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How Exemplary Industrial Production Managers Lead Successfully Through the Turbulence of the COVID-19 Crisis

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How Exemplary Industrial Production Managers Lead Successfully Through the

Turbulence of the COVID-19 Crisis

A Dissertation by

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Submitted in partial fulfillment of the requirements for the degree of

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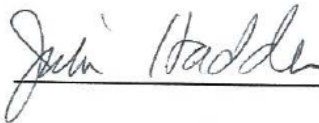
Doctor of Education in Organizational Leadership

The dissertation of Wendi Fast is approved.

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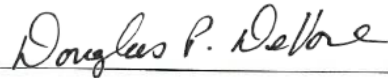Patricia Clark-White, Ed.D.

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ABSTRACT

How Exemplary Industrial Production Managers Lead Successfully Through the

Turbulence of the COVID-19 Crisis

by Wendi Fast

Purpose: The purpose of this phenomenological study was to discover and describe

behaviors that exemplary industrial production managers in organizations practice to lead

their organizations through the turbulent times of COVID-19 using the leadership

attributes of personal temperament, concern for the collective interest, resilience, and

moral purpose.

Methodology: This qualitative study used a phenomenological research design. Data

were collected from 10 interviews of industrial production managers and artifacts were

collected to discover and describe behaviors that industrial production managers in

manufacturing organizations practice to lead their organizations through the turbulent

times of the COVID-19 crisis.

Findings: The study revealed 27 themes that exemplary industrial production managers

utilized to lead effectively through the turbulent times of the COVID-19 crisis using the

attributes of moral purpose, concern for the collective interest, personal temperament, and

resilience. They achieved this by using several different strategies and tools to help guide

their actions during the crisis.

Conclusions: To lead effectively through the COVID-19 crisis, it was concluded that

exemplary industrial production managers must use clear guidelines to help make

difficult decisions while building rapport with their employees to develop trust on their

team. They must stay abreast of what is going on in the organization so they can

understand what is important to their people and build a culture of resilience by keeping

the lines of communication open, learning from mistakes, and focusing on the big picture.

Recommendations: Further research is recommended on leading through a crisis such as

COVID-19 by comparing and contrasting the research of the Turbulence Team to look

for commonalities and differences in population and experiences. In addition, the study

could be replicated by looking at other industries, professions, levels of leadership,

geographic area, and gender.

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PREFACE

As leadership continues to be central to the work of the faculty of Brandman's EdD program, discussions among faculty led to a thematic dissertation topic, which would examine the leadership framework established in Goodwin's 2018 book examining four U.S. presidents who led the country during turbulent times. The researcher was part of a four-member thematic team that was supervised by two professors. The team was comprised of one business professional, two retired military officers, and one K-12 educator. All team members took a qualitative phenomenological approach to their research. Each team member interviewed 10 research subjects.

The K-12 educator looked at exemplary public school superintendents who have led their districts during turbulent times. The retired Army officer looked at how Army first sergeants practiced when leading their companies through turbulent times while in Afghanistan throughout Operation Enduring Freedom or Operation Freedom Sentinel. The retired Navy officer searched behaviors that exemplary Navy submarine commanders practiced when leading their command through turbulent times. Lastly, the business researcher has 25 years in learning and organizational development. The researcher worked to discover and describe the behaviors that manufacturing managers used to lead their organizations through the turbulent times of the COVID-19 crisis.

All researchers used the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose, which are the elements of D. K. Goodwin's (2018a) leadership research. The members of the thematic team conducted their research independently. The team collaborated on the purpose of the research, the research questions, key definitions, and interview protocols and questions.

CHAPTER 1: INTRODUCTION

In periods of turbulence, change is the norm. The ability of leaders to successfully manage that change is critical. In fact, the recent financial crisis, or "great recession," has left many leaders feeling unprepared for the ongoing challenges it poses, and it is causing subsequent job insecurity (Holmberg, Larsson, & Bäckström, 2016). Tourish (2012) reported that "a global survey of over 2000 mid-level leaders conducted in 2010 found that only 10 percent of them felt well prepared to meet the top challenges they think they'll face in the next two years" (p. 23). According to Majd and Ammar (2020), the major challenges facing organizations are "lack of leadership skills, racism, corruption, lack of training funding, individualized leadership, sexual harassment, employee theft, incivility, violence, financial and economic crises, demographic changes due to immigration, and labor and mind migration" (p. 99). When change comes at such a rapid pace, it is hard for leaders to determine what qualities they will need to succeed in the future (Karaevli & Hall, 2003). Whether in the public or private sector, the capability to manage and overcome a crisis is essential to the organization's success (McCarthy, 2014).

James and Wooten (2005) defined a business crisis as "any emotionally charged situation that, once it becomes public, invites negative stakeholder reaction and thereby has the potential to threaten the financial wellbeing, reputation, or survival of the firm or some portion thereof" (p. 142). These business and economic environmental forces drive new requirements for organizational success (Anderson & Ackerman-Anderson, 2010). In addition to economic and situation-induced crises, the COVID-19 crisis of 2020 has had severe negative effects on the global economy. From February 2020 to June 2020,

unemployment spiked because of the crisis. During this period, the unemployment

numbers went from 3.5% in February 2020 to 14.7% in April 2020 as companies

scrambled to deal with quarantines, closures, and shutdowns (U.S. Department of Labor,

Bureau of Labor Statistics, 2021).
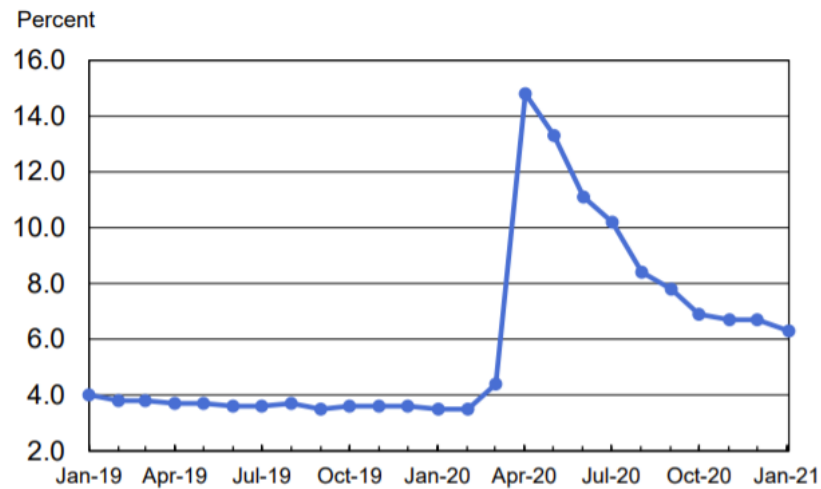
Figure 1. Monthly unemployment rate in the United States from January 2019 to January 2021.
From *The Employment Situation — January 2021* [Press release], February 5, 2021, by U.S.
Department of Labor, Bureau of Labor Statistics (https://www.bls.gov/news.release/pdf
/empsit.pdf).

According to Rajendran, Kumar, and Mircea (2020), COVID-19 had unexpected

impacts on all-sized businesses whether they were large, medium, or small. However,

Lesi, Marlina, Desfitrina, Afriapollo, and Otniel (2020) stated, "Currently, the small and

medium business sector is most vulnerable to the effects of the corona virus" (p. 237).

Consequently, it is critical during this crisis that leaders and business owners anticipate

unforeseen consequences effectively if they want their organizations to survive and

continue to grow (Lesi et al., 2020). Therefore, the ability of leaders to effectively

manage these crises is critical (Buiter & Harris, 2013).

According to Wooten and James (2008), most leaders do not have the leadership skills to manage crises. When these situations are not handled properly, there is a lot at risk; everything from profitability to human resources management systems can be negatively affected. Wooten and James explained that when a company mishandles a crisis, there is a 15% decrease in stock price in the subsequent year. Conversely, companies that were able to manage those crises effectively saw a quick recovery in the stock price. However, even with this knowledge of the consequence of poor crisis management, leaders today are not adequately prepared to manage these turbulent situations (Caulfield, 2018).

According to Wooten and James (2008), previous research on this topic has mostly focused on outlining crisis management behaviors. Very little research has been done on identifying the leadership competencies necessary for successfully dealing with a crisis even though most leaders could benefit from this training (Caulfield, 2018). James and Wooten (2005) pointed out that it is not a given that businesses must suffer from crisis situations. They can, in fact, become more resilient and effective if the leaders learn how to be effective in managing a crisis, merger, or acquisition.

Background

What Is Turbulence?

Crisis and turbulence are often used interchangeably; therefore, each must be clearly defined. James and Wooten (2005) stated,

> To more fully appreciate business crises, we define them as: Any emotionally charged situation that, once it becomes public, invites negative stakeholder

reaction and thereby has the potential to threaten the financial wellbeing, reputation, or survival of the firm or some portion thereof. (p. 142)

In Vocabulary.com, turbulence is defined as "chaotic, disordered, characterized by conflict" ("Turbulence," n.d., para. 1). Mosley and Matviuk (2010) explained that unprecedented changes in technology, products and designs, ethical and cultural dilemmas, employee dissatisfaction, competition, and performance demands are making organizational leaders rethink how to respond and survive in this changing environment. Volatility, uncertainty, complexity, and ambiguity (VUCA) have become the norm in the world today (Krawczynska-Zaucha, 2019). Krawczynska-Zaucha (2019) explained,

Each individual characteristic of the changing world of VUCA can singularly and dramatically hinder many aspects of running a successful organization— management, forecasting, planning, and many others. Additionally, it is not necessary for all four characteristics of VUCA to be present concurrently. (p. 223)

Therefore, these turbulent times often create crises, and during these difficult times, employees are more likely to demand specific skills from their leaders than they would under normal circumstances (Hahm, Jung, & Moon, 2013). In addition, exemplary leadership plays a critical role in managing crises that are often brought on by these turbulent times (McCarthy, 2014).

Turbulence in Business

In the business world, change has become the norm. Smart leaders understand it is not possible to operate today without experiencing turbulence at a rapid pace (Mosley & Matviuk, 2010). Technology, innovation in products and designs, increasing competition, and rising performance demands all coincide with growing employee

discontent. This has prompted leaders to learn how to cope with this ever-changing landscape or not survive (Mosley & Matviuk, 2010). Newspapers warn of trade wars and economic unrest. Meanwhile, this has all impacted the business world and forced the United States to come to the realization that the way it operated, planned, and forecasted in the past may no longer be reliable moving into the future (Millar, Groth, & Mahon, 2019). This has created an environment where organizational leaders need to be aware of these trends and how they affect the business environment, and they must be able to respond successfully to those changes (Dumas & Beinecke, 2018). In addition, leaders will need to be adaptable and change the way they work in order to remain competitive (Yeo, Gold, & Marquardt, 2015). As Mosley and Matviuk (2010) explained, "This means that in turbulent times the fundamentals have to be managed, and managed well" (p. 57).

Leadership During Turbulence

This change in the business environment has caused a need for new and more adaptable leadership skills. According to Lane and Down (2010), "Turbulence is not new, but with continued globalization, increased complexity, accelerating speed of information exchange and market volatility we are now facing a reality almost unrecognizable to previous generations" (p. 514). With these changes coming so quickly, it is uncertain what leadership characteristics will be required in the future (Karaevli & Hall, 2003).

Unfortunately, most leaders and organizations have not kept up with the demand for new skills (Lane & Down, 2010). No one can assume that the future will be the same as the past or that the management skills that worked in the past will work in the future

(Holmberg et al., 2016). In fact, according to Holmberg et al. (2016), managers will have to take a much more active part in managing their role and the work environment in order to cope with the new demands of the job. This tumultuous environment creates a situation where the current needs are so critical that leaders are not finding time to plan. Lane and Down (2010) explained that management is so focused on the pressing needs of the moment that they ignore warnings from their leaders on potential organizational pitfalls. Because leaders play an important role in managing crises, and what worked in the past will not necessarily work in the future, it will become increasingly important for leaders "to learn from experience than to bet too much on building specific competencies" and be flexible in using that knowledge to cope with those changes (Karaevli & Hall, 2003, p. 74; see also Lane & Down, 2019; McCarthy, 2014).

Theoretical Foundation

Transformational leadership. According to Dumas and Beinecke (2018), one of the styles leaders might need to be effective during a crisis is transformational leadership. Transformational leadership inspires rather than requires followers to make their highest contribution to the success of the effort, community, or organization. This style of leadership creates a compelling vision, empowering and motivating followers to achieve personal and organizational goals. It creates an environment where people can grow both personally and professionally through continuous improvement of knowledge, processes, and systems, and where followers and leaders both identify with the same mission. This encourages the follower to work extra hard to meet the mission and expectations of the leader and, in turn, raises the follower's sense of self-worth (Bass, 2000).

Emotional intelligence. Crisis is stressful, and stress causes the brain to go into "flight or fight" mode. When this happens, the limbic system reacts to emotions first before paying attention to rational thought. Therefore, "the communication between your emotions and your rational "brain" is the physical source of emotional intelligence" (Bradberry & Greaves, 2009, pp. 6-7). According to Salovey and Mayer (1989), "Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (p. 189). Daniel Goleman (2005) and Bradberry and Greaves (2009) expanded this definition by adding what they called emotional quotient (EQ) skills. These skills include self-awareness, self-management, social awareness, and relationship management and work together to measure one's emotional intelligence score (Bradberry & Greaves, 2009).

Self-awareness. Self-awareness is the "ability to accurately perceive your own emotions in the moment and understand your tendencies across situations" (Bradberry & Greaves, 2009, p. 24).

Self-management. Self-management is how you do or do not act on your emotions. It is how you use your self-awareness to manage your emotions (Bradberry & Greaves, 2009).

Social awareness. Social awareness is one's "ability to accurately pick up on emotions in other people and understand what is really going on with them" (Bradberry & Greaves, 2009, p. 38).

Relationship management. Relationship management is one's "ability to use your awareness of your own emotions and those of others to manage interactions

successfully" (Bradberry & Greaves, 2009, p. 44). One must use the other three skills

(self-awareness, self-management, and social awareness) to effectively manage one's

relationship management skills (Bradberry & Greaves, 2009).

Social exchange theory. Social exchange theory, "built on the principle of

reciprocity, posits that when employees feel they are being treated fairly, they may

reciprocate by performing at a higher level" (Buiter & Harris, 2013 p. 15). The original

theory is made up of two perspectives: individual and collective. According to the

individual perspective, society is

> the sum of individuals who comprise it. According to this perspective, society
>
> exists for the benefit of individuals whose desires, interests and needs or wants are
>
> perceived to be central to social exchange behavior. The approach puts emphasis
>
> on face-to-face (or "restricted") exchange behavior which is considered to be
>
> primarily motivated by individual material or psychological needs. (Makoba,
>
> 1993, p. 228)

The collective perspective believes that behavior is

> motivated primarily by social needs and mediated by other members of the group
>
> or society. The collectivistic approach considers society to have its own existence
>
> and to be greater than the sum of individuals who constitute it. Individuals are
>
> said to exist for the benefit of the group or society. (Makoba, 1993, p. 229)

In the past, these two perspectives were believed to be separate and could not realistically

be combined. Makoba (1993) believed that the two models could be integrated

successfully. He argued that there is a third perspective called the "inter-actional

exchange model" (Makoba, 1993, p. 235). This model takes into consideration all of the

actions and motivations of both the individuals and the groups in a society and

> assumes that the relationship between the individual and society is not
>
> dichotomous but rather lies on a social continuum. Also, normative rules are
>
> perceived as influencing both interpersonal and intergroup actions or relations.
>
> Secondly, the model considers individuals within the group or society to be
>
> interdependent rather than independent or dependent. (Makoba, 1993, p. 229)

Turbulent Leadership Framework

In her book, *Leadership in Turbulent Times*, Doris Kearns Goodwin (2018a)

attempted to answer the age-old question of what makes a leader by examining four U.S.

presidents who led successfully through a crisis: Abraham Lincoln, Theodore Roosevelt,

Franklin Roosevelt, and Lyndon Johnson. She concluded that each leader developed

their skills in their own unique way, but the men shared common traits that united them

in the way they led. They all exhibited an even personal temperament, they looked out

for the collective interest, they were resilient when overcoming hardships, and they were

guided by a sense of moral purpose.

Personal temperament. According to Doris Kearns Goodwin (2018a), an even

temperament has characterized many great U.S. presidents—especially the presidents

who were successful in turbulent times. Bennis (2009) stated, "Our greatest leaders have

reminded us that we are all in this together, and that we will have to make hard choices,

even sacrifices" (p. 223). Some characteristics that demonstrated this element of personal

temperament are the ability to work with ambiguity, showing initiative, decision-making

ability, and managing one's personal behaviors.

Collective interest. A second critical skill in leading in a turbulent environment is the concern for the collective interest. This concern for the collective interest was explained by Arjoon, Turriago-Hoyos, and Thoene (2018) when they argued that it is critical for leaders to "harmonize the goals of the individual, the organization and the economy" (p. 143). The characteristics of this element included the ability to understand the big picture and from there, create vision and strategy.

Resilience. Resilience is the third skill that is critical to leadership in turbulent times. The ability to learn continually and to anticipate consequences, to learn from one's mistakes, and to see opportunities are three ways that leaders can show resiliency. Reed and Blaine (2015) defined a resilient leader "as one who demonstrates the ability to recover, learn from, and developmentally mature when confronted by chronic or crisis adversity" (p. 460). They explained that resilience should be continuous. It is part of how leaders see their reality and how they determine how to move forward in the future (Reed & Blaine, 2015). Bennis (2007) argued that resiliency is the most important leadership quality.

Moral purpose. Moral purpose is a skill that is critical for a leader in a turbulent environment. McCarthy (2014) discovered that character and integrity were mentioned as being the top two leadership strength competencies mentioned by the subjects of her research. In addition, Cangemi et al. (2011) emphasized the importance of communicating openly and honestly about dilemmas facing the organization. Successful leaders create opportunities to involve their employees in transparent discussions about problems as well as the solutions (Cangemi et al., 2011).

In addition to being open and honest, empathy is an important part of moral purpose. Goleman (2005) described empathy as "understanding others' feelings and taking their perspective and respecting differences in how people feel about things" (p. 268). He cited empathy researcher Martin Hoffman who said that "the roots of morality are to be found in empathy" (p. 105). Goleman (2011) also stated that empathy is important as a leadership skill for three reasons: the increased need for effective teamwork in the workplace, the pace of globalization, and the need to grow and hang on to employee talent. D. K. Goodwin (2018a) discussed the importance of President Lincoln's ability to demonstrate empathy and show an understanding of the needs of each of his team members. He also led by example by assuming full responsibility for pivotal decisions (D. K. Goodwin, 2018a). This trait of being a role model is also an important part of effective leadership. Bennis and Nanus (1997) summed it up well when they stated,

> In the end, the leader may be the one who articulates the vision and gives it
> legitimacy, who expresses the vision in captivating rhetoric that fires the
> imagination and emotions of the follows, who—through the vision—empowers
> others to make decisions that get things done. (p. 101)

Morals and ethics are a critical part of leadership. Ndalamba, Caldwell, and Anderson (2018) explained that having a clear vision that takes into account the consequences of decisions and options helps leaders to fulfill their moral obligations.

Manager's Role in Turbulent Times

According to Hahm et al. (2013), external changes increase the necessity for the leader to be an agent of change within the organization. It is imperative that

organizational leaders and managers are mindful of what is taking place in the business environment and understand how to respond effectively to those changes (Dumas & Beinecke, 2018). In addition, when employees understand the crisis and the need for change, the demand for leadership will also increase. In these situations, employees will insist that their leaders have "more expertise, trustworthiness, commitment, and vision . . . than under normal circumstances" (Hahm et al., 2013, p. 180). Furthermore, leaders must be knowledgeable about all aspects of the organization in order to cope effectively with the change the organization is facing (Pettinger, 2016). Because of the complexity and uncertainty that change produces, leaders need to be adaptable, willing to learn and grow, and ready for any unexpected outcome (Dumas & Beinecke, 2018).

There are specific skills that are needed to be a successful leader during a crisis. It is necessary to possess a central set of very specific behaviors and be able to perform those behaviors while everyone is focusing on one's actions (James & Wooten, 2005). These leaders need to be ready for unexpected outcomes and be open to their personal development and growth (Dumas & Beinecke, 2018). Bywater and Lewis (2017) argued that in a world of crisis and change, organizations need leaders with an innovation mindset who flourish in a turbulent setting. They found that these leaders emphasized inclusion and teamwork and continued to grow in their skills. This gave them the ability to take on greater and more complex responsibilities. Additionally, James and Wooten (2005) explained the importance of a leader taking courageous action during a time of crisis as well as having the ability to build trust both inside and outside the organization. They contended that "these leaders then use that foundation to prepare their organizations for difficult times; to contain crises when they occur; and to leverage crisis situations as a

means for creating change and ultimately a better organization" (James & Wooten, 2005, p. 142). In order to thrive, leaders need to be able to develop these qualities to face the challenges of a VUCA world (Krawczynska-Zaucha, 2019).

There are many missteps a leader can make during turbulent times. Mosley and Matviuk (2010) stated that during times of change, some leaders might want to revamp workflow and organizational flow charts. This will not achieve the desired result because the fundamental culture does not change (Mosley & Matviuk, 2010). Instead, leaders must first understand the culture and the situation before they implement any solutions (Mosely & Matviuk, 2010). On the other hand, if those same leaders approach turbulent times as an opportunity, the prospect of creating a better organization is possible (James & Wooten, 2005).

Statement of the Research Problem

The world is changing at a rapid pace. Since the turn of the century, there have been numerous financial crises, scandals, pandemics, and environmental disasters on a global level. These crises have led to substantial changes in the way people govern and live their lives. Anderson and Ackerman-Anderson (2010) argued that change is ubiquitous. It occurs at an ever-increasing rate and has become more and more complicated. In today's world, the ability to deal effectively with these changes is crucial to continued individual and organizational success (Anderson & Ackerman-Anderson, 2010).

According to the Institute of Crisis Management, there were "nearly 90,000 news accounts of business crisis in the United States alone between 2000 and 2009" (James, Wooten, & Dushek, 2011, p. 456). Kotter (2012) explained that stability will no longer

be the standard, and the speed of change in the business world will not slow down. On the contrary, competition among most organizations will probably increase over the next few decades. In fact, he predicted that if the business environment continues to change, the average 20th century organization will become obsolete (Kotter, 2012). In addition, this turbulence has exacerbated the demands on U.S. business leaders, but many of them do not feel capable of meeting these challenges (Tourish, 2012).

Turbulence in the business world has increased the need for effective change leadership (Anderson & Ackerman-Anderson, 2010; James et al., 2011). Employees require more from their leaders during times of crisis than under normal conditions (Hahm et al., 2013). Bywater and Lewis (2017) claimed that in this ever-changing world, businesses need leaders who flourish in turbulent situations. Although it is important that senior leaders manage change effectively, often it is the middle or lower-level managers who must lead the change and sell the vision created by the executives. These leaders must also have specific skills that help them succeed in an unstable setting (Kotter, 2012).

D. K. Goodwin (2018a) argued that there is a commonality of skills that effective leaders use during turbulent times. These attributes help leaders succeed in situations where others have failed and allow them to overcome hardship. In her book, four critical elements appear to be important to leading in turbulent times. They are personal temperament, concern for the collective interest, resilience, and moral purpose (D. K. Goodwin, 2018a). By analyzing these characteristics in historical presidential figures, D. K. Goodwin (2018a) set out to answer crucial questions regarding the traits that guide leaders through turbulent times.

There is a wide range of research concerning leading in a turbulent environment. These include a study of CEO strategies in a publicly traded corporation that experienced a recent merger (Hahm et al., 2013), senior leaders in the Irish public sector (McCarthy, 2014), resilient women educational leaders (Reed & Blaine, 2015), and leadership in campus recreation (Weese, 2010). However, there is limited research focused on exemplary leadership strategies of mid-level management. Results from this study could help organizations prepare their managers, as well as their organizations, to deal more effectively with the current turbulent work environment and set the stage for more effective organizations.

Purpose Statement

The purpose of this phenomenological study was to discover and describe behaviors that exemplary industrial production managers practice to lead their manufacturing organizations through the turbulent times of COVID-19 using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Research Questions

1. How do exemplary industrial production managers lead their organizations through the turbulent times of the COVID-19 crisis using personal temperament?

2. How do exemplary industrial production managers lead their organizations through the turbulent times of the COVID-19 crisis using concern for the collective interest?

3. How do exemplary industrial production managers lead their organizations through the turbulent times of the COVID-19 crisis using resilience?

4. How do exemplary industrial production managers lead their organizations through the turbulent times of the COVID-19 crisis using moral purpose?

Significance of the Problem

In today's business environment, changes are coming very quickly, and skills can become outdated in the blink of an eye. This makes it difficult to determine what leadership attributes will be needed in the future (Karaevli & Hall, 2003; Lane & Down, 2010). In order to maintain their competitive edge, organizations and leaders cannot rely solely on the tried-and-true practices of the past but instead need to be ready for anything that might arise (Dumas & Beinecke, 2018). In fact, leaders will have to approach their work from a different mindset in order to remain competitive (Yeo et al., 2015). In other words, in this turbulent world, the ability to effectively lead in a crisis has become essential (Caulfield, 2018).

When assessing leadership, executives are usually the focus of most research. However, middle and lower-level managers are essential to leading through change (Kotter, 2012). These lower-level managers must create the climate for a change to succeed and develop competencies to respond positively. This increases the importance of acquiring critical skills through training and practice and by learning how to manage both vertically and horizontally in the organization (Dumas & Beinecke, 2018; Kotter, 2012).

