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The Effects of Authentic Leadership on Individual Occupational Well-Being

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This is to certify that the doctoral dissertation by

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Abstract

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M.Phil., Walden University, 2019

MMAS, US Army Command & General Staff College, 2000

MS, Arizona State University, 1995

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Leaders play a critical role in an organization, and their presence and behavior significantly affect nonmanagement employee work performance, behavior, and well-being. Authentic leadership has a positive effect on an organization. The problem was nonmanagement employees spend so much time at work and desire meaningful experiences and relationships during the workday to counter feelings of uncertainty and a lack of job satisfaction. The purpose of this transcendental phenomenological study was to identify and report the lived experiences of nonmanagerial employees of the architect, engineer, and construction (AEC) industry located in the Northeastern United States about work-related well-being defined as people's feelings about themselves concerning their job. Authentic leadership theory was used to explore a leader's purpose, values, relationships, self-discipline, and heart in a practical approach to authentic leadership. The research question was about the meaning of experiencing occupational well-being ascribed to by nonmanagement employees. I interviewed 22 participants during my fieldwork in one-on-one qualitative interviews and used manual and automated data analysis to provide patterns, themes, interpretations, and assertions. Key findings included a sense of community, encouragement to grow, feeling secure in my job, being technically proficient, feeling valued, connecting daily, feeling like I belong, being fair in their decisions, enjoying coming to work, and facilitating work-life balance. The potential for positive social change is unlimited, with a better understanding of leadership effects on occupational well-being, thus benefiting management, employees, and customers.

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Dedication

My mother, Dr. Brenda Wheeler, gave me my passion for knowledge, and my father, Harry Wheeler, instilled discipline and a steadfast work ethic in me. My father was my Cub Scout leader, my uncle, Ron Baughman, was my Boy Scout leader, and Scouting was where I learned and practiced leadership. My mother stated in her doctoral dissertation in 1986 that the teacher is one of the most important and significant variables in student achievement (B. M. Wheeler, 1986). Likewise, my twin brother's doctoral research in 2019 proposed that understanding your passion, knowing your purpose, and creating a plan of action opens the door to education and training, whatever path a learner chooses (T. M. Wheeler, 2019). I began my Ph.D. journey with my twin brother, Todd, in May 2017 as a tribute to our mother and a race to the next Dr. Wheeler. After losing my battle buddy of 55 years in August 2019, I almost ended my Ph.D. pursuit.

I met my wife of 36 years and best friend for 40 years, Linda, during our undergraduate studies at Penn State in 1982. She makes me a better man, husband, and father and has always been the biggest supporter of my academic studies and training. Linda helped me get back to my Ph.D. journey after losing my brother. She was my biggest encourager and cheerleader to complete my dissertation and graduate. Our three children, Lauren Warner, Zach Wheeler, and Dr. Hannah Wheeler are Linda and my legacy, and I am grateful for their support and encouragement. A special thanks to Lauren for her mad editing and English language skills to help me overcome some significant URR hurdles, and I am honored for Hannah to "hood" me as the third Doctor Wheeler in our family and first Ph.D.

Acknowledgments

Walden University was the perfect fit for me to pursue my doctoral education as a working adult with a full schedule. I met Dr. Sandy Kolberg, Walden University Professor Emeritus, at my first residency in December 2017, where she helped to describe the path to coursework, publishing a dissertation and graduating. Dr. Kolberg helped to guide me along that path during my second residency in September 2018, my third residency in December 2019 and approved my prospectus in December 2020. I met Dr. Ken Sherman at my second residency in September 2018. He was my doctoral mentoring coach and helped me formulate a well-aligned prospectus. I am grateful to Dr. Kolberg and Dr. Sherman for guiding me over three years of my journey.

Dr. Hyuk Kim was assigned as my dissertation chair in August 2020, Dr. William Schulz became my second committee member in November 2020, and Dr. David Gould was assigned as my University Research Reviewer in February 2022. Together they have guided me along my two-and-a-half-year dissertation journey, and I'm grateful for their openness, counsel, and guidance.

When I lost my Ph.D. study buddy in August of 2019, I asked my brother-in-law, Pastor and Dr. Brian Rice (Rice, 2006), Randy Winemiller, and Dr. Randy Westfall (Westfall, 2017) to be my peer reviewers and a sounding board for all things leadership. I'm thankful for their coaching, mentoring, and support.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Leaders play a critical role in an organization, and their presence and behavior have a significant effect on nonmanagement employee work performance, behavior, and well-being (Inceoglu et al., 2018). Kim et al. (2019) found that individual occupational well-being has three primary outcomes (subjective, psychological, and physical). Occupational well being is heterogeneous in the source, appraisal, and outcome of nonmanagement employees' relationships with their leaders in respect to psychological outcomes. Authentic leadership has a positive effect on an organization (George, 2003). Rusher (2020) noted that authentic leaders build strong, productive teams one individual at a time as they outwardly show they have nothing to hide, nothing to prove, and nothing to lose. Thus, nonmanagement employees' perceptions of their authentic leaders create positive outcomes in employee ethical behavior, job engagement, organizational commitment, decreased work stress, and psychological well-being (Pascoe, 2016).

Background of the Study

Figure 1 depicts how the lived experiences of authentic leaders shape how they approach leadership, and critical skill such as positive psychological capacities (confidence, hope, optimism, and resilience) and moral reasoning influences their leadership style (Northhouse, 2019). The leader and follower intersection of lived experiences is at the essence of this research, and I endeavored to answer both the general and social problem statements.

Figure 1

Authentic Leadership Conceptual Model
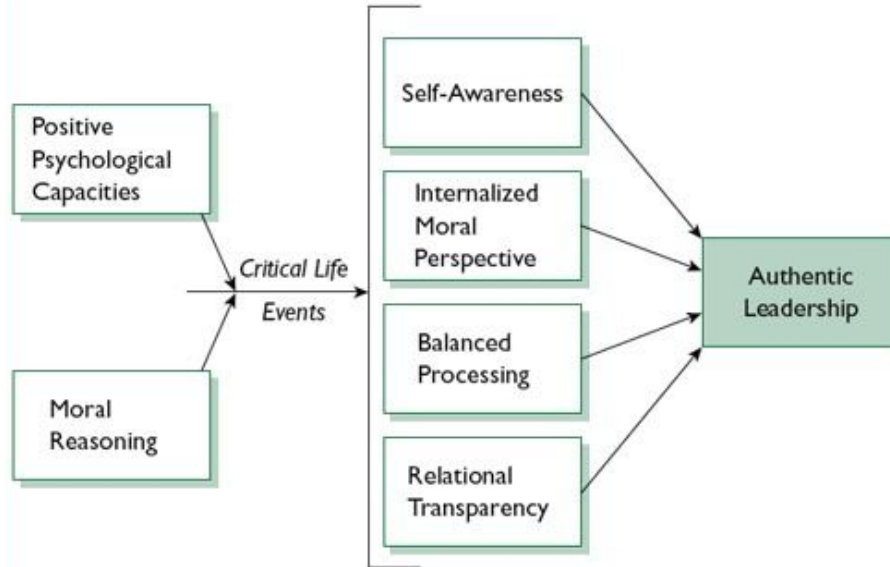
Note. From Leadership: Theory & Practice by P. Northouse, 2019, Sage, p. 204. Reprinted with permission.

Başaran and Kiral (2020) found that teacher's perceptions of their school administrator's authentic leadership was positive in respect to balanced processing (highest), dedication (relatively high), work engagement (medium), and that occupational well-being should be studied in this population. There is a growing concern in the medical community that manager incivility toward new graduates is hindering trust, stymying a sense of community, and increasing employee turnover (Alkaabi & Wong, 2019). S. Iqbal et al. (2019) researched the direct influence of authentic leadership on employee's communal relationships and found a positive correlational, and a positive mediating effect of both affective and cognitive based trust. A cross-sectional survey conducted in a large health organization provides empirical evidence that authentic leadership is positively linked to subordinate proactive behavior and negatively related to

subordinate's workplace deviance behavior through the mediating effects of their supervisor's identification, psychological safety, and job engagement (Liu et al., 2018).

Leadership is the process of group experiences as leaders work collaboratively with followers toward a goal (Kampa et al., 2017). It is not the act of an individual with authority. Leadership is collaborative, a process rather than a position, and it should be value-based. Systems thinking can motivate people to change because it discovers their role in exacerbating the problems they want to solve (Stroh, 2015). Researching authentic leadership's connection with occupational well-being of nonmanagement employees can provide insight into both positive and negative actions of leaders and how they affect employees (Inceoglu et al., 2018). Gardner et al. (2021) noted that there is scholarly and practitioner interest in the topic of authentic leadership and it's relational connection with occupational well-being, but that most of the research is focused on productivity and output performance. This research is an opportunity to extend the conversation on leadership effects on the occupational well-being of nonmanagement employees with a goal of leader's self-awareness and making positive change possible.

In this study, I focused on the authentic leadership components of self-awareness, internalized moral perspective, balanced processing, and relational transparency (see Figure 1) and their effects on nonmanagement employees in the AEC industry in the Northeast United States. The phenomena of specific aspects of individual occupational well-being are social-cognitive, motivational, affective, relational, and identification (Maximo et al., 2019). Figure 2 depicts how an authentic leader's behavior manifests itself in the context of hope, trust, and positive emotions, and the effects on follower

attitudes and behaviors. When employee well-being is included in the leadership research, it is treated as a byproduct of employee performance (Inceoglu et al., 2018) and, thus, there is the gap in the existing literature. Liu et al. (2018) examined new variables such as employee well-being beyond the existing conceptual nomological network of authentic leadership, but did not find a direct relationship. However, the researchers did find a positive relationship between job engagement and proactive behavior and suggest future research should focus on qualitative research with more rigor in the variables. Kumar et al. (2014) stated that although in its early stages of development, a theory of authentic leadership is emerging in the social science literature and can be applied as a conceptual foundation.

Figure 2

Authentic Leadership Model Leader–Follower Effects
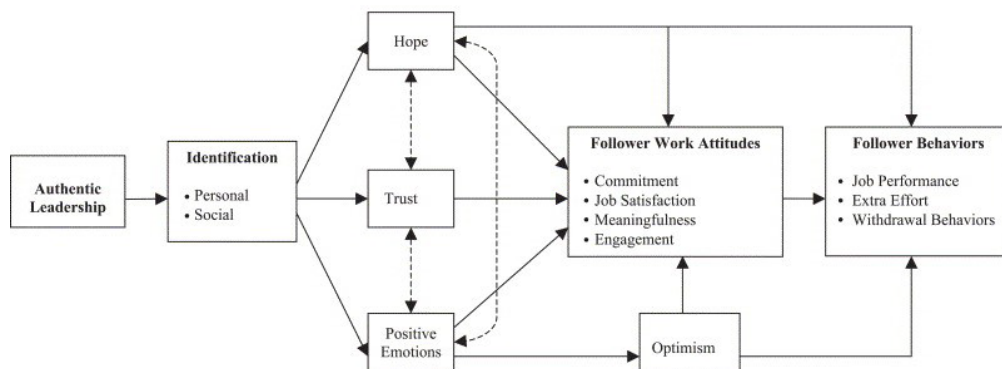
Note. From Leadership: Theory & Practice by P. Northouse, 2019, Sage, p. 326. Reprinted with permission.

Follower Work Attitudes

Li et al. (2014) defined occupational well-being as people's feelings about themselves concerning their job. Rantika and Yustina (2017) stated that it reflects their overall job satisfaction, perceived work stress, and stress symptom. Studying occupational well-being versus employee performance will help to reduce the gap in current research. Perceived authentic leadership translates into work engagement, which facilitates positive conditions of well-being (Koon & Ho, 2021). Limitations in their study found workplace well-being only had a mediational effect, and the researchers propose additional quantitative research into occupational well-being. Sutton (2020) researched a leader's authentic expression of self, a sense of well-being, and an active engagement in life and work has a direct effect on employee well-being. Gardner et al. (2021) found that authentic leadership increased employee well-being, decreased perceived stress, decreased insecure attachment, and directly and indirectly impacted job satisfaction. Braun and Peus (2018) noted that leaders play a critical role in an organization, and their presence and behavior have a significant effect on nonmanagement employee work performance, behavior, and well-being.

Kinnunen et al. (2016) discovered that the perspectives of both leaders and followers in all settings are also essential to understand the motivations of both and are the vital ingredients of the leadership equation. Liu et al. (2018) noted that most of the characteristics associated with effective leaders were perceived to be different from those related to effective followers. Understanding followership and its connection to

occupational well-being may provide leaders insight in improving their relationships with employees.

Goleman (2013) proposed a conceptual model that suggests a relationship between knowledge sharing, trust, collaboration, and effectiveness in a virtual team environment. All 27 managers reported that emotional intelligence (EI) was an essential attribute, as well as selecting EI traits as the most important attribute for successful global leaders (Slane, 2019). The current COVID-19 pandemic has stressed the global economy and workforce and understanding this new dynamic is critical.

Follower Behaviors

Sağnak and Kuruöz (2017) stated that organizational culture consists of visible aspects (symbols, heroes, and rituals) and invisible aspects (organizational values). Weiss et al. (2018) found poor organizational culture can result in a lack of job satisfaction and productivity, and ultimately, employee well-being. Prince et al. (2017) offered that a conceptual framework of ethical leadership, trust in management, corporate social responsibility, and employee voice behavior provides a model that not only results in ethical employee behavior, facilitates trust in leaders, but also creates employee well-being in an environment of open and honest occupational conversation.

Pawar (2017) stated that the architect, engineer, and construction (AEC) industry struggles to hire and keep young professionals due to poor mid-level managers that lack leadership training, employee boredom with repetitive job assignments, and a lack of organizational belonging. Northouse (2019) noted leadership is an essential capability that every profession, organization, and community of practice to be successful in

fulfilling their mission and vision. Discussing the problem the AEC industry faces, and potential solutions can provide leaders insight and actions they can take to alleviate the human resource shortage.

Semedo et al. (2019) noted that central to the study of the phenomenon of leadership is that it is a process, involves influence, occurs in groups, and involves a common goal. T. M. Wheeler (2019) found that leadership is a process-driven phenomenon that is a layered, multidimensional, and complex issue to study, understand, and impart to other leaders in an organization. Understanding the human dimension of leadership and the impact it has on followers can highlight the importance of leader training and development. Konyalilar (2021) discovered that most often, the process is based on solving leadership challenges that stand between an organization's current situation and a desired end state or goal. Arici (2018) explored that understanding how leadership affects occupational well-being can provide increased insight into how leaders affect followers and the communication that occurs between leaders and followers.

Kinnunen et al. (2016) discovered that authentic leaders act with deep personal values and convictions to build credibility and win respect and trust of followers. Rahimnia and Sharifirad (2015) found that authentic leadership increased employee well-being, decreased perceived stress, decreased insecure attachment, and directly and indirectly impacted job satisfaction. Understanding the leader and employee perspective of trust can open a broader conversation of the importance on this dynamic in the workplace. Researching the connection of leadership on occupational well-being can

provide insight into both positive and negative actions of leaders and how they affect employees.

Problem Statement

Employees spend so much time at work and they desire meaningful experiences and relationships during the workday to counter feelings of stress, uncertainty, and a lack of job satisfaction (Inceoglu et al., 2018). The general problem was that a diminished view of work combined with a distrust of leadership, causes employees to seek more profound meaning to life in the workplace that intrinsically links to occupational well-being (Alkaabi & Wong, 2019). The specific problem was a lack of trust, and a perceived sense of injustice in the workplace further erodes occupational well-being of nonmanagement employees as well as challenging ethical assumptions and norms (Farid et al., 2020). Although researchers have investigated this issue, there is very little literature on the study of leadership effects on nonmanagement employee well-being; the existing research ignores occupational well-being in favor of employee performance (Rahimnia & Sharifirad, 2015).

Employee resilience is a concern worldwide and has been exacerbated given the current global COVID-19 pandemic. Resilience is the capacity to overcome odds and display personal strengths to cope with adversity and hardship (Slane, 2019). Braun and Nieberle (2017) stated that both resilience and occupational well-being appear to depend upon personal and external factors such as an immediate supervisor's leadership style. Authentic leadership has been operationalized in the emerging field of positive psychology and emphasizes a leader's self-awareness and self-regulatory processes

reflected in their internal moral perspective (Northhouse, 2019). An authentic leader balances processing, internal ethical perspective, relational transparency, and self-awareness.

Purpose of the Study

The purpose of this qualitative phenomenological study was to explore the lived experiences of nonmanagement employees in the AEC industry located in the Northeastern United States. I focused on the effects of authentic leadership on individual occupational well-being, defined as people's feelings about themselves concerning their ethical assumptions, norms, and job satisfaction. Amid soaring healthcare costs, there is a growing interest in occupational wellness programs that improve employee health, reduce absenteeism, and lower cost. Sainz et al.'s (2021)'s critical meta-analysis on the workplace wellness programs indicates that individual employee medical expenses burdened by the employer fall by approximately $3.27 for every dollar spent on a wellness program.

Research Questions

The research question for this study was: What are the lived experiences of nonmanagement employees in the AEC industry located in the Northeastern United States concerning the effects of authentic leadership on individual occupational well-being?

Conceptual Framework

Although in its early stages of development, a theory of authentic leadership (see Figure 1) is emerging in social science literature (Northhouse, 2019). George's (2003)

authentic leadership theory explores a leader's purpose, values, relationships, self-discipline, and heart in a practical approach to authentic leadership. Four components of authentic leadership are self-awareness, internalized moral perspective, balanced processing, and relational transparency (Owolabi, 2020). Inceoglua et al. (2018) found that authentic leadership increased employee well-being, decreased perceived stress, decreased insecure attachment, and directly and indirectly impacted job satisfaction.

The critical purpose of identifying and reporting the lived experience a nonmanagement employee lives in the workplace and how their manager behaves as an authentic or non-authentic leader can provide insight into the participant's reflexive or self-given awareness that inherits in the temporality of consciousness of life as they live it (Giorgi, 1985). Moustakas'(1994) research method of the phenomenological interview to explore and gather experiential narrative material, stories, or anecdotes that may serve as a resource for phenomenological reflections of nonmanagement employees' problem with leader's behavior, and developed a richer and deeper understanding of the human phenomenon.

Nature of the Study

To address the research questions in this qualitative study, I adopted the phenomenological approach to investigate the lived experience of the phenomena of occupational well-being of nonmanagement employees. My research interests were in the inner dimensions, qualities, textures, and structures of the cognitive process found from multiple reports or similar experiences versus the external content or relationships that may trigger the cognitive function. I used transcendental phenomenology as the research

design for this study and attempted to eliminate anything that represented presupposition or prejudgment. I made this phenomenological research valid through epoché, phenomenological reduction, imaginative variations, and synthesis.

I collected and recorded my open-ended interviews with the participants, efficiently coded them, and skillfully categorized my results into themes. Researchers use in-depth interviewing to explore complex, contradictory, or counterintuitive matters. Because the research sub design was transcendental phenomenology, I attempted to eliminate anything that represented presupposition or prejudgment. I interviewed 20 participants. The specific selection criteria for the sample of my research were nonmanagement employees working in the AEC industry throughout the Northeastern United States, men or women, with 1 to 5 years of experience in the firm, with an AEC related undergraduate degree, working as part of an architect-engineer (AE) design team, or a construction project delivery team.

Nonmanagement employees are the primary focus of my dissertation to ensure that their primary relationship with their supervisor is as a follower. I selected the AEC industry in the Northeastern United States because I have access to a large population of these types of companies from which to access participants. Although gender can be a factor in the AEC industry, the purpose of my research was not to explore the differences in employees with respect to their gender. The intent of selecting employees with 1 to 5 years of experience in the firm was that the AEC industry is having difficulty in retaining nonmanagement employees beyond 3 years with the intent of developing this group of people as the next generation's leaders. Employees with an undergraduate degree were a

pool of what is considered professional staff in opposed to non-undergraduate degree employees. Nonmanagement employees working as part of an AE design team, or a construction project delivery team can work in matrix teams and experience leadership styles other than their direct report supervisor.

In a qualitative study, the researcher is the primary instrument and uses interview guides and observation protocols. The primary data source was in-person interviews to develop complete, detailed, and contextualized descriptions of employee experiences and perspectives. Moustakas (1994) provided seminal guidance on interview question protocols that result in rich data from participants without guiding or directing them in their responses. Conducting and reporting lengthy person-to-person interviews focusing on bracketed topics and questions can help bridge intersubjectivity between researcher and study participants (Heidegger, 1975). I used follow-up interviews as required.

The effect of researcher bias can be minimized methodologically. Husserl (2017) attempts to eliminate everything that represents a prejudgment of presupposition. The challenge is to describe things as they are, to understand meanings and essences in the light of intuition and self-reflection. The units of interest were the phenomena, situations, cases, and experiences. Moustakas's (1994) transcendental phenomenology method states that what appears in consciousness is an absolute reality while what appears to the world is a product of learning. While the resultant data can be rich and alive with content, it also creates a challenge to code.

Manual data analysis results in patterns, themes, interpretation, and full description (Saldana, 2016). In this study, I used NVivo's (2022) qualitative data analysis

application as a preliminary coding technique to capture interview questions in a data layout map. Moustakas (1994) stated that the key principles of phenomenological research are epoché, phenomenological reduction, imaginative variation, and synthesis. Rubin and Rubin (2012) stated that the trustworthiness of the findings will be based upon the credibility, confirmability, transferability, and dependability of how the research is conducted. First person reports of life experiences are what makes phenomenological research valid, and the freedom of suppositions is called epoché (Husserl, 2017). Phenomenological reduction is describing what is seen, external and internal factors, and the relationship between phenomenon and self. I used NVivo to gather codable moments via words and phrases during the interview. I used lumping during first cycle coding to capture patterns then collapse those patterns into a smaller number of themes during second cycle coding.

Definitions

Authentic leadership: Authentic leadership emerges from the interactions between both leaders and followers(Owolabi, 2020). George's (2003) authentic leadership theory explores a leader's purpose, values, relationships, self-discipline, and heart in a practical approach to authentic leadership. Four components of authentic leadership are self-awareness, internalized moral perspective, balanced processing, and relational transparency (Rusher, 2020). Perrewe et al. (2020) found that authentic leadership increased employee well-being, decreased perceived stress, decreased attachment insecurity, and directly and indirectly impacted job satisfaction.

Epoché: things cannot be felt to be known in advance or felt to be known without internal reflection and meaning (Moustakas, 1994). Your own perception can only point to truth.

Imaginative variation: Varying the frames of reference and the perspectives, employing polarities and reversals (Husserl, 2017). In this stage, intuition is purely imaginative and not empirical. Through imaginative variation the researcher can derive structural themes (Saldana, 2016).

Occupational well-being: Leadership researchers typically describe well-being with job satisfaction (Inceoglu et al., 2018). Too often other occupational well-being and health outcome variables linked to psychological and physical health are ignored (Slane, 2019). Li et al. (2014) defined occupational well-being as people's feelings about themselves concerning their job in terms of job satisfaction, job insecurity, attachment insecurity, perceived work stress, and stress symptoms.

Phenomenological reduction: Describing just what you see, external and internal, the relationship between phenomenon and self (Moustakas, 1994). You look and describe again and again, always regarding textural qualities like rough and smooth, small, and large, angry and calm, colorful or bland: descriptions with a context in experiencing. This is transcendental because it uncovers the ego and phenomenological because it transforms the world into mere phenomena; it is called reduction because it leads back to our own experience of the way things are (Giorgi, 1985).

Synthesis of meanings and essences: The essence is the condition or quality without which a thing would not be what it is: it is the final truth (Heidegger, 1975).

Transcendental phenomenology: The goal of phenomenology is to describe the meaning of this experience in terms of what was experienced and how it was experienced (Husserl, 2017). Transcendental phenomenology attempts to eliminate anything that represents presupposition or prejudgment and requires observation that is uninhibited of the natural world's habits. First-person reports of life experiences make phenomenological research valid through epoché, phenomenological reduction, imaginative variations, and synthesis (Moustakas, 1994).

Assumptions

Husserl (2017) rejected the positivism's absolute focus on objective observations of external reality and instead argued that phenomena should be the scientific study's object as perceived by the individual's consciousness. Thus, Moustakas (1994) contended that no assumptions should inform phenomenology's inquiry; no philosophical or scientific theory, no deductive logic procedures, and no other empirical science or psychological speculations should inform the investigation. Instead, the focus should be on what is given directly to an individual's intuition.

Moustakas' (1994) ontological assumption is defined as reality is internal to the knower; what appears in their consciousness. Epistemological assumptions are that the observer must separate him/herself from the world, including his/her physical being, reach the transcendental I's state bias-free; understands phenomena by descriptive means (Heidegger, 1975).

Scope and Delimitations

Leaders play a pivotal role in organizations and their behavior has significant impact on the work behavior, and well-being of their employees (T. M. Wheeler, 2019). The boundaries of this research will focus on the authentic leadership components of self-awareness, internalized moral perspective, balanced processing, and relational transparency Northouse (2019) and their effects on nonmanagement employees in the AEC industry in the Northeastern US. The phenomenon of specific aspects of individual occupational well-being are social-cognitive, motivational, affective, relational, and identification (Inceoglu et al., 2018). Although there are similar components in transformational and servant leadership theories, these foundations are not included in this research. Phenomenon such as employee performance about individual occupational well-being were not examined in this research.

The situation that prompted me to study the effects of authentic leadership on nonmanagement employees is that employees spend so much time at work and they desire meaningful experiences and relationships during the workday to counter uncertainty and a lack of job satisfaction (Owolabi, 2020). However, when employee well-being is included in leadership research, it is treated as a byproduct of employee performance (Inceoglu et al., 2018). T. A. Wheeler (1999) noted that leadership is a dynamic, multi-dimensional, and purely human endeavor that requires practitioner's ability to connect intellectually complex theory and doctrine with commonly understood products often as frameworks and simple approaches to produce practical results in complex environments. There is potential transferability of this research in how a leader's

positive psychological capacity and moral reasoning are shaped by critical life events, and how they shape the four components of authentic leadership (self-awareness, internalized moral perspective, balanced processing, and relational transparency). Other potential insight into the phenomenon in studying the relationship between leaders and followers such as confidence, hope, and optimism, and resilience could be transferred to other studies.

<div align="center">**Limitations**</div>

I have 34 plus years of work experience in the AEC industry with 20 years in the public sector and 14 years in the private sector and managed 12 joint venture relationships with large and small firms nation-wide. This market access provides an excellent pool of nonmanagement employees to canvas for quality subjects. But the primary challenge for the participants will be gaining their confidence that their identity will be masked, and comments will remain confidential. Another challenge with the research subdesign (transcendental phenomenology) was how to avoid participants' prejudgment or presupposition (Husserl, 2017). Thus, careful screening criteria in the participant selection will need to be developed. The interview script was also needed to be carefully designed to guide the interviewees yet ensure responses to look at things openly undisturbed by nature's habits (Moustakas, 1994). Another potential limitation is the pooling of AEC industry into one study group despite the differences in their work environment, education, and professional registration.

Significance of the Study

Although researchers have investigated authentic leadership effects on occupational well-being, the existing research focuses on employee performance over individual aspects of well-being (Gardner et al., 2021). Malila et al. (2018) noted that authentic leadership has been used as a conceptual model in the study of occupational well-being. Still, however, there is very little research using authentic leadership as a conceptual model. Although the interest in leader authenticity is timeless, research on authentic leadership is relatively recent. Luthans and Avoloi (2003) published one of the first articles on authentic leadership development that proposes a definition, highlighted why it is essential, and presented a conceptually driven process model for developing authentic leadership and leaders.

Significance to Practice

My study may be significant because the research may add to the public discourse on the individual occupational well-being of nonmanagement employees concerning trust, employee health, reduced absenteeism, a sense of community, and job security instead of only focusing on an increase in employee productivity. The AEC industry struggles to hire and keep young professionals due to poor mid-level managers that lack leadership training, employee boredom with repetitive job assignments, and a lack of organizational belonging (Pawar, 2017). Prince et al. (2017) found that researchers have devoted attention to systematizing the evidence, antecedents, and consequences of an intangible variable that influences occupational well-being but have failed to focus on the lack of internalized moral perspective to anchor leader behavior.

Colson and Warren (2006) defined an individual's worldview as the way you think the world works and how you fit into it. Leaders struggle with why the world is such a mess (which is reflected in the workplace), there is a solution to uncertainty and chaos, and how they can make lead their employees despite their failure. American society has replaced the idea of absolute truth with relativism – the denial that there is such a thing as through (Uhl-Bien & Marion, 2008). Authentic leaders must gain self-awareness and overcome common patterns of impulses that can lead to problematic behavior (A. J. Xu et al., 2016). Leaders can lose their way and succumb to leadership's negative temptations, leading to their fall without some internalized moral perspective.

Significance to Theory

Although still in its initial stages of development, the authentic leadership theory is becoming more mainstream as a conceptual foundation since its introduction by George (George, 2003). Leadership is an essential capability that every profession, organization, and community of practice to be successful in fulfilling their mission and vision (T. A. Wheeler, 2000). Interest in authentic leadership has increased post 9/11 with a great deal of upheaval in the U.S., corporate corruption, and a troubled economy. Northouse (2019) posited that widespread unethical and ineffective leadership caused anxiety in people and necessitated the calling for more humane, constructive leadership that serves the common good.

Central to the study of authentic leadership is its four components: self-awareness, internalized moral perspective, balanced processing, and relational transparency (Craig et al., 2015). Understanding the leader and employee perspective of trust can open a broader

conversation of the importance of this dynamic in the workplace (Rivera et al., 2019).

This research will observe how a leader's positive psychological capacities and moral

reasoning are formed, tested, and mature with critical life events, and the effect that the

leader has on their follower. Shahid and Muchiri (2019) found that a leader's confidence,

hope, optimism, and resilience have a direct positive effect on and can be transferred to

their employees.

Significance to Social Change

This research is an opportunity to extend the conversation on leadership effects on

the occupational well-being of nonmanagement employees with a goal of leader's self-

awareness and making positive change possible. Wagner's (2006) individual values

(consciousness of self, congruence, and commitment) group within her diagram of the

social change model aligns with the authentic leadership theory. Self-awareness is the

first and the key to any leader's positive development. Thomas Jefferson's mentor,

George Wythe, is an excellent example of a tenured lawyer with years of experience and

practice who provided Jefferson balanced processing and relational transparency

(Greenleaf, 2008). Jefferson knew that the Colonies could win the war, so he set about

developing a new system of laws that would follow the Declaration of Independence and

provide stability to a fledgling nation.

Leadership is the process of group experiences as it works collaboratively toward

a goal. It is not the acts of an individual with authority. Leadership is collaborative, a

process rather than a position, and it should be values-based (Jennings & Stahl-Wert,

2004). Systems thinking can motivate people to change because they discover their role

the constructs and research methodology that are consistent with the scope of the study.
Chapter 2 will also include a review and synthesis of studies related to the key concepts
and phenomena under investigation to produce a description of what is known about
them, what is controversial, and what remains to be studied.

Chapter 2: Literature Review

The general research problem is a diminished view of work combined with a distrust of leadership, causing employees to seek more profound meaning to life in the workplace that intrinsically links to occupational well-being. The specific research problem is a lack of trust in leaders. A perceived sense of injustice in the workplace further erodes the occupational well-being of nonmanagement employees and challenges ethical assumptions and norms (Northhouse, 2019). The purpose of this qualitative phenomenological study was to explore the lived experiences of nonmanagement employees in the AEC industry located in the Northeastern United States concerning the effects of authentic leadership on the individual occupational well-being defined as individual's feelings about themselves concerning their ethical assumptions, norms, and job satisfaction.

Chapter 2 includes an outline of the literature search strategy that I used to research current and pertinent study efforts in the phenomenon of occupational well-being and highlights library databases, search engines, and keywords that I used in this study. Figure 2 depicts how an authentic leader's behavior manifests itself in the context of hope, trust, and positive emotions, and the effects on follower attitudes and behaviors. Because I was interested in individual occupational well-being, I focused on the phenomena of trust, health, perceived stress, insecurity attachment, job satisfaction, and sense of community in my literature review. In this chapter I will provide literature and research-based analysis of how authentic leadership theory has been applied previously in ways like the current study, and the rationale for the choice of using a conceptual

foundation (self-awareness, internalized moral perspective, balanced processing, and relational transparency) versus a conceptual model for this research. In addition, this chapter describes how and why the selected theory relates to the present study, and how the research questions relate to, challenge, or build upon existing theory.

Literature Search Strategy

The business and management subject research of the Walden University's Library was my primary database (hosted by EBSCO Discovery Service) to research primary sources for this dissertation including, ABI/INFORM Collection, Business Source Complete, Emerald Insight, SAGE Journals, and ScienceDirect databases. Other literature search databases were ResearchGate, Ulrich Web Global Serials Directory, and Google Scholar. Primary dual variable keywords searched are *occupational well-being* and *authentic leadership*. Secondary keywords were *job satisfaction, insecure attachment, work stress, self-efficacy, readiness, transformational, ethics, trust, belongingness, connectivity, emotional intelligence, character, sincerity, humility, integrity,* and *faith*.

Journals

Scholarly journal single variable searches in Walden University's Library business and management subject research (hosted by EBSCO Discovery Service) using the phrase *occupational well-being*, with limiters of full text, peer-reviewed scholarly journals, and publish dates between 2017 and 2021 resulted in 164 articles. Double variable searches in the same EBSCO database with limiters of full text, peer-reviewed scholarly journals, and publish dates between 2017 and 2021, using the phrases

occupational well-being and *authentic leadership,* resulted in 60 articles. Single variable

searches in Google Scholar using the phrase *occupational well-being* with publishing

dates between 2017 and 2021 resulted in 105,000 articles. Double variable searches in the

same Google Scholar search engine using the phrases *well-being* and *authentic*

leadership with publishing dates between 20217 and 2021 resulted in 21,200 articles.

