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The Merits of Trust in Transformational Leadership

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Walden University
2016

Abstract

The Merits of Trust in Transformational Leadership

by

Yonnette Hyman-Shurland

MBA, American InterContinental University, 2004

MS, Capella University, 2008

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

May 2016

Abstract

Trust in transformational leadership is related to motivation, self-enhancement, and positive job outcomes. Trust in the leader-follower relationship, from the perspective of subordinates, has yet to be examined. Trust is considered an important factor when seeking to improve the chances for organizational success and positive job outcomes. The merits of trust in transformational leadership were addressed in this qualitative case study for the purpose of understanding the value of trust in leader-follower relationships viewed from the experiences of subordinates. Interviews were conducted with 30 participants from 2 organizations within the Newton and Rockdale counties located in the state of Georgia; the chosen sample size was an exhaustive representation of those interviewed and conveyed the depth and breadth of participants'. Research questions addressed how subordinates perceived trust in their leaders and how leaders put into practice trust in their leader-follower relationships. Questions were analyzed using open and axial coding and the following themes emerged: perseverance, effective communication, feedback, commitment, confidence, unity, dependability, exemplary leadership, helpfulness, and satisfaction. Some connections were made between trust in transformational leadership and subordinates' views of their trust in leaders. By implementing these practices and hiring managers with transformational behaviors, organizations can help succeed in engaging employees to promote trusting relationships and encourage future research in the leadership management field. This study may affect positive social change by demonstrating how trust can be created by both leaders and followers: these findings may also contribute to the expansion of new leadership development training programs.

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Dedication

"I can do all things through Christ which strengthened me". Philippians 4:13

To my late husband Merrill Hyman who departed this world too soon.

To my mother who departed this world on September 11, 2015; you will be sadly missed.

To my husband Mark thanks for your patience. Much dedication goes out to pastor Bobby and Pauline Sims and family, my family, all my 13 brothers and sisters who insisted that their names be mentioned (Owen, Colin, Ingrid, Deborah, Paula, Lorenza, Camille, Christopher, Rawle, Dawn, John, Nicola, and Oswald), relatives, and friends who comforted me at times needed to be comforted, supported me throughout my endeavors, and prayed for me; I could not have accomplished my goals without your help. You taught me the importance of unity and the value of recognizing it. I will always cherish the memories. Again, I thank you.

Acknowledgments

I am very grateful to the committee that was involved in assisting me to acquire my doctoral degree for without them it might have been just an imagination. I will like to extend special thanks to Dr. Dean Frost who was my mentor for various courses, the chair of my committee, and a forceful instrument in my accomplishments. I appreciated your patience, tolerance, your valuable advice, and constructive criticism; your principles motivated me to produce work of high standard as you expected.

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Thanks to my mother, Rosemay, who encouraged me when I felt this accomplishment was a mere dream and to my relatives who were optimistic of my future at times when I wanted to give up. I will always love you Mom and I will miss you. I acknowledge the Anointed Body of Christ and Church family along with Special Needs Advocate for Parents of Georgia and staffs that were very supportive, compassionate to learn of my endeavors, and were willing to participate in the process of my accomplishment.

Thanks to my husband Mark who joined in assisting me to make my dream a reality; you've made me lucky to have you. To all my readers, it is hoped that this

research will bring about positive thinking and that you may view positive leadership as a priority and an important function in your life as well as in today's society.

"You that study to be quiet, and to do your own business, and to work with your own hands as we commanded you; that you may walk honestly toward them that are without and that you may lack nothing". 1st Thessalonians 4: 11-12.

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Chapter 1: Introduction to the Study

Exemplary leadership is the aptitude to develop trust, to create the vigor that

motivates employees, and the confidence to encourage followers (Rich, LePine, &

Crawford, 2010; Uddin, 2013). The principle of trust has become a critical determinant

for changing and altering organizational effectiveness (Armstrong, 2010; Schein, 2010;

Schaubroeck, Lam, & Peng, 2011). Multiple scholars have investigated leadership and

trust; yet, few studies were conducted on the merits of trust in transformational leadership

and leader-follower relationships from the perception of subordinates (Goldman, 2011;

Hu, Wang, Liden, & Sun, 2011).

Trust is defined as the understanding and willingness of an individual to do work

for another individual with commitment and expecting positive outcomes (Covey &

Merrill, 2014; Mourino-Ruiz, 2010; Rich et al., 2010; Uddin, 2013). Researchers have

recognized leadership as a determinant for successes or failures of organizations, and

because of this factor, leadership became an issue of debate over many years. Trust in the

leader-follower relationship was recognized as having significant importance (Dumay,

2012; Jung & Avolio, 2000; Reychav & Sharkie, 2010); however, scholars did not know

a leader's awareness of the style of leadership that is required to assist employees in

improving their thinking, making individual sacrifices, and enhancing organizational

outcomes (Kirchhubel, 2010; Ruiz, Ruiz, & Martinez, 2011).

Hassan and Ahmed (2011) explained that leaders who show high levels of

integrity and demonstrate core values will promote trusting relationships with their

followers. Alternatively, trust among team members or followers, team leaders, and the

organization is likely to develop differently if distrust is exemplified (Bakker, Demerouti, Ten, & Brummelhuis, 2012; Burke, Sims, Lazzara, & Salas, 2007). Trust has a vital role in successful working relationships between leaders and their subordinates (Van Den Akker, Heres, Lasthuizen, & Six, 2009; Yang & Mossholder, 2010). Subordinates who work while trusting their leaders are motivated to work extra, accomplish difficult tasks, and/or make sacrifices to achieve desired goals or what is expected of them from their leaders (Barber, Whelan, & Clark, 2010; Burke et al., 2007; Pillai, Kohles, Bligh, Carsten, & Brodowsky, 2011).

Trust involves honesty and integrity which may influence the degree to which followers are ready to accept the correctness of information received from their leaders (Colquitt, Brent, & LePine, 2007; Dirks & Ferrin, 2002; Norman, Avolio, & Luthans, 2010). In contrast, if followers believe that their leaders are lacking in truthfulness, reliability, fairness, and capability, they may fear decisions made and may quit because of being fearful of risking failure (Dirks & Ferrin, 2002; Westover, Westover, & Westover, 2010). Trust should be considered an important factor in leadership and should be connected with followers' optimistic approach, which could be related to constructive behaviors and outcomes (Yunus & Anuar, 2012).

Political and military leaders fought, won, and died in many battles due to trust in their own leaders (Burke et al., 2007; Morgeson, DeRue, & Karam, 2010). Many sports coaches have been able to take losing teams and lead them to success because the leaders were capable of gaining trust from their team members, regardless of the objective (Burke et al., 2007; Morgeson et al., 2010). Heather (2012) explained that leaders with

the support of followers have led their organizations to success because of the established

trust within their leader-follower relationships. For example, the success of Chrysler was

facilitated by the leadership of stakeholders (Burke et al., 2007; Gardner, Cogliser, Davis,

& Dickens, 2011). Gompers and Metrick (2001) highlighted that Enron, WorldCom,

Tyco, and many other failed businesses displayed many leadership flaws. Therefore,

these companies did not have good trust due to poor leadership.

The model in Figure 1 acted as guidance as I sought to demonstrate the leader-

follower relationship in which the leader guides the follower; the follower works with the

perceptions of trust or distrust in his/her leader, which in turn promotes positive or

negative job outcomes that reflected such leadership. In this study, I focused on the value

of trust in leaders by examining how and why employees perceived trust as important for

job outcomes.
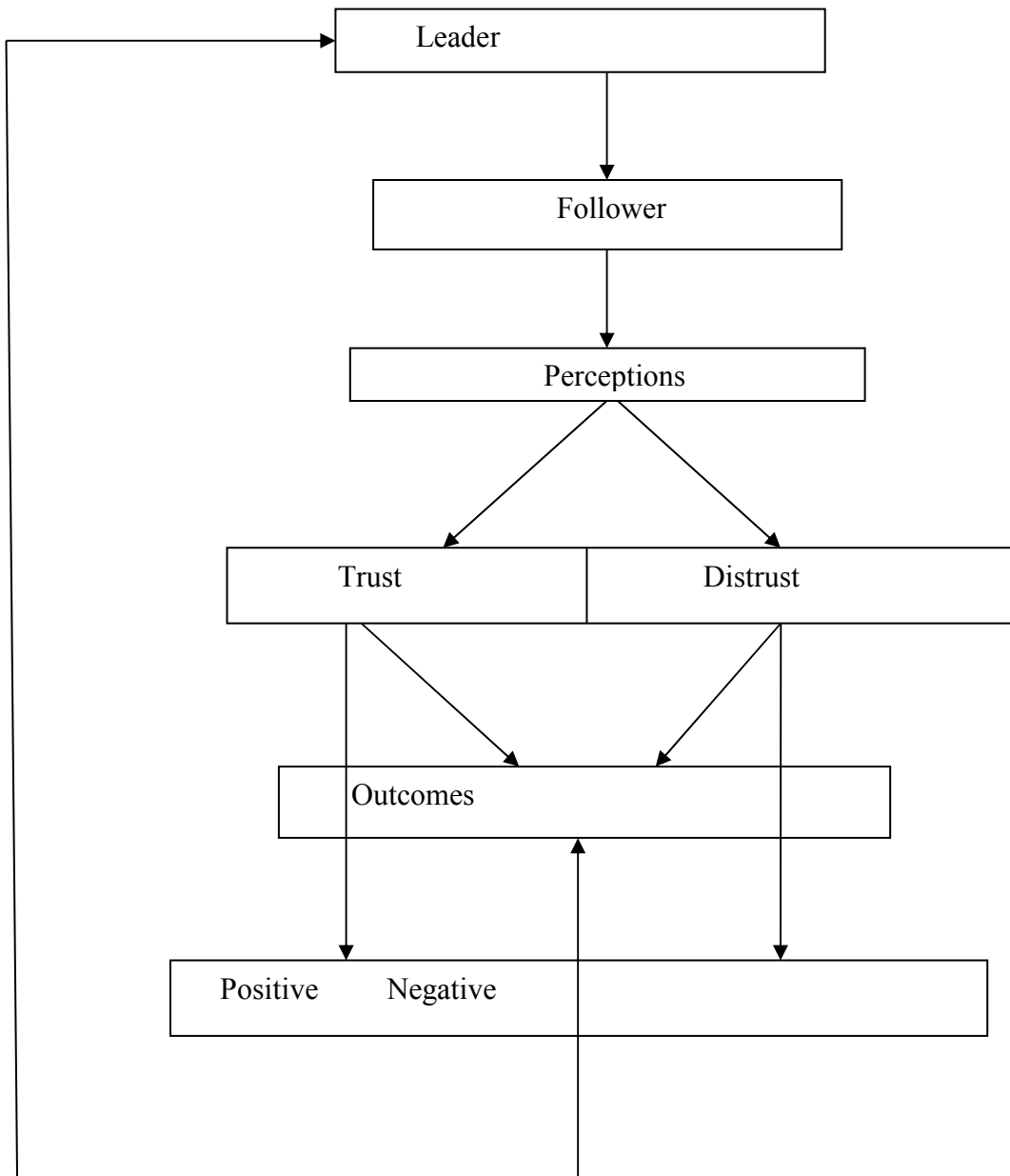
Figure 1. Follower's perception of trust and outcomes.

Character and relationship are components of trusts in leadership (Cullen & Yammarino, 2014; Hassan & Ahmed, 2011). A relationship is the mutual obligation between the leader, follower, and the organization (Driks & Ferrin, 2002; Sosik & Cameron, 2010); whereas, character is the fairness, honesty, openness, caring, motives and intentions, and predictability between the leader, follower, and organization (Burke et al., 2007; Cameron, 2012). Because the trust relationship can be stronger or weaker due to experiences, interactions, and contexts within which each relationship exists, leaders should possess a positive attitude to motivate followers and the confidence to inspire employees (Burke et al., 2007; Kouzes & Posner, 2012; Uddin, 2013).

Transformational leaders provide positive guidance that is sufficient enough to achieve organizational objectives, generate positive outcomes, and enhance followers from an effective leadership style (Bass, 1999; Long, Yusof, Kowang, & Heng, 2014; Tse & Mitchell, 2010). The transformational leadership style has a positive effect on followers. Harris and Kacmar (2006) mentioned that transformational leadership supervision has a positive impact on followers' work, achievements, control, and social support (Srithongrung 2011; Yang, Wu, Chang, & Chien, 2011). Transformational leaders improve work outcomes for their subordinates by increasing and elevating followers' goals and provided them with the self-assurance to accomplish beyond expectations (Cullen & Yammarino, 2014; Gregory, Moates, & Gregory, 2011; Jaussi & Dionne, 2003; Shin & Zhou, 2003). Transformational leadership actions influence followers' values and ambitions, which increase an employee's self-motivation (Bass, 1999; Wang & Howell, 2010; Wang & Zhu, 2011; Warrilow, 2012); this progress leads

to employee confidence and feelings of duty, deference, and trust from employees as well as increased organizational efficiency (Ncube, 2010; Uddin, 2013). Transformational leadership also directly relates to followers' influence including shared processes between employee effectiveness and organizational commitment (Morgeson, DeRue, & Karam, 2010; Srithongrung, 2011).

The model shown in Figure 2 proposes how leaders, exemplifying the attributes of transformational leadership, promote trust and become associated with followers' attitudes and behaviors (Long, Yusof, Kowang, & Heng, 2014; Srithongrung, 2011; Ussahawanitchakit, 2011). The model not only proposes the process of how trust may influence followers' attitudes and behaviors, but it also projects how superseding variables, such as motivation, self enhancement, and obligation, can be improved. Figure 2 proposes how an effective leader-follower relationship can be achieved. Figure 2 also demonstrates how confident transformational leaders promote trust and create motivation in followers to go above and beyond the intended task, accomplish desired goals, and provide them with a better future (Gregory et al., 2011; Morgeson, DeRue, & Karam, 2010). The figure below also illustrates that followers accept direction and are prepared to work with their leaders in a unified manner to achieve success in a timely manner, which results in both leaders and followers being comfortable and satisfied with the change.
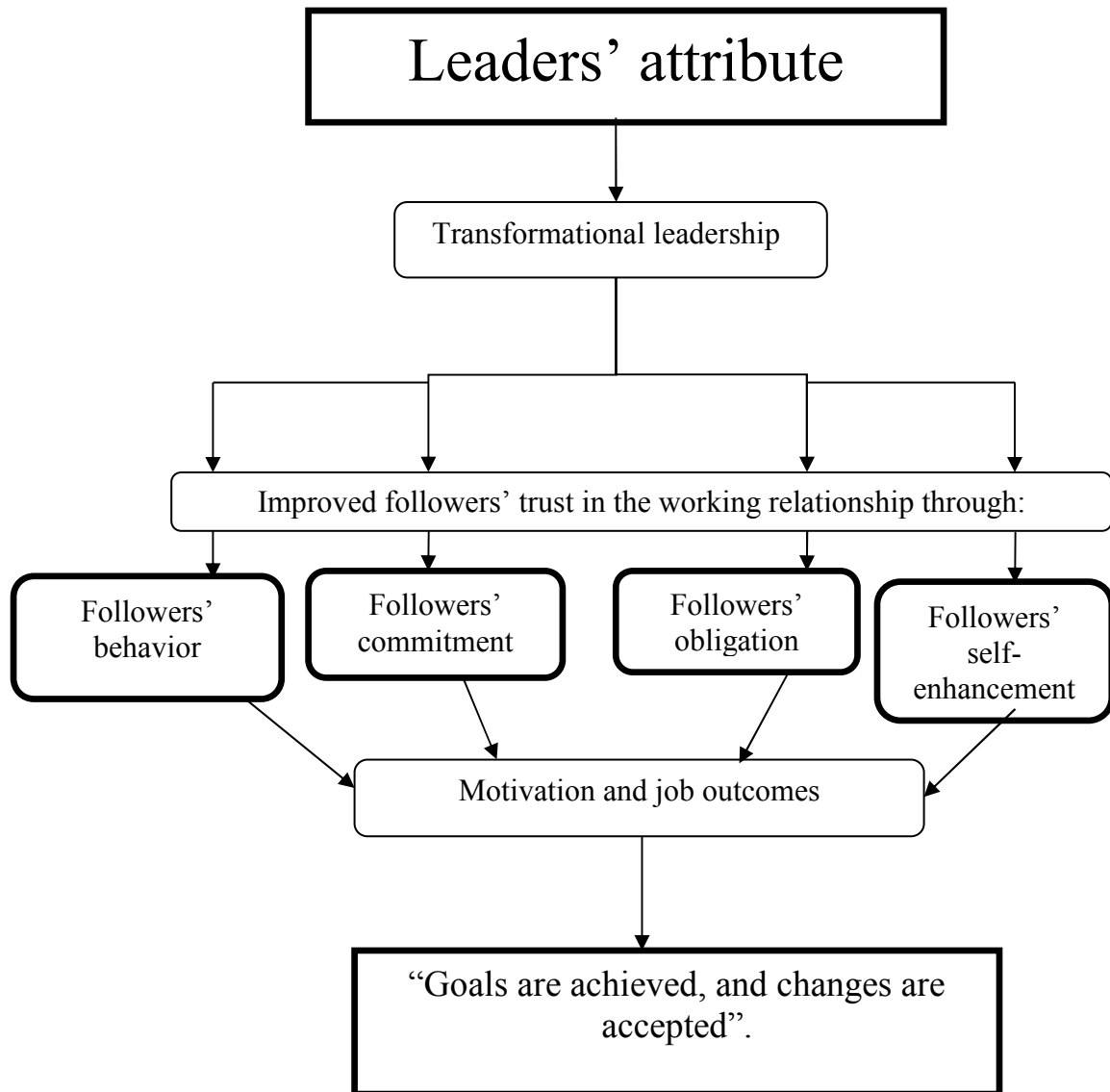
Figure 2. Trust in transformational leadership and followers' behavior.

This process offers a potential foundation for the merit of trust in transformational leadership from the perspective of subordinates' development (Burke et al., 2007; Colquitt, Scott, & LePine, 2007; Gilstrap & Collins, 2012; Hassan & Ahmed, 2011; Walumbwa & Hartnell, 2011). These constructs facilitate positive development and are considered to be vital in transformational leadership growth procedures. Leaders' attributes of trust may play a role in the transformational leadership process. Likewise, trust in leadership may be critical in the efficiency of leaders (Bass, 1990; Li & Tan, 2012; Schaubroeck, 2011; Zhu, Newman, Miao, & Hooke, 2013). Trust in leadership can be linked to a multiplicity of organizational outcomes: motivation, commitment, enhancement, behaviors, satisfaction with leaders, and obligation (Coloquitt, Scott, & LePine, 2007; Dirks & Ferrin, 2002; Sosik & Jung, 2010; Tuan, 2012,). However, Dirks and Ferrin suggested that it is necessary to examine behavioral measures that followers express when drawing conclusions about the personality of their leaders, what followers could do to promote trust in leader-follower relationships, and how leaders might develop trust in followers.

In this study, I sought to establish the meaning of observable facts from the participants' viewpoint by investigating the circumstances of how and why the problem of trust exists in leader-follower relationships. This study was conducted to gain insight into the value of trust in transformational leadership from the perspective of subordinates/followers.

Chapter 1 is an explanation of the general relevance of the merits of trust transformational leadership and outlines the intended contribution and background of this

study, research problem, the purpose of the study, discussed definitions from many scholarly authors, and recognized that the role of nature and significance of the study. This study promoted social change by changing the leadership thinking of managers, aspiring leaders, and young adults.

Background of the Problem

The role of trust in leadership has implications for organizations and leader-follower relationships and as such deserves much attention. Leadership is considered an important subject in the human sciences; yet, it is inadequately understood (Cameron, 2013; Hogan & Kaiser, 2005). Leadership is essential when resolving how to systematize combined endeavors; it is vital to organizational effectiveness (Cameron, 2013; Hogan & Kaiser, 2005). A lack of trust and misconception of leadership can create problems in all organizations.

While an organization's leadership may influence employees' perception of their firm's capability or proficiency, the key cause of such perception is based on trust, reliability, and munificence (Ping Li, Bai, & Xi, 2011). A person's aptitude, humanity, and honesty have an effect on the level of trust that individual shows. These perceptions affect the extent to which organizations have been trusted (Schoorman, Mayer, & Davis, 2007). Trust in leadership is one means by which excellence in leadership is obtained (Pierce & Newstrom, 2003). Within the last 2 decades, Arnold, Barling, and Kelloway (2001) elucidated that many organizations have selected leaders to use teams to meet the changing and challenging demands of the business arena.

Organizations need leadership who has concern for operational endeavors, such as working with people to focus on the correct and/or new directions. Such leadership helps to build reliable and trustful followers, which leads to positive interactions and organizational goals (Ruiz et al., 2011). Trust in leadership is considered an important tool for the organization (Cameron 2011; Kaiser, Hogan, & Craig, 2008) to use in setting goals and achieving those goals (Cameron & Winn, 2012). When trust in leadership shatters, catastrophic endings may be the consequence (Burke et al., 2007).

In this qualitative case study, leadership and innovation were considered as an integrated, supportive, and iterative procedure of building trust (Zerfass & Huck, 2007), and I focused on what followers/subordinates can do to enhance trusting relationships with their leaders. Lyons and Scheider (2009) mentioned that transformational leadership influences a variety of subordinate outcomes (Fok-Yew & Ahmad, 2014), including emotional and motivational experiences, as well as improved performance (Arnold, Barling, & Kelloway, 2001; Kouzes & Posner, 2012). Transformational leadership positively influences workers' satisfaction and performance. Transformational leadership leads to high levels of organizational commitment. Goodwin, Whittington, Murray, and Nichols (2011) emphasized that trust arbitrates the relationship between transformational leadership behaviors, performance, and attitudes.

Researchers have established that trust held by subordinate workgroup members mediates the relationship between leadership behaviors and job outcomes (Dirks & Ferrin, 2002; Gilstrap & Collins, 2012; Sadeghi & Pihie, 2012; Walumbwa, Luthans, Arvey, & Oke, 2011). The current literature does not explain how different types of trust

are created by leaders' actions and how these dimensions of workgroup-trust predict job outcomes. Using workers' own perceptions of trust to determine what causes work outcomes is worthwhile investigating, especially regarding how leadership actions create trust perceptions and then job outcomes.

A Knowledge Gap in the Empirical Literature

Leadership problems exist between leaders and their followers within the organizational environment (Day & Hamblin, 1964; Dekker, 2012; Kelloway, Sivanathan, Francis, & Barling, 2004; Martiz 2010, 2011) and, even though numerous studies have been conducted on fields of leadership (Lieberson and O'Connor (1972), a limited amount of research has been conducted on the merits of trust in transformational leadership from the perspective of subordinates. Because transformational leadership is commonly demonstrated, Arnold et al. (2001) explained that empirical research on transformational leadership produced optimistic conclusions. Multiple studies have been conducted in the area of leadership on various leadership styles to determine what constitutes the outcome of such styles while using cross-section information (Avey, Hughes, Norman, & Luthans, 2007; Harms, Spain, & Hannah, 2011; Moynihan, Pandey, &Wright, 2012; Raelin, 2005, 2006; Zacaratos, Barling, & Kelloway, 2000). However, few researchers have explained how different types of trust are created by leaders' actions and how these dimensions of workgroup-trust predict multiple job outcomes.

Problem Statement

Trust is a foundation for business, societal operation, and role affiliation (Hassan & Ahmed, 2011). A problem exists in organizations where leaders are unable to create

perceptions of trust in their followers and followers view their leaders as showing a lack of concern about the organization and as being distrusting. The U.S. labor force is less occupied with their employers' concerns than previously, creating a lack of trust in the working environment (Dekker, 2012; Maritz, 2011). Deficiency in apparent concerns, conflicting behavior, and awareness of preferential treatment were mentioned by respondents as prime contributors of distrust in leaders (Maritz 2010, 2011). This lack of leadership effectiveness caused employees to exemplify ineffective work performance (Summers, Munyon, Perryman, & Ferris, 2010) that resulted from poor communication. Poor communication with the leader resulted in the followers' lack of motivation to perform, their poor innovation, and their expressions of distrust and frustration in their leaders (Neal & Tansey, 2010). Researchers have characterized distrust as a social problem that should be eliminated. Leaders' success in motivating followers has been on the research agenda for years; yet, the values of trust in leadership from the point of subordinates or group outcomes were scarcely examined (Yukl, 2010).

Current challenges in the workplace have produced greater interest in studies relating distrust to the behavior of persons in decision-making positions (Schilling, 2009). Distrust in leadership leads to an ineffective work environment (Neal & Tansey, 2010). Conceptions of distrust in leadership leads to poor performance, teamwork deficiency, insufficiency in workers' motivation, increased turnover rate, a lack of respect between leaders and subordinates, feelings of disassociation among workers, and a general decline in workplace satisfaction (Martiz, 2010; Schilling, 2009). This predicament can be identified through grievances, letters of resignation, reduced work attendance, or other

types of negative feedback. However, ineffective leadership behaviors could violate the genuine interest in the organization and embellish their deficiencies. What remains unknown is the type of leadership that can be used to diminish this problem.

Transformational leadership is concerned with the influence of subordinate outcomes including affect and inspirational understanding, as well as objective task performance (Lyons & Schneider, 2009). Employees' creativity grows when their leaders provide transformational leadership (Gong, Huang, & Farh, 2009; Roy, 2012; Warrick, 2011; Yang & Mossholder, 2010). Transformational leadership has important effects on creativity at personal and managerial levels. Transformational leadership, coupled with trust, creates a magnitude of success for organizations (Gumusluoglu & Ilsev, 2009; Kolnac, 2011; Wang, In-Sue, Stephen, & Amy, 2011). Uddin (2013) explained that trust is the fruit of effective transformational leadership. Transformational leaders encourage an environment of resourcefulness while broadening employees' minds to new trends of thoughts and reactions (Northouse, 2013; Paulsen, Callan, Ayoko, & Saunders, 2013).

Researchers have established that the trust held by subordinate workgroup members mediates the relationship between leader behavior and job outcomes (Fulmer & Gelfand, 2012; Gholamreza, Hasan, & Ali, 2009; Gilstrap & Collins, 2012; Walumbwa, Luthans, Arvey, & Oke, 2011). Likewise, research on trust at the organizational level focused mainly on trust in coworkers and organizations. Current literature does not explain and contributes little focus on trust in other interpersonal referents or in teams. Understanding where trust research has resided, the areas of different types of trust created by leaders' actions, and how these dimensions of workgroup trust predict such

multiple job outcomes have so far been overlooked. Using workers' perceptions of trust

and using their discernments of the factors that cause such work outcomes were lacking

in the literature, especially regarding how leadership actions create trust perceptions and

job outcomes.

The purpose of this qualitative research study was to examine how leaders can be

effective as transformational leaders if they (a) emphasize adequate communication,

timely feedback, and unity within their workgroups, and (b) demonstrate their values and

attitudes in their own behavior with subordinates. Leaders who become trustworthy in the

eyes of subordinates do so with words and actions. I also examined how subordinates

portrayed submissive and active types of characteristics that resulted in different views of

how trust affected their relationship with their leaders as explained in Chapter 5.

