

# Master thesis

The impact of emotional intelligence (EI) on the development of leadership practices



Image (Pierson & Krass, 2018)

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## Abstract

Organizations are engaged in a competitive environment and they need skilled leaders in order to survive. One way of getting skilled leaders is to develop their practices. Some organizations employ emotional intelligence (EI) in order to develop their leaders' practices and therefore, the aim of this master thesis is to investigate the impact of emotional intelligence (EI) on the development of leadership practices in an intercultural organization. As such, a qualitative approach in terms of semi-structured interviews are employed in order to get an understanding of how emotional intelligence (EI) impacts the development of leadership practices. Further, four semi-structured interviews were performed with the leaders of C. F. Møller Architects. Besides that, the theories on emotional intelligence (EI) by Daniel Goleman (1998, 2001), John D. Mayer & Peter Salovey (1997), and Reuven Bar-On (2006, 2013) are applied in this master thesis in order to show how emotional intelligence (EI) can be employed in order to develop the leader's leadership practices. An analysis of the interviews yields that the leaders from C. F. Møller Architects can develop their leadership practices in terms of managing their negative emotions, their conflict management, and inspiring their team members. Further, this master thesis contributes to future research in terms of investigating the relationship between transformational leaders and emotionally intelligent leaders with a qualitative research strategy.

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# 1. Introduction

Organizations, despite their sizes, are engaged in a competitive environment and hence need skilled leaders in order to survive (Amagoh, 2009). Due to the competitive environment organizations invest a lot of time, energy, and resource in order to develop their leaders (Cullen-Lester et al. 2017). Leadership development can be defined as “(...) expanding the collective capacity of organizational members to engage effectively in leadership roles and processes” (Day, 2001, p. 582). Further, leadership development involves “(...) building the capacity for groups of people to learn their way out of problems that could not have been predicted (...) or that arise from the disintegration of traditional organizational structures and the associated loss of sensemaking” (Day, 2001, p. 582). However, leadership development is a strategic priority for organizations due to organizational performance. Skilled leaders are necessary for the implementation of business strategies, management of follower behaviors and attitudes and also the regulation of team processes and outcomes (Humphrey, 2002; Pirola-Merlo et al. 2002; Subramony et al. 2018). Accordingly, the development of leaders is crucial and an important strategic tool for organizations if they want to survive the competitive environment, but how can leaders get developed? What does a leader need to pay attention to in order to be an efficient leader? Scholars such as Daniel Goleman (1995, 1998), John Mayer and Peter Salovey (1997), and Reuven Bar-On (2006) states that leaders need to be emotionally intelligent if they want to be effective in the workplace. In other words, leaders need to develop their emotional intelligence (EI) if they want to become more effective and successful. The scholars, i.e. Bar-On (2006), Goleman (1995, 1998), and Mayer & Salovey (1997) also state that emotionally intelligent leaders are able to effectively manage, inspire, motivate, lead, and also influence others (Ackerman, 2019). But which impact does emotional intelligence (EI) have on the development of leadership practices? This master thesis seeks to investigate how emotional intelligence (EI) impact the development of leadership practices in an international organization.

## 2. Literature Review and Theories

The aim of this chapter is to conduct research on leadership development by including previous studies. Further, I have a global perspective on leadership development which means that the studies which are included in this section are very diverse in terms of where they come from. Afterward, a review of definitions on emotional intelligence (EI) will be found. Lastly, the theoretical framework of this thesis will be emphasized, i.e. the theory of Daniel Goleman (1995, 1998, 2001), John Mayer and Peter Salovey (1997), and Reuven Bar-On (2006).

### 2.1 Previous studies on leadership development

Pamela Ann Gordon and Brett Anthony Gordon (2017) aimed to investigate whether volunteer organizations provide an environment in which learning, testing, and evaluating new leadership techniques are being transferred or implemented by the participants during their full-time employment (Gordon et al. 2017). Gordon and Gordon (2017) had a qualitative approach to their research. The researchers interviewed 30 past presidents of two volunteer organizations in Florida, Masonic Fraternity and Junior League. Their purpose with the interviews was to explore the participants' thoughts and experience regarding transferrable leadership skill development (Gordon et al. 2017). What the respective researchers found out was that accepting leadership roles within volunteer organizations is conducive to learning, testing, and evaluating new methods of leadership and this skill-set can be transferred and utilized to different corporate settings (Gordon et al. 2017). In contrast to Gordon and Gordon (2017), Linda Lee Neat's (2016) focus was on two types of leadership regarding leadership development. Neat (2016) aimed to investigate the relationship between two types of leaders; leaders who employ 360-degree feedback process and leaders who do not employ the 360-degree feedback process in order to develop transformational leaders. Neat (2016) had a quantitative approach to her research by using the Multifactor Leadership Questionnaire (MLQ) tool (Neat, 2016). Multifactor Leadership Questionnaire (MLQ) tool evaluates three different leadership styles which are Transformational, Transactional, and Passive-Avoidant and "(...) allows individuals to measure how they perceive themselves with regard to specific leadership behaviors (using the Leader/Self form)" (Avolio & Bass, 2004, p. 1). Moreover, Neat (2016) generated the Multifactor Leadership Questionnaire (MLQ) on the basis of the leaders' self-evaluation and also from at least two individuals who surrounded the leader. What Neat (2016) found out was that there are no benefits for organizations to incorporate feedback process in order to develop and improve leadership practices (Neat, 2016). As it can be seen, Gordon and Gordon

(2017) aimed to investigate whether volunteer organizations provide an environment where leaders can apply new leadership techniques during their full-time employment whereas Neat's (2016) focus was associated on two types of leadership. The findings of Gordon and Gordon (2017) and Neat (2016) differ a lot and that is because their focus on leadership development is different. Gordon and Gordon (2017) preferred to investigate leadership development within volunteer organizations whereas Neat (2016) specifically investigated whether the 360-degree feedback process had an impact on the development of transformational leaders.