Stankiewicz-Mróz (2015) asserted that a lack of crisis leadership during turbulent times could be detrimental to the organization and should therefore be studied and researched further. However, most business programs do not adequately cover the topic (Caulfield, 2018; James et al., 2011; Kotter, 2012). Unfortunately, this creates a missed

opportunity for the business community when academia does not keep up with the necessary demand (Caulfield, 2018; James et al., 2011). This study fills the gap in the research regarding exemplary leadership skills that will benefit managers during turbulent times to help these often-neglected leaders be more successful in managing their environment.

Leadership development can bridge the gap between what leaders need and the kind of leadership that will help them succeed (Tourish, 2012). Specifically, the results of this study could help learning and development departments determine what skills their mid-level managers need to lead effectively through a crisis. To be successful, managers need to take an active role in coping with job demands (Holmberg et al., 2016). This research and subsequent training can give them the skills they need to deal positively with their ever-changing environment. James and Wooten (2005) explained that when leaders approach a crisis as an opportunity, they create a possibility of building a better organization.

This study can also help business programs get up to speed in the area of crisis management. According to Bywater and Lewis (2017), over 80% of senior leaders see their organizations as going through moderate or rapid and abrupt change. This demonstrates the need for business researchers to learn as much as possible about how to effectively lead in a turbulent situation. Volatility and turbulence are not going away, and academic institutions must keep up with the research on this important topic.

Definitions of Terms

Personal temperament. The prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual (Goldsmith et al., 1987; Keirsey & Bates, 1984; Rothbart, Ellis, Rosario Rueda, & Posner, 2003).

Collective interest. Prioritizing outcomes, actions, and decisions to benefit the greater common good rather than strategizing to produce self-serving advantages or outcomes (Alexander & Buckingham, 2011; Arjoon et al., 2018; Goldsmith et al., 1987; Steffens, Mols, Haslam, & Okimoto, 2016).

Resilience. The ability to prepare and plan for, absorb, recover from, or more successfully adapt to actual or potential adverse events (Carver, 1998; Luthans, 2002; Rutter, 2006).

Moral purpose. Legitimate and credible role models who practice what they preach and make principled and fair choices that can be observed and emulated by others while using frequent, two-way communication to define ethics and create moral codes for the organization and infuse the organization with principles that will guide the actions of all employees (Brown & Treviño, 2006; Brown, Treviño, & Harrison, 2005; Kaptein, 2019; Strother, 1976; Trevino, Hartman, & Brown, 2000).

Turbulent times. Situations that are large and uncontrollable in scale happening at a high velocity and fluctuation with cascading effects and unclear patterns of evolution that lead to chaotic situations. These characteristics distinguish turbulent times from normal critical situations (Jelassi, Avagyan, & Perrinjaquet, 2017).

VUCA. Originally a military acronym created in the 1990s that stands for volatility, uncertainty, complexity, and ambiguity. It is used to describe a world that is progressively unpredictable and changing at a very fast speed (Lawrence, 2013).

Industrial production manager. An industrial production manager works in the manufacturing industry. They plan, direct, and coordinate the manufacturing process from beginning to end including ensuring that resources are used effectively and that quantity and quality of products are met. They manage the production teams and staff and may also deal with scheduling, inventory control, supply chain management, sales representatives, procurement, and logistics.

Delimitations

This study was delimited to 10 industrial production managers from the identified companies in San Diego County, Orange County, and Los Angeles County who met the following criteria. Participants were identified who work in manufacturing organizations and are responsible for a minimum of 10 people. To qualify for this study, exemplary industrial production managers were also delimited to leaders who had at least 3 years of experience in management, 1 year in their current position, and who provided leadership during the COVID-19 crisis. These leaders were nominated by their organization's human resources officer for performance that consistently exceeded expectations in all essential areas of responsibility, met their annual goals, and demonstrated quality of leadership that was excellent overall.

Organization of the Study

The remainder of the study is organized into four chapters, references, and appendices. Chapter II introduces turbulence in the world of business and the causes of

that turbulence. It then covers the theoretical and leadership theories that are relevant to the study and introduces a turbulent leadership framework. Finally, Chapter II discusses the role of the manager when navigating turbulent times in business and identifies where the gaps appear in the research. Chapter III outlines the rationale for the methodology used in this study, identifies population and sampling frames, and explains the data gathering and analysis procedures used in the study. Chapter IV presents findings, provides discussion on the data that were collected and provides the analysis of those findings. Finally, Chapter V summarizes the findings and conclusions, suggests implications for action, and makes recommendations for further research.

CHAPTER II: REVIEW OF THE LITERATURE

The literature review summarizes the documents, articles, and books from past and current literature and organizes it into topics needed for the study (Roberts, 2010). This chapter begins with a review of turbulence in both the world and business and its causes. It continues by examining the theoretical foundation or leadership theories on which the research was based and the newly created turbulent leadership framework. Then the role of the manager—when effectively navigating turbulence—is addressed, and finally, the gaps in the research are identified.

Turbulence in the World

The world has become increasingly volatile. The surge in globalization and complexity, increased market volatility, and the speed of information exchange has forced people to face more change than any previous generation (Lane & Down, 2010). In 2016 alone, the world "saw a 'yes' vote for Brexit, the election of President Trump, the failure of the Trans-Pacific Partnership, a failed coup in Turkey, and more" (Bywater & Lewis, 2017, p. 1). Jelassi et al. (2017) described how turbulence is different from other critical situations. They explained that turbulent situations are large and uncontrollable. They can accelerate change at such a rapid pace that they grow into unclear patterns of development that lead to chaos. Turbulent situations can be caused by both internal and external factors. Physical and geographic barriers in the world have all but disappeared. The sheer volume of activity in global financial markets has grown five-fold over the last 15 years. Trade across the world has grown exponentially as more products are being produced in one country, assembled in a second, and finally distributed in another country. Finally, large scale availability of technology through

television, computers, and other forms of electronic communication now allow all corners of the globe to communicate seamlessly (McLellan, 2005). Terrorism, drug trafficking, and organized crime no longer only affect one area but have global implications. Global warming, international health emergencies, and natural disasters impact not just one community, but international communities at large (Piñera, 2011). McLellan (2005) summed it up when he said, "Globalization is creating a planetary solidarity. It is a society which is increasingly unitary in that our planet is finite and so is its resources and the way we use or misuse these resources affects us all" (p. 126).

Recently, 12,857 upper-level professionals (vice president and above) in large corporations were surveyed by Korn Ferry, a global organizational consulting firm, who found that a large majority (61.3%) view their organizations as being in a revolution state. This is when over 84% of an organization's objectives and work responsibilities are exhibiting rapid or abrupt change (Bywater & Lewis, 2017). Only 19% of the surveyed professionals believed that their organization was in a stable state where minimal change was occurring (Bywater & Lewis, 2017). This chaotic state leads to situations that often decline quickly and become so unpredictable that the people involved can become divided and irrational. This makes the role of the leader unique and difficult (James & Wooten, 2010; Jelassi et al., 2017).

VUCA

In the 1990s, there were new concerns and challenges confronting the world being identified by leaders in several fields. These changes were altering the world and the way change had been handled in the past (Dziak, 2019). During this period, the concept of volatility, uncertainty, complexity, and ambiguity (VUCA) was developed. In fact,

according to Carvan (2015), this VUCA environment required leaders to prepare to lead in a different way because there were no clear answers, precedents, or formal learning that were applicable. The four characteristics of a VUCA environment are as follows:

Volatility. Krawczynska-Zaucha (2019) explained that a situation is volatile when there is a lack of data to predict what will happen and how to effectively deal with the situation. Even if a situation is understood, the volatility will make it difficult to plan how to effectively plan and manage it.

Uncertainty. Dziak (2019) described uncertainty as the inability to be sure what will happen next. In an uncertain environment, no amount of research will be able to accurately predict the outcome (Krawczynska-Zaucha, 2019).

Complexity. This describes a situation in which there are so many pieces of information and interconnected parts that it is difficult to comprehend and almost impossible to understand how to effectively proceed (Dziak, 2019; Krawczynska-Zaucha, 2019).

Ambiguity. The last characteristic of VUCA is when elements are difficult to understand because they are unclear. Working in unknown conditions can lead to ambiguity (Dziak, 2019).

This VUCA environment forces leaders to deal with distinctive sets of challenges and requires a unique set of skills they may not have utilized in the past (Bywater & Lewis, 2017; Carvan, 2015; Dziak, 2019; Jelassi et al., 2017; Krawczynska-Zaucha, 2019).

How Business Has Changed

Change has always been a part of organizational life. Dealing with organizational change is nothing new; however, in the past, it did not happen at such a rapid-fire pace (Kotter, 2012; Nicolae & Nicolae, 2018). Between 2000 and 2009, there were almost 90,000 accounts of business crisis in the United States alone (James et al., 2011). James et al. (2011) discussed some examples when they explained how "the decade (2000-2009) began with the financial scandals of Enron, Worldcom, and Tyco and ended with the near collapse of the entire financial system" (p. 456). Industries across the spectrum are facing new and complex situations and have increasing demands from their customers and investors to a larger degree than they have had to deal with in the past. Increased speed of information, market volatility, and job insecurity is a reality in today's business environment, and U.S. leaders and organizations have struggled to keep up (Anderson, 2017; Kotter, 2012; Lane & Down, 2010). To be successful in the future, team members and leaders are going to have to adjust the way they work because of these changes. These new behaviors will need to include learning how to work and lead remotely with a globally diverse workforce and with rapid changes in technologies (Anderson, 2017).

Causes of Turbulence in Business

With over 90,000 accounts of business crisis in the United States alone between 2000 and 2009, turbulence in the business setting is an issue that cannot be ignored (James et al., 2011). All industries from music to technology to automotive to education must learn new techniques and create new processes to deal with these changes (Anderson, 2017). The increasing pace of technology with its ability to not only replace the manual, but also mental work done by people has created a revolution in how people

work (Harari, 2018; Makridakis, 2017). This technology, along with outsourcing and increased flattening of management structures, has led to job insecurity at all levels (Holmberg et al., 2016). In addition, the COVID-19 crisis of 2020 has caused unknown economic damage to the global economy and financial markets (Rajendran et al., 2020).

Information revolution. According to BusinessDictionary.com, the information revolution is

> the development of technologies (such as computers, digital communication, microchips) in the second half of the 20th century that has led to dramatic reduction in the cost of obtaining, processing, storing, and transmitting information in all forms (text, graphics, audio, video). ("Information Revolution," n.d., para. 1)

By definition, a revolution represents significant change. Drucker (1999) argued that at the turn of the 21st century, the world was only just beginning to feel the impact of the information revolution. He argued that e-commerce would have a profound effect on business in the 2000s and that the emergence of the Internet would have a huge impact on the economy, markets, and industry. In addition, consumer behavior, jobs, and labor markets would be changed forever (Drucker, 1999). This proved to be true as Makridakis (2017) compared the largest firms on the Fortune 500 list from 1995 to 2016. He found that the largest firms in 1995 were industrial, oil and gas, and retail (GM, Ford, Exxon, and Walmart). In 2016, the industrial companies had dropped off the top list, and the new list now included oil and gas, hi-technology, and finance (Walmart, Exxon, Apple, and Berkshire). In 2020, Amazon had joined the list as the second largest Fortune 500 company (Fortune, 2020). This shift was brought on by the ability of technology to offer

more affordable products to consumers by increasing productivity, the size of the market, and living standards (Makridakis, 2017). Computers and technology could now perform the tasks that were previously performed by people, and it changed the way companies produced, sold, and marketed their products as well as how they managed their employees (Makridakis, 2017). Some experts believe that in the future, technology will replace humans in the workplace while others feel that in the long run it will generate more jobs and prosperity (Harari, 2018).

Job insecurity. Although job insecurity has often been an ongoing issue for uneducated and low-skilled employees, it has not been until more recently that college-educated and white-collar professionals have become vulnerable to unexpected layoffs that put jobs at risk (Lam, Fan, & Moen, 2014). Especially since the financial crisis of 2008-2009, managers are finding themselves prone to job insecurity, and all employees are expected to take more responsibility for their own professional development and performance than in the past (Holmberg et al., 2016). The unstable economy of the last few years has lowered expectations and perceptions about job security and future economic opportunities (Lam et al., 2014). This suggests that turbulence and uncertainty have become a hallmark of the American workplace. Workers are expected to develop their skills so that they can not only be successful in a strong economy, but they can also withstand a downturn in the economy (Skye Learning, 2019).

COVID-19. Unfortunately**,** wars, pandemics, terrorism, and environmental disasters are not new to humanity, but the COVID-19 crisis has affected the business community in unprecedented ways. According to Shufutinsky, DePorres, Long, and Sibel (2020),

A pandemic is a global outbreak of a disease that spreads simultaneously

throughout the globe. The World Health Organization (WHO) defines these

epidemics as those that cause community-level outbreaks in at least two regions

of the world, with a potential for wider global dissemination regardless of clinical

severity. (p. 22)

Shufutinsky et al. (2020) also argued that the impact to human resources during a

pandemic can be especially severe because of the amount of absenteeism and company

closures due to illness, isolation, and mandatory quarantine. All segments of the

international markets were affected by the paralysis in work life and the ultimate

slowdown in the economic activity it produced, and it has become one of the biggest

threats to the global economy and all financial markets (Lesi et al., 2020; Rajendran,

Kumar, & Nedelea, 2020). In addition, fears of the impact of the virus have destabilized

stock prices and caused bond yields to plunge (Rajendran, Kumar, & Nedelea, 2020).

All sectors of the economy have been affected by the virus, including all-sized

businesses from micro to large organizations, education, and all governments from

community and city to national and across all continents (Rajendran et al., 2020;

Shufutinsky et al., 2020). Lesi et al. (2020) argued that the most impacted sector was

small and micro businesses with 96% being impacted in the United States and 75%

reporting that there was a decline in sales. According to Statista Research Department

(2020),

Early estimates predicated that, should the virus become a global pandemic, most

major economies will lose at least 2.4 percent of the value of their gross domestic

product (GDP) over 2020, leading economists to already reduce their 2020

forecasts of global economic growth down from around 3.0 percent to 2.4 percent. (para. 1)

The way people work will also drastically change due to the COVID-19 pandemic. The pandemic and subsequent quarantine-impacted businesses, schools, retail, restaurants, and other facilities that have experienced closures (Shufutinsky et al., 2020). Since March 2020, remote workers have become commonplace as companies scrambled to keep their businesses open even while their doors were shut down to prevent the spread of the virus. Business travel and conferences also came to a halt (Rajendran et al., 2020). It is difficult to predict what will happen in the future, but most likely the way people conduct both their personal and business lives will change forever (Shufutinsky et al., 2020).

One of the largest impacts of the COVID-19 crisis is the loss of jobs. According to Petrosky-Nadeau and Valletta (2020), more than 20 million jobs were lost between March and April 2020. That number is larger than the losses posted during any other post-war recession on record, and the unemployment rate jumped to its highest level since the Great Depression of the 1930s (Petrosky-Nadeau & Valletta, 2020). In July 2019, the U.S. unemployment rate was 3.7%. It rose to 14.7% in April 2020 and was reported as 10.2% by July 2020 (U.S. Department of Labor, Bureau of Labor Statistics, 2021; see Figure 1, repeated here for ease of reference).

The future for unemployment and the recovery of the economy is uncertain and depends upon successful virus containment measures, improvement in COVID-19 treatments, and/or a vaccine (Petrosky-Nadeau & Valletta, 2020; Sheiner & Yilla, 2020). Pessimistically, some are predicting that unemployment could remain in the double digits

through 2021. On the other hand, optimistically, if everything goes well, unemployment could go down to precrisis levels by the middle of 2021 (Petrosky-Nadeau & Valletta, 2020).
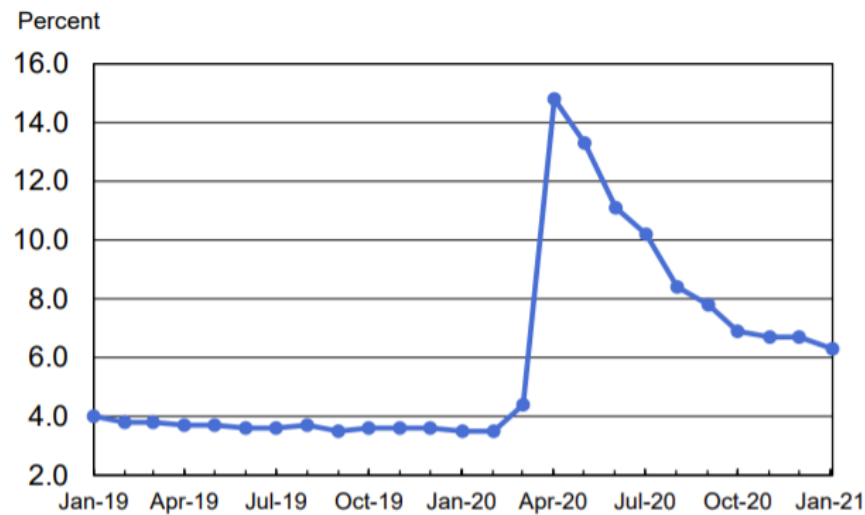
Figure 1. Monthly unemployment rates from January 2019-January 2021. From *The Employment Situation — January 2021* [Press release], February 5, 2021, by U.S. Department of Labor, Bureau of Labor Statistics (https://www.bls.gov/news.release/pdf/empsit.pdf).

Theoretical Foundation

There were three theories that continually emerged when doing the research on leadership in turbulent times. The first, transformational leadership theory, has been identified by several scholars as being an effective leadership style during a crisis (Bass, 2008; Bywater & Lewis, 2017; Dumas & Beinecke, 2018; Geier, 2016). In addition, there are a number of studies that link transformational leadership and emotional intelligence (Alhamami, Wan Ismail, Kamarudin, & Abdullah, 2020; Bass, 2008; Leban & Zulauf, 2004; Yurii, Yevgen, & Nataliia, 2018). Several experts argued that emotional intelligence is a critical component of transformational leadership and is therefore an important theory to look at when leading during turbulent times (Alhamami et al., 2020, Bass, 2008; Yurrii et al., 2018). The final theory that is relevant to this study is social

exchange theory. Social exchange theory can explain why employees react the way they

do during a crisis event and what leaders can do to be more effective in managing that

turbulent event (Buiter & Harris, 2013; Mora Cortez & Johnston, 2020).

Transformational Leadership Theory

Transformational leadership theory creates a compelling vision, empowering and

motivating followers to achieve personal and organizational goals. It creates an

environment where people can grow both personally and professionally through continual

improvement of knowledge, processes, and systems (Bass, 2000, 2008; Bass & Avolio,

1993). Transformational leaders create a culture of creativity and growth in which they

take responsibility for their followers' development in order to achieve their full potential

and their personal and organizational goals (Bass & Avolio, 1993; García-Morales,

Jiménez-Barrionuevo, & Gutiérrez-Gutiérrez, 2012). There are five main principles of

transformational leadership: exhibits charisma, creates a shared vision, inspires trust,

encourages innovation, and fuels organizational learning (Bass, 2008; Bass & Avolio,

1993; Dumas & Beinecke, 2018; R. Williams, Raffo, & Clark, 2018; García-Morales et

al., 2012; Kouzes & Posner, 2012; Sherman, 2018).

Exhibits charisma. The first principle of transformational leadership is exhibits

charisma. Charisma is "the ability to communicate a clear, visionary, and inspirational

message that captivates and motivates an audience" (Antonakis, Fenley, & Liechti, 2012,

p. 127). Early research on transformational leadership made a strong case for including

charisma as a key trait; however, there has been a question as to whether charisma is an

important characteristic of transformational leadership (Bass & Avolio, 1993).

Subsequently, R. Williams et al. (2018) have shown that leaders who exhibit the

characteristics of charisma have a positive effect on organizational performance. Nevertheless, there is a limit to how much charisma is enough. Sherman (2018) argued that some charisma is desirable, yet too much can be detrimental. This level is determined by the follower's perceptions, not the leader's (R. Williams et al., 2018). Therefore, it seems that having the right amount of charisma does enhance a person's transformational leadership skills.

Leader charisma inspires employees to have faith in themselves, their leaders, and their organizations (García-Morales et al., 2012). This is often exhibited through effective communication skills. The charismatic leader communicates their message effectively both verbally and nonverbally (Levine, Muenchen, & Brooks, 2010). In addition, Levine et al. (2010) determined that charisma is a skill that can be learned. By providing transformational leadership training, leaders can enhance their communication skills and develop charisma in addition to their overall transformational leadership skills.

Creates a shared vision. The ability of a leader to create a strong vision for an organization is well researched and widely known as being critical to effective leadership (Bass, 2008; Bass & Avolio, 1993; Berson, Waldman, & Pearce, 2016). A vision acts as a road map for stakeholders (Boyatzis, Rochford, & Taylor, 2015). A successful vision will go beyond illuminating a path, and if properly executed, it will tap into the employee population's deeper sense of purpose (Byron, 2015).

A shared vision in an organization provides employees with context to understand not only how their ongoing activities tie into the bigger picture but also how personal productivity is tied to the employee's own core values (Bruce, Weichun, William, & Puja, 2004). Chai, Hwang, and Joo (2017) explained that when employees make this

connection between the shared vision of the organization and their personal values, a stronger level of commitment to the organization will occur as a direct result. A strong commitment from employees is important because research shows a link between commitment and an organization's competitive advantage (Kim, Liden, Kim, & Lee, 2015).

Inspires trust. The correlation between transformational leadership and trust is well documented and prevalent in the literature. According to studies, "trust has been more frequently cited in discussions of transformational leadership than any other leadership theory" (V. L. Goodwin, Lee Whittington, Murray, & Nichols, 2011, p. 409) A foundational element to establishing trust is that the leader's intent is to be viewed as positive. The leader must demonstrate actions and behaviors that are principled and seen as beneficial for the whole as opposed to what is perceived as solely advantageous to the leader (Kelloway, Turner, Barling, & Loughlin, 2012).

Kelloway et al. (2012) explained that when employees do not trust their leaders, they waste both emotional and psychological time trying to keep themselves safe. Yet when they believe they can trust their leaders, they are able to focus more on their performance (Kelloway et al., 2012). In the end, when a transformational leader inspires trust, it drives organizational results (V. L. Goodwin et al., 2011; Kouzes & Posner, 2012).

Encourages innovation. When transformational leaders create a shared vision, an environment is created where employees are not only motivated to meet goals but are inspired to discover how to meet those goals in new and innovative ways (Al-edenat, 2018). In today's fast-paced, competitive environment, if an organization wants to

remain competitive, it must have a capacity to be innovative (García-Morales et al., 2012; Khalili, 2016). In order to create a competitive advantage through innovation, the transformational leader must foster a safe environment where an employee's opinions and thoughts are encouraged and where the workers see value in their innovative contributions (Khalili, 2016). According to Al-edenat (2018), the leader must set an example, demonstrating that the leader's values align with innovation so that workers adopt this mindset and follow the leader's example. Finally, the transformational leader must ensure that systems are in place that intellectually stimulate followers to think critically, creating a culture of innovation where employees challenge assumptions and the status quo with fresh alternatives to existing problems (Al-edenat, 2018; Bass, 2008). Sattayaraksa and Boon-itt (2018) noted that transformational leaders must be role models who encourage a culture of innovation by concentrating on strategies and supporting an innovative strategic direction.

Fuels organizational learning. Finally, a transformational leader fuels organizational learning. They are committed to becoming the driving force that encourages and supports learning and that overcomes obstacles and difficulties that stand in the way (Wick & León, 1995). Bass and Avolio (1993) argued that leaders accomplish this by taking personal responsibility for the development of their employees by fostering a culture of growth and change. Subsequently, the transformational leader will take on the role of mentor, coach, role model, and leader in their organization (Bass & Avolio, 1993).

This role of fueling organizational learning requires a special set of managerial competencies for the organization to be successful. According to Lei, Slocum, and Pitts

(1999), senior management must build a culture that promotes learning, and then create favorable processes to support the learning that will take place. García-Morales et al. (2012) have shown that this adjustment to a learning organization will help the organization improve performance by being able to quickly adapt to changing business. Developing the competencies to fuel organizational learning is a key component of a transformational leader. In addition, these competencies will drive organizational performance.

Emotional Intelligence

Bradberry and Greaves (2009) defined emotional intelligence as "your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships" (p. 17). While experience, performance, and technical skills are important to success as a leader, emotional intelligence has been shown to be crucial (Alhamami et al., 2020; Bass, 2008; Bradberry & Greaves, 2009; Goleman, 2005). Goleman (2004) explained that "without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader" (p. 82). In fact, Goleman's (2004) research showed that the more a leader is considered a star performer, the higher their emotional intelligence capabilities. He found that when comparing high-performing senior-level leaders, nearly 90% of their effectiveness could be attributed to their high level of emotional intelligence compared to average performing leaders in the same positions. Additionally, Goleman (2004) reported,

In a 1996 study of a global food and beverage company, McClelland found that when senior managers had a critical mass of emotional intelligence capabilities,

their divisions outperformed yearly earnings goals by 20%. Meanwhile, division

leaders without that critical mass underperformed by almost the same amount.

McClelland's findings, interestingly, held as true in the company's U.S. divisions

as in its divisions in Asia and Europe. (p. 84)

It seems that leaders are able to handle problem situations more effectively when they

effectively use emotional intelligence skills (Bass, 2008).

Peter Salovey and John Mayer (1990) introduced the theory of emotional

intelligence. They partially based their theory on Gardner's view of social intelligence.

