awareness of others
balance in life
Balance--not under or over using skill
Barriers to Authenticity
Behavioral Impact
belief into action
best self
better person
Biggest Influence of Authenticity
boundaries
building authenticity
Building Transparent Relationships
care about others
careful
change
choice
choose your battles
clarify what's important
clear the air
closure
college
comfortable
comfortable in own skin
communicate
competent
compliment
conduct
confidence
conflict
connect with others
consistent behaviors
cost for acting on values
create an environment
cultural barriers
Culture Impact
Culture Influence
damaged the relationship
decision making
Decreases Workload Impact
defensive
defining moment
delayed impact
developing others
Development
did not feel valued
did not take it personally
differences
difficult conversations
digging in their heels
disarming
dishonest with self
dissonance
don't care what others think
doubt
drama
Drivers of Authenticity
effective
efficiency
ego
emotional bank account
emotional intelligence
emotional maturity
empathy
empowerment
emulate
encouraged
endearing
epiphany
everyone's different
exception
excluded
excuse
exhausting
experience
expertise
extra effort
faith
family
father
fear
feedback
fit
Follower & Awareness
Follower Influence
Follower Influence & Learning Impact
Follower Influence & Motivation Impact
followers as a reflection of the leader
forgiveness
freedom
friendship
gave permission
Gender
genuine
getting what you need
girl scouts
Giving and Receiving Feedback
golden rule

gossip
graciously
gratitude
gray area
ground rules
group dynamics
growth and learning
happy
healthy confrontation
helpful
helping others self-manage
hide behind mask
hijacked emotionally
hokey
home v. work
honest conversations
honest with self
honesty
hope
humility
humor
hurting others
I wish I could be heard
identity
Impact
imperfect
Inauthentic
Increases Workload Impact
inferior
influence
inspiring
intensity
intentional
intimidate others
intuition
invested in you
invitation
keep commitments
kids
knee-jerk reactions
know where they stand
lack of emotions
language
laugh at self
leader as teacher
Leader Influence
Leader Influence & Learning Impact
Leader Influence & Motivation Impact
Learning
let it go
lip-service
listen
Long Tenure
loosened up
love
loyalty
make a difference
manipulate
meaningful
misunderstood by others
mixed messages
modeling
mother
Motivation
Motivation Processes
Motivational Impact
movement
multiplier effect
Negative Consequences of Behavior
Negative Model
negativity
No Impact
norm
objective
obligation
Observational Learning
observed how not to
observed how to
obstacle
okay to make mistakes
opaque
open
optimistic
Other Influences
overbearing
overwhelming
pace
painful
paranoia
parent-child relat.
parents
partnership
passion
pattern
pausing
peer influence
people respond
personal connection
Personal Factors
personality style
perspective
platforming
politics
Positive Consequences of Behavior
Positive Model
positive reinforcement
positivity
power
practice
pride
proactive
process
Production Processes
profession
professional
prove self
purpose
push buttons of others
Race
real person
reciprocal
reflection
reinforced
reinvent ourselves
relationship
reminded
reputation
resonate
respect
responsibility
Retention Processes
rewarding

right
right place right time
Role
safety
seeking help
Self Awareness
Self Awareness & Follower Influence
self-management
selfish
sensitive
serving others
set expectations
shared goals
sincere
situational
Situational/Environmental Influence
Skill increased
straightforward
strengthen relationship
stress
strong opinion
support
teacher
Team Impact
tension
Theoretical Influences
thick skin
thoughtful
time and trust
too open
tools in the toolbox
Training
transparent
trickle down effect
Trigger
Trigger Event Influence
trust
Trust Impact
two-way conversation
unadapted
uncle
uncomfortable
understand others
validation
values
Values Alignment
values based leadership
vent
vulnerable
walk your talk
want to be understood
way of being
weakness
white lies
wife
witness