Subordinates desire to have leaders who display attitudes of (a) perseverance, (b)

commitment, (c) high job performance, (d) confidence, (e) unity, (f) dependability, (g)

helpfulness, (h) show exemplary leadership ability, and (i) express satisfaction. I

addressed the value of trust in leadership by highlighting what was expected in leadership

from the perspective of subordinates. Key factors are listed and explained in Chapter 5.

Also determined in this study were the attributes of effective transformational leadership

and the attributes of leaders' and subordinates' behaviors that could positively or

negatively promote job outcomes.

Purpose of the Study

The purpose of this qualitative case study was to identify the importance of trust

in transformational leadership from the perspective of subordinates to determine what

causes distrust, to explain how different types of trust are created by leaders' actions, and how these dimensions of workgroup trust predict job outcomes. I used workers' perceptions of trust and their discernments of the factors that cause work outcomes, determined how leadership actions create trust perceptions and then job outcomes, and describe potential practices for better trust building activities within organizations. I recognized what subordinates desire from leadership within their organizations and present recommendations as to how relationships should be built, based upon trust and respect.

Research Questions

Guided by the purpose of the study, the following questions were examined:

1.   How did subordinates value trust in their leaders?

2.   How did leaders put into practice trust in their leader-follower relationships?

An elaboration of these questions is given in Chapter 3. Theories of trust in organizations exist but I examined trust in leaders that was constructed in the eyes of the followers that was based on their experiences of their leader-follower relationship. This new area was explored because little was known about how leader behaviors affect followers' responses within the constructed trust in transformational leadership actions.

Conceptual Framework for the Study

The conceptual framework used included common terms that showed unique meaning in this research. Leadership consists of four elements: The first element includes leader and followers, which is considered a group phenomenon. The second element is

community, which is an organization or group; this leadership occurs in a framework. The third element is influence, which is the ability to persuade others. The fourth element is accomplishment of goals, which occurs when a good foundation of a leader-follower relationship is established (Bolden, 2011; Mohamed, Silong, & Hassan, 2009). Using the four elements, leadership is recognized as a process of influencing others to achieve common goals through trusting environments.

A deficiency of leadership aptitude hinders the decision-making process, which minimizes the opportunities of meeting the organizational needs (Northouse, 2013; Schilling, 2009). This study recognized the deficiency of trust in some leader-follower relationships (Mourino-Ruiz, 2010) and attempted to gain an understanding from the experiences of subordinates what caused such dilemmas and made recommendations to best alter situations. Chapter 2 includes an outline of the experiences of subordinates, and the views of subordinates' experiences are discussed in Chapter 4.

The concept of trust is a vital foundation for building strong leader-follower relationships. The value of trust from the perspective of followers was worth an investigation. Leaders must appreciate, accept, and positively influence their employees if they are to succeed in their institutions (Avery & Thomas, 2004; Hopen, 2010). Leaders must provide clear and constructive feedback. Attaining these goals can be accomplished by building trust in the leader-follower relationship.

Because a lack of trust could create problems within the organization, trust should be viewed as a core component needed for relationship building and excellent employee performance (Savolainen & Lopez-Fresno, 2012). Because trust is vague, it is the

leader's responsibility to accentuate trustful attitudes and power towards followers (Savolainen & Lopez-Fresno, 2012). Showing trustworthiness by capability, honesty, compassion, and reliability changes the results of leadership-maintained improvements (Savolainen & Lopez-Fresno, 2012; Zhu, Avolio, Riggio, & Sosik, 2011). It is expected that individuals who foster trust should learn to treasure relationships more, build trust more, and be more suited for a trust-based leadership setting (Savolainen & Lopez-Fresno, 2012; Zhu et al., 2011).

The background of trust in leadership is the follower's judgments of their leader's leadership competence, concerns, and truth (Burke et al., 2007; Larsson, & Vinberg, 2010; Knoll & Gill, 2011). Even though trust is an essential issue to consider in organizations between a leader and his or her followers, no solitary assumption subsisted regarding how trust is developed and upheld in organizations. A basic model of trust in transformational leadership that includes followers' attitudes and behavior based on perceptions served as the systematic structure for the framework. I organized the entire framework around contingency, behavior, and power and influence.

The framework illustrated in Figure 2 served as a motivational pathway for trust in transformational leadership. Transformational leaders foster trust that contributes positively to subordinates' outcomes through encouraged motivation, excellent performance, individual obligation to organizational goals, and self-enhancement. These are accomplished due to trust in behaviors and the power and influence leaders have on their subordinates. Transformational leaders provide meaning, act as role models, offer challenges, propose enthusiasm, and promote an environment of trust (Judge & Piccolo,

2004; Leong, 2011; Schein, 2010). The model proposed that transformational leadership shows substantial validity for excellent performance and effectiveness assessment in addition to follower satisfaction and motivation (Judge & Piccolo, 2004; Pillai, Kohles, Bligh, Carsten, & Brodowsky, 2010; Yang & Mossholder, 2010).

Transformational leadership consists of four dimensions: (a) idealized influence, (b) intellectual stimulation, (c) individualized consideration, and (d) inspirational motivation. However, the model focused on behavior, power, and influence, which incorporates all of the dimensions of transformational leadership. The four dimensions portray the attributes of behavioral or charismatic actions of the transformational leaders who idealize influence based on the values, beliefs, or ideals of leaders (Harms & Crede, 2010; Judge & Bono, 2000; Piccolo & Colquitt, 2006). The intellectually stimulating transformational leader inspires followers to be original and inventive, ask questions, face problems, and address old situations by implementing new ways (Avolio & Bass, 2002; Wasti, Tan, & Erdil, 2011).

Power and influence is the extent to which a leader centers attention on the needs and concerns of his or her followers by providing social support (Arnold, Turner, Barling, Kelloway, & McKee, 2007; Harms & Crede, 2010; Maner & Mead, 2010; Piccolo & Colquitt, 2006). This involves acting as mentors to subordinates, keeping regular contact, encouraging followers to become self-enhanced, and giving them a greater sense of confidence. Followers should take full advantage of these attributes by showing positive motivation, excellent performance, becoming self-enhanced by setting personal goals/achievement, and becoming obligated to the organization.

Transformational leadership, and inspirational motivation, includes individualized thoughtfulness, logical support, representation, superior influence, and inspirational motivation (Wasti, Tan, & Erdil, 2011; Yunus, & Anuar, 2012; Yukl, 1999a). Transformational leaders motivate and encourage others on condition that the purpose of significance and challenge to their followers' work (Avolio & Bass, 2002; Schein, 2010) and the followers are stimulated to display eagerness and buoyancy (Avolio, 2010; Bass, 1990; Bligh, 2011).

Personality, leadership style, and leadership performance are associated with leadership enhancement (Antelo, Prilipko, & Sheridan-Pereira, 2010) and job satisfaction of subordinates (Kaiser, Hogan, & Craig, 2008). Transformational leaders motivate superior obligation. Gong, Haung, and Frah (2009) found that employee trust and creativity flourishes when leaders use transformational leadership techniques (Goodwin, Whittington, Murray, & Nichols, 2011; Gundersen, Hellesøy, & Raeder, 2012). In Chapter 2, I present the fundamentals of trust and transformational leadership.

Nature of the Study

I investigated the value of trust in leader-follower relationships via the perspicacity of followers (Ekundayo, Damhoeri, & Ekundayo, 2010). A qualitative case study was identified as appropriate for this research because it possessed the capacity to conduct in-depth investigations of individuals (Nourkova, 2011; Robson, 2002; Yin, 2014). The qualitative nature of this study allowed flexibility so that the method unfolded, developed, and evolved as the research progressed (Nourkova, 2011; Robson, 2002).

This study encompassed real life experiences, views, and observations of individuals. The case study was considered the best approach because the purpose of the investigation was to ask questions of how and why a dilemma was present and to seek insights into the nature of a complex situation by having extensive dialogue with persons (Robson, 2002; Singleton & Straits, 2010; Yin, 2003a, 2014).

I explored participants' perceptions about how or why the problem of trust existed in organizations in order to assess the phenomena of innovativeness. This case study approached participants inquisitively to gain knowledge of the problem because little was understood of how or why employees value trust in their leader-follower relationships. This study was aimed to build new theories (Yin, 1994) and to generate new ideas for future research (Robson, 2002).

The findings of this research can be used to determine how and why trust in transformational leadership is the determinant of positive outcomes as well as how and why transformational leadership could better promote trusting leader-follower working relationships. Trust in transformational leader-follower relationship fosters motivation, enthusiasm, and good performance by promoting moral obligations for subordinates to increase their self-worth to enhance the organizational environment and social environment through loyalty and commitment. The qualitative nature of this case study allowed an in-depth research to be conducted based on the perception of subordinates in regards to the trust practices of leaders, which could result in positive measures to other organizations (Yin, 2014).

Coding, using a pattern approach, was used to analyze and synthesize commonality and comparisons with the organizations studied. The patterns were analyzed inductively, so that I could address the philosophical nature of the problem being investigated. I interviewed employees from two sample organizations that were identified as units. I looked to interview participants from organizations located in Newton and Rockdale County Georgia.

Once approval was granted, information regarding selected participants was gathered from resource departments and remained of the chosen organizations. Face-to-face interview sessions, observations, and focus groups were conducted. Data received were analyzed using coding methods to identify themes and patterns so that I could interpret, compare, and form conclusions. Interviews were recorded and transcribed into the Nvivo version10 software for thematic analysis.

Definitions and Axioms

Commitment: Azeem (2010) stated that commitment is associated with enhanced feelings of belonging, security, efficacy, greater career advancement, increased compensation, and increased intrinsic rewards for the individual. It is also linked to valuable outcomes for both employees and employers.

Follower: An individual who follows. They perform under instructions of a leader. They are subordinates who have less power, authority, and influence than their superiors, and who usually, but not invariably, fall in to line (Kellerman, 2008).

Job satisfaction: A pleasurable or positive emotional state that results from the appraisal of an individual's job or job experience (Luthans, 1998).

Leader: An individual who symbolizes the organized situations that he or she leads. They take charge and guide the performance or activity. Their actions shape the minds of followers that are influenced in shaping the setting as a whole (Pierce & Newstrom, 2003).

Leadership: A group phenomenon that involves leaders and followers who work together to achieve common goals (Mohamed, Silong, & Hassan, 2009).

Leadership effectiveness: Kark and Van Dijk (2007) claimed that leadership effectiveness is often considered to be the leader's aptitude that motivates others toward group goals or a group vision. It was necessary to explain leadership effectiveness because of its relationship to the trust relationship between leaders, their followers, and their outcomes.

Outcomes: Arise from the interplay between a leader and his/her followers. The leader situations include respect, goal achievement, commitment, job satisfaction, and trust. Animosity arises from punitive leadership behavior (Pierce & Newstrom, 2003).

Power and influence: Power is the ability to influence others (Lunenburg, 2012).

The importance of trust in leadership to group members: According to Burke et al. (2007), trust in leadership could motivate followers/subordinates to display exemplary performance.

The importance of trust to organizations: Hassan and Ahmed (2011) stated that within effective organizations trust must play an integral role especially where complex tasks exists, interdependence exists, the need for cooperation is prevalent, and efficient information sharing is required.

Transformational leadership: Northouse (2004) examined how leaders respond to emotions, accept and measure values of followers, and display ethical standards and methods used to apply and achieve long-term goals through modified and transformed followers that improved their usefulness.

Transformational leadership behaviors: Concerned with developing close and interpersonal relationships with followers. They involve effective communication methods to show social and emotional support; they help their employees feel comfortable about themselves, their coworkers, and their situations (Northouse, 2010).

Trust: A term used to reflect on an individual's actions, assumptions, or beliefs and the depth of a person's commitment (Hassan & Ahmed, 2011). Trust is important because it promotes performance enhancement and job satisfaction at both personal and organization levels. Trust is also an essential tool in building leader-follower relationships.

Trust in transformational leadership: According to Gong, Haung, and Frah (2009) trust in transformational leadership is exemplified when employees'/followers' creativity flourishes. Trust in transformational leadership is important because it inspires followers through the mediated role of trust, which acts as a bridge between the leader and the follower.

Assumptions

It was assumed that transformational leadership was fundamental to promoting trust-based working environments. It was also assumed that transformational leadership factored trust in leadership and produced outcomes such as extra effort, greater

satisfaction, and effectiveness. It was assumed that I determined the importance of trust in leadership based on experience-made recommendations and concluded this study based on subordinates' reactions to their leaders' behaviors.

I assumed that because of the qualitative methodology of this study, interviewees might have responded to questions with bias; therefore, measures were put in place to identify and keep biases controlled and minimalized as much as possible. I focused on understanding the denotation of the participants' dilemma or problem; of primary importance was that participants not be altered by preconceptions of the participants' statements held by me.

It was assumed that all respondents answered all questions truthfully and to the best of their ability. It was also assumed that the study (a) produced items and questions that were clear and understandable to participants, (b) determined whether interviewees felt that the questions asked were important to leadership, (c) demonstrated my ability to elicit suggestions from participants for the improvement to the research matter, (d) established the level of interviewees' willingness to participate in the interview, and (e) determined how to encourage managers' and subordinates' participation. I ensured that all data were relevant to the study and confidentiality was preserved. I also ensured that participants were aware that they were volunteers who could withdraw from the study at any time and with no ramifications.

Scope and Delimitations

Trust, in transformational leader-follower relationships, was the issue studied in this research. Evidence of problems such as a lack of worker motivation, poor

communication, termination of services, and failed accomplishments occur due to distrust in leadership (Schilling, 2009). I saw the construct of trust as the main measure for promoting good leader-follower relationships, achieving personal objectives and overall positive outcomes.

I investigated the importance of trust in transformational leadership from the perspective of subordinates. Two organizations in the area of Covington and Rockdale Georgia were selected for the geographical scope of this research. The study included sample of 30 participants (four leaders and 26 subordinates). I chose 15 participants from each organization (two leaders and 13 subordinates). The sample was expected to allow certain preconceptions in the decision procedure of the participants in order to help the delimitation of the study (Fleming, 2011; Parker, 2002).

A qualitative case study was used in this research. A case study was selected as the appropriate method for this structured design because it was considered suitable for gathering and examining personal views and observing and exploring people's experiences. A case study was also considered because little is known about the phenomenon and because of its openness in research approach (Singleton & Straits, 2010). In using a case study, researchers purposely choose a small number of individuals and groups to study the case in its context (Robson, 2002). A primary goal of this qualitative case study was to collect data through interviews and observations from several participants so that authentic results could be used to improve leadership development programs for managers, supervisors, and aspiring adults.

Limitations

Certain factors that were considered as hindrances to the progress of this research were participants understanding what was required for participation in this study and their rights, the time and resources used to carry out interviews, and the truthfulness of the participants. There were several boundaries, such as bias behaviors, a lack of interest, or participant's change of mind. Another limitation in the use of a case study to examine leadership could have presented possible flaws in the validity, reliability, and bias of the study.

Validity for qualitative research is considered useful for creating theory than otherwise repeating them (Baker, Wuest, & Stern, 1992; Robson, 2002; Single & Straits, 2010). In this qualitative research, internal validity included the trustworthiness and an understanding of the existing problem and should not be considered in its separation and classification of information within the phenomena (Simco & Warin, 1997). Accordingly, the reliability of the research was treated with carefulness because it depicted how the participants' explanations were and how justifiable were the conclusions.

Because the study was qualitative in nature, the framework became sensitive to readers and other researchers who sought to express outcomes to additional social situations. The results may have also been analogous to other social situations (Neuman, 2003). Reliability and bias issues of this research were limited to the real existence of the thorough qualitative case study progression and the mechanism used toward reducing limitations.

This qualitative study was restricted to individual observations, in particular interviews and conversations with notes and memos. Consequently, any researcher bias could have led to the misrepresentation of data and the phenomena described along with understanding the topic (Evered & Louis, 1981; Haig, 1995). I used controls to prevent biased beliefs, suppositions, expectations, and experiences from altering the research. A vital role of the researcher is to maintain journals to clarify participants' responses and expressions of personal feelings to promote a good environment and comfortable feelings when interviews are conducted. I also endeavored to create a true and reliable study.

Significance of the Study

I investigated transformational leadership style and performance exploring trust in leadership from the perspective of subordinates or followers. Overall, transformational leadership theories provide an excellent perspective for improving employee motivation. Building trust is an effective approach within transformational leadership, given that corporate management desires employees to achieve goals. Leaders who exhibit transformational principles give encouragement to subordinates for improved services and build good leader-follower relationships.

Because transformational leaders positively influences subordinates/followers, this research recognized trust as the functional perspective of leadership and recognized trust as the social problem solving in which transformational leaders go above and beyond to do whatever it takes for subordinates to accept a trustful leader-follower relationship and be successful. All managers, supervisors, and aspiring leaders, through their self-regulatory mechanisms, acquire potential for changes in their behaviors while

sustaining their ability to positively act and effectively judge to build trust with followers. Leaders also fairly evaluate followers and challenge them into becoming tangible change agents, as well as alter their thinking into becoming future transformational leaders.

Summary

This chapter was an introduction to leadership and transformational leadership concepts, particularly relating to trust in leadership. The research reviewed included the merits of trust in transformational leadership. In the background of this study, I showed that even though many leadership studies were conducted, few were done on this research topic, focusing on group members' experiences of leader behaviors that caused subordinates to perceive trust or distrust in leadership. Identified in this chapter was a research problem, which stated that the role of trust exists between leaders and followers, and as a result, impedes organizational progress.

The purpose of the study was introduced and I explored what caused subordinates to trust or distrust their leaders. I discussed recommendations for the best practices to be used to improve trust building within organizations. This chapter included definitions from scholarly authors. I emphasized that the concepts of the leadership theories were used as framework for understanding group process. This chapter was also an outline of the research questions, highlighting the research design as a qualitative case study. I presented the nature and significance of the study. I introduced the model (Figure 1) that acted as guidance for this study. Another model was introduced in this chapter (Figure 2) that showed how leaders who exemplify attributes of transformational leadership

positively promote trust; enhance followers' attitude and behaviors; and promotes motivation, self enhancement, and obligation.

The study filled a gap in prior research and the empirical literature; I recognized and explored the desires and experiences of subordinates with regard to leadership behaviors and how subordinates view the importance of trust in leader-follower relationships. It is hoped that this study contributed to new theoretical ideas. In Chapter 2, I present the connection between the frameworks of leadership theories with regard to issues of subordinates' trust in leadership and transformational leadership behavior.

Chapter 2: Literature Review

Introduction

I identified the merits of trust in transformational leadership and investigated subordinates' responses of their leader-follower experiences and the factors they considered trustworthy leadership. Leaders in the lower limits of performance seldom add to the success of the organization (Neal & Tansey, 2010; Schilling, 2009). Researchers have recognized poor leadership behavior as ineffective leadership which eventually led to lack of respect between leaders and their subordinates, feelings of disassociation among workers, and a general decline in workplace satisfaction. Hassan and Ahmed (2011) explained that trust in relationships positively reflected individuals' core beliefs and the profundity of personal obligation.

The purpose of this qualitative case study was to execute an open inductively-oriented investigation to identify the importance of trust in transformational leadership from the perspective of subordinates and to determine what caused distrust. I attempted to explain how different types of trust were created by leaders' actions and how those specific dimensions of workgroup trust predicted such multiple job outcomes. I used workers' own perceptions of trust and their discernments of the factors that caused work outcomes, determined how leadership actions created trust perceptions and then job outcomes, and described potential practices for better trust-building activities within organizations. I recognized what subordinates desired from leadership within their organizations and presented recommendations as to how relationships should be based upon trust and respect.

A large body of literature on transformational leadership and trust was centered on social and educational roles. The focus of trust in leadership research often excluded trust in leadership, from dimensions of work group outcomes, work performance, and job satisfaction that utilized the perspective of trust in leadership from the experiences of subordinates.

Chapter 2 includes a literature review and a conceptual framework which defined, analyzed, and synthesized the findings reviewed and how they were related to the concept of the merits of trust in transformational leadership. It was anticipated that transformational leadership practices was positively associated with followers' trust and a great sense of rationale.

Literature Search Strategy

The review of the literature originated from used peer-reviewed journal articles, scholarly books, and current findings of each topic. A number of the databases used to collect the peer-reviewed articles were Google Scholar, ProQuest data base, which included over 5,000 scholarly journals, Dissertation database, Business Source Complete, and ABI/INFORM Complete. The following key terms and amalgamation were used in the research process: *leadership, trust in leadership, transformational leadership, trust in transformational leadership, building trust in leader-follower relationship, the importance of trust in leadership from the perspective of followers,* and *job outcomes.*

Gap in the Literature

The nature and impact of trust in leader-follower relationships have been much studied and most of the scholarly research addressed universities, community colleges,

adult education, and learning institutions. Few researchers have considered the value of trust in transformational leadership from understanding the experiences of followers. Leadership studies recurrently presumed the factor of trust held by subordinate workgroup members that oversees the relationship between leader behavior and job outcomes (Fulmer & Gelfand, 2012; Gilstrap & Collins, 2012; Walumbwa et al., 2011).

Similarly, research on trust at the organizational level has been focused mostly on trust in leadership that was not characteristic of employees' feelings and organizations (Walumbwa et al., 2011). Where trust research was evolved, and the areas of different types of trust created by leaders' own actions and specific dimensions of workgroup, trust predicted multiple job outcomes have so far been unobserved.

Conceptual Framework

I scrutinized the theoretical framework, characteristics, focus of trust and transformational leadership concepts, and established subordinates perceptions of trust in leadership as vital concerns of organizational behaviors. Trust was termed a comparatively fixed characteristic, progression, and developed conditions and influenced during procedures of communication, teamwork, and shared information (Bordia, Restubog, Jimmieson, & Irmer, 2011; Burke et al., 2007; Colquitt, Scott, & LePine, 2007; Yang & Mossholder, 2010).

Trust was also valued as significant issues of query among many disciplines and formed perplexity about the conceptualization of its construct (Bordia, Restubog, Jimmieson, & Irmer, 2011; Burke et al., 2007; Colquitt et al., 2007; Yang & Mossholder, 2010). Trust was considered as trustworthiness, specifically in the perspective of

individual characteristics. Trust encouraged optimistic prospect of other persons, and was

determined essential because it necessitated all human relationships and worked as a

required constituent of all human organizations (Frooman, Mendelson, & Murphy, 2012;

Grenness, 2010).

Relationships between leaders and followers where trust subsisted were

acknowledged to improve job satisfaction, commitment, and apparent organizational

success (Kolanc, 2011; Pereira & Gomes, 2012). The outset of trust necessitated a broad

scope of development and at 8imes was difficult to accomplish. According to Kolanc

(2011), trust consisted of inspiration to improve, elevated emotional stability, easy

approval, and openness to idiom and support. The penalty for lack of trust or distrust

entailed deficiencies of understanding principles, ethics and reason of workers, poor

communication, and the lack of vision to recognize and accept excellent thoughts

(Colquitt et al. 2007).

Trust differentiated trustworthiness, the aptitude, kindness, honesty of leaders,

trust tendencies, and the temperament of willingness to rely on others (Colquitt et al.,

2007; Uddin, 2013). Trust was originated from the intention to accept susceptibility of

leaders, based on optimistic expectations and an individual's actions. Trust was

recognized as a significant issue of investigation in many disciplines, which included

management, ethics, sociology, psychology, and economics (Colquitt et al., 2007;

Walumbwa et al., 2011).

A key constituent in the leaders' aptitude to be successful in organizational

settings was the extent to which subordinates and coworkers trust their leaders (Burke et

al., 2007; Pereira & Gomes, 2012). Subordinate trust became enhanced when their leaders actions depended upon their followers' role, their input, and sharing of information in the decision making process (Walumbwa et al., 2011); consequently, trust between leaders and followers arbitrated relationships of practical fairness and transformational leadership performance to job contentment (Gilstrap & Collins, 2012).

Leaders' fundamental functions were to influence organizational success (Skakon, Nielsen, Borg, & Guzman, 2010) and improve trust in organizations. Their functions stipulated that it was significant to recognize the double character of trust that comprised individual and organizational trust (Straiter, 2005; Xu, & Thomas, 2011). Given that relationships between people and organizational trust cannot exist unaccompanied, but coincids with each other (Straiter, 2005; Walumbwa et al., 2010), workers who were more knowledgeable, dependable, and accountable were likely to work together to add to performance of the team or group because of their trust relationship with their superiors (Cameron, 2012; Dirks & Ferrin, 2002).

According to Cameron (2012) and Dirks and Ferrin (2002), trust was connected to many opinionated results, mainly organizational obligation and job contentment such as performance assessment, direction and support with work accountability, training, and guidance. In contrast, leaders who displayed a low level of trust created an expressively stressful atmosphere due to the authority they possessed over decisional aspects of job functions. This pressure caused negative impact on followers approach to work and resulted in subordinates' quitting or created conflicts within working environments (Dirks & Ferrin, 2002).

Previous metaphors of trust formed bewilderment about the definition and conceptualization of trust constructs. Two studies found were focused on trust in workgroup leadership. Podsakoff, MacKenzie, and Bommer (1996) examined the relationship between leadership substitutes and trust but did not examine performance as an outcome. Trust was established in leadership as a separate factor from transformational leadership, but organizational commitment as an employee's attitude. Podsakoff et al. sought a more complex understanding of trust perceptions and examined both performances and job attitudes as outcome measures.

Trust did not exist by trait only, it existed within several levels of the organization; trust was capable of existing at the team level, among team members at leadership level, and between leaders and team members (Burke et al., 2007). Trust also existed at the organizational level; between the employees and the organization and between organizations (Burke et al., 2007).

It was understood that transformational leadership existed in conditions where leaders influenced followers' to achieve more and give great performances to accomplish results (Kovjanic, Schuh, Jonas, Quaquebeke, & Van Dick, 2012; Yukl, 1999aThe fundamental course of action was portrayed in situations of motivating follower; by creating the awareness and significance of assignment results and also bring to mind going above and beyond of their own self-awareness for organizational benefits (Kovjanic et al., 2012; Yukl, 1999b).

Leaders' functions were to enhance the job satisfaction of subordinates (Chi, Chung, & Tsai, 2011). However, structured leaders produced superior performing

followers and transformational leaders motivated greater obligation (Kaiser, Hogan, & Craig, 2008; Salanova, Lorente, Chambel, & Martínez, 2011) The perception of transformational leadership depicted how leaders influenced followers to forget selfish quest and worked towards collective purposes (Kaiser et al., 2008; Salanova et al., 2011; Yukl, 2010).

The important functions of transformational leaders were to motivate, inspire, and enhance the performances of followers. The success of transformational leadership critically depended on whether followers trusted their leaders (Berntson, Wallin, & Härenstam, 2012; Strauss, Griffin, & Rafferty, 2009), organizational success initiated from transformational leaders building trust with followers, encouraged proactive work performance that focused on change and improvement for followers and organizations (Uddin, 2013). Transformational leadership was also viewed as the positive leadership style when considering employees' motivation and the elevating effects of followers (Krishnan, 2012).