According to Salovey and Mayer, social intelligence and personal intelligence include

information or knowledge about oneself and about others. Gardner's description of

personal intelligence and feelings is similar to what Salovey and Mayer came to describe

as emotional intelligence. They defined emotional intelligence as "the subset of social

intelligence that involves the ability to monitor one's own and others' feelings and

emotions, to discriminate among them and to use this information to guide one's thinking

and actions" (Salovey & Mayer, 1990, p. 189). They argued that based on their research

that, when it came to emotions, some people were more intelligent than others (Salovey

& Mayer, 1990). Their original hypothesis on the processing of emotional information

included three conceptually related mental processes. These include (a) appraising and

expressing emotions in the self and others through verbal and nonverbal communication,

(b) regulating emotion in the self and others by using nonverbal communication to

perceive emotion in others and the ability to use empathy to understand other's feelings

and experience them oneself, and (c) using emotions in adaptive ways by regulating one's

own emotions and being able to regulate others' emotions as well (Salovey & Meyer,

1990). In 2016, Mayer, Caruso, and Salovey updated the work by further defining the

four areas critical to utilizing emotional reasoning: (a) perceiving emotions,

(b) facilitating thought using emotion, (c) understanding emotions, and (d) managing

emotions.

Goleman made the term *emotional intelligence* popular in the mid-1990s and

added his input to the theory (Bass, 2008). Goleman (2004) described what he called the

five components of emotional intelligence at work.

Self-awareness. This included individuals being aware of their own moods and

emotions and the effect they have on others (Goleman, 2004, 2005).

Self-regulation. The ability to manage emotions and control behavior, and the

ability to think before one acts (Bradberry & Greaves, 2009; Goleman, 2004).

Motivation. The ability to positively think, plan, solve problems, or pursue goals

with enthusiasm and persistence (Goleman, 2004, 2005).

Empathy. The ability to consider other's feelings when making intelligent

decisions (Kotter, 2011).

Social skill. Managing and building relationships proficiently when dealing with

others (Goleman, 2004, 2005).

Goleman (2004, 2005) believed that unlike IQ, which is unchangeable, emotional

intelligence can be learned and improved with practice and time.

Social Exchange Theory

There are several proposed exchange theories. Bass (2008) explained that

exchange theories presumed that group members exchange contributions for benefits. In

other words, people do things only if they believe they are going to get some benefit in

return. Over 60 years ago, Homans (1958) developed the concept of social exchange theory. He argued that exchanges are not only based on material goods but are also influenced by symbolic or emotional value. He labeled these social exchanges. This symbolic or emotional value can be based on many factors such as fairness, approval, prestige, communication, and concern for welfare (Barker & Camarata, 1998; Buiter & Harris, 2013; Homans, 1958). Instead of being motivated by economic or material factors, individual behavior is influenced by benefits to one's own or others' welfare (Barker & Camarata, 1998). These interactions are interdependent as well as dependent on the actions of others (Blau, 1964).

Homans (1958) discussed the concept of distributive justice. He explained that to get people to act, one must provide a reward or exchange of equal or greater proportion. The greater the reward, the greater the agreed-upon cost. If this exchange is viewed as being fair, then the individual will perform at a higher level. Homans argued that a person is motivated by the profit in the transaction and will make sure to maximize this reward or profit and make sure no one else makes or receives more than themselves.

Individual versus social interrelationships. There are several perspectives on social exchange theory: the individualistic, the collective, and the interactional exchange model. The individualistic perspective focuses on the individual's self-interest. Makoba (1993) pointed out that "society exists for the benefit of individuals whose desires, interests, and needs or wants are perceived to be central to social exchange behavior" (p. 228). This perspective is motivated by psychological needs. In comparison, the collectivistic perspective posits that people's behavior is driven by social needs and controlled by the others in their group or society (Makoba, 1993). In other words,

individuals "exist for the benefit of the group or society" (Makoba, 1993, p. 229). The third perspective, interactional exchange model, maintained that people are not controlled by only individual or collective needs but rather that falls somewhere on a social continuum (Makoba, 1993). All people act based on the normative rules of society that influence behavior, which makes a culture or society interdependent (Makoba, 1993). The interactional model blends both perspectives.

Social exchange theorists argued that these give-and-take interactions have the potential to create high-quality relationships and can create trust and loyalty over time (Cropanzano & Mitchell, 2005). These interactions create norms in the relationship that guide the way the individual parties are expected to act and create dynamics that Homans (1958) called "group structure" (p. 606; see also Cropanzano & Mitchell, 2005).

Social exchange theory in the workplace. Cropanzano and Mitchell (2005) explained that social exchange theory provides a singular model for a considerable amount of organizational behavior and workplace relationships. In the workplace, employees develop interpersonal relationships with their immediate supervisor, coworkers, customers, and suppliers, and each of these relationships can impact the employee's behavior differently (Cropanzano & Mitchell, 2005). According to the theory, when employees believe they are being treated fairly, they may in turn perform better and have better attitudes (Buiter & Harris, 2013; Cropanzano & Mitchell, 2005). When employees respond positively to these relationships, it produces positive consequences (Cropanzano & Mitchell, 2005).

Turbulent Leadership Framework

In her book, *Leadership in Turbulent Times*, Doris Kearns Goodwin (2018a) identified some common patterns when looking at four presidents—Abraham Lincoln, Theodore Roosevelt, Franklin Roosevelt, and Lyndon Johnson—who had to deal with turbulent times during their presidency. These patterns or characteristics were used to create a turbulent leadership framework used for this study. The four characteristics D. K. Goodwin (2018a) identified were personal temperament, concern for the collective interest, resilience, and moral purpose.

Personal Temperament

This study defined personal temperament as the prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual. Keirsey and Bates (1984) explained, "People are different in fundamental ways. They want different things; they have different motives, purposes, aims, values, needs, drives, impulses, urges. They believe differently; they think, cognize, conceptualize, perceive, understand, comprehend, and cogitate differently" (p. 2). They argued that individuals' temperament guides their actions and each temperament is uniquely their own. D. K. Goodwin (2018b) discussed how the presidents and leaders she studied all had similar characteristics. They were self-reflective, able to control their impulses and emotions, and they did not take attacks personally. Newman and Davis (2016) looked at presidential leadership. They argued that the "inner soul of a president" affects all areas of his leadership and has a huge influence on his decision-making (Newman & Davis, 2016, p. 414). They explained that personal temperament is especially critical when dealing with difficult, unpredictable, and impactful decisions during a crisis or complex

conditions. In fact, Bass (2008) quoted General Norman Schwarzkopf who "declared that managers and leaders are more likely to fail because of lack of character than lack of competence" (p. 219).

When discussing temperament, there are four pairs of preferences: Extroversion vs. introversion, intuition vs. sensation, thinking vs. feeling, and judging vs. perceiving (Keirsey & Bates, 1984). Extroverts get their energy from people while introverts get their energy from being alone. An extrovert is more social, and an introvert desires space (Keirsey & Bates, 1984). The intuitive person could be described as innovative while the person who operates from sensation is focused on facts (Keirsey & Bates, 1984). A person who uses a thinking style makes decisions based on objective and impersonal judgements, while a person who uses a feeling style is more comfortable with making decisions based on value or personal impact (Keirsey & Bates, 1984). Finally, the judging person prefers closure and deadlines as opposed to the perceiving person, who likes to keep their options open (Keirsey & Bates, 1984).

Keirsey and Bates (1984) argued that a leader is only a leader if they have followers, and followers only follow if they want to please the leader. They explained that in order to successfully lead, leaders must understand their own temperament as well of that of their followers. Cunningham, Hazel, and Hayes (2020) found that extraversion is a strong predictor of effective leadership, with conscientiousness and openness following behind. On the other hand, Moss and Ngu (2006) found that followers prefer transformational leaders who exhibit extroversion, conscientiousness, and openness. Extraverts tend to promote more connections between team members that lead to more unity and interaction between team members (Derue, Nahrgang, Wellman, & Humphrey,

2011; Moss & Ngu, 2006). Traits commonly associated with extraversion that are linked

to leadership performance are enthusiasm, assertiveness, goal accomplishment, and

action (Derue et al., 2011; Judge, Rodell, Klinger, Simon, & Crawford, 2013; Walter,

Cole, der Vegt, Rubin, & Bommer, 2012).

Collective Interest

The definition used for this study for collective interest was prioritizing outcomes,

actions, and decisions to benefit the greater common good rather than strategizing to

produce self-serving advantages or outcomes. Exemplary leaders look to sacrifice

personal interests in pursuit of higher goals or the greater good. They look beyond the

present in order to achieve a successful future (Bass, 2008; D. K. Goodwin, 2018a;

Steffens et al., 2016). One way they do this is by developing a vision that is forward and

meaningful to followers and provides followers with a map of how they fit into the

organization (Bass, 2008; Kouzes & Posner, 2012). One cannot make people do what

they do not want to do. They must believe that the vision of the leader is also their

vision, that they share a common purpose, and that the leader is championing that

purpose (Kouzes & Posner, 2012; Steffen et al., 2016). The way to create that shared

purpose is by engaging followers in thoughtful conversations and collecting feedback.

Without this, the leader will be viewed as leading with only their own self-interest in

mind (Steffens et al., 2016; Yeo et al., 2015). According to Ng (2011),

> A good manager must have the capacity to see the "big picture"—the ability to
>
> see the forest rather than looking at individual trees. This unique attribute is
>
> usually the hallmark of a great manager. It requires the manager to think
>
> strategically, like a good chess player, planning several steps ahead. Equally

important, it requires the manager to assess the implication of each move,

especially their long-term impact, not merely short-term results. (p. 94)

A leader who is disciplined enough to take the time to step back and analyze the

big picture can be clear and decisive and ask the right questions (Johnson, 2016). These

questions include the following: What is the purpose of the organization and why does it

exist? What does it offer (services, products, etc.) to its customers, and how do these

"products" deliver value? What is the value to the organization, its customers and its

shareholders, and how is that measured? What are the organizational values, and what

does it stand for to its employees, stakeholders, and customers (Johnson, 2016)? It is

only by taking the time to ask these important questions that a leader can truly champion

the collective interests of the group (Johnson, 2016; Steffens et al., 2016).

Resilience

This study defined resilience as the ability to prepare and plan for, absorb, recover

from, or more successfully adapt to actual or potential adverse events. Scholars have

argued that resilience is the single most important quality a leader can possess (Bennis,

2007; D. K. Goodwin, 2018a; Kouzes & Posner, 2006). The way a leader reacts to,

responds to, and manages in the face of these events is critical to their growth as a leader

(D. K. Goodwin, 2018a). Reed and Blain (2015) asserted that "a resilient leader is

defined as a person who demonstrates the ability to recover, learn from, and grow

stronger in the face of adversity" (p. 460). Reed and Blaine (2015) also explained that

resilient leaders are consistent in how they view their current situation as well as in how

they assess the future. In addition, they use the lessons from adversity as a tool to learn

and grow (Reed & Blaine, 2015).

As previously mentioned, not only is resilience an essential leadership quality but during a crisis it becomes critical (James & Wooten, 2010; Jelassi et al., 2017). Resilient leaders do not play the role of victim. They are more willing to tackle failures, resume responsibility, successfully improvise, come up with creative solutions, coordinate those solutions, and take action (James & Wooten, 2010; Reed & Blaine, 2015; T. A. Williams, Gruber, Sutcliffe, Shepherd, & Zhao, 2017). It is especially important during a pandemic, such as COVID-19, that leaders are resilient and maintain a calm front when leading their organization (Shufutinsky et al., 2020).

The good news is that anyone, including leaders, can learn resilience (Duckworth, 2016; James & Wooten, 2010; Kouzes & Posner, 2012). Although everyone has a natural level of resiliency (genes), people are also highly influenced by their experiences (Duckworth, 2016; T. A. Williams et al., 2017). As individuals are presented with new information and use that information in their lives, they can become more resilient (T. A. Williams et al., 2017). In fact, James and Wooten (2010) argued that the more open leaders are to adjusting their levels of resilience during a crisis, as well as helping others do the same, the stronger they are as a leader.

There are several steps a leader can take to become more resilient. Duckworth (2016) discussed the importance of following one's passion. When a person finds meaning in their work, they tend to become hardier when faced with adversity and are more resilient in dealing with adverse situations (Luthans, Vogelgesang, & Lester, 2006). Another way to develop resiliency is by developing mastery through practice (Duckworth, 2016; Luthans et al., 2006). When a person takes the time to practice a skill, the chance of success in using that skill is greater, therefore increasing resilience

(Duckworth, 2016; Luthans et al., 2006). Finally, Duckworth (2016) explained how resilience is contingent upon the hope or expectation that by one's efforts, the future will be improved. This gives people the feeling of having control over a situation. This feeling of control can come from different places. First, the ability to think positively and find meaning when difficult times occur can help one be more resilient (Luthans et al., 2006). Positive emotions can come from different sources such as a social support network, laughter, a personal storehouse that can be called upon when needed, and a leader who is positive, but these positive emotions have been shown to have a strong effect on one's ability to be resilient (Luthans et al., 2006). In addition, practicing optimistic self-talk has been shown to lower pessimism and improve a positive outlook (Duckworth, 2016).

Moral Purpose

The definition of a leader with moral purpose for this study is a leader who conducts themselves with moral purpose and who is a legitimate and credible role model who practices what they preach and makes principled and fair choices that can be observed and emulated by others while using frequent, two-way communication to define ethics and create moral codes for the organization that infuse the organization with principles that will guide the actions of all employees (Brown & Treviño, 2006; Brown et al., 2005; Kaptein, 2019; Strother, 1976; Trevino et al., 2000). Arjoon et al. (2018) stated that an ethical leader has integrity and is a role model. They are honest and trustworthy, do what they say they are going to do, and behave ethically in both their personal and their professional lives (Brown & Trevino, 2006). This behavior is generated by a key set of values and morals that guide them (Ramalepe, 2016). Not only does a leader need

to be an ethical person (have integrity, be honest, trustworthy, open, fair, objective, and concerned for others) but they must also be able to keep the focus of the organization on ethics and values by infusing the organization with the values that will help to guide the behavior of the employees (Trevino et al., 2000). An ethical leader must align employees with the values and morals of the organization and make them relevant so the employees want to serve those interests (Lu, Zhou, & Chen, 2019). They do this by talking to their employees and listening to what they have to say, creating rewards and punishments based on those standards, and being aware of the consequences and impact of their decisions (Brown et al., 2005).

Another part of leading with moral purpose is serving as a role model for the values and morals of the organization (Bass, 2008, Trevino et al., 2000). It is important for a leader to be the example of an organization's values since most employees are looking to those around them for ethical guidance (Brown et al., 2005; Kouzes & Posner, 2012). Majd and Ammar (2020) found that the attitude of top leaders is an important element in building an ethical work environment. Trevino et al. (2000) called this being a moral manager. They stated that "being a moral manager involves being a role model for ethical conduct, communicating regularly about ethics and values, and using the reward system to hold everyone accountable to the values and standards" (Trevino et al., pp. 141-142). By communicating important collective values, the leader emphasizes the importance of these values and what the leader and organization's expectations are in carrying them out (Brown & Trevino, 2006; Lu et al. 2019).

The Role of the Manager in Turbulent Times

In turbulent times, the middle manager performs a wide variety of functions. The work of the organization happens when middle managers connect the executives and their plans to the workers by translating the strategic initiatives into concrete activities (Heyden, Wilden, & Wise, 2020). Kouzes and Posner (2012) argued that leadership is not something that only happens at the top levels of an organization but is necessary throughout all levels. They explained,

> If you are a manager in an organization, to your direct reports you are the most important leader in your organization. You are more likely than any other leader to influence their desire to stay or leave, the trajectory of their careers, their ethical behavior, their ability to perform at their best, their drive to wow customers, their satisfaction with their jobs, and their motivation to share the organization's vision and values. (Kouzes & Posner, 2012, p. 332)

In a crisis or turbulent environment, the role of the manager changes and requires a different set of skills than in a typical, noncrisis situation (Bowers, Hall, & Srinivasan, 2017; James & Wooten, 2010; Shufutinsky et al., 2020). Turbulence presents unique conditions that force managers to use a different set of leadership skills (James & Wooten, 2010). First of all, crises typically happen in full view of the media and the public. This results in the tendency for leaders to make hasty decisions to make the crisis go away as soon as possible, resulting in actions and decisions that are often substandard (Bass, 2008; James & Wooten, 2010). Post crisis, this can lead to a negative public perception of the organization and its leaders as well as the reputation of both (James et al., 2011). Additionally, different types of crises, as well as different organizational

cultures, can impact whether a leadership style is appropriate to managing a particular crisis (Bowers et al., 2017; Shufutinsky et al., 2020). Not all leaders, even leaders who are effective in noncrisis situations, are equipped to handle a crisis or turbulent situation (Bowers et al., 2017).

It is assumed that executives of an organization are concerned with the long-term issues of the organization and are therefore the key players when managing a crisis (Bass, 2008, Kotter, 2012). Although this is true, often it is the leaders in the middle or lower levels of the organizational structure that create the conditions that drive effective change (Kotter, 2012). Freifeld (2020) contended that the manager is essential in engaging their team in communication and creating a healthy culture, especially during a crisis. They need to motivate and create a sense of urgency for their employees to follow the vision the executives have set (Kotter, 2012). In a turbulent environment, organizations need all their leaders to develop crisis leadership competencies (James & Wooten, 2010).

During turbulent times, there are six responsibilities that managers must make a priority for their organizations. Creating and implementing a strategic vision that expresses a direction for the future to both internal and external stakeholders is the first critical responsibility required of leaders during a crisis (Buiter & Harris, 2013; Cangemi et al., 2011; Caulfield, 2018; Hahm et al., 2013; McCarthy, 2014; Shufutinsky et al., 2020). A second important responsibility of leadership during turbulent times is the ability to develop, build, and maintain the trust and respect of one's followers (Buiter & Harris, 2013; Cangemi et al., 2011; Hahm et al., 2013; James & Wooten, 2005; Shufutinsky et al., 2020). A third responsibility is decisiveness or the ability to make decisions quickly and precisely (Bywater & Lewis, 2017; Caulfield, 2018; James &

Wooten, 2005, 2010; Shufutinsky et al., 2020). The fourth responsibility is the ability to communicate frequently, openly, and honestly and to gather feedback, which helps to avoid negative reactions and resistance and builds trust (Buiter & Harris, 2013; Cangemi et al., 2011; Caulfield, 2018; James & Wooten, 2005, 2010; McCarthy, 2014; Shufutinsky et al., 2020). A fifth responsibility is a willingness to learn from experience and acquire new skills and knowledge (Bywater & Lewis, 2017; James & Wooten, 2010; Shufutinsky et al., 2020; Wang, 2008). Finally, it is essential that an effective manager during a crisis must be inclusive and build their own competencies as well as the competencies of their team (Bywater & Lewis, 2017; Cangemi et al., 2011; Caulfield, 2018; Mosley & Matviuk, 2010; Shufutinsky et al., 2020). As Shufutinsky et al. (2020) explained, in turbulent times effective leaders are a critical resource for an organization.

Vision

Bennis (2009) called having a clear guiding vision a basic ingredient of leadership. Kotter (2011) explained that a vision is "a picture of the future that is relatively easy to communicate and appeals to customers, stockholders, and employees. . . . A vision says something that helps clarify the direction in which an organization needs to move" (p. 144). During turbulent times, people look to their leaders for guidance even more so than in stable periods (Cangemi et al., 2011). During these turbulent times, it would be ineffective for a leader to respond reactively (Shufutinsky et al., 2020). When leading in a crisis, the most important step a manager can take is to create a clear, strategic direction for the future, get agreement from executives and upper management on that vision, and to clearly communicate that vision to both internal and external stakeholders (Caulfield, 2018; Hahm et al., 2013; McCarthy, 2014). In addition, when

the manager has clearly communicated the vision and has been successful in getting employees to buy into the new vision, the employees are more likely to feel in control and less stressed about the turbulence (Buiter & Harris, 2013). This process increases an employee's perception of trust in the leadership and encourages employees to look even more to that leadership for guidance in the turbulent environment (Buiter & Harris, 2013; Hahm et al., 2013). Especially in a pandemic, such as COVID-19, followers are looking to their leaders to provide "strategic and big-picture thinking" (Shufutinsky et al., p. 26).

Trust

Trust is difficult to define since it can mean different things to different people. James and Wooten (2010) suggested that there are several characteristics of trust that are consistent across the definitions in the literature. These include competence, openness, concern, reliability, and vulnerability (James & Wooten, 2010). Furthermore, Goleman (2011) argued that emotionally intelligent leaders create a climate of trust. Kouzes and Posner (2012) argued that without trust it is impossible to lead, to get people to believe in the leader, or to accomplish extraordinary things. They added that trust is a strong predictor of such outcomes as employee satisfaction, high-quality communication, a leader's influence, less resistance to change, and team and organizational performance. It also leads to higher profitability (James & Kouzes, 2012).

In times of crisis, it becomes even more important for people to trust their leaders, their direct manager, and their organization (Cangemi et al., 2011; Hahm et al., 2013; James & Wooten, 2010; T. A. Williams et al., 2017). In fact, James and Wooten (2010) explained,

When trust pervades the organization, employees are more likely to act in the best

interest of the firm and to follow the edict of their leaders certainly in times of

calm, but also in times of uncertainty. But when trust is not present during times

of crisis, employees may be more inclined to behave in ways that preserve their

own self-interest rather than the interest of the firm. (p. 147)

Geier (2016) reinforced these findings when he determined that trust in the

leader's competence is vital to success in times of crisis. Additionally, employees have

more confidence in the manager's ability to protect the organization and respond

appropriately to both internal and external threats during turbulent times when a leader is

perceived as being trustworthy (Hahm et al., 2013). A trustworthy leader is also more

likely to be accepted, valued, and viewed as being more competent (Hahm et al., 2013).

During a crisis, a good manager builds trust both within the organization as well

as externally (James & Wooten, 2010). James and Wooten (2010) explained that the

leader can use difficult times to create a solid foundation of trust that help internal and

external stakeholders prepare for dealing with the crisis and creating organizational

change. A competent crisis manager acts as a positive influence, brings out the best in

their people, and motivates them to perform at a higher level (James & Wooten, 2010).

This ability to lead and inspire is enabled by increased trust on the part of the employees

(Cangemi et al., 2011).

Decision-Making Ability

A leader's ability to plan and make prompt, decisive decisions is critical in a crisis

situation (Geier, 2016). However, during times of crisis, time constraints, uncertainty,

and limited control diminish decision-making abilities when they are the most important

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(Caulfield, 2018). This is especially critical when people are endangered such as in a pandemic situation (Caulfield, 2018; Shufutinsky et al., 2020). In a crisis, managers need to consistently monitor evolving situations so they are clear about what is happening at all times since organizational policies and procedures could be changing swiftly (Bowers et al., 2017; Caulfield, 2018). In addition, leaders need to handle added distractions such as media attention that may distract the leader and reduce the amount of time devoted to taking action to resolving the crisis (Bowers et al., 2017).

James et al. (2011) argued that decision-making is a critical part of a leader successfully handling a crisis. In fact, the inability to make quick, smart, and moral decisions might be more harmful to the organization than even the crisis itself (James et al., 2011). Cangemi et al. (2011) suggested there are two decision-making skills that are key to leadership in turbulent times. Leaders must be able to analyze and make fact-based decisions by utilizing strategic data to build and sustain trust (Cangemi et al., 2011). They explained that as the world changes at an increasingly rapid rate, the more critical it is for leaders to gather strategic data and turn that data into useful information that can be used for effective decision-making (Cangemi et al., 2011). When the manager is transparent with that information, it leads to trust (Cangemi et al., 2011).

Bowers et al. (2017) gave two positive examples of decision-making during crisis: the Tylenol capsule scare in 1982 when seven people died from taking cyanide-laced Tylenol capsules, and the BP oil spill in the Gulf of Mexico in 2010 where 11 oil rig employees died. James Burke, the CEO of Johnson and Johnson (J&J) at the time of the scare, not only had to deal with the media and consumers but faced crisis from within the

organization as well. When speaking about CEO James Burke, Bowers et al. (2017) stated,

> Confident as a decisive, take-charge, yet transformational leader of one of the world's most trusted, well-respected companies with a hierarchy culture, Burke successfully led J&J through the crisis by immediately recalling 31 million bottles of Tylenol and replacing them with tamper-resistant packaging. (p. 555)

When another cyanide-laced Tylenol capsule was found in 1986,

> Burke guided J&J successfully through the crisis by quickly recalling more than $100 million of Tylenol capsules and replacing all capsule products with caplets, a decision from which emerged an even stronger Johnson & Johnson. Burke's handling of the crisis is now cited as a gold standard in crisis control. (Bowers et al., 2017, p. 555)

In April 2010, British Petroleum (BP) was responsible for one of the biggest oil spills in U.S. history. The explosion of one of BP's oil rigs led to the death of 11 people. The CEO at the time, Tony Hayward, did not react quickly enough, exacerbating the crisis. This caused BP to remove Hayward and replace him with Robert Dudley who was "a decisive yet compassionate transformational leader" (Bowers et al., 2017, p. 555). With Dudley's crisis leadership skills, BP was able to quickly cap the well, instigate a massive clean-up of the spill, and salvage the confidence of the public (Bowers et al., 2017). As Caulfield (2018) explained, decisive and effective decision-making is expected from the leaders in a crisis situation before, during, and after a crisis.