On the other hand, Maheshwari and Yadav (2018) state that due to business complexity, volatile environments, and leadership gaps organizations are compelled to utilize effective leadership development strategies but yet they fail to create the desired leader for their organizations (Maheshwari & Yadav, 2018). Maheshwari and Yadav aim to address and emphasize new ways of utilizing leadership development strategies. They had a qualitative approach to their research in order to investigate leadership development strategies in India. In total, 127 leadership development participants and stakeholders participated in their study (Maheshwari & Yadav, 2018). They employed convenience sampling in order to select 127 respondents consisted of 110 male and 17 females. Based on their own findings they developed a 'six-step' approach for effective leadership development strategy which comprises 'Articulation of leadership context, Alignment to business strategy, Assessment of individual readiness, Adaptable organization environment, Aspiration alignment, and Agile HR processes' (Maheshwari & Yadav, 2018). As it can be seen, the study of Maheshwari and Yadav (2018) differs compared to the study of Gordon and Gordon (2017) and Neat (2016) because Maheshwari and Yadav's (2018) research provide an approach for how to develop the 'desired leader'. Maheshwari and Yadav (2018) state that organizations lack in order to develop the 'desired leader' for their organizations and due to that fact, Maheshwari and Yadav (2018), developed a six-step approach for how to develop the 'desired leader'. In contrast to Maheshwari and Yadav (2018), Judy Corner (2014) examined formal mentoring as a strategy for developing leaders within organizations. Corner (2014) took the starting point in two case studies which were presented in a webinar regarding leadership development (Corner, 2014). She found out that formal mentoring offers a unique approach to leadership development because of its ability to "capitalize on knowledge that is both internal and specific to the organization, develop as broad or as targeted a group as necessary, and be tailored to meet any organization's goals and objectives" (Corner, 2014, p. 29). Moreover, Corner (2014) states that formal mentoring makes organizations more competitive in relation to developing leaders in the future (Corner, 2014). As it can be seen, Corner (2014) links formal mentoring with leadership development. Based on her findings, she

assesses that formal mentoring is a good way of developing leaders. In contrast to Maheshwari and Yadav (2018), Corner (2014) does not provide an approach for how to develop the 'desired leader', rather, Corner (2014) links formal mentoring as the deciding factor for developing leaders.

Moreover, Brian J. Barsanti (2014) wished to explore the experiences of administrators who were engaged in shared leadership development processes within organizations. Barsanti (2014) had a qualitative approach to his study. He interviewed ten executive administrators (Barsanti, 2014). The qualitative interviews revealed how the ten executive administrators experienced the phenomenon of shared leadership development and also the shared leadership development strategies. One of his main findings indicates that the method for developing shared leadership differs in each executive administrator's organization. In contrast to the study of Gordon and Gordon (2017), Neat (2016), Maheshwari & Yadav (2018), and Corner (2014), the study of Barsanti (2014) focuses on shared leadership development. Barsanti (2014) does not link shared leadership development with any other phenomenon but rather, investigate the experiences of administrators who were engaged in shared leadership development.

On the other hand, Robert Kerr, John Garvin, Norma Heaton, and Emily Boyle (2006) explored the relationship between managerial emotional intelligence (EI) levels and leadership effectiveness. The researchers had a quantitative approach to their research (Kerr et al. 2006). Kerr et al. study involved administering the Mayer Salovey Caruso emotional intelligence test (MSCEIT) to 38 supervisors consisted of 37 males and one female who works within a manufacturing organization (Kerr et al. 2006). The Mayer Salovey Caruso emotional intelligence test (MSCEIT) is an ability-based test in order to measure one's emotional intelligence (EI) (Brackett & Salovey, 2006). Apart from that, a survey was also generated in order to assess leadership effectiveness and 1,258 subordinates participated in the investigation (Kerr et al. 2006). Kerr et al. (2006) found out that an individual's emotional intelligence (EI) is essential for effective leadership. Moreover, the researcher's findings also indicate that "Employee perceptions of supervisor effectiveness are strongly related to the EI of the supervisor" (Kerr, et al. 2006, p. 275). As it can be seen, Kerr et al. (2006) investigated the relationship between emotional intelligence (EI) and leadership effectiveness. The findings of Kerr et al. (2006) indicates that a leader needs to be emotional intelligent (EI) before he or she can be an effective leader. In contrast to Kerr et al. (2006), Hui-Wen Vivian Tang, Mu-Shang Yin, and Darwin B. Nelson (2010) aimed to investigate the relationship between emotional intelligence (EI) and transformational leadership practices of academic leaders in the USA and in Taiwan (Tang et al. 2010). More specifically, Tang et al.

(2010) were interested to explore whether cross-cultural differences existed in academic leader's emotional intelligence (EI) (Tang et al. 2010). Tang et al. (2010) employed convenience samples of academic leaders in Taiwan and the USA. The Taiwanese sample comprised 50 academic leaders and the US sample comprised 50 academic leaders (Tang et al. 2010). They found out that high emotional intelligence is required for the academic leaders in both cultures when leaders exercise relationship-oriented leadership. Tang et al.'s findings also indicate that the Taiwanese academic leaders demonstrated high levels of loyalty, commitment to the organization, and they also expressed a high level of concern about the moral aspect of leadership (Tang et al. 2010). Whereas, the US academic leaders demonstrated a high sense of self-responsibility and highlighted innovation and risk-taking (Tang et al. 2010). The findings of Tang et al. (2010) differs in relation to Kerr et al. (2006) findings. Tang et al. (2010) were also interested to include the cross-cultural aspect into their research regarding the relationship between emotional intelligence (EI) and transformational leadership and explore whether it had importance.

Further, David Rosete and Joseph Ciarrochi (2005) investigated the relationship between emotional intelligence (EI), personality, cognitive intelligence, and leadership effectiveness. Rosete and Ciarrochi (2005) had a quantitative approach to their research. They employed a sample consisted of 41 executives from Australian Public Service organization in which 24 of the respondents were male and 18 females. Seventy-five percent of the 41 respondents have been working with the Australian Public Service organization for more than 10 years (Rosete & Ciarrochi, 2005). Their findings indicate that higher emotional intelligence (EI) is associated with higher leadership effectiveness (Rosete & Ciarrochi, 2005). As it can be seen, the findings of Rosete and Ciarrochi (2005) has similarities with the findings of Kerr et al. (2006) in the manner that they link emotional intelligent leaders with leadership effectiveness. On the other hand, Zafer Adigüzel and Eda Kuloğlu (2019) explored the effects of emotional intelligence (EI) and authentic leadership on employees who work within an organization. Adigüzel and Kuloğlu (2019) gathered their data in terms of a sample which consists of 498 white-collar employees who work in the private and public sector (Adigüzel & Kuloğlu, 2019). Their findings suggest that there is a positive relationship between authentic leadership and emotional intelligence (EI). Further, their findings suggest that authentic leaders communicate strongly with their employees and achieve their strong organizational commitment and organizational citizenship. Beyond that, authentic leadership also enhance the employees' emotional commitments and employee performance (Adigüzel & Kuloğlu, 2019). The research of Adigüzel and Kuloğlu (2019) differs in relation to the study of Kerr et al. (2006), Tang et al. (2010), and Rosete and Ciarrochi (2005) in the manner that they link emotional



intelligence (EI) with leadership effectiveness. Adigüzel and Kuloğlu (2019), on the other hand, does not link emotional intelligence (EI) with leadership effectiveness, rather, its impact on employees.