Official Documents

Official documents and popular cultural documents from the AEC professional

organization trade publications such as The American Institute of Architects(2022), the

American Council of Engineering Companies (2022), and the Construction Management

Association of America (2022), and the Project Management Institute (2022) are data-

rich environments in which much of the data already exist were used for this study.

Single variable searches in the AIA website (Architect Resources, Tools &

Resources portal) using the phrase occupational well-being resulted in no articles found;

single variable searches using the phrases authentic leadership also resulted in no articles.

Single variable searches in the ACEC website (Business Resources portal) using the

phrase occupational well-being resulted in three articles; single variable searches using

the phrases authentic leadership also resulted in 28 articles. Single variable searches in

the CMAA website (Education & Training portal) using the phrase occupational well-

being resulted in seven articles found; single variable searches using the phrases authentic

leadership also resulted in 30 articles. Single variable searches in the PMI website

(Learning & Events portal) using the phrase occupational well-being resulted in 63

articles; single variable searches using the phrases authentic leadership also resulted in 224 articles.

Dissertations

Single keyword searches in the Walden University Ph.D. dissertations ProQuest dissertations and theses global database using the phrase *occupational well-being* [noft(occupational well-being)] with publication dates in the last 5 years (2017 to 2021) resulted in 365 dissertations. Dual keyword searches in the same ProQuest database using *occupational well-being* and *authentic leadership* [noft(occupational well-being) AND noft(authentic leadership)] with publication dates in the last five years (2017 to 2021) resulted in four dissertations. When Walden University was added to the search engine, no dissertations were found. The low number of dissertations with both *occupational well-being* and *authentic leadership* was not unexpected because the practical approach was introduced by George (2003) and George and Sims (2007). However, the theoretical foundation was developed by Kumar et al. (2014) and is still developing. Additional dual variable searches in the ProQuest database with publication dates in the last 5 years (2017 to 2021) using *leadership* and *management* (5,038 results), *leadership* and *organizational behavior* (2,089 results), and *leadership* and *employees* (338 results) yielded more dissertations. However, tertiary keyword searches of *occupational well-being* or *authentic leadership* resulted in the original four dissertations.

Conceptual Framework

Although interest in genuine leaders is timeless, recent upheavals in society, such as 9/11 and corporate corruption, have both employees and organizations calling for

authentic leaders (Northhouse, 2019). Although in its early stages of development, a theory of authentic leadership emerged in social science literature (Kumar et al., 2014). Luthans and Avolio (2003) published one of the first articles in which they focused on authentic leadership and positive organizational scholarship. Following a Gallup Leadership Institute summit at the University of Nebraska in 2004, two sets of publications emerged: (a) a special issue of The Leadership Quarterly in 2005; and (b) Authentic Leadership Theory and Process: Origins, Effects, and Development also published in 2005.

George's (2003) authentic leadership theory explores a leader's purpose, values, relationships, self-discipline, and heart in a practical approach to authentic leadership. Four components of authentic leadership are self-awareness, internalized moral perspective, balanced processing, and relational transparency (Rivera et al., 2019). Braun and Peus (2018) found that authentic leadership increased employee well-being, decreased perceived stress, decreased insecure attachment, and directly and indirectly impacted job satisfaction.

Husserl (2017) rejected positivism's absolute focus on objective observations of external reality and instead argued that phenomena should be the scientific study's object perceived by the individual's consciousness. Thus, Husserl (2017) contended that no assumptions should inform phenomenology's inquiry, no philosophical or scientific theory, no deductive logic procedures, and other empirical science or psychological speculations should inform the investigation. Instead, the focus should be on what is given directly to an individual's intuition.

The logical connections between the conceptual foundation presented and the nature of my study include how Northouse (2019) discussed the problems of nonmanagement employees' decreased employee well-being, perceived stress, insecure attachment, and job satisfaction are related to their leader's authentic behavior and how the leaders share their passion, behavior, connectedness, consistency, compassion, and passion with their employees. Moustakas (1994) discussed the critical purpose of identifying and reporting the lived experiences of nonmanagement employees in the workplace and how their managers behave as an authentic or unauthentic leaders can provide insight into the participant's reflexive or self-given awareness that inherits in the temporality of consciousness of life as they live it.

Leadership behavior has a significant effect on employee behavior, performance, and well-being. However, it focuses primarily on performance variables that treat job satisfaction as a secondary outcome versus a performance outcome (Inceoglu et al., 2018). Owolabi (2020) noted that authentic leadership research needs to take employees' well-being more as an end goal than merely a means to higher performance. Robinson (2018) studied authentic leadership and the moderating role of followers' positive psychological capital and leader member exchange mediating role. Understanding the roles of relational processes between leaders and followers in applying effective, authentic leadership offers practical solutions to increase followers' well-being.

Mohd Salleh et al. (2020) investigated the relationship between authentic leadership and the three dimensions of employee well-being (job satisfaction, perceived work stress, and stress symptoms) and considered the mediating role of attachment

insecurity. The researcher concluded that authentic leadership enhanced job satisfaction, decreased perceived stress and stress symptoms, and decreased attachment insecurity as a mediating factor. Sepemg et al. (2020) used authentic leadership as their conceptual foundation in studying team climate and testing different causal models such as occupational well-being. My research highlights that previous leadership researchers focused on transformational leadership behavior and was cross-sectional. From a conceptual viewpoint, their findings suggest that follower-centric theories of leadership merit greater attention for future research, and authentic leadership positively affects both leaders and followers in terms of well-being (Wirawan et al., 2020).

One of the newest leadership theories to gain widespread interest is authentic leadership (Duncan et al., 2017). Northouse (2019) noted that a significant challenge confronting researchers in developing a theory is defining the construct and identifying the characteristics. I research used the definition set forth by George (2003) that defines authentic leadership as a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate to foster greater self-awareness and internalized moral perspective, balancing process of information with relational transparency. I used authentic leadership as the conceptual foundation for this research effort since it is a newer theory. However, there is a gap in the existing literature using it to study well-being.

I researched the lived experiences of nonmanagement employees in the AEC industry in the Northeastern United States, experiencing authentic leadership and how it affects their individual occupational well-being. Luthans and Avoloi (2003) formulated a

model that explains authentic leadership as a developmental process. Leaders develop self-awareness, internalized moral perspective, balanced processing, and relational transparency as attributes through a lifelong process often influenced by critical life events (Slane, 2019). In addition, authentic leadership is a complex developmental process that leaders use to be perceived as trustworthy and believable by their followers. I will focus on how those leader attributes affect individual occupational well-being and help to fill the gap in the existing research literature.

Literature Review

T. M. Wheeler (2019) noted that central to the study of the phenomenon of leadership is that it is a process, involves influence, occurs in groups, and involves a common goal. Leadership is a process-driven phenomenon that is a layered, multidimensional, and complex issue to study, understand, and impart to other leaders in an organization, and understanding the human dimension of leadership and the impact it has on followers can highlight the importance of leadership training and development (Northhouse, 2019). Leadership reflects the perspective of the leader-follower team and is a purely human endeavor that relies on awareness and understanding of roles, responsibilities, and relationships (George, 2003). I studied individual occupational well-being thus my literature review focused on the phenomena of trust, health, perceived stress, insecurity attachment, job satisfaction, and sense of community. In this chapter I also provided literature and research-based analysis of the rationale for the choice of using a conceptual foundation (self-awareness, internalized moral perspective, balanced processing, and relational transparency) versus a conceptual model for this research.

Occupational Well-Being

Li et al. (2014) defined occupational well-being as people's feelings about themselves concerning their jobs. Rantika and Yustina (2017) stated that it reflects their overall job satisfaction, perceived work stress, and stress symptom. Studying occupational well-being versus employee performance filled a gap in current research. Gardner et al. (2021) found that authentic leadership increased employee well-being, decreased perceived stress, decreased insecure attachment, and directly and indirectly impacted job satisfaction. Braun and Peus (2018) noted that leaders play a critical role in an organization, and their presence and behavior have a significant effect on nonmanagement employee work performance, behavior, and well-being.

Trust

Inceoglu et al. (2018) discovered that trust solves leadership challenges between an organization's current situation and a desired end state or goal. They explored that understanding how leadership affects occupational well-being can provide increased insight into how leaders affect followers' trust and the communication between leaders and followers (Inceoglu et al., 2018). Based on the researcher's review of theoretical approaches, there is no coherently organized leadership approach that examines the different aspects of employee well-being, such as positive, hedonic, and eudaimonia (Inceoglu et al., 2018). Inceoglu et al.'s assessment that extant theory and research to date studied well-being in the context of employee performance and treating job satisfaction as a secondary outcome highlights the gap in current research and the need for future study. This article confirms my choice of qualitative transcendental

phenomenology method for this research, points to the gap in the current research, and highlights the importance of studying a specific pool of applicants from the AEC industry.

Koon and Ho's (2021) quantitative research study to better understand how perceived authentic leadership relates to work engagement found a mediational effect between the two and that workplace well-being is the central tenet of interaction between people in social media. The researchers collected data from a two-wave survey of 150 fulltime-employees, with additional analysis of Twitter data, based on the conservation of resources (COR) theory (Koon & Ho, 2021). Although Koon and Ho's (2021) findings demonstrate the importance of workplace well-being in promoting work engagement, using self-reported surveys creates variances and inflation in the data that skews correlational values. Future research should investigate other contextual factors used in their study (life, workplace, and psychological well-being) that could affect this relationship (Koon & Ho, 2021). This article confirms my choice of qualitative transcendental phenomenology method for this research, points to the gap in the current research, and highlights the importance of studying a specific pool of applicants from the AEC industry.

Maximo et al. (2019) proposed a conceptual model that suggests a relationship between knowledge sharing, trust, collaboration, and effectiveness in a virtual team environment. The primary findings of this research are that knowledge sharing positively affects trust and cooperation, but trust does not directly affect team effectiveness (Maximo et al., 2019). I propose knowledge sharing as a replacement for the lack of

physical contact, and the study results confirm this hypothesis (Maximo et al., 2019).

Leveraging three different theories, knowledge-based theory of the firm, social capital

theory, and social exchange theory application, the research develops and new conceptual

model, which they then test using structural equation modeling to confirm their

hypothesis (Maximo et al., 2019). This article has implications to the purpose and general

context of this research and confirms the gap in the research.

Prince et al. (2017) offered that a conceptual framework of ethical leadership,

trust in management, corporate social responsibility, and employee voice behavior that

provides a model that not only results in ethical employee behavior, facilitates trust in

leaders, but also creates employee well-being in an environment of open and honest

occupational conversation. The researcher proposes that understanding the leader and

employee perspective of trust can open a broader discussion of the importance of this

dynamic in the workplace (Prince et al., 2017). Ethical leaders act as a moral compass

that points to true north and keeps followers and the organization grounded in integrity,

trustworthiness, and honesty (Prince et al., 2017). Prince et al. (2017) pointed to

limitations in the latent construct variables of the study that can lead to common method

bias. Adding variables such as innovation climate and employee attitude could be added

in future research to balance the bias. The researchers confirmed the choice of the

qualitative transcendental phenomenology method for this research and discusses the gap

in current research.

Authentic leadership is a relatively new construct in nursing, but leadership

characteristics such as a deep sense of self, being grounded in values and beliefs, and

knowing where they stand on issues are valued and highly sought after (Long, 2020).

Long (2020) noted there is little literature on the effects of authentic leadership on the

well-being of newly qualified nurses. A thematic analysis of 12 articles identified two

primary themes of well-being at work with subthemes of burnout, job satisfaction, and

work environment with subthemes of bullying and civility; and two lesser themes of

transition from student to nurse and trust (Long, 2020). Long (2020) noted that the

scoping review was challenging in terms of subthemes, and a more significant analysis

utilizing a systematic review would have benefited this research. This article has

implications to the purpose and general context of this research and confirms the gap in

the research.

      The purpose of Alkaabi and Wong's (2019) quantitative research was to examine

the relationships among authentic leadership manager incivility and trust in the manager

with a secondary analysis of baseline data using a non-experimental, correlational design.

Authentic leadership had a negative relationship with manager incivility, which was

negatively related to trust in the manager (Alkaabi & Wong, 2019). Alkaabi and Wong's

(2019) noted that authentic leaders were less likely to display disrespectful behavior,

diminishing trust. They were more likely to be open with their nurses, acknowledge their

values and beliefs, and consider other's opinions before making decisions. The

researchers suggest that qualitative research into the relationship between authentic

leadership and trust could provide insight into how trust is developed (Alkaabi & Wong,

2019). The research confirms the choice of the qualitative transcendental phenomenology

method and points to the gap in current research.

Iqbal et al. (2019) posited that authentic leadership has emerged as a positive relational-leadership theory, and their research's purpose is to bridge the gap between authentic leadership and employee communal relationships through trust. The researcher's cross-sectional study design of 200 employees provided quantitative data to study trust and the mediating role of affective- and cognitive-based trust in those relationships (Iqbal et al., 2019). Iqbal et al.'s (2019) theoretical foundation was the relational model. Their findings validated that when employees perceive their leaders as authentic, they display more concern for their work, feel a sense of organizational purpose, and tend to stay with them that organization longer. Limitations were that the study only focused on a specific sector of employees, common-method bias was possible due to the method used, and future studies should study other organizational variables such as work engagement and well-being (Iqbal et al., 2019). This article has implications to the purpose and general context of this research and confirms the gap in the research.

Khalil and Siddiqui's (2019) purpose were to discover the impact of authentic leadership on work engagement and the mediatory role of employees' trust and occupational self-efficacy. This quantitative research studied 200 employees of different organizations across Pakistan using questionnaires to gather the data and Smart PLS software for the analysis using both SEM Path Analysis and Confirmatory factor analysis (Khalil & Siddiqui, 2019). The researchers discovered a strong relationship among variables (primarily trust) and highlighted the vital role authentic leaders play in motivating employees, thus creating positive change in their attitudes and behavior (Khalil & Siddiqui, 2019). Khalil and Siddiqui (2019) noted that cost and time-limited

the scope of their research. They suggest using a qualitative method in future research to get a deeper meaning of the relationship between authentic leadership and well-being. This article confirms the choice of the qualitative transcendental phenomenology method for this research and discusses the gap in current research.

Xu et al.'s (2016) quantitative research using two-phased survey data examined why and how ethical leadership behavior and employee justice perceptions tested the mediating role of trust in the organization. Although ethical leadership differs as a conceptual model, its application in authentic leadership's theoretical foundation is grounded in internalized moral perspective. Xu et al. (2016) note that ethical leaders serve as moral agents of an organization. Their subordinates interpret their actions as a critical indicator of an organization's moral compass. Their findings indicate that ethical leadership engenders employee's trust in their organization and thus promotes their organizational justice perception (Xu et al., 2016). J. Xu et al. (2016) stated that limitations of their research were lack of a trust baseline, common method bias, no consideration of employee reporting channel, and limited generalizability of their finding. This article has implications to the purpose and general context of this research and confirms the gap in the research.

Farid et al.'s (2020) qualitative research using a two-wave time-lagged survey design studied the impact of authentic leadership on organizational citizenship behaviors (OCBs) and the mediating role of affective- and cognitive-based trust. They found that authentic leadership is positively associated with OCBs and leads to a higher level of both trust variables (Farid et al., 2020). However, Farid et al. (2020) noted limitations in

the timing of their two-phased surveys and common method bias, and future research should consider qualitative methods that could offer more detailed insight into variables such as employee well-being and creativity. This article confirms the choice of the qualitative transcendental phenomenology method for this research and discusses the gap in current research.

Health

Weiss et al.'s (2018) quantitative research on authentic leadership and leaders' mental well-being focuses on employees to leaders themselves, drawing from both ego-depletion and authentic leadership conceptual theories. Their multi-level moderate mediation analysis found that authentic leadership reduces leader stress and increases work engagement and that the more an authentic leader interacts with their subordinates, the less they deplete their mental well-being (Weiss et al., 2018). Weiss et al.'s theoretical implications were threefold: they expanded the theory of authentic leadership by showing how authenticity affects leaders themselves and filled a gap in a comprehensive model, they presented a novel theoretical perspective by integrating ego-depletion and also opened up a new direction in theory building concerning employee well-being. Applying an experience sampling methodology cannot provide certainty regarding the causal relationship between a leader's mental depletion and mental well-being. Weiss, et.al. (2018) suggested that future qualitative research could help develop a deeper understanding of the relationship between mental well-being, and well-being overall, which is consistent with the purpose of my proposed research.

Maher et al.'s (2017) qualitative research of the effect of psychological capital and authentic leadership used existing academic literature review and three in-depth interviews (Maher et al., 2017). Positive psychological capital is defined in as four different capacities of efficacy, optimism, hope, and resilience and is significant because of the increasing deterioration in employee's job performance and productivity (Maher et al., 2017). Maher et al.'s (2017) findings revealed that leaders need to pay more attention to core psychological factors that affect their employees' performance, satisfaction, turnover rate, and work well-being. This article has implications to the purpose and general context of this research and confirms the gap in the research.

Calderón-Mafud et al. (2018) posited that authentic leadership manifests itself in leaders as the vacation that some people have to serve and be helpful to others through their status and influential role in an organization. Their qualitative research of the positive mental health model based on authentic leadership and elements of socialization endeavors to draw attention to mental health issues in the workplace and the importance of promoting and facilitating the potential development of human strengths (Calderón-Mafud et al., 2018). Calderón-Mafud et al. (2018) stated that a life of meaning might be closer to a whole and healthy life, but is based on the challenging act of removing unnecessary stressors, and thus highlights the need for a sense and meaning of work that is consistent with your occupational identity and values. The primary limitation of this research is its grounding on a "happiology" psychological value, but baseless and more philosophical than empirical (Calderón-Mafud et al., 2018). This article has implications to the purpose and general context of this research and confirms the gap in the research.

Kim et al. (2019) stated that people spend a significant amount of time at work, so much that an individual's work-life plays a substantial role in their well-being; this quantitative research studied the antecedents and consequences of positive organizational behavior and the role of psychological capital for promoting employee well-being in sport organizations (Kim et al., 2019). Kim et al. concluded that with a growing shift to a positive approach in investigating workplace issues, positive organizational behavior and its foundational element of psychological capital are well fitted for this task (Kim et al., 2019). Kim et al. (2019) noted limitations in the timing of their two-phased surveys and common method bias and that future research should consider qualitative methods that could offer more detailed insight into variables such as psychological capital and well-being. This article confirms the choice of the qualitative transcendental phenomenology method for this research.

Vem et al. (2017) conducted quantitative research with the aim of testing ways of reducing emotional exhaustion and facilitating job satisfaction and used survey data from 350 front-line employees from the Nigerian hospitality industry. By examining authentic leadership's predictive role, the study also explored the intervening role of psychological ownership, Authentic leadership, emotional exhaustion, and job satisfaction (Vem et al., 2017). Vem et al. (2017) found that the relationship between authentic leadership was positive but insignificant, and employee psychological ownership mediated the relationship between job satisfaction and emotional exhaustion. Theoretically, this research aimed to fill two gaps (lack of literature and findings were inconclusive), and the results validated that leadership, no matter what the intention may be, does not

automatically translate to employee well-being (Vem et al., 2017). This article continues to confirm the choice of the qualitative transcendental phenomenology method for this research and speaks to the gap in current research.

Xu and Yang (2018) noted that previous research found that authentic leadership had a negative effect on employee burnout, but limitations in that research failed to connect employee empowerment for empowerment to be effective properly. The researcher's quantitative study of 378 secondary school teachers in China on the cross-level effect of authentic leadership on teacher emotional exhaustion and the chain mediating role of structural and psychological empowerment would fill that gap in the research (Xu & Yang, 2018). Xu and Yang (2018) found that authentic leadership had an indirect effect on psychological empowerment, psychological empowerment played a fully mediating role in emotional exhaustion, and structural empowerment and psychological empowerment sequentially mediated emotional exhaustion. Future research should consider variables such as the pool of subject's location and profession as cultural differences and professional norms can create the transferability of findings (Xu & Yang, 2018). The researchers suggest that future qualitative research could help develop a deeper understanding of the relationship between mental well-being, and well-being overall, which is consistent with the purpose of my proposed research and confirms the importance of studying a specific pool of applicants from the AEC industry.

The purpose of Horton's (2017) cross-sectional quantitative research study was to determine the effects of authentic leadership on self-compassion, subjective well-being, and job satisfaction. The researcher unequivocally found that leadership style predicts

higher levels of self-compassion, subjective well-being, and job satisfaction, and further that the action of authentic leaders can restore a sense of behavioral ethics and positive influence in the workplace (Horton, 2017). Horton (2017) recommended that future studies consider mixed methods or pure quantitative methodologies to present a more comprehensive account of the data and represent a continuum rather than a limited view. This article continues to confirm the choice of the qualitative transcendental phenomenology method for this research, discusses the gap in current research, and highlights the importance of studying a specific pool of applicants from the AEC industry.

Perceived Stress

Sainz et al. (2021) noted that organizational dehumanization has detrimental consequences institutionally and specifically for worker's well-being. While previous research has focused on organizational factors that cause stress at work, less is known about factors that can shield workers from it (Sainz et al., 2021). Sainz et al.'s (2021) quantitative research using a correlational study of the link between authentic leadership, organizational dehumanization, and stress at work found the higher authentic leadership predicted lower organizational dehumanization. Although despite the fundamental role a leader has in a worker's well-being, the researchers acknowledge one aspect of the relationship between perceived authentic leadership and stress at work, and future research should endeavor to include other research methods for a deeper understanding of the phenomenon (Sainz et al., 2021). Qualitative research continues to be a good fit for

this research and uses authentic leadership as a theoretical foundation instead of a conceptual model to fill a gap in the research.

Adil and Kamal (2020) explored the vulnerability of the teaching profession to chronic stressors in the workplace in three components: emotional exhaustion reduced professional efficacy and cynicism. Grounded in the job demands-resources model, this quantitative research to understand the relationship between authentic leadership and psychological capital, the researchers drew a sample from existing data of 500 university teachers from various public universities in the Punjab province in the city of Islamabad (Adil & Kamal, 2020). Adil and Kamal (2020) noted that the cross-sectional design of their research does not warrant causal relationships among the variables, the existence of common method bias from self-reporting, and measured the perception of authentic leadership among followers instead of measuring actual authentic leadership behaviors. This limitation will need to be addressed in this research and possibly with some prescreening of participants. A continued theme is that quantitative research's limitations make this research's qualitative method a good fit for a deeper understanding of authentic leadership and occupational well-being.

Konyalilar (2021) stated that leaders who establish trust, positivity, and hope in their organization while communicating a vision for the future are authentic leaders. This investment in good times becomes invaluable under challenging times. Occupational well-being doesn't mean employees feel happy and joyful, and it is a series of processes and behaviors that makes them feel fulfilled and satisfied in their work (Konyalilar, 2021). Konyalilar (2021) posited that well-being is formed due to opportunities and gains

in the workplace that, in turn, an employee's life, health status, income earned, social and family life, and free time. Variables of occupational well-being will need to be defined and bound to attempt to focus on a few aspects, but not too many that could dilute the findings.

Jang and Kim's (2021) quantitative research in performance pressure as an antecedent and authentic leadership as a moderator of the relationship between co-worker undermining and psychological capital focused on organizational aggression and how it erodes employee well-being. The researchers used the conservation of resources conceptual framework to study the negative impact of co-worker undermining on the victim's psychological capital and empirically examined the performance pressure of authentic leaders that minimizes the effect (Jang & Kim, 2021). These findings highlight the importance of authentic leaders in an organization to mitigate and potentially eliminate the undermining of employee well-being and the importance of establishing those conditions in advance because a leader cannot be everywhere at all times (Jang & Kim, 2021). Furthermore, Jang and Kim (2021) noted that in real-world organizations, performance pressures can ebb and flow given the situation, but employee interaction in everyday situations encourages voluntary performative and desirable behavior by role modeling. This study effort confirms the purpose of this research and discusses the gap in current research.

Sultana et al. (2018) stated that it is critical to lower job stress and enhance job satisfaction among employees, and the purpose of their quantitative research on authentic leadership and psychological capital fills that gap in current research. The researchers

used simple random surveying of 262 pharmaceutical industry employees from the Bangladeshi pharmaceutical industry and analyzed the data using SEM (Smart PLS 3) (Sultana et al., 2018). Their findings provided classical insight into the solid statistical relationship between authentic leadership, psychological capital, job stress, and job satisfaction. Moreover, authentic leadership directly and positively affects job satisfaction (Sultana et al., 2018). However, Sultana et al. (2018) noted that their data does not allow an absolute determination of their hypothesis or other causal links, and only one mediating variable was tested. A continued theme is that quantitative research's limitations make this research's qualitative method a good fit for a deeper understanding of authentic leadership and occupational well-being.

The purpose of Markowski's (2020) quantitative correlational study on authentic leadership as an antithesis to teacher burnout was to develop a new framework for the burnout equation and examine the relationship between teacher burnout, psychological well-being at work, and authentic leadership. The researcher used a survey with three instruments: the Maslach Burnout Inventory (MBI), the Basic Psychological Needs Satisfaction at Work (BPNS-W) scale, and the Authentic Leadership Questionnaire (ALQ) (Markowski, 2020). In addition, Markowski (2020) discussed limitations such as the number of participants in his study, sampling error, and self-selected participants. This article continues to confirm the choice of the qualitative transcendental phenomenology method for this research, discusses the gap in current research, and highlights the importance of studying a specific pool of applicants from the AEC industry.

Insecure Attachment

Liu et al.'s (2018) quantitative cross-sectional survey research of 124 employees and 16 supervisors from healthcare organizations of 500 or more employees focused on linking authentic leadership to subordinate behaviors through three intermediate mechanisms (supervisor identification, psychological safety, and job engagement). Authenticity is at the foundation of authentic leadership by internalizing personal values, thoughts, emotions, and beliefs and behaving accordingly, especially in difficult times (Liu et al., 2018). Liu et al. proposed that authentic leaders have great self-awareness, high internalized moral perspective, unbiased processing, and transparency to their followers. Their research found that this behavior reduces organizational uncertainty and enhances follower job security. Limitations of this research include a small sample size which limits the level of statistical significance, and a lack of employee organization performance data which limits transferability (Liu et al., 2018). This article confirms the choice of the qualitative transcendental phenomenology method for this research and highlights the importance of studying a specific pool of applicants from the AEC industry.

The purpose of Gyu Park et al.'s (2017) quantitative research was to investigate the effects of empowering leadership on psychological well-being (PWB) and job engagement and the mediating role of PsyCap using survey data from 285 from eight large-sized firms in South Korea. The researchers discovered that empowering leadership, directly and indirectly, affected job engagement and security, and PsyCap fully mediated that relationship (Gyu Park et al., 2017). Gyu Park et al.'s pool of

participants included Certified Public Accountants (CPAs) and consultants, highlighting a limitation in transferability due to the differences in non-professional and professional workers in how they respond to leaders. This phenomenon and highlights the importance of studying a specific pool of applicants from the AEC industry in this research. These researchers were also the first to introduce the term PWB as a subset of occupational well-being and make a solid behavior connection to job insecurity.

Kampa et al.'s (2017) quantitative longitudinal research purpose on the mechanisms linking authentic leadership to emotional exhaustion and the role of procedural justice and emotional demands in a moderated mediation approach was to gain more knowledge on leadership impacts on follower strain the relationship to procedural justice. The researchers found that authentic leadership is critical to occupational well-being in connection with an elevated perception of positive work conditions (procedural justice), particularly in stressful conditions (Kampa et al., 2017). However, research limitations included using a full-crossed lagged panel design to rule out reverse causation, self-reporting data introduces overestimation of effects to common method variance, and dropout analysis revealed differences in initial and final samples, which can cause systematic bias (Kampa et al., 2017). This article confirms the choice of the qualitative transcendental phenomenology method for this research and discusses the gap in current research.

Aria et al.'s (2019) quantitative research on authentic leadership and teachers' intention to stay, and the mediating role of perceived organizational support and psychological capital used the 16-item ALQ, short-form version (16-item) Perceived

Organizational Support (POS) scale, the 24-item PsyCap Questionnaire (PsyCap Q), teacher's intent to stay was assessed using Price and Mueller's four-question scale, and all rated on a five-point Likert-type scale (Aria et al., 2019). Aria et al. (2019) found that undesirable conditions of teachers' jobs in many countries, including the Islamic Republic of Iran, have increased insecure work attachment. Still, that authentic leadership, directly and indirectly, affects teacher's intentions to stay in their job. Furthermore, the researchers found that teachers' intentions to remain in their position when their principal showed authentic leadership traits were consistent regardless of work experience, level of education, age, or gender (Aria et al., 2019). This article confirms the choice of the qualitative transcendental phenomenology method for this research and highlights the importance of studying a specific pool of applicants from the AEC industry.

Shahid and Muchiri's (2019) qualitative systematic review of published studies on positivity at the workplace and conceptualizing the relationships between authentic leadership, psychological capital, organizational virtuousness, thriving, and job performance provided a significant review of the current state of research on positivity thriving job performance. The researcher relied on computerized searches in business source databases of Emerald, ProQuest, ScienceDirect, EBSCOhost, and SpringerLink; and also conducted a manual search in key journals including *The Leadership Quarterly*, *Journal of Business Ethics*, *Journal of Organizational Behavior*, *Journal of Applied Psychology*, *Personnel Psychology, and Journal of Management* (Shahid & Muchiri, 2019). Shahid and Muchiri's (2019) found a direct relationship between authentic leadership, PsyCap, organizational virtuousness, and job security and that organizational

virtuousness can be a contextual enabler for thriving employees. Limitations of this research were that they only focused on positive aspects of authentic leadership, and future research could examine factors that could affect job security (Shahid & Muchiri, 2019). This article confirms the purpose of this research effort and the databases and word searches used in this literature review.

Sepeng et al.'s (2020) quantitative, non-experimental, cross-sectional survey on authentic leadership, organizational citizenship behavior, and intention to leave aimed to investigate value-based leadership in the South African public healthcare industry. Intention to leave is a conscious and thought-out decision to leave an organization that can be described as the last stage before their actual departure. However, it is also a step where there is still hope for a better situation where they could remain. Sepeng et al. (2020) used the authentic leadership inventory (ALI) to measure follower perceptions of a leader's leadership capacity. This is the first this researcher discovered the ALI survey (Neider & Schriesheim, 2011) instead of the ALQ (George, 2003) and was an opportunity further to research each assessment tool for consideration in chapter 3.

Kalay et al.'s (2018) quantitative research on authentic leadership outcomes in detail-oriented occupations surveyed 512 Certified Public Accountants (CPAs) in Israel was to study the relationship of commitment, role stress, and intentions to leave. A culture of individualism has enhanced freedom of choice. Still, it has also encouraged selfishness and narcissism, and our society faces a crisis of a lack of meaning, values, ethics, and a sense of what is right (Kalay et al., 2018). Kalay et al. (2018) found that an essential outcome of authentic leadership is organizational commitment and employee

emotional attachment to the organization, their identification with it, and their involvement in it, and when an employee is emotionally attached to an organization, they are less likely to intend to leave it. This research confirms the choice of the qualitative transcendental phenomenology method for this research and highlights the importance of studying a specific pool of applicants from the AEC industry.

Gordon et al.'s (2019) quantitative research aims were to examine the relationship between supervisor support and hotel turnover and explore if subjective well-being mediates the relationship. The old saying that "employees do not leave places, they leave managers" is part of why this research is so essential, particularly in the AEC industry, because there is already a shortage of personnel that exacerbates the issue. Gordon et al. (2019) stated that hotel industry turnover is between 50 and 300 percent, and turnover cost to a business can be 25 to 33 percent of the annual salary of an employee who voluntarily leaves. Furthermore, the researchers found that authentic leaders' actions directly impact employee well-being and directly affect whether the employee remains with the organization (Gordon et al., 2019). This article confirms the purpose of this research and the choice of a qualitative method.

Arici's (2018) quantitative research of perceived supervisor support and turnover intention and the moderating effect of authentic leadership surveyed 305 seasonal employees of five-star hotels in Turkey. The researchers conducted hierarchical linear regression and hierarchical linear modeling to test multi-level data. They found a significant direct effect of supervisor support and authentic leadership on employee turnover intention (Arici, 2018). Arici noted that limitations include common method

bias. In addition, the data was gathered from a single source, transferability to other industries. Future research should consider other variables such as emotional exhaustion, intention to service sabotage, and job search behaviors (Arici, 2018). This article confirms the choice of the qualitative transcendental phenomenology method for this research and highlights the importance of studying a specific pool of applicants from the AEC industry.

Job Satisfaction

Mohd Salleh et al.'s (2020) quantitative research on a multilevel analysis on employee wellbeing (EW) and the roles of authentic leadership, rewards, and meaningful work studied 343 employees in 30 manufacturing companies in Malaysia. It is indisputable that the EW is paramount for organizational productivity and growth; however, the predominance of leadership research fails to adequately capture the many facets of the phenomenon (Mohd Salleh et al., 2020). Mohd Salleh et al. (2020) used the COR theory to study the meso-mediational relationship through financial and non-financial rewards and meaningful work and how it affects EW. They found that monetary rewards had no significant association with EW, particularly when they are not connected or developed with employees' emotional and psychological needs and job satisfaction (Mohd Salleh et al., 2020). This article confirms the purpose of this research and the choice of a qualitative method.