Communication

According to Bass (2008), a leader's effectiveness is directly related to their ability to communicate effectively. The ability to successfully get a message to the listener, and have that message be accepted by the listener, is part of quality communication. The timing and style of the message also plays an important role in a leader's ability to effectually use communication (Bass, 2008). In a crisis, especially a pandemic situation, the ability to communicate well is considered one of the most important skills (James & Wooten, 2010; McCarthy, 2014; Shufutinsky et al., 2020). A leader must positively shape the perceptions of the stakeholders about the crisis and the organization as well as keep both the internal and external stakeholders up to date with clear and constant information (Cangemi et al., 2011; James & Wooten, 2010; McCarthy, 2014). Effective communication is essential because followers look more than ever to their leaders for guidance, reassurance, and a vision (Cangemi et al., 2011; Caulfield, 2018). Managers need to ensure that plans are clearly communicated to all stakeholders, that all systems are in place, and that stakeholders' feedback is encouraged and heard (McCarthy, 2014). Information communicated might be about new policies and procedures, facts about the crisis situation and its impact, and any changes that might need to be implemented (Buiter & Harris, 2013).

Furthermore, the manager's communication must be transparent and accurate and reflect the current situation without being overly negative, even if the situation is dire; otherwise, the leader might be perceived as being in denial (Cangemi et al., 2011). This transparency of the communication will form the basis of both the internal and external stakeholder's faith in the organization's direction and ability to successfully manage the

crisis and build trust between the employees and the organization (Cangemi et al., 2011; James & Wooten, 2005). Managers need to connect with the stakeholders to provide reassurance and "may need to be persuasive, confident, or empathic in their messaging" while actively listening or prompting dynamic discussion to improve two-way communication (James & Wooten, 2010, p. 52; see also Shufutinsky et al., 2020). Managers must effectively communicate in different ways because different situations require different types of communication, and one communication behavior might be effective in one situation but be completely ineffective in others (Shufutinsky et al., 2020).

During turbulent times, people are often anxious and look to their leaders to provide them with ways to manage stress, worry, and hopelessness (American Psychological Association, 2020). Buiter and Harris (2013) explained that immediate and honest communication from leaders can help avoid a negative response in employees and reduce resistance. Managers must provide frequent, transparent, and accurate communication to improve the perception of the organization's trustworthiness and encourage employees to build hopefulness and increase workers' performance (Buiter & Harris, 2013). Additionally, when employees believe the organization is interested in their concerns, manages their expectations, and clearly communicates the vision for dealing with the crisis, the employees feel less anxiety and more in control regarding potential changes, which in turn reduces stress (Buiter & Harris, 2013; James & Wooten, 2005).

Personal Growth and Skill Development

During turbulence, leaders are often overwhelmed by the fast-changing work environment (Shufutinsky et al., 2020). Norms, strategies, basic assumptions, and processes that have been used in the past do not necessarily work during a crisis, and a leader might discover that their leadership abilities are no longer adequate (Shufutinsky et al., 2020). Managers will have to embrace discomfort as they re-learn how to deal with the turbulence by changing their frame of mind and being open to new experiences, as well as taking risks to learn how to anticipate and respond to the changes at hand, especially with a pandemic such as COVID-19 (James & Wooten, 2010; Shufutinsky et al., 2020).

Senge (1990) explained that leaders need to focus on personal mastery. Effective managers must accept that they do not have all the answers and need to be in a continual learning mode. In turbulent times, leaders must develop their "personal mastery before trying to influence change within the organization" (Mosley & Matviuk, 2010, p. 58). Bywater and Lewis (2017) described learning ability as "the ability and willingness to learn from experience, and subsequently apply that learning to perform successfully under new or first-time conditions" (p. 6). Karaevli and Hall (2003) expanded that definition when they said that learning ability is "going against the grain of what we prefer to do (or believe) in order to learn in a new way or do something new/different" (p. 69). Karaevli and Hall (2003) argued that leaders must be aware of their personality and the ways they learn as well as possess the willingness to pursue, hear, and act upon feedback. In addition, leaders must be prepared to act in contradiction to how they might

have learned to act in the past and be willing to do something new and different in order to achieve positive results (Karaevli & Hall, 2003).

In a similar vein, Carol Dweck discussed what she called a learning orientation (James & Wooten, 2010). A person or leader with a learning orientation seeks out new and challenging learning opportunities. Because they are open to learning from failure, a leader with a learning orientation is more likely to persevere through the challenging times of a crisis, not get easily discouraged, and generate innovative solutions that can minimize the damage from a crisis situation (James & Wooten, 2010).

A tendency toward personal growth and development necessitates many characteristics, such as the capability to uncover the root causes of a crisis, encouraging and rewarding open and honest communication about problems, sharing information, developing the ability to improvise, having a personal vision, and maintaining a commitment to the truth as well as exhibiting a willingness to accept that fault may exist because of the leadership of the organization (James & Wooten, 2005; Senge, 1990; Shufutinsky et al., 2020, Wang, 2008). By responding to a crisis as an opportunity to learn, the best managers become more adaptable, and this allows them to create successful change in the organization (James & Wooten, 2010; Wang, 2008). Crisis often drives organizational change and learning that can be applied to future crises situations (Wang, 2008). In the future, it might be impossible to anticipate what skills or qualities are necessary to adequately prepare for a particular crisis, so it is important that leaders develop the capability to learn from their experiences and adapt that learning (Karaevli & Hall, 2003).

Team Building

The sixth responsibility of a successful manager is the ability to effectively build their team. Harvey and Drolet (2005) explained that "the winners of the future will be those who can build teams and build people" (p. 7). In order to achieve the success and survival of an organization, it is critical for managers to have the skills to build and maintain a cohesive team. Strong teams are clear about their purpose and direction, make stronger decisions, and retain their employees more successfully (Lencioni, 2002; Weese, 2010). In a turbulent environment, several researchers list team building and team development as essential characteristics of effective leadership (Cangemi et al., 2011; Caulfield, 2018; Dumas & Beinecke, 2018; Jelassi et al., 2017; McCarthy, 2014; Nichols, Chatterjee Hayden, & Trendler, 2020; Weese, 2010; T. A. Williams et al., 2017). Nichols et al. (2020) argued that during a crisis, a manager's most important job is taking care of the team by being aware of the circumstances and understanding what distractions could keep the team from accomplishing its goals. A manager during a crisis needs to inspire and create a fellowship or camaraderie among the team members by staying positive and giving others credit when due (Cangemi et al., 2011; Jelassi et al., 2017). In addition, managers get their employees involved in creating solutions and give input into problems (Cangemi et al., 2011). By building successful teams, crisis leaders enable their people to accomplish more than they could on their own and produce more positive outcomes, and they are able to return to the status quo, or an improved version, more quickly (Mosley & Matviuk, 2010; T. A. Williams et al., 2017).

An effective manager needs to understand the characteristics of a strong, successful team in a turbulent environment. In order for a team to be balanced, it is key

that leaders understand their own strengths and weaknesses so they can build a team that compliments their own skills (Lane & Down, 2010; Weese, 2010). Diverse teams bring different knowledge and experience to the table, creating better and more innovative ideas and solutions, and have the ability to more easily identify blind spots (James & Wooten, 2010; Lane & Down, 2010). However, diversity will not be effective if the team leader is not open to differing ideas or if there is no trust on the team (James & Wooten, 2010; Lencioni, 2002). Managers must encourage their followers to share and challenge ideas as appropriate and be willing to change their minds if there is a convincing reason (Weese, 2010). This creates an atmosphere on the team of mutual trust and respect and produces an environment where team members are more committed to the implementation of decisions as they work together to handle, respond to, and eventually overcome the crisis (James & Wooten, 2010; Weese, 2010). The leader also needs to establish a clear vision that guides the team's processes as well as metrics to measure for success to create a culture of accountability (Dumas & Beinecke, 2018; James & Wooten, 2010; Nichols et al., 2020).

The most effective managers take personal accountability for their team and the crisis even when situations are out of their control (Nichols et al., 2020). They identify what is important to their team, and they use emotional intelligence to bring the best out of the members of their team (Nichols et al., 2020; Weese, 2010). In an effort to develop their team during a crisis, a manager must proactively communicate with all of the team members and press for feedback to see how the team is feeling about the crisis and their work. In addition, managers need to encourage requests for help, recommend team members focus on customers, pursue positive outcomes and behaviors to keep employees

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optimistic and productive, and coach their followers on how to be leaders in a crisis to boost their effectiveness (Nichols et al., 2020). Managers must learn to build and develop their team to ensure the future success of an organization when dealing with a crisis or any other turbulent situation.

Gaps

The strong body of literature presented established the importance of turbulent leadership theory and its four components: personal temperament, concern for the collective interest, resilience, and moral purpose. There is a large amount of research information concerning leading in a turbulent environment as shown in this dissertation. Some examples include a study of CEO strategies in a publicly traded corporation that experienced a recent merger (Hahm et al., 2013), senior leaders in the Irish public sector (McCarthy, 2014), resilient women educational leaders (Reed & Blaine, 2015), and leadership in campus recreation (Weese, 2010). With all these different research areas of leadership in a turbulent environment, this researcher found very little or no research that focused on exemplary leadership strategies of mid-level management, and more specifically, industrial production managers in manufacturing companies—especially during a pandemic such as COVID-19. Results from this study could help organizations prepare their production managers and their organizations to deal more effectively with the current turbulent work environment. In addition, it will give human resource development more tools to prepare managers to become less context dependent and more able to cope with changing situations (Holmberg et al., 2016).

The COVID-19 crisis is not the typical financial or business crisis that has been seen in the past (Mora Cortez & Johnston, 2020). A global pandemic is a unique human

crisis that affects not only businesses but also individually affects employees, suppliers, and customers. It leads to uncertainty and fear, and a lack of effective leadership can lead to turmoil, conflict, and the inability to meet goals (Mora Cortez & Johnston, 2020; Stankiewicz-Mróz, 2015). This challenge requires clear leadership at every level of the organization, especially at the mid-level where managers are translating the strategic initiatives of the executives into tangible action (Heyden et al., 2020; Stankiewicz-Mróz, 2015). With 90% of mid-level leaders feeling unprepared to meet the challenges they will face in the future, it is even more important to close the gap in the research between what the characteristics are of mid-level managers, such as industrial production managers, and how, or if, it differs from other positions in an organization (Tourish, 2020).

Summary

In summary, effective crisis leadership has become more vital with the world, becoming more unpredictable with growing market volatility, information exchange increasing at a rapid pace, global warming, natural disasters, and international health emergencies, such as COVID-19 impacting all industries (McLellan, 2005; James & Wooten, 2010; Lane & Down, 2010). These rapid changes are forcing businesses to create new processes and learn how to do things differently (Anderson, 2017; James et al., 2011). More specifically, the ongoing development of new technologies and e-commerce has changed the way people do business (Drucker, 1999; Makridakis, 2017). This has led to job insecurity in all ranks of the organization and has more recently impacted college-educated, white-collar professionals (Lam et al., 2014). However, in 2020, the onset of the COVID-19 crisis has affected the business world in unprecedented

ways (Shufutinsky et al., 2020). It has become one of the biggest threats to the global

economy and has changed the way people work (Lesi et al., 2020; Shufutinsky et al.,

2020).

      Research has demonstrated the need for effective leadership in a crisis and how it

differs from leadership in a noncrisis situation (Bowers et al., 2017; James & Wooten,

2010; Shufutinsky et al., 2020). Chapter II clarified how the relationship between the

theoretical frameworks of transformational leadership, emotional intelligence, and social

exchange theory laid the foundation for the newly created turbulent leadership theory,

which was the groundwork for the research in this study. In addition, the chapter sought

to describe what the role of the manager is during turbulent times and what characteristics

an effective leader demonstrates during times of crisis. Finally, the chapter laid out the

gaps in the current research, how important the role of the mid-level production manager

is, and how the role is not adequately studied in current academic research. Chapter III

outlines the rationale for the methodology used in this study, identifies population and

sampling frames, and explains the data gathering and analysis procedures used in the

study. Chapter IV presents findings, provides discussion on the data that were collected,

and provides the analysis of those findings. Finally, Chapter V summarizes the findings

and conclusions, suggests implications for action, and makes recommendations for

further research.

      As part of the research for this paper, a synthesis matrix was created and

organized by the categories of research author(s), date, title, and variables. The synthesis

matrix is used by researchers to connect authors, concepts, and research studies. In this

study the synthesis matrix was used to add to the researcher's knowledge of the topic as

well as assist in finding areas of agreement. Another function it served was to help the researcher synthesize all the information gathered. Finally, it enhanced the validity of the study.

CHAPTER III: METHODOLOGY

This chapter outlines the method that was used to discover and describe behaviors that exemplary industrial production managers in manufacturing companies in Southern California used to lead their organizations through the turbulent times of the COVID-19 crisis. Specifically, the study examined how the industrial production managers used the characteristics of personal temperament, concern for the collective interest, resilience, and moral purpose. The chapter begins with the purpose statement and the research questions. Next, is a discussion of the research design, population, target population, and sample, and how the research sample was selected. The research instruments that were used are then described along with an explanation of how the data were collected, organized, and analyzed. Finally, there is a description of the limitations of the study and a summary of the methodology used.

Purpose Statement

The purpose of this phenomenological study was to discover and describe behaviors that exemplary industrial production managers in manufacturing organizations use to lead their organizations through the turbulent times of the COVID-19 crisis using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Research Questions

1. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using personal temperament?

2. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using concern for the collective interest?

3. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using resilience?

4. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using moral purpose?

Research Design

The researcher was a member of a thematic research team of four doctoral students supervised by two professors. One researcher looked at discovering and describing the behaviors that retired U.S. Army First Sergeants practiced when leading their companies through turbulent times during their active duty service while deployed in combat operations in Afghanistan throughout Operation Enduring Freedom or Operation Freedom Sentinel. The second team member described exemplary leadership behaviors that Navy submarine commanders practiced when leading their command through turbulent times. The third team member described the behaviors that exemplary superintendents practiced when leading their school districts through turbulent times. Finally, this researcher was the fourth member of the team; she describes how exemplary industrial production managers led successfully through the turbulence of the COVID-19 crisis.

The methodology of this study was qualitative using a phenomenological approach. According to Patton (2015), qualitative research studies how people and groups make sense of their experiences by establishing what is meaningful by using interviews, observations, and artifacts. Roberts (2010) explained that qualitative research concentrates on people's experiences from their own viewpoint. She clarified that qualitative researchers seek to understand the whole picture of the experiences they are studying. They begin with broad questions and look for connections among the data they collect (Roberts, 2010).

Cahill (1996) pointed out that while quantitative methods are effective for measuring reality, they do not effectively bring information to life. Qualitative research focuses on understanding what happens from the participant's point of view and looking at behavior from the framework under which actions occur (McMillan & Schumacher, 2010). According to Roberts (2010), qualitative research is conducted to "uncover and understand what lies behind any phenomenon about which little is yet known" (p. 143). In addition, the qualitative researcher wants to acquire new and original viewpoints about a known phenomenon (Roberts, 2010).

The phenomenological approach looks at gaining a deeper understanding of the meaning of experiences (Patton, 2015). Patten and Newhart (2018) argued that by studying perceptions, researchers obtain knowledge about the world. In order to gather these data, phenomenologists utilize interviews of people who have lived through the studied experience to see how they "perceive it, describe it, feel about it, judge it, remember it, make sense of it, and talk about it with others" (Patton, 2015, p. 115). The phenomenological approach was chosen because the purpose of this study was to explore

the perceptions of exemplary industrial production managers to understand how they used their leadership skills during the turbulent times of the COVID-19 crisis. Analyzing the results of the study may help other leaders understand how they can be more effective during turbulent times.

Ten industrial production managers were interviewed for this study, and their interviews were recorded, transcribed, and coded. Patton (2015) explained that by asking open-ended questions and then following with probes, the interviewer gathers in-depth responses "about people's experiences, perceptions, opinions, feelings, and knowledge" (p. 14). The interviews were conducted through Zoom and were recorded and transcribed. The interview questions were developed by the thematic team, field-tested, and revised as needed. The transcriptions of the interviews were sent to the research participants to verify their accuracy. After accuracy was determined, the data were coded and triangulated with the collected artifacts and observations. Coding allows the researcher to analyze data and develop themes in order to build a meaningful theory (McMillan & Schumacher, 2010; Patten & Newhart, 2018; Patton, 2015).

Population

McMillan and Schumacher (2010) defined population as "the total group to which results can be generalized" (p. 129). The population of this study was industrial production managers. This study focused on industrial production managers who, at the time of this study, worked in the manufacturing industry in California. They planned, directed, and coordinated the manufacturing process from beginning to end, including ensuring that resources were used effectively and that quantity and quality of products were met. They managed the production teams and staff and also dealt with scheduling,

inventory control, supply chain management, sales representatives, procurement, and logistics. According to the U.S. Bureau of Labor Statistics, in 2019, there were 20,770 people employed in that position in California. Figure 2 is an example of an organizational chart in a typical manufacturing organization. On this organizational chart, the industrial production manager would manage a team within the production department.
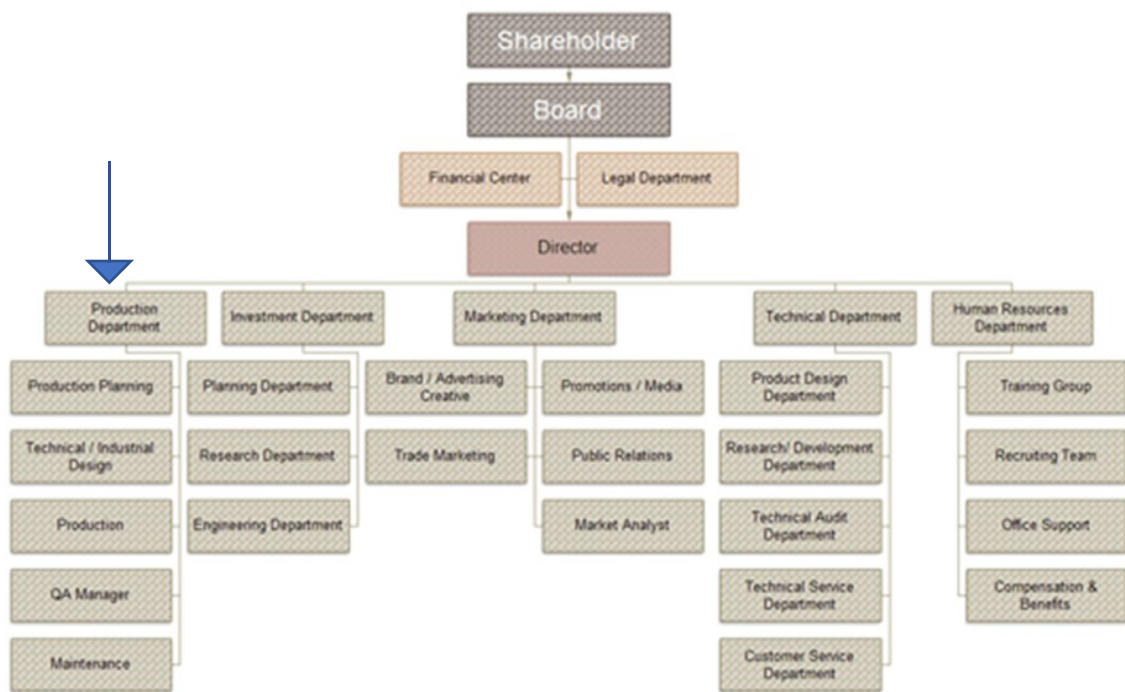
Figure 2. Example of a manufacturing organizational chart with the production department highlighted. From Manufacturing Org Chart Template by Edraw: Professional Diagram Solution (https://www.edrawsoft.com/template-manufacturing-org-chart.html).

Manufacturing organizations were chosen because they have been hit particularly hard by the COVID-19 crisis. In August 2020, manufacturing organizations reported a 21.7% decrease in orders from August 2019 (Vavra, 2020). Rapaccini, Saccani, Kowalkowski, Paiola, and Adrodegari (2020) explained that since the COVID-19 crisis

began, U.S. manufacturing production has demonstrated the largest monthly decrease since World War II. In fact, they said that "the International Labour Organization (2020) expects manufacturing to be one of the sectors most severely affected in terms of the negative impact on economic output" (Rapaccini et al., 2020, p. 225). Because employees turn to their leaders to guide them through a crisis such as COVID-19, and manufacturing has been so severely impacted by the crisis, effective leadership is even more essential during these turbulent times (Freifeld, 2020; Hahm et al., 2013; James & Wooten, 2010).

Target Population

Creswell (2012) defined target population as "a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study" (p. 142). The target population was narrowed for this study to include industrial production managers in manufacturing companies in three of the southernmost coastal counties out of the 58 counties in California. It would be impossible to include all the industrial production managers in Southern California since the population and geography are too large (Roberts, 2010). Therefore, the study was narrowed down to industrial production managers in three counties: Los Angeles, Orange, and San Diego. These counties in Southern California were chosen because the researcher had proximity and access to companies in these regions. In Los Angeles, Orange, and San Diego counties, there are 9,640 industrial production managers (U.S. Bureau of Labor Statistics, 2019).

Sample

A sample is "a group of individuals from whom data are collected" (McMillan & Schumacher, 2010, p. 129). Within Southern California, and more specifically San Diego, Orange, and Los Angeles counties, 10 industrial production managers in eight manufacturing companies were selected to interview. Qualitative research usually focuses on smaller samples but goes into more depth for each of those samples than quantitative or mixed methods do (Creswell, 2014; Patton, 2015). This allows the researcher to gather richer information that provides more insights and complex understanding (Patten & Newhart, 2018; Patton, 2015). Creswell (2014) explained that a sample size of three to 10 is common for a phenomenological study. In research, there are two types of sampling: probability and nonprobability sampling. According to McMillan and Schumacher (2010), probability sampling is when research subjects are chosen from the larger population using a method to reduce the sample size in such a way that the smaller group still represents the larger population. There are several types of probability sampling such as random sampling, systematic sampling, and cluster sampling. However, qualitative researchers are more likely to use nonprobability sampling or purposeful sampling (Patton, 2015). This type of sampling does not require random selection from the population but uses research subjects that are accessible or meet specific criteria (McMillan & Schumacher, 2010).

For this study, nonprobability purposeful sampling was used to select research participants. McMillian and Schumacher (2010) explained that

> in purposeful sampling the researcher selects particular elements from the population that will be representative or informative about the topic of interest.

On the basis of the researcher's knowledge of the population, a judgment is made

about which subjects would be selected to provide the best information to address

the purpose of the research. (p. 138)

Additionally, convenience sampling was used to identify subjects because they are

convenient or available.

Within the Southern California region, San Diego, Orange, and Los Angeles

counties were selected because the researcher had access to companies in those counties

through the consulting company where she worked. According to Patton (2015), when

doing phenomenological research, it is necessary for the researcher to experience what

the participants are going through as directly as possible. Due to the COVID-19 crisis,

all interviews were conducted by using the online video conferencing tool, Zoom, with

the use of a computer camera to provide face-to-face interactions.

Each of the organizations chosen for this study was ISO certified. In business, the

quality of the product and the satisfaction of the customer are critical. The International

Organization for Standardization (ISO) is a nongovernmental body consisting of over 160

countries. According to Greenleaf Industries (2015), "This organization is responsible

for developing standards for various industries which promote quality, safety, and

efficiency" (para. 3). An ISO certification safeguards that an organization is "managing

their business to consistent standards that drive waste and costs down and drive product

and delivery quality up" (Greenleaf Industries, 2015, para. 4). ISO 9001 is the standard

that focuses on manufacturing organizations and identifies, documents, and improves the

systems they use for safety, quality, and production standards. Overall, ISO 9001 helps

the industry reduce errors and eliminate waste. Greenleaf Industries added, "Companies

that embrace ISO standards as part of their culture generally enjoy higher customer satisfaction, fewer errors, reduced costs, and a competitive edge" (para. 6). Each company chosen for this study was ISO 9001 certified. This certification encourages their leaders to exhibit exemplary characteristics in order to meet the strict standards set by the regulations.

In addition, each of the companies chosen provides development programs in order to help their employees grow as leaders. Wang (2008) explained that organizational learning improves the effectiveness of the organization. Furthermore, Shufutinsky et al. (2020) stated that if organizations want to be prepared to manage situations, such as in the current COVID-19 crisis, they need to be able to draw from different leadership styles and use different tactics. When leaders are educated, trained, and allowed to develop their leadership skills, they become better prepared to deal successfully with crisis situations (Shufutinsky et al., 2020). Therefore, a commitment to leadership development was another criterion for choosing the participating organizations.

The sample was narrowed down to 10 industrial production managers from the identified companies in San Diego, Orange County and Los Angeles counties who met the following criteria. Participants were identified who worked in manufacturing organizations and were responsible for a minimum of 10 people. To qualify for this study, exemplary industrial production managers were also delimited to leaders who had at least 3 years of experience in management, 1 year in their current position, and provided leadership during the COVID-19 crisis. According to *Lexico*, the definition of exemplary is "representing the best of its kind" ("Exemplary," n.d.). These industrial

production managers were nominated by their organization's human resource officer for performance that consistently exceeded expectations in all essential areas of responsibility, met their annual goals, and performed with excellence in the quality of leadership overall. In each of those companies, the human resource officer was enlisted to recommend managers who met the above criteria of exemplary. A schematic of the study's population is detailed in Figure 3.
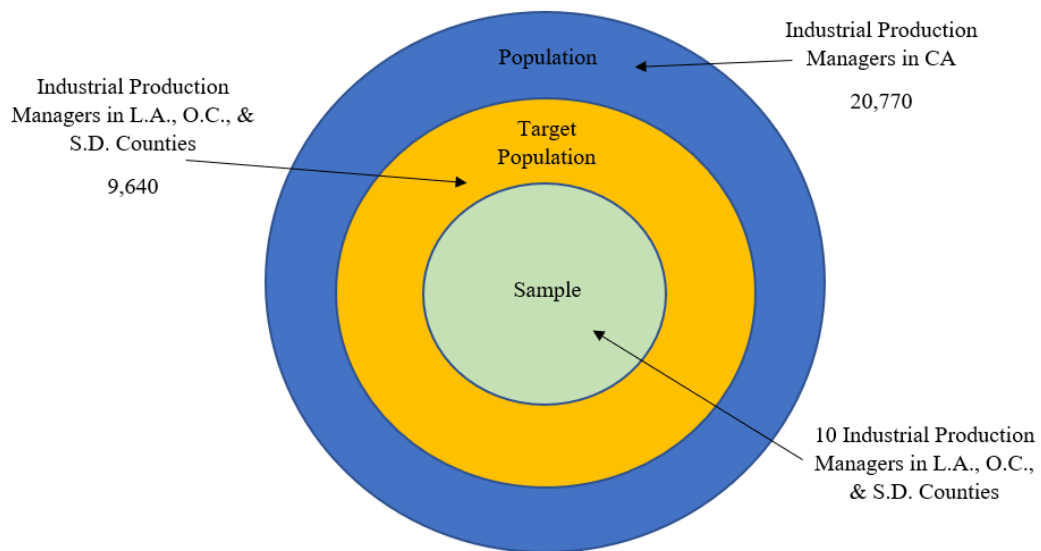
Figure 3. Figure of the study's population, target population, and sample.