As it can be seen throughout the literature review section, a lot of research on leadership development has been conducted, i.e. Gordon and Gordon (2017), Neat (2016), Maheshwari and Yadav (2018), Corner (2014) and Barasanti (2014). The same can also be said about emotional intelligence (EI), i.e. Kerr et al. (2006), Tang et al. (2010), Rosete and Ciarrochi (2005), and Adigüzel and Kuloğlu (2019). Even though leadership development is a field which has been investigated by different scholars over time, yet an academic knowledge gap can be pointed out since there is a lack of research associated with the impact of emotional intelligence (EI) on the development of leadership practices. A lot of research has been conducted on emotional intelligence (EI) and leadership effectiveness with a quantitative research strategy but there is a lack of qualitative research strategy concerning emotional intelligence (EI) and development of leadership practices. The aim of this thesis is to cover the knowledge gap by employing a qualitative research strategy and investigate the impact of emotional intelligence (EI) on the development of leadership practices.

In order to cover the academic gap a definition of the concept, emotional intelligence (EI), needs to be presented and afterward, the theories on emotional intelligence (EI) will be found.

## **2.2 Background and definitions of the term ‘Emotional Intelligence’ (EI)**

Peter Salovey and John D. Mayer (1990) were the first scholars who introduced the concept Emotional Intelligence (EI) and they published works in which they referred to emotional intelligence (Mayer et al. 1990; Salovey et al. 2007). Even though Salovey and Mayer introduced the concept – emotional intelligence (EI) – it was in 1995 that the concept thrust into popularity when Daniel Goleman (1995) wrote a book called ‘Emotional Intelligence: Why it Can Matter More Than IQ’. Since then the concept remained the main focus among researchers, organizations, and within the academic community (McCleskey, 2012).

Moreover, there exist a number of definitions of the concept of emotional intelligence (EI). Mayer and Salovey (1990) define the concept, emotional intelligence (EI), in their first article as:

“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” (Salovey & Mayer, 1990 in Salovey et al. 1993, p. 433).

Later, Mayer and Salovey (1997) revised their definition of the concept, emotional intelligence (EI), and defined it as:

“[. . .] the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p.10).

Mayer and Salovey (1997) broke the revised definition down into four proposed abilities which are distinct but still related – such as perceiving, using, understanding, and managing emotions (Salovey & Grewal, 2005).

Later, and once again the authors revised their definition and referred to emotional intelligence (EI) as: “(...) the ability to perceive and express emotion, assimilate emotion and thought, understand and reason with emotion, and regulate emotion in the self and others” (Mayer et al. 2000, in McCleskey, 2012, p. 78). This definition of the concept, emotional intelligence (EI) and model, is known as ‘ability model’. The revised definition and model of emotional intelligence (EI) – ability model – is widely accepted among researchers, e.g. Antonakis & Dietz, 2010, p. 165; Jordan et al. 2010, p. 145; Lopes et al. 2006, p. 132; Rosete & Ciarrochi, 2005, p. 389 (McCleskey, 2012).

There also exist a group of researchers who define the concept – emotional intelligence (EI) – in terms of emotional and/or social competencies and skills instead of as ability (McCleskey, 2012). The first of these is Reuven Bar-On (1988) and he perceives emotional intelligence as an assortment of competencies and skills. Bar-On defines ‘Emotional Social Intelligence’ (ESI) as:

“( . . . ) emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands” (Bar-On, 2006, p. 14).

Daniel Goleman (1998) define the concept emotional intelligence (EI) as: “(...) capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman, 1998, p. 317).

The definitions of the concept – emotional intelligence (EI) – conducted by Mayer and Salovey (1990, 1997, 2000), Bar-On (1997, 2006), and Goleman (1998) are widely accepted among scholars (McCleskey, 2012; Palmer, et al. 2013; Sadri, 2012). Each definition of the concept – emotional intelligence (EI) – is constructed according to the researchers, mentioned above, own perspective and conceptual approach (Palmer, et al. 2013). Moreover, the models of emotional intelligence (EI) are positioned into two general categories which are ‘ability’ and ‘mixed model’. Ability model of emotional intelligence (EI), constructed by Mayer and Salovey (1997), define emotional intelligence (EI) as ‘intelligence’, for instance, as a set of mental abilities associated with emotions and the processing of emotional information which “are apart of, and contribute to, logical thought and intelligence in general” (Palmer, et al. 2013, p. 1192; Mayer, et al. 2000). In comparison, mixed models of emotional intelligence (EI), constructed by Bar-On (2006) and Goleman (1998), define emotional intelligence as a mixture of “emotion-related competencies, personality traits and dispositions” (Palmer, et al. 2013, p. 1192).

### 2.3 ‘Ability model’ of Emotional Intelligence (EI) by John Mayer and Peter Salovey

In 1990 John Mayer and Peter Salovey proposed the existence of the new intelligence, namely ‘Emotional Intelligence’ (EI) (Mayer, et al. 2016). Their model of emotional intelligence (EI) is considered as an ability model (Sadri, 2012). Emotional intelligence (EI) is a “key ability for effective functioning in everyday life and successful management of social relationships” (Ermer, et al. 2012, p. 194; Kahn, et al. 2016). Mayer and Salovey also suggest that some individuals might be more intelligent about their emotions than others (Mayer, et al. 2016). Higher emotional intelligence (EI), among adults, is associated with the better positive effect and life satisfaction and also psychological well-being (Kahn, et al. 2016).

Moreover, expression and communication of emotional states is an important characteristic of the human social world and identification of the facial expressions of many emotions is a human universal because emotional states shape an individual’s thoughts and behaviors when interacting (Ermer, et al. 2012).

Further, Mayer and Salovey regard intelligence as “the capacity to carry out abstract reasoning: to understand meanings, to grasp the similarities and differences between two concepts, to formulate powerful generalizations, and to understand when generalizations may not be appropriate because of context” (Mayer, et al. 2016, p. 290-291). Simultaneously, they also state that emotionally intelligent people *perceive emotions, use emotions to accurately facilitate thought, understand emotions and its meanings, and manage emotions in themselves and others* (Mayer & Salovey, 1997). However, it is crucial for a person to possess these capabilities if he or she wants to appear emotional intelligent.

Moreover, the ability model of Mayer and Salovey (1997) consists of four branches; *perceive emotions, use emotions in the context of facilitating the thoughts, understanding emotions, and managing emotions* (Mayer & Salovey, 1997) which can be seen in the figure below. Further, *emotional perception* and *facilitation of thoughts* are branches which “assesses the degree to which an individual identifies emotional experiences, compares this experience with other situations or feelings, and understands how these emotions interact with thought” (Ermer, et al. 2012, p. 197; Killgore, et al. 2012). Moreover, *understanding emotions* and *managing emotions* are branches which “(...) assesses the degree to which an individual can understand and manage emotions in oneself and others” (Ermer, et al. 2012, p. 197; Killgore, et al. 2012).