Semedo et al.'s (2019) empirical research on authentic leadership, happiness at work, and affective commitment through the mediating effect of happiness at work studied 543 employees in various public and private organizations in Cape Verde. The

researchers suggest that authentic leadership in the workplace predicts employee happiness, which explains employees' emotional bond to the organization (Semedo et al., 2019). Semedo et al. (2019) proposed that beyond the direct relationship between authentic leadership and affective commitment, the authors introduced the mediating effect of happiness and provides a model that depicts the chain effect and integrates them into a single study. Limitations of this study include limited demographics, lack of a longitudinal study, and the lack of moderating variables, and all create opportunities for future research (Semedo et al., 2019). This article confirms the choice of the qualitative transcendental phenomenology method for this research and highlights the importance of studying a specific pool of applicants from the AEC industry.

Kim et al.'s (2017) qualitative research on psychological capital in sport organizations and its relationship with Hope, Efficacy, Resilience, and Optimism (HERO) among employees used an in-depth literature review and a series of panel discussions to develop a conceptual framework. The purpose of the study was to provide a comprehensive picture of positive organizational behavior through a more in-depth understanding of PsyCap in the context of desirable attitudes (job satisfaction and psychological well-being, behaviors (citizenship), and performance (Kim et al., 2017). To address the gap in current research, Kim et al. (2017) noted that future research should empirically explore the indirect effects of PsyCap, but not as an employee or organizational outcome. This article confirms the purpose of this research and the choice of a qualitative method.

Wirawan et al.'s (2020) quantitative research on the effect of authentic leadership and psychological capital on work engagement and the mediating role of job satisfaction purpose studied 307 employees in eastern Indonesia randomly recruited from state-owned companies. The researchers used the job demands-resources (JD-R) theoretical model and found that the effect of authentic leadership on work engagement was fully mediated by job satisfaction (Wirawan et al., 2020). Limitations of this research included not exploring further consequences of gender equality, the lack of cross-cultural data from different countries, and limiting participants from state-owned companies limiting generalizations to other organizations (Wirawan et al., 2020). This article confirms the choice of the qualitative transcendental phenomenology method for this research and highlights the importance of studying a specific pool of applicants from the AEC industry.

Farid et al.'s (2020) quantitative research on the impact of authentic leadership on organizational citizenship behaviors and the mediating role of affective- and cognitive-based trust builds on the social exchange theory and how employees mutually mechanize reciprocation and eventually establish trust. The researchers conducted a two-wave time-lagged design with 270 employees in Pakistan working in the banking sector and found that authentic leadership is positively associated with organizational citizenship behaviors, particularly job satisfaction (Farid et al., 2020). Farid et al. (2020) noted limitations of their research included their two-time phases and that future research should vary the time to test how far in time leadership perceptions extend; common method bias with their selection of a single source; and their selection of a single sector

limits generalizability (Farid et al., 2020). This article validates the choice of the

qualitative transcendental phenomenology method for this research and corroborates the

purpose and gap in the literature. This article confirms the purpose of this research and

highlights the importance of studying a specific pool of applicants from the AEC

industry.

Iqbal et al.'s (2020) quantitative study on authentic leadership effects on job

satisfaction and organizational commitment and the mediating role of leader-member

exchange (LME) examines the impact of job satisfaction on 230 managers, employees,

and teachers in Lahore and Islamabad from a leading school system. The researchers

define job satisfaction as the effective response to specific aspects of a job and found that

high organizational commitment enhances job satisfaction (Iqbal et al., 2020). Iqbal et al.

(2020) noted a few limitations in their research. Still, they suggest future studies use a

longitudinal design, increase the participant size, sample multiple cities, and consider

using other mediators such a psychological empowerment and organizational culture.

This article confirms the choice of the qualitative transcendental phenomenology method

for this research and highlights the importance of studying a specific pool of applicants

from the AEC industry.

Pope's (2018) quantitative research on the effects of the authentic leadership style

on job satisfaction in subordinate employees studied 138 full or part-time adult workers

to elevate the relationship of authentic leadership and employee job satisfaction. The

researcher found that authentic leadership can predict employee job satisfaction but did

not find a positive association between authentic leadership and the task or leader

satisfaction (Pope, 2018). Pope noted limitations in the research were the generalizability of the results because of participant self-reporting instruments, and participant biographical information was not considered hinders the ability for additional conclusions. Nevertheless, this research effort confirms the purpose of this research and the choice of a qualitative method.

Sense of Community

Lyngdoh et al.'s (2018) quantitative research on applying positive psychology to selling behaviors and a moderated–mediation analysis integrating subjective well-being (SWB), coping, and organizational identity studied 334 sales professionals from multiple industries in India. SWB has been widely found to affect individual employee sense of community profoundly, but there is a gap in the current research (Lyngdoh et al., 2018). Lyngdoh et al.'s (2018) study's purpose was to understand better the potential synergy between a salesperson's internal qualities, skills, and organizational identity and three key contributors. The researchers noted limitations include causal relationships that require further examination with their cross-sectional study, generalizability due to the profile of their participants, and following a positivist paradigm may have lost insights of post-positivist approaches a quantitative approach may have discovered (Lyngdoh et al., 2018). This research confirms the choice of the qualitative transcendental phenomenology method for this research and highlights the importance of studying a specific pool of applicants from the AEC industry.

Shirey et al.'s (2019) quantitative research on the integration of authentic leadership lens for building high performing interprofessional collaborative practice

(IPCP) teams studied used an action research design to study academic practice partners from an 1157-bed quaternary teaching hospital over three years. Examining the six stages of team development (honeymooning, forming, storming, norming, performing, and adjourning) assumed that thought leadership is key to navigating the stages to become an IPCP team. Still, little has been written on the leadership interface (Shirey et al., 2019). Shirey et al.'s (2019) application of authentic leadership was continuous over the three years, provided feedback nudges to support team dynamics and development, but used focused intervention at several critical points as the team developed through the stages. Limitations in this research included measurements over time versus a robust correlation of causation, given the limited number of staff involved (n=8) there wasn't enough power to allow for statistical significance, and multiple targeted strategies were used which makes it challenging to determine which one was most impactful (Shirey et al., 2019). This article confirms the purpose of this research and confirms the choice of a qualitative method.

Koon and Ho's (2021) quantitative research on authentic leadership and employee engagement and the mediating role of employee well-being studied 150 full-time employees using the COR theory and relational perspective. Leadership imprints the survival or downfall of an organization, and authentic leaders offer hope, trust, confidence, transparency, positive emotions, and an ethical and moral grounding (Koon & Ho, 2021). Koon and Ho (2021) stated that employee well-being is a pleasurable or positive emotional state resulting from one's job experience. Although a scale to measure employee well-being was developed, little empirical research has been conducted to

explore multidimensional well-being. Research limitations include common method variance and inflation associated with self-rated surveys, subjectivity with a population from multiple market sectors, but from only one geographic location, and future research should collect data from numerous sources such as leaders to gain a more robust understanding of the phenomenon (Koon & Ho, 2021). Although adding leaders to the scope of this research has been noted by several researchers, this would add a level of complexity beyond the scope of this research. Therefore, it may be a limitation and the subject of follow-on research.

Álvarez et al.'s (2019) quantitative research on authentic leadership and its relationships with work engagement and organizational citizenship behaviors (OCB) in Spanish military units studied 225 soldiers measuring the mediating effect of personal identification with leader and social identification. OCB is defined as individual and voluntary behaviors that are not directly established in the formal reward system and promote organizational effectiveness and efficiency (Álvarez et al., 2019). The researchers used the ALQ to measure authentic leadership, the Utrecht Work Engagement Scale (UWES) structural equation modeling to estimate the three basic dimensions of work engagement (vigor, dedication, and absorption), Davila and Finkelstein's (2010) tool to measure OCB, two other research specific measurements, and then used SEM to analyze the data (Álvarez et al., 2019). Álvarez et al. noted that since all data were self-reported, steps were taken to measure common method variance, and they found that authentic leadership is a good style for military units based on its positive relationship with soldier's work engagement, OCB, personal identification with the leader and

organizational identification. This research confirmed the purpose of this research and the choice of a qualitative method.

Boggess-de Bruin's (2017) qualitative constructivist approach to study nine human service managers' experiences in motivating multigenerational workforces using grounded theory was to explore the mediating effect of a sense of community. Data collection was completed through interviews. Data analysis consisted of coding, constant comparison, and theoretical saturation and sorting, which resulted in a five-dimensional well-being model that showed how managers motivated employees by developing a positive and supportive work environment (Boggess-de Bruin, 2017). Boggess-de Bruin noted that limitations of this research included participants from a single service industry and thus limits transferability. In addition, the study explored manager's experiences motivating multigenerational staff and did not include if and how the team felt motivated. Nevertheless, this dissertation was one of two qualitative studies discovered during the literature search and confirms the gap in the current research studying occupational well-being and authentic leadership theoretical foundation.

Suwarto and Suhartono's (2019) quantitative research on the effect of work stress, compensation, and motivation on organizational commitment studied 67 responses to a questionnaire then analyzed the data using multiple linear regression. The researchers found that work stress, compensation, and motivation influence organizational commitment together at 80%. Therefore, organizations need to build or grow employee engagement because employee turnover is costly, particularly for highly skilled employees (Suwarto & Suhartono, 2019). Suwarto and Suhartono defined organizational

commitment as the likes or dislikes of employees to their organization. They are displayed in individual work involvement, loyalty, and a sense of trust in organizational values. This article's definition of organizational commitment is the most comprehensive and will be reflected in this research.

Authentic Leadership

Although in its early stages of development, a theory of authentic leadership is emerging in social science literature (Northhouse, 2019). George's (2003) authentic leadership theory explores a leader's purpose, values, relationships, self-discipline, and heart in a practical approach to authentic leadership. Four components of authentic leadership are self-awareness, internalized moral perspective, balanced processing, and relational transparency (Owolabi, 2020). Inceoglua et al. (2018) found that authentic leadership increased employee well-being, decreased perceived stress, decreased insecure attachment, and directly and indirectly impacted job satisfaction. Leaders play a critical role in an organization, and their presence and behavior have a significant effect on nonmanagement employee work performance, behavior, and well-being (Inceoglu et al., 2018).

Gardner et al.'s (2021) integrative systematic literature review of authentic leadership theory aims to synthesize literature over the past two decades in the case for and against its conceptual and theoretical underpinnings. The researchers admit an inherent tension between job-related demands leaders face at work: social and political conventions and norms and the ability to be authentic (Gardner et al., 2021). Gardner et al. (2021) also noted that the self-referential nature of authenticity makes it challenging to

assess and thus for researchers to measure, but just because a construct is difficult to measure doesn't mean that it doesn't exist. Therefore, the argument that definitions of authentic leadership include outcomes and effects over the past two decades is valid. Still, the remedy is to use Walumbwa et al.'s (2008) as a starting point and refine it in future research (Gardner et al., 2021). This article validates the use of Walumbwa et al.'s (2008) definition of authentic leadership and the purpose of this research. Gardner et al. (2021) stated that future research should study struggles with contrasting ideals focus on follower and leader/followers, zeroing in on self and its development, study the when, why, and how of authenticity, and address limitations of authenticity.

James et al. (2021) conducted an integrative systematic literature review of nursing and values-based leadership using the Joanna Briggs Institute Critical Appraisal Tools and the Preferred Reporting Items for Systematic Reviews and meta-analysis approach and thematic analysis with thematic analysis Boolean searches for the values-based, authentic, servant, and congruent leadership. The researchers found that values-based leadership increased a sense of belonging, staff well-being, and diminished burnout, thus advancing the premise that ethical leadership leads to positive and effective health care outcomes (James et al., 2021). James et al. (2021) stated that future research should focus on qualitative methods to better understand the relationship between values-based leadership and well-being. This article validates the purpose of this research and confirms the choice of a qualitative method.

The purpose of Malila et al.'s (2018) integrative systematic literature review of peer-reviewed original research articles on authentic leadership in healthcare was to

identify research gaps and propose recommendations for future research. The research included 29 studies favoring Canadian nurses in acute care hospitals and found four themes well-being at work, patient care quality, work environment, and authentic leadership promotion (Malila et al., 2018). Malila et al. (2018) used Walumbwa et al.'s (2008) authentic leadership definition, validating this research's use of their definition. The researchers identify several research gaps, including a need for more variation in study populations, additional research is needed using different themes, differentiating between authentic leadership and other value-based leadership theories, and more use of qualitative methods should be considered for a deeper understanding of the phenomenon (Malila et al., 2018). This article validates the choice of the qualitative transcendental phenomenology method for this research and highlights the importance of studying a specific pool of applicants from the AEC industry.

Hargrove's (2017) quantitative research on the building blocks of authentic leadership studies being consistent and being seen in the context of the dual-task of remaining true to one's values and beliefs (to be perceived as authentic), and simultaneously projecting an expressive persona (to be perceived as a leader). The researcher found that the more followers can observe a leader in action, the more they perceive them as authentic (Hargrove, 2017). Hargrove (2017) used cross-sectional survey data with the primary objective of validating leader self-rating by varying the source of the follower (in study 1) and leader (in study 2) and validates the hypothesis that followers will see a leader who acts consistently and is observed doing so as authentic. The researcher used Neider and Scheinsheim's (2011) Authentic Leadership

Index (ALI) as the measurement tool and dyadic survey data to obtain two measurements of authentic leadership and limit common method variance. This dissertation was the best analysis of using the ALI measurement tool and provided a method to limit common method variance. This article validates the purpose of this research and confirms the choice of a qualitative method.

Self-Awareness

Self-awareness isn't an end in itself, but a process where one understands themselves (both strengths and weaknesses) and their impact on others (Northhouse, 2019). Goleman (2006) framed Emotional Intelligence (EI) as the ability to motivate oneself and be persistent amid difficulties, control impulses and delay gratification, remain calm under pressure, think clearly, and be empathetic and show hope. The five dimensions of EI are self-awareness, self-regulation, empathy, motivation, and social skills, and unlike IQ, EI can be developed (Craig et al., 2015). Self-awareness is a team sport and requires both leaders to be introspective with themselves and get open and honest feedback from their followers.

Dasborough et al.'s (2021) qualitative research on EI and, if there is a place for it in the study leadership, continues "The Great EI Debate." The researcher's academic debate of two opposite positions on leadership and EI reviewed the arguments using evidence gathered since 2009, specifically on the predictive power of EI in workplace outcomes, the validity of EI as a construct, how best to measure EI, and analytical tests of EI to measure value (Dasborough et al., 2021). Dasborough et al. (2021) stated that emotions matter, but only with additional research can we better understand when, why,

and how much. This article helps argue against the fallacy of perfect measurement for this research in terms of tools and analytical techniques to better understand self-awareness.

Duncan et al.'s (2017) quantitative research into the question of authentic leadership and its relationship to EI studied 1,028 working adults to compare Bass and Avolio's Multifactor Leadership Questionnaire (MLQ) (Form 5X) (Antonakis et al., 2003) and Walumba et al.'s (2008) Authentic Leadership Questionnaire (ALQ). Since its introduction in 1995, the MLQ tool has undergone multiple revisions. The current MLQ Form 5X contains 45 items, 36 items representing nine leadership factors, and nine items assessing three leadership outcome scales (Duncan et al., 2017). Duncan et al. (2017) found that if a phenomenon is contextually sensitive, theoretical formulations need to consider contextual factors of the model before concluding that the measures are invalid. This article provided a detailed comparison of the MLQ and ALI tools and data gathering and analysis evaluation that provided excellent insight for this research's use of the Neider and Scheinsheim's (2011) Authentic Leadership Index.

The purpose of Miao et al.'s (2018) quantitative research on EI and authentic leadership was to clarify the relationship and clear up the atheoretical limitations in previous studies. EI is an individual characteristic construct and key to effective leadership (Goleman et al., 2013). The researchers outline three primary EI methods of measuring and categorizing as ability EI, self-report EI, and mixed EI (Miao et al., 2018). Miao et al. (2018) used the primary EI measurement MSCEIT V2.0, a 151-item scale designed to measure specific EI skills: perceiving emotions, using emotions to facilitate

thought, understanding emotions, and managing emotions. Despite an alleged

relationship between EI and authentic leadership, theoretical rationale remains unclear

and atheoretical (Miao et al., 2018). This article provided an exceptional analysis of the

relationship between EI and authentic leadership and validated the use of Neider and

Scheinsheim's (2011) ALI to measure authentic leadership.

Kotzé and Nel's (2017) quantitative research goal was to measure the extent to

which personality, cognitive ability, EI, and gender predict authentic leadership in 341

aspiring business school students. The researchers used Walumbwa et al.'s (2008) 16-

item ALI tool to measure self-awareness, internalized moral perspective, balanced

processing, and relational transparency and found a strong positive relationship between

authentic leadership and the evaluated personality traits (Kotzé & Nel, 2017). Kotzé and

Nel (2017) noted limitations of their research included common method bias. Still, that

future research should consider using additional data from different sources and

specifically perceptions of followers since authentic leadership may not manifest itself

identically in other sources. Nevertheless, this article confirms the purpose of this

research and the choice of a qualitative method.

Nübold et al.'s (2020) quantitative research using multi-source and intervention

studies on mindfulness and authentic leadership aim to fill a gap in current literature and

build a strong theoretical link with new evidence in identifying the personal antecedents

and effective means of mindfulness. Mindfulness promotes authenticity by paying

attention to the present-moment experiences in a receptive non-judgment way and allows

for self-discovery and self-awareness, leading to more self-concordant goal setting

(Nübold et al., 2020). Nübold et al. (2020) stated that limitations include limits of the study's cross-sectional nature, use of a waitlist control group may have led to demand characteristics, and use of blinding participants was not possible, and future could compare an experimental group with one measurement tool and an active control group with another tool. This article helps argue against the fallacy of perfect measurement for this research in tools and analytical techniques to better understand self-awareness.

Internalized Moral Perspective

Greenleaf and Keith (2016) discovered that authentic leaders act with deep personal values and convictions to build credibility and win the respect and trust of followers. Internalized moral perspective is a self-regulatory process whereby individuals use their internal ethical standards and values to guide their behavior rather than allowing external pressures or behavioral norms to control them (Northhouse, 2019). Craig et al. (2015) stated that an authentic leaders must be clear of their values, leadership principles, and ethical boundaries, so followers know them from their behavior. Values are personal, and a learned set of norms and standards. An organization can espouse values but only have meaning when leaders use them in ordinary business proceedings.

The purpose of Oh et al.'s (2018) quantitative research was to investigate the mediating effect of practicing core values on the relationship between authentic leadership and work engagement from 281 employees from a Korean corporate environment. Organizations have always focused on managing human resources for organizational performance, primarily retaining devoted employees and guiding their commitment to organizational values (Oh et al., 2018). Oh et al. (2018) found that

authentic leadership has a meaningful relationship with work engagement and that there is a positive relationship between authentic leadership and practicing core values. Of particular note was that this research identified only three components of authentic leadership whereby self-awareness and balanced processing were combined, which was attributed to a Korean cultural phenomenon (Oh et al., 2018). This article validates the choice of the qualitative transcendental phenomenology method for this research and highlights the importance of studying a specific pool of applicants from the AEC industry.

The purpose of Swain et al.'s (2018) quantitative research was to broaden the current understanding of authentic leadership and behavioral integrity and Six Sigma success by using a cross-sectional survey of 212 companies from six different industries. Behavioral integrity was defined as the perceived pattern of alignment between a leader's words and their deed. For example, if employees see a leader who tends not to be truthful or forthright, they will trust the leader less, or worse, adopt that behavior as an organizational norm (Swain et al., 2018). Swain et al. (2018) stated that limitations of their research include authentic leadership behavior measured through a respondent's perception rather than actual behavior, standard method variance due to self-reporting, and that future research should collect data from multiple sources multiple times. This article validates the purpose of this research and confirms the choice of a qualitative method.

Hunt's (2017) academic paper on humane orientation as a moral construct in ethical leadership theories compares transformational, servant, and authentic leadership

in the United States, Mexico, and China. Humane leadership is defined as being supportive and compassionate toward followers and includes altruism, benevolence, kindness, love, and generosity (Hunt, 2017). Furthermore, Hunt (2017) stated that authentic leadership exists in a formative stage. Still, theoretical foundations such as internalized moral perspective put the US in the GLOBE leadership Anglo cluster with a value-based, participative, humane-oriented, team-oriented, autonomous, and self-protective preference. This article was an excellent overview of global variables associated with authentic leadership as humane orientation and validated the selected variables.

Balanced Processing

Balanced processing is also a self-regulatory behavior, and it refers to a leader's ability to analyze information objectively, explore other people's ideas, then make an informed decision (Northhouse, 2019). Intellect enables Army leaders to understand, visualize and make timely decisions in often unfamiliar and chaotic situations where their decisions can mean life and death for the Soldiers they lead (US Army Field Manual 6-22: Leaders Development, 2015). Senge (1994) described the essence of systems thinking lies in a shift of the mind to see interrelationships and processes rather than snapshots in time. Thinking about thinking and practicing the disciplined US Army Military Decision Making Process (MDMP) over a 20-year career has allowed me to develop a balanced processing approach that gives me a decided advantage amongst my peers during the past 15-years in the private sector.

Braun and Peus' (2018) quantitative research on the crossover of work-life balance perceptions aims to answer the question, does authentic leadership work? The researchers build on the conservation of resources theory to explore a cross-over model of the impact of an authentic leader's work-life balance and its relationship to a follower's work-life balance (Braun & Peus, 2018). Braun and Peus (2018) noted that authentic leadership fosters follower's psychological capital, particularly in the decision-making process when followers are included in an active role and not just the recipients of decisions handed down through email. Theoretical contributions of this research helped to provide empirical evidence to support earlier theoretical claims of the link between a follower's well-being and their perceived work-life balance. This article validates the purpose of this research and confirms the choice of a qualitative method.

Braun and Nieberle's (2017) quantitative research premise that authentic leadership extends beyond work helps build a multilevel model of work-family conflict and enrichment framework. Authentic leadership has expanded from a context-specific (work-related) construct to advance to the development of follower's positive psychological capacities and ethical climate (Braun & Nieberle, 2017). Braun and Nieberle (2017) found that when followers are included in the decision-making process in a work context and observe how a leader uses that process outside of the workplace, they see that the authenticity of their leader is not just a workplace behavior. Limitations of this research include the comparatively small sample size limits statistical power. In addition, individual-level variables were significantly correlated, and they agree that a better conceptual distinction between authentic leadership components and developing

associated measures must be addressed in future research (Braun & Nieberle, 2017).

This article validates the choice of the qualitative transcendental phenomenology method

for this research and highlights the importance of studying a specific pool of applicants

from the AEC industry.

Relational Transparency

Relational transparency is self-regulating, and it occurs when leaders share their

core feelings, motives, and inclinations with others appropriately (Northhouse, 2019).

Relational transparency is simply communicating openly and being genuine in

relationships. Craig et al. (2015) stated that leading can be very lonely, particularly when

things aren't going well and you do not have anyone with you to discuss the problem you

face. Leadership can also distort reality with attention, rewards, and recognition.

Leadership is hard, and it takes a lot of energy, commitment, and focus (Wheeler, 2019).

Leaders need to have a mentor to serve as a teacher, coach, and advisor, so they are do

not feel alone. Leaders also need a support team in their family to provide unconditional

acceptance, a safe place to vent and share, and get straight-talking feedback (Craig et al.,

2015).

Jiang and Men's (2017) quantitative research on the impact of authentic

leadership, transparent organizational communication, and work-life enrichment studied a

random sample of 391 employees working across different industrial sectors in the US.

The researchers created and tested two theoretical models (Social Exchange Theory and

Job Demands-Resources Model) to link employee engagement to social contextual

variables and create an engaged workforce (Jiang & Men, 2017). Jiang and Men (2017)

stated that transparent organizational communications are deliberate dissemination of information in concert with employee engagement in a truthful, substantial, and complete manner with the purpose of accountability up and down the organization's hierarchy. The researchers found that when workers receive valued socioemotional resources from their leaders, they may choose to reciprocate positively, engage more, and commit more of their physical and emotional energy to the organization (Jiang & Men, 2017). This article validates the purpose of this research and confirms the choice of a qualitative method.

Rivera et al.'s (2019) study in understanding the relationship between perceived authenticity and well-being challenges the premise that personal authenticity facilitates mental health and well-being. A growing number of empirical research casts doubt on the validity of self-reported authenticity and states that they are contaminated by positively balanced behavior (Rivera et al., 2019). Rivera et al. (2019) stated that authenticity may not be worthy of a construct of scientific inquiry when self-reported but that the subjective feelings of authenticity are essential to study despite its complexity. This article validates the choice of the qualitative transcendental phenomenology method for this research and highlights the gap in the current literature.

The purpose of Sağnak and Kuruöz's (2017) quantitative research was to study the mediating role of meaningfulness on the relationship of authentic leadership and altruism of 356 teachers randomly selected from 14 primary and secondary schools in Nigde Turkey. The researchers defined altruism as voluntarily helping others with or preventing work related problems through open and honest communication (Sağnak & Kuruöz, 2017). Sağnak and Kuruöz (2017) found that authentic leadership was positively

related to altruism and meaningfulness, and further that meaningfulness mediated the relationship between authentic leadership and altruism. This article validates the purpose of this research and confirms the choice of a qualitative method. Sutton's (2020) meta-analysis tests the relationship of authenticity and well-being and authenticity and engagement to investigate the effect of moderators such as age, gender, sample type, conceptual measurement, and individualism-collectivism.

The researchers defined engagement as the simultaneous employment and expression of an individual's preferred self in daily work tasks and suggest that engagement requires psychological meaningfulness, safety, and personal resources (Sutton, 2020). Sutton (2020) noted that it is widely accepted that there is a challenge with authentic behavior given the demands and balancing of individual and organizational workplace norms and demands, but despite these challenges that striving for authenticity is a worthwhile goal with positive effects for both personal well-being and work engagement. The researchers note several limitations, but the most significant is that the study fails to draw attention to the mechanisms of the relationship and how authenticity contributes to well-being remains for future studies (Sutton, 2020). This article validates the choice of the qualitative transcendental phenomenology method for this research and highlights the gap in the current literature.

Summary and Conclusions

Leadership is a process-driven phenomenon that is a layered, multidimensional, and complex issue to study, understand, and impart to other leaders in an organization, and understanding the human dimension of leadership and the impact it has on followers

can highlight the importance of leadership training and development (Northhouse, 2019). Gardner et al. (2021) found that authentic leadership increased employee well-being, decreased perceived stress, decreased insecure attachment, and directly and indirectly impacted job satisfaction. Li et al. (2014) defined occupational well-being as people's feelings about themselves concerning their jobs. Rantika and Yustina (2017) stated that it reflects their overall job satisfaction, perceived work stress, and stress symptom. Studying occupational well-being versus employee performance in relationship with authentic leadership will help fill a gap in the current qualitative body of research.

   This literature review provided me with an invaluable tour through the current research of the relationship between authentic leadership and occupational well-being. A constant theme of the existing literature is that quantitative research's limitations make this research's qualitative method a good fit for a deeper understanding of authentic leadership and occupational well-being. Duncan et al.'s (2017) article provided a detailed comparison of the MLQ and ALI tools and data gathering and analysis evaluation that offered excellent insight for this research's use of the Neider and Scheinsheim's (2011) ALI. Future research on authentic leadership and well-being should consider variables such as the pool of subject's location and profession as cultural differences and professional norms that can offer greater transferability of findings (Xu & Yang, 2018). Of particular interest was Oh et al.'s (2018) research that identified only three components of authentic leadership whereby self-awareness and balanced processing were combined.

I adopted a qualitative approach to research the lived experience of the phenomena of occupational well-being of nonmanagement employees. My research's interests are in the inner dimensions, qualities, textures, and structures of the cognitive process found from multiple reports or similar experiences versus the external content or relationships that may trigger the cognitive function (Husserl, 2017). Chapter 3 describes the transcendental phenomenology research design that attempts to eliminate anything that represents presupposition or prejudgment and requires observation that is expressive of the natural world's habits (Heidegger, 1975). The first-person reports of life experiences make phenomenological research valid through epoché, phenomenological reduction, imaginative variations, and synthesis (Moustakas, 1994).

Chapter 3: Research Method

The purpose of this qualitative phenomenological study was to explore the lived experiences of nonmanagement employees in the AEC industry located in the Northeastern United States concerning the effects of authentic leadership on individual occupational well-being defined as people's feelings about themselves concerning their ethical assumptions, norms, and job satisfaction. Amid soaring healthcare costs, there is a growing interest in occupational wellness programs that improve employee health, reduce absenteeism, and lower cost. Sainz et al.'s (2021) critical meta-analysis on the workplace wellness programs indicates that individual employee medical expenses burdened by the employer fall by approximately $3.27 for every dollar spent on a wellness program. In chapter 3, I highlighted the research design and rationale, role of the researcher, methodology, and issues of trustworthiness. My research goal was to describe things as they are, as perceived by those who work with authentic leaders, to understand meanings and essences in the light of intuition and self-reflection.

Research Design and Rationale

The research question of my study was: What are the lived experiences of nonmanagement employees in the architect, engineer, and construction (AEC) industry in the Northeastern United States experiencing authentic leadership, and how does it affect their individual occupational well-being? Leaders play a critical role in an organization, and their presence and behavior have a significant effect on nonmanagement employees' work performance, behavior, and well-being (Inceoglu et al., 2018). Kim et al.'s (2019) found that individual occupational well-being has three primary outcomes: subjective,

psychological, and physical. Stress is heterogeneous in the source, appraisal, and outcome of nonmanagement employees' relationships with their leaders. Authentic leadership has a positive impact on an organization (George, 2003). Thus, nonmanagement employees' perceptions of their authentic leaders create positive outcomes in employee ethical behavior, job engagement, organizational commitment, decreased work stress, and psychological well-being (Pascoe, 2016).

Moustakas (1994) presented Husserl's ideas on transcendental phenomenology in an attempt to eliminate everything that represents prejudgment or presupposition. Transcendental science grew out of discontent with science based exclusively on studies of material things, and failing to take into account the consciously experiencing person (Creely, 2018). I considered other human research approaches such as ethnography to gain cultural description, grounded theory approach to explore hypotheses and concepts-based data analysis, hermeneutics to understand the intention and meaning behind the appearances, and heuristic research to explore a personal question or challenge that has social or universal significance. In empirical phenomenological research the researcher returns to experience in order to obtain comprehensive descriptions, and is the best method to explore the lived experiences on nonmanagement employees and their authentic leaders (Husserl, 2017).

Although in its early stages of development, a theory of authentic leadership is emerging in social science literature (Northhouse, 2019). George's (2003) authentic leadership theory explored a leader's purpose, values, relationships, self-discipline, and heart in a practical approach to authentic leadership. The components of authentic

leadership are self-awareness, internalized moral perspective, balanced processing, and relational transparency (Owolabi, 2020). Figure 1 depicts how the lived experiences of leaders through critical life events help to shape how they approach leadership, and critical skill such as positive psychological capacities (confidence, hope, optimism, and resilience) and moral reasoning influences their leadership style. The leader and follower intersection of lived experiences is at the essence of this research, and answer both the general and social problem statements.

To address the research questions in this qualitative study, my research adopted the phenomenological approach to investigate the lived experience of the phenomena of occupational well-being of nonmanagement employees. My research interests were in the inner dimensions, qualities, textures, and structures of the cognitive process the Husserl (2017) found from multiple reports or similar experiences versus the external content or relationships that may triggered the cognitive function. The research design is transcendental phenomenology and like Heidegger (1975) I attempted to eliminate anything that represents presupposition or prejudgment and requires observation that is expressive of the natural world's habits. The first-person reports of life experiences make phenomenological research valid through epoché, phenomenological reduction, imaginative variations, and synthesis (Moustakas, 1994).

Role of the Researcher

In a qualitative study, the researcher is the primary instrument responsible for using interview guides and observation protocols. The primary data source was in-person interviews to develop complete, detailed, and contextualized descriptions of employee

experiences and perspectives. Moustakas (1994) provided seminal guidance on interview question protocols that result in rich data from participants without guiding or directing them in their responses. I conducted and reported lengthy person-to-person interviews focusing on bracketed topics and questions that bridged intersubjectivity between researcher and study participants. I used follow-up interviews as required.

The influence of researcher bias can be reduced given rigor in the method and research protocol. In his ideas on transcendental phenomenology Husserl (2017) attempted to eliminate everything that represents a prejudgment of presupposition. The challenge is to describe things as they are, to understand meanings and essences in the light of intuition and self-reflection. The units of interest were the phenomena, situations, cases, and experiences. In his transcendental phenomenology method Moustakas (1994) stated that what appears in consciousness is an absolute reality while what appears to the world is a product of learning. While the resultant data can be rich and alive with content, it also creates a challenge to code.

I have more than 35 years of work experience in the AEC industry with 20 years in the public sector and 15 years in the private sector and managed 12 joint venture relationships with large and small firms nation-wide. My market access provided me an excellent pool of nonmanagement employees to canvas for quality subjects, but also created potential issues with personal and professional relationships and research bias. My challenge with participants were gaining the confidence that their identity will be masked, and comments would remain confidential to gain candid and in-depth responses. Another challenge with the research subdesign (transcendental phenomenology) was how

to avoid participants' prejudgment or presupposition. Thus, I needed to use careful screening criteria in participant selection. I also needed to carefully design the interview script to guide the interviewees yet ensure responses to look at things openly undisturbed by nature's habits.