Instrumentation

Qualitative research uses interviews, observations, and artifacts to collect data and then determines meaning through those sources (Creswell, 2014; McMillan & Schumacher, 2010; Patton, 2014). According to Patton (2015), qualitative data mostly come from fieldwork. He explained that the researcher spends time in the research setting studying, observing, and collecting information on the organization, community, or climate in which they are interested (Patton, 2015). In a phenomenological study, the

key tool for collecting data is the "personal in-depth, unstructured interview" (McMillan & Schumacher, 2010, p. 346). For this research study, the thematic team developed interview questions and follow-up probes to address the research question of how exemplary industrial production managers led their organizations through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Patton (2015) described how good qualitative interview questions should be open ended and neutral. They should not lead the interviewee to a specific answer. The question should be without bias to avoid slanting the interview a particular way (Patten & Newhart, 2018). When developing questions, the thematic team made sure to align the interview questions directly with the research questions. There are two questions and one or two probes for each attribute: personal temperament, concern for the collective interest, resilience, and moral purpose. Once written, the team, along with the supervising professors, analyzed the questions to determine that the questions related directly to the objectives and were consistent, and the questions were revised as necessary (McMillan & Schumacher, 2010).

Once the team was satisfied that questions were satisfactory, a script was written (Appendix A), and field tests were scheduled with participants who met the delimitations but who would not be included in the final study. Patten and Newhart (2018) explained that interview protocols should be developed that include a script to begin the interview with the questions and the question prompts along with any other notes to ensure consistency of the interviews. After the script was prepared, a pilot test or field test was conducted to check for biases and clarity in the overall script and the test was observed

by an experienced qualitative researcher (McMillan & Schumacher, 2010; Patten & Newhart, 2018). Once the field tests were conducted and feedback from the observers was delivered, the team met to discuss the results of the pilot test. The team determined that the questions did not need to be altered, but generic probes were added to the script and more information was added in the introduction. A conclusion was also added.

Interview Protocol

> According to Patten and Newhart (2018), an interview protocol
> includes written directions for conducting the interview, such as the script to
> begin the interview, question prompts, or any other notes that may help the
> interviews maintain consistency where needed, as well as a standard set of
> predetermined questions to be asked of all participants. (p. 161)

An interview process was determined based on the required guidelines, and a protocol was established for each interview. The study participants each received the following: the research purpose statement along with the definitions of the major study variables and interview questions (Appendix B), the Brandman University Institutional Review Board (IRB) Research Participant's Bill of Rights (Appendix C), and informed consent (Appendix D). The thematic team participants each conducted 10 interviews using the 10 developed interview questions and probes. This resulted in 40 interviews being conducted in total. The interviews were conducted via Zoom, and each interview was recorded and transcribed. To ensure consistency and reliability, each researcher used the developed interview protocol (Appendix A) for each of the 40 interviews. The protocol included a script with the introduction, the study purpose, and a reminder of the informed consent along with the 10 interview questions and the probes. Some notes were also

taken during the interview. Once the interview was completed, Zoom produced a transcription of the interview that was then reviewed and corrected for accuracy as needed. All notes and transcriptions were then analyzed and coded.

Researcher as an Instrument

In qualitative research, the researcher collects the data themselves by looking at documents (artifacts), interviewing subjects, and observing behavior firsthand (Creswell, 2014). McMillan and Schumacher (2010) explained that by spending time with the research participants in direct interaction, researchers get information directly from the source. In essence, this makes the researcher the instrument. Additionally, when this direct exposure to the research participants includes interviews, it is essential that researcher be an experienced interviewer (McMillan & Schumacher, 2010; Patten & Newhart, 2018; Patton, 2015).

There are several forms of data that a qualitative researcher gathers: observation, interviews, documents, and audio-visual materials (Creswell, 2014). Observation is often referred to as field research (Patten & Newhart, 2018). A researcher might observe behavior by nonparticipant observation or actually become a member of the group being researched (McMillan & Schumacher, 2010; Patten & Newhart, 2018). While observing, the researcher will take field notes (Creswell, 2014). Qualitative interviews can be conducted face-to-face or over the phone. They can be conducted one-on-one or in a focus group with six to eight interviewees (Creswell, 2014). Interviews can also be done using video conferencing methods. Documents or artifacts can include personal documents, official documents, public documents, or objects (Creswell, 2014; McMillan & Schumacher, 2010). Finally, audiovisual materials may include "photographs, art

objects, videotapes, website main pages, e-mails, text messages, social media text, or any forms of sound" (Creswell, 2014, p. 240). In this study, all interviews and observations were conducted via Zoom. Documents were collected from company websites or provided by employees of the company. In this study, interviews were conducted over Zoom; data were also gathered by analyzing the information on organizational websites, press releases, and company documentation.

Validity

Qualitative researchers want to make sure that what they observe and collect is what they think they see. In other words, do the findings mean the same thing to both the researcher and the participant (McMillan & Schumacher, 2010)? Creswell (2014) argued that validity "means that the researcher checks for the accuracy of the findings by employing certain procedures" (p. 295). There are several ways to address validity: multiple researchers, multimethod strategies, and participant review.

Multiple Researchers

McMillan and Schumacher (2010) explained that using multiple researchers enhances validity by reaching agreement on meanings and definitions of fieldwork and having the team conduct their research independently but meeting regularly to compare notes and share ideas and strategies. The turbulence thematic team worked together to develop the common study variables and definitions for the research, designed the interview questions, and revised the questions and script together after they conducted four field tests. Throughout the process, the team, along with the supervising professors, ensured that the interview questions were aligned with the research questions and purpose of the study.

Multimethod Strategies

One approach that Creswell (2014) recommended was using multimethod strategies and then triangulating the data by collecting data through multiple sources such as interviews, observations, and document analysis. These different sources of data produce different insights about the research topic and increase the credibility of the findings. The research study used in-depth interviews for the primary source of the data. In addition, meetings were observed (as allowed by the restrictions of COVID-19), and data and documents were collected such as meeting agendas, departmental meetings, and documents from the company website.

Participant Review

McMillan and Schumacher (2010) argued that one way to ensure validity is to have the participant review a transcript of the interview and modify the interview data to ensure accuracy. For the purpose of this study, the researcher downloaded the transcription of the interview from Zoom and forwarded that transcription via e-mail to the participants for review. Each participant was then asked to review the transcript and make any revisions as necessary to ensure accuracy. Once the transcriptions were verified by the participants, they were analyzed and coded.

Reliability

Patten and Newhart (2018) explained that in order for a test to be reliable it has to produce consistent results. However, they argued that when evaluating measures "validity is more important that reliability," but a test must be both "reasonably valid and reasonably reliable" (p. 137). Creswell (2014) stated that qualitative reliability requires the researcher's method to be consistent across various researchers and projects. There

are several methods to ensure reliability in this study that are discussed in the following sections.

Qualitative Field Testing

Each member of the turbulence team piloted the interview questions with a test subject who would not be participating in the final study but who met the selection criteria of the study. A script was developed so that each interview would use the same questions and introduction, ensuring reliability and consistency. An expert observer with a doctorate who had qualitative research and interviewing experience observed in order to provide feedback on how the interview was conducted. Once the field-test interviews were done, the team reviewed the script and questions for clarity and flow. Small changes were made to the script, and follow-up/probing questions were added to the original interview questions.

Intercoder Reliability

O'Connor and Joffe (2020) defined intercoder reliability as the "numerical measure of the agreement between different coders regarding how the same data should be coded" (p. 2). They argued that a common reason to use intercoder reliability is to assess the thoroughness and clarity of the codes and their relevance to the data. Lombard, Snyder-Duch, and Campanella Bracken (2004) pointed out that intercoder reliability is when independent coders evaluate the information collected in a qualitative study and reach the same conclusions to the themes represented. This ensures that the results are not purely personal opinion or bias (Creswell, 2014). The turbulence team used intercoder reliability to check the codes and ensure validity and reliability. In this case, peer researchers were used to look at 10% of the data with a standard of 80%

minimum agreement. In addition, the coding software NVivo was used to analyze the results of the research.

Triangulation

Triangulation is when two or more types of data are collected and analyzed (Creswell, 2014; McMillan & Schumacher, 2010; Patten & Newhart, 2018; Patton, 2015). According to Patton (2015), triangulation strengthens a study giving different perspectives on the data. Triangulation was achieved in this study by using in-depth interviews as well as information from organizational websites, shared documents, and observations of departmental and company meetings (as allowed by the restrictions of COVID-19).

<div align="center">

Data Collection

</div>

A phenomenological study concentrates on how and what people experience (Patton, 2015). Qualitative data are collected using three methods: interviews, direct observation, and documents. Interviews can be structured or unstructured depending on the data being collected and the study design (Patten & Newhart, 2018). When collecting data for a qualitative phenomenological study, the researcher uses quotes from people. They then verify those quotes and analyze what they mean (Patton, 2015). Observations give the researcher the opportunity to hear and see what occurs naturally in the setting being observed (McMillan & Schumacher, 2010). Finally, documents provide a source of tangible data that might not be available through other data collection methods (McMillan & Schumacher, 2010).

The principal method of data collection in this study was in-depth, one-on-one interviews. These interviews were conducted via an online video conferencing tool

called Zoom. Each interview was recorded, transcribed, and stored on the researcher's

personal computer. During and after the interview, field notes were taken and stored on

the researcher's personal computer. Before each interview, the study participant was

provided with three documents: a copy of the interview questions (Appendix B), the

BUIRB Research Participants Bill of Rights (Appendix C), and an informed consent and

Zoom recording release (Appendices D and E). Each study participant received these

documents and was asked to review and sign the necessary documents before the

interview.

Once the documents provided were reviewed and signed, the researcher

conducted the interviews via Zoom using the interview script with the questions and

probes created by the turbulence thematic team and the advising professors. The face-to-

face nature of video conferencing allowed the interviewer and interviewee to see each

other and captured tone of voice and nonverbal communication. Zoom has a record and

transcribe function which was used to capture and record the participants' responses to

ensure accuracy. In addition, the researcher took written notes recording insights and

observations to include in the data analysis. After each interview, the Zoom application

sent a recording and transcription of the session to the researcher via e-mail. After the

interview, the transcriptions were reviewed and sent to the participant for confirmation of

accuracy. The data were then analyzed and coded for qualitative themes using a web-

based software program called NVivo.

As allowed during the restrictions of COVID-19, the researcher observed

departmental and organizational meetings and took notes during the meetings. Data were

also gathered by analyzing the information on organizational websites, press releases, and company documentation. These data were also coded into the qualitative themes.

Data Analysis

One of the challenges in qualitative research is making sense of the huge amount of data that are gathered (Patton, 2015). According to Creswell (2014), "Qualitative researchers build their patterns, categories, and themes from the bottom up by organizing the data into increasingly more abstract units of information" (p. 234). There are several steps one takes when analyzing data:

1. Organize and prepare the data for analysis.

2. Read or look at all the data.

3. Start coding all the data.

4. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

5. Advance how the description and themes will be represented in the qualitative narrative.

6. Determine what are the lessons learned that capture the essence of the data (Creswell, 2014; Roberts, 2010).

The transcripts from the interviews of the 10 industrial production managers in manufacturing organizations were reviewed as were the notes taken during the interviews and observations and the artifacts collected. McMillan and Schumacher (2010) recommended taking the beginning with "an overall organizational approach and then make changes as data are collected" (p. 370). The following coding process laid out by McMillan and Schumacher (2010) was used:

1. Get a sense of the whole.

2. Generate initial codes from the data.

3. Compare codes for duplication.

4. Try out your provisional coding.

5. Continue to refine your coding system. (pp. 371-372)

The researcher for this study created separate Word documents for interviews, observations, and artifacts and organized those documents into a folder for data collection. The data were then coded using the above steps and NVivo software. Frequency tables were created for all the data collected in response to each of the research questions (interview, artifacts, and observation). These tables are presented in Chapter IV.

Limitations

Roberts (2010) explained that limitations are areas of the study that may have negatively affected the results of the study or the ability to generalize to a larger population. They are areas where the researcher has no or limited control. In this study, there were three main limitations: researcher as a study instrument, sample, population size, and time.

Researcher as a Study Instrument

According to McMillan and Schumacher (2010), in qualitative research, the interpersonal skills of the researcher are critical. It is important for the person doing the research to be able to build trust and remain impartial, nonjudgmental, and respectful of the situation. To minimize the impact of this limitation, the researcher conducted a pilot interview while being observed by a professor who is an experienced interviewer. The

professor did not participate in the interview but only observed and took notes. Once the interview was completed, feedback was given to help the researcher be more effective in conducting interviews with the study participants. Additionally, once the actual interviews were conducted, the transcripts were sent to the study participants to review for accuracy. Finally, interrater reliability tests were used. For this study, a peer researcher was given 10% of the collected data and asked to independently code the data. The goal of 80% agreement was set to ensure the coding was reliable and free of bias.

Sample Size

One limitation of this study was the small sample size. Ten industrial production managers were interviewed for this study. Because of the smaller sample size, it was not possible to generalize to a larger population (Patten & Newhart, 2018). However, unlike quantitative research that prefers larger sample sizes, qualitative research can range from very small to up to 40 research participants (McMillan & Schumacher, 2010). Creswell (2014) argued that in qualitative research, the purpose is to not only find and retrieve information from a smaller sample but also to allow the researcher to gather more in-depth knowledge. This was mitigated by conducting in-depth, one-on-one interviews in order to get quality data as well as using peer researchers to validate that the data were reliably coded and interpreted. In addition, observations were done and documents were collected to support any conclusions (as allowed by the restrictions of COVID-19).

Time

Qualitative phenomenological studies aim to provide more detailed, in-depth information on a subject. This usually requires in-depth interviews and interactions with the study participant to gather a rich source of information. Due to the impacted schedule

of the study participants, the interviews were limited to 60 minutes, which may have reduced the depth of the information gathered. To mitigate this limitation, questions were sent out in advance to participants to provide more time to reflect before the actual interviews. Additionally, the transcriptions of the interviews were provided to the participants to not only ensure accuracy but also to give them more time to reflect on their answers and add any additional comments. Additional information in the form of observations and artifacts allowed the researcher to gather more in-depth information.

Summary

This study used a qualitative phenomenological approach to collect and analyze data. It focused on exemplary industrial production managers in manufacturing organizations who had dealt successfully with the COVID-19 crisis using interviews, observations, and artifacts to acquire information on the characteristics they used. The chapter began with the study's purpose statement, research questions, and research design. Next the population, target population, sample, and criteria for the sample were discussed. From there, the instrumentation and data collection methods were described, as well as the methods used to ensure validity and reliability. Finally, the ways in which the data were analyzed was explained, and the limitations were discussed. Chapter IV presents findings, provides a discussion of the data that were collected, and displays the analysis of those findings. Finally, Chapter V summarizes the findings and conclusions, discusses implications for action, and makes recommendations for further research.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Because the COVID-19 crisis was an unprecedented event, there was no template for how to lead through the crisis successfully. This qualitative research study explored how exemplary industrial production managers in manufacturing organizations successfully led through the turbulent times of the COVID-19 crisis. The study utilized in-depth interview questions to discover the practices these managers used to lead their departments and their organizations through the crisis successfully.

The chapter begins with the purpose statement, research questions, and a quick review of the methodology and data collection procedures used in this study. A review of the population, sample, and a brief description of the demographic data of industrial production managers follows. Next, the chapter explores what research methods were used and examines how the data were collected. Chapter V concludes with a summary of the key findings.

Purpose Statement

The purpose of this phenomenological study was to discover and describe behaviors that exemplary industrial production managers in manufacturing organizations use to lead their organizations through the turbulent times of the COVID-19 crisis using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Research Questions

1. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using personal temperament?

2. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using concern for the collective interest?

3. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using resilience?

4. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using moral purpose?

Research Methods and Data Collection Procedures

The methodology of this study was qualitative using a phenomenological approach. According to Patton (2015), qualitative research studies how people and groups make sense of their experiences by establishing what is meaningful by using interviews, observations, and artifacts. Roberts (2010) explained that qualitative research concentrates on people's experiences from their own viewpoint. She clarified that qualitative researchers seek to understand the whole picture of the experiences they are studying. They begin with broad questions and look for connections among the data they collect (Roberts, 2010).

Interview Data Collection

The principal method of data collection in this study was in-depth, one-on-one interviews using the interview script and protocol (Appendix A). The interview script and protocol included questions related to the four leadership attributes studied: personal temperament, concern for the collective interest, resilience, and moral purpose. These

interviews were conducted via an online video conferencing tool called ZOOM. Each interview was recorded, transcribed, and stored on the researcher's password-protected computer. The interviews lasted between 55 and 70 minutes. The average interview length was 65 minutes. Once the interviews were completed, the data were interpreted and turned into findings to communicate what the data revealed (Patton, 2015).

Other Data Collection Sources

Triangulation is when two or more types of data are collected and analyzed (Creswell, 2014; McMillan & Schumacher, 2010; Patten & Newhart, 2018; Patton, 2015). According to Patton (2015), triangulation strengthens a study by giving different perspectives on the data. Triangulation was achieved in this study by using in-depth interviews and information from department communication, organizational communication, and shared documents.

Artifacts were collected from the study participants. These included memos, power point presentations, pictures of department communication notifications, and charts showing achievement of goals and key performance indicators (KPIs). Thirteen artifacts were collected, coded, and included in the frequency tables. According to McMillan and Schumacher (2010), "Artifacts are tangible manifestations that describe people's experience, knowledge, actions, and values" (p. 361). Data from the artifacts collected allowed the researcher to see real-world examples of the information gathered in the interviews.

<div align="center">

Population

</div>

The population of this study was industrial production managers in manufacturing organizations. This study focused on 20,770 industrial production

managers who worked in the manufacturing industry in California. The target population was narrowed down to 9,630 industrial production managers in six manufacturing organizations in Los Angeles, Orange, and San Diego counties.

Sample

The sample used for this study consisted of 10 industrial production managers in Los Angeles, Orange, and San Diego counties. Creswell (2014) explained that a sample size of three to 10 is common for a phenomenological study. The researcher compiled a list of potential companies and identified a human resources (HR) officer within that organization. An e-mail was written and sent to the HR officer asking for research participants who were managers in the operations or production departments and the criteria necessary for a participant to be eligible in the study (Appendix F). Once the potential research participant was identified, an e-mail was sent by the HR officer introducing the researcher and a follow-up e-mail was sent by the researcher to the participants (Appendix G). Eight eligible managers were identified in this manner. When the minimum number of eligible managers was not achieved, the researcher contacted the previous research participants and asked them to recommend other exemplary managers within their organization. Two participants were identified using this technique, which is also called snowball sampling (McMillan & Schumacher, 2010). The following were the criteria for the industrial managers' participation in the study:

1. Currently in a leadership position with at least 3 years of experience in management, and 1 year in their current position.

2. Provided leadership during the COVID-19 crisis.

3. Managed a minimum of 10 people (or had at least 10 people reporting under them through a direct supervisor or lead).

4. Performance consistently exceeded expectations in all essential areas of responsibility, met their annual goals, and the quality of leadership overall was excellent.

In addition, these managers should have done the following:

5. Oversaw daily operations of manufacturing and related plants.

6. Planned, directed or coordinated work activities and resources necessary for manufacturing products in accordance with cost, quality, and quantity specifications.

Demographic Data

Ten participants participated in the research study (see Table 1).

Table 1

Participant's Job Title and Gender

Participant	Job title	Gender
1	Production manager	M
2	Business unit manager	M
3	Site leader	M
4	Quality manager	F
5	Director of manufacturing	M
6	Manufacturing manager	F
7	Quality assurance manager	M
8	Manufacturing manager	M
9	Warehouse manager	M
10	Materials manager	F

In order to qualify to be interviewed, the participants had to meet certain criteria (see Table 2). Each of the three female and seven male participants met all the criteria specified to qualify to participate in the study.

Table 2

Criteria Met for Industrial Production Manager by Participant

Job key activity	Participant									
	1	2	3	4	5	6	7	8	9	10
In a leadership position at least 3 years	√	√	√	√	√	√	√	√	√	√
One year in current position	√	√	√	√	√	√	√	√	√	√
Provided leadership during COVID-19 crisis	√	√	√	√	√	√	√	√	√	√
Manages a minimum of 10 people	√	√	√	√	√	√	√	√	√	√
Performance has consistently exceeded expectations this year	√	√	√	√	√	√	√	√	√	√
Oversees daily operations of manufacturing and related plants	√	√	√	√	√	√	√	√	√	√
Plans, directs, or coordinates manufacturing work activities and resources	√	√	√	√	√	√	√	√	√	√

The research participants were all identified as exemplary industrial production managers. Table 3 identifies the study match by the job's key activity. Each organization used different titles when identifying their industrial production managers. For this study, the definition used for an industrial production manager included four activities: (a) directs and coordinates the manufacturing process from beginning to end, (b) ensures resources are used effectively, (c) ensures that quantity and quality of products are met, and (d) manages the production teams and staff. Additionally, they may also deal with scheduling, inventory control, supply chain management, sales representatives, procurement, and logistics, but these were not required to be part of the study.

Table 3

Key Activities Met for Industrial Production Manager by Participant

Criteria	Participant									
	1	2	3	4	5	6	7	8	9	10
Plan, direct, coordinate manufacturing process	√	√	√	√	√	√	√	√	√	√
Ensure resources are used effectively	√	√	√	√	√	√	√	√	√	√
Ensure quantity and quality of products are met	√	√	√	√	√	√	√	√	√	√
Manage production teams & staff	√	√	√	√	√	√	√	√	√	√
Scheduling	√	√	√	√	√	√	√	√	√	√
Inventory control		√	√			√	√	√	√	√
Supply chain management	√	√	√	√			√	√	√	√
Deal with sales reps		√	√			√	√	√	√	√
Procurement		√	√	√	√	√	√	√	√	√
Logistics		√	√	√	√	√	√	√	√	√

All 10 participants performed the required key activities ([a] plans, directs, and coordinates the manufacturing process from beginning to end; [b] ensures resources are used effectively; [c] ensures quantity and quality of products are met; [d] manages the production teams and staff). In addition, all of the participants' jobs included the key activity of scheduling. Only some industrial production managers performed the additional duties. Seven of the 10 participants listed inventory control as part of their job, eight of the 10 participants listed supply chain management as one of their key activities, seven of the 10 participants dealt with sales representatives, and nine of the 10 participants listed procurement and logistics as part of their job description. Even though the job titles for each participant were different, the key activities they performed in the roles were almost the same.

Presentation and Analysis of Data

The data for this study were collected through 10 interviews and 13 artifacts. The interview questions were created by the research team in alignment with the four research questions. Responses were analyzed and coded by the research questions.

1. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using personal temperament?

2. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using concern for the collective interest?

3. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using resilience?

4. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using moral purpose?

Data Analysis

The researcher conducted the 10 interviews via the online application called ZOOM. The interviews were recorded and transcribed using ZOOM and an app called Otter. Once the interviews were transcribed, they were sent to the participants to verify accuracy. During the interview, the participants were asked to send artifacts (documents, KPIs, goals, memos, etc.) and permission was requested to observe meetings via Zoom or another video app. Due to confidentiality issues, some of the participating companies did

not allow documents to be sent. Permission was not granted at any companies to observe meetings.

Once the interviews were transcribed and artifacts received, they were uploaded to NVivo and coded. The interviews provided the major source for creation of the themes, while the artifacts provided support for the information provided in the interviews. The themes were created in alignment with the four research questions. After reviewing the codes and combining and eliminating redundant codes, the findings were analyzed and interpreted based on the frequency and strength of the themes.

Reliability

Creswell (2012) indicated that qualitative reliability is achieved when "the researcher's approach is consistent across different researchers and different projects" (p. 251). This study included triangulation of data sources including checking to ensure accuracy of transcripts and intercoder agreement of the findings (Creswell, 2012). For the purpose of this study two sources of information were used: interviews and artifacts. In addition, a peer researcher reviewed 10% of the data to ensure that a minimum of 80% of the results were reported consistently. Creswell recommended this number of 80% consistency be achieved in order to guarantee good qualitative reliability. In this case, there was 95% agreement in the coding of the peer researcher.