Northouse (2004) argued that the strengths of transformational leadership were: (a) transformational leadership acted as an enhancement to other leadership styles, (b) transformational leadership was intuitive applied for organizational development, (c) transformational leadership made available visions for subordinates/followers while achieving goals, (d) the main function of the transformational leadership was to address the needs and concerns of followers Cho et al. (2011) and (e) the ethical aspect of transformational leadership approach highlighted its exceptionality form all other leadership approaches/styles. Northouse further defined the weak side of transformational

leadership from the context or principles of: creating visions, motivating others towards achievements, being a change agent, building trust, Van Knippenberg and Sitkin (2013) caring for the concerns of others, and acting as a social engineer, was proven difficult to distinguish accurately. Van Knippenberg and Sitkin argued that because transformational leadership factors acted similarly to that of transactional and laissez-faire factors hampered the uniqueness of transformational representation.

Transformational leadership was viewed as personality traits or personal tendencies to lead others, rather than a behavior to instruct others (Van Knippenberg & Sitkin, 2013). Transformational leadership was often recognized as discriminatory and suffered from gallant leadership bias because the leadership style was based on qualitative data acquired from leaders who were observable serving as managers' of their organizations (Malik, Danish, & Munir, 2012; Northouse, 2004, 2010).

In this qualitative case study, transformational leadership was explained as the positive leadership style because of its relation to employee motivation, commitment, and self-enhancement (Cho, & Dansereau, 2010). Transformational leadership was referred to leaders assisting followers to go beyond instantaneous self-interests through high influence, stimulation, or intellectual inspiration (Benjamin & Flynn, 2006; Gong, Huang, & Frah, 2009; Saxe, 2011). The researchers highlighted that transformational leadership enhanced followers' development, standards, and anxiety for accomplishment; perceived personality; and the welfare of others, the organization, and people.

Within transformational leadership, leadership power and inspiring leadership were shown when the leader predicted an advantageous future for the organization and

employees (Gong et al., 2009; Walter & Bruch, 2010). The transformational leader expressed how goals were met, illustrated what was to be pursued, set high standards of performance, and showed purpose and eagerness to achieve (Michaelis et al., 2010).

The focus of transformational leadership was described by Nielsen and Cleal (2011) and Yukl (1999a) as accomplished organizational success and superior performance that enhanced follower's obligation toward realizing organizational objectives and empowering the follower to achieve those objectives. The main objective of the transformational leader was to focus on the organization, with subordinates' growth and empowerment. Even though transformational leaders' intentions were to accomplish organizational goals; their main intentions were to improve followers' performance (Nielsen, & Cleal, 2011; Yukl, 1999a).

In this study there were four types of leadership behaviors/dimensions that constituted transformational leadership: Transformational leadership with consideration to inspirational motivation included individualized thoughtfulness, logical support; representation, and superior influence (Liu, Siu, & Shi, 2010; Yukl, 1999a). Transformational leaders motivated and encouraged others on the condition that the purpose of significance and challenge to their followers' work (Avolio & Bass, 2002; Kim, & Lee, 2011; Munir, Nielsen, Garde, Albertsen, & Carneiro, 2012). The strength of followers' is stimulated at the same time to display eagerness and buoyancy (Bass, 1990).

Effective interactive communication was the means by which transformational leaders made relationships with followers; this shaped cultural amalgamation between the leader and follower which lead to respect, understanding, and a common ground (Bass,

1990; Liu et al., 2010). Leaders inspired followers to see an attractive future, while communicating what was expected in addition; leaders demonstrated obligations to goals and communal visions (Bass, 1999; Liu et al., 2010).

Transformational leadership was recognized as leaders who acquired the aptitude to inspire followers to execute duties further than what was expected. Scholars have disputed that transformational leaders' assisted followers' to attain top team presentations, recognized and addressed the wants of team affiliation from personal-to-shared interests, and stimulated superior standards of obligation to general tasks and/or goals, objectives, or visions (House & Shamir, 1993; Michaelis, Stegmaier, & Sonntag, 2010; Shamir, House, & Arthur, 1993; as cited by Jung and Sosik, 2002).

Idealized influence in transformational leadership was investigated by Arnold, Turner, Barling, Kelloway, and McKee (2007). It was determined that idealized influence took place when the leader functioned correctly by doing what was right, set good examples, give constructive criticism, responded positively to feedback, and brought about trust and respect of followers. Piccolo and Colquitt (2006) mentioned that idealized influence was identified when leaders' conducted themselves with charm and influence. Such behaviors made followers pleased to be associated with them.

Judge and Bono (2000) argued that idealized influence was understood to function as an excellent example to followers. Judge and Bono noted that this characteristic was often considered to be related to the charisma of leaders and was the most essential feature of good leadership and was modeled for subsequent forms of leadership and often the single most significant dimension.

Individualized consideration was discussed by Arnold et al. (2007) as leader behaviors that recognized and took care of employees as individuals, expended time and made efforts of training employees, and showed approbation of accomplishments. Individualized consideration was also considered the extent to which leaders attended to the requirements of followers' actions as advisers, counselors, or trainers, and paid attention to the concerns of all followers' (Piccolo & Colquitt, 2006). However, individualized consideration added a twist to the decision making process of transformational leadership. According to some classically cited sources (Bass, 1995; Yukl, 1998; as cited by Judge & Bone, 2000), individualized consideration paid attention more on the developmental process of followers and least of the participative aspect of decision making. Addressing and supporting the needs of followers took precedence over other matters.

Within transformational leadership, intellectual stimulation was said to be the extent to which leaders defied supposition and sought after followers input (Piccolo & Colquitt, 2006). The intellectually stimulating transformational leader inspired followers, used followers' efforts to be original and inventive, asked questions, faced problems, were creative, and addressed old situations by implementing new ways (Avolio & Bass, 2002).

Transformational leaders identified the importance of improving their followers' performance level and emphasized good organizational cultural behavior (Piccolo & Colquitt, 2006; Zwingmann et al., 2014). Faults or mistakes of followers were not candidly disparaged. Feedback was done constructively and with originality and it was

openly encouraged with assurance. Transformational leaders promoted followers'

innovation which required thoughts and practical solutions to problems (Avolio & Bass,

2002; Sanders, & Shipton, 2012).

Trust in Leadership

Trust may be differently understood by diverse people in various organizational

settings (Schein, 2010). Consequently, the issue, the context, and use of trust were

recognized. Individuals were questioned as to what trust signified to them and what merit

they placed on it if it existed (Isaac, Zerbe, &Pitt, 2001). Excellent interaction with

leaders and followers permitted the establishment of a highly motivated working

environment due to the effects of trust (Munir, Nielsen, Garde, Albertsen, & Carneiro,

2012). Trust in leadership, as stated by Kanji and Moura (2001), promoted good leader-

follower relationship which was the center for the effective functioning of the

organization.

Trust did not have the same meaning in the boardroom as it did on the battlefield.

The investigated subjects contributed their experiences of distrusting relationships.

Comparisons of participants' perceptions provided an understanding of their experiences

in trust, which was evaluated. Trust, as explained by Dai, De Meusse, and Peterson

(2010), permitted the advantage for promoting excellent behavior or performance

enhancement at both the personal and organizational level. Kirk and Van-Dijk (2007) and

Walumbwa, Hartnell, and Oke (2010) stated that leaders who possessed the aptitude to

inspire followers in the direction of communal goals or a shared assignment or vision

achieved success.

Pierce and Newstrom (2003) noted that trust in leadership is one means by which leadership operates. With the use of transformational leadership the leader has to set aside his/her personal beliefs, traits, value, and morals in order to concentrate on effectively leading their followers. Efficient leaders generate a positive kind of follower; followers who are distinguish by their discretionary endeavors (Chi, Chung, & Tsai, 2011; Ehnbom, 2006; Wang & Rode, 2010). The question remains about how leaders are able to get people to go above and beyond what is required.

An essential process of transformational leadership was the effects transmitted through follower reactions (Piccolo & Coloquitt, 2006). The transformational process emphasized the arbitrated role followers have in approaching the directions taken from their leaders; trust, contentment, individual identification, and professed fairness were important (Walumbwa, Hartnell, & Oke, 2010). Transformational leaders focused on building trust which consequently created a trust-based environment. Both leaders and followers viewed their environment as an important factor for accomplishing goals. Leaders were aware that building trust was of vital importance in their relationship with followers since it promoted superior performance.

Trust between leaders and subordinates are at the center of a multifaceted and fast changing knowledge in society (Kotelnikov, 2004). With trust as a base or groundwork, corporation, institutions, and teams or groups within companies, contributed their knowledge and accomplished working together. Trust also promoted eagerness and ensured excellent performance came from everyone.

While articulating great visions, transformational leaders emphasize building trust and promoting high levels of performance for organizational success (Gholamreza, Hassan, & Ali, 2009; Piccolo & Coloquitt, 2006; Mozes, Josman, & Yaniv, 2011). It was proposed that transformational leaders fostered trust and learned to treasure relationships more, build trust more, and be suited for a united leadership setting (Hassan & Ahmed, 2011; Nichols & Erakovich 2013).

The theory of transformational leadership was viewed as an excellent method of approach for organizational leaders (Northouse, 2004, 2010). Leaders were aware that the organization was dependent upon them to lead by good examples, to influence, motivate and encourage followers to achieve set goals and to go beyond what is expected of them by accomplishing more. Leaders developed the organizational style of transformational leadership and identified their strengths of leadership by (a) understanding that all followers needed to be valued, (b) leaders recognized that they have the ability to inspire others to accomplish and to reach for higher achievement, and (c) leaders motivated followers.

With use of transformational leadership behaviors the leaders were able to set aside their personal beliefs, traits, value and morals, and concentrated on effectively leading their followers. Since transformational leadership focused on needs, morals, and values of followers; an excellent leader-follower relationship is important for enhancing leadership quality. Northouse (2004, 2013) explained that transformational leadership changed individuals thinking to observe self-awareness. Transformational leadership coincided with sentiments, ideals, morals, values, principles, the assessment of followers'

reason, fulfilling what is required, and treating all as individuals (Nafei, 2014). Northouse

emphasized that transformational leadership engrossed outstanding influences that

motioned followers to achieve further than what is expected of them; this included

charismatic and creative thinking leadership. The transformational leader does not

concentrate only on achieving goals; rather, the leader encourages others to achieve more.

Even though transformational leadership showed valuable leadership style for

organizational success and employees enhancement; some weakness were detected

(Yukl, 1999a, 1999b). Northouse (2004, 2010, 2013) highlighted that transformational

style depicted weakness since it covered generating ideas, inspiring others, introducing

change, edifice of trust, giving nurturance, and working as a social engineer. Such

attributes made it difficult to identify the structure of transformational leadership.

Pearce and Sims (2002) noted that transformational leadership coupled with base

leadership traditions comprised of actions such as (a) sharing vision, (b) articulating

idealism, (c) using encouraging messages, (d) relating excellent performance

expectations, (e) challenging the status quo, and (f) given intellectual encouragement.

Even as factual, leadership management efficiency was demonstrated as correct

behaviors at the right moment in time, confirmation was shown that individuals were

reasonably consistent with the perspicacity of what leaders should be (Hogg,

Kinppenberg, & Rast, 2012). Robins (2004) explained that institutions characterize

leadership to intelligent persons who were sociable and vocally proficient to the extent

that managers took the qualities others recognized as leaders.

Trust

Throughout this research, references to leaders applied to all levels of leaders and managers within an organization. The value of trust, transformational leadership theories, and leader-follower relationship research, focused on behaviors and power and influence was the key theoretical grounds concerned in the overall topic. Given that trust was analyzed as a relatively unchanging trait, an acquired characteristic, a process, or an emergent state (Burke et al., 2007), it was considered a mutual understanding between two persons that facilitated openness, trust should not be exploited but instead be a relationship that is safe and respectful (Hassan & Ahmed, 2011). Trust was also deemed as dispositional and trait like and varied within persons and across relationships (Schoorman et al., 2007). Trust ought to be treated differently among persons.

Transformational Leadership

Leadership studies, trust theories, and leader-follower research were the three main conceptual fields involved in the theme of transformational leadership. A large body of literature on transformational leadership and trust centered on social roles; however, trust in leadership studies, such as creating trustworthiness was rarely based on the perspective of subordinates (Arnold, Barling, & Kelloway, 2001), resulting in a void in the literature regarding trust in transformational leadership from the perspective of subordinates' (Hassan & Ahmed, 2011). Such voids became theoretically and practically important since it offered possible fundamentals for the study. The subordinates' perspective was important because it added contributions to theory development and extended the understanding of the merit of trust in reactions to leadership.

Building Trust

Building trust in leader-follower relationships is an important aspect in performance (Strauss, Griffin, & Rafferty, 2009). Similarly, trust between leaders and followers are at the core of today's complex and rapidly changing knowledge economy (Grenness, 2010; Hassan & Ahmed 2011; Kolanc, 2011). With trust as a foundation, organizations or groups within organizations shared their knowledge on how synergy was attained.

Trust fosters enthusiasm by ensuring the best performance from everyone. Leaders who promote trustful working relationships create strategies for high performance in the organization not only in attitude and competence, but how things were done within the organizational environment (Belton, 2011; Simmons, 1990). Leaders and followers are expected to demonstrate a relationship that exemplifies good behaviors, actions, and personal energy that are expected throughout the organization and social environment (Caldwell et al., 2012).

According to Wang et al. (2005), transformational leadership articulates organizational visions and nurtures followers' goals. Daft (2005) explained that the competence and character of leaders promoted change. Zacharatos, Barling, and Kelloway (2000) explained that positive organizational outcomes and subordinates' emotional obligation affects subordinates' commitment and performance by motivating them toward new goals and by raising their self-interest. With transformational leadership, both leaders and followers experienced moral development while motivation increased (Arnold, Barling, & Kelloway, 2001; Avolio & Bass 2002; Bass, 1999).

Researchers acknowledged transformational leadership as a process where, an individual or individuals (leaders and followers) creates awareness of motivation and self enhancement (Burns, 1978; Lussier & Achua, 2012; Munir et al., 2012). For Draft (2005), transformational leaders clarifiy their values and voiced them. According to Kaiser, Hogan, and Craig (2008), transformational leaders are required to deal with followers' concerns, and other motivations, in addition to their own and serve as a self-governing force that changed the makeup of the followers' purpose through rewarding their intentions (Northouse, 2004, 2010).

Lyons and Schneider (2009) explained that transformational leaders promote a greater sense of confidence to employees through emotional appeals. Piccolo and Colquitt (2006) explained that improved commitment can lead to the development of new ways of thinking about solving difficult situations. Even though scholars expressed minor differences, most empirical studies have measured trust as an anticipation or confidence individuals depended on or another individual's actions and words along with good intentions toward oneself. Trust was significant under situations where one party was fearful or at threat to or vulnerable to another party (Hassan & Ahmed, 2011; Ping Li, Bai, & Xi, 2011; Schoorman, Mayer, & Davis, 2007), trust became an aspect of the relationship which varied in those situations (Sanders, & Shipton, 2012; Schoorman et al., 2007).

Hassan and Ahmed (2011) mentioned that trust was the key aspect for people working together to achieve a common goal, and building effective relationships. Trust in leadership was deemed important for effective function of organizations because it was

considered as an important notion in groups, since the leaders typically has the authority (Bass, 1990; Schaubroek et al., 2011). Trust in leader-follower relationship was imperative because leaders were obligated to display standards of trustworthiness in their words, actions, and behaviors so that followers can benefit from their example (Hassan & Ahmed, 2011; Schwepker, & Good, 2010; Shamir, 2011).

Trust was examined to be a key constituent of successful working relationships between leaders and followers, (Schwepker, & Good, 2010; Tuan, 2012; Van den Akker, Heres, Lasthuizen, & Six, 2009). Trust allowed for cooperation, helped to deal with differences of opinions, supported information sharing, and increased honesty and mutual acceptance among leaders and followers. True leaders acquired the ability to balance honesty along with the ability to interact with others frankly and confidently to influence followers' feelings of identification with the leader and the organization while maintaining an excellent leader-follower relationship (Avolio, 2007; Shih, Chiang, & Chen, 2012).

Research Methodology as a Key to Further Understanding

Context may alter the output or significance of a study. It was accentuated that the context was significant for any qualitative study (Neuman, 2002). Neuman explained that it was imperative for qualitative researchers to understand what came prior to or what surrounded the focus of the study. The focus of this study was centered on the following three conceptual areas: trust, transformational leadership, and leader-follower relationship.

The phenomenon explored was the merit of trust in transformational leadership from the perception of subordinates. Data were collected through interviews, note taking, and other forms facilitating exploratory case study. A sample of 30 participants (4 top level and 26 lower level workers) recognized as leaders and subordinates in two selected organizations participated in this study. The context was limited within the boundaries of the selected organizations exploring issues of trust in transformational leadership so that recommendations were realized to bring about change.

Recent Research

Recent researchers stipulated that leaders contributed greatly to organizational development in order to enable change (Gilley, McMillan & Gilley, 2009; Thoroughgood, Padilla, Hunter, & Tate, 2012). Hassan and Ahmed (2011) explained that positive leadership attributed to promoting trusting relationships in work groups' perception of their leaders, transformed optimistic outcomes such as: confidence, motivation, job satisfaction and organizational commitment.

In current research, scholars found that trust in transformational leadership was positively related to follower/subordinate performance, team performance and showed high levels of satisfactory outcomes (Wang, Oh, Courtright, & Colbert, 2011). Moreover, trust was recognized as essential and practical and was viewed as positively related to follower/subordinate performance, team performance which showed high levels of satisfactory outcomes (Wang et al., 2011) and an important component for organizational success (Hassan & Ahmed, 2011). Organizational success was based on conduct,

integrity, use of control, the ability to communicate, and the ability to express interest to followers (Avey, Wernsing, & Palanski, 2012; Hassan & Ahmed, 2011).

Within leader-follower relationships; trust was the prospective for social change based on character, behavior, and power and influence (Hassan &Ahmed, 2011; Shih, Chiang, & Chen, 2012; Starke, Sharma, Mauws, Dyck, & Dass, 2011; Uddin, 2013). Trust was considered the main tool for sustaining organizational transformation when leaders created reciprocal leader-follower relationship and followers understood their function.

Historic Research

Previous researchers found that effective transformational leaders act as a visionary and motivator (Strauss, Griffin, &Rafferty, 2009; Wang, Oh, Courtright, &Colbert, 2011) along with the responsibility of assuring followers that their working environment is trustworthy, reliable, and entailed important endeavors (Gilbreath & Benson, 2004; Reardon, Reardon, & Rowe, 1998). Evidence was provided that transformational leadership attributes to positive relationships with trust and effective leadership. Discussions of transformational leadership also centered on achieving goals (Dirks & Ferrin, 2002; Walumbwa et al., 2011).

Due to fast adjustments in business, technologies, political, and social factors (Cacioppe, 1998), it was the perceptions of subordinates within the organizational setting that determined what factors promoted or hindered trusting relationships in the organization. These factors were important because some leaders focused on production instead of building trusting relationships with followers (Jung & Avolio, 2000).

Past researchers indicated that leaders are required to serve as an example and an important person who illustrated vigor, trust, and a plan to guide the people in groups or organizations they managed (Kanji & Moura, 2001; Stone & Patteraon, 2005). Leaders demonstrated more integrative theories of leadership as to what comprised leadership efficiency than what was ethnically related to the relationship with followers (Avolio, 2007). Leadership effectiveness and the tendency to trust influenced group trust Lieberson &O'Connor (1972) and group trust in turn directly created an impact on group effectiveness which lead to achievement (Chen et al., 2008).

Muchiri et al. (2012) and Northouse (2004) explained that transformational leadership was a progression that altered and converted followers mind sets to acquire success. Transformational leadership is anxious about feelings, principles, ethics, morals, standards, and extended term-goals, including the assessment of followers' purpose, fulfilling their requirements, and treating them as individuals (Northouse, 2004). It was important to recognize trust in organizational leadership; also showed the effects of trust or the lack of trust and how it influenced followers' performance (Burke, Sims, Lazzara, & Salas, 2007; Muchiri, Cooksey, & Walumbwa, 2012). Scholars were of the view that a leader's role was to influence others to accomplish given tasks. Leaders symbolized the organized situations that they lead (Pierce & Newstrom, 2003). Their actions, attitudes, or attributions shaped the minds of followers that were influenced in shaping the setting as a whole.

Leaders fail due to the lack of commitment, improper direction, and lack of confidence in their leadership ability (Armstrong, 2010); this occurs when the leaders

held different values and prominence to certain values over others (Kark & Van Dijk, 2007; Skakon, Nielsen, Borg, & Guzman, 2010). The values held by leaders were related to their behaviors and effectiveness. Dedicated and committed individuals, whose goals are to enhance the working environment by motivating employees while building trust and implementing rules and policies for employees to follow, are recognized as effective leaders.

Leadership is the process that contributes to creativity and innovation (Lussier & Achua, 2012; Rickards & Moger, 2006) because leaders were required to create and implement visions (Taylor, 2007; Uddin, 2013). Their visions pictured the results of what the leader wanted to achieve, along with statements of the destination, and an understanding of what was possible (Bass, 1999; Dai, De Meusse, & Peterson, 2010). . According to Ehnbom (2006), leaders create their followers (Bligh, 2011); they use their ability to motivate followers to go above and beyond what is required of them, which reflects good leadership influence and excellent leadership ability.

Leaders face questions about why they lead. This stems from the concerned leaders of their ability to lead effectively while they tried understand the purpose and values of the organizational structure (Ardovini, Trautman, Brown, & Irby, 2010; Neal & Tansey, 2011). Leaders determine the best alternative to use so that the knowledge would be clearly for followers to comprehend. Leaders provide focal points for the energies, hopes, and aspirations of people in the organization (Kanji & Moura, 2001; Yukl, 2010). Leaders are also expected to serve as role models whose behaviors, actions, and personal energy demonstrated desired behaviors expected throughout the organization (Burke,

Sims, Lazzara, & Salas, 2007; Cleavenger & Munyon, 2013; Millar, Delves, & Harris, 2010; Uddin, 2013).

Conclusions

This research was designed to investigate how subordinates value trust in their leaders and how leaders put into practice trust in their leader-follower relationships. Trust is commonly defined in leader-follower relationships. Researchers have asserted that positive leadership contributed to trusting relationship in work groups' perception of their leaders that converted into optimistic outcomes such as: confidence, motivation, job satisfaction and organizational commitment, intention to stay, and work perseverance (Hassan & Ahmed, 2011). Transformational leadership style promotes excellent group performance and showed high levels of satisfied job outcomes (Andrew, & Sofian, 2011; Wang et al., 2011).

In this chapter, the qualitative case study signified a selected review of relevant literature specific to trust in transformational leadership, more so, from the subordinates experiences and concluded with brief overviews of trust and leadership that many thoughts and theories of the 20th century discussed. I approached participants with caution of unbiased behaviors and ensured that clear and understandable communications were constant. Noise nuisance was evident at times which caused hindrances to the data collection process; but, I showed patients by waiting for the right time for interviews and gathering of data to be conducted. I created an environment where all participants felt at ease, comfortable, and respected, which allowed them to eagerly participate and made clarifications on all concerns of the researcher which made this study possible.

Trustful leader-follower relationships are important for improving the characteristic of performance. Past research reinforced that trust promoted eagerness to motivate, respected development, and commitment by ensuring the quality performance from everyone (Lyons & Schneider, 2009; Piccolo & Colquitt, 2006). With trust as the construct in this study; it was important to understand, from the perspective of followers, how they valued trust in their leader-follower relationships.

Trust was discussed as an essential aspect in leader-follower relationships and the lack of trust caused problems within organizations (Savolainen & lopez-Fresno, 2012). Trust positively affects subordinates' commitment and performance by motivating them toward new goals and increased self-interest (Uddin, 2013). There is an important link between trust, and the role that context played in the leaders' ability to lead and followers' behavior.

Findings showed that personal experiences of trust presented challenges with regards to investigating trust solely from experiences and observations, particularly when examining the problem of culture, the family, the environment or the community, and many different perspectives. The study explained ways for subordinates to be supporters of trust in leader-follower relationships and highlighted that followers must see their leaders as being knowledgeable of their responsibilities,

Leaders address concerns, whether personal or organizational, and both leaders and followers are innovative and respectful. Leaders understand that because of subordinates' cultural or environmental backgrounds, responses might be different to various kinds of leaders' leadership attitudes (Schein, 2010). Leaders recognize the

differences of followers and quickly altered their approaches to encourage understandable and respectful relationships.

The transformational leader's role is to encourage respectful and healthy working relationships that result in empowering and motivating followers to be successful while with visible enthusiasm achieve the desired goal of the organization (Walter & Bruch, 2010; Whetten & Cameron, 2011). According to Manteklow (2011), successful leaders consistently lead followers through progressive stages of structure, evaluation, storming, and performance, leaders who showed compassion, capability and knowledge lead followers to successful outcomes. Transformational leaders effectively organize, influence, and empower followers to achieve set goals or objective. Transformational leaders not only work to achieve organizational success, but enhance followers' motivation to make positive changes (Men & Stacks, 2013; Xu & Zhong, 2013).