Methodology

To address the research questions in this qualitative study, I adopted the phenomenological approach to investigate the lived experiences of the phenomena of occupational well-being of nonmanagement employees. My interests were in Husserl's (2017) inner dimensions, qualities, textures, and structures of the cognitive process found from multiple reports or similar experiences versus the external content or relationships that may trigger the cognitive function. My research design was transcendental phenomenology and attempted to eliminate anything that represents presupposition or prejudgment according to Heidegger (1975) and required observation that was expressive of the natural world's habits. First-person reports of life experiences in phenomenological research provided me relevant data through epoché, phenomenological reduction, imaginative variations, and synthesis (Moustakas, 1994).

Although researchers have investigated leadership effects on occupational well-being, the existing research ignores occupational well-being in favor of employee performance (Gardner et al., 2021). Malila et al. (2018) noted that authentic leadership has been used as a conceptual model in the study of occupational well-being. However, there is very little research using authentic leadership as a theoretical model. Although the interest in leader authenticity is timeless, research on authentic leadership is relatively

recent. One of the first articles on authentic leadership development published by Luthans and Avoloi (2003) proposed a definition on why it is essential, and presented a theoretically driven process model for developing authentic leadership and leaders.

Participant Selection Logic

For my planned research design, I needed the first-person reports of lived experiences collected and recorded during my open-ended interviews with the participants, efficiently coded, and skillfully categorized into themes. My in-depth interviewing allowed me to explore complex, contradictory, or counterintuitive matters. Because my research subdesign is transcendental phenomenology, the research design attempted to eliminate anything that represented presupposition or prejudgment. My use of systematic random sampling provided 20 participants to interview and collect data. The specific selection criteria for the sample of my study were nonmanagement employees working in the AEC industry throughout the Northeastern United States, male or female, one to 4 years of experience in the firm, with an AEC related undergraduate degree, working as part of an AE design team, or a construction project delivery team.

The recommended sample size for a phenomenological study is 20 participants, or until saturation occurs. Frankfort-Nachmias and Leo-Guerrero's (2018) recommendations can help a researcher estimate how many participants they will need, but ultimately, the required number of participants should depend on when saturation is reached. Saturation is a difficult concept to define and researchers can agree that data saturation is achieved when there are no new data, no new themes, no new coding, and ability to replicate the study (Frankfort-Nachmias & Leo-Guerrero, 2018). I think it is beneficial to think about

data in terms of rich and thick where rich is quality and thick is quantity (Rubin & Rubin, 2012).

Nonmanagement employees were the primary focus of my study to ensure that their primary relationship with their supervisor is as their leader. I selected the AEC industry in the Northeastern United States because I have access to a large target population of these types of companies from which to access participants. Although gender can be a factor in the AEC industry, the purpose of my research was not to explore the differences in employees with respect to their gender. My intent with selecting employees with one to 5 years of experience in the firm is that the AEC industry is having difficulty in retaining nonmanagement employees beyond 3 years with the intent of developing this group of people as the next generation's leaders. I considered employees with an undergraduate degree as professional staff in contrast to nonundergraduate degree employees. Nonmanagement employees working as part of an AE design team, or a construction project delivery team can work in matrix teams and experience leadership styles other than their direct report supervisor.

I have been presenting on my dissertation journey since May 2020 and take the opportunity any time I am on the platform as a speaker in-person and virtual to recruit for research participants. I have an active professional social media presence on LinkedIn and ResearchGate and used it to describe my research, provide updates on my dissertation journey, and recruit for research participants. I used LinkedIn and ResearchGate to formally recruit for research participants once my Institution Review Board (IRB) submittal was approved.

Instrumentation

Avolio et al.'s, (2007) Authentic Leadership Questionnaire (ALQ) is provided in Appendix A and was the primary instrument used to screen participants to be eligible to participate in this study. This 16-item assessment questionnaire of their supervisor (leader) measures the four factors of authentic leadership: self-awareness, internalized moral perspective, balanced processing, and relational transparency. Use of the instrument is authorized with research permission by Mind Garden, an independent publisher of psychological assessments and instruments in leadership. The instrument is based on samples in China, Kenya, and the United States. Researchers validated the dimensions of the instrument and found it positively related to outcomes, such as performance, satisfaction with supervisor, organizational commitment, and organizational citizenship (Northhouse, 2019).

I began to develop my research design framework (see Table 1) during my Walden University coursework in my Advanced Qualitative Reasoning & Analysis (RSCH 8360) class, during the Summer 2019 Quarter. I first learned about NVivo (2022) during my third Walden University Ph.D. Residency (RESI 8403) in person December 2019 at a Writing Center seminar. The NVivo application is designed to organize and analyze qualitative data about characteristics or qualities, including information from interviews, open-ended survey responses, observations, articles, social media, and web content. An NVivo tutorial described how to develop the research design framework in the application to ensure data captured during research could be imported, coded efficiently, and create meaningful reports on themes. From the design framework, I then

developed closed-ended questions (see Table 2) that I would need in preliminary

screening of participants and obtaining demographic information for profiling the

participants.

Table 1

Design Framework Matrix

Data Types	Unit	Variables	Themes
Questionnaire	People	People attributes	Passion
Interviews	Literature	Nonmanagement (Y/N)	Purpose
Literature		Supervisor is an AL (Y/N)	Joy
Professional		Age (#)	Job satisfaction
Journals		Gender (M/F)	Job insecurity
Focus groups		Work Location (City & State)	Work stress
Social Media		Role (Professional/Hourly)	Authentic
Web pages		College degree? (Y/N)	Ethical
		Industry Segment? (A, E or C)	Trust
		Years in AEC Industry? (#)	Distributive justice
		Years in current position? (#)	Life-work balance
		Years with supervisor? (#)	
		Literature attributes	
		Journal type	
		Year of publication	
		Discipline	
		Methodology	

Table 2

Design Framework Matrix Closed-Ended Questions

Closed-Ended Questions	Case ###	Purpose
Are you nonmanagement? (Y/N)		Screening
Is your supervisor an Authentic Leader? (Y/N)		Screening
What is your age? (Age)		Demographics
Gender? (M/F)		Demographics
Work location? (City & State)		Demographics
Role? (Professional/Hourly)		Demographics
College degree? (Y/N)		Demographics
Industry Segment? (A, E or C)		Demographics
Years in AEC Industry? (#)		Demographics
Years in current position? (#)		Demographics
Years with current supervisor? (#)		Demographics
Do I have your permission to audio record this session? (Y/N)		Administrative

Appendix B is the research interview survey which combines the closed-ended and opened-ended questions into a spreadsheet that can be imported into NVivo and used to collect survey data. Appendix C is my coursework (RSCH 8360) interview protocol explained in more detail below. Appendix D is my research interview protocol that I modified with lessons learned from my coursework.

I tested the researcher-developed interview protocol during my Walden University coursework in my Advanced Qualitative Reasoning & Analysis (RSCH 8360) class, during the Summer 2019 Quarter. My dissertation mentoring coach had approved my prospectus and the coursework was an excellent opportunity to practice the IRB process; develop and confirm my interview protocol; research, purchase, and test a digital recording device; research and test transcription techniques; practice coding techniques; and explore data analysis and reporting options. I also had the opportunity to share my

coursework (RSCH 8360) study results and lessons learned during my third Walden

University Ph.D. Residency (RESI 8403) as well as gain insight from both faculty and

peers in person December 2019.

Appendix C is the coursework (RSCH 8360) interview protocol and was

developed over 8 weeks of coursework focused on developing a more sophisticated

understanding of the theoretical antecedents and practical applications of various

contemporary qualitative approaches. The Advanced Qualitative Reasoning and Analysis

curriculum provided an opportunity to develop qualitative interview guides, collecting

data, and managing the process from transcription through analysis. The coursework also

explored the challenges of confidentiality and ethical issues as well as implications for

social change.

Procedures for Recruitment, Participation, and Data Collection

Avolio et al.'s, (2007) Authentic Leadership Questionnaire (ALQ) is provided in

Appendix A and is the primary instrument used to screen participants to be eligible to

participate in this study. I have an active professional social media presence on LinkedIn

and ResearchGate and use it to describe my research, provide updates on my dissertation

journey, and recruit for research participants. I will use LinkedIn (2022) and

ResearchGate (2022) to formally recruit for research participants once my IRB submittal

is approved. The researcher's 35 plus years of work experience in the AEC industry large

and small firms nation-wide provides an excellent pool of nonmanagement employees to

canvas for quality subjects. I already have a list of 35 potential participants that have

expressed interest in participating in my research study, so I do not anticipate a shortage

of interest. If I am unable to recruit at least 25 participants, I participate in several professional blogs that I can gain additional participants.

For my planned research design, I needed the first-person reports of lived experiences collected and recorded during my open-ended interviews with the participants, efficiently coded, and skillfully categorized into themes. Appendix E is my recruitment notice. My primary data source is in-depth interviews that I conduct which will allows me to explore complex, contradictory, or counterintuitive matters. Appendix D is the research interview protocol that I modified after I completed my coursework (RSCH 8360). I conducted in-person, single session interviews using a Sony ICD-UX560 digital recorder to capture the data during 60-to-75-minute period. My coursework (RSCH 8360) study was conducted over the telephone and recorded and resulted in high quality recording files. If COVID-19 restrictions or personal preferences will not allow me to conduct in-person interviews, thus I conducted them over the telephone.

Appendix D describes follow up procedures, and how participants exit the study. Once I complete the series of open-ended questions, I thanked them for participating in my study. Then I asked participants if it is permissible for me to contact them for further clarification on any of their responses. I informed participants that I would be conducting more interview over the next few weeks and would transcribe and study each transcript before conducting my analysis. I provided the participant a word-for-word transcript of their interview within the next 2 weeks. I informed them that if they do not receive the transcript within 2 weeks, to please contact me via email or phone. I asked each participant to review the transcript and let me know if they had concerns over its

inclusion in the study. If I did not hear back from a participant within 1 week of sending them the transcript, I assumed their consent to continue their participation in the study. I also asked participants if they were interested, that I would share the results of my study with them once it is completed and has been accepted by my university. After ending the recording, I asked participants about any other people they know who may be able to provide additional insights into my questions.

Data Analysis Plan

"No one starts a war--or rather, no one in his senses ought to do so--without first being clear in his mind what he intends to achieve by that war and how he intends to conduct it" (Clausewitz, 1976, p. 577). Napoleon often remarked that no war plan survives the first enemy contact but going into battle without a plan is foolish. Patton (2015) guidance to researchers is that you do not want to wait until you have collected your data to figure out how your approach to analysis.

Manual data analysis provides patterns, themes, interpretation, and full description (Saldana, 2016). This research used NVivo's (2022) qualitative data analysis application as a preliminary coding technique to capture interview questions in a data layout map. Moustakas (1994) stated that the key principles of phenomenological research are epoché, phenomenological reduction, imaginative variation, and synthesis (see Figure 3). Rubin and Rubin (2012) stated that the trustworthiness of the findings will be based upon the credibility, confirmability, transferability, and dependability of how the research is conducted. First person reports of life experiences are what makes phenomenological research valid, and the freedom of suppositions is called epoch

(Husserl, 2017). Phenomenological reduction is describing just what you see, external and internal, the relationship between phenomenon and self (Moustakas, 1994). Levering preliminary jottings NVivo will provide a visual tool to gather codable moments via words and phrases during the interview (Saldana, 2016). Post interview data analysis used lumping during first cycle coding to capture patterns then collapse those patterns into a smaller number of themes during second cycle coding.

Figure 3

Process for Doing Phenomenological Research
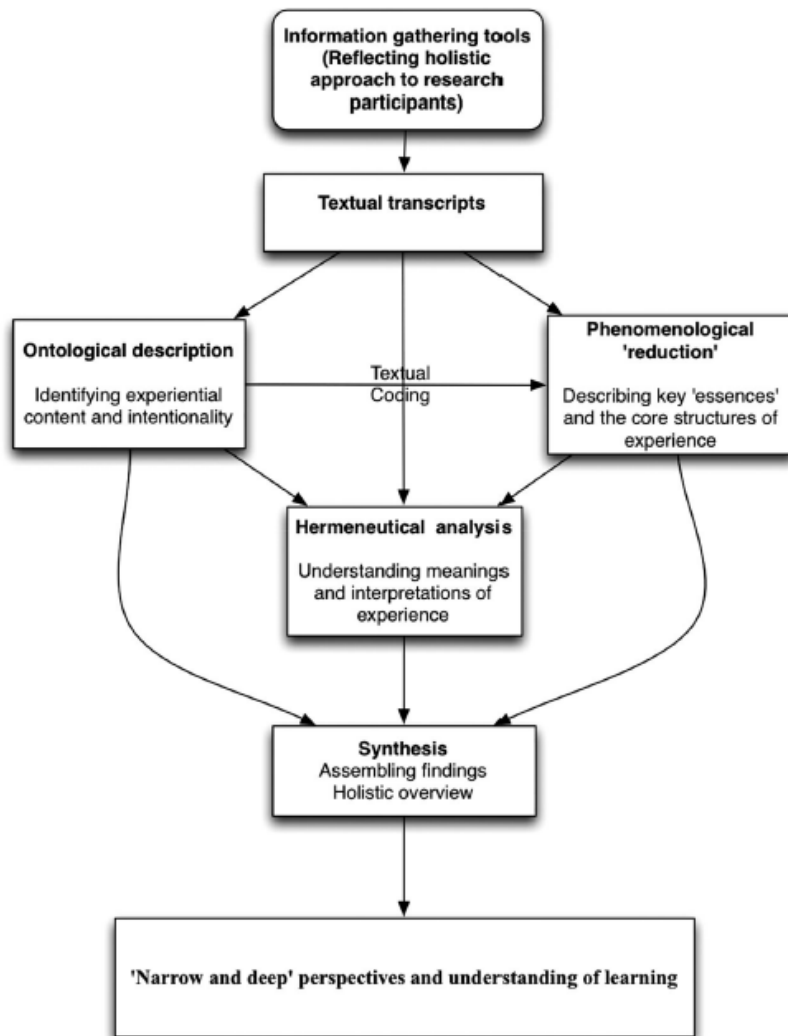
Note. From "Understanding Things from Within. A Husserlian Phenomenological Approach to Doing Educational Research and Inquiring About Learning," by E. Creely, 2016, International Journal of Research & Method in Education, 41(1), p. 9. Reprinted with permission.

I tested my researcher-developed interview protocol instrument during my

Walden University coursework in my Advanced Qualitative Reasoning & Analysis

(RSCH 8360) class. The specific selection criteria for the sample of my study are nonmanagement employees working in the AEC industry throughout the Northeastern United States, men or women, one to 5 years of experience in the firm, with an AEC related undergraduate degree, working as part of an Architect-Engineer (AE) design team, or a Construction project delivery team. I selected two participants to be used as a control group throughout my research, one that met the requirements of the study population, and a second participant that was in a similar Ph.D. program and in the early stages of their dissertation. The coursework (RSCH 8360) study also provided an opportunity to explore two types of transcription and help to decide on processing the textual transcripts.

Verbatim Transcription

Qualitative analysis transforms data into findings (Patton, 2015). Qualitative transcription is more a series of guides and techniques rather than prescriptive processes. Just as purpose drive analysis through purposeful sampling, the research design reflects the purpose and thus frames the analysis (Rubin & Rubin, 2012). I labeled my first Participant 001. Participant 001 met the requirements of the study population. Their interview file was labeled 190717_1351 RSCH 8360 WK8 001.mp3, 49:30 minutes in duration, and 69.6 megabytes in size. I uploaded the audio file in Scribie (2022) with no problems but got a surprise when it showed that my cost would be $38 to transcribe it. Scribie wanted $0.80 per minute to have a human transcribe the file. I toggled the field to automated transcription for $0.10 per minute and paid $4.90 to have it transcribed.

The Scribie transcription resulted in 10 pages of raw content. I then divided up the content by speaker with [Interviewer] marking where I was speaking and 001 where the participant was speaking. I started to revise the transcription for spelling and grammar, and after three pages, it was clear to me that I should have selected the more expensive option of transcription. Quality verbatim transcription was a significant lesson learned from my coursework (RSCH 8360).

Summative Transcription

Saldana (2016) present an alternative transcription approach to verbatim transcription and proposes a summative process to counter the significant amount of time, cost and resources. I labeled my second interview with Participant 002. Their interview file was labeled 190717_1812 RSCH 8360 WK8 002, 43:06 minutes in duration, and 60.6 megabytes in size. I listened to his audio recording and performed my own summative transcription. This process took me 3 hours breaking up the audio file into three sections to produce my transcription. I then divided up the content by speaker with Interviewer marking where I was speaking and 002 where the participant was speaking to stay consistent to my coursework (RSCH 8360) interview.

Transcription Comparison

My primary source of data will be rich content collected during my open-ended interviews with the participants, efficiently coded, and skillfully categorized into themes (Rubin & Rubin, 2012). Since my research subdesign was transcendental phenomenology, the research design attempts to eliminate anything that represents presupposition or prejudgment. Moustakas (1994) provided seminal guidance on

interview question protocols that result in rich data from participants without guiding or directing them in their responses. My lesson learned from the coursework (RSCH 8360) was that I would prefer to use verbatim transcription of my interview audio files to produce rich and deep content for me to code and analyze.

Data Management

I also had the opportunity to share my coursework (RSCH 8360) results and lessons learned during my third Walden University Ph.D. Residency (RESI 8403) as well as gain insight from both faculty and peers in person. I first learned about NVivo (2022) during my third Walden University Ph.D. Residency (RESI 8403) at a Writing Center seminar. The NVivo application is designed to help organize and analyze qualitative data about characteristics or qualities, including information from interviews, open-ended survey responses, observations, articles, social media, and web content. As part of writing the content for Chapter 3 and preparing for the IRB application process, I spent time learning NVivo an uploaded the audio files from my coursework (RSCH 8360) study.

Participant 002 in my coursework (RSCH 8360) died unexpectedly less than a month after I conducted their interview. The 43 minutes of content would be the last time I would have with their thoughts on leadership and occupational well-being. I paid for a high-quality transcription of their audio file and Appendix F is attached in memoriam. I also uploaded CASE 002's audio file in NVivo and synched the transcript. I then took the opportunity to explore coding functions and various reports that NVivo offers to revise the research interview protocol with lessons learned from my coursework (RSCH 8360). Appendix G is coursework data analysis from CASE 002's transcription that includes a

word frequency tree map and a theme map that helped me revise both opened-ended questions and follow up prompts in the research survey and interview protocol. The word frequency hierarchy graph in Appendix G and the word cloud from Case 002's interview (Figure 3) helped me add opened-ended questions in the research survey and interview protocol and filled gaps in concepts and themes that I discovered during the literature review.

Figure 3

Coursework (RSCH 8360) Case 002 Word Cloud (25)

Despite widely accepted notions of the practices that good social scientific research should entail—(i.e., the imperative to report one's research findings)—most negative findings—those that do not fit with the researcher's own theoretical

presuppositions or with accepted tenets of methodological appropriateness—generally are not reported (Ravitch & Carl, 2016). Spuriousness is when researchers do not submit these findings to journals, and journals do not seek to publish them. Too much emphasis is put on research method with little emphasis on process; too much emphasis is put on individualism with little emphasis on building a community of research; and too much emphasis on innovation and creativity with little on the finding the value of what has already been done (Inceoglu et al., 2018). Three questions researchers should ask themselves are: what are negative, unexpected, or unpublishable results; what should be done with them; and what ought to be done with them (Frankfort-Nachmias & Leo-Guerrero, 2018)? I used these questions during the hermeneutical analysis process in an attempt understand meanings and interpretations of experience even if they do not fit neatly into my expectations.

Issues of Trustworthiness

Credibility

Credibility is the ability to take into account all the complexities that exist in a study and address patterns that aren't easily explained, and akin to the quantitative concept of internal validity (Ravitch & Carl, 2016). Frankfort-Nachmias and Leo-Guerrero (2018) discussed differing philosophical and theoretical approaches to qualitative research that cause the researcher to think through issues of quality and credibility and how they intersect with research participants and the purpose of the study. In the context of this research effort and the number of participants, any number of participants greater than 20 adds to the credibility of the study. In respect to the volume

of data and the rigor in which it is analyzed increases the quality of the research findings with thick content and deep meaning. Strategies such as member checking, displaying thick description, discussing negative cases, prolonged (an hour or more) engagement, peer debriefings, and using an external auditor reinforce the quality of the research (Patton, 2015).

Saturation is a difficult concept to define, and one size does not fit all. Researchers can agree that data saturation is achieved when there are no new data, no new themes, no new coding, and ability to replicate the study (Frankfort-Nachmias & Leo-Guerrero, 2018). Questions that I will consider during my study are how I understand and engage with patterns that I am seeing in the data; how will I interpret the data so that my assumptions and biases are challenged; and how am I going to connect the puzzle pieces. I have the support of two Ph.D.'s who will assist me with peer review of research results to assist in strengthening the quality of the study.

Transferability

The goal of qualitative research is not to produce statements of truth than can be generalized to other populations, but rather to discover descriptive, context relevant statements (Ravitch & Carl, 2016). Transferability is how qualitative studies can be can apply to a broader context, but still maintain their context specific foundation (Frankfort-Nachmias & Leo-Guerrero, 2018). I believe it is beneficial to think about data in terms of rich and thick where rich is quality and thick is quantity (Rubin & Rubin, 2012). The word frequency tree map in Figure 3 and the theme map in Figure 4 show the thickness of the data collected during my coursework (RSCH 8360M) in a 43-minute interview

with only 66% of the opened-ended questions that are included in the final research interview protocol (Appendix D).

Questions that I considered during my study were: have I described the contextual factors to give a reader enough understanding of my research; am I giving enough contextual data and framing for readers to understand the context of the study; and how do I describe the setting, participants, and specifics in enough details for a thick description (Ravitch & Carl, 2016). From a qualitative perspective, the reader has the primary responsibility of transferring and generalizing, but the researcher can enhance transferability with detailed description of the context and assumptions that were central to the research effort. Qualitative research findings are rarely transferable given small and nonrandom sample sizes and geographical coverage. Qualitative research process can be transferable if well documented.

Dependability

Dependability is the stability of the data (Patton, 2015). Ravitch and Carl (2016) described that data is dependable over time when the research has a reasoned argument for how they are collecting the data, there is an audit trail, and the data is consistent with the argument. The choice of transcendental phenomenology as the research method, to identifying experiential content and intentionality (ontological description), describing key essences and the core structures of experience (phenomenological reduction), that results in understanding meanings and interpretations of an individual's experience is appropriate to answer the core constructs of this study.

Using NVivo to manage the data provides dependability not only in the collection and transcription process, but also with tools to test the rigor of the data and provide reports that are academic grade. Questions that I considered during my study are why I chose my method, how does my method map to my research question, does my design seek rigor, what are potential challenges of my design, have I vetted my design with academic peers for critical analysis and propose other methodologies?

Confirmability

Qualitative researchers do not claim to be objective, but they seek to have confirmable data that is relatively neutral and reasonably free from researcher bias (Ravitch & Carl, 2016). Qualitative research assumes that each researcher brings a unique perspective to their study, thus confirmability speaks to the degree to which results could be corroborated by others. To add to the confirmability of my study, I checked and rechecked the data throughout the study, actively search for negative instances, and conduct a data audit. A crucial criterion for confirmability is the level of disclosure of researcher bias and predispositions (Frankfort-Nachmias & Leo-Guerrero, 2018)

Questions that I considered were would someone else have similar conclusions and interpretations, whom can I engage for peer review, and watch against having an agenda that I am imposing on the data? Another challenge with the research sub design (transcendental phenomenology) is how to avoid participants' prejudgment or presupposition (Husserl, 2017). Careful screening criteria in the participant selection will need to be used. The interview script will also need to be carefully designed to guide the

interviewees yet ensure responses to look at things openly undisturbed by nature's habits (Moustakas, 1994).

Ethical Procedures

The Institutional Review Board (IRB) is responsible for ensuring that all Walden University research complies with the university's ethical standards as well as U.S. federal regulations. The IRB's ethics review and approval are required before participant recruitment, data collection, or dataset access. The IRB process begins with the URR phase, continues throughout proposal defense, and is complete with the formal IRB ethics review. Once my chair and committee member complete the minimum standard rubric within Taskstream and my proposal is approved, my chair will move a clean copy of my proposal, updated dissertation checklist, and Turnitin report to my URR. My University Research Review (URR) official was assigned February 15, 2022.

The first step in the IRB process is to fill out the Research Ethics Approval Form A. Form A is an online branched form and allows Walden's department of Research Ethics, Compliance, and Partnerships (RECP) to determine which ethics form(s), partner approvals, and Institutional Review Board (IRB) review steps your project would require in order to be in compliance with federal regulations and university policies, which include: protection of human subjects, ethical partnerships with partner organizations, alignment with the University's social change mission, and appropriate usage of scholarly tools. Depending on my responses in Form A, I could expect to also complete Form C since I will be conducting interviews. Walden University provides a research ethics approval checklist (planning worksheet) that replicates the online Form C, which is the

most critical component of an IRB application to collect data. I filled out this planning worksheet to facilitate an easier online application process.

After reviewing my responses within Form A, the IRB emailed me with one of the following within 10 business days: (a) a list of the documents and approvals that will be required for ethics approval of the proposed project; or (b) a request for more information to determine which forms and documentation are needed for ethics approval of the project. This preliminary ethics feedback (second step) typically takes two to three rounds to meet requirements and occurs between the URR phase and the proposal oral defense. Once I completed my oral defense, the IRB would check back with me and ask whether anything has changed in any of the documents (third step) and if not, the IRB is able to provide approval (fourth step) and move my research effort into data collection.

The primary ethical challenge for the participants would be gaining their confidence that their identity will be masked, and comments would remain confidential. The guiding principle is first, do no harm, and understand what are reasonable promises of confidentiality that you can honor (Patton, 2015). You cannot promise confidentiality of illegal activities, evidence of child abuse, or neglect. The informed consent (see Appendix G) and confidentiality opening statements help to make the rules clear before the interview begins and any data is collected.

An ethical concern related to data collection could include participants' refusing to continue the research process after obtaining initial interest to participate, obtaining their consent, or complete withdrawal from the study. As noted earlier in my discussion of confidentiality of data, trust with participants would be established early on during

recruiting and ensuring participants understand the rigor of the research process and high-level of confidentiality the IRB process ensures throughout the dissertation process. I ensured participants understand that their data would be deleted from the study at any time they choose to withdraw from the study. Interview data would be collected on a digital recorder then transferred to NVivo (data analysis application) and protected by using a participant code for identification and management. The data would be kept for a period of at least 5 years, as required by Walden University after which it would be deleted. Interview data would not be shared outside the context of their research study.

Summary

The overarching research question of my dissertation was what are the lived experiences of nonmanagement employees in the architect, engineer, and construction (AEC) industry in the Northeastern United States experiencing authentic leadership, and how does it affect their individual occupational well-being? Researching the connection between leadership and the occupational well-being of nonmanagement employees can provide insight into leaders' positive and negative actions and how they affect employees (Nübold et al., 2020). The research design is transcendental phenomenology and I attempted to eliminate anything that represents presupposition or prejudgment and requires observation that is expressive of the natural world's habits (Heidegger, 1975). My first-person reports of life experiences make phenomenological research valid through epoché, phenomenological reduction, imaginative variations, and synthesis (Moustakas, 1994). Once the URR and IRB processes are complete, I conducted my field work and Chapter 4 includes the results of this research effort.

Chapter 4: Results

The purpose of this qualitative phenomenological study was to explore the lived experiences of nonmanagement employees in the AEC industry located in the Northeastern United States concerning the effects of authentic leadership on individual occupational well-being defined as people's feelings about themselves concerning their ethical assumptions, norms, and job satisfaction. Amid soaring healthcare costs, there is a growing interest in occupational wellness programs that improve employee health, reduce absenteeism, and lower costs. The research question for my study was: What are the lived experiences of nonmanagement employees in the AEC industry in the Northeastern United States experiencing authentic leadership, and how does it affect their individual occupational well-being? Leaders play a critical role in an organization, and their presence and behavior significantly affect nonmanagement employees' work performance, behavior, and well-being (Inceoglu et al., 2018).

Chapter 4 includes the research setting, demographics, data collection, data analysis, evidence of trustworthiness, and study results. In my dissertation, I aimed to describe things as they are perceived by those who work with authentic leaders to understand meanings and essences in the light of intuition and self-reflection. Moustakas (1994) presented Husserl's ideas on transcendental phenomenology in an attempt to eliminate everything that represents prejudgment or presupposition. I enjoyed my research fieldwork; all participants were highly conversational and showed remarkable honesty in their responses to my interview questions.

Research Setting

I conducted my qualitative interviews during a hectic period for the AEC industry organizationally. It is the peak construction season during the summer and the fourth quarter of the fiscal year for many public-sector clients. My original assumption that I would have a large pool of participants to choose from proved incorrect in June as I began my call for research. Approximately 15 participants responded in the first week to my initial recruitment notice on LinkedIn, but only five made it through the initial screening criteria. Five of the 10 participants who did not qualify were screened out because their direct reports failed to qualify as authentic leaders during their self-assessment. The other five were screened out while processing the consent form.

My cause for concern grew as recruiting took me 3 weeks to find 15 qualified participants and get consent forms acknowledged and returned from individuals. I highlight my difficulty in recruiting qualified participants above, not that it influenced them to participate in my study or the responses they provided to my interview protocol, but because this issue validated my general and social problem statements. I began my interviews in early July, still needing five more participants. However, I had inserted a mechanism in my interview protocol that would prove invaluable to recruiting and help me obtain five qualified participants. After I completed my interview series of questions, formally ended the session, and turned off the recording device, I asked them if they knew of other people that might be able to provide insight into my research.

The external disruption in the world that the COVID-19 pandemic caused is still a factor in the AEC industry, with post-pandemic responses to work norms and return to

work changes with an eye to the end of the endemic phase. Personally, the time of year, difficulty with finding qualified participants, and issues with my boss caused me stress and concern about possible bias. However, my interview protocol provided a valuable tool for exploring my research question and leaving my biases outside the room. I was energized during the interview as most were extremely conversational with high levels of openness.

Demographics

I used systematic random sampling to identify and qualify 20 participants to interview and collect data in Appendix I (Demographics). The specific selection criteria for the sample of my study were nonmanagement employees working in the AEC industry throughout the Northeastern United States, male or female, with 1 to 5 years of experience in the firm, with an AEC-related undergraduate degree (or equivalent), working as part of an AE design team, or a construction project delivery team. Table 3 (Market Segment and Business Size) depicts the participant representation of AEC and business size small (1 to 100 employees), medium (101 to 250 employees), or large (251 and greater employees) in my study population. These percentages were discussed more in my evidence of trustworthiness, but in general, I was satisfied that the ratios were representative of the demographics I was striving for.

Table 3

Market Segment & Business Size

Market Segment	Percent of Participants
Architect	18%
Engineer	41%
Construction	41%

Business Size	Percent of Participants
Small	32%
Medium	36%
Large	32%

Table 4 (Age, Career, and Sex) depicts the participant representation of age by year grouping, the career point in time (early, mid, or late), and women or men in my study population. High turnover rates and job insecurity plague the AEC industry. The demographic characteristics in Table 4 help to segment key personnel characteristics and helped me identify patterns and trends. These phenomena used to be isolated to early and mid-career professionals, but the COVID-19 pandemic has anecdotally created havoc across careers. Once the audio files were imported into NVivo as Data, I imported Tables 3 and 4 as Classification sheets and made a Case Classification titled Demographics. I set up the five demographic elements as Attributes in my Case Classification of Demographics, then coded all cases in my data set.

Table 4

Age, Career & Sex

Age	Percent of Participants
22-30	36%
30-40	23%
40+	41%

Career	Percent of Participants
Early	41%
Mid	27%
Late	32%

Sex	Percent of Participants
Female	27%
Male	73%

Data Collection

First-person reports of life experiences make phenomenological research trustworthy, and the freedom of suppositions is called epoché (Husserl, 2017). I interviewed 22 participants during my fieldwork in one-on-one qualitative interviews in-person, using Microsoft Teams (audio only) via computer, and over the telephone (see Table 5). I conducted Cases 001 and 002 interviews during my Advanced Qualitative Reasoning & Analysis coursework (RSCH 8360) in July of 2019 to confirm my interview protocol, test my collection method using a digital recorder, refine my process of transcription, and provide data to try in my data collection and management software (NVivo). Case 001 met my research participant requirements; Case 002 was a Ph.D. candidate. The data from Cases 001 and 002 were not used in my research data analysis. I conducted Case 003's interview shortly after my IRB application was approved to test my interview protocol, the recording process, and the transcription method. After

completing the interview, I spent additional time with Case 003 and turned off the

recorder to get participant feedback. This initial interview test showed my effort during

my coursework resulted in a quality interview protocol. Still, I needed to develop an

interview journal worksheet to help keep better notes during the interview process.

Adding an interview journal record was the only addition to the data collection plan

described in Chapter 3.

Table 5

Interviews

Case	Interview Date	Interview Setting
001	7/17/2019	Phone
002	7/17/2019	Phone
003	5/25/2022	In-Person
004	7/5/2022	MS Teams
005	7/5/2022	MS Teams
006	7/6/2022	MS Teams
007	7/6/2022	MS Teams
008	7/9/2022	In-Person
009	7/9/2022	In-Person
010	7/9/2022	In-Person
011	7/10/2022	MS Teams
012	7/11/2022	In-Person
013	7/13/2022	MS Teams
014	7/13/2022	In-Person
015	7/13/2022	MS Teams
016	7/14/2022	MS Teams
017	7/14/2022	Phone
018	7/14/2022	MS Teams
019	7/14/2022	MS Teams
020	7/15/2022	MS Teams
021	7/16/2022	Phone
022	7/17/2022	MS Teams

I conducted interviews with Cases 004 through 022 over 2 weeks. Data from

Cases 003 through 022 (20 total participants) were used for this research study. Table 5

depicts the interview date, frequency, and setting. Appendix J includes my interview journal for Cases 004 through 022. Each journal record contains notes on my interview preparation for the date, time, location, recruitment method, consent validation, and case number. Levering preliminary jottings, I used NVivo's data management tools to gather codable moments via words and phrases during the interview. The Admin & Demographics section of the journal record lists my notes leading up to the interview, any unusual circumstances encountered, and the participant's demographics. The journal's Occupational Well-Being and Authentic Leadership sections follow the two major areas of the interview protocol. They include notes with perceptions and thoughts that wouldn't necessarily end up in the text transcription.