<div align="center">Research Question Results</div>

The research team developed an interview protocol (Appendix A) with research questions that addressed each of the four traits from the turbulence leadership framework used for this study: moral purpose, concern for the collective interest, personal temperament, and resilience. A comprehensive analysis of the data collected from 10

interviews and 13 artifacts produced a total of 27 themes with 440 frequencies. The themes were distributed between the four turbulent leadership traits. Figure 4 shows the distribution of the themes among the four traits.
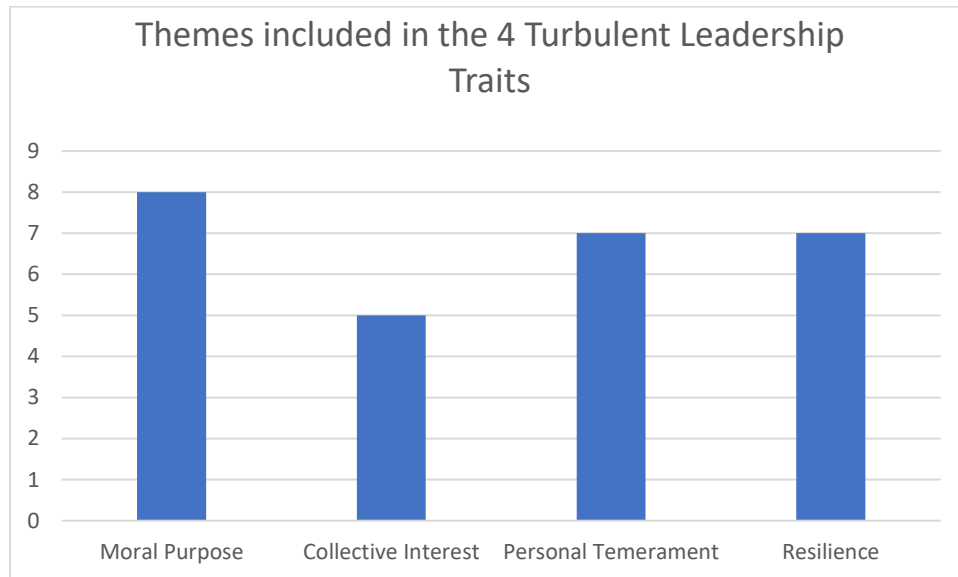
Figure 4. Themes included in the four turbulent leadership traits.

Moral purpose had the most themes with eight, personal temperament and resilience both had seven themes, and collective interest had five. The frequency counts for the themes organized according to the four traits are summarized by number and percentages in Figure 5:

Moral purpose had the highest frequency count with 146 references (31%). Concern for the collective interest had 104 frequency references (21%). Personal temperament had the lowest frequency at 87 (19%). Finally, resilience was referenced 128 times (28%). The next section discusses each of the turbulent leadership characteristics individually.
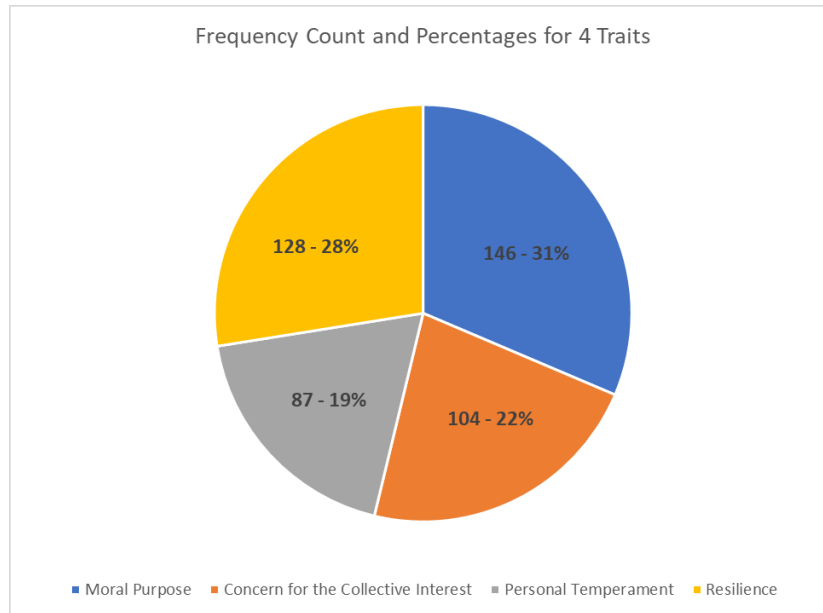
Figure 5. Frequency count and percentages for four traits.

Moral Purpose

Moral purpose was defined as leaders who are legitimate and credible role models, who practice what they preach, and who make principled and fair choices that can be observed and emulated by others. They use frequent, two-way communication to define ethics and create moral codes for the organization and infuse the organization with principles that will guide the actions of all employees (Brown & Treviño, 2006; Brown et al., 2005; Kaptein, 2019; Strother, 1976; Trevino et al., 2000). Table 4 contains a breakdown of all the themes for moral purpose by interview source, artifact, total, and frequency.

Table 4

Moral Purpose Frequency by Theme and Source

Theme Exemplary industrial production managers lead successfully with moral purpose when they	Interview sources / frequency	Artifact sources / frequency	Total sources	Total frequency
Create and use clear guidelines to help make difficult decisions	10 / 32	5 / 5	15	37
Build rapport with employees to help guide moral actions and develop trust	10 / 30	3 / 5	13	35
Coach and mentor employees on how to make difficult decisions	8 / 17	1 / 1	9	18
Consistently model openness, honesty, and transparency	6 / 13	4 / 4	10	17
Hold regular meetings to discuss issues in the department and organization	7 / 14	0 / 0	7	14
Immerse themselves in the department to create an atmosphere that encourages two-way communication	7 / 11	0 / 0	7	11
Have an open-door policy that leads two-way communication	7 / 9	0 / 0	7	9
Develop trust by encouraging risk taking	3 / 5	0 / 0	3	5
Total frequency				146

Eight themes emerged from the research on moral purpose through the interviews and artifacts. These themes were referenced 146 times. Table 4 summarizes the findings when answering the question on how exemplary industrial production managers led successfully through the turbulence of the COVID-19 crisis using moral purpose.

Creates and uses clear guidelines to make decisions was referenced the most by all the interview sources and five of the artifact sources for a total of 37 times. With a frequency count of 35, building rapport with employees to help guide moral actions and

develop trust was also referenced by all the interview sources and three of the artifact sources. Coach and mentor employees on how to make difficult decisions had a frequency count of 18 and was referenced by nine sources (eight interviews and one artifact). Consistently model openness, honesty, and transparency had a frequency count of 17 while being mentioned by six interviewees and four artifacts. Holds regular meetings to discuss issues in the department and organization, immerses themselves in the department to create an atmosphere that encourages two-way communication, having an open-door policy that leads two-way communication were all mentioned in seven interviews with no reference in the artifacts; although holds regular meetings to discuss issues in the department and organization had a frequency count of 14, immerses themselves in the department to create an atmosphere that encourages two-way communication came up 11 times, and having an open-door policy that leads two-way communication had a frequency count of 9. Finally, develops trust by encouraging risk taking was discussed in three interviews and had a frequency count of 5.

Create and use clear guidelines to help make difficult decisions. Nine of the 10 participants worked in the aerospace manufacturing industry. In the aerospace manufacturing industry, clear guidelines are a critical part of operating successfully and safely. However, this also applied to leading successfully during the COVID-19 crisis. Several participants explained the importance of being objective and factual when creating and enforcing guidelines during the COVID-19 crisis. Participant 4 stated,

> I put the facts out on the line to show here's what needs to happen. Here's the requirements. This isn't just my opinion and what needs to be done. It's laying out the process, laying out all the information, keeping it as factually based as

possible to know that the decisions are not just being made off of an emotional change or what's going on.

Participant 9 talked about how critical communicating guidelines and rules were in helping employees understand difficult decisions like the social distancing rules, masking policies, and the policy to send employees home who were exposed to another COVID-infected employee.

Another issue that faced these managers was layoffs in the organization. Some of the organizations had had two or three layoffs since the COVID crisis hit in March of 2020. Creating guidelines to determine who was laid off and who stayed on was difficult for all the managers interviewed. Creating guidelines helped them make those difficult decisions. Some of the managers discussed how performance reviews were helpful in the first round of layoffs but explained that by the second or third rounds of layoffs other criteria became necessary. A few participants described how they eventually had to set different guidelines to determine who would be laid off to try to make it as objective as possible. These guidelines included choosing employees who were more flexible in the tasks they were able to do or based on the attitude the employees' exhibited in helping the team deal with the COVID crisis.

Finally, Participant 4 talked about how her faith helped her to set guidelines for how to make moral decisions.

> I do also have a deep sense of faith. And I also have, and this is personal for me, but God will put me where I need to be and what I need to do, and he has that plan for me, and it may not always be a plan that I know. And it may not always be a plan that I particularly like. But I've relied on that for all my life. And it's

always ended up in the right place for what I needed to be at the right time and right place.

In addition to the interviews, there were several artifacts that supported creating and using clear guidelines to help make difficult decisions. Memos, e-mails, and posters were distributed and posted at several companies reinforcing the COVID-19 guidelines and rules as well as the guidelines for returning to work after exposure and the process for tracing and investigating reported COVID cases. One example is an e-mail (Artifact 13) that explained what the COVID-19 symptoms were and what steps to take if the employee exhibited any of the symptoms.

Building rapport with employees to help guide moral actions and develop trust. Building rapport with employees to help guide moral actions and develop trust was another theme that had a frequency count of 35. When a leader is open and approachable and treats their employees with respect, the employees feel more comfortable sharing issues and problems. This openness develops rapport and leads to trust between the leader and the employees (Trevino et al., 2000). Several participants discussed the importance of getting to know their employees as individuals to help them create trust. Participant 2 illustrated how he goes about building rapport and developing trust:

> I ask them about their wife. I ask them about their husband. I ask them about
> their kids, their significant other and their spouses, their parents, everybody just to
> kind of get a feel of what do they have going on at home outside of work.
> Because something I tell them ever since I started is, I know you're human.
> You're not a machine.

Several participants talked about not only getting to know their employees but showing concern for their employees to create trust during the COVID-19 crisis. Participant 10 discussed the importance of respecting people and not judging them for their thoughts, feelings, or emotions in dealing with the crisis. Participant 7 also explained,

Not judging. First and foremost, I think people will not bring things if they feel they're being judged. They need to be comfortable to be able to throw it all on the wall and be able to have a two-way conversation. Here's my problem, how can I help you solve the issue or give you a path forward to how we can manage it together.

Finally, Participant 4 shared how the vision and the values of the organization emphasized gratitude and caring. She shared a power point (Artifact 8) that discussed this organizational value. The organization carries out this value by creating "Power Thank Yous" to show their appreciation for their employees who have worked so hard during this difficult year. Participant 4 said,

And I've been making sure that with the senior leadership team, we are recognizing them with a Power Thank You. The whole leadership team comes out there. . . . And then I get the GM to state what we're thanking them for, for what they've done. . . . And you can see their faces just kind of light up. Wow, somebody recognized something, and we give them a gift card of $20 to something I mean, it's just a little token but still I think it's that recognition in front of other people.

Coaching and mentoring employees. Coaching and mentoring employees on how to make difficult decisions was another theme that came up 18 times. Leading by example and being a role model was discussed by several participants. Participant 10 explained,

> I think it definitely does come back to leading by example and ensuring that they know what is acceptable and what isn't acceptable and don't do those things in front of your employees, that's for certain.

> Both formal and informal training and coaching was also discussed as an action that many of these exemplary managers used to help their employees make moral decisions during difficult times. Participant 7 discussed how he uses both training along with emulating appropriate actions to help coach and train his employees.

Consistently modeling openness, honesty, and transparency. Consistently modeling openness, honesty, and transparency was another characteristic of these exemplary managers when leading with moral purpose. Participant 5 explained how important it is to have integrity on the floor. He emphasized that even when the situation is dire or reveals a mistake or problem, it is still important to be open and honest with each other in order to make the right decisions.

> This honest and open two-way communication applied not only to the employees but also to how the manager communicated with their people as Participant 9 explained,

> I mean I put forward a level of trust. I don't lie to them. I tell them what's happening, what's going on. I'm very open with them about that. I tried to just put that forward to them that they can trust me.

Holding regular meetings to discuss issues in the department and organization. Holding regular meetings to discuss issues in the department and organization (frequency of 14), immersing themselves in the department to create an atmosphere that encourages two-way communication (11), having an open-door policy that leads to two-way communication (9), and developing trust by encouraging risk taking (5) were the final themes that emerged when researching how these exemplary managers lead with moral purpose.

Several managers discussed the importance of regular meetings in making sure everyone knows what is going on and feels comfortable discussing issues. Participant 1 elaborated,

> Currently we have daily meetings where we touch on issues affecting our production schedule. And during those meetings, I also open up the floor to discuss any matter or concern that they might have, then we can touch on that.

Immersing themselves in the department. Seven participants explained how they walk the floor and do not wait for their employees to come to their office. This allows them to see firsthand what is happening in their department. Participant 7 clarified,

> I'm on the floor constantly with them asking them questions, seeing how they are doing. You just kind of be part of the team, try to be as close to the team as possible, so that you have that comfort level with each of your employees. Always make sure that they know you are approachable, even in the most trying of times.

Having an open-door policy. Many talked about the importance of an open-door policy where their employees can always come to them with issues or concerns. According to Participant 2,

> I just felt like the employees knowing that you don't have to come to my office to come talk to me, I will come up to you. We'll be out there that you can share something where you feel comfortable where your sitting is sometimes. So even getting water in the break room, they'll pull me to the side and share information there. I just want them to know like it doesn't matter where we are, just feel free and comfortable to talk to me.

Encouraging risk taking by developing trust within their departments. Finally, some of the managers discussed how they encourage risk taking by developing trust within their departments. Participant 2 stated,

> What I like to preach to my team and my group is that there is no wrong in making a decision, even if the decision is an incorrect one, because I feel like even incorrect decisions lead to a lesson learned. So, I just felt like, it's okay to take risk, I want everybody to be an owner.

> Trevino et al. (2000) summed it up when they explained that using moral purpose to guide leadership involves being a role model by showing employees how to act ethically by setting clear guidelines to hold everyone accountable and communicating what is most important to the leader and the organization.

Concern for the Collective Interest

Collective interest refers to prioritizing outcomes, actions, and decisions to benefit the greater common good rather than strategizing to produce self-serving advantages or

outcomes. Exemplary leaders look to sacrifice personal interests in pursuit of higher

goals or the greater good. They look beyond the present in order to achieve a successful

future (Bass, 2008; D. K. Goodwin, 2018a; Steffens et al., 2016). Five themes emerged

from the research under this topic from the interviews and artifacts with a frequency of

87. Table 5 summarizes the findings when answering the question of how exemplary

industrial production managers lead successfully through the turbulence of the COVID -

19 crisis using concern for the collective interest.

Table 5

Concern for the Collective Interest Frequency by Theme and Source

Theme Exemplary industrial production managers lead successfully with concern for the collective interest when they	Interview sources / frequency	Artifact sources / frequency	Total sources	Frequency
Stay abreast of what is going on in the organization so they understand what is important to their people	8 / 18	4 / 6	12	24
Prioritize their employees' health, safety, and well-being	6 / 15	6 / 7	12	22
Are able to step back and look at the big picture to keep things in perspective	9 / 20	1 / 1	10	21
Work together to achieve goals	6 / 12	5 / 8	11	20
Understand when the business succeeds, everyone succeeds	9 / 16	1 / 1	10	17
Total frequency				104

Staying abreast of what is going on in the organization so the manager

understands what is important was the most frequently referenced theme. It came up 24

times in both the interviews and the artifacts. Prioritizing their employees' health, safety,

and well-being had a frequency of 22 and was referenced by both the participants in the

interviews and the artifacts collected. The ability to step back and look at the big picture

to keep things in perspective was brought up in nine interviews and one artifact with a

frequency of 21. Working together to achieve goals had a frequency of 20 being

mentioned in the interviews and referenced in the artifacts. Finally, understanding when

the business succeeds, everyone succeeds was mentioned by all but one of the

participants and in one artifact with a frequency of 17.

Staying abreast of what is going on in the organization so they understand

what is important to their people. Knowing what is happening in the organization was

an important factor for the managers when looking at concern for the common good. Not

only is it important that the manager stays up to date on what is happening in the world,

the industry, the organization, and the department, but that information is also

communicated to the employees. Participant 1 explained,

> During our lunch meetings, we have a board with our current status for where we
>
> are at. We go over that and I let them know this is where we're at, this is how
>
> much time we have left. We go by month. . . . They're able to see that on a daily
>
> basis. It gets updated and it's communicated. I go to them and I ask for their
>
> status or I get them involved in knowing where we're at with our goal.

Explaining how decisions are made and why they are important is another way

exemplary managers make sure everyone knows what is important to the organization

and the department. Participant 8 said,

> I share with people exactly how I feel about it and what the decision-making
>
> process is and with that. I not only communicate how we are translating the

policies into action, but I also communicate that there was plenty of thought in creating those policies.

Participant 3 discussed how during COVID it is has been even more important to communicate how decisions are made. He explained the difficulty of balancing the HIPAA and privacy laws with giving the employees enough information to make them feel safe and secure at work. As he said, "that has been at the core of what we've been trying to do."

Keeping up to date on what is going on not only happens through the manager, but also through postings, e-mails, and company notices such as in this COVID update e-mail that was sent out to the employees:

> We have received some questions about vaccinations. We don't have much more information than what is published on the Orange County Health Services website, which states "critical manufacturing" is scheduled to start in February. We have reached out to see if we can get more details and will share when we have better clarity on availability. (Artifact 12)

Prioritizing their employees' health, safety, and well-being. Throughout the interviews, the exemplary managers discussed different ways they prioritized their employees' health, safety, and well-being. During the COVID-19 crisis, most of the conversations centered around on keeping the employees virus free, even sometimes at the expense of the business. Participant 8 explained,

> Sending people home is very difficult because when I send somebody home, I know something isn't going to be done that we have committed that we're going to be completing so that choice is always business versus potentially risking other

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people's health. So today, the choice is pretty simple. We are erring on the safe

side and we are sending employees home.

Participant 9 also emphasized this point:

The work is important, and the operation is important, but my employees are

more important. So, I fortunately I started this job when I was 17 years old out on

the floor shredding paper. So, I can confidently say that I know what it feels like

to be out there doing that and I'm okay with caring more about them than the

operation.

Surprisingly, not all employees were happy about the rules and the guidelines to

keep safe. Participant 3 explained how he had to deal with several employees who were

unhappy when they were exposed and had to stay home. This situation was echoed by

managers at other companies as well.

Artifacts also showed how concern for employee safety was a priority for both the

organization and the manager and tried to explain that there was no hidden agenda when

testing employees. This e-mail (Artifact 12) was directed to all employees of one of the

facilities:

We continue to make the testing available to help you, the employees, feel safer at

work and outside of the workplace. Understand that there is no underlying reason

to offer the testing, other than to help keep us all safe in this time of COVID-19

illness.

Keeping employees healthy is not the only concern exemplary production

managers focus on. They also focused on their employees' personal well-being as

Participant 10 explained,

If an employee comes to me and says, "Hey, I need to take a 30-minute break I'm

kind of going through something." Okay, fine. You know, do what you got to

do, can I be there for you and coming across as a caring individual. I check in

with my employees every single morning when I walk in. "How's everybody

doing, do you guys need me for anything", etc. Just being available to them.

Stepping back and looking at the big picture. One of the critical ways to keep

the concern for the collective interest at the forefront of everyone's minds is the ability to

step back and look at the big picture to keep things in perspective. Johnson (2016)

explained that focusing on the big picture allows leaders to be clearer and more decisive

in order to address the issues the organization is facing. This starts from the top with

communication that keeps decisions in perspective such as the difficult decision that was

communicated in Artifact 1:

As you are all aware the COVID-19 pandemic has changed our lives forever, and

in ways we still may not know for years to come. We have all sacrificed a great

deal and have adjusted our daily personal and work lives.

After we settled into our new norm, it was necessary to plan the future of

[facility], not just from the [company's] perspective, but globally as well. We

predicted a downturn in the economy would likely occur and we had no option

but to reduce expenses across the board.

Once information is communicated from the top, it is the manager's job to make

sure that information is carried out and implemented successfully as Participant 10

explained,

I look at things from a utilitarian standpoint and what's best for the organization

as a whole. If the best thing for the organization as a whole is to wear your mask

and staying six feet apart, that's just what the rules are going to be and again it

comes back to leading by example and making sure that you are doing what

you're supposed to do.

Making sure one has clear goals, those goals are aligned with the organizational

goals, and there is a plan, is another trait that Participant 7 discussed,

So, from the corporation comes the facility targets. And then from those targets

those cascade down into our department goals, and then from our department

goals are split out into individual tasks that we monitor, we have reports that run

each day, every half hour that tell us where we are in all these tasks.

Keeping the big picture view helps Participant 4 focus on what is important.

But I just I tried to keep the big picture in mind and make sure where we're at and

not get stuck in all the small little detail stuff. Because with that big picture

you're going to lose where we're going in the basic scheme of things, versus all

the little individual things that have to make up to that big picture.

Working together to achieve goals. The theme working as a team to achieve

goals had a total frequency of 20. By building successful teams, crisis leaders enable

their people to accomplish more than they could on their own and produce more positive

outcomes, and they are able to return to the status quo, or an improved version, more

quickly (Mosley & Matviuk, 2010; T. A. Williams et al., 2017). This was especially

emphasized in many of the artifacts collected. One company reflected this as part of their

vision and values (Artifact 8). It was labeled as gratitude and caring: recognize others, show appreciation and genuine interest, and provide support.

Sending out companywide e-mails and memos that recognized teamwork, such as Artifacts 1 and 12, also helped create a team atmosphere and recognized the hard work the employees have put in.

Working as a team was mentioned several times as a critical component of leading during a crisis. Participant 4 explained,

Well, we have to work as a team. I mean, everybody has to work together. It definitely is a team effort. It is not you, me, them, or anybody because one, we can't have a single point of failure where everything is just limited to one person. If that person goes on vacation or is gone or sick, then you can't move forward to get it done. And then the team fails because we've had a single point of failure in one area.

When discussing teamwork, many of the leaders discussed the importance of cross-training during the COVID-19 crisis to not only deal with ill employees and those exposed but also to deal with the downsizing of employees through lay-offs. Participant 5 explained how planning by cross-training other employees helped his department meet expectations even when several employees from one area were sent home after being exposed to COVID.

So, when all these people went out, we still were able to bring the other person to continue running the equipment. And that's how we managed to try to maximize our resources and meet expectations that we still have to do. Trying to predict what potentially can happen.

Participant 7 summed it up well when he said,

> Really it comes down to teamwork. You have less people to still complete a task,
> and ultimately the collective interest. . . . So really that cross-training has been
> more pivotal than ever. And that we can pull our resources to what the priority is
> of the day and move people around. And how we've been able to do. It's really
> proven its value, with COVID that we're so light on resources. So, it's really
> going beyond just your individual work, and making sure that you're watching
> out for the work of your coworker as well.

Understanding when the business succeeds, everyone succeeds.

Understanding and appreciating that when the company succeeds, everyone succeeds individually is the last theme that emerged with a frequency count of 17. Being able to see how the success of the company impacts each person's individual success and being able to communicate that to employees is a skill that emerged from the research. Participant 9 argued that when the department runs smoothly, it makes each individual's job easier. Participants 1 and 6 put it succinctly when they explained that if the business does not succeed then they would not have a job. Having this perspective helped many of these managers deal successfully with their own as well as their employee's fears during the crisis.

Personal Temperament

Personal temperament was defined as the prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual. According to Newman and Davis (2016), character tends to be challenging to define. That may be why the frequency was lower for this trait since the temperament of the participants varied

from extroverts to introverts, quiet to talkative, calm to intense. However, there were six

themes that immerged as shown in Table 6.

Table 6

Personal Temperament Frequency by Theme and Source

Theme Exemplary industrial production managers lead successfully with personal temperament when they	Interview sources / frequency	Artifact sources / frequency	Total sources	Frequency
Maintain a calm and even temperament	8 /19	0 /0	8	19
Adjust behavior based on the person and situation	8 / 17	0 / 0	8	17
Model positivity and is a role model	8 / 14	0 / 0	8	14
Focuse on results when attacking problems	7 / 14	0 / 0	7	14
Show empathy towards their employees	6 / 13	0 / 0	6	13
Are an effective communicator	5 / 10	0 / 0	5	10
Total frequency				87

There were no artifacts that demonstrated the themes of personal temperament;

however, the interviews resulted in 19 frequencies for maintains a calm and even

temperament. The important skill of emotional intelligence was exhibited when the topic

of being able to adjust behavior based on the person and situation was reported 17 times.

Models positivity and focuses on results when attacking problems both showed up 14

times. Shows empathy was reported 13 times and being an effective communicator was

mentioned 10 times.

Maintain a calm and even temperament. Eight of the 10 of the participants

discussed the importance of maintaining a calm and even temperament during times of

crisis. When asked to describe his temperament, Participant 2's statement summed up

what many of the participants said:

I would say something I get pretty often is calm, collected. And it's like, even-keel essentially, even when the highs are high or the lows are lows, it's still like, okay, we'll get through this. . . . So, I just feel like really being a steady personality out on the floor, a steady leader . I feel like that's important.

Several of the participants talked about the need to control their temper and staying levelheaded in turbulent situations as an important characteristic in this crisis situation, even when they may have felt very angry or frustrated inside. Participant 5 said,

I think if you were to ask anybody, they will say that I'm very levelheaded that I very occasionally lose my temper. Because I think what I've learned is that I've lost my temper in the last 15 years, once. Because one thing that I learned as a professional is that once you start losing your temper, you don't listen to the person.

Participant 7 added, "You've got to be levelheaded you got to think about it. You've got to think out steps, not get emotional."