The four-branch model of emotional intelligence	
Emotional intelligence	
Branch name	Brief description of skills involved
Perception of emotion (Branch 1)	The ability to perceive emotions in oneself and others, as well as in objects, art, stories, music and other stimuli
Use of emotion to facilitate thinking (Branch 2)	The ability to generate, use, and feel emotion as necessary to communicate feelings, or employ them in other cognitive processes
Understanding of emotion (Branch 3)	The ability to understand emotional information, how emotions combine and progress through relationship transitions and to appreciate such emotional meanings
Management of emotion (Branch 4)	The ability to be open to feelings, to modulate them in oneself and others so as to promote personal understanding and growth

Figure 1: Ability model of Mayer and Salovey (1997) in (Brackett & Salovey, 2006, p. 35)

*Emotional perception* includes skill-set such as recognizing facial expressions in others, designs, sounds, and behaviors and interpreting what those expressions mean (Sadri, 2012; Ermer, et al. 2012). This is the basic level of the ability model.

*Using emotions to facilitate thoughts* is the second branch and includes the ability to know about emotions' function and employ them effectively to the goals one might have (Castillo, et al. 2013; Sadri, 2012).

The third branch, *understanding emotions*, is the ability to understand emotions and to use emotional knowledge (Mayer & Salovey, 1997). This branch involves labeling emotions and also understand the relationships which are associated with shifts in emotion (Sadri, 2012).

The last branch, *managing emotions*, is the ability to “(...) manage emotion, to effectively manage feelings within oneself and others, for example, calming down after being angry, or being able to alleviate the anxiety of another person” (Sadri, 2012, p. 536).

Furthermore, emotional intelligence (EI) is positively connected to empathy, the creation of personal relationships, and satisfaction with one's social network (Castillo, et al. 2013). Individuals who are “(...) able to perceive, understand and manage their emotions are less likely to engage in aggressive behaviors and show more emotional awareness, which may elicit a better understanding of self and others' emotions and consequences of their behaviors” (Castillo, et al. 2013, p. 884). Further, emotional intelligence (EI) plays a crucial role in the reduction of aggression and enhance empathic abilities. The ability to recognize, understand and regulate one's own and also others' emotions improve “(...) the development of conflict resolution skills and are related to more positive and healthy social relationships” (Castillo, et al. 2013, p. 884).

## 2.4 ‘Mixed model’ of Emotional Social Intelligence (ESI) by Reuven Bar-On

The model of Emotional Social Intelligence (ESI) constructed by Reuven Bar-On (1997) involves personal, emotional, and social abilities and is considered as a ‘mixed model’ because it “(...) define EI as a mixture of emotion-related competencies, personality traits and dispositions” (Palmer, et al. 2003, p. 1192), i.e. the model of Bar-On comprises characteristics which are separate from mental ability, such as personal independence, self-regard, and mood; these characteristics make it a mixed model (Mayer, et al. 2000).

Bar-On (2006) identified five broad areas of functioning relevant to success and include *Intrapersonal skills*, *Interpersonal skills*, *Adaptability*, *Stress Management*, and *General Mood* and these broad areas are further divided (Bar-On, 2006; Mayer, et al. 2000) which can be seen in the following figure:

EQ-i SCALES	The EI competencies and skills assessed by each scale
Intrapersonal Self-eegard Emotional self-awareness Assertiveness Independence Self-actualization	Self-awareness and self-expression: <i>To accurately perceive, understand and accept oneself</i> <i>To be aware of and understand one's emotions</i> <i>To effectively and constructively express one's emotions and oneself</i> <i>To be self-reliant and free of emotional dependency on others</i> <i>To strive to achieve personal goals and actualize one's potential</i>
Interpersonal Empathy Social responsibility Interpersonal relationship	Social awareness and interpersonal relationship: <i>To be aware of and understand how others feel</i> <i>To identify with one's social group and cooperate with others</i> <i>To establish mutually satisfying relationships and relate well with others</i>
Stress management Stress tolerance Impulse control	Emotional management and regulation: <i>To effectively and constructively manage emotions</i> <i>To effectively and constructively control emotions</i>
Adaptability Reality-testing Flexibility Problem-solving	Change management: <i>To objectively validate one's feelings and thinking with external reality</i> <i>To adapt and adjust one's feelings and thinking to new situations</i> <i>To effectively solve problems of a personal and interpersonal nature</i>
General mood Optimism Happiness	Self-motivation: <i>To be positive and look at the brighter side of life</i> <i>To feel content with oneself, others and life in general</i>

Figure 2: Emotional Social Intelligence (ESI) (Bar-on, 2006, p. 23)

*Intrapersonal* skill-sets include ‘self-regard’, the ability to accept and also respect oneself and ‘emotional self-awareness’, the ability to understand and recognize one’s feelings (Palmer, et al. 2003). ‘Assertiveness’ is the ability where one is able to express their feelings, beliefs, thoughts,

and also defend their rights in a non-destructive manner and ‘independence’ is the ability to be self-directed and self-controlled concerning thinking and actions. The last sub-area is ‘self-actualization’, the ability to “(...) realise one’s potential capacities (Palmer, et al. 2003, p. 1192).

*Interpersonal* skill-sets include ‘empathy’, ‘social responsibility’, and ‘interpersonal relationship’ (Bar-On, 2006). Bar-On referred to empathy as the ability to be aware of and understand how other people feel and social responsibility as an ability to cooperate with others, for instance, in teams or groups (Bar-On, 2006). Interpersonal relationships involve the ability to “(...) establish and maintain mutually satisfying relationships” (Palmer, et al. 2003, p. 1192)

*Stress management* includes competence in ‘stress tolerance’ and ‘impulse control’ (Bar-On, 2006). Stress tolerance is the ability to resist stressful situations and impulse control is the ability to “(...) resist or delay an impulse, drive or temptation to act” (Palmer, et al. 2003, p. 1193).

*Adaptability* stresses capabilities regarding ‘reality-testing’, ‘flexibility’, and ‘problem-solving’ (Bar-On, 2006). Reality-testing is the ability to “(...) assess the correspondence between what is experienced and what objectively exists” (Palmer, et al. 2003, p. 1192) and flexibility involve the ability to adjust one’s thinking and feelings to changing situations (Bar-On, 2006). Problem-solving is the ability to identify, define problems and solve the problems effectively (Bar-on, 2006; Palmer, et al. 2003).

The *General mood* is the last area of Bar-On’s mixed model. General mood includes competencies such as ‘optimism’ and ‘happiness’ (Bar-On, 2006). Optimism is the ability to possess a positive attitude and look at the brighter side of life. Happiness is the ability to be happy and satisfied with one’s life (Bar-On, 2006).

Moreover, one can develop their emotional and social intelligence over time (Bar-On, 2006; Gerardi, 2015). By identifying specific skills or abilities which are related to emotional and social intelligence and “setting goals to develop and measure progress toward achieving them can contribute to a leader’s overall effectiveness, including the ability to manage conflict effectively” (Gerardi, 2015, p. 64). Further, in order to appear emotionally and socially intelligent one has to effectively understand and express themselves, understand and have empathy with others, and successfully cope with the everyday demands, pressures, and challenges (Bar-On, 2006; Gerardi, 2015).