Figure 3 shows the theoretical flow of the literature review from leadership attributes, transformational leadership studies, followers' perception of trust in leadership while accomplishing organizational goals and self enhancement. Figure 3 facilitates the extension of Figure 2, and is focused on the attributes of transformational leadership with leaders' functional intention which created trusting environment for followers to operate by building their confidence and optimism, motivation, commitment, and job satisfaction (Korek, Felfe, & Zaepernick-Rothe, 2010).
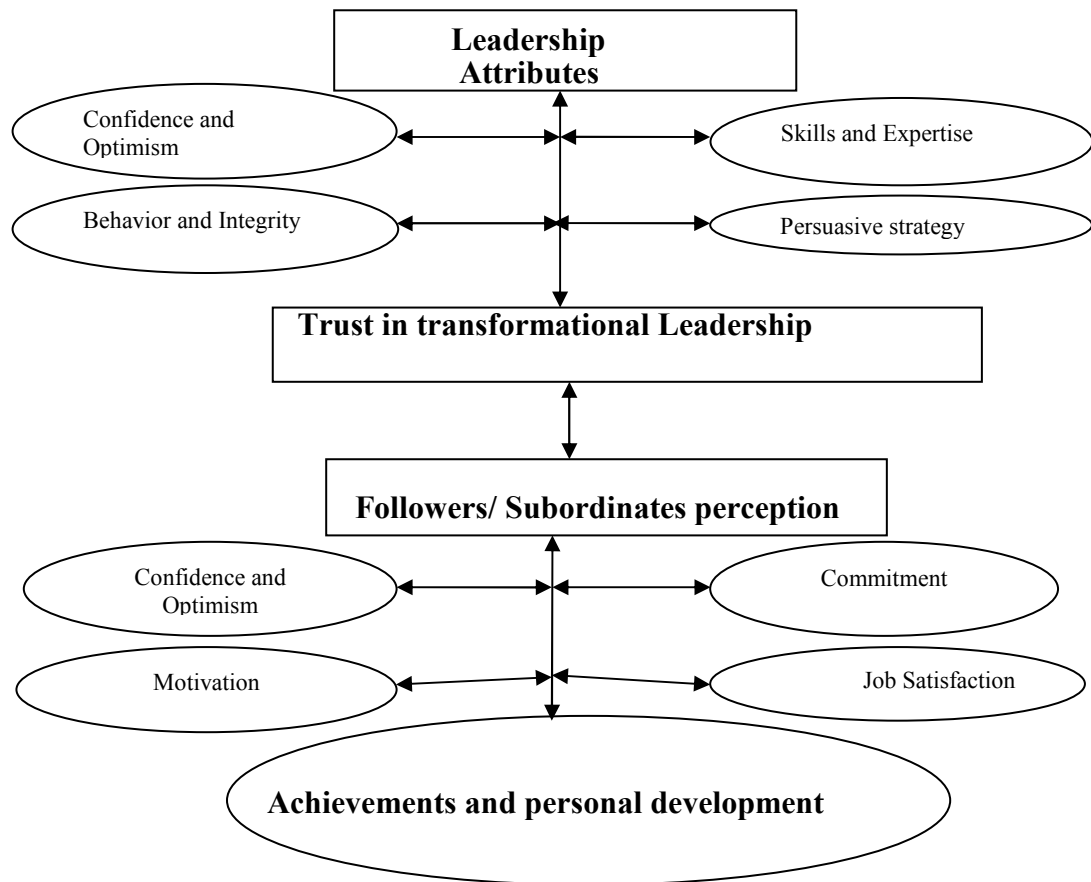
Figure 3. A proposed model on followers' perception of trust in leadership.

The role of subordinates/followers is to follow directions of leaders and accomplished given tasks. Since leaders are perceived as presenting values that are consistent with benevolence trust, and vision. Followers indicated higher levels of affective and normative commitment that were encouraging for organizations and society (Abbott et al., 2005; Caldwell et al., 2012; Salanova et al., 2011). Followers positively attributed to the transformational leadership by responding optimistically; being highly motivated, confident, committed, and satisfied.

Summary

This chapter was a critical review of the literature associated with the research problem. The notion of trust was discussed as vital importance in transformational leadership and was conferred by scholarly theorists. Piccolo and Coloquitt (2006) highlighted that an essential principle of transformational leadership was how its effects were transmitted through follower reactions. Scholars have recognized that the role of transformational leadership is to motivate followers to go beyond expectations by changing their attitudes, beliefs, and values (Caldwell et al., 2012). Little is known about trust in leader-follower relationship from the perspective of subordinates and therefore warrants research.

Chapter 3 is a description of the research design. Chapter 3 includes an explanation of the developmental process of this research design, research methodology, and research questions that were used to complete the research investigation. Foundations from Chapters 1 and 2 developed guidance for questions of trust in transformational leadership from the perspective of subordinates.

Chapter 3: Research Method

Introduction

The purpose of this qualitative case study was to execute an open inductively-oriented investigation to identify the importance of trust in transformational leadership from the perspective of subordinates. The purpose was also to determine what caused distrust and to explain how different types of trust were created by leaders' actions and how those specific dimensions of workgroup trust predicted such multiple job outcomes.

I used workers' own perceptions of trust and their discernments of the factors that caused such work outcomes, determined how leadership actions created trust perceptions and then job outcomes, and described potential practices for better trust-building activities within organizations. I recognized what subordinates desired from leadership within their organizations and presented recommendations as to how relationships should be built, based upon trust and respect.

This chapter is a description of the research design, sample selection, and interview protocol. The protocol was designed to relate information which showed the process that the researcher took to complete Chapter 4, including the data collecting procedure, data analysis, and interview items. This included coding procedures, research questions, protection of participants' information, the role of the researcher, and issues of trustworthiness.

Interview Questions

Since data consisted of interactions from many participants, the use of biodata was important because the research stipulated that all participants must be 18 years or

older, the research avoided the interviews of minors (below the age of 18). All participants had over 1 year of working experience and comfortably related their experiences of trust in their leader-follower relationship. A hierarchical process was observed when questions were asked.

Two research questions were addressed in this study.

1.   How do subordinates value trust in their leaders?

2.   How do leaders' put into practice trust in their leader-follower relationships?

Below are other questions that elaborated on the principle questions to better understand the concept.

Questions for Leaders

1.   How can trust between leaders and subordinates be developed in order to solve the problem of distrust?

2.   How can respect between leaders and subordinates be developed in order to solve the problem of distrust?

3.   How can honesty between leaders and subordinates be developed in order to solve the problem of distrust?

4.   How can leaders enhance working relationships or interpersonal associations between themselves and followers?

5.   How can leaders better respond to follower needs and concerns?

Role of Trust Questions

1.   How can employees' training and development be

         improved such that workers will freely communicate with

         supervisors to seek greater involvement?

2.   How do you respond to organizational success?

3.   How do you respond to failure to achieve set goals?

4.   How do you know that your team members are happy working with you?

5.   How do you recognize rejection from your team members?

Leadership Questions

1.   How do you recognize that your followers' are motivated?

2.   How can you implement change in the attitudes of rejection from your

         team members?

3.   How do you respond to the concerns of your followers?

4.   Why would you promote workers advancement?

5.   How do you know that your communication skills are effective?

6.   How do you ensure that communication process is clear and the process

         achieving organizational goals are understandable?

Questions for Subordinates

1.   Why is trust important to you?

2.   How does the relationship between leader and follower influence your

         opinion of trust in leadership?

3. Why the expectations of your leader have a positive or negative outcome of your job performance?

Exploratory Questions

1. How does trust in leadership affect your performance and attitude towards your leader?

2. How would you describe the negative impact of your leader's style, in regards of transformational leadership and taking your well-being into consideration?

Trust in Leadership

1. Why would trust in your current/ past supervisors influence your ability to follow them?

2. How important is trust in your working relationship with your superiors?

3. How likely are you to seek out supervisors or organizations where trust exists?

4. How would you define trust or what does it mean to you?

Outcomes

1. How satisfied were you with your group leader?

2. How dependable did you consider your leader to be?

3. How helpful was your leader in assisting you to achieve the goal/goals of the organization?

4. How will you consider your supervisor's leadership ability to be?

5. How likely are you to follow the examples of your leader to lead others?

6. How unified are you working with other group members to achieve goals?

7. How committed are you when working in groups to achieve goals?

8. How satisfied are you with your leader's leadership attitude?

9. How does the perception of your leader affect your job performance?

Figure 4 shows the methodological approach to this research. The approach took the topic of interest using various paths to accomplish an understandable outcome. The inductively oriented approach was chosen because of its ability to gather the brilliance, richness, quality, and feelings of unprocessed information in developing perceptiveness and generalization out of the data collection (Neuman, 2003). The qualitative method illustrated compatibility, or showed consistency, with case study because of their ability to be used together for assessment functions (Dillon, 2013). Face-to-face interviews were considered because it was measured to add more quality to the qualitative study (Cooper & Schindler, 2006; Neuman, 2003).

The case study consisted of individuals' feelings and understandings with regards to trust in leader-follower relationship. Analysis was used through various methods of coding; open coding and axial coding within the NVivo 10 software, which were considered suitable for producing themes, patterns, categories, and subcategories in a qualitative study (Strauss & Corbin, 1990, 1998). Open coding was the analytical process through which concepts were identified by circling or highlighting sections of the selected text codes or labels in order to identify their properties and dimensions in data (Strauss & Corbin, 1990, 1998). Axial coding was viewed as the procedure of linking

categories to their subcategories or groups (Strauss & Corbin, 1990, 1998). The

evaluation process was then conducted in order to finalize the research.
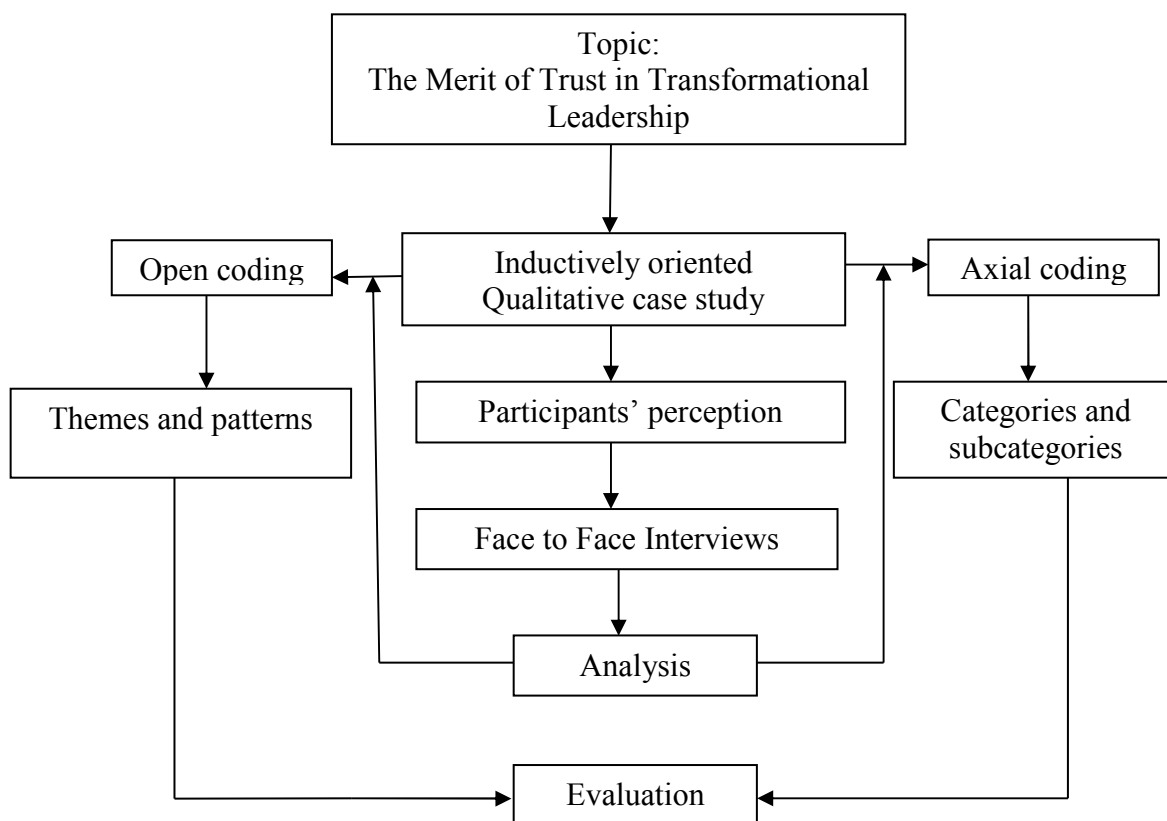
Figure 4. Methodological approach to this study.

A qualitative case study was appropriate for the social nature of the planned

research problem and purpose of this study. Qualitative researchers, because of their

inductive approach, focus more on the matters of the richness, quality, and feelings of

unprocessed information in developing perceptiveness and generalization out of the data

collection (Neuman, 2003). This qualitative research also generated greater understanding

of the observable facts studied (Cooper & Schindler, 2006). Because of interpretive

tendencies; qualitative research develops understandings through detailed descriptions.

Qualitative methodological process was deemed to be more fluid and flexible than other designs(Anderson, 2010), the design accentuate discovering novel or unexpected findings and possessed options of shifting research plans in reaction unforeseen events (Bryman,1984).

I looked at the behavior leaders and followers where trust was the characteristic. There are two main types of research: qualitative and quantitative. I took the qualitative methodological approach. I discovered unknown areas to acquire creative understandings of the phenomena and relied to a great extent on the use of flexible procedures. I explored the leadership development of 30 participants (four leaders and 26 subordinates), and produced data and potential findings of the merit of trust in transformational leadership. The qualitative technique assisted in determining the underlying experiences of participants through words and observations (Neuman, 2003; Stern, 1980), which were recognized to be sufficient for this study since it allowed the examination and understanding of individuals' experience of leadership and trust.

The case study was used as a strategy for focusing on the study of single or multiple cases (Gall, Gall, & Borg, 2010; Robson, 2002). This study consisted of individuals' thoughts and experiences with regards to trust in leader-follower relationship. This study offered me an opportunity in-depth analysis of real life situations that facilitated thorough information about individuals, groups, and organizations to be conducted (Gall et al., 2010; Robbins, 2004). The realistic situation referred in part to the actual context of the problem to be investigated (Gall et al., 2010; Robson, 2002), which were subordinates' trust perceptions of their leaders. The issues and complexities

involved generated a degree of knowledgeable interest for contributions to new theories and future research.

The qualitative method showed compatibility and was consistent with case study because of its ability to be used together for evaluating purposes (Robbins, 2004). The qualitative case study took the form of a multiple case study organized around two or more cases (Yin, 2014). The multiple sources of evidence were taken from data collection sources through interviews, direct observations, and participant-observation. Meeting with participants was aided to strengthen data findings (Yin, 2014). Exploring the data in this qualitative case study analysis involved systematically reading through all of the data collected and developed a general understanding of the database (Bryman, 2001; Bryman, Becker, & Sempik, 2008; Yin, 2003a).

This qualitative case study included two phases: open coding and axial coding (Glaser & Strauss, 1999; Strauss & Corbin, 1998) that captured the fundamental complexity of social life by conceptualizing organizational issues in terms of subordinates' views of trust in their leaders. I used the process of open and axial coding to explore the research questions. Through this qualitative case study, I clarified, recognized, gave meaning to attitudes, and explained the central part of the leader-follower relationship problems and the function of trust in the organizational life. I endeavored to accomplish social change in organizations by gathering particular experiences of participants and related the knowledge of why and how conditions or actions occurred, and to explore circumstances that caused changes and made recommendations.

Interview Protocol

I visited several organizations seeking permission for interviews to be conducted. Once approved, organizations referred to hereafter as units, were selected. A sample of 30 participants was chosen from two units/organizations, with 15 participants being selected from each unit/organization. A sample size of 30 participants was chosen because the study achieved saturation. The sample size was an exhaustive representation of those interviewed and not interviewed and was closer to the true acuity of the participants. I participated in face-to-face interview sessions from the selected organizations, transcribed and scrutinized all interviews, and checked and cleared all unclear data so that the representation of the people interviewed were of the opinion of what they believed was correct.

The information received was analyzed through the process of coding. The Nvivo 10 software aided the analysis process. Coding was referred to the procedure of investigating raw qualitative data in the structure of words, phrases, sentences or paragraphs and allocating codes or labels to them (Strauss & Corbin, 1990, 1998). The coding used the method of open and axial, and used the hierarchical approach. The hierarchical approach assisted in grouping together information received by using several codes or labels into groups of their own. This qualitative case study aided in the development of routines to gather and evaluate information by means of thorough and methodical process that necessitated recurring corroboration of newly independent representation which better supported the authenticity of this research. I investigated

experiences of participants to comprehend their perceptions of the construct of trust in transformational leadership.

Role of the Researcher

My role was to investigate the merits of trust in transformational leadership. It was imperative for me to know if the research approach addressed the social framework of the study. Another role was to ensure that the research was conducted in a social context. I produced a study that was intended to improve the lives of individuals, made possible for interventions to be conducted, and introduced the possibility for social change. In doing so, views of participants were collected, analyzed, and reported. I demonstrated the ability and achieved the aim.

I was aware that in the process of a qualitative research, data are arbitrated through human mechanisms. Knowledge came from human experiences which were intrinsically incessant (Everd & Louis, 1981). It was important for participants have some knowledge of the researcher and be knowledgeable of what was expected of them during the research interview process.

I used relevant ideas, used many scholarly articles that made meaningful contributions to the study, asked inquisitive questions, and promoted good quality responses. I stimulated participants into indulging in conversations and demonstrated good listening and effective communication throughout the research process. Evered and Louis (1981) explained that biased tendencies are dangerous to research, since findings could be unclear and tainted by values and purposes of the researcher. I ensured that ethical issues were minimal and was mentally prepared with an open mind during the

process of data collection. I was obligated to respect participants by not putting them at risk and showed respect to the chosen research sites (Colquitt et al., 2007; Van Den Akker et al., 2009).

Philosophical investigated experiences required easily offended and extended responses to questions extracting expressions from statements and opinions. Moreover, the reputation of participants was discernible; particularly because the conclusion of the study could be shared openly. Since human subjects will be interviewed for this study; research observed ethical standards by seeking approval from the Institutional Review Board (IRB) in order to commence on the final stages of this research. An IRB number was sought and included in this study.

Protection of Participants' Information

I provided protection of participant's rights by safeguarded all information received against the invasion of privacy and guaranteed confidentiality. Bryman (2001) noted that researchers must ensure that all information be kept in confidence and in a well secure place. Bryman further clarified that personal information should be locked in cabinets and researchers should ensure that transcripts not include names and addresses of participants. To avoid deception, all participants were advised in writing and before face-to-face interviews commenced. Participants could withdraw from the research at any time without objectionable consequences. They were also advised that at any time during interview sessions responses to questions could be refused.

I clearly defined research objectives in written and spoken to participants at time of interviews. A written consent form was given to participants at the time of interview

for signature and was immediately collected. Elements of the consent form were stated as (a) researcher's acknowledgment, (b) recognition of the sponsoring institution, (c) explanation of how the participants were selected, (d) explain the purpose of the research, (e) explain the benefits for participating (Bryman, 2007; Maxwell, 2006; Sarantakos, 2005), (f) identify the intensity and kind of participants, (g) document the jeopardy to participants, (h) give assurance of privacy to participants, (I) Give promise that participants can leave at any time, and (J) give names of individuals to get in touch with in case of query (Bryman, 2007; Maxwell, 2006; Sarantakos, 2005).

Written records and interpretation of the data were made accessible to participants and participants were told that their rights, interests and wishes of interviews were made a priority when options with regards to reporting the information and, final decisions concerning their privacy must be decided by them. Bryman (2007) indicated that another ethical issue in research was to anticipate confidentiality. Bryman explained that during the data collection process participants may want to have their identity remain confidential; confidentiality was made my responsibility to conceal and protect all information received (Bryman, 2007); consequently, assuring participants that their information was received with confidence. Maxwell (2006) and Van Den Akker et al. (2009) indicated that participants must be allowed to retain ownership of what they say and their independence are exerted in making decisions.

An ethical concern was bias tendencies or behaviors depicted by the researcher during the research process. It was my responsibility to be of clear mind during interviews with participants. I made available explanations of any personal bias,

assumptions, anticipations, and experiences that met the requirements to conduct this research. I ensured that participants were allowed ownership of research data in order to avoid ethical issues of who possess information after it was gathered and examined (Lincoln & Guba, 1985).

I kept journals that explained personal rejoinders and expressions of personal feelings which aided in promoting a better atmosphere and a comfortable sentiment for interviews to be conducted. I tried to produce a true and authentic research by clearly expressing knowledge gained so that participants' performance and behaviors were consistent with the research framework (Lincoln & Guba, 1985).

A journal was used during the progression of this study. Some of my main tools were observations during the course of interviews, personal and official documents, tape recordings, and informal conversations. I recorded descriptive as well as reflective notes about what the participant saw and heard, experienced, and thought about during the observation sessions. My aim was to put away assumptions and understand the phenomenon through participants' perception.

Selection of Research Participants

From a population of 45 individuals, 30 participants were selected from the resource departments of two organizations that showed willingness and met the criteria to participate in this study. A sample size of 30 participants was chosen because the study achieved saturation. The sample size was a thorough symbol of those interviewed and not interviewed and was nearer to the true perception of the participants.

Criterions used were to conduct open ended questions where participants shared some knowledge about their experiences and perceptions of their leader-follower relationships. This strategy allowed participants to share their views on how important was trust in relationships and how it contributed to the organizational achievements and individual enhancements. I listened to their experiences then determined if participants met the requirements to partake in this research. Communication was made in person by me with the desired participants regarding their interest to participate in the study.

The 30 participants were selected from two organizations which the organization referred to as units (fifteen from each unit) in the Covington and Conyers area. The sample size was a thorough representation of the participants interviewed and those that were not interviewed and was closer to the true perception of the selected participants. Each participant was contacted in person by me for the participant's agreement on location and time for interviews to be conducted. Before conducting interviews each participant signed a consent form and completed a demographic form of appropriate background information. Participants for interviews were determined from a list which included the names of managers and subordinates with more than 1 year working experience from two selected companies.

An estimated minimum of 6 weeks was allotted for data collection. I collected all data and conducted all interviews. Face-to-face interview sessions were conducted and all information was tape-recorded and information stored in a locked cabinet for safe protection. All information was saved in an encrypted format on a password protected drive and will be destroyed after 5 years.

Data Collection Procedures

A protocol consisting face-to-face interviews was used to acquire data. A questionnaire based on biodata was given to each participant who completed and returned immediately to the researcher. Upon receiving and evaluating the completed questionnaire, face-to-face interviews were held. I used the indirect style of interviewing, using open-ended questions which allowed participants the freedom to control movement and subject matter of the interviews.

A more directive style of questioning was used as needed and no follow up questions were needed since I clarified unclear responses from participants during the interview process, but still informed participants that follow up questions will be conducted if there is a requirement for more clarification of data the participants provided. I thanked participants for participating in the research and informed them that they will be contacted after the research is completed with regards to the research findings. I observed, recorded the data, and took hand-written notes. All data, including recordings, were saved in an encrypted format on a password protected drive and is intended to be destroyed after 5 years.

Data Analysis

Coding of data was required where open-ended questions were asked necessitating that feedback be reduced to succinct terms and concepts that were compared to other responses. Those terms might be incorporated into a subsequent, refined survey. Singleton and Straits (2010) explained coding to be the sorting of raw data such as field

observations or responses to open-ended questions into categories. Questions were used to record the participant's perceived value or importance of trust.

I read the responses of all participants' questionnaires and transcribed the collection and received the general sense of what was presented. The information received with relevance to the phenomenon being studied was taken out from each record in this case study approach. Meanings were created from the important statements. The meanings were structured into themes, the themes were progressed into theme clusters, and then into theme categories through open and axial coding and used the NVivo 10 version software which was appropriate for qualitative research (Strauss & Corbin, 1990, 1998). The coding process controlled information by recording key words based upon the terms that were most frequently used was implemented. The resulting data were presented on charts and tables. A comparison made by key terms and the classification of respondents were identified.

Data Coding and Analysis

The research design consisted of interviews following a qualitative paradigm using the terms: phase one open coding and phase two axial coding.

Phase 1: Open Coding

Open coding was the analytical process through which concepts were identified by circling or highlighting sections of the selected text codes or labels which identified their properties and dimensions in data (Strauss & Corbin, 1990, 1998). In the open coding phase; words and phrases described behaviors highlighted so that the analyzed text provided formed initial themes, categories, and subcategories. NVivo10 version

software analyzed information received. Strauss and Corbin recommended that researchers utilized the qualitative computer software called NVivo.

Phase 2: Axial Coding

Axial coding was viewed as the procedure of linking categories to their subcategories or groups, since coding took place around the axis of a category, connecting categories at the level of properties and dimension, the hierarchical approach was utilized (Strauss & Corbin, 1990, 1998). The essential categories explored were relationship, interaction, meanings and behaviors. Strauss and Corbin (1998) discussed the core category as:

- The central point where all other categories have to be related.

- The concept was focused on mainly and appeared frequently in the data.

- Relating categories were required to be logical and consistent, with no forced data.

- Names or phrases that described the central categories were conceptual.

- The observed concepts were refined, the theory matured in profundity, and reasons were realized.

- When conditions showed discrepancies, the clarifications were purposeful (p. 147).

The qualitative case study supported flexible structured research designs that allowed the capture of authentically lived experiences of people. Such experiences were created in the social text I wrote. I did so within the framework that was directly associated with experience. This research followed the example of understanding the

participants' experiences of trust in their leader-follower relationships formed conclusions and made recommendations that benefited the research arena.

It was hoped that the emergence of this case study added richness to this research, since it emphasized on the interpretive process of the study by analyzing the existing factual creation of meanings and concepts used by participants. New theory was developed paying careful attention to the contrast between, the daily realities (what is actually going on) of substantive areas (Glaser & Strauss, 1967) and the interpretations of those daily realities made by those who participate in them (the actors).

A fundamental feature in this study was selecting a good determination of how research was analyzed, summarized, formed conclusions, and offered recommendations of the qualitative data received. Open-ended questions was asked, the procedure of coding developed good standing to manage any bias tendency and taking good notes was conducted by the researcher.

Though challenging, validity was essential, even though it coupled with inquiry-guided research, the consequence of connotation and understanding was significant to the success of this research. My function was to investigate, analyze, generate good documentation, and classify all data. Validity was based on my evenness and accurateness.

Issues of Trustworthiness

According to Colquitt et al. (2007), trustworthiness was based on persons or institutions which develop from a cognitive process of trust. One of the bases for trust was the ability or competence which is the required knowledge needed to complete

specific tasks (Colquitt et al., 2007). A further base was the character of persons demonstrated by attributes of, honesty, fairness, openness, caring, motivation, intentions, and predictability. One function of trustworthiness in research was the expectation that participants perform particular actions (Weigert, 1985; as cited by Colquitt et al., 2007).

In the context of qualitative research, Guba (1981, as cited by Krefting, 1991) explained that the four characteristics of trustworthiness includes the value of truth, this was used a measure to that determined whether or not the researcher recognized self-belief in the accuracy of the results with regards to the research topic, purpose of the research, and the background in which the study was done. Guba noted that true value, also depicted the confidence of the researcher with the truth of the results based on the design of the research, participants information, and the framework.

Guba (1981, as cited by Krefting, 1991) continued with applicability – the extent to which results was utilized, consistency – considered as the consistency of data which determined that the findings were reliable if the investigation were done again with the identical topic or comparable situation, and neutrality – this was considered the liberty from any unfairness or biasness in the research actions and outcomes. Neutrality was also capitulated to the extent of which result manages exclusively on the informants and circumstances of the study and not of other unfairness, motivations, and viewpoints. The above concepts and principles revealed trustworthiness as the researcher's ability to finalize studies in a true manner that can be reflected and confirmed in this research results or outcomes.

Validity and Reliability

Robson (2002) asserted that a qualitative research was determined valid, credible, and reliable when proven as accurate, correct or true. Preconceived notions such as unreservedness did not interfere with this study because participants' commitment to the company, employees' motivation, employee-customer relationships, and/or lack of concern was not significant enough to cause such actions. There were certain threats to validity of which the qualitative researcher was aware of description – the study produced a compelling account of what was observed. No fabrication in imprecision or incompleteness of information was documented that caused a threat to research validity.

I also ensured descriptive validity by means of ensuring that responses were clearly and accurately noted. All data were saved in an encrypted format on a password protected drive with the intention to be destroyed after 5 years. Interpretation- I did not impose a treat to the validity of the framework; caution was to report what was happening rather than what was learned during the research involvement. Since interpretive validity stipulated no psychoanalysis from individual viewpoint, but a perceptive of what the participant communicated; the researcher examined, made documentation, and classified all data received, resulting in validity being based on dependability and accurateness.