Adjust behavior based on the person and situation. The ability to use emotional intelligence and adjust behavior based on the person and situation was the next most frequently mentioned theme with a frequency count of 17. According to Bradberry and Greaves (2009), emotional intelligence is "the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence" (p. 21). Reading the situation and the employees was key to being successful as a leader as Participant 4 explained:

Everybody's different, people react different. You have to change what you do to

get out of them what their best can be and having to read people differently. And,

and how I treat one person may be very different than how I treat a different one

to get the answers out of them, or to get the motivation out of them for what needs

to be done.

Participant 6 explained how she analyzes the situation and not only adjusts her behavior,

but her communication style based on personality, age, or other factors she has learned

about her employees and coworkers.

Another way these managers adjusted behavior was in how they reacted to

volatile situations. Participant 9 discussed this when he said,

You just tamper down or just calm it down. There is, again, I know when I'm

starting to be too much. And you start separating yourself from the employees for

a while until you can calm down. Because the worst thing that can happen is they

see that and they know they like I said earlier, they know more than I do.

Models positivity and is a role model. Being positive and always cognizant of

being a role model was mentioned 14 times by these exemplary leaders. Several of the

participants talked about their positive, upbeat personalities and how it encourages their

employees during difficult times. Thinking positively was listed by Alhamami et al.

(2020) as a crucial element of high-performing leaders. For example, Participant 8

described how he sees himself as a cheerleader for his people. Others discussed how they

try to be a role model for their employees when times get tough, even if they don't feel

that way. Participant 2 said, "So, I just feel like you're a coach, you're a leader, you're

the oldest you're here to help you guide, you're here to lead."

Focus on results when attacking problems. Focusing on results when attacking problems was a theme that was mentioned 14 times. Some of the participants discussed how they go about attacking the problems they have encounter over the last year. Participants 7 explained,

> I'm very methodical in how I analyze things. So, some of that could be driven by the nature of the job, but really when there's a problem, I'm looking for what is the problem and what are the solutions, or what are the contributing factors that may be causing it that we don't see surface visually. And I think that helps.

> Participant 5 discussed another approach to attacking problems. He focused on the results and the outcomes. Finally, a couple of the exemplary managers discussed how they liked the challenge of solving a difficult problem. Participant 6 stated, "I like challenges. I don't want to fail. I want to be able to excel . . . I thrive in chaos to be honest."

Show empathy toward their employees. Six of the managers mentioned 13 times the importance of showing empathy and being aware of what their employees and coworkers are experiencing during this COVID crisis. Goleman (2005) described empathy as a "fundamental people skill" (p. 43). He also explained that is a critical component of effective leadership (Goleman, 2011). Participant 1 discussed how he has had to be more empathetic during the COVID crisis:

> I think on a regular day we were always just a little friendlier with personnel. Now, with this situation, you try to be a little more professional to just keep it a little more professional and that's it. I guess you don't know what the people are going through outside of work.

Participant 2 emphasized that while it is important to be empathetic, it is also necessary to not get caught up in other's emotions and problems.

> I feel like, for myself, I was really trying to be just trying to keep it steady, like sharing the moment, but then realized that there are other employees that also need direction that need leadership and will also need me to provide some sort of support to them as well. So, if I get fully consumed by this emotion, this direction, then it's unfair to the other employees. I just felt like sharing the moment, speak to them, reach out to them, send them messages of support. But then still be ready and willing to help someone else who might need you for something else.

Having empathy and the desire to help others as a part of one's temperament helped these managers be more effective during this difficult crisis. Participant 3 stated,

> And my temperament is if I need to help someone, I'm going to go do it. And I'm trying to lend a hand recognizing that there's an issue or an opportunity to help. And we've done a lot to really change how people help each other.

Are an effective communicator and demonstrate honesty and transparency. Finally, being an effective communicator while demonstrating honesty and transparency was mentioned 10 times by five of the participants. Shufutinsky et al. (2020) explained that honesty and transparency are especially important when leading during a crisis such as a pandemic. In fact, James and Wooten (2010) argued that communicating well is the trait most important to effective crisis handling. Effective communication skills are a necessary trait to be an effective leader.

Being open and honest when communicating and knowing when and how to present information was another skill that was emphasized by several managers. Participant 6 discussed how she makes sure to voice her opinions and give feedback as soon as possible. Participant 4 explained how being open and honest is part of her personal temperament:

I would say outspoken. I'm communicative. Ah, assertive, I'm honest. Sometimes brutally honest, probably some of that sometimes I'm blunt with what I have to say. I mean, I don't mince the words. I don't play around with beating around the bush. I try to tell it like it is and be straightforward with it. Part of that I think has come from being in a very male-dominated world. And that's where you deal with that and how it happens as far as it's just the straight front honesty out there. That if you work for me, I've got your back.

Finally, Participant 5 discussed how important it is to know when and how to de-escalate touchy situations and being able to take the emotions out of one's reactions. He talked about the skills that are necessary to de-escalate situations and how his even temperament helps him manage turbulent situations. He continued to explain why and how he keeps situations calm that lead to the best result.

And we know when you're angry you're not going to think clearly. You're going to think of something just kind of like shut it down, but the problems are not going away. It's best sometimes when you don't have an answer, step back. Think about it, write it down, and then come back and figure out how to solve the problem.

Resilience

Resilience was defined as the ability to prepare and plan for, absorb, recover from, or more successfully adapt to actual or potential adverse events. Shufutinsky et al. (2020) argued that a successful leader during a crisis must maintain a high level of resilience. There were seven themes that emerged from the research as shown in Table 7.

Table 7

Resilience Frequency by Theme and Source

Theme Exemplary industrial production managers lead successfully with resilience when they	Interview sources / frequency	Artifact sources / frequency	Total sources	Frequency
Keep the lines of communication open to maintain team commitment.	9 / 30	1 / 1	10	31
Avoid dwelling on mistakes, learn from them and develop a plan so it will not happen again	7 / 23	5 / 7	12	30
Focus on the big picture to keep perspective	9 / 22	2 / 2	11	24
Available to help where and when needed	7 / 17	0 / 0	7	17
Stay flexible and adaptable	4 / 8	2 / 4	6	12
Develop, train, and coach to help employees adapt and grow	7 / 9	0 / 0	7	9
Look at risks and opportunities when solving problems	4 / 4	1 / 1	5	5
Total frequency				128

The most frequently mentioned theme was keeping the lines of communication open to generate buy-in to develop a culture of team commitment. Nine participants discussed it in their interviews, and it came up in one of the artifacts for a total of 31 times. Right behind with 30 frequencies was the ability to avoid dwelling on mistakes, learning from them, and developing a plan so it won't happen again. This was mentioned

by seven interviewees and came up in five of the artifacts. Focusing on the big picture to give perspective had a frequency count of 24, being mentioned by nine participants and in two of the artifacts. Being available to help where and when needed (17); staying flexible and adaptable (12); developing, training, and coaching to help employees adapt and grow (9); and looking at risk and opportunities when solving problems (5) were the last few themes that emerged from the research.

Keep the lines of communication open to maintain team commitment.
Communication is a critical leadership skill, especially during turbulent times (James & Wooten, 2010; McCarthy, 2014; Shufutinsky et al., 2020). Bass (2008) went so far as saying that a leader's effectiveness is directly related to their ability to communicate effectively. Duckworth (2016) explained that when leaders want their people to be more resilient they must create a culture of resilience by communicating what is important. Two-way communication is a tool that most of the managers used to create buy-in on their teams and achieve that culture. Participant 9 discussed the necessity of making people a part of the team by communicating freely and letting the employees bring up ideas as well. Participant 7 talked about the importance of transparency because his employees do not always have access to the same information he does. Participant 1 discussed how two-way communication should not be limited only to employees, it is also vitally important to communicate with the upper-management team, especially since there is more at risk during this COVID crisis.

Participant 8 explained how communicating regularly with employees also helped him to determine how his team is managing the crisis and how resilient they are:

The communication that you get from them, and the feedback that you get from employees will tell you if your subordinates, in this case my supervisors, are resilient or not. I think some succeed more at it than others, but in general sense, I think the message that I'm trying to give them they pick up.

Avoid dwelling on mistakes, learn from them, and develop a plan so it will not happen again. Being able to move forward after mistakes are made and to learn from those mistakes was another important theme that emerged in both the interviews and the artifacts 30 times. The first part of this theme is the ability to move forward from a mistake. Participant 8 discussed this concept when he argued how important it is to not dwell on a mistake after reflecting on it and determining the lesson learned. Participant 3 argued that it is more than just moving on but also figuring out how to fix the mistake:

But I now see it as just sort of a call to action. It's what do we need to go do differently? And where you can get so bogged down in woe is me, I tried so hard, and I did all these things right? Now forget about that.

Accepting that failures happen and then using failure as a lesson learned was mentioned by a number of the exemplary managers. Learning how to handle issues more effectively so one does not make a mistake more than once was also discussed. Participant 7 summarized that when he stated:

So, I think at some level, you have to be in the trenches, or even struggle with it or I would say even fail at it. So, you get that perspective. You can read a book; you can go to school and say, "Oh well, one plus one is two." And that's all great. But that's not really a life lesson until you're under the magnifying glass and really pushed to your limits that you find out.

Teaching their employees how to handle and learn from failure was another topic that was mentioned several times. Participant 3 argued,

Making sure you recognize that not just accepting the failure, but going back, looking at the problem and fixing it is really important in terms of how I'm trying to get people to think about issues and problems.

The aerospace industry has been hit extremely hard in the last couple of years. First there was the failure of the Boeing 737 MAX aircraft in 2019, and then COVID-19 hit in March 2020 and air travel came to a standstill. According to Schmidt and Gelle (2020),

Prolonged negative financial impacts, aircraft order deferrals and cancellations, fleet reductions by airlines, uncertain economic conditions and ongoing trade disputes are leading to an existential crisis for commercial aerospace. We expect the overall 2020 commercial aerospace market to decline at 37%, compared to 2019. (p. 2)

This led to staff downsizing in every organization that participated in this study. This downsizing, both economic and of labor, negatively affected production numbers. However, the exemplary leaders were able to show their own and their team's resilience by setting goals to learn from these challenges, and they improved their production numbers and achieved their goals. This was demonstrated through goal charts and KPIs achieved. For example, Artifact 5 showed how the participant's department was able to exceed or hit every ship date during the month of December and to exceed each target for on-time delivery in December. Artifact 2 showed a chart that demonstrated how another participant's department delivered all products on time and met target costs in December

after having difficulty hitting those goals in previous months. Participant 6 summed this idea up when she said,

> If we weren't being resilient in our organization then our performance measures, our charts, and all our goals we wouldn't really be meeting right if we're just in total chaos. I think you would see the decrease, or it would be stagnant or keep decreasing. But the fact that we can pull together and we have been moving forward and improving and meeting our goals, that's a good indicator.

By showing their resilience to learn from failures, these leaders were able to succeed during the COVID-19 crisis.

Focus on the big picture to keep perspective. The ability to focus on the big picture to keep things in perspective was an important trait these exemplary production managers possessed to remain resilient during the COVID-19 crisis. Shufutinsky et al. (2020) identified big picture thinking as one of the crucial characteristics for leading during a crisis. Nine of the 10 participants discussed it in their interviews. Artifact 1 demonstrated how the company's leadership reminded its employees to keep things in perspective as reductions were announced.

The managers also regularly reminded their employees to look at the big picture when dealing with the changes occurring during the COVID-19 crisis. Participant 8 said,

> Yeah, so obviously the flexibility and understanding of the challenges that we are faced with and again, reminding employees that we are all in this together, and it's all about survival at this moment, right? I mean there are companies that are closing their doors completely. While we are as much as we are struggling, we

are still a very solid organization. So that reminder has to be there as an example

I can give you.

Participant 4, who has worked in the aerospace industry for over 20 years, found

herself recognizing the similarities between this crisis and previous situations:

Recently, we talked about 9/11, right? That was quite a few years ago when I was

younger in my career and going through it then. This pandemic, and how the

airline industry is reacting is very similar to that, except it's worldwide now,

instead of just in the U.S., like 9/11 was. So just letting people know that things

will come back, they will happen again. And I tell that to myself all the time.

One of the most difficult parts of dealing with the COVID-19 crisis for these

managers was having to lay off many of their employees, some who were high

performers or had been with the organization for many years. Participant 5 explained

how he helped his employees understand the decisions he had to make:

The day will come that you're going to have to tell people that you know they'll

be mad at you for cutting 20 people. But you have to be able to tell them you

know what, I had to cut 20 people to save 200.

Showing his people the big picture helped them be more resilient when dealing with the

adversity of their fellow employees being laid off. Participant 2 discussed the toll the

layoffs had on him personally and how he dealt with it:

I had to go in there and kind of remind myself, "Look, this is why you're doing

it." You're not doing it just because you woke up this morning willy-nilly, "I just

think today's a good day to have a layoff of X amount of employees." So, it's

really just trying to calm and collect myself in my office to say, "Okay, this is

why we're doing it. This what's going on. This is the backstory, this is what's

happening, we have an outside factor that's basically really driving these

decisions."

Available to help where and when needed. Being available to help where and

when needed was another theme that was mentioned 17 times by the participants. This

applied to both sides, with the manager being available to step in and help as well as the

employees being willing to step in and help the team. Participant 1 explained how the

management team had been "getting their hands dirty" and jumping in to work with their

employees to help the team be more resilient and successful. Participant 5 also talked

about doing whatever was necessary to get the job done:

> And our month ends are crazy, crazy, really crazy. I will stay with the employees
>
> until the end. I'll stay if there is no packaging staff helping them out and they
>
> always say no. "Why are you here?" And then my simple answer to that was
>
> "because everything else is caught up and I'm not done until you guys are done.
>
> So, if I'm going to be here, I might as well come here. I'm going to help you."

The willingness for the employees to step in and help as well as learning to take

on other roles also came up several times in the interviews. The managers discussed how

the decision to cross-train and people's willingness to step in and assist each other helped

these managers, their departments, and in turn, their organizations succeed during the

COVID-19 crisis.

Stay flexible and adaptable. The ability to stay flexible and adaptable was

mentioned 12 times by both the participants and in the artifacts. Krawczynska-Zaucha

(2019) explained that being flexible allows leaders to recognize and quickly adapt to

demanding crisis situations. In the artifacts, it was demonstrated in the charts showing

the progress toward goals over the last few months (Artifacts 5 and 6). The participants

also mentioned the need to be flexible and emulate that skill to their team. "I think one

strategy obviously is to be more flexible, adaptable, and then push that down to my folks,

and to be able to emulate that as well" (Participant 6).

Develop, train, and coach to help employees adapt and grow. Giving

employees the opportunity to learn and grow was one way that the successful production

managers helped their employees become resilient. Luthans et al. (2006) described how

employees have higher levels of resilience when they have confidence in how they

perform their jobs. This included learning through direct experience, observation, and

coaching as well as formal training. This was discussed nine times in the interviews with

the participants. Participant 4 explained how learning from experience and sometimes

failures can be beneficial:

> I'll let them fail. I'll let them make some mistakes, so that we can go through,
>
> and I'll be cautious with it and not put anything in a devastating situation, but I
>
> will let them because one strategy is let them try their process and do it that way
>
> to see because they're going to learn from their mistakes better.

Participant 8 talked about how being a role model and then discussing the

decision-making process is one method he uses to coach his employees:

> My supervisors are probably the ones that I'm focusing on the most. And the way
>
> I focus on them is involving them in the decision-making processes as much as
>
> possible, so that they can then go and kind of preach the same thing that we talked

about . . . then they are basically spreading that same message that I spread

myself.

Finally, Participant 1 discussed how his company provides formal training for the

leaders and the employees to help their employees be more effective in their jobs in all

areas from technical to soft skills training.

Look at risks and opportunities when solving problems. Although looking at

risks and opportunities when solving problems only had a frequency count of 5, it was

important enough to be a part of one company's values as stated in Artifact 8. The value

stated, "Strategic and forward-thinking: Be proactive, not reactive. Anticipate problems

with foresight and a process-driven approach." Participant 7 summed it up when he

discussed how forward planning in the past helped his department and the organization

succeed during the COVID crisis:

> It was always planning for the fluctuation in the business, right? Slow today,
>
> buried tomorrow. How do we get over this? How do we try to take the peaks and
>
> the valleys out of the workflow that's ever changing? And it really just played
>
> into this tsunami if you will where we lose almost half our staff, and still being
>
> able to take care of the business priorities.

Key Findings

Using the data from interviews and artifacts, 27 themes emerged from this study,

which yielded 14 key findings about how exemplary industrial production managers led

their manufacturing organizations successfully through the turbulence of the COVID-19

crisis. The criteria were used to determine key findings found in Table 8. Each theme

was referenced by a minimum of 80% (eight) of the participants or had a minimum

frequency count of 18.

Table 8

Summary of Key Findings Based on Selection Criteria

Trait	Theme	% of Participants	Frequency count
Moral purpose	• Create and use clear guidelines to help make difficult decisions	100	37
	• Build rapport with employees to help guide moral actions and develop trust	100	35
	• Coach and mentor employees on how to make difficult decisions	80	18
Concern for the collective interest	• Stay abreast of what is going on in the organization so they understand what is important to their people	80	24
	• Prioritize their employees' health, safety, and well-being	60	22
	• Are able to step back and look at the big picture to keep things in perspective	90	21
	• Work together to achieve goals	60	20
Personal temperament	• Maintain a calm and even temperament	80	19
	• Adjust behavior based on the person and situation	80	14
	• Model positivity and is a role model	80	17
Resilience	• Keep the lines of communication open to maintain team commitment	90	31
	• Avoid dwelling on mistakes, learn from them and develop a plan so it will not happen again	70	30
	• Focus on the big picture to keep perspective	90	24

Moral Purpose

1. Create and use clear guidelines to help make difficult decisions.

2. Build rapport with employees to help guide moral actions and develop trust.

3. Coach and mentor employees on how to make difficult decisions.

Concern for the Collective Interest

4. Stay abreast of what is going on in the organization so they understand what is important to their people.

5. Prioritize their employees' health, safety, and well-being.

6. Are able to step back and look at the big picture to keep things in perspective.

7. Work together to achieve goals.

Personal Temperament

8. Maintains a calm and even temperament.

9. Adjusts behavior based on the person and situation.

10. Models positivity and is a role model.

Resilience

11. Keep the line of communication open to maintain team commitment.

12. Avoid dwelling on mistakes, learn from them, and develop a plan so it will not happen again.

13. Focus on the big picture to keep perspective.

Summary

The purpose of this qualitative study was to discover and describe behaviors that exemplary industrial production managers practiced to lead their manufacturing organizations through the turbulent times of COVID-19 using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. This study used interviews and artifacts that yielded 27 themes and 440 frequencies. The 10 interviews provided data while the artifacts provided evidence to support the findings discovered in the interviews. From this research, 14 key findings were identified.

Chapter V summarizes the major findings and conclusions, discusses implications for

action, and makes recommendations for further research.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In this phenomenological study, the researcher discovered and described behaviors that exemplary industrial production managers practiced to lead their manufacturing organizations through the turbulent times of COVID-19 using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. An analysis of the data provided by participant interviews and artifacts resulted in 14 key findings and 27 themes. Chapter V provides a final summary of the study. It includes the study's purpose, research questions, and key findings. Unexpected findings, conclusions, recommendations for future research, concluding remarks, and researcher reflections are also included. Following is the study's purpose and the research questions used for this study:

Purpose Statement

The purpose of this phenomenological study was to discover and describe behaviors that exemplary industrial production managers in manufacturing organizations use to lead their organizations through the turbulent times of the COVID-19 crisis using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Research Questions

1. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using personal temperament?

2. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using concern for the collective interest?

3. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using resilience?

4. How do exemplary industrial production managers in manufacturing organizations lead their organizations through the turbulent times of the COVID-19 crisis using moral purpose?

The data were collected from in-depth interviews with 10 industrial production managers providing a detailed explanation of their lived experience when leading through the turbulence of the COVID-19 crisis. In addition, artifacts were collected from the managers to triangulate the data collected in the interviews. The study's target population was 9,640 industrial production managers in Los Angeles, Orange, and San Diego counties. Each of the participants met the following criteria:

1. Currently in a leadership position with at least 3 years of experience in management, and 1 year in their current position.

2. Provided leadership during the COVID-19 crisis.

3. Managed a minimum of 10 people (or had at least 10 people reporting under them through a direct supervisor or lead).

4. Performance consistently exceeded expectations in all essential areas of responsibility, met their annual goals, and the quality of leadership overall was excellent.

In addition, these managers did the following:

5. Oversaw daily operations of manufacturing and related plants.

6. Planned, directed or coordinated work activities and resources necessary for manufacturing products in accordance with cost, quality, and quantity specifications.

Major Findings

The purpose of this phenomenological study was to discover and describe behaviors that exemplary industrial production managers in manufacturing organizations use to lead their organizations through the turbulent times of the COVID-19 crisis using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. The following major findings were developed from the key findings specified in Chapter IV. To be a major finding, it must have been referenced by 80% of participants or have a frequency count of 24 or more.

Major Findings: Moral Purpose

1. Creating and using clear guidelines to help make difficult decisions was referenced by 100% of the participants and had the highest frequency of any themes at 37.

2. Building rapport with employees to help guide moral actions and develop trust was also referenced by 100% of the participants and had a high frequency count of 35.

Major Findings: Concern for the Collective Interest

3. Staying abreast of what is going on in the organization so they understand what is important to their people had a frequency count of 24 with 80% of the participants referencing it.

Major Findings: Resilience

4. Keeping the lines of communication open to maintain team commitment was

   referenced by 90% of the participants and also had a very high frequency count of 31.

5. Avoiding dwelling on mistakes, learning from them, and developing a plan so it will

   not happen again had a frequency count of 30 and was referenced by 70% of

   participants.

6. Focusing on the big picture to keep perspective had a frequency count of 24 and was

   referenced by 90% of the participants.

Unexpected Findings

There was one main unexpected finding when the researcher analyzed the data.

Surprisingly, there were no major findings under the trait of personal temperament since

none of the themes exceeded a frequency count of 24 or more. This may be partially

because there were artifacts available for all the traits except personal temperament,

which may have resulted in a lower count. In addition, if the researcher had been allowed

access to their work site, it may have been possible to collect more data by observing

industrial production managers who participated in the study engaged in activities in

which their temperament might have been overt. Because of COVID restrictions and

confidentiality issues, permission was not granted for onsite data collection at any of the

companies.

Conclusions

This researcher discovered and described behaviors that exemplary industrial

production managers practiced to lead their manufacturing organizations through the

turbulent times of the COVID-19 crisis using the leadership attributes of personal

temperament, concern for the collective interest, resilience, and moral purpose. After analyzing this study's major findings, the researcher drew the following conclusions.

Conclusion 1: For Leaders to Lead Through Turbulent Times, They Must Create Clear Guidelines to Guide Their Decisions

During a crisis, difficult decisions must be made. To be successful when making those decisions, managers must have clear guidelines. Sometimes these guidelines are established by the government, as in the distancing or masking regulations. Sometimes the guidelines are established by the organization, such as the tracing guidelines and return-to-work policies. Other times, the guidelines are more personal, such as religious or personal beliefs. Another type of guideline used by production managers is the daily operating requirements and procedures to do the job correctly. Either way, the manager needs to be clear about what those guidelines are and be able to communicate those guidelines unambiguously to their employees.

Trevino et al. (2000) discussed how ethical leaders rely on rules and guidelines when making decisions. They argued that not only are ethical leaders steered by both organizational guidelines and personal morals, but they must also be perceived by their employees as ethical managers. They do this by being a role model, communicating those guidelines regularly, and holding their employees accountable for their actions. All of the production managers in this study not only depended on the guidelines set forth by their organizations but also on their own set of moral rules and guidelines. This not only helped the leaders in their decisions, but it assisted in understanding the "why" for decisions and helped their employees deal with the frustration and fear of the COVID-19 crisis. Buiter and Harris (2013) explained that when leaders communicate clear

guidelines about change, employees feel less stress and more in control. Interviews and artifacts support the following:

1. All 10 of the managers in the study defined clear guidelines to make their decisions, clearly communicated those guidelines to their employees, and then used those guidelines to make critical decisions.

2. The artifacts gathered clearly defined and communicated what guidelines the employees were expected to follow. The memos, e-mails, and posters were communicated to all employees and were posted throughout the facilities, so all employees were aware of what the guidelines were.

Conclusion 2: It Is Crucial for Leaders to Build Rapport With Their Employees to Help Develop Trust and Achieve Support for Moral Actions During Turbulent Times

Building rapport is a critical skill that helps exemplary managers to create trust. Establishing rapport increases the employee's comfort level when approaching the manager with problems and issues. Trust between leaders and employees is crucial during times of crisis. In fact, T. A. Williams et al. (2017) argued that in a volatile environment, trust is critical to achieving positive results. A manager can build rapport and develop trust by getting to know their employees individually and not judging their thoughts, feelings, or emotions during the crisis since each person responds to a crisis differently. Both individual and organizational resilience is increased when there is openness between employees and leaders. In addition, the crisis is more likely to be resolved successfully (James & Wooten, 2010).

Finally, showing gratitude and appreciation is another tool leaders can use to build rapport and develop trust with their employees. Not only does this increase employee motivation, but it shows appreciation for their hard work and dedication during difficult times. Interviews and artifacts support the following:

1. All of the managers talked about how they built rapport with their employees and the importance of getting to know their people as individuals. This relationship between the employee and the leader creates trust that helps the manager stay abreast of what is going on in the organization as well as guides them in how to deal with their employees effectively.

2. The artifacts demonstrated how the organization can help leaders build rapport and develop trust by sending out informational e-mails, discussing successes, and making collaboration, teamwork, gratitude, and caring part of the organizational values. This gives the individual leader guidelines on how to better develop rapport with their team.