Further, Bar-On (2013) state that his model ‘emotional social intelligence’ (ESI) can be used in different context, for instance, at home, school, workplace, and within the healthcare (Bar-On, 2013). The following examples are included in order to emphasize that the model of Bar-On can be used within different context and also to show how others have used the model.

For instance, Wessel et al. (2008) aimed to compare emotional-social intelligence (ESI) of students in nursing, physical therapy and also health science programs and also to decide the relationship of emotional-social intelligence (ESI) and each of leadership, caring and moral judgment (Wessel, et al. 2008). They gathered their data from 154 students from nursing, physical therapy, and Bachelor of Health Science. Their findings indicate that there is a positive relationship between emotional-social intelligence (ESI) and leadership. Their findings also suggest that emotional-social intelligence (ESI) is crucial when constructing caring (Wessel, et al. 2008).

Zuzana Birknerová (2011), on the other hand, aimed to investigate whether headmasters, teachers, and students are socially and emotionally skilled (Birknerová, 2011). However, Birknerová (2011) found out that headmasters were self-confident, and they also possessed a high level of self-respect whereas students seemed to have a low level of self-control and adaptability. The teachers had, on the other hand, low impulsivity (Birknerová, 2011).

Shazia Neuman (2012) also investigates emotional-social intelligence (ESI) but within the organizational context. Neuman aimed to explore the relationship of emotional-social intelligence and leadership style for effective project management with varying degrees of virtuality (Neuman, 2012). Neuman’s findings indicate that emotional social intelligence is essential in the management of IT projects no matter if it is less or virtual of character “(...) both less and more virtual in nature and it is imperative for more virtual projects” (Neuman, 2012, p. 59).

As it can be seen the model of emotional-social intelligence by Bar-On can be applied within different context. The model is not only constructed to investigate leadership within organizations but, for instance, also healthcare, school, and etc.



## 2.5 'Mixed model' of Emotional Intelligence (EI) by Daniel Goleman

According to Goleman (1998), the rules for work are changing because we are being judged by a new 'yardstick' and not only by how smart we are or by our expertise and training, we are also being judged by how well we handle ourselves and each other (Goleman, 1998). The new yardstick is being employed by organizations when they hire, when they let go, when they decide whom shall retain, and who will get promoted (Goleman, 1998). Organizations do not only focus on the intellectual ability and technical ability for how to do the job, instead, they focus on personal qualities, such as "initiative and empathy, adaptability and persuasiveness" (Goleman, 1998, p. 3).

Moreover, Goleman (1998) also emphasize the fact that emotional intelligence (EI) should be perceived as "(...) managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goal" (Goleman, 1998, p. 7) rather than letting all the feelings out. Goleman (1998) also states that emotional intelligence (EI) is not fixed genetically, nor does it only develop in early childhood, rather, emotional intelligence (EI) is something one can learn and develop through life and learn from experiences (Goleman, 1998; Kiel et al. 2009). Goleman (1998) has conducted a model for emotional intelligence (EI) and this model is considered as a 'mixed model' and comprise five skill areas – Self-Awareness, Self-Regulation, Motivation, Empathy, and Social skills (Sadri, 2012). Later on, Goleman (2001) revised his model of emotional intelligence (EI) and the new model comprises four skill areas. These skill areas relate consistently with improved leadership practices (Kiel, et al. 2009).

Goleman's 'mixed model' of emotional intelligence (EI) contains four skill areas: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. Further, Goleman (2001) has categorized self-awareness and self-management as a personal competence and social awareness and relationship management as a social competence (Cherniss & Goleman, 2001). Personal competence determine how we manage ourselves and social competence determine how we handle relationships (Goleman, 1998) which can be seen in the following figure:

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	Self (Personal Competence)	Other (Social Competence)
Recognition	<b>Self-Awareness</b> <ul style="list-style-type: none"> <li>• Emotional self-awareness</li> <li>• Accurate self-assessment</li> <li>• Self-confidence</li> </ul>	<b>Social Awareness</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Service orientation</li> <li>• Organizational awareness</li> </ul>
Regulation	<b>Self-Management</b> <ul style="list-style-type: none"> <li>• Emotional self-control</li> <li>• Trustworthiness</li> <li>• Conscientiousness</li> <li>• Adaptability</li> <li>• Achievement drive</li> <li>• Initiative</li> </ul>	<b>Relationship Management</b> <ul style="list-style-type: none"> <li>• Developing others</li> <li>• Influence</li> <li>• Communication</li> <li>• Conflict management</li> <li>• Visionary leadership</li> <li>• Catalyzing change</li> <li>• Building bonds</li> <li>• Teamwork and collaboration</li> </ul>

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Figure 3: emotional intelligence (EI) (Cherniss & Goleman, 2001, p. 28)

*Self-Awareness* is the ability to know “one’s internal states, preferences, resources, and intuitions” (Goleman, 1998, p. 26), for instance, knowing what one feels. Goleman (1998) states that people with strong self-awareness know their emotions and their effects and is also able to determine their own strength, limits, and weaknesses. People with strong self-awareness also have a strong sense of self-worth and capabilities (Cherniss & Goleman, 2001; Goleman, 1998).

*Self-Management* is the ability to “regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity” (Cherniss & Goleman, 2001, p. 31) in other words, self-management is concerned with managing one’s internal states, impulses, and also resources (Goleman, 1998). As it can be seen in the figure above self-management indicates the ability to control disruptive emotions, to be trustworthy, conscientious, adaptable, to take initiative, and striving to improve (Goleman, 1998).

*Social Awareness* encompasses the competency of empathy, service orientation, and organizational awareness, in other words, the ability to understand and also respond to other people’s needs

(Cherniss & Goleman, 2001). According to Goleman, empathy is all about sensing other's feelings and perspective and also having an interest in their concerns (Goleman, 1998). Service orientation is the ability to understand and also meet the customer's needs. Organizational awareness is the ability to understand the politics of an organization and its impact on the employees (Cherniss & Goleman, 2001).

*Relationship Management* is all about "Adeptness and inducing desirable responses in others" (Goleman, 1998, p. 27). This skill-set encompasses developing others, influence, communication, conflict management, visionary leadership, catalyzing change, building bonds, and teamwork and collaboration (Cherniss & Goleman, 2001). Developing others include "sensing people's developmental needs and bolstering their abilities – a talent not just of excellent coaches and mentors, but also outstanding leaders" (Cherniss & Goleman, 2001, p. 36-37). Influence competence involves when we handle and manage other people's emotions effectively and appear persuasive (Cherniss & Goleman, 2001). Communication includes listening openly and sending convincing messages. Conflict management competence includes negotiation and resolving a disagreement between the employees (Goleman, 1998). Visionary leadership competence is all about "inspire others to work together toward common goals" (Cherniss & Goleman, 2001, p. 37) further, Goleman states:

"Outstanding leaders integrate emotional realities into what they see and so instill strategy with meaning and resonance. Emotions are contagious, particularly when exhibited by those at the top, and extremely successful leaders display a high level of positive energy that spreads throughout the organization. The more positive the style of a leader, the more positive, helpful, and cooperative are those in the group" (Cherniss & Goleman, 2001, p. 38).