The Off Script section of the interview journal followed the completion of the open-ended questions and provided time to explore what subjects and phenomena the participant thought should be studied, written about, and at the forefront of the leadership of the AEC industry. The Closing section of the journal is a record of participant comments after I turned the recording device off concerning reviewing the draft transcript, if they were interested in getting access to the results of my research, and if they wanted an individual seminar after I published my study. Finally, the Follow-Up section records the participant's review of their draft transcript. It provides a means to track my research results and conduct their seminar once my dissertation is approved.

I transferred the digital recording to my computer using the Sound Organizer application provided with my Sony ICD-UX560 digital recorder, then imported the data file into the NVivo application. I created a separate case file for each data record, selected

the Modules tab in NVivo, then selected the Transcription function for each data record. I

knew from my coursework experience using the free or low-cost transcription

applications that paying to have the digital recording professionally transcribed would

provide quality and more accurate textual transcript to analyze. Once the transcription

process was completed, NVivo included a function to connect the audio data file to the

textual transcripts. I then exported the transcript and emailed it to participants to review

and comment. Of the 20 transcripts, only two participants provided feedback that they

had unintentionally mentioned their name, a boss's name, or a company's name. I deleted

the confidentiality issues from the two source transcripts.

Data Analysis

Qualitative analysis transforms data into findings (Patton, 2015). Qualitative

transcription is a series of guides and techniques rather than prescriptive processes. Just

as purpose drives analysis through purposeful sampling, the research design reflects the

purpose and thus frames the analysis (Rubin & Rubin, 2012). For phenomenological

research to achieve similar rigor as natural scientific research, data collection and

analysis must be seen as a single unified process with a similar underlying science

(Englander, 2012). Moustakas (1994) stated that the critical principles of

phenomenological research are epoché, phenomenological reduction, imaginative

variation, and synthesis. Figure 3 depicts the distinctive phenomenological approach that

Creely (2018) proposed a four-stage process of textual analysis (ontological description),

identification of the essence of the experience (phenomenological reduction),

interpretation (hermeneutical analysis), then a comprehensive synthesis of holistic meaning.

I used manual data analysis to provide patterns, themes, interpretations, and assertions (Frankfort-Nachmias & Leo-Guerrero, 2018). I used NVivo's (2022) qualitative data analysis application to capture and manage interview transcripts, journals, and memos in a data layout map to conduct first and second-cycle coding. In qualitative data analysis, a code is a researcher-created construct that characterizes or translates data to summarize, distill, or condense data (Saldana, 2016). I discussed Moustakas' (1994) thoughts on first-person reports of life experiences and epoché (freedom from supposition) in the data collection section above. Figure 4 is a schematic of intentionality and experience where objects in the lifeworld (their authentic leader) of the research participant give meaning through their personal experience. The world in my study is the AE industry in the Northeastern United States. The object in the lifeworld are authentic leaders, the lived experiences of nonmanagement employees are the person's experience, and the relationship of intentionality and experience were the essence of my research.

Figure 4

Intentionality and Experience
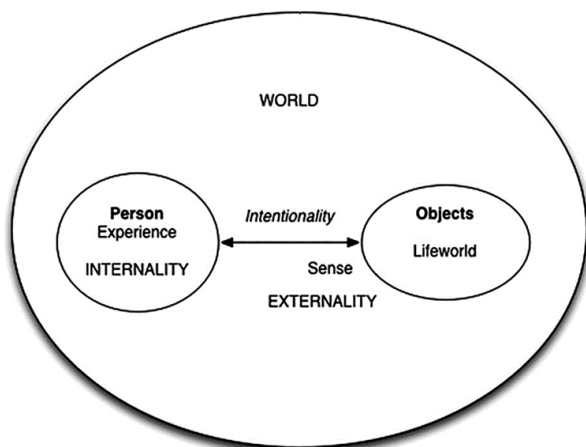
Note. From "Understanding Things from Within. A Husserlian Phenomenological Approach to Doing Educational Research and Inquiring About Learning," by E. Creely, 2016, International Journal of Research & Method in Education, 41(1), p. 10. Reprinted with permission.

After gathering fragments of study participants' life experiences, textual materials and ontological descriptions are left for a phenomenological researcher (Figure 3) (Creely, 2018). Husserl (2017) suggests that connecting the conceptual framework with provisional coding strengthens the trustworthiness of the research. The focus of my first cycle of holistic manual coding to determine patterns that I had noticed during my data collection fieldwork and transcription process. My coding revealed patterns linked to components of authentic leadership (self-awareness, internalized moral perspective, balanced processing, and relational transparency) as depicted Table 6. Heidegger (1975) noted that ontological description reflects a research participant's experiences, focuses on the specifics of a particular experience, and is reflective of short and long-term experience and memory.

Table 6

Authentic Leadership Components & Patterns

A-L Component	Patterns
Self-Awareness	Awareness of self and links to identity
	Ability to think beyond norms
Internalized Moral Perspective	Felt states and emotional categories
	States of perception and sensory input
Balanced Processing	Contemplation, cognitive processes
	Intentionality and volition
Relational Transparency	Inter-subjectivity and inter-corporeality
	Awareness of change and adjustments

My research question was what are the lived experiences of nonmanagement

employees in the AEC industry in the Northeastern United States experiencing authentic

leadership, and how does it affect their individual occupational well-being. My research

data provided me the insight to give emic voice to my participant's internal elements and

function in relationship to their authentic leader. My first cycle manual coding uncovered

follower patterns of awareness of self and links to identity, and ability to think beyond

norms from participant epoch aligned to their leader's self-awareness component. Case

006 noted that what if bosses focused less on profit and loss statements and more on

providing the resources for employees to be successful? "Time off isn't the solution;

more resources are." Case 008 stated that his authentic leader has no hidden agendas,

corporate backstabbing, or ambitions to make others look bad to promote himself.

Everybody that reports to him recognizes that he works hard. He cares for the interests of

the company. He's extremely dedicated to the owners of the business. He is dedicated to

the people that work for him. Not everyone agrees with all his business decisions and

tactics, but they respect him because they know he is sincere in what he says and does."

First cycle manual coding uncovered follower patterns of felt states and emotional categories, and states of perception and sensory input from participant epoch aligned to their leader's internalized moral perspective component. Case 020 noted that job satisfaction is the feeling of accomplishment, but that feeling is very cyclical. "The longer I work in my profession, the more I savor winning a key contract, getting an office call with a hard-to-access client, or enjoying a slower pace." Case 015 stated, "Being a manager can be a cookbook, but being a leader requires an art degree because it's more about people skills. I described a little bit about the introversion-extroversion dilemma. You've got somebody great as an engineer or scientist, but they get forced into project management or leadership role because of natural progression. A leader can sense what employees are fit for and how to avoid that problem. Because it's not good for the company or the individual if that fit isn't there."

My first cycle manual coding uncovered follower contemplation and cognitive processes, and intentionality and volition from participant epoch aligned to their leader's balanced processing component. For example, case 012 noted, "I was raised volunteering all the time because my parents were huge into service, and I love putting together volunteer opportunities at my workplace. I don't mind putting them together, love putting together, love getting a group of employees to serve the local community, but it bothers me when the company makes it all about the photo opportunity." Case 016 stated, "I think it's a passion for what you do and, you know, the happiness that you get from it, being an electrical engineer who has spent much of my life getting to this point. I enjoy being an electrical engineer and solving tough challenges. As I've grown, moving into a

position where I can work with young people and mentoring and helping to build teams

to tackle bigger problems and more of them brings me great joy."

First cycle manual coding uncovered follower patterns of inter-subjectivity and

inter-corporeality, and awareness of change and adjustments from participant epoch

aligned to their leader's relational transparency component. Case 014 stated, "I'd say that

no day is typical, which is nice. However, I usually have a request for proposal response

where I have deadlines and need to coordinate with others in the office management and

colleagues. I also have internal meetings sprinkled throughout the day. I have external

business development touches as well. My day is spent connecting with people all day

long. It's what I'm good at." Case 021 stated that "I think that communications are so

critical. And my working with senior leadership is that there is the ability they retain so

much information for fear of it. They don't want to upset people, or they feel that it's not

worth, you know, sharing with people. It's a C-suite issue. It's not necessarily a company

issue, yet they almost hinder themselves to a point where I think it breaks trust with

leadership. You don't have to be super transparent about everything, but just the

communication and not just emails. But you know, the face-to-face is so important to get

those nonverbal cues and an understanding of where people are and be able to read their

faces and body language and know that are they getting what we're saying or are they

having issues with it?

I then conducted phenomenological reduction (second cycle) and manually

translated my categories into categories and subcategories. I then leveraged NVivo's auto

coding wizard to conduct first and second-cycle narrative coding to develop categories

and themes during phenomenological reduction. In the textual transcripts as a second

coding analysis. The combination of both manual and auto coding is a research technique

to strengthen the trustworthiness of my research and data. After epoché comes

phenomenological reduction (Stage 2) and describing just what you see, external and

internal, the relationship between phenomenon and self (Moustakas, 1994). Creely (2018)

states that the critical question is what is the ground of the participant's experience of (in

this research) how authentic leaders affect their occupational well-being. The process of

bracketing (Figure 5) helps to differentiate the essences by bracketing out what is

immediate in experience and contingent on context, and aspects of identity that are not

essential ground of the experience. This discernment in analysis results in what

participants as the ground of their experience and repeated patters in consciousness that

appear to be prior to the experience (Giorgi, 1985).

Figure 5

Bracketing and Reduction
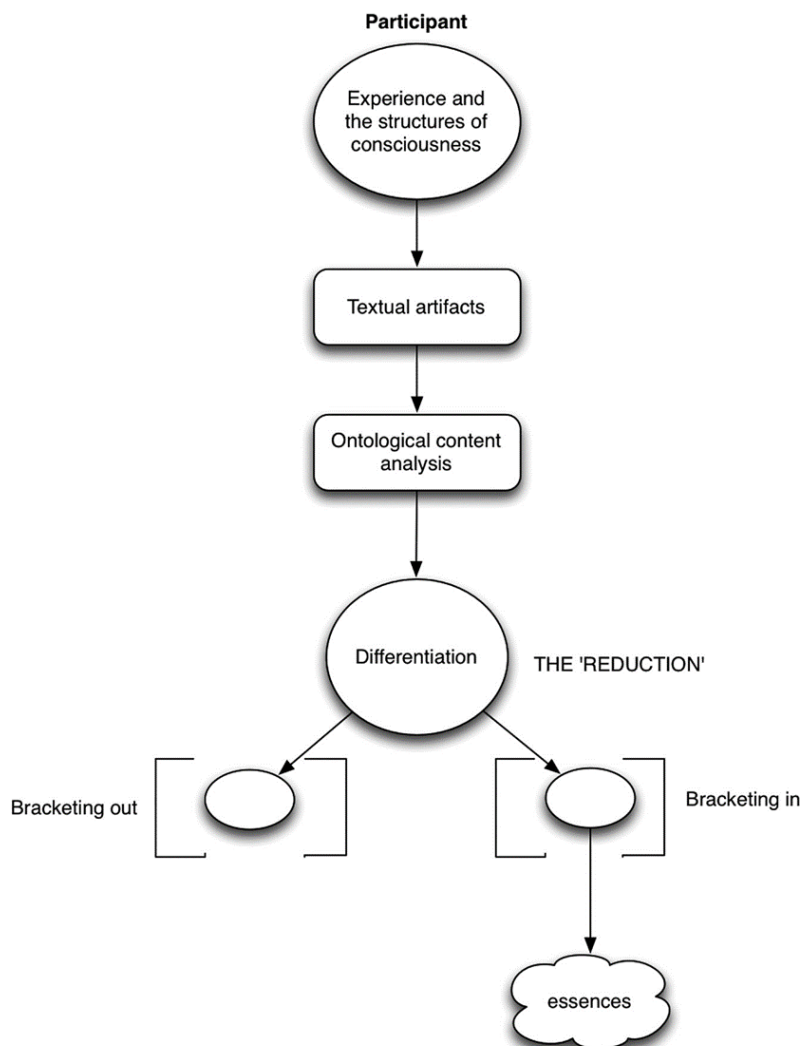
Note. From "Understanding Things from Within. A Husserlian Phenomenological Approach to Doing Educational Research and Inquiring About Learning," by E. Creely, 2016, International Journal of Research & Method in Education, 41(1), p. 10. Reprinted with permission.

Hermeneutical analysis (Stage 3) involves the art of reading text or experiences in

such a way as to understand the intention and meaning behind the appearance are

understood (Moustakas, 1994). My post-interview data analysis consisted of lumping during the first cycle coding to capture patterns and then collapsing those patterns into a smaller number of themes during the second cycle coding. In the case of my research, the themes about the relationship between authentic leadership and occupational well-being that I uncovered are a sense of community, encouraged to grow, I feel secure in my job, technically proficient, I feel valued, connect daily, I feel like I belong, fair in their decisions, I enjoy coming to work, and facilitates work-life balance.

The process of synthesis (Stage 4) focuses on assembling the findings from the participants' narratives in my interview journal, the ontological description of the textual transcripts, phenomenological reduction, and hermeneutical analysis (Creely, 2018). The synthesis of my research findings focused on an assertion of lived experiences of nonmanagement employees in the AEC industry in the Northeastern United States concerning the effects of authentic leadership on individual occupational well-being. In my synthesis of this research, I assert that what an authentic leader must be, what they know and what they do has a direct positive effect on their employees. This assertion will be discussed more in the results section.

<div align="center">

Evidence of Trustworthiness

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Credibility

Credibility is the ability to take into account all the complexities in a study and address patterns that aren't easily explained, akin to the quantitative concept of internal validity (Ravitch & Carl, 2016). My study's key credibility strategy was obtaining a minimum of 20 research participants. As noted in the data collection section above, I

struggled with participant recruiting from my restrictive recruitment notice and consent form. However, I reached my participant requirements goal through participant referrals, accounting for 25% of my pool. Respect to the volume of data and the rigor in which it is analyzed increases the quality of the research findings with thick content and deep meaning. During the coursework testing of my transcription process, I discovered that the more accurate the text was transcribed, the thicker the content would be and thus provide more profound meaning. Leveraging NVivo's (2022) paid embedded transcription service provided the thick and deep data I required.

Researchers can agree that data saturation is achieved when there are no new data, no new themes, no new coding, and the ability to replicate the study (Frankfort-Nachmias & Leo-Guerrero, 2018). During my interviews, I considered how I understand and engage with patterns I see in the data, how I would interpret the data such that my assumptions and biases are challenged, and how I would connect the puzzle pieces. Concerning patterns I saw during the interview process, and I used my interview journal to keep track of standard terms and patterns of dialogue during interviews. I used the first cycle auto-coding in NVivo to monitor and recognize familiar words and patterns of textual transcripts. Although I noticed common terms and words after the fifth interview, it took until the fifteenth interview to identify patterns in the auto-coding of the transcripts. I felt that I had reached saturation. I continued the interviews to twenty to maintain my research credibility and challenge my assumptions and biases. Ontological description using both manual and auto coding and phenomenological reduction would add to the data analysis rigor in connecting the puzzle pieces through synthesis.

Transferability

Transferability is how qualitative studies can apply to a broader context but maintain their context-specific foundation (Frankfort-Nachmias & Leo-Guerrero, 2018). Questions that I considered during my interviews have I described the contextual factors to give a reader enough understanding of my research; am I providing enough contextual data and framing for readers to understand the context of the study; and how do I describe the setting, participants, and specifics in enough details for a thick description (Ravitch & Carl, 2016). From a qualitative perspective, the reader has the primary responsibility of transferring and generalizing; thus, my interview journal provided me with a detailed description of the context and assumptions central to each interview to enhance transferability. My qualitative research findings are transferable given the large sample size (20 participants) and geographical coverage (Northeastern United States), well-documented interviews (journaling), and detailed data analysis notes (captured in NVivo).

Dependability

Ravitch and Carl (2016) described that data is dependable over time when the researcher has a reasoned argument for how they are collecting the data, there is an audit trail, and the data is consistent with the argument. Questions that I considered during my interviews, data collection, and data analysis were why I chose my method, how my method map to my research question, does my design seek rigor, what are potential challenges of my design, have I vetted my design with academic peers for critical analysis and proposed other methodologies. The choice of transcendental phenomenology

as my research method, to identifying experiential content and intentionality (ontological description), describing key essences and the core structures of experience (phenomenological reduction), that results in understanding meanings and interpretations of an individual's experience are appropriate to answer the core constructs of this study. I enhanced my research dependability by using NVivo to manage the data in the collection and transcription process and in my data analysis to test the rigor of the data and provide reports that are academic grade.

Confirmability

Qualitative researchers do not claim to be objective, but they seek to have confirmable data that is relatively neutral and reasonably free from researcher bias (Ravitch & Carl, 2016). Qualitative research assumes that each researcher brings a unique perspective to their study; thus, confirmability speaks to the degree to which others could corroborate results. I had initially intended to involve two of my colleagues that hold a Doctorate and successfully published a dissertation on leadership to conduct peer reviews of the transcripts against my interview protocol. However, the rigor of my interview protocol, the back checking of transcripts with each participant, and the first cycle auto coding results allowed me to eliminate this step without hindering confirmability while continuing to monitor my personal bias.

Another challenge with the research sub-design (transcendental phenomenology) is avoiding participants' prejudgment or presupposition (Husserl, 2017). My careful screening criteria in the participant selection hindered my ability to have all but five participants be randomly selected but helped me maintain my research credibility. The

rigor and depth of my literature review also provided an abundance of references to backcheck initial patterns that were developing throughout the interview. By conducting all 20 interviews over 2 weeks, maintaining detailed interview journaling, and transcribing each interview immediately, I achieved my research with the focus of a microscope on collecting data. Still, I started to envision patterns during the process.

Study Results

Textual Transcripts

The quality of my 224 pages' textual transcripts was excellent due to the quality of my Sony ICD-UX560 digital recorder, use of a microphone to focus audio collection, limiting external noise, and leveraging NVivo's embedded transcription function, which provided me with a very accurate transcript. I created a separate case file for each data record when I imported the digital recording file and could easily create a case classification titled demographics consisting of Tables 3 and 4. First-person reports of life experiences make phenomenological research valid (Moustakas, 1994). Heidegger (1975) notes that the freedom from suppositions needed for this is called epoch: things that cannot be felt to be known in advance or are supposed to be known without internal reflection and meaning. Only your own perception can point to truth (Creely, 2018).

Figure 6 is Saldana's codes-to-theory model for qualitative inquiry (2016). Textual coding, first by holistic manual coding, then second by NVivo's auto coding function, provides the first cycle coding of my interview data. I was looking for patterns of similarity, difference, frequency, sequence, correspondence, and causation which I could organize into categories with quantitative context (Husserl, 2017).

Figure 6

Codes-to-Theory Model for Qualitative Inquiry
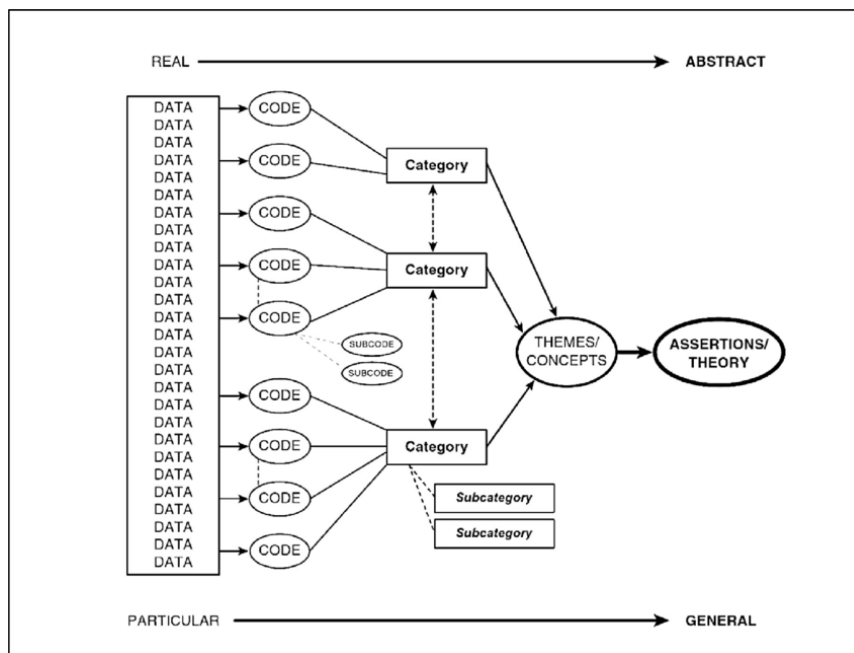
Note. From The Coding Manual for Qualitative Researchers Third Edition by J. Saldana, 2016, Sage, p. 14. Reprinted with permission.

Ontological Description

Heidegger (1975) noted that ontological description reflects a research participant's experiences, focuses on the specifics of a particular experience, and is reflective of short and long-term experience and memory. Table 7 depicts first cycle manual coding of the four components of authentic leadership (self-awareness, internalized moral perspective, balanced processing, and relational transparency) and eight emerging categories. The first cycle of manual coding provided initial frequency patterns of eight descriptive categories (action verbs) of To be (19%), To feel (17%), To act (16%), To connect (16%), To sense (10%), To think (8%), To learn (7%), and To imagine (7%) in density order. The results of my first cycle of manual coding of the four

authentic leadership components (summary) were self-awareness (27%), internalized

moral perspective (27%), balanced processing (24%), and relational transparency (22%).

Table 7

First Cycle Manual Coding Categories

Name	Files	References
Self-Awareness	20	222
To be	20	165
To imagine	20	56
Internalized Moral Perspective	20	231
To feel	20	147
To sense	20	84
Balanced Processing	20	215
To think	20	73
To act	20	142
Relational Transparency	20	198
To connect	20	140
To learn	20	58

Table 8 provides first cycle manual coding similarity patterns depicting a word

frequency of ten. I bracketed out the words like, just and get out as colloquial terms

during phenomenological reduction but retain going as the context is primarily in To act

and To connect.

Table 8

First Cycle Manual Coding Word Frequency

Word	Length	Count	Weighted Percentage (%)
Know	4	3,542	3.79
Like	4	2,724	2.92
Just	4	1,586	1.70
Work	4	1,075	1.15
Going	5	932	1.00
People	6	866	0.93
Get	3	764	0.82
Kind	4	760	0.81
Think	5	760	0.81
Well	4	734	0.79

Table 9 provides the first cycle of manual coding difference patterns depicting sentiment by interview journal for participant sentiment. These results were not a surprise for participants due to the study participant constraints, but they leave room for future study recommendations in chapter 5.

Table 9

First Cycle Manual Coding Sentiment

Sentiment	Files	References
Positive	1	20
Very positive	1	7
Moderately positive	1	13
Negative	0	0
Moderately negative	0	0
Very negative	0	0

Figure 7 provides first cycle manual coding sequence patterns depicting a color-coded cluster analysis with a word count of 25. The color-coding scheme is 1 self-awareness (dark blue), 1A to be (blue), and 1B to imagine (navy); 2 internalized moral perspective (dark green), 2A to feel (turquoise), and 2B to sense (green); 3 balanced

processing (red), 3A to think (pink), and 3B to act (dark red); and 4 relational

transparency (purple), 4A to connect (yellow), and 4B to learn (grey). The color coding

was an excellent visual tool leveraging NVivo's data analysis tools and well worth the

tediousness of the coding.

Figure 7

First Cycle Manual Coding Cluster Analysis
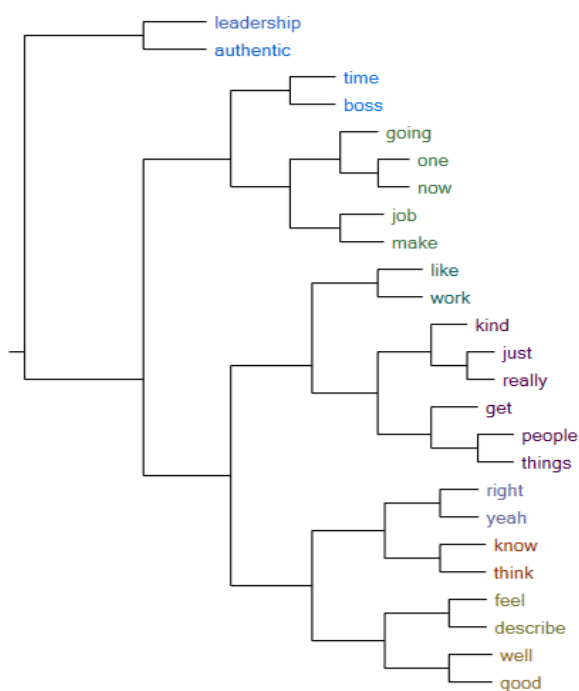
First-person reports of lived experiences make phenomenological research valid,

and the freedom of suppositions is called epoch (Husserl, 2017). Epoché is things that

cannot be felt to be known in advance or felt to be known without internal reflection and

meaning (Moustakas, 1994). Only your own perception can point to truth. The following

are just samples of epochs quoted from transcripts or critical thoughts and perspectives

captured in the interview journal.

To Be

The awareness of self and body as a visceral state of temporal being in space and its links to identity and who a user believes they are as a person (Creely, 2018). Case 002 stated, "I suppose you would say that my true passion in life started back as a Boy Scout. The Boy Scout motto is to be prepared, and as an emergency manager, I get to fulfill my purpose in life and help people be prepared. The Boy Scout law tells us to help other people at all times, and I get to do that through building a culture of preparedness." Case 004 described his authentic leader's behavior as consistent morals and communication with the fortitude to speak the truth.

Case 008 stated that "his authentic leader has no hidden agendas, corporate backstabbing, or ambitions to make others look bad to promote himself. Everybody that reports to him recognizes that he works hard. He cares for the interests of the company. He's extremely dedicated to the owners of the business. He is dedicated to the people that work for him. Not everyone agrees with all his business decisions and tactics, but they respect him because they know he is sincere in what he says and does."

To Imagine

Imagery, metaphor, and language's function construct consciousness (Creely, 2018). Case 005 stated, "I trust in the system, and I must tell those in my organization that they have to trust in the system and understand that they don't always know all the factors that our supervisor is dealing with. I always like to say that I'll focus on the things that I can change those outcomes and make better, and I trust the system and my leadership. That treatment that justice will be distributed based on what they know. Not

always what I know and what I feel." Case 006 noted that what if bosses focused less on profit and loss statements and more on providing the resources for employees to be successful? "Time off isn't the solution; more resources are."

To Feel

Somatic or corporal states are felt states and emotional categories (Creely, 2018). For example, case 022 stated occupational well-being "is all about the ability to contribute and give value to the organization, to have a true collaboration and have a voice and allow for some guidance in how the growth strategies and the organization is structured. It makes me feel like I'm contributing on a level and that my ideas are of value." Case 007 describes occupational well-being "is that you are appreciated, that you are placed where you have the skill set or talk to have the skill set to complete your job. Feel good about your job."

Case 020 noted that job satisfaction is the feeling of accomplishment, but that feeling is very cyclical. "The longer I work in my profession, the more I savor winning a key contract, getting an office call with a hard-to-access client, or enjoying a slower pace." Case 009 stated, "I would say that job insecurity is not knowing from one day to the next whether your job will be there. That feeling could exist for various reasons. It could exist because you don't know if you're doing things right. It could exist because your industry is, you know, failing or changing. But the short of it is you're not sure whether you will have that job from one day to the next."

To Sense

States of perception and sensory input (Creely, 2018). Case 015 stated, "Being a manager can be a cookbook, but being a leader requires an art degree because it's more about people skills. I described a little bit about the introversion-extroversion dilemma. You've got somebody great as an engineer or scientist, but they get forced into project management or leadership role because of natural progression. A leader can sense what employees are fit for and how to avoid that problem. Because it's not good for the company or the individual if that fit isn't there." Case 017 noted that his boss told him that he was a vital part of the team and company but that he sensed something wasn't right. He felt insecure about his job, creating physical and psychological stress for him. A month later, he was let go.

To Think

Contemplation, strategic problem solving, thoughts, and cognitive processes in consciousness (Creely, 2018). Case 016 stated, "I think it's a passion for what you do and, you know, the happiness that you get from it, being an electrical engineer who has spent much of my life getting to this point. I enjoy being an electrical engineer and solving tough challenges. As I've grown, moving into a position where I can work with young people and mentoring and helping to build teams to tackle bigger problems and more of them brings me great joy."

Case 003 noted, "I would say getting into a monotonous routine where I'm doing the same thing every day doesn't bring me job satisfaction. There's a good bit of traveling that kind of breaks up the monotonous activity. There's also a good bit of doing different

things. So, I'm never doing the same things, which kind of leads into, I think, job satisfaction for me." Case 010 told me that she likes climbing mountains. Big complex projects that require her to think hard, and get others to think hard about their piece of the project is what brings her job satisfaction,"

To Act

Bodily actions are connected to intentionality and volition. It involves a movement from internality to an externality that can be observed (Creely, 2018). For example, case 012 noted, "I was raised volunteering all the time because my parents were huge into service, and I love putting together volunteer opportunities at my workplace. I don't mind putting them together, love putting together, love getting a group of employees to serve the local community, but it bothers me when the company makes it all about the photo opportunity."

Case 011 stated, "Ethics is one of those words that we say, and then when we're asked to define it, it's very tough to do. Ethics is doing what is right—doing what is right in each situation. But, of course, that's also very subjective. What's right and what's not in many cases. But in terms of business, certain things are established as ethical and things that are established as not ethical. And I think a person who is consistently trying to do what they're asked to do correctly is trying to be ethical as opposed to that person who's constantly trying to get away with as much as possible and just hoping that they don't get caught expecting other people to cover for them constantly, so they don't get in trouble."

To Connect

Inter-subjectivity and inter-corporeality or being with others through digital or disembodied (as well as corporeal) connections (Creely, 2018). Case 013 noted, "My typical day usually starts at seven a.m. I'm out on the job site, and I'm checking in with all the various subcontractors. I'm getting a personnel count and a general idea of what they will be working on for the day. And then, I'll do periodic checks throughout the day through quitting time, just checking on subcontractors, and ensuring things are being done properly and safely. My day is primarily out in the field with the trade subcontractors maintaining the project schedule."

Case 014 stated, "I'd say that no day is typical, which is nice. However, I usually have a request for proposal response where I have deadlines and need to coordinate with others in the office management and colleagues. I also have internal meetings sprinkled throughout the day. I have external business development touches as well. My day is spent connecting with people all day long. It's what I'm good at." Case 018 noted that they are introverts, so connecting with people can cause them stress and is exhausting.

To Learn

Awareness of the changes, adjustments, acquisitions, and skills a participant considers educative (Creely, 2018). Case 019 said, "I think my lieutenant colonel, our unit commander, is an authentic leader. However, I believe he micromanages quite a bit and doesn't hand off duties as well as you should; you know, someone in that rank primarily interacts with captains. And, you know, a major, I think you should be handing off many of those responsibilities to majors instead of getting as involved as he is at the

captain level. Nevertheless, I think he is learning. Case 019 shared that they were hired during the Covid pandemic, and regular onboarding couldn't be done. She felt like she spent the first year learning something new every week, making her insecure if she was performing to standard.

Case 021 stated that "I think that communications are so critical. And my working with senior leadership is that there is the ability they retain so much information for fear of it. They don't want to upset people, or they feel that it's not worth, you know, sharing with people. It's a C-suite issue. It's not necessarily a company issue, yet they almost hinder themselves to a point where I think it breaks trust with leadership. You don't have to be super transparent about everything, but just the communication and not just emails. But you know, the face-to-face is so important to get those nonverbal cues and an understanding of where people are and be able to read their faces and body language and know that are they getting what we're saying or are they having issues with it?

Phenomenological Reduction

My auto coding resulted in 3,714 codes and 14,017 references. The process of bracketing (Figure 5) helps to differentiate the essence by bracketing out what is immediate in experience and contingent on context and aspects of identity that is not the essential ground of the experience. This discernment in analysis results in what participants as the ground of their experience and repeated patterns in consciousness that appear to be before the experience (Giorgi, 1985). Table 10 depicts second cycle auto coding results after I bracketed out any code with less than five files, including 150 words.

Table 10

Second Cycle Auto Coding Patterns

Name	Files	References
Life	5	26
Trust	5	14
Industry	5	18
Wellbeing	5	17
Manager	6	40
Kind	6	31
Boss	6	30
Level	6	20
Leader	7	34
Job Satisfaction	7	30
Day	7	26
Position	8	26
Company	8	39
People	8	44
Authentic Leadership	9	36
Team	9	49
Well-being	9	41
Occupational Well-being	10	46
Construction	10	41
Satisfaction	11	48
Project	12	84
Balance	13	77
Job Insecurity	13	46
Time	14	60
Leadership	15	136
Work	19	130
Job	20	226

Figure 8 depicts a word frequency word cloud. Figure 9 illustrates a word

frequency cluster analysis. Using NVivo and leveraging the powerful data analysis tool it

provided was worth the cost and the time to learn how to use it. However, the

combination of NVivo and the deep and rich data from textual transcripts almost lost me

in the analysis process.