According to Singleton and Straits (2010), reliability was considered the solidity or consistency of prepared definitions, whereas validity was considered the kindness between prepared definitions and the notions alleged to determine. Singleton and Straits noted that operational definitions were explained in requisites of their extent and were assessed with respect to their reliability and validity. An important factor related by

Singleton and Straits was that a valid measure was necessarily reliable. Alternatively, a reliable measure may or may not be valid.

As a qualitative researcher, it was important to comprehend all of the information following the research of the participants' responses. This was particularly imperative because an appearance of unfairness in an individual's explanations or a participant's actions, views, manner, and principles could occur. I ensured participants' felt comfortable by smiling, making eye contact, and promoting friendly conversation before interviews commenced to promote conformability. I felt that different point of views might produce dissimilar answers and a defect in validity could be created. It was imperative for this research to account what optional categorization schemes, subjects, and clarification considered and tested during data analysis to promote transferability (Patton, 2001). This revealed intellectual truthfulness and offered substantial credibility to the concluding set of findings offered by the researcher. I viewed, looked closely, debriefed, and associated verification and extended meeting in order to manage the intimidation to reliability.

Ethical Protection of Participants

The participants in this study were individuals above the age of eighteen who willingly agreed to assist with this research. There were no known chances of harm or emotional trauma related with partaking in this study and the researcher provided protection from exploitation, by ensuring participants were not treated unfairly.

Face-to-face interviews were conducted privately and all participants knew that they had the option of refusing to answer questions and to withdraw from participating in

this research at any time during the process. I ensured that participants understood that they will be given ownership of research data in order to avoid ethical issues of who possess information after it is gathered and examined.

Participants also completed a consent form ensuring that their confidentiality was protected. 30 informed consent forms included a concise background and information on the study, the procedures for participation, a description of confidentiality, the voluntary nature of the study, and ethical concerns; such as risk and benefit of being in the study were issued privately, signed and immediately returned to the researcher for safe keeping. I did the Human Research Protections training and received a completion certificate to ensure knowledge was received on the essentials of protecting participants.

A copy of the informed consent for Unit 1 was provided in Appendix A. Unit 2's consent form was required for the interview component, which is also included in Appendix A1. All data collected from the interviews were tape recorded and information was securely stored in a locked cabinet for safe protection. All information was saved in an encrypted format on a password protected drive and a password protected folder and will be destroyed by fire after 5 years.

Collection of data occurred during the months of October through November of 2014. All information collected from participants was taken with explicit authorization from all participants and I functioned in full observance with Institutional Review Board (IRB # 09-30-14-0127116) guidelines of Walden University.

Summary

The purpose of this qualitative case study was to identify the importance of trust in transformational leadership from the perspective of subordinates to determine what causes distrust, to explain how different types of trust are created by leaders' actions, and how these dimensions of workgroup trust predict job outcomes. I used workers' perceptions of trust and their discernments of the factors that cause work outcomes, determined how leadership actions create trust perceptions and then job outcomes, and describe potential practices for better trust building activities within organizations. All data were analyzed through open and axial coded measures. I engaged in safety measures to keep all participant information secure. Chapter 4 is a report of the results of the study.

Chapter 4: Results

Introduction

The findings reported in this chapter identified how managers and subordinates from two organizational settings perceived trust in leader-follower relationships. This qualitative case study was designed to explore the perceptions of four managers and 26 subordinates for the purpose of executing an open-ended, inductively-oriented investigation that identified the importance of trust in transformational leadership from the perspective of subordinates, determined what caused distrust, explained how different types of trust are created by leaders' actions, and how those specific dimensions of workgroup trust predicted multiple job outcomes.

The principle questions were:

1.   How do subordinates value trust in their leaders?

2.   How do leaders' put into practice trust in their leader-follower relationships?

I used other questions to understand the principle questions. Research used workers' own perceptions of trust and their discernments of the factors that caused such work outcomes, determined how leadership actions created trust perceptions and then job outcomes, and described potential practices for better trust-building activities within organizations. Results showed what subordinates desired from leadership within their organizations and presented recommendations as to how relationships should be built, based upon trust and respect within the organizational setting.

The findings summarized the perspective of thirty participants directly involved in an institutional setting (i.e., managers and subordinates currently experiencing leader-follower relationships). This chapter is a summary of the methodological approach used, including a discussion of the sample, the setting, demographics, data collection, data analysis procedures, discoveries in terms of similarities, patterns, emerging themes, and evidence of trustworthiness. Presented in Chapter 5 are the detailed interpretation of the summary, along with recommendations and conclusions.

Description of Participants

I explored in-depth descriptions of trust in leader-follower practices within two organizations called Units 1 and 2 (used in tables as U1 and U2 or Unit 1 and Unit 2). All participants were over 18 years of age and were exposed to more than 1 year of work experience. Two leadership participants and 13 subordinate participants were interviewed from each unit.

Table 1 show that leaders consisted of three males and one female, whereas the subordinates consisted of seven males and 19 females. Unit 1 leaders consisted of one male and one female and subordinates consisted of four males and nine females. In Unit 2 leaders consisted of two males and subordinates consisted of three males and 10 females. All participants who participated in this research met the age requirement.

Table 1

Participant Demographics

Participants	Age Range	Unit 1 Female	Unit 1 Male	Unit 2 Female	Unit 2 Male
Leaders	34-66	1	1	0	2
Subordinates	22-60	9	4	10	3

The leaders from the two units had differing responsibilities. The two managers chosen from Unit 1 had responsibilities which consisted of leading a large Christian church as well as organizing extracurricular activities. The two managers of Unit 2 were selected from medium size educational facility, they handled all educational duties and obligations regarding parents and their children with disabilities or special needs by assisting in home work and helping parents with ways to understand different methods used to teach their children. Their responsibilities also included assisting with homework and supervision of extracurricular activities.

All leaders shared their experiences of leading followers within their respective organizations and from other organizations. The subordinates also discussed their experiences of working with leaders within their respective organization and from other organizations. Even though the organizational objectives were different, both organizations work with one aim, to enhance workers morale while achieving organizational goals.

Data Collection Process

The criteria for choosing participants (leaders and subordinates) were based upon specific guidelines related to perceptions, experience, and exposure of trust in leader-follower relationships. Thirty participants were interviewed (four managers and 26 subordinates). This qualitative case study took place in Newton and Rockdale counties in the state of Georgia for a period of 8 weeks. All interviews were tape-recorded and interpreted through codes assigned to each participant for protection and ensured confidentiality. Codes were used in this research to protect participants and organizations.

The interviews for Unit 2 took place in a quiet room of the building provided by the organization. Whilst making preparation for interviews of Unit 1, the top floor of the building caught fire, so I was required to make alternative arrangements. Another room was made available in the building which was sometimes very noisy, so I waited until the noise level was lowered and continued the interviews.

Data Analysis Process

The findings reported in this chapter are based upon the interpretation of the open and axial coding through the analysis of field notes and memos, personal observations, the cross-comparison of the initial findings, and the creation of categories, subcategories, themes, and patterns (Strauss & Corbin, 1998). The analysis process started with uploading the text of the interviews to the NVivo 10 software. The NVivo 10 software is an updated version of the Nvivo software, created for qualitative analysis and worked as an instrument to handle large amounts of data by lessening categorization and arrangement of information and sought to reduce bias tendencies (Basit, 2003; Blismas & Dainty, 2003).

The analysis process through the NVivo 10 produced themes and patterns which I evaluated for the determination of findings. Strauss and Corbin (1998) recommended that researchers utilized the computer software called NVivo, since it was determined suitable for qualitative research. The codes were identified as U1 and U2 (Unit 1 and Unit 2), L symbolized (leaders), S symbolized (subordinates).

Evidence of Trustworthiness

Robson (2002) elucidated that qualitative research was determined valid or credible when proven as being accurate, correct or true. Several measures were used to ensure credibility and accuracy of the data and evidence of quality. I was the only one who collected and analyzed the data; I was responsible for removing potential biases and ensured validity by exercising carefully asked questions and accurately documented responses. Being the principal data collector, I was mindful of personal biases and supposition and sought to reduce any individual views and outlook throughout the process of interviewing and observations; by utilizing critical thinking and if possible restated the question for the interviewee to answer.

Validity, reliability, dependability, creditability, conformability, and transferability were adhered to throughout this research. Observations of any witnessed behavior were collected during interview sessions because it was necessary to take participants' observations, so that I could observe and correct biased tendencies. According to Singleton and Straits (2010), reliability is considered the solidity or consistency of a prepared definition, whereas validity is considered the benevolence between a prepared definition and the notion it was alleged to gauge.

I enhanced transferability by carefully and thoroughly described the research context and the assumptions that were essential to this research, reported and shared detailed summaries and descriptions of the process and ensured the verification of quality. It was imperative to account for any alternate categorization schemes, subjects, and clarification that were considered data analysis (Patton, 2001). This revealed

intellectual truthfulness and offered substantial credibility to the concluding set of findings offered by the researcher.

Dependability related to the authenticity of information in this research. The findings ensured I used honest documentation and provided clear assessment measures that facilitated findings which were credible and supported by the demonstrated evidence related (Lincoln & Guba, 1985).

The themes and patterns that materialize from the data were evaluated in comparison to previous literature. By drawing upon multiple independent sources of data, I limited threats towards validity and trustworthiness. Transcriptions were available to the participants for conformability in the accuracy of their perspectives. Data from observations and interviews were examined, compared, and interpreted. Using scholarly sources, the conclusions of the research questions were strengthened so that the risks of potential misunderstandings were reduced.

Results of Observations of Participants

The data collection process began with conducting observations of each participant during the interview process. Each participant was observed in his/her natural didactic setting to ensure a true description as to what occurred within their leader-follower environment. Leaders were each observed for 25-30 minutes during interview sessions as they related their experiences. Two categories of behaviors were noted; innovative and aggressive tendencies. Table 2 presented observations of leaders and from Units 1 and 2 while Table 3 presented observations of the subordinates from those units.

Table 2

Leaders' Tendencies and Behaviors

Observations Unit 1	Observations Unit 2
Innovative/Aggressive tendencies • Made eye contact, showed certainty, very confident, showed gestures, was very comfortable while answering interview questions.	Innovative/Aggressive tendencies • Made eye contact, was anxious, smiled, very confident, showed gestures, and was very comfortable while answering interview questions.

Some of the participants displayed active tendencies as: making eye contact or

smiling while others demonstrated more submissive behaviors in relating their

followership experiences.

Table 3

Subordinates' Tendencies and Behaviors

Observations Unit 1	Observations Unit 2
Active/submissive tendencies • Made eye contact, showed fear, certainty, give short answers, very confident, showed gestures, and was very comfortable while answering interview questions.	Active/submissive tendencies • Made eye contact, was anxious, smiled, very confident, showed gestures, and was very comfortable while answering interview questions.

After reviewing the data collected from observations of participant leaders; the following categories emerged: Leader Behavior (A); Innovative - helped followers(s) recognize their potential, and self-awareness through advancement. Leader Behavior (B): showed aggressive behavior. Emerging behavioral tendencies for subordinates were: (A): active – subordinates wanting to be more involved by sharing ideas, being part of the decision process and (B) submissive – preferred to follow instructions at all times.

Results of Interviews with Leaders

In this section, an in-depth description of discussions with participants was recorded during the interviews sessions. During the interview sessions participant leaders reflected on their perceived role as leading others to achieve the desired goal of the organization while promoting workers enhancement. A leader mentioned that leaders were successful when they planned well, implemented their thoughts of actions, and evaluated those actions so that possible changes could be made effectively so that positive impacts could be created on followers.

A Leader of Unit 1 stated that good leaders were recognized when desired goals are achieved; another leader of Unit 2 felt that effective leaders utilized assessment, successfully expanded and presented solutions that solved dilemmas that are satisfactory to the institution. Some participants were of the opinion that leadership was recognized as effective when positive impacts on associates are created. Another leader perceived his role as setting ground rules and regulations, and training followers.

From the above concepts leadership could be measured as a leader's ability to persuade or manipulate followers through instructions or influence and when leadership

self-sacrifices were made (Caldwell, 2012) Effective leadership was also effective when leaders were committed to ideological objectives, achieved or accomplished much more than they initially thought was possible, shared ideas, and affected change in others (Gibson, Ivancevich, Donnelly, & Konopaske, 2012; Van Pfeffer, 2011).

Overall, leaders saw themselves as mentors, exemplary leaders, controllers, coordinators, and representatives of the organization and workers. Each leader participant perceived their role in effective leadership by promoting effective communication, receiving timely feedback, and working in unity. According to Fleming (2004) and George et al. (2011), effective leaders have the ability to motivate, support subordinates, and balance life with work.

Leaders mentioned that their perception of how to put into practice trust in their leader-follower relationship, started when they treated all followers the same and addressed the concerns of followers. The two factors were significant for trustful relationships since they contributed to working in unity. One participant leader suggested provided that leaders instilled that followers were part of the organization; followers saw themselves as being beneficial to the organization and in the leader-follower relationship; benevolence could be promoted.

Similar perceptions' were related from participants of Units 1and 2 with regards to promoting trustful leader-follower relationships; participants felt that as leaders they possessed the cognitive ability to self-assess themselves because they felt that self-assessment was the key to creativity and making changes. Participants of Unit 1 mentioned that leaders when leaders valued trust in their leader-follower relationships; it

was not problematic when taken into consideration of evaluating themselves or setting goals or initiating an innovative approach to leadership development. Specifically, leaders must (a) be aware of their abilities, (b) be interested in developing their leadership skills, (c) possessed proper set of values and standards, (d) communicate effectively, (e) be supportive, (e) be adaptive to various cultures, (f) set good examples, and (g) build trust by treating followers with respect.

Some leaders were of the opinion that it was equally important when followers contributed amicably towards achieving trust in leader-follower relationships. They believed that followers also have the awareness that the possibility for them to lead with good communication skills; respect, unity, and determination success would be achieved. They also believe that followers worked hard to achieve.

Themes Derived From Participant Leaders

From the original assessment of the recorded principal documents, 96 significant statements emerged from the 16 questions and subsequent responses. These statements were analyzed through the Nvivo 10 software, manifesting 24 themes and patterns. The statements, themes, and patterns were defined as significant because they addressed the leaders' perception of how to put into practice trust within their leader-follower relationships. Data suggested that participants' perceptions confirmed their claim of promoting 'trust' in leader-follower relationships.

Pierce and Newstrom (2011) explained that the leadership process can be visualized as a multifaceted exchange, with leaders and followers and the circumstance in which they existed. It is imperative for both leaders and followers to be committed, took

responsibilities for their actions, and accepted and contributed towards changes. Table 4

illustrates open coding findings that emerged based on participants' leaders' perceptions

of how to put into practice trust in their leader-follower relationships. From the primary

analyzed principal documents, three important themes emerged; communication,

feedback, and unity.

Table 4

Open Coding Findings Emerging Themes for Leaders Units 1 & 2

Themes	Leader 1 Unit 1	Leader 2 Unit 1	Leader 1 Unit 2	Leader 2 Unit 2
Communication	The effects of effective communication.	Examining body language in communication.	Good communication.	Good communication and gestures.
Feedback	Positive or negative feedback. Unity builds trust.	Clear and effective feedback.	Reliable feedback.	Understandable feedback.
Unity		Unity encourages self enhancement.	Unity promotes good working relationships.	Unity motivates and innovates...

Communication

Some participant leaders explained that good communicators leave no doubt

about the meaning of messages and effective leaders knew that the communication

process was not completed until the follower listened and understood the delivered

message. One participant mentioned that communicating effectively helped followers to

build trust and respect in their leaders. A participant from Unit 1 stated that listening,

body language, and eye contact conveyed feelings in relationships. Another participant

felt that effective communication helped leaders, followers and group members

understand problems and worked affably to remedy such problems while promoting change.

Feedback

Participants mentioned that feedback was utterly important, since it was the only measure used in relationships to express understandings. One participant of Unit 1 stated that feedback not only improved or hindered job performance, but caused distortion in expected results. A participant of Unit 2 mentioned that clear and effective feedback enhanced followers' morale, motivated followers to do better, and built relationship.

On the other hand, another participant stated that leaders' who provided negative feedback was not always bad and followers viewed such responses as constructive criticism. In contrast, Positive feedback was not always good, since leaders' intention was not to make their followers think better, but helped followers do better. The participant continued to state that feedback made followers trust or distrust leaders.

Unity

Some leaders felt that unity in leader-follower relationships were of vital importance for building trust and accomplishing tasks, while others were of the opinion that getting the job done was more important. Leaders of Unit 1 stated that achieving unity in leader-follower relationships entailed understanding principles, ethics, and reasons to accept changes while promoting positive growth. Leaders of Unit 2 were similar in their responses and noted that leaders are responsible for followers' performance, work enhancement, promoting self enhancement, awareness, motivation, and innovation.

The leaders also stated that since leaders were important individuals in organizations; their attitudes influenced behaviors of followers which resulted in positive or negative job outcomes. Also important was showing concern for the comfort, welfare, position and contribution of followers, demonstrating empathy and reverence along with logical ways that created connectedness through group effort (Fleming, 2004; Fleming & Lafferty, 2000).

There were other themes that supported leaders' perception of building trustful leader-follower relationships they were; promoting attitudes of trustworthiness–leaders epitomized trustworthiness so that followers took directions unquestionably. Self-analysis was identified as another theme – leaders possessed the ability to conduct self-examination of foreseen problems to be rectified in their leader-follower relationships.

Another theme suggested by leaders was delight; participants noted that leaders showed delight in building harmonious leader-follower relationships, since it aided in achieving personal enhancement and desired organizational outcomes and inclusion – leaders encouraged followers to feel included in team efforts. The need for inclusion must be demonstrated by followers so that they could be recognized as vital contributors for organizational achievements, and they must know the importance of leadership support; both within the organizational and personal setting.

One participant leader stated that all leaders must instill that followers are part of the organization. Another participant of Unit 2 mentioned that it was imperative that followers see themselves as beneficial to the organization and in their leader-follower relationships. Transformational leaders were capable of establishing trustful working

environments; stimulate followers' performance, while fostering team spirit (Roy, 2012; Swanson & Holton, 2009). Leaders also possessed the ability to increase followers' feelings of appreciation and belongingness; they ensured that followers did not lose interest in their function (Roy, 2012; Swanson, & Holton, 2009).

Men and Stacks (2013) noted that transformational leaders were excellent communicators with followers because they ensured clear messages were sent to followers, they ensured understandable feedback was received, they influenced followers by creating an environment where followers felt it was free to communicate their feelings whether positive or negative (O'Neill, & Allen, 2011). The approach to leadership was vital for organizational success, followers' enhancement and excellent working relationships.

Patterns Derived From Participant Leaders

Communication was further divided into eight subcategories in Figure 5: good listening, training, promotion, inclusion, feedback, inquiry, evaluation, and courtesy. Leaders perceived feedback and unity as important criteria for building trustful working relationships. The lines in the diagram Figure 5 signified the sources and pointed to the nodes which showed categories and subcategories of the participants' perception for building trustful leader-follower relationships.
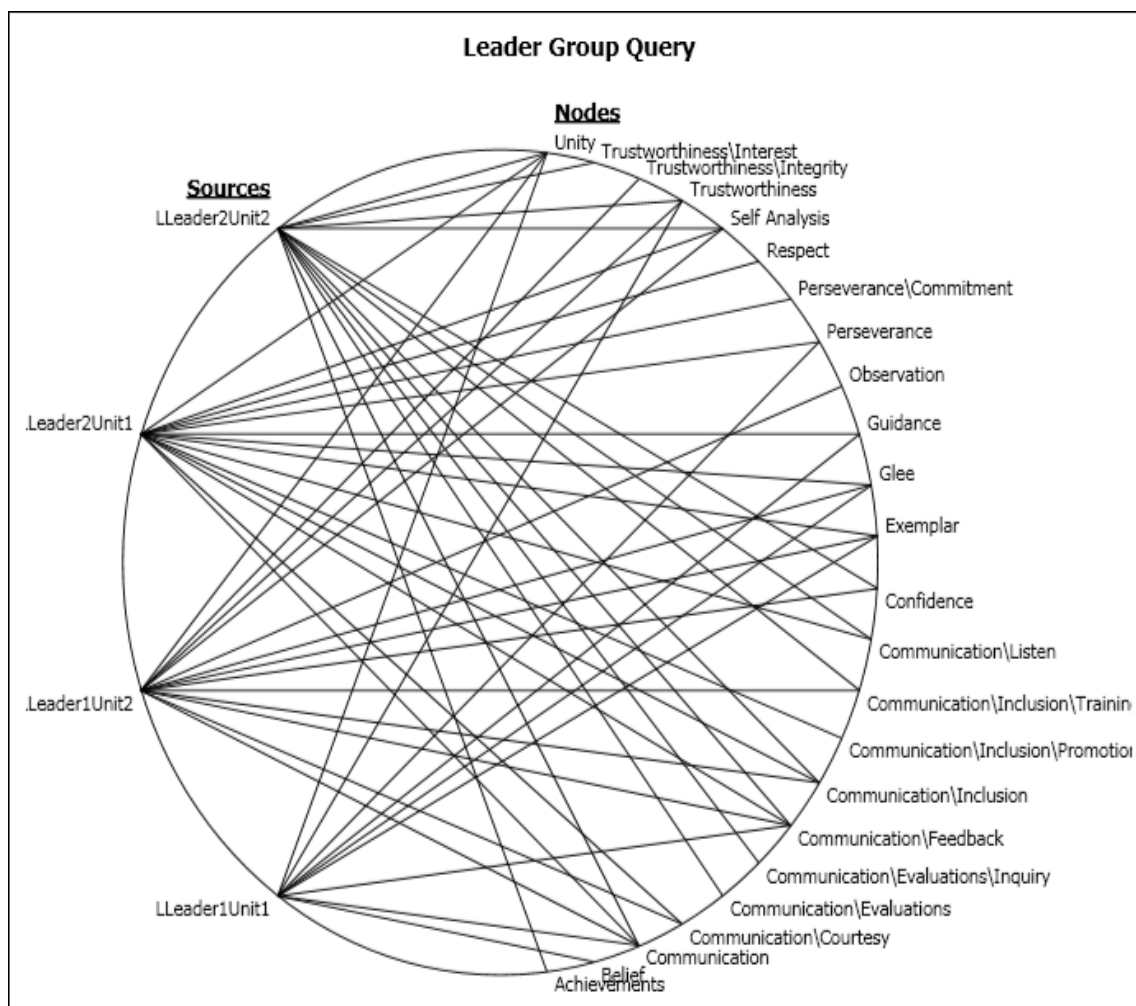
Figure 5. Leaders' perceptions of trust in leader-follower relationship.

Men and Stacks (2013) argued that effective communication positively influences transformational leadership within organizations. Based on the analyses of interviews with leaders; all participants felt that it was essential for leaders to communicate effectively. Leaders were of the opinion that effective communication created ideas that fostered innovation and open and supportive working environment essential for leadership effectiveness (Dubrin, 2004; Roy, 2012).

With effective communication the leadership relations were both interactive and dynamic because leaders and followers influenced each other and all individuals were influenced by the surrounding conditions in which the action occurred (Pierce & Newstrom, 2011). However, some participant leaders stated that it was not what the leader communicated, but it was how the leader communicated to followers. All followers viewed their leaders' leadership capability differently; so it was imperative for leaders to observe good work ethics and observe good communication styles for clear and understandable messages to be sent and for their leadership competence to be recognized by all of their followers (Gutierrez, Spencer, & Zhu, 2012; Kowske & Anthony, 2007; Welch, 2011).

According to Bass (1990), self-motivation, self-determination, and self-confidence typified transformational leadership. Leaders were successful at influencing followers. Effective communication allowed transformational leaders to encourage positive changes in followers' awareness and attitudes, promoted followers trust, admiration, loyalty, respect, and commitment which eventually caused positive job outcomes to be optimistic for leaders and followers to achieve (Geib & Swenson, 2013). Figure 6 was constructed to explain how effective leadership was achieved. Trust in leadership started with a confident leader, who through effective communication provided directions or information to followers with the intention to promote task achievement.