Change catalyst competence includes a leader's ability to recognize the need for change and remove barriers. As Goleman (2001) puts it:

"An effective change leader also articulates a compelling vision of the new organizational goals. A leader's competence at catalyzing change brings greater efforts and better performance from subordinates, making their work more effective" (Cherniss & Goleman, 2001, p. 38).

Building bonds are the competence where networking is essential for success. Individuals with this competence select people with particular expertise to be a part of their network (Cherniss & Goleman, 2001).

The last competence which Goleman (2001) describes as a part of his theory is teamwork and collaboration. Goleman (2001) state that “Teamwork itself depends on the collective EI of its members; the most productive teams are those that exhibit EI competencies at the team level” (Cherniss & Goleman, 2001, p. 38). Collaboration, on the other hand, is essential to the success of managers (Cherniss & Goleman, 2001).

Emotional intelligence (EI) is crucial in the realm of leadership because emotional intelligence (EI) incorporate a vast array of emotional knowledge, social knowledge, and abilities which guide a person’s ability to deal with environmental and contextual demands (Kiel et al. 2009). Scholars such as Ashkanasy et al. (2002), Dasborough & Ashkanasy, (2002), George, (2000), and Goleman, (1998, 2001) states that people high in emotional intelligence (EI) appears more effective when they lead other people and organizations. Emotionally intelligent leaders serve as a benefit to teams or subordinates in two ways. Firstly, leaders motivate their team members to work together toward a common goal (Prati, et al. 2003) and secondly, “Leaders also serve as a transformational influence over team members. In this manner, leaders challenge the members of the team to work toward increasing team effectiveness and performance, facilitate team member interaction dynamics, build interpersonal trust, and inspire team members to implement the articulated vision” (Prati, et al. 2003, p. 25).

Moreover, the model of Goleman (1998, 2001) can also be employed in other contexts than just within organizational settings, for instance, Marta Krajniak et al. (2018) aimed to explore the relationship between emotional intelligence (EI), personality disorder traits, and college adjustment (Krajniak et al. 2018). They collected their data by employing a sample of 246 first-semester students where 73,6% of them were female. However, their findings indicate that personality disorder symptoms were related to emotional intelligence (EI) and they also found out that both personality disorder symptoms and emotional intelligence (EI) are also related to adjustment (Krajniak et al. 2018).

On the other hand, Masoomah Kheirkhah et al. (2018) investigated the relationship between job stress, personality traits and emotional intelligence in midwives of Lorestan health care centers

(Kheirkhah et al., 2018). They predicted that personality traits and emotional intelligence (EI) can be employed as a tool to confront the environmental pressures when midwives experience job stress due to the management of delivery emergencies (Kheirkhah et al. 2018). Their findings indicate that midwives with a high level of emotional intelligence (EI) experience less job stress because the “(...) dimensions of self-awareness and self-control, self-motivation, empathy, and social skills are among the factors affecting job stress” (Kheirkhah et al. 2018, p. 369). Further, they state that people with a high level of emotional intelligence withstand obstacles and problems and therefore, it is essential that the professional authorities take steps in order to empower people to strengthen their emotional intelligence (EI) through educational programs (Kheirkhah et al. 2018).

Further, Başoğlu and Özgür (2016) also investigated emotional intelligence (EI) but within conflict management. Başoğlu and Özgür (2016) aimed to analyze the levels of emotional intelligence and conflict management strategies of nurses (Başoğlu & Özgür, 2016). Their findings suggest that it is essential that nurses develop their emotional intelligence (EI) in order to be able to use effective strategies concerning conflict management. However, they also state that it is crucial with training programs on conflict management and also on emotional intelligence (EI) because it helps nurses to improve their conflict management strategies (Başoğlu & Özgür, 2016).

However, as it can be seen throughout the examples which are included in this section, the model of Goleman (1998, 2001) can be employed within different contexts. The scholars, i.e. Başoğlu & Özgür (2016), Marta Krajniak et al. (2018), and Masoomah Kheirkhah et al. (2018) emphasizes how important it is for the individuals to develop their emotional intelligence (EI).

## 2.6 Emotional intelligence (EI) and leadership

There is an agreement between the scholars, i.e. Bar-On (2006), Castillo, et al. (2013), Gerardi (2015), George (2000), Goleman (1995, 1998), Mayer & Salovey (1997), Palmer, et al. (2003), Prati, et al. (2003), and Sadri (2012) that emotional intelligence (EI) is crucial in leadership and leadership development because emotional intelligence (EI) is a key opponent for effective leadership.

However, Ioan Pastor (2014) state that leadership is concerned with interacting with other people and once social interaction is involved, emotional awareness and emotion regulation becomes crucial because it impacts the quality of the social interaction. Social intelligence affects the success of a leader in a more important way than intellectual intelligence does (Pastor, 2014). A leader's effective behavior depends on the leader's ability to solve complex social problems which occurs within organizations (George, 2000; Pastor, 2014) and effective leaders are those who have a good understanding of their own and others emotions and are more likely to regulate their emotions when they interact with other people (Pastor, 2014). Further, it is stated that:

“(...) people with high intelligence failed to obtain significant performance at work, that there are components of intelligence which do not manifest by intelligence in its classic format but greatly affect work performance and social success. It was concluded that there are human qualities that promote success, other than those that give a high intelligence quotient, and thus was developed the concept of emotional quotient” (Pastor, 2014, p. 987).

However, emotionally intelligent people are more likely to create a stronger and a more solid interpersonal relationship “(...) self-motivation and increased motivation for others, proactivity, innovation and creativity, high performance as leaders, better work under pressure and better adaptation to the changes, and, not least, self-reconciliation” (Pastor, 2014, p. 987). Further, Prati et al. (2003) state that “(...) emotional intelligence of the team leader is important to the effective functioning of the team. The leader serves as a motivator toward collective action, and facilitates supportive relationships among team members. The emotionally intelligent team leader also provides a transformational influence over the team” (Prati, et al. 2003, p. 34). The higher the position a person has within an organization, the more crucial it is to be emotionally intelligent (Pastor, 2014).

### 3. Methodology

The purpose of this chapter is to explain this thesis' ontological and epistemological stances, i.e. social constructivism and interpretivism. Afterward, this thesis' research design will be emphasized and then a description of data collection and data analysis will be conducted. Lastly, the trustworthiness of this thesis will be highlighted.