Figure 8

Second Cycle Auto Coded Word Frequency Word Cloud

Figure 9 illustrates the second cycle coding of word frequency in cluster analysis. Again, I used a similar color-coding sequence of 1 self-awareness (dark blue), 1A to be (blue), and 1B to imagine (navy); 2 internalized moral perspective (dark green), 2A to feel (turquoise), and 2B to sense (green); 3 balanced processing (red), 3A to think (pink), and 3B to act (dark red); and 4 relational transparency (purple), 4A to connect (yellow), and 4B to learn (grey).

Figure 9

Second Cycle Auto Coded Word Frequency Cluster Analysis
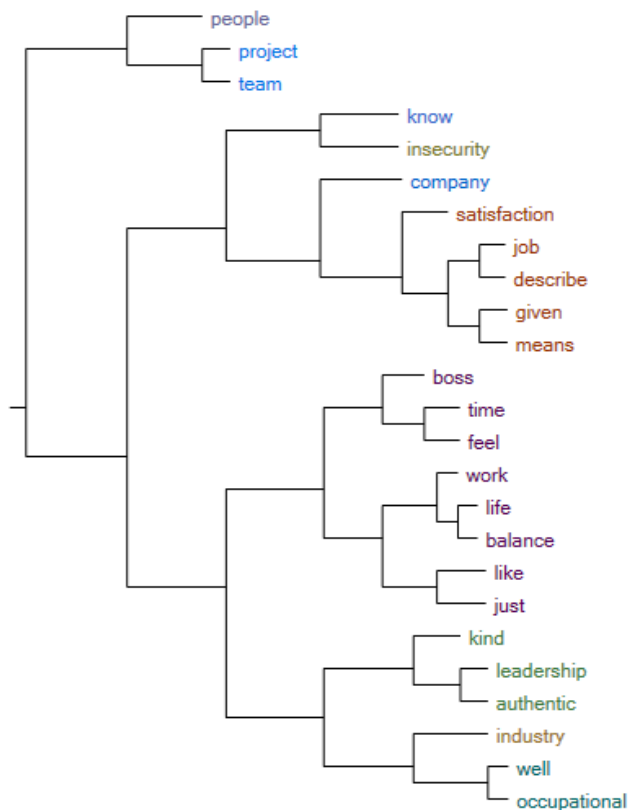
Hermeneutical Analysis

Hermeneutical analysis (Stage 3) involves the art of reading text or experiences in such a way as to understand the intention and meaning behind the appearance are understood (Moustakas, 1994). Table 10 depicts the 10 themes that resulted from my second cycle coding and how they aligned to the four components of authentic leadership.

Figure 10

Research Themes
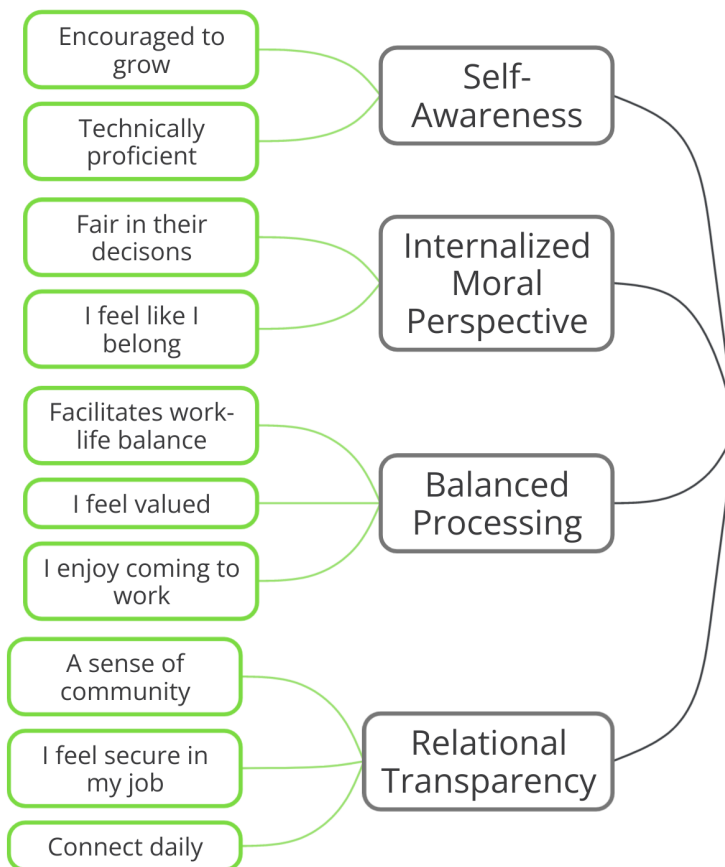
My research question was what are the lived experiences of nonmanagement employees in the AEC industry in the Northeastern United States experiencing authentic leadership, and how does it affect their individual occupational well-being. My first and second cycle coding helped me to uncover themes that were nested in the emic voice of my participants in relationship to their authentic leader's four components. My hermeneutical analysis helped me to understand meanings and interpretations of participant experiences.

Synthesis

The process of synthesis (stage 4) focuses on assembling the findings from the participants' narratives in my interview journal, the ontological description of the textual transcripts, phenomenological reduction, and hermeneutical analysis (Creely, 2018). In my synthesis of this research, I assert that what an authentic leader must be, what they know and what they do has a direct positive effect on their employees. Through my data analysis, I found that leadership first begins with how authentic leaders must be, grounded on the values and attributes that shape their character. Action verbs of To be, To sense, and To feel offer authentic leaders behavioral queues to positively affect their follower's occupational well-being. Authentic leader's positive psychological capacity is tested over time through critical life events and manifested in their self-awareness (George, 2003). Action verbs of To think, To imagine, and To learn offer authentic leaders behavioral queues to positively affect their follower's occupational well-being. An authentic leader's balanced processing and relational transparency are also tested by critical life events and manifested in what they do in the workplace. Action verbs of To act and To connect offer authentic leaders behavioral queues to positively affect their follower's occupational well-being.

Figure 11

Research Assertion

Diagram with three main components connecting to BE, KNOW, and DO:
- Self-Awareness → BE → To be, To sense, To feel
- Internalized Moral Perspective → KNOW → To think, To imagine, To learn
- Balanced Processing & Relational Transparency → DO → To act, To connect
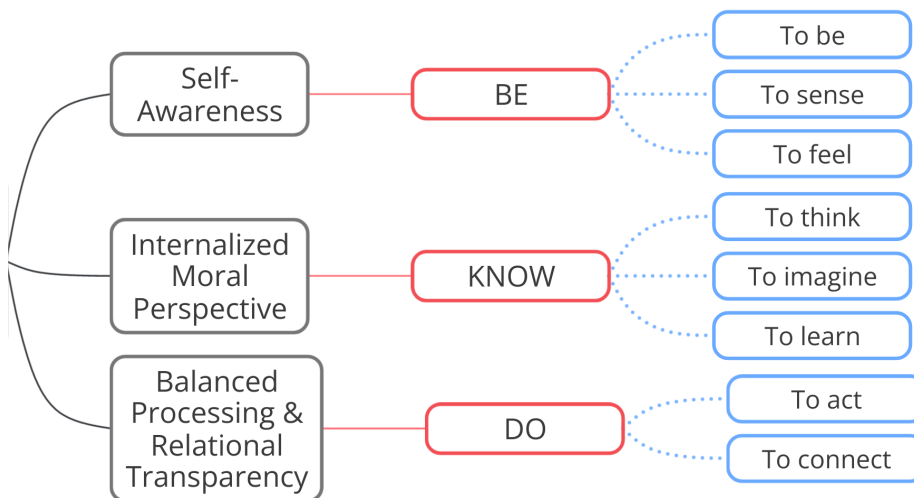
Summary

My research question was, what are the lived experiences of nonmanagement employees in the AEC industry in the Northeastern United States concerning the effects of authentic leadership on individual occupational well-being? Two hundred twenty-four pages of deep and rich data gave me both quantity and quality of content to analyze. My manual coding of the 20 participant files resulted in 1,731references. My auto coding resulted in 3,714 codes and 14,017 references. The phenomenological reduction provided fundamental essences and the core structure of my participants' experience through the lens of the four components of authentic leadership self-awareness, internalized moral perspective, balanced processing, and relational transparency. This process helped reduce my data to 1,181 codes and 2,830 references which was much more manageable.

In Chapter 5, I explore the interpretation of the findings through hermeneutical analysis to understand the meanings and interpretations of the experience in application, synthesis in assembling findings, and a holistic overview of the research. Finally, I call out the limitations of my study, make recommendations for future research, and discuss the implications in the AEC industry in the Northeastern United States.

Chapter 5: Discussion, Conclusions, and Recommendations

In this qualitative phenomenological study (Figure 12), I explored the lived experiences of nonmanagement employees in the AEC industry in the Northeastern United States. I focused on the effects of authentic leadership on individual occupational well-being, defined as people's feelings about themselves concerning their ethical assumptions, norms, and job satisfaction (Liu et al., 2018). To address the research questions in this qualitative study, I adopted the phenomenological approach and explored the lived experience of and the phenomena of occupational well-being of nonmanagement employees. My research design was transcendental phenomenology and I attempted to eliminate anything that represented presupposition or prejudgment and required observation that was expressive of the natural world's habits.

The themes that I uncovered were a sense of community, encouragement to grow, feeling secure in my job, being technically proficient, feeling valued, connecting daily, feeling like I belong, being fair in their decisions, enjoying coming to work, and facilitating work-life balance. In my synthesis of this research, I assert that what an authentic leader must be, what they know, and what they do has a direct positive effect on their employees. Through my data analysis, I found that leadership begins with how authentic leaders must be, grounded on the values and attributes that shape their character. How the leader codifies the be, know, do assertion has a direct positive effect on the follower's well-being, decreases perceived stress and insecure attachment, and directly impacts job satisfaction (Avolio & Gardner, 2005).

Figure 12

Dissertation Mind Map

Title: The Effects of Authentic Leadership on Individual Occupational Well-Being

Problem Statement - General employees spend so much time at work, they desire meaningful experiences and relationships during the workday to counter feelings of uncertainty and a lack of job satisfaction.

Problem Statement - Social A diminished view of work combined with a distrust of leadership is causing employees to seek out a deeper meaning to life in the workplace that is intrinsically linked to occupational well-being

Purpose: To explore the lived experiences of nonmanagement employees in the Architect, Engineer, and Construction industry located in the northeastern United States concerning the effects of authentic leadership on individual occupational well-being (defined as people's feelings about themselves concerning their ethical assumptions, norms, and job satisfaction).

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Tedd A. Wheeler Dissertation

Research Question What are the lived experiences of nonmanagement employees in the Architect, Engineer, and Construction industry in the northeast United States experiencing authentic leadership, and how does it affect their individual occupational well-being?

Conceptual Framework George's (2003) authentic leadership theory explores a leader's purpose, values, relationships, self-discipline, and heart in a practical approach of authentic leadership.

Nature of the Study My qualitative approach is transcendental phenomenology to investigate the lived experience of the phenomena of occupational well-being of nonmanagement employees

Significance: My study will add to the public discourse on occupational well-being of nonmanagement employees concerning trust, employee health, reduced absenteeism, a sense of community, and job security as opposed to only focusing on an increase in employee productivity.

Interpretation of Findings

Northouse (2019) stated that leadership is a process-driven phenomenon that is a layered, multidimensional, and complex issue to study, understand, and impart to other leaders in an organization understanding the human dimension of leadership and its impact on its followers. In his doctoral research on leadership, Todd Wheeler stated that authentic leadership is based on the Greek aphorism "know thyself," the idea of owning one's personal experiences, and the central premise that truly authentic leaders must lead in a way that honors their core value, beliefs, strengths, and weaknesses (T. M. Wheeler,

2019). The schematic in Figure 4 depicts the intentionality and experience where objects in the lifeworld (their authentic leader) of the research participant (the follower) give meaning through their personal experience. In my literature review, I confirmed the importance of the leader-follower relationship with my research data and the resultant themes in Figure 13. My "Be" assertion extends the current body of knowledge in the context of the AEC industry in the Northeastern United States supported by the descriptive categories of to be, to sense and to feel, and rich and deep textual data mapped during this study effort.

Figure 13

Dissertation Themes & Assertion
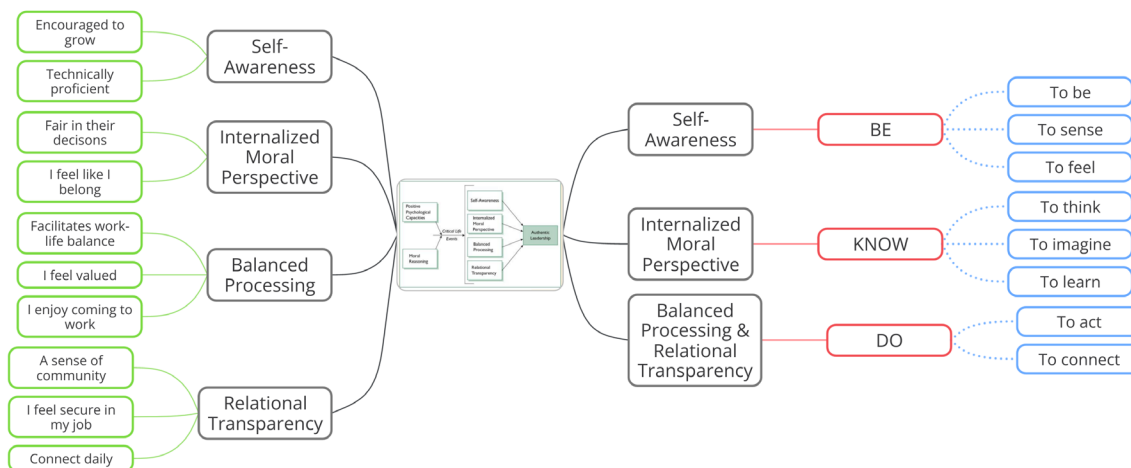
Dr. Brenda Wheeler highlighted in her doctoral dissertation that the teacher is one of the most important and significant variables in student achievement (B. M. Wheeler, 1986). Similarly, Gardner et al. (2021) found that authentic leaders play a pivotal role in increased employee well-being, decreased perceived stress, reduced insecure attachment, and directly and indirectly impacted job satisfaction. Rantika and Yustina (2017) stated

that it reflects their overall job satisfaction, perceived work stress, and stress symptom. My research themes, such as a sense of community, feeling secure in my job, feeling valued, feeling like I belong, enjoying coming to work, and facilitating work-life balance, confirm what the current body of knowledge is but highlight occupational well-being versus increased productivity.

In my literature review process, I discovered an invaluable tour of current research on the relationship between authentic leadership and occupational well-being. A constant theme of the existing literature is that quantitative research's limitations make this research's qualitative method a good fit for deeper understanding of authentic leadership and occupational well-being.

Duncan et al. (2017) provided a detailed comparison of the MLQ and ALI tools and data gathering and analysis evaluation that offered excellent insight into this research's use of Avolio et al.'s (2007) Authentic Leadership Questionnaire (ALQ). I used Appendix A as the primary instrument used to screen participants to be eligible to participate in this study and confirmed its use in my research. This 16-item assessment questionnaire for potential research participants' supervisors (leader) measured the four factors of authentic leadership: self-awareness, internalized moral perspective, balanced processing, and relational transparency. The instrument was authorized with research permission by Mind Garden, an independent publisher of psychological assessments and tools in leadership. I used the ALQ as part of the recruiting process to helped me segment the actual population I wanted to interview. I wanted to study the positive effects of authentic leadership and how it affected a follower's occupational well-being.

Authentic leaders' positive psychological capacity is tested over time through critical life events and manifested in their self-awareness (George, 2003). Critical life events also test their moral reasoning and are displayed in their internalized ethical perspective. During his research, Westfall (2017) discovered that themes such as vision provide common goals and focus that can moderate conflict, intellectual stimulation builds buy-in and may mitigate conflict, individual consideration builds relationships, emotional intelligence enhances individual performance, and leader engagement can militate conflict and positively affect followers. My research extends the current body of knowledge and that a leader codifies the be, know, do assertion of my findings, and has a direct positive effect on the follower's well-being, decreases perceived stress and insecure attachment, and directly impacts job satisfaction.

Limitations of the Study

My key credibility strategy was to obtain a minimum of 20 research participants using random sampling and conducting most of my interviews in-person. I struggled with participant recruiting because of my restrictive recruitment notice and consent form and had to recruit 25% of my pool through participant referrals. I was only able to conduct 30% of the interviews in-person due to participant schedules. Participant recruitment and interview method limited the credibility of my study. My qualitative research findings are generally transferable given the large sample size (20 participants) and segmented geographical coverage (Northeastern United States. However, the lumping of architects (18%), engineers (41%), and construction (41%) professionals into one pool creates limits with transference given the uniqueness of each profession. Another issue of

transference is combining professionals from small (1 to 100 employees 32%), medium (101 to 250 employees 36%), and large (251 and greater 32%) businesses given the differing set of conditions that face different size organizations.

I enhanced my research dependability by using NVivo to manage the data in the collection and transcription process and in my data analysis to test the rigor of the data and provide reports that are academic grade. However, eliminating planned peer reviews may have hindered confirmability and ensure my personal bias was kept in check. My careful screening criteria in the participant selection hindered my ability to have all participants be randomly selected and may have degraded my research credibility. The rigor and depth of my literature review provided an abundance of references to backcheck initial patterns that were developing throughout the interview. However, conducting all 20 interviews over two weeks, maintaining detailed interview journaling, and transcribing each interview immediately, I did not do internal backchecks as often as I had planned, which may have limited my confirmability.

Recommendations

I developed my recommendations section to meet the qualitative dissertation requirements for future research, provide additional phenomenological epoch content from my interviews, and provide future researchers with my workflow, document control, and systems support lessons learned over my 5.5-year Ph.D. journey.

Future Research

Gardner et al. (2021) stated that future research should study struggles with contrasting ideals, focus on followers and leader/followers, zeroing in on self and its

development, explore the when, why, and how of authenticity, and address limitations of authenticity. I chose transcendental phenomenology as my study method to address the limits Gardner identified in his study. I focused my interview protocol on intentionality and experience where objects in the lifeworld (their authentic leader) of the research participant gave meaning through their personal experience. Future research could reinforce the strength of my study by choosing phenomenology as the method but focus on how authentic leaders develop their followers over time.

Prince et al. (2017) pointed to limitations in the latent construct variables of their study that can lead to common method bias. I therefore chose descriptive categories that were nested with my conceptual model to help to limit common method bias and create more structure for coding the data. Future research might select variables such as innovation climate and employee attitude to strengthen credibility beyond what I was able to achieve and balance this bias. The limitations of Semedo et al.'s (2019) study included limited demographics, lack of a longitudinal study, and the lack of moderating variables that create opportunities for future research. The strength of my research is the representative demographics of the market segment and business size, as depicted in Table 3 and how I integrated moderating variables by introducing descriptive categories in Table 6 that were nested with my authentic leadership conceptual model. Future research on authentic leadership and well-being might consider variables such as the pool of the subject's profession as cultural differences and professional norms that could offer greater transferability of findings and mitigate a limitation of my research. Unfortunately, time and expenses constraints did not allow me to integrate a longitudinal study into my

research, but this credibility weakness in my study creates an opportunity for future research.

Kotzé and Nel (2017) noted limitations of their research included common method bias. Further, that future researchers should consider using additional data from different sources, specifically perceptions of followers, since authentic leadership may not manifest itself identically in other sources. I struggled with addressing this trustworthiness issue when I developed the nature of my study in Chapter 1 and the research design in Chapter 3. I suggested introducing other data, such as a focus group or existing data from professional journals. Still, I could not reconcile other data into my study while keeping it aligned and achievable. This bridge, too far for my study, but leaves an opportunity for future research.

Liu et al. (2018) examined new variables, such as employee well-being beyond the existing conceptual nomological network of authentic leadership, but did not find a direct relationship. However, the researchers did find a positive relationship between job engagement and proactive behavior and suggested future research should focus on qualitative research with more rigor in the variables. I seized this future research suggestion, chose the authentic leadership conceptual model for my research, developed eight descriptive categories in Table 6 that were nested in the four foundations of authentic leadership, then did manual coding that would offer more patterns and themes to a more direct relationship. A strength of my qualitative research could be taken to a next step of trustworthiness by choosing a mixed methods study and adding a quantitative component to attempt to tie a more direct relationship between leader and follower.

From a conceptual viewpoint, Wirawan et al.'s (2020) findings suggested that follow-centric theories of leadership merit greater attention for future research, and authentic leadership positively affects both leaders and followers in terms of well-being. The strength of my research design address this limitation of transferability that I was also cautious to monitor throughout my data analysis process and description of my findings. My rresearch limitations included common method variance and inflation associated with self-rated surveys of participant leaders, subjectivity with a population from multiple market sectors, and from only one geographic location. Future research could collect data from numerous sources, such as leaders, to gain a more robust understanding of the phenomenon and relationship.

Off-Script Interview

In the off-script section of the interview journal, I followed the completion of the open-ended questions and provided time to explore what subjects and phenomena the participant thought should be studied, written about, and at the forefront of the leadership of the AEC industry. Authentic leaders are present in the moment, advocate for professional development, communicate conversationally, and aren't afraid to speak the truth (Case 004). Bosses need to open their doors more, share about the future, and motivate and promote corporate social responsibility more (Case 005).

Bosses are too focused on profit and loss statements, lack of resources is burning people out, time off isn't always a solution, recruiting needs to be a priority with a plan, and lose the armchair quarterback (Case 006). Roles and responsibilities need to be better defined in job descriptions and followed in execution; employees want to be

acknowledged and be a valuable part of the team (Case 007). Bosses need to make the rounds more and circulate with staff as a priority, and they need to practice gratitude in-person and verbally and thank employees sincerely (Case 008). The AEC industry needs to focus more on project schedules, consider second and third-order effects, and focus more on a few actual milestones versus everything being absolute (Case 009). Employees are looking for technically proficient bosses, have good people skills, share openly, and are not afraid to have a difficult conversation (Case 010).

Leadership training is what the AEC industry needs more of (Case 011). Don't be like all the other firms and implement a new HR policy just because others are doing it; do it because it's the right thing to do (Case 012). Stop micromanaging me (Case 013). We need to encourage more women in the AEC industry; changing company culture is difficult, but it is worth the effort, and compensation equity needs to be discussed more (Case 014). Leaders in the AEC industry need to understand introverts better because there are a bunch of them; companies need to train leaders more, and why constant advancement must be the norm (Case 015).

Electrical engineers are low-density professionals, and we need to encourage and train more; leaders need to be thorough but keep it simple; the industry needs to make lighting a practice because it is such a niche specialty (Case 016). Consultants need to focus more on client missions versus balance sheets; we miss opportunities to develop leaders daily (Case 018). There is a big schoolhouse and industry gap regarding training architects and what they are required to do in the field, which needs to be addressed (Case 019). Leaders that encourage and promote career development will keep an

employee because they know you care (Case 020). Finally, leaders must stop being so reactive to the latest buzzwords and trends; communication and sharing are crucial and be more transparent (Case 022).

Research Process Lessons Learned

As a student of complexity and an appetite for bringing order from chaos, I would be remiss not to share my lessons learned throughout the past 5 years concerning research workflow, document control, and supporting applications. I began my Walden University coursework in 2019 (Appendix K) and used Microsoft Word's embedded Reference tool, while APA was Version 6 for all my coursework. APA implemented Version 7 in 2019, and Walden began moving its coursework and dissertation templates to APA 7 in 2021. Unfortunately, Microsoft Word did not plan to upgrade its Reference tool to APA 7. As a result, I struggled to manually correct references to APA Version 7 when I was introduced to Zotero (2022) at Residency 4 in August of 2021 (Appendix K). I recommend signing up for a free Zotero account early into the coursework, learning to use it to build a body of references, and keeping APA compliant regardless of the version.

I conducted Cases 001 and 002 interviews during my Advanced Qualitative Reasoning & Analysis coursework in July of 2019 to confirm my interview protocol, test my collection method using a digital recorder, refine my process of transcription, and provide data to try in my data collection and management software (NVivo). Case 001 met my research participant requirements; Case 002 was a Ph.D. candidate (my twin brother) for peer review and academic research benchmarking. The data from Cases 001

and 002 were not used in my research data analysis. I conducted Case 003's interview shortly after my IRB application was approved to test my interview protocol, the recording process, and the transcription method.

After completing the interview, I spent additional time with Case 003 to get participant feedback. This initial interview test showed that my effort during my coursework resulted in a quality interview protocol. However, I needed to develop an interview journal worksheet to help keep better notes during the interview process. Therefore, I would recommend striving to have your premise complete before you take your advance qualitative reasoning and analysis course, create an interview protocol in line with your research and use your coursework to help validate your interview protocol.

In qualitative data analysis, a code is a researcher-created construct that characterizes or translates data to summarize, distill, or condense data (Saldana, 2016). I first learned about NVivo (2022) during my third Walden University Ph.D. Residency (see Appendix K) at a Writing Center seminar. The NVivo application is designed to help organize and analyze qualitative data about characteristics or qualities, including information from interviews, open-ended survey responses, observations, articles, social media, and web content. I used NVivo's (2022) qualitative data analysis application to capture and manage interview transcripts, journals, and memos in a data layout map to conduct first and second-cycle coding. I recommend purchasing a student license and adding the Transcription module with unlimited transcription for $598.

First-person reports of lived experiences make phenomenological research valid (Moustakas, 1994). The quality of my 224 pages' textual transcripts was excellent due to

the quality of my Sony ICD-UX560 digital recorder, use of a microphone to focus audio collection, limiting external noise, and leveraging NVivo's embedded transcription function, which provided me with a very accurate transcript. I purchased the student license with pay-as-you-go transcription for $120 and then incrementally spent over $600 for professional transcription. In addition, I created a separate case file for each data record when I imported the digital recording file and could easily manage the data, code it, and create a multitude of reports.

Implications

T. M. Wheeler (2022) noted that understanding leadership theory foundations, traits, skills, and behavior empowers good leaders to become great leaders. Although researchers have investigated authentic leadership effects on occupational well-being, the existing research focuses on employee performance over individual aspects of well-being (Gardner et al., 2021). Malila et al. (2018) noted that authentic leadership had been used as a conceptual model in the study of occupational well-being. Still, there is very little research using authentic leadership as a conceptual model. Although the interest in leader authenticity is timeless, research on authentic leadership is relatively recent. Luthans and Avoloi (2003) published one of the first articles on authentic leadership development that proposes a definition, highlighted why it is essential, and presented a conceptually driven process model for developing authentic leadership and leaders.

Potential Individual Positive Social Change

This research was an opportunity to extend the conversation on leadership effects on the occupational well-being of nonmanagement employees with the goal of leaders'

self-awareness and making positive change possible. Wagner's (2006) individual values (consciousness of self, congruence, and commitment) group within her diagram of the social change model aligns with the authentic leadership theory. Self-awareness is the first and the key to any leader's positive development. Thomas Jefferson's mentor, George Wythe, is an excellent example of a tenured lawyer with years of experience and practice who provided Jefferson with balanced processing and relational transparency (Greenleaf, 2008). Jefferson knew that the Colonies could win the war, so he set about developing a new system of laws that would follow the Declaration of Independence and provide stability to a fledgling nation.

Leadership is the process of group experiences as it works collaboratively toward a goal. It is not the acts of an individual with authority. Leadership is collaborative, a process rather than a position, and should be values-based (Jennings & Stahl-Wert, 2004). Systems thinking can motivate people to change because they discover their role in exacerbating the problems they want to solve (Stroh, 2015). Researching the connection between leadership and the occupational well-being of nonmanagement employees can provide insight into leaders' positive and negative actions and how they affect employees (Nübold et al., 2020).

Potential Organizational Positive Social Change

Although still in its initial stages of development, the authentic leadership theory is becoming more mainstream as a conceptual foundation since its introduction by George (2003). Leadership is essential for every profession, organization, and community of practice to successfully fulfill its mission and vision (T. A. Wheeler, 2000). Interest in

authentic leadership has increased post 9/11 with a great deal of upheaval in the U.S., corporate corruption, and a troubled economy. Northouse (2019) posited that widespread unethical and ineffective leadership caused anxiety in people and necessitated the calling for more humane, constructive leadership that serves the common good.

Central to authentic leadership's study are its four components: self-awareness, internalized moral perspective, balanced processing, and relational transparency (Craig et al., 2015). Understanding the leader and employee perspective of trust can open a broader conversation about the importance of this dynamic in the workplace (Rivera et al., 2019). This research observed how a leader's positive psychological capacities and moral reasoning are formed, tested, and mature with critical life events and the leader's effect on their follower. Shahid and Muchiri (2019) found that a leader's confidence, hope, optimism, and resilience have a direct positive impact on and can be transferred to their employees.

Potential Societal Positive Social Change

My study may be significant because the research may add to the public discourse on the individual occupational well-being of nonmanagement employees concerning trust, employee health, reduced absenteeism, a sense of community, and job security instead of only focusing on an increase in employee productivity. The AEC industry struggles to hire and keep young professionals due to poor mid-level managers that lack leadership training, employee boredom with repetitive job assignments, and a lack of organizational belonging (Pawar, 2017). Prince et al. (2017) found that researchers have devoted attention to systematizing the evidence, antecedents, and consequences of an

intangible variable that influences occupational well-being but have failed to focus on the lack of internalized moral perspective to anchor leader behavior.

Colson and Warren (2006) define an individual's worldview as how you think the world works and how you fit into it. Leaders struggle with why the world is such a mess (reflected in the workplace), whether there is a solution to uncertainty and chaos, and how they can lead their employees despite their shortfalls. American society has replaced the idea of absolute truth with relativism – the denial that there is such a thing is evidenced in families, communities, and the workplace (Uhl-Bien & Marion, 2008). Authentic leaders must gain self-awareness and overcome common patterns of impulses that can lead to problematic behavior (Xu et al., 2016). Leaders can lose their way and succumb to leadership's negative temptations, leading to their fall without some internalized moral perspective.

Conclusions

Our world needs authentic leaders with high integrity and committed to building enduring organizations. The potential for positive social change is unlimited with a better understanding of leadership effects on occupational well-being (George, 2003). The themes that I uncovered were a sense of community, encouragement to grow, feeling secure in my job, being technically proficient, feeling valued, connecting daily, feeling like I belong, being fair in their decisions, enjoying coming to work, and facilitating work-life balance. In my synthesis of this research, I assert that what an authentic leader must be, what they know, and what they do has a direct positive effect on their employees.

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Appendix A: Authentic Leadership Questionnaire Instrument & Scoring Guide

Authentic Leadership Questionnaire
Instrument and Scoring Guide
English

by Bruce J. Avolio, William L. Gardner, & Fred O. Walumbwa

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Authentic Leadership Questionnaire (ALQ Version 1 **Rater**)

Leader Name: _____ Date: _____

Instructions: The following survey items refer to your leader's style, as you perceive it. Judge how frequently each statement fits his or her leadership style using the following scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

My Leader:

1. says exactly what he or she means. 0   1   2   3   4

2. admits mistakes when they are made. 0   1   2   3   4

3. encourages everyone to speak their mind. 0   1   2   3   4

4. tells you the hard truth. 0   1   2   3   4

5. displays emotions exactly in line with feelings. 0   1   2   3   4

6. demonstrates beliefs that are consistent with actions. 0   1   2   3   4

7. makes decisions based on his or her core values. 0   1   2   3   4

8. asks you to take positions that support your core values. 0   1   2   3   4

9. makes difficult decisions based on high standards of
   ethical conduct. 0   1   2   3   4

10. solicits views that challenge his or her deeply held positions. .0   1   2   3   4

11. analyzes relevant data before coming to a decision. 0   1   2   3   4

12. listens carefully to different points of view before
    coming to conclusions. 0   1   2   3   4

13. seeks feedback to improve interactions with others. 0   1   2   3   4

14. accurately describes how others view his or her capabilities. .0   1   2   3   4

15. knows when it is time to reevaluate his or her positions
    on important issues. 0   1   2   3   4

16. shows he or she understands how specific actions
    impact others. 0   1   2   3   4

Authentic Leadership Questionnaire Scales:

Each scale consists of these item numbers. Average the item value to get the raw score for the scale.

Transparency: 1, 2, 3, 4 & 5
Moral/Ethical: 6, 7, 8 & 9
Balanced Processing: 10, 11 & 12
Self Awareness: 13, 14, 15 & 16

Appendix B: Research Interview Survey

Closed-Ended Questions	Case ###	Purpose
Are you nonmanagement? (Y/N)		Screening
Is your supervisor is an AL? (Y/N)		Screening
What is your age? (Age)		Demographics
Gender? (M/F)		Demographics
Work location? (City & State)		Demographics
Role? (Professional/Hourly)		Demographics
College degree? (Y/N)		Demographics
Industry Segment? (A, E or C)		Demographics
Years in AEC Industry? (#)		Demographics
Years in current position? (#)		Demographics
Years with current supervisor? (#)		Demographics
Do I have your permission to audio record this session? (Y/N)		Administrative

Opened-Ended Questions	Case ###
Describe what responsibilities you have in your current job.	
Tell me about a typical day with your current position.	
Please describe what your passion in life is.	
Please describe your purpose in life?	
Describe what brings you joy in your job.	
Tell me what extinguishes your joy in your job.	
Please describe what job satisfaction means to you.	