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                          ┌─────────────┐
                          │   Leader    │
                          └─────────────┘
                                 │
                                 ▼
                    ┌──────────────────────────┐
                    │ Send effective communication │
                    └──────────────────────────┘
```

Leader

Send effective communication

Sent information received in an effective manner so that it is understood

Followers   Followers   Followers   Followers

Through communication motivation arises resulting:

In a Unified, trustful, and successful working environment as such goals are achieved
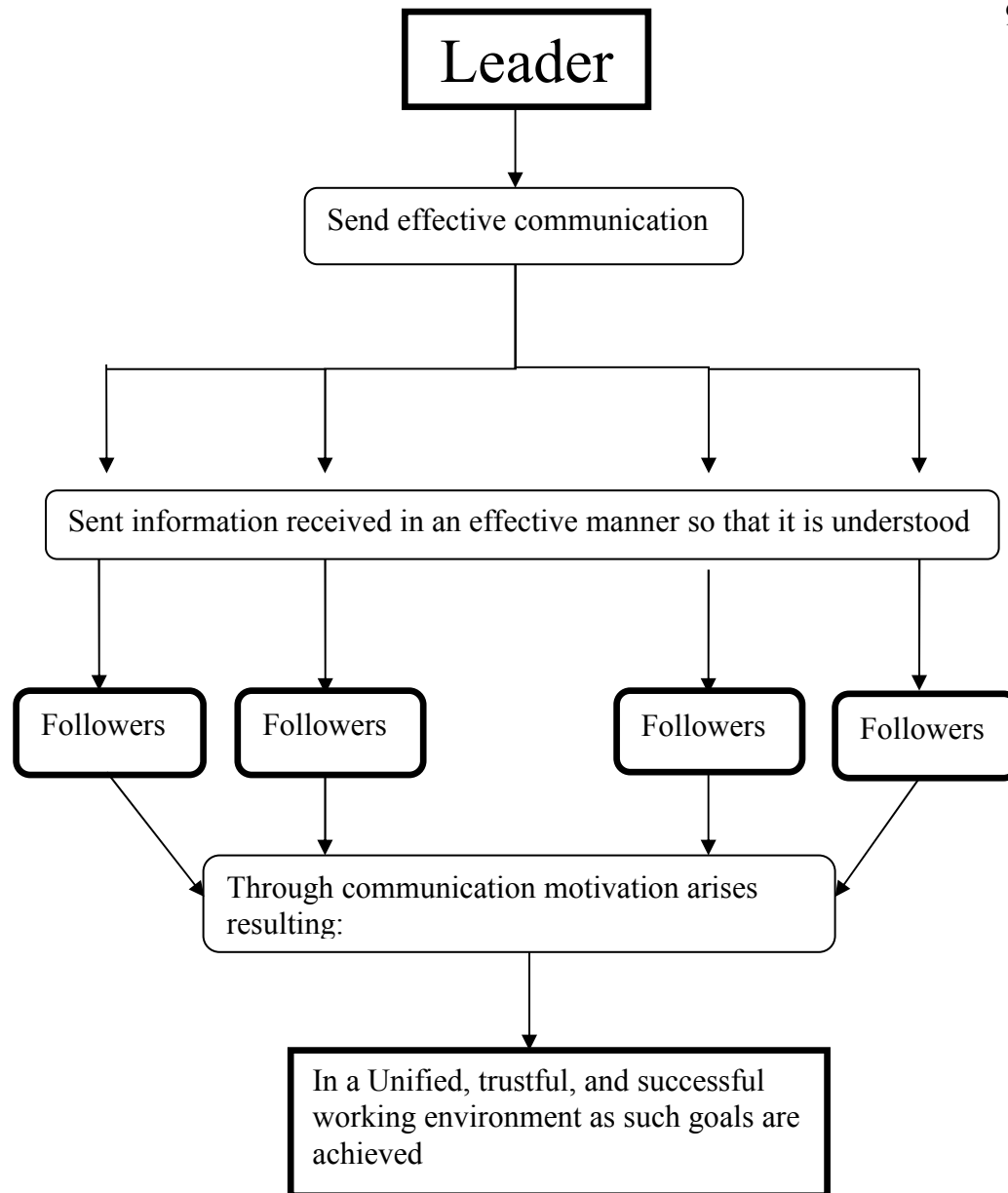
Figure 6. Building trust through effective communication.

There are other categories recognized as factors for building trust in leader-follower relationships, for example, exemplar leadership – leaders encouraged shared visions with followers, trustworthiness – was being viewed as trustworthiness that involved leadership competence, being friendly, kind, loyal, and compassionate, and

inclusion – where leaders provided maintaining support systems, innovation, and motivation as civic responsibilities for organizations, workers, communities, and society. Transformational leaders displayed exemplary leadership behaviors, provided visions, addressed concerns, and solved interpersonal conflicts, and ensured that subordinates were satisfied with their jobs and were productive. (Braun, Peus, Weisweiler, & Frey, 2013; Tims, Bakker, & Xanthopoulou, 2011).

One leader mentioned that leaders are required to serve as an example and an important factor to illustrate vigor, trust, and a plan to guide the people in the groups or organization they manage. A leader of Unit 1 stated that leaders served as role models whose behaviors, actions, and personal liveliness revealed preferred behaviors expected throughout groups or the organizations they lead.

Patterns in Code From Participant Leaders

Figure 7 displaysin bars the levels of participant leaders' perceptions of how to promote trust in leader-follower relationships. Taller bars indicated that the topic was mentioned more often than other factors. Communication was categorized and subcategorized as the most significant factor in building trustful relationships. Feedback was discussed as an essential factor. Participants also identified unity and noted that the patterns signified aspects for promoting trusting relationships. There were other category levels exhibited in Figure 7, namely (a) interest, (b) inclusion, (c) exemplar leadership, (d) evaluation, and (e) acknowledgement. These principles were considered by participant's leaders as essential behaviors for fostering healthy leader-follower relationships.
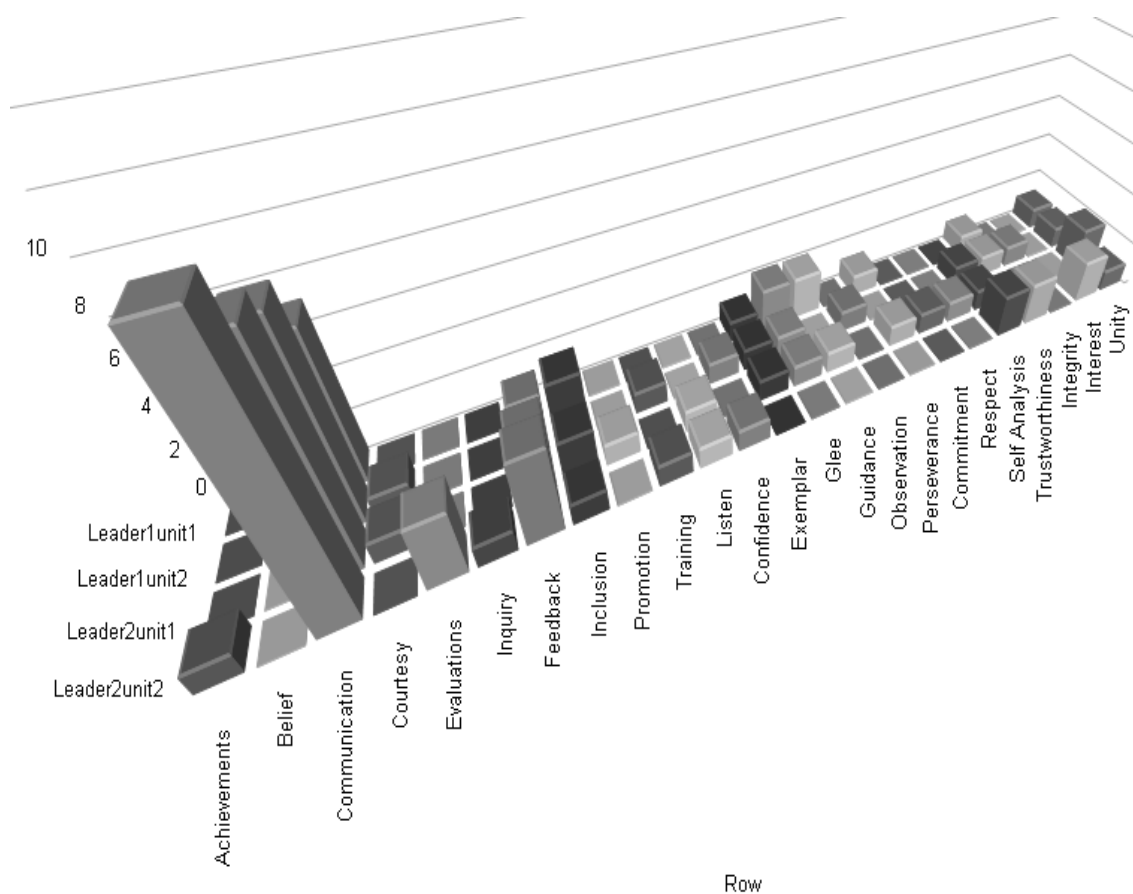
Figure 7. Leaders' discernment of trust.

Results of Interviews With Subordinates

Subordinates reflected on their own experiences of leaders. Interview responses demonstrated subordinates' determination of how leaders' leadership qualities met their needs. Subordinates' experience of trust in leader-follower relationships varied as they responded to the questions given. Most of the participants commended the attitudes of their leaders but noted that they would like to be more involved in the decision process since they felt that they have more to offer. Some participants of Unit 2 felt that some leaders were self-opinionated and too aggressive to lead others and added that at times they wanted to be defiant and move on to organizations they felt had better leadership.

During one interview session, a participant discussed his experiences of followership and stated that his leader promoted trusting relationships by allowing followers to communicate effectively at any time, while insisting that others must not view statements or remarks as grievances or criticisms but rather as team support. The participant added that his leader wanted followers to experience what it was to not be afraid to vent their feelings in an appropriately positive manner, or to negotiate, or discuss what was being observed within the team. It should be viewed as an important factor so that for amicable solutions to be identified.

Some participants explained that they were desirous of leaders who showed attitudes of commitment by giving one hundred percent attention, teach growth, give good leadership examples, and show good attitudes that could produce progress and make the follower want to follow them. One follower mentioned that trusted leaders made followers' issues their own, and ensured that confidence always existed within the leader-follower relationship. This factor was also dependent upon positive or negative job outcomes. Other subordinates added that trusts in leadership are developed through good leader-follower relationships, which is open-minded, motivational, encouraging, and supportive; it always assisted in guidance and an attitude to achieve.

Trust in leadership was attributed to followers enhanced job performance (Covey, & Merrill, 2014), which caused increased production and workers and organizational success (Okoro, 2012). Trust in transformational leadership promoted workforce stability, trust in leadership also created effectiveness in team performance and job satisfaction (Gundersen et al., 2012; Hamstra, Van Yperen, Wisse, & Sassenberg, 2011; Paul &

Elder, 2008). Both units showed similarities in responses by acknowledging that their leaders understood their functions, motivated others, and were open-minded. Their leaders also stressed team effort, provided encouragement, supported groups, and offered guidance through crisis. Leaders complemented followers and encouraged them have their actions and attitudes enhanced, let their ethical aspirations be improved, and have their self-well-being improved through strategy and structure (Diaz-Saenz, 2011; Geib, & Swenson, 2013; Simola et al., 2012).

Leadership influences affected followers' experiences of leadership; when leaders stressed on the different aspects of followers' self-concept, their capabilities, and possibly changing their focus from one level to another to bring about change. Also, when leaders focused on promotion resulted in followers' creativity, eagerness, attentiveness to positive outcomes (Kark, & Van Dijk, 2007; Whetten & Cameron, 2011). In contrast, leaders who were prevention focused; resulted in followers' partiality for constancy, inclination for accurateness, peril dislike behavior, attentiveness to negative outcomes, normative or continuance obligation, and a society that values excellence and competence (Kark, & Van Dijk, 2007).

According to some subordinates of Unit 1, leaders who exhibited lackadaisical attitudes, caused distrust within the relationship and dysfunctional organizations. Another participant of Unit 1 declared that negative leaders contributed to social interaction issues among followers. The participant continued to state that these issues could be identified when leaders show favoritism, recognize achievements from one team member instead of the entire team, award one person instead the team, and have conflicts with followers.

A participant felt that the value of trust promoted activeness within the leader-follower relationship, and added that followers with active tendencies were encouraged to share ideas, go above and beyond work expectations, produced more, and possessed the passion for self enhancement. On the other hand, another follower provided reasoning why followers were inclined to move to other organizations where they felt trust existed, stating that they were desirous of working with leaders, who listened to the point of view of others, dealt well in situations of conflict, and showed concern of others.

Themes Derived From Participant Subordinates

Data analyzed produced themes based on the question, how the subordinates value trust in their leaders. From the original assessment of the recorded principal documents, 427 significant statements emerged from the 18 questions and subsequent responses. Table 5 illustrates the responses received, with emerging themes based on subordinates' perceptions. I understood the primary analysis of the principal documents, 11 significant themes emerged coupled with 27 subthemes explaining the indeed tasks. Those 11 important themes were: leadership behaviors, dependability, helpfulness, leadership ability, satisfaction, perseverance, commitment, trustworthiness, likelihood, unity and relationship. Subthemes identified in the Nvivo 10 analyses were listed under themes and the defined leadership characteristics were listed to the right of the subthemes.

Table 5

Open Coding Findings: Emerging Themes for Subordinates Units 1 & 2

Themes	Subthemes	Defining leadership characteristics
• Leadership behavior - an important aspect for creating trust.	Attitudes – change Benevolence	Leaders emphasized on the need for positive self-transformation.
• Dependability - depicting competence and committed to giving good guidance.	Communicating Delegating Evaluating	Leaders ensured excellent cooperation and promoted positive results.
• Helpfulness - a significant criterion for working as a team.	Assistance Cooperation perseverance	Leaders encouraged and give guidance through crisis.
• Leadership ability - to influence others positively.	Knowledgeable Judgment	Leaders lead by example in order to enhance followers' growth.
• Satisfaction - promoting contentment.	Awareness Comfort Satisfaction	Leaders demonstrated conversantly working environments.
• Perseverance - ensuring tasks are accomplished.	Success Resilience Change	Leaders were innovative.
• Commitment - exercising dedication.	Gratitude Honesty	Leaders displayed positive attitude by being very optimistic.
• Trustworthiness - relating constancy reliability and fidelity.	Belief Acceptance	Leaders showed the best interest in others and treated others equally.
• Likelihood - examining possibilities.	Steadiness Confidence	Leaders took chances or risks' it was viewed as a vital part of leadership.
• Unity - Social strength.	Harmonious behaviors Working together	Leaders listened, showed empathy, responded to concerns, and ensured confidentiality.
• Relationship – attending to the affairs of others.	Respect Courteous Integrity	Leaders provided guidance and counseling and build trust in relationships.

Patterns of Unit 1 Subordinates

In Figure 8, the patterns showed the sources and the nodes derived from the interview data received from participants who were followers of Unit 1. The lines identified or pointed to the nodes that showed categories and sub-categories of participants' perception for the value of trust in leadership. Participants of Unit 1 recognized and addressed that the important characteristics of leaders were to recognize their leaders' positive leadership ability, leadership behaviors, dependability, helpfulness, and satisfaction, foremost contributed towards the establishment of trust in any leader-follower relationship. Some participants perceived that commitment, perseverance, trustworthiness, likelihood, and unity served as an amicable base in building relationships. However, they determined that leadership behavior could develop trustful or distrustful relationships (Rousseau & Aubé, 2010).
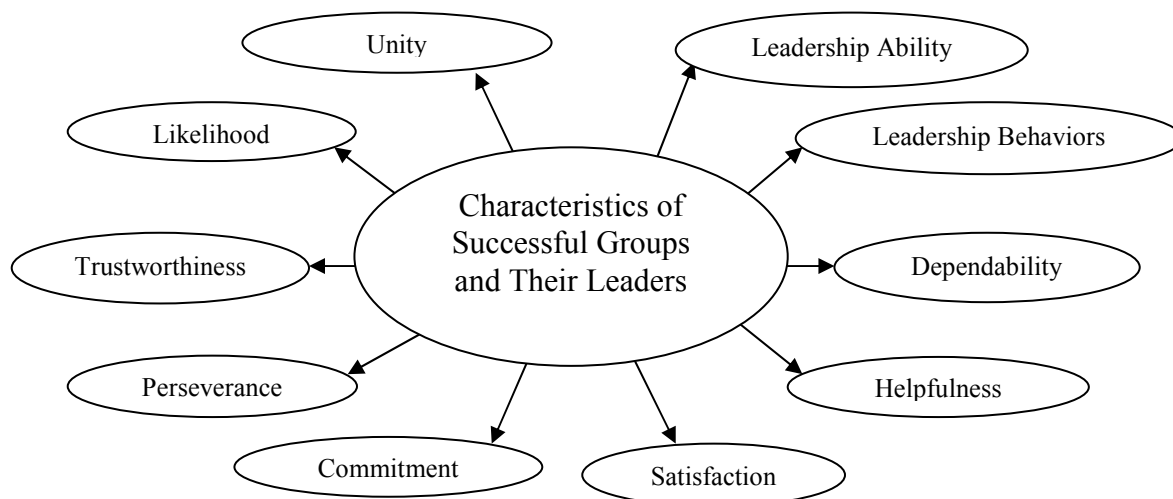
Figure 8. Subordinates' perception of trust Unit 1.

Patterns of Unit 2 Subordinates

In Figure 9, subordinates of Unit 2 addressed the significant characteristics in their leaders that promoted trustful of distrustful relationships they were recognized as: leadership ability, leadership behaviors, dependability, helpfulness, and satisfaction. Participants also perceived that; relationships, commitment, perseverance, trustworthiness, likelihood, and unity were supportive principles in building trust in leader-follower interactions.
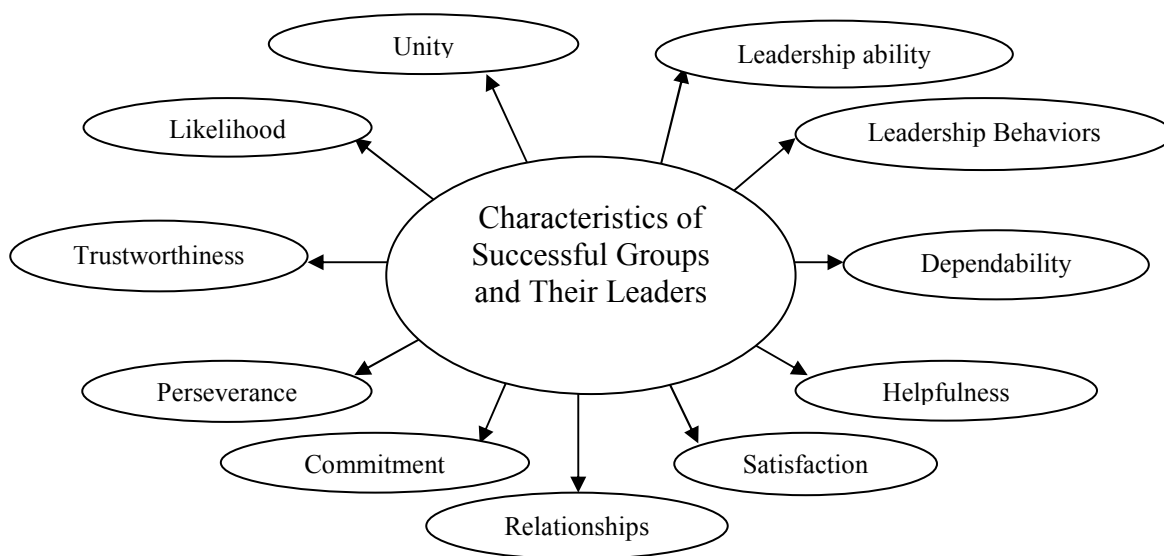
Figure 9. Subordinates' perception of trust Unit 2.

Patterns in Code Unit 1

Figure 10 showed levels of subordinates' perceptions of how they perceived the leader-follower relationships in Unit 1. The fluctuated frequency bars was associated with the subordinates' perception of trust in leadership. Trustworthiness, followed by leadership behavior, and satisfaction was considered significant aspects for trusting relationships. There were other category levels exhibited in Figure 10 that was

determined by participant subordinates as essential leadership behaviors which

attributed to trusting relationships. Those were (a) perseverance, (b) commitment, (c) job

performance, (d) confidence, (e) unity, and (f) likelihood. These principles were

considered by participants' subordinates as essential behaviors for fostering trust

between leaders and followers.
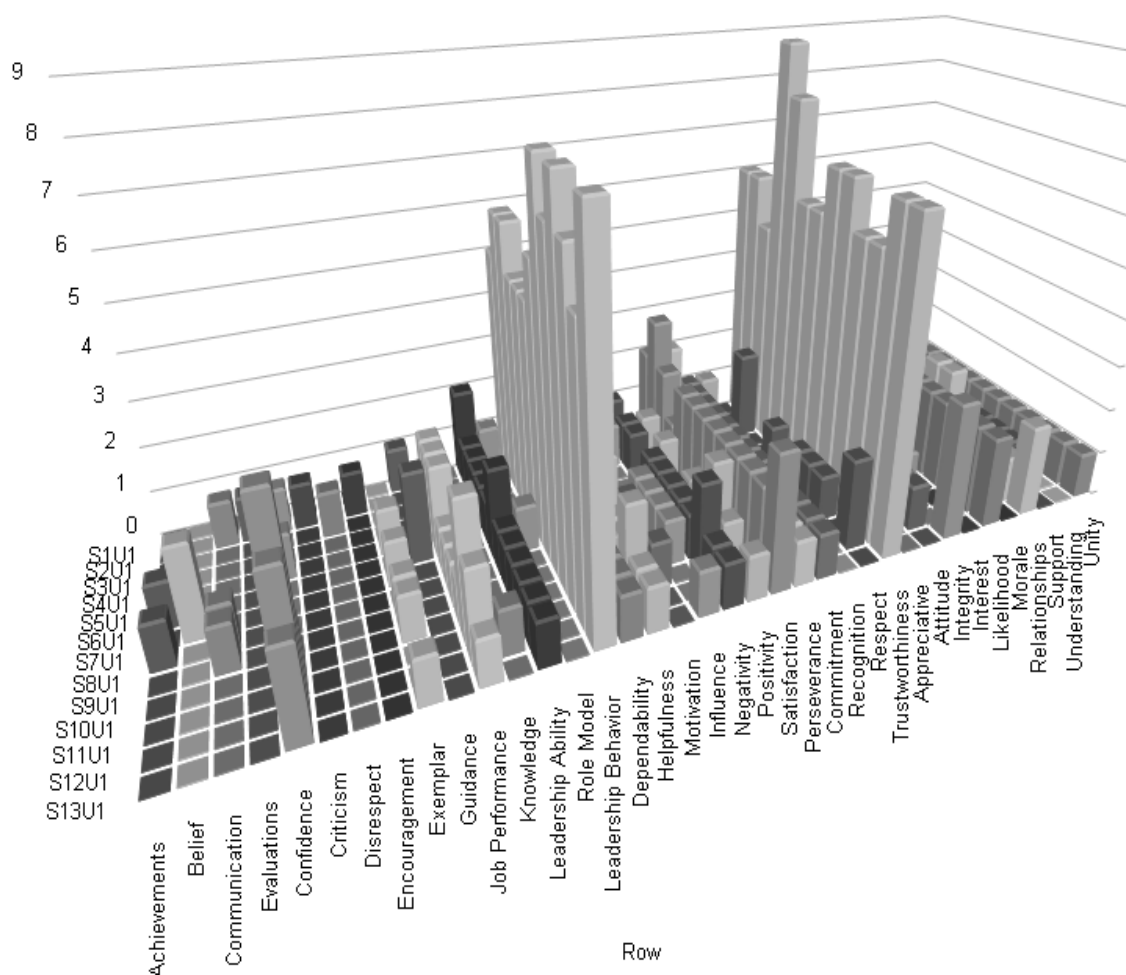
Figure 10. Subordinates' perceptions of trust in leader-follower relationship Unit 1.

Patterns in Code Unit 2

For Unit 2 subordinates' perceptions of how they perceived the essential action in building effective leader-follower relationships the visual was presented in Figure 11. Leadership behavior was identified as an important factor in valuing trustful relationships. Trustworthiness was also seen as having vital importance. These results duplicated the patterns found in Unit 1. However in Unit 2 participants also identified relationships as a significant aspect for trusting interactions.
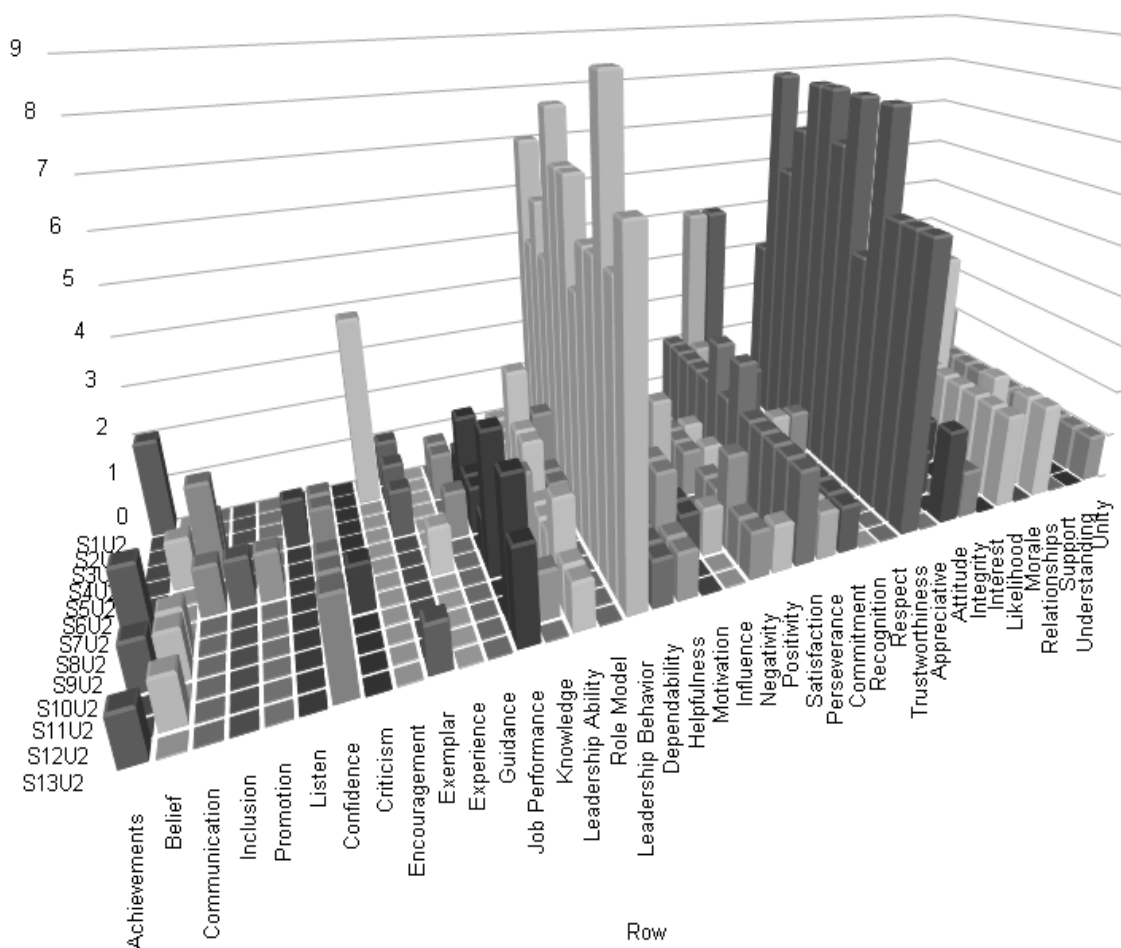
Figure 11. Subordinates' perceptions of trust in leader-follower relationships Unit 2.

Similarities and Differences of Leaders and Subordinates

The perceptions of leaders and subordinates were examined and it was observed that leaders were of the opinion that in order to put into practice effective leadership; there must be effective communication, clear feedback, and a sense of unity. In contrast, subordinates shared their perceptions on the value effective leadership as leaders displaying good leadership behaviors, they instilled that they preferred dependable and helpful leaders. Subordinates explained that their leader's leadership ability must be of high standards, leaders must show satisfaction, they must persevere with good guidance to gain results, and leaders must be committed to the relationship and teamwork. Subordinates also noted that leaders must exemplify trustworthiness, and there must be the likelihood to inspire them to achieve. There were similarities between leaders and followers in the area of unity, and feedback.

Whetton and Cameron (2011) explained that effective leaders motivate followers, sharpen their confidence, achieve team goals, and provide overall feedback for effective decision making process within groups. Manteklow (2011) noted that the progressive stages for successful development within the leader-follower relationship and organizational success are; commitment, respect, forming, performing, and trust.

All the leaders explained that they expect their followers to accept and follow directions. Conversely, all followers understood that their function were to accept and follow directions, and to perform at standards which were acceptable by leaders and the organization (Pierce & Newstrom, 2011). Another shared perception was that effective communication have resulted in positive leader behaviors, subordinates depending on the

functions of their leaders, leaders showing their ability to lead well, leader-follower satisfaction, perseverance between both leaders and followers, and commitment to the goals and tasks of both leaders and followers.

The relationship between leaders and followers where transformational leadership and trust existed were acknowledged to improve job satisfaction, commitment, and apparent organizational success. Since, goals were consonant with followers' values, followers viewed organizational objective as their own and put extra effort toward accomplishments (Chuang, Judge, & Liaw, 2012; Hoffman, Bynum, Piccolo, & Sutton, 2011; Kolnac, 2011). Men and Stacks (2013) argued that effective communication positively influenced transformational leadership within organizations. Stevens (2010) explained that transformational leaders through effective communication; positively affected their staff performance, by increasing creativity and management. Coloquitt et al. (2007) stated that the penalty for lack of trust, or distrust, was a deficient understanding of key principles, poor communication, and lack of ideas to recognize and accept visions of excellence.

The Need to Establish Trust in Leader-Follower Relationships

Trust was considered the foundation in leader-follower relationships. For Bass (1990), transformational leaders promote trust through respect, self-determination, commitment, loyalty, and self-confidence. Followers' envisioned trustful leaders as individuals who were respectful, showed concern, were loyal, and promoted an admiration in their minds along with motivation (Covey, & Merrill, 2014; Geib & Swenson, 2013). Figure 12 illustrates how followers perceived trustworthy leaders.

Subordinates were of the opinion those effective leaders' exemplified good communicators, were committed, satisfied, helpful, dependable, showed likelihood, was united in their relationships, and was perseverant.
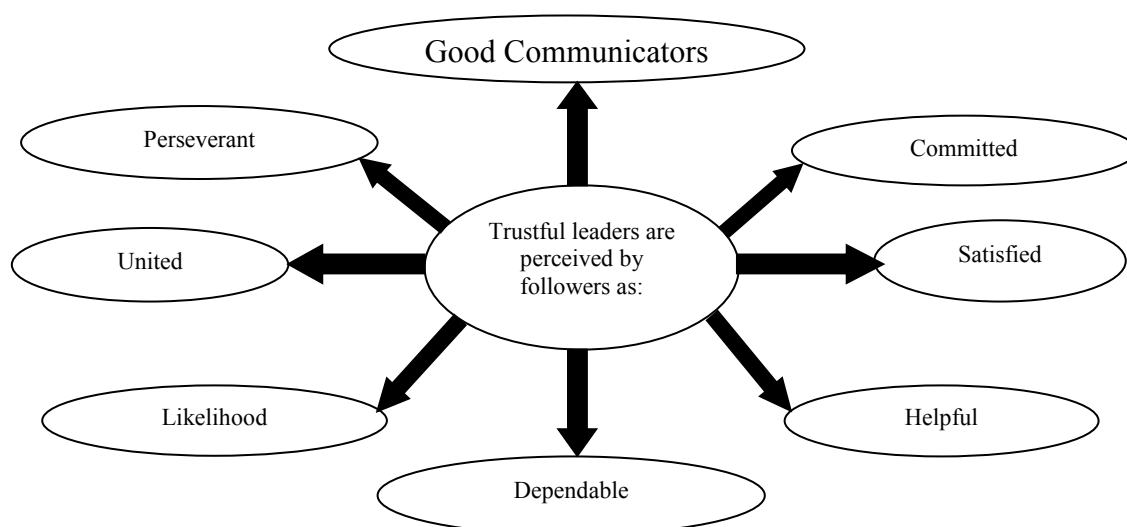
Figure 12. Subordinates' perception of trustful leaders.

Leaders created environments of trustful leader-follower relationships when they understood the views or ideas of followers or team members and processed them into general categories of value. These values were strongly held by leaders and their organizations and provided enthusiasm within leader-follower relationships and offered momentums for teamwork and obligation (Rajah, Song, & Arvey, 2011).

Figure 13 shows how followers perceived untrustworthy leaders. Subordinates were of the opinion that distrustful leaders displayed poor leadership qualities by portraying habits of; arrogance, being self-opinionated, displayed overly aggressive behaviors, and was disloyal. One participant of Unit 2 stated that distrustful leaders fail to recognize contributions made by followers towards organizational achievements. Another

participant added that instead, distrustful leaders accepted all praises as if they singled

handedly did all the work by themselves.

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                    ┌──────────────────┐
                    │  Self-Opinionated │
                    └──────────────────┘
                              ▲
                              │
  ┌──────────┐      ┌──────────────────┐      ┌──────────────┐
  │ Disloyal │ ◀─── │   Untrustworthy  │ ───▶ │     Too      │
  └──────────┘      │   leaders are    │      │  Aggressive  │
                    │   perceived by   │      └──────────────┘
                    │   followers as:  │
                    └──────────────────┘
                              │
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                    ┌──────────────────┐
                    │     Arrogant     │
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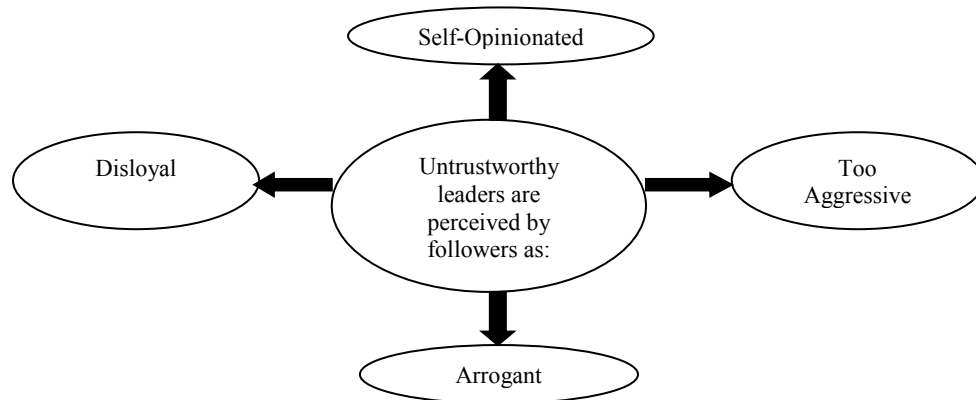
Figure 13. Subordinates' perception of distrustful leaders.

The perceptions of participants were recognized as factors that caused superb or ill

effects of preconception of their leaders. The perception of subordinates was dependent

upon the social creation of being a follower, and the aptitude to perform in accordance

with the leader's behavior, creating the kind of relationship, that was reliant on the

surrounding conditions shaped by the leader and the organization (Hawkins, 2011;

Nielsen & Cleal, 2011; Patterson, 2010). In addition, the subordinate's role sufficiently

depended on how leaders allowed their function to be, and in turn how followers

perceived them to be. This resulted in the kind of relationship established between the

leader and his/her followers whether positive or negative.

Summary

Leaders in Units 1 and 2 were asked how trust between leaders and subordinates can be developed in order to solve the problem of distrust Leaders responded by stating that problems of distrust were solved when leaders and followers worked in unity, when they reasoned together in confidence, with one mind, one body, one accord, and expected the same results. Leaders responded to the question of how respect between leaders and subordinates can be developed in order to solve the problem of distrust Some participants mentioned that respect between leaders and subordinates should be earned and subordinates ought to trust their leaders. Other participants noted that with the use of good communication and courtesy, trust could be developed. Leaders from both units stated that through interactions with each other, leaders who spoke the truth and lived the truth, leaders' who lead by examples and positively influenced others enhances working relationships.

To prove honesty in relationships a leader's word must be his/her bond. Therefore, integrity is important. The approach in transformational leadership was vital for organizational success (Wang, 2011). Participants of Unit 1 mentioned that exemplary leadership demonstrates reliability. Leaders of Unit 2 noted that leaders who instilled that followers were part of the organization and those followers who saw themselves as benefit to the organization developed excellent leader-follower relationships.

The questions explored were: How can leaders better respond to follower needs and concerns? How can employees' training and development be improved such that workers will freely communicate with supervisors to seek greater involvement? Some

leaders stated that they responded better to follower needs and concerns by effective communication and constant dialogue with each other. Leaders discussed that they were observant since they looked for body language and change in their subordinates' attitudes. Leaders of both units explained that workers who shared their concerns of becoming more involved in organizational activities; associated feelings of belonging, security, and valuable outcomes for both employees and employers.

The examined question: How do leaders respond to organizational success and failure to set or achieve goals? Leaders stated that they react to success with joy, they informed employees of the success by letting them know that they attributed to the success, give praises, awards, and when possible promoted followers. Participants explained that they responded to failure by trying again, and they never give up. Some participants also explained that they reviewed all work backwards, examined why goals were not met, and conducted self-analysis to reduce the occurrence of failures.

The investigated question: How do you know that your team members are happy or feel rejected working with you? Some leaders mentioned that they recognized their subordinates are happy when subordinates are engaged in conversations with friendly smiles, when subordinates freely shared ideas, when subordinates were anxious to get work done, and when subordinates brain stormed. Leaders noted that they acknowledged rejection from subordinates by their body language, poor eye contact, the way they talked and acted poor communication, and negative workers attitude.

The addressed questions: How do you recognize that your followers' are motivated? How can you implement change in the attitudes of rejection from your team

members? Leaders of Unit1 mentioned that they recognized that their subordinates were motivated; when they give praise and are happy and completed given assignments. Leaders of Unit 2 stated that they knew subordinates were motivated when they were anxious and shared ideas and when they were willing to be involved in open discussions. Participants of both units related that attitudes of rejection from subordinates could be changed if leaders conducted one-on-one meeting with followers for problems to be discussed. Some leaders emphasized that both leaders and followers who showed interest in working together promoted progress.

Examining the questions: How do you respond to the concerns of your followers? Why would you promote workers advancement? Leaders of Unit 1 mentioned that they respond to the concerns of followers by addressing all issues immediately. Leaders of Unit 2 stated that they respond to concerns of workers by being sympathetic and responding timely and appropriately so that the moral of the company would not be affected. Participants of Units 1 and 2 explained that they would promote workers advancement so that workers could become future leaders but first workers must show themselves worthy.

The examined questions: How do you know that your communication skills are effective? How do you ensure that the communication process is clear and the processes of achieving organizational goals are understandable? Leaders related that they knew their communication skills were effective by the responses they received from followers through their actions, their understandings, feedback, and results. Leaders of Units 1 and 2 mentioned that they recognized that the communication process was clear and the

process of achieving organizational goals were understandable when the discussed

matters with their followers, the feedback they received, and the results.

Questions were directed to subordinates to understand their perception of trust in

their leader-follower relationships. The explored questions: Why is trust important to

you? How does the relationship between leader and follower influence your opinion of

trust in leadership? Participants from Unit 1 stated that trust builds relationships, security,

confidence, and safety; it demonstrates honesty, growth, understanding and reliability.

Some participants added that trust made ways to address concerns showed respect and

cultivated willingness that relied on others. Unit 2 participants were of the opinion that

trust enhances relationships, builds a piece of mind, and reliability. Participants of Unit 2

also noted that trust provided safety, guidance, counseling, teaching, and support, and

trust could be considered a foundation in any relationship where goals were achieved.

Subordinates from Unit 1 mentioned that trust in leadership calls for leaders to

lead followers in the right direction, show respect, guidance, counseling, understanding,

mentorship and cooperation, establish good relationships, and lead by good examples to

positively influence followers. Subordinates of Unit 2 expressed their thoughts that

leaders exemplified good qualities when they lead in the right direction, create

understanding, and exude positive attitudes in order to enhance followers' growth. A

subordinate noted that a good leader shows transparency, is appreciative, trustworthy, and

builds trust in relationships. Trustful leaders also promoted cooperation, comfort, and

satisfaction in relationships.

The question: Why the expectations of your leader have a positive or negative outcome of your job performance? Some participants shared their experiences of negative leadership and highlighted that negative leaders displayed harassing tendencies, showed favoritism, or racism which made some subordinates considered resigning or wanted to leave the organization. Participants from Unit 1 noted that positive leaders lead to achieve goals, set good examples, enhanced staff performance, embraced change, and developed good relationships. Some participants of Unit1 added that positive leaders showed concern, were helpful, showed awareness, and were reliable.

In contrast, negative leaders exuded negative criticism, harassment, favoritism, racism, betrayed followers, and were not reliable or consistent. Participants of Unit 2 noted that positive leaders expected commitment, punctuality, tried to build strong relationships, worked as a team to achieve goals, led by example, and addressed concerns. In contrast, negative leaders showed lack of concern, displayed low standards of expectation and displayed poor behavioral attitudes. Some participants of Unit 2 noted that negative leaders were considered unsatisfactory in leading in the right direction which left negative impacts in leader-follower relationships and no progression in the organization.

The explored question: How does trust in leadership affect your performance and attitude towards your leader? Participants of Unit 1 mentioned that trust in leadership builds confidence, safety, comfort, and the willingness to work to the best of the follower's ability. Some participants felt that trust affected the respect of leaders. Leaders who possessed the attitude to give one hundred percent, taught growth, give good

leadership examples, and showed good work ethics; produced progress and made followers followed them.

A participant of Unit 1 mentioned that trusted leaders made followers issues their own. Another participant was of the opinion that trust builds confidence within the leader-follower relationships that determined job performance. Unit 2 highlighted that trust in leadership developed good leader-follower relationships; which was open-minded, motivational, encouraging, and supportive; trust provided guidance and an attitude to achieve. Trust in leadership enhanced job performance, and caused production for the organization and workers satisfaction.