Conclusion 3: In Order to Understand What Is Important to the Collective Interests of Their People, it Is Essential for Leaders to Constantly Stay Abreast of What Is Going on With Their Employees, the Department, and the Organization

The findings from this study, along with the research, demonstrated that without having the knowledge of what is going on with their people throughout the organization, it is almost impossible for the leaders to know where their attention and focus needs to be. Nichols et al. (2020) emphasized that in crisis situations, it is especially important to build connections with the people doing the job and to stay up to date on what is happening on the floor. This can be done through frequent meetings, ongoing

measurements of goals and key performance indicators (KPIs), or getting out of the office and walking around the work area on a regular basis. Interviews and artifacts support the following:

1. Always knowing what is happening in the department was supported by all the participants interviewed. Regular meetings, walking the floor, creating accessible reporting mechanisms that all employees can access and use regularly, status updates, and sharing data were some of the tools mentioned by the participants. This kept both the managers and the employees up to date at all times about what was happening in the department and allowed the manager to adjust or deal with issues immediately.

2. The artifacts included posters and memos that communicated the return-to-work guidelines as well as information about the upcoming vaccine. Other artifacts communicated the vision and values of the organization. These artifacts demonstrated a way to help the managers and the organization communicate important information to all the employees in a timely manner.

Conclusion 4: Leaders Must Always Keep the Lines of Communication Open in Order to Create a Culture of Resilience and Commitment to Organizational Imperatives

Not only must leaders stay abreast of information and communicate it effectively to their employees to focus on what is important, they also must keep those lines of communication open so that employees remain committed to the goals of the team and the organization. When employees are committed to the team, they are more likely to be resilient (Duckworth, 2016). Communicating important information and involving employees in decision-making creates a positive, energized team culture. In addition, it

is important that information not only flows down from the leader to the employees, but the leader must also communicate regularly with their managers and above. This 360-degree communication ensures that everyone has the information needed to make effective decisions and to feel a part of the team and the organization. It also allows the leader to get a read on how the employees are faring and whether it is necessary to do some work to create resilience on the team.

Communicating the information collected is another vital skill that increases success during the COVID crisis. The crisis is very scary to many employees and leaders alike. People are worried about their own health, the safety of their family and friends, and their jobs and income. Increased communication helps ease some of these fears and assures the employees of why and how decisions are made. It also demonstrates how the company and the leader is protecting their health and safety as well as how decisions are made when layoffs and downsizing occurs. During a crisis, two-way communication should increase versus when working in calmer environments. Interviews and artifacts support the following:

1. The participants emphasized the importance of creating an environment where all of the members feel like they are a part of the team. This generated buy-in and facilitated the implementation of changes or helped create a resilient environment when the work became overwhelming. Being open and transparent in communication, listening, and involving the employees were all fundamental skills the participants discussed.

2. The artifacts also demonstrated this point by communicating important information about how the company was continuing to use a staggered shift schedule for their

employees when returning to work allowing the organization to communicate key information to all employees.

Conclusion 5: Mistakes and Failures Must Be Embraced by Leaders as Lessons Learned and Used to Move Forward With Plans to Secure Future Success

The leaders participating in this study all agreed that failures are part of the job. In fact, failure most often leads to a valuable lesson learned that allows one to develop and improve in the future. Creating an environment where risk is encouraged is another essential skill of leaders during a crisis. Crises such as COVID-19 are unprecedented; therefore, there are no guidelines on which to base decisions and actions. If leaders are not willing to make mistakes, they will be paralyzed by indecision, and indecision cannot happen in a crisis situation. Nichols et al. (2020) stated it succinctly when they discussed the behaviors that are necessary for leader to manage a crisis, "embrace action, and don't punish mistakes. Missteps will happen, but our research indicates that failing to act is much worse" (p. 3).

According to the study participants and the research, if failure happens, it is imperative to analyze what went wrong, create a plan to improve, and move on. This allowed the leaders in this study to achieve the goals even in the face of downsizing and illness. Not only do leaders need to learn how to be resilient in the face of failure, but they need to create an environment that encourages risk taking and innovation. They also need to teach their employees to do the same by being a role model and to accept and communicate how to take advantage of those lessons learned. Interviews and artifacts support the following:

1. The leaders who talked about this theme could not emphasize enough the importance of learning from mistakes and moving on. They argued that failure is just part of the process, and one learns more from failures than from successes. Taking the time to analyze the problem, attacking the problem from a different angle, collecting data, and getting other's perspective were all tactics these managers used when learning from failure.

2. The artifacts demonstrated the success of the leader's resilience. Demonstrating accountability and applying the above tactics allowed these managers to be successful even when there was failure in the past.

Conclusion 6: To Build Resilience When Dealing With a Crisis, It Is Vital for Leaders to Keep Perspective by Focusing on the Big Picture

The ability to step back and look at the big picture is another skill that is critical when dealing with a crisis such as COVID-19. Focusing on others, the organization, the industry, and the world helps a leader during the crisis keep issues and problems in perspective. The ability to look at the big picture also helps the leader be agile when making decisions and taking actions by not getting lost in all of the minute details (Krawczynska-Zaucha, 2019). One of the tools the managers used to keep perspective was drawing on past experiences. Remembering how one survived through a previous crisis provides solutions for the current situation and offers perspective. Also, it gives people an understanding of why and how decisions are made and facilitates a broader understanding and outlook. Interviews and artifacts support the following:

1. Nine of the 10 participants discussed the importance of keeping perspective and looking at the big picture whether it was in dealing with difficult situations with their

employees or dealing with difficult actions they had to take such as laying off

employees. Focusing on taking pride in the work, looking at past experiences, or

looking past oneself, focusing on successes, and seeing how issues and problems

were affecting others were some of the strategies these managers used.

2. The artifacts also used perspective as a way to help the employees deal with the

difficult cutbacks the organization needed to make by (a) looking at the global impact

of the COVID-19 crisis and (b) defining what success looks like for the organization.

<div align="center">**Implications for Action**</div>

This research provided insight into the practices exemplary industrial production

managers used to lead successfully through the turbulent times of the COVID-19 crisis.

Because this crisis just occurred in the last year, and there is little research available on

the topic, there is significant opportunity to apply and utilize the findings of the study and

to expand the research into other areas. The implications for actions derived from this

study have the potential to not only impact production managers in manufacturing but

other professions and industries as well.

Implication 1: Utilize These Findings and Conclusions to Develop and Offer

Organization-Based Leadership Programs on How to Lead During a Crisis

COVID-19 has affected all types of organizations, and there are little to no

resources out there to teach leaders how to best lead and manage during the crisis.

Although it is imperative that executives understand the skills necessary for leading

during a crisis, as explained in this dissertation, it is the midlevel manager who carries

out the crisis initiatives and deals directly with the repercussions. Organizations and

business consultants should develop and offer leadership programs that give leaders at all levels the tools they need to succeed during a crisis.

Implication 2: Develop University Business Curriculum to Include Crisis Leadership at all Levels

Most of the research on crisis leadership involves how executives lead through a crisis. There is little research done on the skills needed to be successful at lower management levels. Expanding business school curriculum for both degree and certificate programs on how to lead at all levels could help future business leaders deal with crises such as COVID-19.

Implication 3: Create More Resources That Help Leaders Lead Through a Crisis Such as COVID-19

Since the COVID-19 crisis was unprecedented and only began 1 year ago, there is little research about how to deal with the crisis successfully. More resources should be developed on managing through the unique characteristics of the COVID-19 crisis. Articles could be written for scholarly, trade, or popular journals and magazines. These articles could lead to presentations at conferences and symposiums where leaders learn the latest skills and tools. This would help leaders manage similar situations in the future.

Implication 4: Use the Results of This Study as Self-Assessment

The results of this study can give leaders the opportunity to look at their own leadership skills during a crisis and determine what they are doing well and how they can improve their skills to create a personal leadership development plan.

Implication 5: Write a Book on Leadership During COVID-19

There is much more to learn about successful leadership during COVID-19. This author, or other researchers, could write a book that furthers the research and compiles it into a book that can be used as a resource for midlevel leaders.

Recommendations for Further Research

Based on the research done in this study, there are five recommendations about future research that could be conducted on this topic.

Recommendation 1: Analyze the Combined Research From the Studies of the Four Members of the Turbulent Leadership Team

The turbulent leadership team was made up of four doctoral students all studying how exemplary leaders led during turbulent times. Each member studied a different population: The K-12 educator looked at exemplary public school superintendents who have led their districts during turbulent times. The retired Army officer looked at how Army first sergeants practiced when leading their companies through turbulent times while in Afghanistan throughout Operation Enduring Freedom or Operation Freedom Sentinel. The retired Navy officer searched behaviors that exemplary Navy submarine commanders practiced when leading their command through turbulent times. The recommendation would be to analyze the results of these four studies and compare and contrast where they were similar and different.

Recommendation 2: Replicate the Study With Other Populations

Other industries. This study focused on industrial production managers in manufacturing organizations. A broader study could include industries other than manufacturing. This could include other types of industries as well as other types of

organizations. For example, other industries could include retail, finance, healthcare, e-commerce, and so forth. Other types of organizations might include nonprofit, education, or military.

Leaders from other professions. Instead of focusing on industrial production managers, another study could focus on marketing, finance, human resources, or other professions in the business, nonprofit, military, or academic world.

Different levels of leadership. Instead of focusing only on midlevel managers, other studies could look at the difference between leadership traits during turbulent times of lower versus mid- versus high-level managerial positions.

Geographic area. This study focused on leaders in Los Angeles, Orange, and San Diego counties. The study could be expanded to other areas of the country or the world.

Gender. Three of the 10 participants in this study were female. Another study could focus on the how female or male leadership differs during a crisis.

Recommendation 3: Deeper Dive Into Personal Temperament

There was the least consistency with personal temperament. Further studies into what are the commonalities of personal temperament and does it change depending on profession, type of organization, and level in the organization is another area for future research.

Recommendation 4: Conduct a Quantitative Study

This study was conducted using a qualitative methodology. The study could be repeated using a quantitative methodology to see if the findings change.

Recommendation 5: Write a Book or Professional Article That Explores the Themes From This Research on How to Lead Effectively Through a Crisis

Since COVID-19 hit early in 2020, as of this date there has not been a lot of research surrounding how to lead successfully through this crisis. More research and information are needed to help leaders continue to lead through the COVID crisis as well as to prepare for if something like this happens again. The book could focus on critical aspects of leading during a crisis that were explored through this research.

Concluding Remarks and Reflections

This concluding remarks and reflections section allow the researcher to share personal insights about the research process and the insights gained. Based on this researcher's experience, two key insights are shared. In my past organizational roles and as an employee development consultant, I have been involved in developing leaders for over 25 years. Interviewing these exemplary managers gave me the opportunity to dig deeper into what makes a leader successful in what they do, especially during a crisis. This year the COVID-19 pandemic has created chaotic change for almost every organization in the world. Unfortunately, many organizations and leaders failed. However, hearing these 10 leaders talk about what they did to help their organizations remain successful was one of the most impactful experiences of my career. I had the opportunity to hear firsthand how exemplary leaders use communication, empathy, and perspective to create an environment where their employees can develop and succeed even during the most difficult times.

I also learned that I really enjoy the field in which I work. Working with people and helping them develop their leadership skills is an area about which I am passionate.

Listening to these 10 leaders talk about their commitment to their jobs, their employees, and their organizations showed me what true transformational leadership looks like. I feel like during this process of learning, listening, and researching, I grew as leader, and I look forward to continuing to use my skills to help other leaders grow as well.

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APPENDICES

APPENDIX A

Interview Script and Protocol

Thematic Interview Protocol Template

My name is Wendi Fast. I am a doctoral candidate at Brandman University in the area of Organizational Leadership. I am a part of a team conducting research to discover and describe behaviors that exemplary leaders practice to lead their organizations through turbulent times. Doris Kearns Goodwin in her book, *Leadership in Turbulent Times* argued that there is a commonality of behaviors that effective leaders use during turbulent times. These behaviors help leaders succeed in situations where others have failed and allow them to overcome hardship. Four behavioral elements emerged as critical to leading in turbulent times: personal temperament, concern for the collective interest, resilience, and moral purpose. Through my research, I hope to begin answering crucial questions regarding the behaviors that guide leaders successfully through turbulent times.

Our team is conducting approximately 40 interviews with leaders like yourself. The information you give, along with the others, hopefully, will provide a clear picture of behaviors that exemplary leaders practice to lead their organizations through turbulent times and will add to the body of research currently available.

Incidentally, even though it appears a bit awkward, I will be reading most of what I say. The reason for this is to guarantee, as much as possible, that my interviews with all participating exemplary leaders will be conducted pretty much in the same manner.

Informed Consent (required for Dissertation Research)

I would like to remind you any information that is obtained in connection to this study will remain confidential. All of the data will be reported without reference to any

individual(s) or any institution(s). After I record and transcribe the data, I will send it to you via electronic mail so that you can check to make sure that I have accurately captured your thoughts and ideas.

Did you receive the Informed Consent and Brandman Bill of Rights I sent you via email? Do you have any questions or need clarification about either document?

We have scheduled an hour for the interview. At any point during the interview, you may ask that I skip a particular question or stop the interview altogether. For ease of our discussion and accuracy, I will record our conversation as indicated in the Informed Consent.

Do you have any questions before we begin?

Okay, let's get started, and thanks so much for your time.

<div align="center">

Research Questions

</div>

We have four research questions we will be trying to answer:

1. How do exemplary industrial production leaders lead their organizations through turbulent times using moral purpose?

2. How do exemplary industrial production leaders lead their organizations through turbulent times using concern for the collective interest?

3. How do exemplary industrial production leaders lead their organizations through turbulent times using personal temperament?

4. How do exemplary industrial production leaders lead their organizations through turbulent times using resilience?

The first element we will be looking at is Moral Purpose.

Definition of Moral Purpose:

> Leaders who conduct themselves with moral purpose are legitimate and credible
>
> role models who practice what they preach and make principled and fair choices
>
> that can be observed and emulated by others. They use frequent, two-way
>
> communication to define ethics and create moral codes for the organization and
>
> infuse the organization with principles that will guide the actions of all
>
> employees.

Interview Question #1: In their jobs, organizational leaders often face ethical dilemmas. Roland (2020) defines an ethical dilemma as "a complicated situation in which one must make a difficult choice or decision in the face of conflicting morals or the values one uses to determine the difference between right and wrong." As a leader, how do you provide opportunities to your followers to voice their concerns and thoughts about ethical dilemmas confronting the organization?

- What do you do to keep the lines of communication open?
- How do you create an atmosphere of trust so your employees feel comfortable about expressing concerns or calling attention to problems in the organization?

Interview Question #2: Can you share a story about a time when you had to make a difficult decision and your integrity was on the line?

- What guided you in making that difficult decision?
- How do you ensure your employees know how to make difficult decisions?

We will now move on to the second element, Collective Interest.

Definition of Collective Interest:

> Collective interest refers to prioritizing outcomes, actions, and decisions to benefit the greater common good rather than strategizing to produce self-serving advantages or outcomes.

Interview Question #3: Research shows leaders who lead their organization through turbulent times make the concern for the collective interest a priority. How do you assess and remain focused on the collective interest of your organization as you guided the organization through turbulent times?

- Are there things you do to keep the collective interest in your mind, and in the minds of others within the organization?

Interview Question #4: How do you prioritize the collective interest when it conflicts with your own sense of security or your own professional self-interest?

- Tell me about a time when you have experienced this conflict?

- What do you do to lead your organization when you are feeling this conflict?

The 3rd element we will be looking at is Personal Temperament.

Definition of Personal Temperament

> The prevailing mood pattern or characteristic level of emotional excitability or
> intensity of an individual.

Interview Question #5: Can you describe your personal temperament?

- Can you share a story where your personal temperament played a role in your
  leadership position during turbulent situations?

- What were the elements of your personal temperament in that situation that
  helped or hindered a positive outcome/resolution?

Interview Question #6: What strategies do you use to adapt your temperament in
different situations? For example, how might your temperament change in a turbulent
environment compared to an everyday environment?

- Can you describe a situation in which you had to control your temperament to
  bring your people through a turbulent situation to achieve an important goal?

And finally, the last element we will be researching is resilience.

Definition of Resilience:

The ability to prepare and plan for, absorb, recover from, or more successfully adapt to actual or potential adverse events.

Interview Question #7: Can you share a time where you needed to absorb and recover from the adversity of an unsuccessful event? What strategies did you use to bring out your own resilience?

- How have you increased your resilience in tough times to overcome events that you have failed from as a leader?
- How have you demonstrated your resilience as a leader to your staff members within your organization?

Interview Question #8: As a leader how do you increase your organization's resilience in handling setbacks and in meeting important project goals?

- What strategies have you found to be effective in building resilience in your team members?
- What evidence do you have that your people are resilient in challenging times?

APPENDIX B

Interview Questions

The first element we will be looking at is Moral Purpose.

Definition of Moral Purpose:

> Leaders who conduct themselves with moral purpose are legitimate and credible
> role models who practice what they preach and make principled and fair choices
> that can be observed and emulated by others. They use frequent, two-way
> communication to define ethics and create moral codes for the organization and
> infuse the organization with principles that will guide the actions of all
> employees.

Interview Question #1: In their jobs, organizational leaders often face ethical dilemmas.
Roland (2020) defines an ethical dilemma as "a complicated situation in which one must
make a difficult choice or decision in the face of conflicting morals or the values one uses
to determine the difference between right and wrong." As a leader, how do you provide
opportunities to your followers to voice their concerns and thoughts about ethical
dilemmas confronting the organization?

- What do you do to keep the lines of communication open?
- How do you create an atmosphere of trust so your employees feel comfortable
  about expressing concerns or calling attention to problems in the organization?

Interview Question #2: Can you share a story about a time when you had to make a
difficult decision and your integrity was on the line?

- What guided you in making that difficult decision?
- How do you ensure your employees know how to make difficult decisions?

We will now move on to the second element, Collective Interest.

Definition of Collective Interest:

> Collective interest refers to prioritizing outcomes, actions, and decisions to benefit the greater common good rather than strategizing to produce self-serving advantages or outcomes.

Interview Question #3: Research shows leaders who lead their organization through turbulent times make the concern for the collective interest a priority. How do you assess and remain focused on the collective interest of your organization as you guided the organization through turbulent times?

- Are there things you do to keep the collective interest in your mind, and in the minds of others within the organization?

Interview Question #4: How do you prioritize the collective interest when it conflicts with your own sense of security or your own professional self-interest?

- Tell me about a time when you have experienced this conflict?

- What do you do to lead your organization when you are feeling this conflict?

The 3rd element we will be looking at is Personal Temperament.

Definition of Personal Temperament

> The prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual.

Interview Question #5: Can you describe your personal temperament?

- Can you share a story where your personal temperament played a role in your leadership position during turbulent situations?

- What were the elements of your personal temperament in that situation that helped or hindered a positive outcome/resolution?

Interview Question #6: What strategies do you use to adapt your temperament in different situations? For example, how might your temperament change in a turbulent environment compared to an everyday environment?

- Can you describe a situation in which you had to control your temperament to bring your people through a turbulent situation to achieve an important goal?

And finally, the last element we will be researching is resilience.

Definition of Resilience:

> The ability to prepare and plan for, absorb, recover from, or more successfully adapt to actual or potential adverse events.

Interview Question #7: Can you share a time where you needed to absorb and recover from the adversity of an unsuccessful event? What strategies did you use to bring out your own resilience?

- How have you increased your resilience in tough times to overcome events that you have failed from as a leader?

- How have you demonstrated your resilience as a leader to your staff members within your organization?

Interview Question #8: As a leader how do you increase your organization's resilience in handling setbacks and in meeting important project goals?

- What strategies have you found to be effective in building resilience in your team members?

- What evidence do you have that your people are resilient in challenging times?

APPENDIX C

Brandman University Institutional Review Board

Research Participant's Bill of Rights

BRANDMAN University Chapman University System

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.

2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.

3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.

4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.

5. To be told what other choices he/she has and how they may be better or worse than being in the study.

6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.

7. To be told what sort of medical treatment is available if any complications arise.

8. To refuse to participate at all before or after the study is started without any adverse effects.

9. To receive a copy of the signed and dated consent form.

10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

| Brandman University IRB | Adopted | November 2013 |

APPENDIX D

Informed Consent

Informed Consent

INFORMATION ABOUT: How exemplary Industrial Production Managers lead through the turbulent times of the COVID-19 crisis.

RESPONSIBLE INVESTIGATOR: Wendi Fast

PURPOSE OF THE STUDY:

You are being asked to participate in a research study conducted by Wendi Fast, a doctoral candidate form the School of Education at Brandman University. The purpose of the study is to discover and describe behaviors that exemplary Industrial Production Managers in organizations practice to lead their organizations through the turbulent times of COVID -19 using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Your participation in this study is voluntary and will include an interview with the identified student investigator. The interview will take approximately 60 minutes to complete and will be scheduled via a Zoom conference call at a time of your convenience. The interview questions will be confidential. Each interview will be recorded and transcribed using Zoom. Each participant will have an identifying code, and names will not be used in the data analysis. The results of this study will be used for scholarly purposes only.

I understand that:

A. The researcher will protect my confidentiality by keeping the identifying code safe-guarded in a locked file drawer or password protected digital file to which the researcher will have sole access.

B. My participation in this research is voluntary. I may decide not to participate in the study, and I can withdraw at any time if I so choose. I can also decide not to answer particular questions during the interview if I so choose. Also, the investigator may stop the study at any time.

C. If I have any questions or concerns about the research, please feel free to contact Wendi Fast via email at wfast@mail.brandman.edu or by phone at 949-322-0878, or Dr. Patricia White (Chair) at pwhite@brandman.edu.

D. No information that identifies me will be release without my separate consent, and all identifiable information will be protected to the limits allowed by law. If the study design or the use of data is to be changed, I will be informed and consent re-obtained. These are minimal risks associated with participating in this research.

E. If I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine ,CA 92618, 949-341-7641.

I acknowledge that I have received a copy of this form and the "Research Participant's Bill of Rights." I have read the above and understand it and hereby consent to the procedure(s) set forth.

_____   _____

Signature of Participant or Responsible Party   Date

_____   _____

Signature of Principal Investigator   Date

APPENDIX E

ZOOM Recording Release Form

Zoom Recording Release Form

RESEARCH STUDY TITLE: How Exemplary Industrial Production Managers Lead
Successfully through the Turbulence of the COVID-19 Crisis

RESPONSIBLE INVESTIGATOR: Wendi Fast

I authorize Wendi Fast, Brandman University Doctoral Candidate, to record my ZOOM
interview. I give all persons or entities associated with this study, permission, or authority to use
this recording for activities associated with this research study.

I understand that the recording will be used for transcription services, and the identifier redacted
information obtained during the interview may be published in a journal or presented at meetings
and/or presentations. I will be consulted about the use of the Zoom recordings for any purpose
other than those listed above. Additionally, I waive any rights or royalties, or other compensation
arising from or related to the use of information obtained from the recording.

By signing this form, I acknowledge that I have completely read and fully understand the above
release and agree to the outlined terms. I hereby release any and all claims against any person or
organization utilizing this material.

_____   _____

Signature of Participant or Responsible Party   Date

_____   _____

Signature of Principal Investigator – Wendi Fast   Date

APPENDIX F

Request to HR Officers for Research Participants

SUBJECT: Request for Research Participants for Wendi Fast's dissertation or Assistance with Dissertation Research Interviews

Dear ,

As you may know, I am currently working on my doctorate at Brandman University in Organizational Leadership, and I was hoping you could help me find research participants at (insert company) for my dissertation on "How Exemplary Leaders Lead Successfully through the Turbulence of the COVID-19 Crisis". I am looking for leaders to interview who meet the following requirements:

- Currently in a leadership position with at least 3 years' experience in management, and one year in their current position

- Provided leadership during the COVID-19 crisis

- Manages a minimum of 10 people (or has at least 10 people reporting under them through a direct supervisor or lead)

- Performance has consistently exceeded expectations in all essential areas of responsibility, met their annual goals, and the quality of leadership overall was excellent.

This will be important research that will help leaders and their organizations be more effective in handling future crisis as well as managing in the current turbulent environment. I would be happy to share my results with you to use in (insert company)'s leadership development planning. All data collected will be shared anonymously, and no individuals or organizations will be mentioned.

I am hoping to do my interviews in November of 2020, but I would like to line them up as soon as possible so I am ready to go when I am given approval. The interviews will take approximately 1 hour and will be done remotely via ZOOM. I will send the interview questions in advance so the participants can prepare.

I am hoping you will be willing to recommend the leaders in your organization that meet the above criteria. I would be happy to contact them myself or if you are more comfortable, you can ask them before forwarding me their name and contact information.

Feel free to contact me if you have any questions. Thank you in advance for your assistance with my dissertation!

Best regards,

Wendi Fast

wfast@mail.brandman.edu

(xxx) xxx-xxxx

APPENDIX G

Follow Up to Invitation to Participate

Dear (participant),

Thank you so much for agreeing to help me with my dissertation research on "How Exemplary Managers Lead through the Turbulent Times of the COVID-19 Crisis". I am excited to get started, but I still have some writing to finish and then I have to defend my dissertation to a Quality Review board before I can do any interviews. I am hoping to be approved by the middle of November so I can start my interviews by the end of November. I will keep you up to date on when I am able to interview you.

When I get approval, I will send you the interview questions in advance, so you have some time to gather your thoughts and prepare. This will help the interview to go more smoothly and quickly. As a thank you, when this is all done, I will send you a gift card to thank you for your time and participation!

In the meantime, if you have any questions, please let me know and I look forward to speaking to you in November!

Best regards,

Wendi Fast

wfast@mail.brandman.edu
(xxx) xxx-xxxx