Describe an event when your supervisor helped you achieve job satisfaction.	
Describe a time when your supervisor dampened your job satisfaction?	
Please describe what job insecurity means to you.	
Describe an event when your supervisor made you feel secure about your job.	
Describe a time when your supervisor made you feel secure about your job?	
Describe what it means to be authentic.	
Describe a time when your supervisor was authentic?	
Was there a time when your supervisor was not authentic?	
Describe what it means to behave ethically.	
Describe an event when your supervisor acted ethically.	
Describe a time when your leadership behaved unethically?	
Describe what trust means to you.	
Describe an event when you trusted your leadership.	
Tell me of a time when you didn't trust your leadership.	
Describe what distributed justice means to you.	
Describe an event when your supervisor distributed justice fairly.	
Describe a time when your leadership did not distribute justice fairly?	
Please describe what distributed justice means to you.	
Describe an event when your supervisor distributed justice fairly.	
Describe a time when your leadership did not distribute justice fairly?	
Describe what life-work balance means to you.	

Describe how your supervisor helps you achieve a life-work balance.	
Describe a time when your supervisor didn't support your work-life balance?	

Appendix C: Coursework (RSCH 8360) Interview Protocol

Date:_____

Time Started:_____

Time Ended:_____

Total Time:_____

Participant ID #:_____

☐ Fulfill implied consent requirements. Get the consent form signed.

☐ Inform the participant that I am starting the recording.

☐ Announce the interview date, start time, and participant's unique identification number

☐ Introduction Script:

Do I have your permission to audio record this session as we previously discussed? Thank you for taking the time to participate in my study. My name is Tedd Wheeler, and I am a candidate for the Ph.D. degree in Management at Walden University. I am examining leadership effects on organizational well-being. I have several open-ended questions for you which will help me gain an understanding of your specific experiences. As we previously discussed, your entire interview will remain anonymous. I will not ask you to identify yourself during this interview. You can choose to not answer a question if it makes you uncomfortable, and you have the right to terminate this interview at any time. Are you ready to begin the interview?

☐ How long have you been working in the Architect-Engineer (AE) industry?
☐ How long have you been in your current position?
☐ Describe what responsibilities you have in your current job?
☐ Tell me about a typical day with your current position?

Occupational well-being ranges from feeling good or feeling bad about your work to a very complex construct of objective lists, preference satisfaction, and mental states. For the context of this study, occupational well-being will be defined as a person's feelings about themselves in relation to their job.

☐ Please describe what makes you happy about your job?
　　o Potential Prompts:
　　　　▪ To be developed
☐ Describe what makes you unhappy about your job?
　　o Potential Prompts:
　　　　▪ To be developed

- ☐ Can you tell me what occupational well-being means to you?
  - o Potential Prompts:
    - ▪ To be developed

Authentic leadership lead-in. To be developed.

- ☐ Please describe what it means to be authentic?
  - o Potential Prompts:
    - ▪ To be developed
- ☐ Describe an event when your leadership was authentic?
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?
- ☐ Can you tell me of a time when your leadership was not authentic?
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?

Ethical leadership lead-in. To be developed.

- ☐ Please describe what it means to behave ethically?
  - o Potential Prompts:
    - ▪ To be developed

- ☐ Describe an event when your leadership acted ethically?
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?

- ☐ Can you tell me of a time when your leadership behaved unethically?
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?

Trust in leadership lead-in. To be developed.

- ☐ Please describe what trust means to you?
  - o Potential Prompts:
    - ▪ To be developed

- ☐ Describe an event when you trusted your leadership?
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?

- ☐ Can you tell me of a time when you didn't trust your leadership?
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?

Distributed justice lead-in. To be developed.

- ☐ Please describe what distributed justice means to you?
  - o Potential Prompts:
    - ▪ To be developed

- ☐ Describe an event when your leadership distributed justice fairly?
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?

- ☐ Can you tell me of a time when your leadership did not distribute justice fairly?
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?

- ☐ Ending Script:

- ☐ Is there anything else you would like to share with me before we finish this interview?

That is all the questions I have for now. I sincerely thank you for participating in my study. If it is OK with you, I may contact you if I need further clarification on any of your answers. Over the next few weeks, I will continue to interview additional participants. I will transcribe and study each transcript before conducting my analysis. I will provide you with a word-for-word transcript of your interview within the next two weeks. If you do not receive the transcript within two weeks, please contact me via email at teddwheeler2030@gmail.com or via phone at 717-434-5373. Please review the transcript and let me know if you have concerns over its inclusion in the study. If I do not hear from you within one week of sending you the transcript, I will assume your consent to continue

your participation in the study. If you are interested, I will share the results of my study with you once it is completed has been accepted by my University.
I will now end the recording.

- ☐ After ending the recording, ask the participant about any other people they know who may be able to provide additional insights into my questions.

Appendix D: Research Interview Protocol

Date: _____
Time Started: _____
Time Ended: _____
Total Time: _____
Participant ID #: _____

☐ **Fulfill implied consent requirements. Get the consent form signed.**

☐ **Inform the participant that I am starting the recording.**

☐ **Announce the interview date, start time, and participant's unique identification number**

Introduction Script:

Do I have your permission to audio record this session as we previously discussed?

Thank you for taking the time to participate in my study. My name is Tedd Wheeler, and I am a candidate for the Ph.D. degree in Management at Walden University. I am examining authentic leadership effects on occupational well-being. I have several questions for you which will help me gain an understanding of your specific experiences. As we previously discussed, your entire interview will remain anonymous. I will not ask you to identify yourself during this interview. You can choose to not answer a question if it makes you uncomfortable, and you have the right to terminate this interview at any time.

Are you ready to begin the interview?

The following close-ended questions will help me understand your demographics as it applies to my research.

☐ **Are you a nonmanagement employee?**
☐ **Is your supervisor an authentic leader (AL)?**
☐ **What is your age?**
☐ **What is your gender?**
☐ **What is your work location, city and state?**
☐ **What is your role at work? Professional or hourly?**
☐ **Do you have a college degree?**
☐ **What Industry Segment do you work in? Architect, Engineer, or Construction (AEC)?**
☐ **How long have you been working in the AEC industry?**

☐ **How long have you been in your current position?**
☐ **How long have you worked for your current supervisor?**

The following open-ended questions which will help me gain an understanding of your specific experiences.

☐ **Describe what responsibilities you have in your current job.**
☐ **Tell me about a typical day with your current position.**

Occupational well-being ranges from feeling good or feeling bad about your work to a very complex construct of objective lists, preference satisfaction, and mental states. For the context of this study, occupational well-being will be defined as a person's feelings about themselves in relation to their job.

☐ **Describe what occupational well-being means to you?**
☐ **Please describe what your passion in life is.**
☐ **Describe your purpose in life?**
☐ **Describe what brings you joy in your job.**
  o Potential Prompts:
    ▪ How did that make you feel?
    ▪ Describe how that affected you psychologically?
    ▪ Describe how that affected you physically?
☐ **Tell me what extinguishes your joy in your job.**
  o Potential Prompts:
    ▪ How did that make you feel?
    ▪ Describe how that affected you psychologically?
    ▪ Describe how that affected you physically?

☐ **Please describe what job satisfaction means to you.**
☐ **Describe an event when your supervisor helped you achieve job satisfaction.**
  o Potential Prompts:
    ▪ How did that make you feel?
    ▪ Describe how that affected you psychologically?
    ▪ Describe how that affected you physically?
☐ **Describe a time when your supervisor dampened your job satisfaction?**
  o Potential Prompts:
    ▪ How did that make you feel?
    ▪ Describe how that affected you psychologically?
    ▪ Describe how that affected you physically?
☐ **Please describe what job insecurity means to you.**
☐ **Describe an event when your supervisor made you feel secure about your job.**

- o Potential Prompts:
  - ▪ How did that make you feel?
  - ▪ Describe how that affected you psychologically?
  - ▪ Describe how that affected you physically?
- **Describe a time when your supervisor made you feel secure about your job?**
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?

This study focuses on the authentic leadership components of self-awareness, internalized moral perspective, balanced processing, and relational transparency and their effects on nonmanagement employees in the AEC industry in the Northeast US.

- **Please describe what it means to be authentic.**
- **Describe a time when your supervisor was authentic?**
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?
- **Was there a time when your supervisor was not authentic?**
  - o Potential Prompts:
    - ▪ How did that make you feel?

    - ▪ Describe how that affected you psychologically?

    - ▪ Describe how that affected you physically?

- **Please describe what it means to behave ethically.**
- **Describe an event when your supervisor acted ethically.**
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?
- **Describe a time when your supervisor behaved unethically?**
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?
- **Please describe what trust means to you.**
- **Describe an event when you trusted your supervisor.**
  - o Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?

- ▪ Describe how that affected you physically?
- ☐ **Describe a time when you didn't trust your supervisor?**
  - ○ Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?

- ☐ **Please describe what distributed justice means to you.**
- ☐ **Describe an event when your supervisor distributed justice fairly.**
  - ○ Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?
- ☐ **Describe a time when your leadership did not distribute justice fairly?**
  - ○ Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?
- ☐ **Describe what work-life balance means to you.**
- ☐ **Describe how your supervisor helps you achieve a work-life balance.**
  - ○ Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?
- ☐ **Describe a time when your supervisor didn't support your work-life balance?**
  - ○ Potential Prompts:
    - ▪ How did that make you feel?
    - ▪ Describe how that affected you psychologically?
    - ▪ Describe how that affected you physically?
- ☐ **Ending Script:**

- ☐ **Is there anything else you would like to share with me before we finish this interview?**

That is all the questions I have for now. I sincerely thank you for participating in my study. If it is OK with you, I may contact you if I need further clarification on any of your answers. Over the next few weeks, I will continue to interview additional participants.

I will transcribe and study each transcript before conducting my analysis. I will provide you with a word-for-word transcript of your interview within the next two weeks. If you do not receive the transcript within two weeks, please contact me via email at teddwheeler2030@gmail.com or via phone at 717-434-5373. Please review the transcript

and let me know if you have concerns over its inclusion in the study. If I do not hear from you within one week of sending you the transcript, I will assume your consent to continue your participation in the study.

If you are interested, I will share the results of my study with you once it is completed has been accepted by my University.

I will now end the recording.

☐ **After ending the recording, ask the participant about any other people they know who may be able to provide additional insights into my questions.**

Appendix E: Recruitment Notice

Our world needs authentic leaders with high integrity and committed to build enduring organizations and the potential for positive social change is unlimited with better understanding of leadership effects on occupational well-being (George, 2003). Researching the connection between leadership and the occupational well-being of nonmanagement employees can provide insight into leaders' positive and negative actions and how they affect employees (Nübold et al., 2020).

The specific selection criteria for participants of my research are nonmanagement employees working in the AEC industry throughout the Northeastern United States, male or female, one to 5 years of experience in the firm, with an AEC related undergraduate degree, working as part of an Architect-Engineer (AE) design team, or a Construction project delivery team.

If you are interested in participating in my research study, please email me and we can connect. Your identity will be masked throughout the entire research process for confidentiality.

The first step is for the participant to self-assess if their supervisor is an authentic leader. This screening criteria is critical to the study's purpose.

The next step is an interview that will take approximately 60 minutes. The study preference is for in-person, but we can also conduct the interview over the phone. The interview will be digitally recorded.

I am excited for this culmination of a five-year doctoral journey and helping the AEC industry to talk about authentic leadership.

Appendix F: Coursework (RSCH 8360) Case 002 Transcript

Coursework (RSCH 8360) Study Case 002 Transcript 071719.mp3

Interviewer	00:01	I'm going to announce the interview date, which is July 17, 2019. The start time I have is 6:00 p.m. Your participant ID is 002. That's your unique identifier. And as we talked about on the implied consent that your name would not be revealed, your ID number will be given an ID 002. As we previously discussed, do I have your permission to audio record this session?
Case 002	00:42	Yes, you have my permission to record this interview.
Interviewer	00:47	Thanks for taking the time to participate in my study and my homework assignment. My name is Interviewer, and I'm a candidate for the Ph.D. degree in management at Walden University. I'm examining leadership effects on organizational well-being. I have several open-ended questions for you, which will help me gain an understanding of your specific experiences. As we previously discussed, your entire interview will remain anonymous. Therefore, I will not ask you to identify yourself during this interview. You can choose not to answer a question if it makes you feel uncomfortable, and you have the right to terminate the interview at any time. Are you ready to begin the interview?
Case 002	01:30	Yes, I am.
Interviewer	01:32	All right, great. So how long have you been working in the federal government?
Case 002	01:40	I've been working in the federal government now for us since 1986, in uniform with the Department of the Army for 21 and a half years and then as a civilian. Following that time from 2007 till today, currently working on this, I believe it's 12 years as a department of Army civilian for most of those 12 years. For three of those years, I worked for the Department of Homeland Security or FEMA.
Interviewer	02:15	OK, how long have you been in your current position?
Case 002	02:20	I've been in my current position as the installation emergency manager at Carlisle Barracks since I began in September of last year, September 2018.
Interviewer	02:36	OK, describe what responsibilities you have in your current job.
Case 002	02:43	My job as the installation emergency manager is to manage the emergency management program, which consists of a variety of programmatic responsibilities. But the largest portion is the training and exercise program to build a culture of preparedness in the Carlisle Barracks community. And that's Carlisle Barracks Garrison. Our tenant units, the Army War College and the

		Durham Clinic, and the protective population somewhere around 6000 individuals.
Interviewer	03:24	OK, tell me about a typical day in your current position.
Case 002	03:30	A typical day with my current position includes coming in early, checking the weather, providing weather updates as translated through the National Weather Service and our Air Designated Air Force Unit, providing that information to a special distribution list. I pull up our primary situational awareness from an operational platform system of web hosting and update information for the day. I also check our mass notification systems. We have a giant voice external system on Carlisle Barracks, which we refer to as a little voice internal notification system, or 39 of our 48 buildings on the installation and an alert mast warning notification system and making sure that it's up running. The majority of the time in the morning, there won't be checking status reports, no higher headquarters in comm or installation command, and working on my priority list. Over the last two or three weeks, my program management priority list for the installation has been focused on building a new mass notification emergency mass notification system and conducting a post-wide installation, a full-scale exercise.
Interviewer	05:03	OK, describe what makes you happy about your current job.
Case 002	05:12	I suppose you would say that my true purpose passion in life started back as a Boy Scout. The Boy Scout motto is Be prepared. As an emergency manager, I get to fulfill my purpose and passion in life. I need to help people be prepared, and that part of the Boy Scout role is to help other people at all times. And I get to do that through building a culture of preparedness through informing our protective population in Carlisle Barracks about what they can do to be ready for disasters, emergencies, and a variety of different, unexpected activities. So I guess you could say that I get to visit my happy place every day as an emergency manager because I'm right inside the wheelhouse of helping people be prepared and leaving the installation a little more prepared for disasters that I founded a year ago.
Interviewer	06:18	All right, what makes you unhappy about your job?
Case 002	06:24	I would say probably after over 30 years in the federal government, I would probably say that a lot of the bureaucracy that we have to deal with doesn't make me unhappy. It just challenges me sometimes, mainly because of all of the required paperwork, the regulatory information, and the emergency management program. Is this by my department, the Army Regulation, Department of Defense regulation, but seven

different systems help me evaluate or look at and test emergency preparedness or military army military facilities. OK.

Interviewer	07:20	Can you tell me what occupational well-being means to you
Case 002	07:28	to be occupational well-being is in the job that I'm doing is making sure that I am taking care of both my physical and my mental well-being while I do my job. In other words, doing things that help provide a healthy environment, both physically through exercise, through diet and a variety of activities, and occupational mental well-being is challenging. Each time I come here to do something, I can transform an outcome that didn't perform quite as well as before I took over the emergency management program.
Interviewer	08:20	OK, so that's is that how you help occupational well-being of others or is that more like what does it mean to you personally?
Case 002	08:32	Personally, it means that to me or others, I can set conditions and systems and processes that I've set up through the emergency management program to help them work smarter, not harder. And that could be while providing required information after-action comments from an exercise if I can help. Check conditions. Some of those with tourism organizations that have to provide information for me or my emergency management reporting requirements that I don't make it up. For others or provide that information. OK.
Interviewer	09:18	All right. So we're going to switch the subject to authentic leadership. Please describe what it means to you to be authentic.
Case 002	09:30	Well, authentic, in a sense, is really just about being real and authentic. I just finished, of course, with my educational journey on leadership varied and authentic leadership, as is a newer one that emphasizes how people build and a leader legitimacy, certainly the relationships that they have with others and how they interact as authentic leaders. In other words, they're not trying to put on all sides entities or trying to be a leader by trying to copy somebody else. So authentic leadership, to me, is about being true to yourself, and you have to look at who you are without having to struggle with the strain to be the leader that you truly are.
Interviewer	10:29	OK, so then describe an event when your leadership. Now it could be in the current job or previously was authentic.
Case 002	10:45	Oh well, I would. I would probably use my most current leadership challenge of conducting an exercise in developing a training and exercise program for the Carlisle Barracks community. The previous emergency manager had served for a decade. He was the first emergency manager and, up until last

September, the only emergency manager at the Carlisle Barracks, Jimmy Lee. The leadership knew I took over in September, and what I had to do was not try to mimic what he did because it was certainly a great program. I was fortunate to inherit a very mature program. Still, I had to be honest with myself and use my authentic leadership based on my values, a sense of purpose, the things that drove me near my heart, relationships, and self-discipline. None of those dimensions of authentic leadership were true to me. So I couldn't imitate what the previous emergency manager did. I had to kind of grow into my own skin, if you will, as a leader in the emergency management job as being true to myself because I couldn't imitate or copy those relationships that the previous emergency manager had really kind of cultivated over a decade. So I kind of had to take him and make him my own.

Interviewer	12:33	All right. So now keeping along that same thought, can you tell me a time when your leader or your boss wasn't authentic like an expert, maybe just a recollection of a of an occurrence or something? Whenever, like I said, your leader or your direct report or your boss wasn't authentic.
Case 002	13:05	I guess it would probably go back to my time in uniform and serving for a particular commander that even you could tell when people are not authentic leaders and they're trying again, they're not being true to the values that they are, their true purpose and playing on their strengths and their relationships. And what fuels their heart. You can just feel that they are forcing themselves to it. And in this particular case, it was because of that certain that battalion commanders, senior writer for his, is invited by senior writer and that his boss. Wanting people to lead in a particular way. Oh, and you can tell he was forcing himself to do that. And I I just chose not to do that because even the authentic leadership is kind of it's one of those who were asked about roughly, I think the last analysis report I read, there are about sixty five leadership theories. There are floating out there, authentic leadership through, I guess, Bill George came out around 2003, so it's still being kind of bantered about and tested. But I refer to his book that he wrote. Norm, you've got to be true to your own intellectual professional and your personal and north or your college, if you will, and you can't force yourself to try to lead the way others think you should lead.
Interviewer	14:53	OK, so then with that, that leader that you didn't feel that he was being authentic, how did that make you feel? And kind of to two

		ways you mentioned that already physically and psychologically. So maybe first talk about how it made you feel psychologically and then second, physically
Case 002	15:13	and psychologically, it did challenged us. Of us that were there at the level that I was serving as a leader and challenged us because, you know, come on, we didn't always necessarily know what to expect and it kind of had its had people walking on eggshells, if you will, because we didn't know how he was going to respond. As opposed to what they would have been an authentic leadership, and you didn't have that anxiety or wondering how people are now eventually through at a time when there was a change of command and the new group commander came in published his leadership philosophy. It was more towards the way I was a leader and it just made it easier to want to go to work and also not to worry about walking on eggshells and second guessing leadership decisions because we weren't sure that we'd be perceived at the next higher level.
Interviewer	16:26	OK, so then any physical, you know, you said you didn't, you know, you didn't made it made it more pleasurable to go to work. Any other physical attributes of your feelings because of that negative of him not being authentic?
Case 002	16:45	And I would I would probably say that there was obviously an added level of stress and anxiety that that we would feel and that anxiety could manifest itself into just not feeling well and not physically taking care of yourself and mentally taking care of yourself. In other words, that that leadership philosophy really spread throughout the unit and had some second and third order effects, both on the physical and mental well-being of everybody in the unit.
Interviewer	17:22	OK, so now we want to shift to ethical leadership. Please describe what it means to you to behave ethically.
Case 002	17:35	Well. And value based organizations like the Boy Scouts, like the Military Foundation, plays a an extremely vital role doing things what are ethically and morally right and. Ethical leadership to me is coming down to, you know, doing the right thing. There's lots of characteristics, I guess you could say, with ethics, things like justice and respect of others and honesty and, you know, team building and value driven decision making. But for me, and it's and it's basic and yes, it's ethical leadership is doing what is right. What others are watching. And it is that it is one of those types of leadership that really kind of sets conditions and a positive kernel for awareness that people are aware when you're an ethical leader. People can see you doing

leadership by example. Other words, walking the talk that you talk. They are aware of your values. They can tell, by the way, you carry yourself and the way you make decisions that that your values again, whether it be the values that are cherished and honored by the Boy Scouts or by the military, even as opposed to part aim is to them as a Department of Homeland Security should be. We had a code of ethics that we followed up because as federal employees, we had the trust of the federal government and the taxpayers to do the right thing. So our ethical leadership is one of those things that I think regardless of what leadership style or attributes you have or philosophy that you that drive you. I think ethics is one of those things that always transcends those leadership. Different styles or approaches.

Interviewer 19:58 OK. So then along that same line? Describe an event when your leader or supervisor acted ethically.

Case 002 20:16 I would go back to my time with was Emergency Management Institute when I was, oh, I was the senior for a couple of different big programs and I was instructed by my immediate supervisor, my boss that the division chief to do something that deep down, I knew was not after taking all of the acquisition courses that the contracting courses that at least could have given me the perception of impropriety. And I probably could have found a way to do it, but I went to him and told him specifically that I just couldn't do this, even though it was kind of one of those gray areas when it came to the regulation. And we checked with the legal advisers at FEMA. I still just did not feel right in doing it. Oh, maybe because I've been called, you know, too much of a Boy Scout. And I prided myself in the work that I did, and I didn't want that particular program because it was near and dear to my heart to have any attention given to it because of improprieties and things that weren't, at least in my mind, in my heart, not ethical.

Interviewer 21:55 OK. So then how did that? So with that, you know, with that leader, that supervisor who supported you on that? Um, how did that make you feel? And again, two dimensions psychologically and physically

Case 002 22:14 and psychologically on the one that was trying to get me to do it. I actually went to a colleague of my contractor who agreed with me that had done it. And this individual also happened to be a retired army. Lieutenant colonel immediately said, No, you shouldn't do that. It's not the right thing. And you know, it may be mentally as a leader working for this best director. It had

made me start to doubt their leadership style, at least the ethical component of it. And the person that I confided with, which was, of course, I actually spoke with my direct supervisor. And after a discussion kind of brought that person around to realized that, yeah, and probably wouldn't have been the best thing to do and could have. While it may not have attracted any immediate attention, years down the road could have caused some issues that would negatively reflected on the program. And we just need that because there was lots of money being allocated for the development of these emergency professional development programs. And it was important that if we were teaching about leadership in these courses, we should show leadership as we develop these courses.

Interviewer	23:50	OK, so let me just so in that instance for this thread that you're talking about, your leader actually wanted you to do something unethically and as opposed to ethically, right?
Case 002	24:04	Correct. OK.
Interviewer	24:05	All right. So then I just want to make sure I track my, my, my prompt here, my correct problem. So then with that, with that, let's kind of shift now to, um, to trust and trust in leadership. So describe what trust means to you. And again, focusing on not characteristics or whatever, but kind of bare bones what it means to you.
Case 002	24:42	I guess I I would. I would say that to me. Trust means. I believe in the reliability of someone or something you I trust a system or a program. I feel beyond a shadow of a doubt that this program will do the right thing, but that it will be reliable and transform how individual. If I trust an individual as a leader, it's that firm belief and understanding that feeling that they have my back and I can count on them when things are good and when things aren't good in good times and bad. That trust is one of those kind of those bedrock things that are non-negotiable for me as a leader. That's specially when I was in uniform, you had to have the trust of those soldiers that weren't working with you and for you and vice versa. They had to trust you with their lives and having led soldiers in combat multiple times. Trust is one of those things that it takes a while sometimes to earn. But you can very quickly lose it if you don't cherish and honor that trust. OK. And let's turn to it.
Interviewer	26:17	All right. So then with that line with that, you know, with that definition of what trust means to you, describe an event when you trusted your leader or your boss or your supervisor.
Case 002	26:36	Let's see here.

Interviewer	26:38	Or maybe it was an event. Maybe it was just a time. Whatever, whatever context, you need to put it in, just to be able to kind of explore what that trust what you know, when you trusted a leader just to kind of set the stage and then we'll do some prompts and dig a little deeper into that.
Case 002	26:57	Sure. And this would be in my most current position as the emergency manager when I took over that position in September. Like I said, I was taking over from somebody that had done the job for a decade and lots of time to to right and develop and think about develop a very mature program. I personally have a little different leadership style and approach to training and education and wanted to institute some changes that really kind of made up my emergency management strategy for the program. September quickly came and we had to brief the major general, the senior commander on Carlisle Barracks, on what direction we wanted to take the emergency management program. Well, my boss and I asked him, I said, I've got some ideas. I want to kind of institute in direction that I want to take the program and just try to build on the success. And he looked at me and he said, God, I trust you completely to do the right thing. And I only had a couple of days to put this presentation together. And he just briefly looked at the presentation of the strategy and the lines of that work that I developed. And really, it was kind of a vision and a desired end state with lines of effort and and things that I wanted to use to propel the program to a higher level, really OK, and to build capacity. So he trusted me to be able to do that. And. The next day, we ended up briefing the commander, and he loved it. He loved the program and seen it before under the old emergency manager, but he said this looks like a good direction. So my boss trusted me, had faith and trust in my knowledge, skills and abilities to be able to do the right thing and do something that would bring credit to the to the garrison command and not to undo negative attention.
Interviewer	29:15	OK, so then how did that trust that your leader gave you? How did that make you feel? And again, two dimensions. The first dimension psychologically and then the second physical psychologically.
Case 002	29:31	It obviously was a real boost to my spirit and to my. To my mental well-being, because I because he trusted me to do the right thing, it took a lot of extra work and time to put that strategy and develop it, put it together. But it also a year and later, almost a year later, as we as we approach that year timeframe, it physically it made me happy to come to my job

every day because the things that we develop now, I've watched slowly develop additional capacity and capability in the crisis management team and the building points of contact that respond to disasters. And it just so it made me feel psychologically good about myself. In addition to that, we just put a little extra pep in my step and made me feel good about coming to work.

Interviewer 30:42 All right. So, I want to shift now to distributed justice. Um, and from my last interview, there was a little bit of question, but distributed justice is simplistically defined would be that there are rules say there's rules in the workplace. Those rules are evenly distributed so that justice and justice is how someone feels. Someone feels that the rules are being evenly distributed. So, in that context, just can you talk to me a little bit about maybe to describe what distributed justice means to you?

Case 002 31:32 Well, other than just words matter and usually know when you want to start a project or a discussion or even an argument. Coming to an agreement with a commonly recognized definition can preclude a lot of problems. So I like your definition. I just I'm going to circle back and the one that I look, I look at Merriam-Webster. And I guess that's the definition for that I'm seeing here for distributive justice is the justice that is concerned with the apportionment of privileges, duties and goods in consonance with the merits of the individuals and in the best interest of society. So looking at the concept of distributive justice in the workplace, it's really as I see a fair and equitable apportionment or feeling of oh, privileges in these and rewards and punishments in a work environment.

Interviewer 32:45 OK, so then I heard you mention two words, I heard equity or equal and fair. Talk a little bit about the differences between the two.

Case 002 32:59 Well, I would think fair and fair is one of those words that what may appear fair to some may not be fair to others, and this is a constant challenge in the federal government. Leaders are becoming leaders to make those hard decisions and the dust finger up, and I'll go back to your earlier question, Joyce. I trust my current supervisor and my senior writer, my boss, my boss's boss to be equal in the distribution of rewards and punishments. However, I'm not always aware of other things that are going on with other branches in our organization, because there is a perception sometimes that it's not always equally distributed to another person, an organization that doesn't always come in in a timely manner and doesn't always get their job done. Again, I

trust in the system, and I have to tell those in my organization that I used to work with and supervise so that they just have to trust in the system and understand that they don't always know all of the factors that our supervisor is dealing with an individual. When there could potentially be a reason that it just it may not always seem fair that is being given a little extra leeway on, you know, coming in at work on a regular basis and doing a level of work. So what I always like to say, well, I'll focus on the things that I can change and those outcomes that I can make better. And I trust the system and I trust my leadership that that that that that treatment, that justice will be distributed based on what they know, not always what I know what I feel.

Interviewer	35:14	OK, all right. So two of the other types, when we talked, we focused a little bit more on when there, you know, you had a leader that wasn't ethical or maybe that wasn't authentic or that you, um, you know, as such. So we dealt with trust. We talked about somebody that you trusted in a positive light. So looking at distributed justice, if you can think back to an event or a period of time when you felt that your leader was distributing justice, fairness
Case 002	35:55	and I will tell you, this is probably it's one of those things that are really going to be based on perspective from my perspective. I worked for FEMA. I was I was the new person in any organization. The average person, the branch that I enjoyed. I had been there at least five or six years or more years actually in the organization. So I was the new person, the new training specialist, and I was given some, some really challenging assignments up front. And I did what I thought was a really good job at building those programs and conducting a quality training and exercise program. It was because of that later on a year down the road that went when my boss and his boss were given the tough decision to figure out who's going to run this program. Many of the people in our organization that had been in there for longer times, much longer times and felt they were owed this opportunity to lead the Advanced Academy or the leadership academy at that point. I got tonight and what it gave to me is that I figured, well, even though their perspective may be slightly different, I felt that my supervisor and his boss made the decision based on one thing, and they looked across the board at how people were performing at their current tasks and managing their programs and things like that. And even though I was the new one person, I had previous experience in the military, which, you know, may have swayed that decision. But

		I felt that that they were equal and there was a fair look given to all of the factors before they made that decision.
Interviewer	38:06	OK, so you know, having expressed that feeling, then let's or having expressed that perception. Let's kind of explore the feeling. How did it make you feel? And again, with two lenses first, psychologically and second, physically,
Case 002	38:25	psychologically, it was a big morale booster. It gave me the opportunity to shed some to move on to another program that was extremely challenging and not only developing building curricula but conducting and teaching. So it was a big morale boost for me. It actually improved my street cred, if you will, for my professional credentials as an emergency manager. But because I've only been there in the organization for a year and then being handed one of the more challenging programs, it allowed me to widen my network and work with adjunct instructors with professional and academic personnel to build a program that was just an unbelievable personal and personally rewarding and professionally rewarding leadership challenge. Physically, however, it did cause a lot of stress with me because it was a very high, highly there's visible program about at least every other two weeks. We were briefing one or two political appointees at the senior level down at the headquarters, and there was lots of attention with this program. So it did raise my level of stress. And during that time period, I had some issues with my heart that that although it was a good morale booster and made me feel good professionally, how it may have caused some additional stress physically that I wasn't good at balancing at the time.
Interviewer	40:14	OK. All right. Is there anything else you'd like to share with me before we finish the interview?
Case 002	40:23	Other than that, I know we talked about leadership, but I have something that I have really developed when talks about leadership, and I see this often and I've written in the papers as I reflect on what leaders do and really kind of starts with authentic leadership at being true to yourself. But that leaders do a lot of different things. But regardless of what style you have to pick up, leadership is all about. Building and developing teams to tackle tough tasks and transform organizations and organizational outcomes. And that's kind of the three pillars of leadership that I have kind of evolved and developed over time. Authentic leadership is what I think is one of those leadership styles that that really kind of makes it easier to be yourself, to be true to yourself. And, you know, using Oh Mr. Georges, oh, Bill

| | | Georges title of his book, you know, finding your true north, your true north is being true to yourself, but then understanding that these are the things that we as leaders do. Leadership styles are just the way that you get at building those teams, tackling those tasks and changing or transforming those organizations and organizational outcomes. |
| Interviewer | 42:01 | All right. Well, that's all the questions I have for you now. I sincerely thank you for participating in my study. If it's OK with you, I may contact you if I need further clarification of any of your answers over the next few weeks, I'll continue to interview additional participants. I'll transcribe and study each transcript before conducting my analysis. I will provide you a word for word transcript of your interview within the next few weeks. If you do not receive the transcript within the next two weeks, please contact me via email at or via phone at. Please review the transcript and let me know if you have any concerns over its inclusion in the study. If I don't hear from you within one week of sending you the transcript. I will assume that your consent to continue your participation in the study. If you're interested, I will share the results of my study with you once it is completed and it's been accepted by one university. I will now end the recording. |

Appendix G: Coursework Data Analysis

Participant 002 in my coursework (RSCH 8360) died unexpectedly less than a month after I conducted their interview on August 2, 2019. The 43 minutes of interview content would be the last time I would have my identical twin brother's thoughts on leadership and occupational well-being. I will forever treasure the recording of me interviewing my brother about leadership. I paid for a high-quality transcription of Todd's audio file and Appendix F is attached in memoriam. I also uploaded CASE 002's audio file in NVivo and synched the transcript. I then took the opportunity to explore coding functions and various reports that NVivo offers to revise the research interview protocol with lessons learned from my coursework (RSCH 8360).

Appendix G is coursework data analysis from CASE 002's transcription that includes a word frequency tree map and a theme map that helped me revise both opened-ended questions and follow up prompts in the research survey and interview protocol. The word frequency hierarchy graph in Appendix G and the word cloud from Case 002's interview (Figure 3) helped me add opened-ended questions in the research survey and interview protocol and filled gaps in concepts and themes that I discovered during the literature review.