Subordinates responded to the question: How would you describe the negative impact of your leader's style, in regards of transformational leadership and taking your well-being into consideration? Some participants of Unit 1 explained that poor communication was an issue in their leader's ability to lead, along with aggressive behaviors, and when their personal concerns were not addressed. Some subordinates mentioned that at times when planned jobs were expected sooner than planned expectations were problematic. Participants of Unit 2 responded by stating that the negative style of leadership were displayed through poorly addressing tasks and concerns. A participant of Unit 2 noted that when taking care of followers' well-being were not important, the lack of encouragement by leaders, poor confidence in leadership, less employee satisfaction and poor job performance signified their experiences of negative leadership.

Participants reflected on the questions: Why would trust in your current/ past supervisors influence your ability to follow them? How important is trust in your working relationship with your superiors? Participants of Unit 1 stated that confidence, accountability, reliability, encouragement, and honesty in leadership allowed them to be better followers. Sharing ideas and innovation permitted the emulation of leaders. Unit 2 participants were of the opinion that confidence, integrity, loyalty, commitment, and respect were exemplary attitudes in leadership and are admirable tendencies for followers to imitate. Some participants of Unit 2 also added that positive leadership attitudes turn negative instances into positive results, which persuaded employees to follow their leaders. Participants of Unit 1 disclosed that trust was very essential in leader-follower relationships since it developed a sense of belonging and good relationships while building comfort. Unit 2 explained that trust was the foundation in good working environment, and personal relationships.

Responding to the questions: How likely are you to seek out supervisors or organizations where trust exists? How would you define trust or what does it mean to you? Participants of Unit 1 and Unit 2 were similar in their responses. Unit 1 noted that it was very likely for them to seek out organizations where trust existed because trust was an important factor for both organization and workers and aids in stability and belongingness. Unit 2 enforced Unit 1's responses and stated that they will very likely seek organizations where trust exists because a trustful environment offered good work ethics that are manifested in every relationship.

Both units showed similarities in their definition of trust. Participants of Unit 1 perceived trust to be respect, confidence, loyalty, unity, togetherness, honesty, to give one's all, and to give one's best. Trust was viewed as a love that cannot be broken. It was also viewed as integr7ity, sticking to your word, trustworthiness, good guidance, discipline and self-worthiness. Unit 2 approached the answer similarly and defined trust as being respectful, morally sound, confident, and dependable. Trust was meant to have the best interest in mind for others and to be faithful.

Investigated questions: How satisfied were you with your group leader? How dependable did you consider your leader to be? How helpful was your leader in assisting you to achieve the goal/goals of the organization? Participants varied in their responses to leadership satisfaction Unit 1 responded by stating that they were very satisfied, somewhat satisfied, not very satisfied, and fair. Unit 2 responded by answering that they were very satisfied with their leaders because the organization experienced growth, they experienced promotions and they were influenced to follow in the right direction. However, some participants were somewhat satisfied because they experienced leaders who exposed them to aggressive and intimidation which caused them to move on to other organizations.

Units 1 and 2 responded stating that they were very dependable, somewhat dependable, and fair. One subordinate commented that his leader did not know much of the daily operations and did not delegate duties appropriately. A few participants' mentioned that their leaders were very helpful because they made sure operations were planned and executed well. Other participants experienced leaders who were not very

helpful or sometimes helpful. One participant explained that his leader was too self-opinionated and refused to listen to suggestions.

The investigated question: How will you consider your supervisor's leadership ability to be? How likely are you to follow the examples of your leader to lead others? Participants from Units 1 and 2 showed likeness in their responses and acknowledged their leaders' leadership ability to be excellent. Participants also felt that their leaders possessed the ability to stimulate followers. Their leaders responded amicably to arising issues, they were able to deal with stressful situations and conflict, leaders allowed followers to voice their opinions, and were patient and demonstrated understanding and concerns. On the other hand, some participants felt that their leaders' leadership ability was fair, and below standard because leaders were not willing to share knowledge and showed negative attitudes in the relationship.

Participants from Units 1 and 2 mentioned that they are very likely to follow the examples of their leaders. Some participants of Unit 1 stated that even though they have experienced good leaders they would try a different approach in leadership because they felt that they were more innovative and higher achievements could be made. On the other hand, a few felt they rather follow the instructions of their leaders. Participants of Unit 2, expressed that they would like to do better than their leader because they could better understand and respond to issues before it expands.

Examining the questions: How unified are you working with other group members to achieve goals? How committed are you when working in groups to achieve goals? Participants stated that they are much unified; since they contributed to team

efforts by giving high praises and worked with confidence. Unit 1 also mentioned that they were unified working with their groups. Unit 2 stated that they were unified; because they worked as a team and achieved goals. Some participants said that they were getting better working as a team, since they preferred to work alone while others said they were somewhat unified because they did not cover another team members responsibility.

Units 1 and 2 stated that they are very committed when working in groups to achieve goals because they felt that their function as followers were to achieve set goals. Subordinates responded to the questions: How satisfied are you with your leader's leadership attitude? How does the perception of your leader affect your job performance? Some participants reflected, as being very satisfied with their leader's leadership attitude because both leaders and followers encouraged and supported each other. On the other hand, some participants were not satisfied because they felt their leaders showed lack of concerns for their personal development, their leader's aggressiveness caused distractions which hindered or slowed production resulting in tension within the leader-follower relationship.

Some participants of Unit 1 felt that the perception of leaders affected their job performance since it was important for leaders to appreciate their contribution. Others felt that high standards/attitudes, knowledge of leadership, and leadership integrity enhanced their job performance. Other participants felt that their perception in leadership was important since it aided in excellent job performance, self enhancement, and adherence to all instructions and being active constituted higher work level than expected. Unit 2 commented that the perception in leadership was important since it affected followers in

positive or negative ways. Constructive criticism, positive leadership attitude, and innovation were motivational attributes since it enhanced job performance, and caused followers to be on one accord of progressing in their field and the organization.

Leaders perceptions helped them recognized tactics used to communicate their feelings to subordinates for enhanced relationships, Leaders took the examples of strengths while gaining knowledge and correcting weaknesses. The perceptions of subordinates offered trust in leader-follower relationships awareness toward groups of people and individuals, who were either promising leaders or followers experiencing some form of negative or distrustful leadership. Likewise, leaders displayed specific strategies that prior research supported for putting into practice trust in leader-follower relationship; these strategies were communication, feedback, and unity.

When asked how they value trust in their leaders, some subordinates stated that trust in leaders were attained by leaders who allowed followers to voice their opinions freely, addressed personal and organizational concerns, encouraged and helped followers, and when leaders are dependable, reliable, honest, and respectful. Leaders acknowledged that they put into practice trust in leader-follower relationships when they treated all followers the same and addressed their concerns, when followers are assured that they were part of the organization and when leaders were ensured that followers were beneficial to the organization and in the leader-follower relationship. An important factor was that both leaders and followers understood that trust was the prospective and foundation for social change.

Themes and patterns were scrutinized, evaluated, and established with past literature which provided authenticity. Observational behaviors of participants were noted and were then defined, and compared to the recorded perceptions from the interviews and existed documentation. Overall, among the various themes that surfaced from the leaders' interviews, three frequent categories and subcategories of themes emerged from the question how leaders put into practice trust in their leader-follower relationships. The themes included similar perception of communication, feedback, and unity. Interviews from unit 1 subordinates produced 10 significant categories from 19 themes. They were leader behavior, dependability, helpfulness, leadership ability, satisfaction, perseverance, commitment, trustworthiness, likelihood, and unity.

Eleven themes emerged in reaction to the question, How do subordinates value trust in their leaders? They were identified as: leader behavior, dependability, helpfulness, leadership ability, satisfaction, perseverance, commitment, trustworthiness, likelihood, unity, and relationship. There were also 27 subthemes and leadership characteristics. The themes were the result of open and axial coding of key phrases and/or statements and quotes.

Chapter 5 of this dissertation is a summary and interpretation of the findings, limitations of the study, the recommendations for future research, implications and the conclusion of the study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative case study was to execute an open inductively-oriented investigation that identified the importance of trust in transformational leadership from the perspective of subordinates, to determine what caused distrust, to explain how different types of trust were created by leaders' actions, and how those specific dimensions of workgroup trust predicted such multiple job outcomes. The qualitative nature of this case study allowed flexibility. The method unfolded, developed, and evolved as the research progressed investigated how followers socially created their systematic thoughts of trust in their leader-follower relationships within the organization and the factors that caused such perceptions.

This research was conducted to emphasize the understanding of how subordinates defined their roles particularly regarding trust and its effects in leadership. I also identified individuals' characteristics and behaviors that were essential to succeed as followers and the inconsistency or uneven quality of leadership performances that affected their followers' behavior and job outcomes. The study demonstrated leaders' awareness of the importance of followership and revealed how leaders understand their followers' contributions towards effective leadership and created knowledge of how to positively foster excellent leader-follower relationships. Followers became aware of the important contributions they offered to organizations and the significant impact they have in promoting effective leader-follower relationships.

Major Findings

The interviews encompassed the perceptions and feelings of all participants emanated from their responses to several research questions and these responses that best represented their present positions and their personal and professional experiences in their leader-follower relationships. During the interview sessions participant leaders reflected on their perceived role in leading others to achieve the desired goal of the organization while at the same time promoted workers enhancement. Principally, leaders perceived their role in effective leadership as promoting effective communication, receiving timely feedback, and working in unity.

The findings uncovered an important link between trust and the function that the circumstance played in the leaders' ability to lead and followers' subsequent behaviors. In particular, the results reflected the views of subordinates and supported the conclusion that respect, loyalty, and consideration was developed to solve the problem of distrust. Leaders and followers instilled that respect must be earned within leader-follower relationships, whereby; commitment, honesty, courtesy, integrity, and effective communication were the essential factors for promoting effective leader-follower relationships.

The findings reported in this research indicated that leaders of both units portrayed the transformational leadership style, though they were unaware of the style of leadership they portrayed. Transformational leadership style became evident when leaders explained that they tried to elevate followers' goals and with great support and provided them with the self-assurance and moral development to accomplish beyond

expectations. Leaders mentioned that they also tried to lead by example since it pilots reliability and give proper guidance and counseling to build trusting relationships.

Findings showed that most subordinates were pleased with their leader's job performance and satisfied with their leader's leadership attitude. While some subordinates preferred to be more involved in decision making roles, other subordinates' responses showed that some followers were submissive and vivacious, while others were active and practical in character. The submissive type of followers emphasized the importance of compliance, respect and meeting the goals of their leaders, whereas the more active followers emphasized the importance of beneficially challenging their leaders and expressing thoughts or concerns that they felt were beneficial for accomplishing the given task.

Followers of both units spoke about the importance of leadership styles and preferred leaders who addressed their followers concerns. Specifically, followers related having difficulty working with aggressive leaders and highlighted that they rather not work with them, whereas submissive followers seldom spoke about the type of leaders they rather have. In addition they wanted trustful leaders who address concerns; they wanted to achieve set goals and work on their self enhancement.

To identify how trust influenced subordinates' ability to follow leaders and the importance of trust in working relationship with leaders; subordinates considered trust as the foundation for building excellent leader-follower relationships. Subordinates also mentioned that leaders who displayed the attributes of commitment, loyalty, respect, integrity, confidence, reliability, accountability, encouragement, and honesty were

recognized as leaders who impelled for the enhancement of trustful leader-follower relationships.

Statements from subordinates were analyzed to understand the following question: How do subordinates value trust in their leader-follower relationships? Leaders' statements were analyzed to understand the following question: How do leaders put into practice trust in their leader-follower relationships? Based on the responses to these questions it was concluded that subordinates viewed trust as an essential factor in leader-follower relationships and that trust was seen as the basis from which leadership behaviors determined positive or negative job outcomes.

The intention of this research was to understand the value of trust in transformational leadership. Specific to the responses received from all thirty research participants, the evidence showed trust as the root or foundation in positive leader-follower relationships and that transformational leadership showed compatibility for the improvement of performance in organizations and for subordinates' personal enhancements. Responses of participants also showed the need for trust in organizations and leader-follower relationships. Transformational leaders contributed significantly to the betterment of communication, reliability, unity, feedback and consequently to the development of leaders' and subordinates' commitment to positive job outcomes.

Interpretation of Findings for Subordinates' Themes

The research revealed several themes on the merits of trust in transformational leader-follower relationships. Namely, these themes were as follows.

Innovative and Aggressive Leadership

Leaders with innovative behaviors helped their followers realize their potential through enhanced self-awareness and greater self-enhancement by changing their followers' mindsets to achieve more than expected. Leaders with aggressive behaviors at times were recognized by followers as controlling and portrayed negative aspects in leader-follower relationships. Leadership and innovation were measured as: integrated and supportive; these iterative procedures were strategically planned, controlled, and sustained by communication in essential ways (Pierce & Newstrom, 2011; Zerfass & Huck, 2007).

Followers who were recognized as submissive or compliant; emphasized the importance of trust while accepting and obeying orders, believing in their leader's ideas, principles, understanding and recognizing their leader's capability, and being supportive of the leader's ability to make decisions. This notion coincided with Uhl-Bien and Pillai's (2007) text on the subordination of followership. The text was defined as the creation of combined tendencies to obey influential or leadership figures, support good and trustful leaders with the understanding that followers should be willing to effectively communicate with leaders who are believed to be distrustful (Bennis, 2010; Kellerman, 2007). Participants who possessed the submissive or compliant characteristics were responsive to their leaders' requests exemplifying total trust, but they showed deficiencies in their self-initiating behaviors and proactively recognized the need to take action without being directed or commanded by their leaders.

Effective Communication Builds Trust in Leader-Follower Relationships

All communication that clearly occurred between the sender and the recipient of the message with agreeable results were considered effective communication. Leaders who acknowledged the importance of good leader-follower relationships possessed the ability to perform effective communication. Leading required varied communication techniques to convey messages and solicit pertinent feedback to build trust that could create readiness for change along with a sense of importance to inspire followers to act (Gilley et al., 2009; Roy, 2012).

Prompt Feedback is a key for Building Trust in Leader-Follower Relationships

Leaders who appreciated, accepted, and positively influenced their employees succeeded in today's institutions (Avery & Thomas, 2004). One main authority was the providence of constructive feedback from both leaders and followers (Whetton & Cameron, 2011); these goals were accomplished when leaders displayed evidence of prompt feedback, commitment, loyalty, respect, and integrity to build trust in their leader-follower relationship. Leaders who responded or resolved issues in amicable manners to followers, administered to maintain strong personal relationships through trust building efforts while aiming to accomplish desired outcomes, were viewed by followers as exemplary leaders.

Unity an aid to Positive job Outcomes

In leader-follower relationships, unity was examined to be the bases of truth in the relationship. Unity was more likely when both parties perceived clear understandings that trust, respect, and loyalty existed within the relationship. In this study, I established that

trust held by subordinate workgroup members mediated positive leader behaviors to positive job outcomes (as supported by (Fulmer & Gelfand, 2012; Gholamreza et al., 2009; Gilstrap & Collins, 2012; Walumbwa, Luthans, Arvey, & Oke, 2011).

Leadership Behavior

Leadership behaviors were examined to be the characteristics and relationships that were viable components of trustful leadership (Hassan & Ahmed, 2011). The values held by leaders were related to their behaviors and efficiency. The study became advantageous when leaders and followers identified types of behaviors accepted and worked amicably to ensure favorable relationships They were commitment, loyalty, respect, dependability, honesty, perseverance, effective communication, effective feedback, unity, showing concern, and honesty. Dirks and Ferrin (2002) recommended that it was necessary to examine behavioral measures that followers expressed when drawing conclusions about the personality of their leaders, what followers did to promote trust in leader-follower relationships or, how leaders developed trust in followers. Poor leader behaviors were recognized as barriers that frustrated attempts at improving job outcomes. This research affirms Lyons and Scheider's (2009) notion that transformational leadership influenced subordinate outcomes including emotional and motivational experiences, as well as improved performance.

Dependability

An essential part of leader-follower relationships was being dependable. Once leaders perceived their followers to be competent and dependable positive relationships are likely to start; the intended issues were the tasks to be carried out or to be

accomplished. Leaders who recognized that they depended on followers, balance honesty and interacted with followers openly and assertively, influenced followers' feelings positively; followers then assumed responsibilities with the awareness that dependability existed with leaders and organizations while maintaining excellent leader-follower relations (Avolio, 2007).

Helpfulness

Effective leader-follower relationships signified the climate of helpfulness. Helpfulness accentuated inventiveness, regularly represented innovation, enhancement, and motivational energy. Relationships between leaders and followers where trust and helpfulness subsisted were acknowledged to improved job satisfaction, commitment, and apparent organizational success (Kolanc, 2011). The outset of trust necessitated a broad scope of helpfulness and development that was sometimes difficult to accomplish.

Leadership Ability

Triumphant leadership was built upon the foundation of improved follower competence and excellent leadership ability. Kark and Van Dijk (2007) stated that the leader's ability to lead was dependent and often considered to be their aptitude to motivate others toward accomplishing group goals or group visions. Transformational leaders lead followers in positive directions, achieved set goals of the organization and promoted workers enhancement.

Satisfaction

Leaders and followers made differences in each other's satisfaction and performance when goals were achieved and both parties were satisfied. Kaiser et al.

(2008) explained that the leader's function was to enhance the job satisfaction of followers. Satisfied leaders promoted superior performing followers and inspired greater obligation. Isaac et al. (2001) explained that excellent transformational leaders inspired greater interaction with followers and permitted the establishment of a highly motivated working environment and satisfaction due to the effects of trust. Trust in leadership, as stated by Kanji and Moura (2001), promoted satisfaction and good leader-follower relationship which was the center for the effective functioning of organizations.

Perseverance

Perseverance lead to achievements; leaders who shared ideas with followers and persevered through obstacles to achieve common goals with followers became acquainted with followers and worked together in one accord to achieve success. Isaac et al. (2001) explained that excellent interaction with leaders and followers through perseverance permitted the establishment of highly motivated working environments due to the effects of trust. Trust in leadership, as stated by Kanji and Moura (2001), promoted good leader-follower relationship which was the center for the effective functioning of organizations.

Commitment

Azeem (2010) noted that commitment was associated with the superior mind-set of commitment, belongingness, fortification, efficiency, greater career progression, increased compensation, and increased fundamental benefits for individuals. It was also linked to positive outcomes for both leaders and followers. The role of subordinate/follower was to follow directions of leaders and accomplished given tasks. Positive relationships were more likely to be achieved when followers were perceived to

be committed to given tasks. Leaders were professed as presenting principles that were consistent with munificence, trust, and ideas. Followers indicated higher levels of affective and standard obligation that were optimistic for organizations and society in general (Abbott et al., 2005).

Trustworthiness

Simmons (1990) stated that trustworthiness in leader-follower relationships created strategies for high performances in organizations, not only in attitude and competence, but how things were done within the organizational environment. To promote trustworthiness in leader-follower relationships, both leaders and followers were expected to demonstrate relationship that exemplified good behaviors, positive actions, and energy that were expected throughout the organization and social environment. Savolainen and Lopez-Fresno (2012) explained that performing trustworthiness by means of capability, honesty, compassion, and reliability, and enhanced changes in the results of leadership while maintaining improvements.

Likelihood

The recognized influences that leaders possessed, allowed them to significantly sway followers when goals were set with the likelihood that those goals would be achieved. According to Wand et al. (2005), transformational leadership articulated the likelihood of achieving organizational visions, nurtured followers' goals, along with the competence and characteristics to promote change. Leaders who lead followers to positive organizational outcomes promoted commitment (Daft, 2005; Zacharatos et al., 2000). The likelihood of achieving desired goals also influenced subordinates'

commitment and performance by motivating them toward new objectives and increased determination (Uddin, 2013).

Relationship

Relationship was viewed as the mutual obligation between the leader, follower, and the organization (Dirks & Ferrin, 2002). Because trust relationships were considered stronger or weaker due to experiences, interactions, and contexts within which each relationship existed, leaders acquired positive attitudes to motivate followers and encouraged good working relationships (Burke et al., 2007; Uddin, 2013). Exemplary relationship between leaders and their followers was based on the leader's attitude towards followers, the leader's moral standing, and leaders' value they instilled upon followers, knowledge, and commitment. Organizational success was based on leadership demeanor, honesty, the use of good management, the capability to communicate effectively, and the leader's ability to convey awareness to followers (Hassan & Ahmed, 2011).

Trust in leader-follower relationship. In accordance with this study on the value of trust in the leader-follower relationship, participants who possessed active or vivacious characteristics emphasized the importance of voicing their opinions, they shared ideas, and when possible, give their leaders positive directions. Participant followers believed that leaders who allowed such actions enhanced their leadership thinking and motivated followers into becoming future leaders, this discussion supported previous research which suggested that leaders who appreciated, accepted, and positively influenced their followers were successful in today's institutions (Avery & Thomas, 2004; Saxe, 2011).

Trust in leadership was linked with a multiplicity of important organizational outcomes such as, motivation, commitment, enhancement, followers' behavioral satisfaction with leaders, and obligation (Coloquitt et al., 2007; Dirks & Ferrin, 2002). However, Dirks and Ferrin recommended that it was necessary to examine behavioral measures that followers expressed when drawing conclusions about the personality of their leaders. Followers expressed that trust in leadership developed trust in followership.