#### 3.1 Philosophy of science

Ontology in social science is concerned with 'being' and 'what is there' and within this research methodology questions are related to the nature of reality (Tubey et al. 2015). Whereas, epistemology as a philosophical standpoint is concerned with questions like "What is the relationship between the knower and what is known? How do we know what we know? What counts as knowledge?" (Tubey et al. 2015; Tuli, 2010, p. 99). Further, in this thesis, the focus is on social constructivist and interpretive paradigms because social constructivism views reality as the product of the social process (Tuli, 2010) and interpretivism views the world as "constructed, interpreted, and experienced by people in their interactions with each other and with the wider social systems" (Tubey et al. 2015, p. 225). Since this thesis' research question deals with emotional intelligence (EI) and its impact on the development of leadership practices it is, therefore, suitable to have a social constructivist approach because emotional intelligence (EI) is a product of the social process. Further, with an interpretive approach, I am able to emphasize how each of the leaders understand and interpret the impact of emotional intelligence (EI) on their leadership practices.

Moreover, social constructivism as an approach challenges the suggestion that categories, for instance, organizations and cultures are 'pre-given' and "therefore confront social actors as external realities that they have no role in fashioning" (Bryman, 2012, p. 33). Social constructivism views social reality as the construction and reproduction of human beings' daily practices (Bryman, 2012; Risse, 2004; Tubey et al. 2015) and reality cannot be discovered if "it does not exist prior to its social invention" (Kim, 2001, p. 3). This implies that individuals take an active role in order to construct social reality. However, social constructivism views knowledge as a human product which is socially and culturally constructed. Human beings create meanings through interactions and with the environment they live in (Kim, 2001; Bryman, 2012). Construction of social meanings includes intersubjectivity between individuals. Intersubjectivity can be defined as a "shared

understanding among individuals whose interaction is based on common interests and assumptions that form the ground for their communication” (Kim, 2001, p. 3). Social meanings and knowledge are formed and evolved “through negotiation within the communicating groups” (Kim, 2001, p. 3).

Further, this thesis perceives the concept of emotional intelligence (EI) as socially constructed. The concept of emotional intelligence (EI) is not ‘pre-given’ since individuals take an active role in order to construct their emotional intelligence (EI). The construction and developing of emotional intelligence (EI) only happen through interactions among human beings.

Moreover, interpretivism as an epistemological approach believes that the reality is not objective determined, rather, this approach sees reality as a human construct (Bryman, 2012). This approach perceives the reality and meaning-making as socially constructed and within this stance, individuals make their own sense of social realities (Kelliher, 2011; Schwandt, 1994; Tubey et al. 2015). By having an interpretive approach, the researcher is able to understand, interpret, and also describe the social realities (Tubey et al. 2015).

Individuals do not interpret a phenomenon in the same way because they make their own sense of social realities. The same can also be said about leaders and their understanding, interpretation, and sense-making of emotional intelligence (EI). By employing an interpretive approach, I am able to go into depth with how the leaders understand, interpret, and make sense about the impact of emotional intelligence (EI) on their practices. However, the purpose of this thesis is not to generalize the findings to a population but only investigate how leaders perceive, understand, and interpret emotional intelligence (EI) and its impact on their practices. In continuation of that, a qualitative research strategy is applied since this strategy is interested in the participant’s point of view and also their experiences (Bryman, 2012). With a qualitative research strategy, the researcher is able to “increase understanding of why things are the way they are in the social world and why people act the way they do” (Tubey et al. 2015, p. 224).



### 3.2 Research Design

Research design can be described as “an action plan for getting from here to there, where ‘here’ is the initial set of questions and ‘there’ are the answers” (Kelliher, 2011, p. 47). In this thesis, the underlying research question attempts to investigate the impact of emotional intelligence (EI) on the development of leadership practices and for that, a single-case study is employed. A single-case study allows the investigator to go into depth with one specific case (Flyvbjerg, 2006) and investigate it. This thesis’ case is the research question. In order to achieve this thesis’ purpose, the leaders from C. F. Møller Architects are involved.

C. F. Møller Architects is the case company in this thesis. Moreover, C. F. Møller Architects is an international architect company with branches in London, Berlin, Stockholm, Oslo, Copenhagen, Aalborg, and the head office is in Aarhus (C. F. Møller, website, 2019). The case company is one of Scandinavia’s leading architectural company which have won multiple awards for their projects both in the Nordic region but also worldwide. C. F. Møller Architects got established in Denmark in 1924 by Christian Frederik Møller and since then they have “(...) contributed significantly to the development of welfare societies in Scandinavia and the rest of the world. We are continuously recognized and awarded internationally for setting new architectural standards, due to our strong focus on the functional, artistic and social value of architecture” (C. F. Møller, website, 2019). Hence, the company has approximately 300 employees and they are located within the different branches, i.e. in London, Berlin, Stockholm, Oslo, Copenhagen, Aalborg, and in Aarhus. It should also be noted that the employees are very diverse in terms of nationality and that is because the company is international. Further, C. F. Møller Architects is owned by a partner group in which eight of them are architects and one of them is attorney-at-law. Besides that, the company has seven associate partners (C. F. Møller, website, 2019). Thus, this thesis only focuses on four leaders who work on the headquarter in Aarhus.

### 3.3 Method of data collection

Semi-structured interviews are employed as a method in order to collect the empirical data for this thesis. I performed four semi-structured interviews with the leaders from C. F. Møller Architects. The leaders who participated in this thesis are anonymous which means that they will get pseudonym names but any other information about them are nonfictive, i.e. what their current positions are, for how long they have been working for C. F. Møller Architects, and in which company they have been working for before working for C. F. Møller Architects and etcetera.

The following table is an overview of the interviewees:

<b>Names</b>	<b>Age</b>	<b>Nationality</b>	<b>Current position at C. F. Møller Architects</b>	<b>Number of years in C. F. Møller Architects</b>	<b>Date of the interview</b>	<b>Duration of the interview</b>	<b>Location of the interview</b>
Rachel	41	Danish	Team leader	12,5 years	April 12, 2019	Approximately 50 minutes	In the canteen of C. F. Møller Architects, Aarhus
Chandler	43	Danish	Associate partner and the head of the landscape department	13 years	April 23, 2019	Approximately 50 minutes	In a meeting room, Aarhus,
Marc	39	Danish	Associate partner and the head of C. F. Møller LAB	8 years	April 23, 2019	Approximately 45 minutes	In a meeting room, Aarhus
Chris	41	Danish	Associate partner	6 years	April 24, 2019	Approximately 45 minutes	In a meeting room, Aarhus

Moreover, the first leader, Rachel, who got interviewed was on April 12, 2019. Rachel graduated from Aarhus school of architecture in 2006 and she is an architect. Rachel has been working for C.

F. Møller Architects for approximately 12,5 years. Further, Rachel's current position at C. F. Møller Architects is a team leader and she has been working within her current position for approximately 2,5 years. Apart from that, Rachel has not been working for other companies before C. F. Møller Architects.