Coursework (RSCH 8360) Case 002 Tree Map

Coursework (RSCH 8360) Case 002 Themes Map

Coursework (RSCH 8360) Case 002 Themes Graph
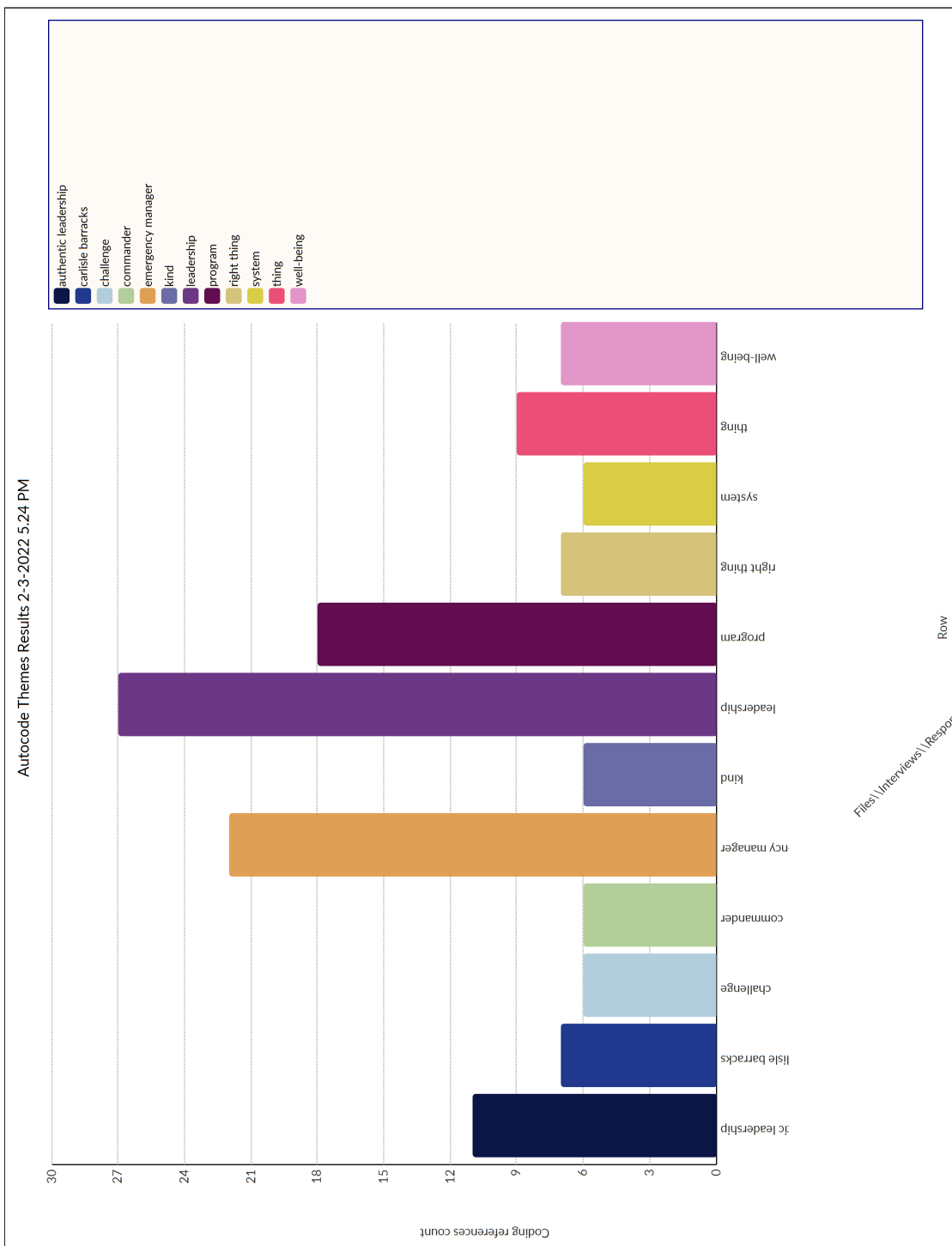
Appendix H: Demographics

Case	Segment	Sex	Career	Age	Firm Size
001	Engineer	Male	Mid	30-40	Large
002	Construction	Male	Late	40+	Large
003	Construction	Male	Early	22-30	Small
004	Engineer	Male	Mid	30-40	Large
005	Engineer	Male	Early	22-30	Mid-Size
006	Engineer	Male	Late	40+	Large
007	Construction	Female	Early	30-40	Mid-Size
008	Construction	Male	Late	40+	Mid-Size
009	Construction	Female	Early	22-30	Small
010	Engineer	Male	Early	22-30	Mid-Size
011	Architect	Male	Early	22-30	Mid-Size
012	Engineer	Male	Early	22-30	Mid-Size
013	Construction	Male	Late	40+	Small
014	Construction	Female	Early	22-30	Large
015	Engineer	Male	Mid	30-40	Large
016	Architect	Male	Mid	30-40	Small
017	Construction	Male	Late	40+	Large
018	Engineer	Male	Mid	40+	Small
019	Architect	Female	Early	22-30	Mid-Size
020	Construction	Female	Mid	40+	Small
021	Architect	Male	Late	40+	Mid-Size
022	Engineer	Female	Late	40+	Small

Appendix I: Interview Journal

Walden University MGMT 9000M Doctoral Dissertation Interview Journal

Prep	Interview date, time & location: 05/25/22, 10:30 AM, Shirlington, VA
	TD Case 003
	05/18/22 Replied to recruiting post via LinkedIn
	05/19/22 Sent recruiting packet via Email
	05/20/22 Received consent reply via Email
Admin & Demographics	Setup outside Pete's Coffee and tested digital recorder. Too loud.
	Setup outside Samuel Beckett's and tested digital reorder. Negligible noise.
	Participant was running late. Time to review protocol.
	Forgot to print out script, so had to do off laptop. Ok, but not optimal.
	Conducted a sound and recording check. Good to proceed.
Occupational Well-Being	Participant was relaxed and comfortable
	Participant spoke freely and with candor
	Well versed on leadership models due to military service
	Discussed both positive and negative examples
Authentic Leadership	Perspective addressed two different bosses (military and civilian)
	Discussed both positive and negative examples
	Responses were briefer than I expected, but very concise and well spoken
Off Script	Participant didn't have anything additional to add
	Participant stated that we covered the subject very well
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	06/02/22 Transcript sent to participant via Email
	06/03/22 Transcript reply with no exceptions from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/05/22, 10 AM, MS Teams
	JB Case 004
	06/20/22 Replied to recruiting post via LinkedIn
	06/26/22 Sent recruiting packet via Email
	06/28/22 Received consent reply via Email
Admin & Demographics	Conducted a sound check
	Confirmed case 004 met all participant criterion with close-ended questions
	Very conversational from start
Occupational Well-Being	Well-being is do I feel valued and am I effective at work
	Passion: Be a good person
	Purpose: Lift people up
	Confident is you place in the organization
	Word themes: Trust, consistency
Authentic Leadership	Authentic: Consistent morals
	Consistent communication
	Fortitude to speak the truth
	Word themes: Trust, uncertainty, loyalty, good feeling suspicion, and exhausted
Off Script	ALs aren't afraid to make change and speak the truth
	Conversational communication
	Advocate
	Be present in the moment
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Protocol feedback: Good question set, balanced + and -, and very conversational
Follow Up	07/05/22 Transcript sent to participant via Email
	07/08/22 Transcript no reply from participant with exceptions
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/05/22 3 PM MS Teams
	CE Case 005
	06/29/22 Replied to recruiting post via Email blast
	06/29/22 Sent recruiting packet via Email
	06/30/22 Received consent reply via Email
Admin & Demographics	New contact.
	Took a few minutes to introduce each other before the interview
	Connected on LinkedIn
	Entry-level AE
Occupational Well-Being	Fulfillment. Are you doing good?
	Passion: Helping people
	Purpose: To serve
Authentic Leadership	Same person when the door is open or closed
	Very few negative cases
	Spot bonus example for distributed justice
	I just want to feel acknowledged
	Recently married, so work-life balance has taken on a whole new meaning
Off Script	Bosses need to open their doors more
	Bosses need to communicate future and excitement
	Companies need to promote social activities outside work
	Corporate Social Responsibility (CSR) could be a growth area
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
	Participant was open to forwarding my recruiting email to his network
Follow Up	07/05/22 Transcript sent to participant via Email
	07/05/22 Transcript reply with no exceptions from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/06/22 3 PM MS Teams
	BD Case 006
	06/22/22 Replied to recruiting post via Email blast
	06/23/22 Sent recruiting packet via Email
	06/29/22 Received consent reply via Email
Admin & Demographics	Very conversational
	He had several questions from the recruiting packet that I answered
	Mid-level EE & PM
Occupational Well-Being	Satisfied with a good day's work
	Passion: Serving people
	Purpose: Leading people and meeting the mission
Authentic Leadership	Speech vs action, True vision. Don't sweat the small stuff.
	Willing to adjust. Not vindictive.
	Say what you mean and do it.
	Be technical proficient.
Off Script	Bosses are too focused on profit & loss (P&P) spreadsheets.
	Lack of resources are burning employees out.
	Time off isn't the solution. More resources are.
	Recruiting needs to be a priority with action plans.
	Loose the armchair quarterbacks.
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/05/22 Transcript sent to participant via Email
	07/08/22 Transcript no reply from participant with exceptions
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/06/22 8:30 AM MS Teams
	JW Case 007
	06/21/22 Replied to recruiting post via Email blast
	06/26/22 Sent recruiting packet via Email
	06/29/22 Received consent reply via Email
Admin & Demographics	Extremely conversational
	A known contact
	Entry-level GC PC
Occupational Well-Being	Passion: Being happy
	Purpose: still exploring especially as a parent, but blessing others
Authentic Leadership	Does what they say.
	Skipped distributed justice section.
Off Script	Roles & responsibilities need to be defined and followed.
	Employees want to be acknowledged and valued as part of the team.
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
Follow Up	07/06/22 Transcript sent to participant via Email
	07/08/22 Transcript no reply from participant with exceptions
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/09/22 8:30 AM New Freedom, PA
	KK Case 008
	05/20/22 Replied to recruiting post via LinkedIn post
	06/26/22 Sent recruiting packet via Email
	06/29/22 Received consent reply via Email
Admin & Demographics	Bypassed close ended questions
	A lot of client facing interaction
	I prefer in-person interview
	Senior-level GC PM
Occupational Well-Being	OW-B: Being appreciated. Skill set fit.
	Passion: Family's success. Winning projects at work.
	Purpose: Support my family. Teach and share.
	Joy: Comradery. Helping others.
	Making the rounds
Authentic Leadership	Very detailed cases with a lot of specifics
	Very deliberate with word choices
	Monetary rewards not always distributed fairly
	Family serves as a gauge to OW-B
	Time off
Off Script	Bosses need to make the rounds and talk to their employees
	Practice gratitude. In-person and verbally.
	Thanking employees sincerely.
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual coaching
	Participant reached out to two others that might be interested in my study
Follow Up	07/10/22 Transcript sent to participant via Email
	07/11/22 Transcript with no exception reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/09/22 11 AM Seven Valleys, PA
	JM Case 009
	07/05/22 Replied to recruiting via word of mouth
	07/05/22 Sent recruiting packet via Email
	07/06/22 Received consent reply via Email
Admin & Demographics	Bypassed close ended questions
	I prefer in-person interview
	Only material supplier and installer in the participation pool
	Very detailed examples
	Entry-level Subcontractor PM
Occupational Well-Being	OW-B: 7/10 Self. 8/10 Boss.
	Passion: It continues to develop. Faith, marriage, kids, and hobbies.
	Purpose: Serve and help others. PM role is a great fit for me to do that.
	Joy: Hitting deadlines and completing jobs. Solving tough issues.
	Leadership by walking about. Encouraging and supporting.
Authentic Leadership	Do the right thing when it's easy and hard.
	Do what you say.
	Distributed justice COLA Yes. Merit No.
Off Script	Need GCs to focus more on the project scheduled with 2nd and 3rd order effects.
	GC's need to focus more on deadlines (milestones). SAB.
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/10/22 Transcript sent to participant via Email
	07/16/22 Transcript with 1 exception noted reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/09/22 2 PM New Freedom, PA
	JG Case 010
	07/04/22 Replied to recruiting via word of mouth
	07/05/22 Sent recruiting packet via Email
	07/07/22 Received consent reply via Text
Admin & Demographics	Bypassed close ended questions
	I prefer in-person interview
	Youngest participant
	Entry level CSI Engineer
Occupational Well-Being	Satisfied in yourself and your peers.
	Passion: Accomplishment and community service.
	Purpose: Leaving things better than I found them.
	Joy: "Climbing mountains"
Authentic Leadership	Kids and employees are the same.
	Doing things, the right way.
	Ideal time at work and home.
	Are you getting the job done?
Off Script	Looking for bosses that are technically proficient and good with people skills.
	Looking for a boss that shares both above openly.
	Difficult conversations is a challenge. Learning to maneuver those conversations.
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in me providing his professional society a seminar.
Follow Up	07/10/22 Transcript sent to participant via Email
	07/10/22 Transcript with no exceptions reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/10/22 1 PM via MS Teams
	CB Case 011
	07/07/22 Replied to recruiting via Email
	07/07/22 Sent recruiting packet via Email
	07/07/22 Received consent reply via Email
Admin & Demographics	Bypassed close ended questions
	I prefer in-person interview
	Ran 10 minutes late. 28 years of experience.
	A lot of details in job description.
Occupational Well-Being	OW-B: Tough to describe and it changes over time. Valued, Listened to, & WL balance.
	Passion: Goes through phases, but supporting my family is always key.
	Purpose: Share knowledge and leave the world a better place.
	Joy: Winning contracts. Helping the team see the bigger picture.
Authentic Leadership	Job satisfaction.
	True to their word.
	Doing the right thing when no one is looking.
	Very specific examples and context.
Off Script	Leadership training is what our industry needs more of.
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/10/22 Transcript sent to participant via Email
	07/12/22 Transcript no exceptions noted reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/11/22 9 AM in York, PA
	JB Case 012
	07/08/22 Replied to recruiting via word of mouth
	07/08/22 Sent recruiting packet via Email
	07/08/22 Received consent reply via Email
Admin & Demographics	Entry-level Design Engineer
	State and Federal clients. Long durations projects.
	Large firm. More silos.
	Work was almost completely remote during the pandemic.
	Over the past 6 months, they have rotated back to primarily in-person.
Occupational Well-Being	OW-B: Different realms: physical, mental, and spiritual.
	Passion: Experience new things at work and life.
	Purpose: Bring joy. Bring people together.
	Joy: Be challenged "big puzzles". Thinking about and solving complexity.
Authentic Leadership	Authentic: Truest version of yourself.
	Ethical: Doing what's right.
	Trust: Knowing decisions are made with employees' best interest as important.
	WLB: Being able to step away from the work cup and focus on home cup.
Off Script	Don't be like all the other firms. Think outside the box because it's the right thing to do.
	Legitimately understand the "buzz words" and what it really means to people.
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/12/22 Transcript sent to participant via Email
	07/17/22 No transcript reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/11/22 9 AM in York, PA
	JB Case 012
	07/08/22 Replied to recruiting via word of mouth
	07/08/22 Sent recruiting packet via Email
	07/08/22 Received consent reply via Email
Admin & Demographics	Entry-level Design Engineer
	State and Federal clients. Long durations projects.
	Large firm. More silos.
	Work was almost completely remote during the pandemic.
	Over the past 6 months, they have rotated back to primarily in-person.
Occupational Well-Being	OW-B: Different realms: physical, mental, and spiritual.
	Passion: Experience new things at work and life.
	Purpose: Bring joy. Bring people together.
	Joy: Be challenged "big puzzles". Thinking about and solving complexity.
Authentic Leadership	Authentic: Truest version of yourself.
	Ethical: Doing what's right.
	Trust: Knowing decisions are made with employees' best interest as important.
	WLB: Being able to step away from the work cup and focus on home cup.
Off Script	Don't be like all the other firms. Think outside the box because it's the right thing to do.
	Legitimately understand the "buzz words" and what it really means to people.
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/12/22 Transcript sent to participant via Email
	07/17/22 No transcript reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/13/22 11:30 AM Hunt Valley, MD
	LK Case 014
	07/09/22 Replied to recruiting via email blast
	07/10/22 Sent recruiting packet via Email
	07/11/22 Received consent reply via Email
Admin & Demographics	Entry-level BD PM for a mid-sized GC
	No day is typical
	Works with large and small businesses
Occupational Well-Being	OW-B: Valued. A sense of purpose.
	Purpose: Care for aging parents.
	Joy: Winning the hunt.
	JS: Layers, flexibility, communication, compensation, upward mobility.
	COVID: Flexibility.
Authentic Leadership	Authentic: Honest.
	Ethics: Doing the right thing and knowing what that is.
	Trust: Confidentiality.
Off Script	Women in the AEC industry.
	Changing a company's culture.
	I'm more than just a "booth babe!"
	Compensation equity.
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/13/22 Transcript sent to participant via Email
	07/17/22 No Transcript reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/13/22 3 PM via MS Teams
	CB Case 015
	05/25/22 Replied to recruiting via LinkedIn post
	06/26/22 Sent recruiting packet via Email
	07/07/22 Received consent reply via Email
Admin & Demographics	Air Force Vet & Air Force Civilian
	Entry-level AE
Occupational Well-Being	OW-B: Feels good about what I contribute
	JS: Value on two level (Vison & Team)
	Passion: Serve as a mentor
	Purpose: Be a force multiplier
	Micromanagers kill initiative
Authentic Leadership	Authentic: Fight or flight
	Be seen and understood
Off Script	Leaders need to understand and guide introverts and extroverts
	Constant advancement expectations
	Leader training
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/13/22 Transcript sent to participant via Email
	07/14/22 Transcript no exceptions reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/14/22 9 AM via MS Teams
	CN Case 016
	06/29/22 Sent recruiting packet via Email
	07/11/22 Replied to recruiting via Email blast referral
	07/11/22 Received consent reply via Email
Admin & Demographics	Mid-level AE
Occupational Well-Being	OW-B: Passion for what you do
	Joy: Big challenges & mentoring young professionals
	Passion: Loving my family, helping people, building my network
	Purpose: Leave the world a better place than I found it
Authentic Leadership	Authentic: You say what you're going to do and do it
	Ethical: Professional integrity focused on quality
	WLB: A constant struggle
Off Script	Electrical Engineers are a low-density profession and need to encourage more
	Being thorough, but simplistic
	Need to make Lighting a practice. Need more active professional societies.
	IEEE
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/14/22 Transcript sent to participant via Email
	07/17/22 No Transcript reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/14/22 3 PM via MS Teams
	JB Case 017
	07/09/22 Replied to recruiting via word-of-mouth referral
	07/10/22 Sent recruiting packet via Email
	07/12/22 Received consent reply via Email
Admin & Demographics	I had to do JB's interview in my vehicle over the phone due to a tight schedule
	No notes were taken
	Senior level C PM
Occupational Well-Being	
Authentic Leadership	
Off Script	
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/15/22 Transcript sent to participant via Email
	07/17/22 No Transcript reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/14/22 6 PM via MS Teams
	MG Case 018
	07/11/22 Replied to recruiting via participant referral
	07/11/22 Sent recruiting packet via Email
	07/13/22 Received consent reply via Email
Admin & Demographics	Mid-level AE BD PM
Occupational Well-Being	
Authentic Leadership	
Off Script	Focus on client missions in balance with profit
	Recruiting and training
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/15/22 Transcript sent to participant via Email
	07/17/22 No Transcript reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/14/22 8 PM via MS Teams
	BL Case 019
	06/27/22 Replied to recruiting via Facebook post referral
	06/29/22 Sent recruiting packet via Email
	07/11/22 Received consent reply via Email
Admin & Demographics	Entry-level Architect
	Interior Architecture BS
	Working on Architecture MS
Occupational Well-Being	Client facing teamwork
Authentic Leadership	
Off Script	School-Industry GAP
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/15/22 Transcript sent to participant via Email
	07/17/22 No Transcript reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/15/22 3 PM via MS Teams
	AR Case 020
	07/06/22 Replied to recruiting via Email
	07/07/22 Sent recruiting packet via Email
	07/08/22 Received consent reply via Text
Admin & Demographics	Mid-level PM
Occupational Well-Being	OW-B: Skills aligned with the job that I have. I hate feeling like a failure!
	Joy: The feeling of accomplishment, but it's very cyclical
	Knowing I have done a good job and was successful
Authentic Leadership	
Off Script	Professional development
	Encourage women to be part of AEC
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/16/22 Transcript sent to participant via Email
	07/17/22 No Transcript reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/16/22 2 PM via Phone
	DJ Case 021
	06/28/22 Replied to recruiting via
	06/30/22 Sent recruiting packet via Email
	07/11/22 Received consent reply via Email
Admin & Demographics	Senior level Architect
Occupational Well-Being	
Authentic Leadership	Need to focus more on modeling and detailing
Off Script	
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	07/16/22 Transcript sent to participant via Email
	07/17/22 No Transcript reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Tedd A. Wheeler (A00746925) IRB 05-13-22-0746925, expires on May 12, 2023.

Walden University MGMT 9000M Doctoral Dissertation Journal

Prep	Interview date, time & location: 07/17/22 2 PM via MS Teams
	MH Case 022
	07/11/22 Replied to recruiting via Email blast
	07/11/22 Sent recruiting packet via Email
	07/11/22 Received consent reply via Email
Admin & Demographics	Senior level BD PM
	Days are always different
	Virtual contract CMO for multiple AEC firms
Occupational Well-Being	OW-B: Contribute. Give value.
	Joy: I love a good challenge. When I am able to encourage collaboration.
	JS: Integrity all around
Authentic Leadership	Authentic: Being who I am all the time
	Ethical: Trustworthiness. Do the right thing even when no one is looking.
	Trust: My word is my bond. Consistency.
	WLB: Flexibility. Age dependent. Breakfast with my daughter is an absolute.
Off Script	Leadership needs to stop being so reactive
	Communication and sharing are key
	Be more transparent
Closing	Participant thanked me for the opportunity to be part of my research
	Participant was open to review the draft transcript
	Participant would like to get access to the results of my research
	Participant was interested in getting an individual seminar
Follow Up	MM/DD/22 Transcript sent to participant via Email
	MM/DD/22 Transcript reply from participant via Email
	MM/DD/22 Research shared with participant
	MM/DD/22 Schedule participant seminar

Appendix J: Walden University Program of Study

Tedd A Wheeler Walden University PhD MGMT Program of Study Plan

Recommended Timing	Course Code	Course Title	Course Length (in weeks)	Credits	Prerequisite	Course Completion
Year 1: Qtr 1	MGMT 8015M	Gateway to Doctoral Studies	11	5		Summer Quarter 2017 (A)
Year 1: Qtr 2	MGMT 8025M	Perspectives on Organizations and Their Implications for Leaders	11	5	MGMT 8015M	Fall Quarter 2017 (A)
	MGMT 8035M	Complexity and Applied Systems Thinking	11	5	MGMT 8025M	Fall Quarter 2017 (A)
	WCSS 6060G	Grad Writing II	8	1.5		Winter Quarter 2017 (S)
Year 1: Qtr 3	MGMT 8045M	Mechanics of Individual and Group Decision Making	11	5	MGMT 8035M	Winter Quarter 2017 (A)
	RSCH 8110M	Research Theory, Design, and Methods	11	5	MGMT 8045M	Winter Quarter 2017 (A)
	RESI 8401	Residency 1	3.5 days	4 units	NLT within 90 days of completing MGMT 8015	December 27-30, 2017 (MD) (S)
Year 1: Qtr 4	MGMT 8410M	Leadership, Influence, and Power	6	4	RSCH 8101M	Spring Quarter 2018 (A)
	MGMT 8420M	Challenging Conventional Leadership	6	4	RSCH 8101M	Spring Quarter 2018 (A)
Year 2: Qtr 1	MGMT 8430M	Changing face of Leadership	6	4	RSCH 8101M	Summer Quarter 2018 (A)
	RSCH 8301M	Qualitative Reasoning and Analysis	11	4	RSCH 8101M	Summer Quarter 2018 (A)
Year 2: Qtr 2 (first half)	MGMT 8990M	Developing a Prospectus	6	2	RSCH 8201M or RSCH 8301M	Fall Quarter 2018 (A)
	MGMT 8450M	Crafting and Responding to Change	6	4	RSCH 8101M	Fall Quarter 2018 (A)
	RESI 8402	Residency 2	3.5 days	4 units	RSCH 8101M & RESI 8401	September 27-30, 2018 (OH) (S)
Year 2: Qtr 2 (second half)	MGMT 8440M	The Socially Conscious Leader	6	4	RSCH 8101M	Fall Quarter 2018 (A)
Year 2: Qtr. 3	RSCH 8201M	Quantitative Reasoning and Analysis	11	5	RSCH 8101M	Winter Quarter 2018 (C)
Year 2: Qtr. 4		Hip Surgery Break				Spring Quarter 2019
Year 3: Qtr. 1	RSCH 8360M	Advanced Qualitative Reasoning and Analysis	11	5	RSCH 8101M, RSCH 8201M, AND RSCH 8301M	Summer Quarter 2019 (A)
	MGMT 8100	Doctoral Mentoring 1	11	0	RSCH 8201M or 8301M AND MGMT 89990M	Summer Quarter 2019 (S)
Year 3: Qtr. 2		Bereavement Break				Fall Quarter 2019
Year 3: Qtr. 3	MGMT 8100	Doctoral Mentoring 2	11	0	RSCH 8201M or 8301M AND MGMT 89990M	Winter Quarter 2019 (S)
	RESI 8403	Residency 3	3.5 days	4 units	RESI 8402	December 27-30, 2019 (MD) (S)
	MGMT 8991M	Writing a Proposal	6	4	Advanced RSCH	Winter Quarter 2019 (S)
Year 3: Qtr. 4	CAEX 8350	Writing a Literature Review	8	1.5	Approved Prospectus	Spring Quarter 2020 (S)

	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Spring Quarter 2020 (S)
Year 4: Qtr. 1	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Summer Quarter 2020 (S)
Year 4: Qtr. 2	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Fall Quarter 2020 (S)
Year 4: Qtr. 3	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Winter Quarter 2020 (S)
Year 4: Qtr. 4	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Spring Quarter 2021 (S)
Year 5: Qtr. 1	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Summer Quarter 2021(S)
	RESI 8404	Residency 4	3.5 days	4 units	RESI 8403	Fall Quarter 2021 Aug 2-12 (Virtual) (S)
Year 5: Qtr. 2	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Fall Quarter 2021 (S)
Year 5: Qtr. 3	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Winter Quarter 2021-2022 (S)
Year 5: Qtr. 4	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Spring Quarter 2022 Feb 13 – May 22 (S)
Year 6: Qtr. 1	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Summer Quarter 2022 May 30 – Aug 21 (S)
Year 6: Qtr. 2	MGMT 9000	Doctoral Dissertation	11	5	MGMT 8991M	Fall Quarter 2022 Aug 29 – Nov 20

Earned Hours: 118.000
GPA Hours: 61.000
Quality points: 234.00
GPA: 3.83

Residency Requirements: 16 units

- 1st Residency: Complete residency 1 face-to-face as soon as you begin your program; no later than within 90 days of completing MGMT 8015. Completed 4 units in National Harbor, MD December 27-30, 2017.
- 2nd Residency: Complete residency 2 as face-to-face or virtual at the beginning of your second year, around the time of second research course (RSCH 8210/8310). Prerequisite: Completion of RSCH 8101M. Completed 4 units in Columbus, OH August 27-30, 2018.
- 3rd Residency: Before writing the proposal after 3rd specialization course (Prerequisite: Completion of MGMT 8990M). Completed 4 units in National Harbor, MD December 27-30, 2019.
- 4th Residency: During dissertation, to prepare completion and defense of dissertation and for facilitating future publications (Prerequisite: Completion of MGMT 8991M). Completed 4 units Virtual August 2-12, 2021.

Appendix K: Walden University Dissertation Workflow

Begin Proposal Stage

Draft Revisions

Proposal Preliminary Development

- Optional draft development in Proposal Preliminary Development section of Taskstream
- Chair and 2nd member can provide feedback in the Proposal Preliminary Development section
- Chair determines readiness of document for committee review under Proposal Committee Rubric Analysis
- If assigned, URR is available to provide consultation and advice on specific questions as the study develops

Chair deems proposal ready for formal review

Proposal Committee Rubric Analysis

- Student uploads materials for committee review under Proposal Committee Rubric Analysis
- Committee chair scores as Met under Proposal Committee Rubric Analysis, system notifies committee that one evaluation has occurred. 2nd member completes rubric analysis. Following both committee member rubrics being completed, chair reconciles evaluations, combining all feedback so it is visible to the student.
- Committee chair scores as Not Met, returns to author

Referral to IRB

Referral to Writing Center

Not Approved Revise

Not Approved Revise

Approved Move to URR review

- Chair uploads proposal, checklist, and Turnitin report to Meets Requirements reconciliation in Taskstream

Not Approved Refer-Revise

Proposal URR Rubric Analysis

- URR completes rubric analysis under Proposal URR Rubric Analysis
- A score of Not Met will return the system back to student submission under Proposal Committee Rubric Analysis.

OPTIONAL
An optional meeting that includes the committee and URR may be held if necessary. The student may attend the meeting if the committee and URR agree that the student's presence would be productive.

Approved Move to Oral Defense

- A score of Met will move the student forward to the Proposal Oral Presentation.

Schedule Oral Defense

- Student schedules oral with chair and committee; URR does not attend
- Chair submits Conference Call Request Form to OSRA

Proposal Oral Presentation

- Upon completion of the Proposal Oral Presentation, the committee chair evaluates under Proposal Oral Presentation in Taskstream as having Met or Not Met the requirements of the presentation.
- If significant changes are required after the oral, the chair notifies and consults with the URR.

Not Approved Revise

Approved Move to IRB review

- Workflow e-mails approval of proposal with notice to submit IRB.
- IRB reviews application outside of MyDR and communicates any needs to student, copied to chair
- IRB notifies student of approval or request for revision

IRB Review

Not Approved Revise

Approved

- IRB notifies student of approval to collect data based on proposal and IRB approval; copied to chair and OSRA

Complete Proposal Stage

Begin Final Study Stage

Draft Revisions

Final Study Preliminary Development

Optional draft development in Final Study Preliminary Development section of Taskstream

Chair and 2nd member can provide feedback in the Final Study Preliminary Development section

Chair determines readiness of document for committee review under Final Study Committee Rubric Analysis

If assigned, URR is available to provide consultation and advice on specific questions as the study develops

Chair deems proposal ready for formal review

Student uploads materials for committee review under Final Study Committee Rubric Analysis

Final Study Committee Rubric Analysis

Not Approved Revise

Committee chair scores as Not Met under Final Study Committee Rubric Analysis, returns to author (i.e. student) in Taskstream

Committee chair scores as Met under Final Study Committee Rubric Analysis, system notifies committee that one evaluation has occurred. 2nd member completes rubric analysis. Following both committee member rubrics being completed, chair reconciles evaluations, combining all feedback so it is visible to the student

Referral to IRB

Referral to Writing Center

Approved
Move to URR review

Chair uploads final study, checklist, and Turnitin report to Meets Requirements reconciliation in Taskstream

Not Approved Revise

URR completes rubric analysis under Final Study URR Rubric Analysis.

Final Study URR Rubric Analysis

Not Approved Refer-Revise

A score of Not Met will return the system back to student submission under Final Study Committee Rubric Analysis.

Approved
Move to Form & Style Review

A score of Met will move the student forward to the Form & Style review. The URR should ensure a clean copy is uploaded to the URR review for F&S to access.

Form & Style review

Form & Style editors complete their review under Form and Style Review section of Taskstream

OPTIONAL
An optional meeting that includes the committee and URR may be held if necessary. The student may attend the meeting if the committee and URR agree that the student's presence would be productive.

Final Oral Presentation

Upon completion of the Form & Style review, the Final Oral Presentation may be held. Upon completion of the Final Oral Presentation, the chair will evaluate under that section of Taskstream.

Not Approved Revise

Approved
Move to Final Overall Quality Committee review

Final Overall Quality Committee Rubric Analysis

Student uploads study under Final Overall Quality Committee Rubric Analysis

Committee completes rubric evaluations and chair reconciles evaluations.

Not Approved Revise

If Not Met, return to student to resubmit under Final Overall Quality Committee Rubric Analysis.

Not Approved Revise

If Met, triggers URR review. Chair uploads study for URR review

Final Overall Quality URR Rubric Analysis

Met decision triggers URR Final Overall Quality Rubric Analysis. If Met, URR uploads clean copy of the final study for CAO review

Approved

Move to Final CAO and UMI Review

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                    ┌─────────────────────────────────┐
                    │  Begin Final CAO and UMI Review  │
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CAO/Designate returns feedback in Taskstream, notification generated to OSRA to clear Taskstream sections

OSRA clears sections and sends notification to committee and URR

Chair supervises revisions with student

Student submits revised study under Final Overall Quality Committee Rubric Analysis

Committee members complete rubric analyses; chair reconciles evaluations and uploads study for URR to reconciliation

URR completes rubric analysis upon system prompt and uploads clean copy for CAO review

Cycle continues to achieve satisfaction of CAO/Designate comments, Chair and student may be referred to Center for Research Quality for additional guidance

Abstract Review by CAO or designate

Not Approved
Revise

Approved
Move to Final UMI review

CAO enters approval in Taskstream

Workflow notifies student, committee, and URR of approval

OSRA follows up with approval page for publication

Clean copy of FINAL draft of study submitted for UMI publication review

Not Approved
Revise

Approved

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│ Complete Final CAO and UMI Review   │
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Research Capstone is Complete

Graduation Audit