It was mentioned that trust between leaders and followers were at the center of today's multifaceted and fast changing knowledge economy (Grenness, 2010; Kolanc, 2011; Hassan & Ahmed 2011). It was also understood that trust was perceived as the foundation for positive leader-follower relationships that fostered eagerness and ensured the best performance. Leaders seeking to build trust demonstrated their values and attitudes in their own behaviors with subordinate. This meant that becoming trustworthy in the eyes of subordinates was best done with words and actions.

Active or assertive subordinates. Active, assertive subordinates were of different views of how trust affected their relationship with leader. For example, participants, who exemplified the characteristics of an active or vivacious follower, defined their function in conditions of contributing views or ideas when opportunities were allowed, whether ideas were of residual complaints reliable or despite of whether or not they were in accord with the procedures of their leader. Active participants were identified to be more aligned with joint venture relationships, followers saw themselves as dynamic subordinates and vision their function as operating to precede tasks of their organizations. In performance of this function, active followers were looked upon as

aspiring leaders, who beneficially tested their leaders when required. This finding

coincided with the proposed model in Figure 2, which illustrated the recent recognition

on the importance of how leaders' attributed to trustful leader- follower relationships that

connected to the effectiveness of transformational leadership process. Likewise, trust in

leadership was determined as the critical constituent in the efficiencies of leaders (Bass,

1990; Hobman et al., 2011).

Submissive subordinates. Submissive subordinates shared different views of

how trust affected their relationship with their leader. For example, the submissive

otherwise more compliant followers preferred to be led or felt that their function was best

served by following instructions or directions, enduring silence and stay devoted to their

leaders. They desisted from refuting their leaders' hostility, offensiveness, unfaithful, or

unlawful behaviors. Consequently, they experienced working in an uncomfortable and

distrustful environment.

Similarities of followers' views. Examining the similarities in participants'

personal qualities, they all wanted to achieve the common goal of the organization, and

spoke of having the fullest respect for their leaders' position. Some mentioned that trust

in leadership was recognized when leaders addressed their personal concerns; it

motivated them to do more for the organization and created their job satisfaction.

Similarly, others preferred to have their input recognized and valued as part of the

organizational success.

Dissimilarities of followers' views. With regard to dissimilarities in followers'

individual disposition and behaviors, the largest discrepancy among groups implicated

difference in compliance, respect, offering opinions, taking initiative, and inventiveness by sharing ideas. Trust was considered the main tool that sustained organizational transformation. Even though perceptions varied followers understood that the responsibility of leaders created reciprocal leader-follower relationships.

   Transformational leadership. Effective transformational leaders emphasized adequate communication, timely feedback, and unity with their workgroups. For Daft (2005) transformational leaders clarified their values and voiced their opinions as well (Kaiser et al., 2008) transformational leaders were required to deal with followers' concerns, motivations, in addition to their own (Northouse, 2004) and served as self-governing forces for changing the makeup of followers' intent through rewarded success. Given that researchers advocated transformational leadership as the process where leaders and followers were engaged to create awareness of motivation and self enhancement; transformational leadership positively related to organizational success and excellent working relationships (Burns, 1978).

   Lyons and Schneider (2009) found that transformational leaders promoted greater sense of confidence to employees through emotional appeals. Similarly, Piccolo and Colquitt (2006) found that transformational leaders improved commitment, developed new ways of thinking about solving difficult situations and promoted more confidence among employees. Consequently, leaders considered the implementation of employees' performance analyses programs that recognized steps needed to be taken to guarantee compliant followers accept responsibilities, take assertive initiatives to enhance themselves, and recognized innovation as an important aspect for the success of the

organization. Leaders recognized the importance of active employees, give recognition when valuable contributions were offered, rewarded and encouraged active followers' behavior, addressed concerns of followers, and promoted trust in desired leader-follower behaviors.

Analyzed Interpretation of Findings

As stated in Chapter 1, the ethical humiliations of the past decade referred to instances where followers wordlessly allowed their leaders to defraud organizations. For example, Gompers and Metrick (2001) highlighted that Enron, WorldCom, Tyco, and many other organizations failed businesses displayed many leadership flaws, the results were that these companies did not encompass good trust practices due to poor leadership or working leader-follower relationships that were not open-minded. On the other hand, current researchers found that followers who were practical about expressing their concerns encountered distrustful consequences, such as facing retribution if they spoke out against the behaviors of their leaders, made suggestions to change their leaders' actions, or if the organization did not approve such leadership behaviors.

Trust in transformational leadership was positively related to follower/subordinate performance, group performance, and showed high levels of satisfactory outcomes (Wang et al., 2011). Moreover, trust was essential and practical and was viewed as an important component for organizational success (Hassan & Ahmed, 2011). Previous researchers demonstrated that leaders were required to serve as an example and an important factor that illustrated vigor, trust, and a plan to guide the people in the groups or organization they managed (Kanji & Moura, 2001). Since the demonstration of

leadership called for more integrative theories of leadership, as to what comprised leadership efficiency, it was ethically related to relationships with followers (Avolio, 2007). Leadership effectiveness and the tendency to trust leaders influenced group trust and group trust in turn influenced group effectiveness and organizational and personal achievement (Chen et al., 2008).

The findings also indicated that the social creation of being a follower, and the aptitude to perform in accordance with leader-follower relationships, relied on the surrounding conditions formed by the leader and the organization. Participants spoke openly about the prolonged effects of their relationship with leaders. For example, some of their leaders showed minimal leadership qualities were hostile and wanted work done their way with little or no ideas from others.

Several participants commented on the strong level of bureaucracy and that trust was not an important factor in their leader-follower relationship. This sensation initiated initiative. Participants also stated that their ability to progress was suppressed because of poor leadership. Participants who experienced poor leadership behaviors caused them to perform at lower standards than expected. Most participants described positive experiences with their leaders and mentioned that their leaders encouraged them to offer ideas and opinions that created a sense of appreciation, self-motivation, and self-enhancement.

Findings also suggest that some followers were of conflicting opinions with regards to how they should act with trusting some leaders as compared to others and what behaviors were considered satisfactory in their leader-follower relationship and

organizations. Regardless, findings identified some possible situations. For example, the way followers responded to instructions from leaders when working in stressful environments or in dissatisfied leader-follower relationships, the way followers regarded responsibilities to organizations despite differences of opinion in leadership, and the way followers with compliant behaviors reacted to followers with active behaviors when working in teams to achieve goals. These factors caused organization to encounter repulsive attitudes from followers which required the organization to propose and implement training initiatives so that leader-follower relationships could strengthen the sense of responsibility, respect and understandings subordinates and leaders have for each other.

Findings established that submissive followers because of their lack in sharing ideas or poor innovative tendencies experienced complex working relationships with leaders who were active or leaders who believed that taking initiative was important for successful outcomes. Practical followers viewed controlling leaders as not innovative and extremely unproductive.

For Wand et al. (2005), transformational leadership articulated organizational visions and nurtured followers' to achieve goals. Daft (2005) added that transformational leadership also nurtured the competence and character to promote change, positive organizational outcomes, and subordinates affective commitment. The mission of the leadership affected subordinates' commitment and performance by motivating them toward new goals and by raising their self-interest (Uddin, 2013).

With transformational leadership, both leaders and followers experienced moral development while motivation increased (Arnold et al., 2001; Avolio & Bass 2002; Bass, 1999). However, most participants (leaders) were unaware of the type of leadership style they portrayed within the organizational structure. Despite being unaware of the type of leadership they used, they worked for the good of the company, promoted job enhancements (both personal and organizational) for subordinates, and achieved set goals of the organization. Followers indicated that they were unaware of the leadership style that demonstrated in their organizations, but enforced that they want their opinions heard and their concerns addressed. Followers were of the belief that if those principles were positively addressed; trusting leader-follower relationship could be developed.

Upon assessment of relevant findings, organizations should examine the various forms of leadership styles and include their preferred leadership performance in their mission statement. Leaders were aware that followers contributed greatly towards organizational achievements and change or alter their leadership thinking of management. The preferred leadership style should be reflected in subordinates behaviors and outcomes.

I explored the value of trust in transformational leadership as understood from subordinates' perspectives; their experiences of trust in leader-follower relationships. Submissive and active subordinate emerged from this exploration which portrayed similarities of working with leaders to achieve the planned objective. Evidence of differences highlighted that the submissive subordinates preferred to follow directions at

all times whereas innovation played a major role for the effective functioning of active subordinates.

Evidence of this research showed that all subordinates whether active or submissive, wanted leaders who displayed characteristics of; exemplary leader behaviors, dependability, helpfulness, leadership ability, satisfaction, perseverance, commitment, trustworthiness, likelihood, unity, and communal relationship for the existence of trustful leader-follower relationships. This research substantiated that trust was necessary and fostered excellent working relationships.

What leaders and subordinates should understood was that promoting trust in leader-follower relationships was dependent upon both parties; leaders knew the quality of their selected followers and followers knew the characteristics of their leaders. Leaders capitalized on the knowledge of their followers without the intention of exploitation and followers benefited from the exemplary leadership of their leaders and promoted successful working environments, with the aim of becoming exemplary leaders themselves.

Limitations of the Study

The findings were interpreted with caution given that a qualitative case study approach was used with a small sample size. It was imperative to note that interview information was personal factors or influenced reflections based on followers' perspectives and experiences. Although this qualitative methodological case study was suitable for understanding participants' views on the value of trust in leader-follower relationships, future researchers would benefit from multi-method approaches to

information compilation that study differences in followers' perceptions and factors that caused those perceptions from individuals at different levels of the organization and through the industry.

Findings were based on information gathered from two organizations' including a small sample size, which limited the authenticity of research results. A study utilizing more organizations, applying different models, and increasing the sample size could enhance the authenticity of results. It is probable that the social aspect of trust in leadership will vary within various organizations and across varying cultures. For example, followers who are independent thinkers accentuate the benefits of self-government and individual liberty by way of partaking in decision making.

Consequently, more freedom or independence among organizational cultures may increase active tendencies of followers' behaviors, than cultures that possessed the controlling effect. Such cultures may entertain persons into more submissive follower behaviors accentuating compliance and respect, but lack the thoughts of being innovative. Future researchers should look at more diverse organizations and examine different combinations of leader-follower types.

Recommendations

Theories of trust in leadership, transformational leadership, trust in leader-follower relationships both from leaders and more so, from followers' perspectives have contributed to the understanding of the value of trust in leader-follower relationships. The uniqueness and contributions caused some concerns for recommendations of future research. Followers' perceptions of their leaders were examined to ensure that leader-

follower relationships were amicable in order to achieve positive outcomes. It is recommended that future research be conducted to show the importance preferred leadership styles in mission statements so that leaders would understand what is expected in their leadership behaviors and followers/subordinates would perform in ways that are compatible with the desired leadership style and performance.

Even though, findings showed that there was an important link with trust, organizational success, and the leader's ability to lead others; explorations from a wider range of organizations might help to establish enhance results with regards to trust in leader-follower relationships. In spite of all the published scholarly articles about the innovative models for studying trust in leadership, the majority of the researchers used similar methods that have been common for many years.

A different approach is required to increase greater understanding of effective leader-follower relationships and the importance of trust in organizations, future researchers should examine more of what is needed by followers for leaders to enhance organizational success. Methods that are influential and suitable for research questions utilizing other research methods should be used, since it was found that the leader's ability for building trust depends on positive influences. I recommend that longitudinal studies be conducted to examine trust in leadership from a structural perspective.

What followers required of their leaders might be another usable factor for the organization to determine leadership performance, followers' enthusiasm, and organizational commitment. Results showed that trust was a dominant factor in leader-follower relationships because of the construct's significant qualities namely,

commitment, loyalty, confidence, honesty, respect, integrity, accountability, encouragement, and reliability. Future researchers could gather characteristic behaviors that could assist to create knowledge of how individual environmental and cultural differences might direct followers to assume more submissive or active behavioral thinking and how those behaviors would vary in different situations.

Based on the logic of this study, research cannot draw from conclusions concerns of how submissive or practical followers deal with organizational constraints or the effectiveness of the association between followership and leadership, organizational perspective, or how cultural norms affect trust in leader-follower relationships. Future researchers should reflect on how specific leadership characteristics exemplify cultural morals as this may contribute to the consequent pattern of followers' behaviors and the social structure of followership, based on related factors in their work environment (Table 5).

Research findings showed the issue of negative leadership and noted that aggressive leadership behaviors lead to conflicts in leader-follower relationships. A recommendation for future research would entail the issue of organizations identifying followers' compatibility and incompatibility with their leaders' as it would amicably lead to positive and effective construction of leader-follower relationships.

Understanding that trust in leadership affects subordinates differently, future researchers should examine the topic of how trust in leadership could hinder or enhance innovative thinking in some followers more than others. In the framework of this study

building trust in leader-follower relationships was an important aspect in performance (Strauss et al., 2009).

When working with aggressive leaders, it would be interesting to learn whether or not followers with active tendencies will quit their jobs, try other tactics to sway their leaders in successful transformational leadership ways, or suppress their active tendencies to accomplish the desired organizational tasks. The findings recommended that active followers contribute openly for the benefit of the organization, as it would significantly create trusting relationships. Whereas the submissive type of followers should be encouraged to be innovative or more involved in discussions and share ideas for progress, since this can cause positive shift in their submissive mindsets.

Based on the findings of this study, it is recommended that institutions should start defining the organization's mission by examining the needs of subordinates and use such criteria for implementing systems and policies for leaders, as this may change the mind set of leaders by instilling knowledge or the understanding that subordinates are important factors for organizational success and that followers also have the ability to lead.

Implications

Research findings on trust in the leader-follower relationship might have possible implications for future leadership research which may produce more understanding of the needs of subordinates defined broadly. Specifically, how culture, personality, and environment are characteristics that determine the value of trusting relationships. Followers did not specify or specifically identify the factors that caused them to trust or

distrust their leaders, but indicated that the mere attitudes of leadership caused them to think or behave in a manner showing trust or distrust in their leader-follower relationship.

Research participants expressed appreciation for recognizing the importance of introducing leadership programs in organizations as it could enhance their learning, both in the short-term and in anticipation of the future. It is of interest whether the level of commitment can be modified by including leadership programs in all organizations for leaders and subordinates. The use of leadership program by workers may be a first step in driving programs for the surrounding community as well.

To a certain extent, active followers dynamically influenced their leaders through beneficial challenges, respect and effective communication. These actions are what they consider trusting leader-follower relationships to be founded upon and are an effort to ensue positive change in their organization. The more active followers influence others, are progressive, add value to their team, persuade others to follow, and affect the decision process. On the other hand, the more submissive followers could be considered exemplary followers as they appeared to be more obviously following. For example, such individuals comply, obey, imitate, and go along with instructions without innovative tendencies.

For this reason, these findings offer implications for an extended vision of leadership based more on the followers' experiences. A vision that goes from the current thinking that leadership entails downward influence only to a vision of leadership necessitating influence at many different levels (senior leaders, junior leaders, followers). This concept could change the mind set of followers and provide better means to

understand frequent leadership and organizational changes, by creating knowledge that all persons have the ability to become leaders.

Research implications on active and submissive followers' behaviors showed a need to broaden studies on leadership from the normal core of leadership to what affects leader-follower relationship effectiveness within organizations. Studies must not affect or try to alter the understanding of leadership but rather be used as a foundation for change towards a universal cause.

Implications for Social Change

This study may be a reasonable implementation strategy fitting for all managers, supervisors, and aspiring leaders, high schools, colleges, and university students because it has a user-friendly philosophy and may be appealing for the young-adult aged constituents. Young leaders and adults, college students, and high school students are at an advantageous time in life when their behavior is susceptible to transformation and the social role of student learner clearly designates readiness to change.

Teachers and leaders strive to learn how students will be motivated to achieve a positive personal lifestyle change through increased leadership education. It is of interest whether the level of commitment can be modified by including leadership programs in all educational institutions for young leaders, students, and young adults. The use of leadership training programs by young leaders, students, and young adults may be a first step in driving programs for the surrounding community as well.

Conclusion

This research revealed that the social structure of trust in leader-follower relationships embraced a miscellany of characteristics for individuals relating to their experience of trust. Over time, the image of leadership has been growing; but, researchers continue to recognize leadership as a continuous, universal subject.

The merit of trust in leader-follower relationships, from the perspective of subordinates, established that individuals hold beliefs that range from more submissive (controlled) to more active (practical) tendencies. Followers would rather work with innovative leaders, share ideas, be a part of the decision making process for achieving organizational goals, and be a part of celebrating success. This outlook has further guided mutual conception of leadership. Subordinates' perception of trust in the organization could be one factor that has supported this change.

Raising the cultural understanding of leaders about various standards and customs of followers should improve knowledge on the level of trust in their leader-follower relationships. An assessment on the effects of how to promote trust and the value of trust has the possibility to change the meaning of what represents leadership and what is believed to be effective leadership. Additionally, and perhaps most importantly, continuing to examine what subordinates can do to encourage trusting relationships could widen the visualization of leadership to represent all human beings, recognizing that all persons have the ability to become leaders.

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Appendix A: Consent Form

You are invited to take part in a research study of trust in leadership. The researcher is inviting leaders and subordinates, who are 18 years or older, with one or more years of working experience to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part. This study is being conducted by a researcher named Yonnette Hyman-Shurland who is a doctoral student doctoral student at Walden University.

Background Information:
The purpose of this study is to conduct an investigation on the importance of trust in transformational leadership, and to determine what causes distrust. The study intends to recognize what subordinates desire from leadership. Transformational leaders sets out to provide positive guidance that is sufficient enough for subordinates to achieve organizational objectives, generate positive outcomes, and enhance followers' self-assurance to accomplish beyond expectations. Transformational leaders also encourage an environment of resourcefulness while broadening employees' minds to new trends of thoughts and reactions.

Procedures:
If you agree to be in this study, you will be asked to:

> • Devote time for a face to face interview with the researcher.

> • Interviews will be conducted at a time that is convenient for participants.

You will be contacted by the researcher with regards to the availability of your time. In case of any unclear responses, the researcher will contact you privately for discussion.

     Here are some sample questions:
• Why is trust important to you?

• How does trust in leadership affect your performance and attitude towards your leader?

• How do you recognize that your followers' are motivated?

• How can you implement change in the attitudes of rejection from your team members?

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Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one in Unit 1 will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as becoming annoyed. Being in this study would not pose risk to your safety or well-being. It is hoped that this research will motivate participants to achieve a positive personal lifestyle change through increased leadership education, as they may become aware that they have the ability to become exemplary leaders.

Payment:
There will be no type of payment administered to the participants, as this research is intended to move the organization's awareness of the value of trust in leadership within the organization and enabling the doctoral student to achieve the desired goal.

Privacy:
Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. The researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by a locked cabinet for safe protection. Also, all information will be saved in an encrypted format on a password protected drive. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at ▮▮▮▮▮▮▮▮. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is (612) 312-1210. Walden University's approval number for this study is 09-30-14-0127116 and it expires on September 29, 2015.
The researcher will give you a copy of this form to keep.

Statement of Consent:
I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below I understand that I am agreeing to the terms described above.

Printed Name of Participant   _____

Date of Consent   _____

Participant's Signature   _____

Researcher's Signature   _____

Consent Form

You are invited to take part in a research study of trust in leadership. The researcher is inviting leaders and subordinates, who are 18 years or older, with one or more years of working experience to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part. This study is being conducted by a researcher named Yonnette Hyman-Shurland who is a doctoral student doctoral student at Walden University.

Background Information:
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Privacy:
Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. The researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by a locked cabinet for safe protection. Also, all information will be saved in an encrypted format on a password protected drive. Data will be kept for a period of at least 5 years, as required by the university.

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Printed Name of Participant   _____

Date of Consent   _____

Participant's Signature   _____

Researcher's Signature   _____

Appendix B: Demographic Questions

Biodata.

1. How old are you?

   _____

2. How many years did you work at the company?

   _____

3. How long have you been working in your profession or line of work (list current

   and previous)?

   _____

   _____

   _____

Appendix C: (NIH) Certificate of Completion

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Yonnette Hyman** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 04/28/2014

Certification Number: 1457791