The second leader who got interviewed is Chandler and he got interviewed on April 23, 2019. Chandler is an academic architect and he graduated from Aarhus school of architecture back in 2004. He started working for C. F. Møller Architects back in 2006 and before that, he worked for another architect company. His current position is the head of the landscape department and besides that, he is also an associate partner. Chandler has been an associate partner of C. F. Møller Architects for approximately three years. Being an associate partner of C. F. Møller Architects imply that one is a part of the daily management and is close to becoming a partner of C. F. Møller Architects. A point which needs to be emphasized is that Chandler and Rachel both work within the same department and they have a close collaboration with each other. Besides that, Rachel and Chandler are each other's sparring partner.

The third leader is Marc and he also got interviewed on April 23, 2019, right after Chandler. Marc graduated from Aarhus school of architecture in 2005 and he is also an academic architect. He has been working for C. F. Møller Architects since the year 2011 and his current position is the head of C. F. Møller LAB which is the competition department. Apart from that, Marc is also an associate partner of C. F. Møller Architects. He has been an associate partner of C. F. Møller Architects for approximately two years. Marc has been working as an architect for other companies before working for C. F. Møller Architects but not as a leader but as an employee.

The fourth leader who got interviewed is Chris and he got interviewed on April 24, 2019. However, Chris also graduated from Aarhus school of architecture but in 2010. While studying architecture Chris worked a lot as an architect. Chris has been working for C. F. Møller Architects for approximately six years. Chris is working in the same department as Marc, i.e. in the competition department. Just like Chandler and Marc, Chris is also an associate partner of C. F. Møller Architects. Chris just recently became an associate partner of C. F. Møller Architects, i.e. for six months ago. Even though Chris and Marc work within the same department they also perceive each other as good friends and they also use each other as sparring partner concerning work.

However, the reason why I selected to interview Rachel, Chandler, Marc, and Chris for this thesis is due to their position. This thesis research question deals with leadership and in order to conduct a conclusion for this thesis' research question the leaders from C. F. Møller Architects are included, i.e. Rachel, Chandler, Marc, and Chris.

Furthermore, semi-structured interviews, as a method to collect the empirical data, are employed because I am interested to investigate which understanding or perception the leaders from C. F. Møller Architects has regarding the impact of emotional intelligence (EI) on their leadership practices. By employing semi-structured interviews, I am able to ask new questions which follow up the leaders replies (Bryman, 2012) and this is a good way of asking in-depth questions during the interviews in order to get an understanding of 'why' and 'how' the leaders from C. F. Møller Architects understand and interpret the way they do. With semi-structured interviews, as a method, the focus is on the leaders and how they understand and interpret the phenomenon of emotional intelligence (EI) and its impact on their leadership practices.

Before doing the actual interview with the leaders from C. F. Møller Architects, I prepared an interview guide. The purpose of the interview guide is to conduct questions which covers areas of a research question and afterward answer it but from the interviewee's perspective (Bryman, 2012). This thesis' interview guide can be found in Appendix A. However, Kvale's (1996) list for how to conduct questions in qualitative research is followed (Bryman, 2012). Apart from that, I also audio-recorded the interviews with the leaders in order to transcript it afterward because it "helps to correct the natural limitations of our memories and of the intuitive glosses that we might place on what people say in interviews" (Bryman, 2012, p. 482). Bryman (2012) explicitly state that it is essential that the written text reproduces what the interviewee says, word for word, during the interview (Bryman, 2012). Bryman (2012) also state that this convention {???} should be applied in places where it is difficult to hear what the interviewee says in the audio-record. So, instead of guessing what the interviewee says, this convention {???} of Bryman is employed throughout the transcriptions of the interviews to emphasize that there is a word or phrase missing. The transcriptions of the interviews can be found in Appendix B.

Moreover, the interview with Rachel took place at C. F. Møller Architects canteen. Even though the interview took place at the canteen, there were no other people besides us. During the interview, Rachel also got interrupted by a colleague. However, the interviews with Chandler, Marc, and Chris happened in a meeting room and they did not get interrupted.

### 3.4 Method of data analysis

The collected data will be analyzed on the basis of thematic analysis (Bryman, 2012). Thematic analysis can be described as a method in which the researcher aims to identify, analyze, and reporting patterns which can be themes within the data (Braun & Clarke, 2006; Bryman, 2012). A theme “captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” Braun & Clarke, 2006, p. 10). A theme can be identified at the manifest level – directly observable in the data – or at the latent level – underlying the phenomenon – of the collected data (Boyatzis, 1998). However, before themes can be identified the coding process needs to take place. The coding process involves recognizing some important information and encoding it (Fereday & Muir-Cochrane, 2006). Thus, this thesis’ coding process of the interviews can be found in the transcription of the interviews in Appendix B.

Moreover, themes within data can be identified in two ways – inductive or in a theoretical way – it all depends on the researcher which way he or she chose in the thematic analysis (Braun & Clarke, 2006). The themes will, in this thesis, be identified in an inductive way. In other words, I will read and re-read the data, the semi-structured interviews, and code it and afterward, I will identify the themes within the data. However, I will analyze the semi-structured interviews based on the information the interviewees provide and I will develop themes based on the interviews, that will be my starting point of the analysis. Thus, it should also be noted that this thesis’ interview guide is inspired by the theories, i.e. the theory of Bar-On (2013), Goleman (1998, 2001), and Mayer & Salovey (1997). In other words, the interview questions are inspired by the theories mentioned above. However, the inductive way of identifying the themes correspond well with this thesis’ social constructivist standpoint in the way that social constructivism perceives knowledge as constructed through interaction with others.

Further, thematic analysis as a method for analyzing the collected data is also iterative which means that I will as a researcher moves back and forth between the theories and data. By employing thematic analysis, I will obtain expected and unexpected themes (Nowell, et al. 2017). The expected themes can be explained by the theories, i.e. the theory of Bar-On (2006, 2013), Goleman (1998, 2001), and Mayer & Salovey (1997) and the unexpected themes cannot be explained by the theories which are chosen in this paper. The unexpected themes will, rather, challenge the theories but this

will be further stressed in the discussion section. However, unexpected themes emerge because the interviewees emphasize their understanding and interpretation of a particular phenomenon.

The following table is an overview of the identified themes

<b>Themes</b>	<b>Definition</b>
The importance of expressing work-related emotions	The interviewees attach importance to express their emotions.
Difficulties in managing negative emotions	The interviewees get negative emotions if something related to work does not go the way they wanted it to go.
Working environment	The interviewees describe what their role is as a leader concerning their team members
Empathy	The interviewees describe what they do as a leader if their team member is overwhelmed due to work.
Mediator in conflict resolution situations	The interviewees describe their approach to the disputant parties and the conflict resolution situations too.
The balanced relationship	The interviewees describe how they want a balanced relationship with their team members.

### 3.5 Trustworthiness

In order to assess the trustworthiness of this thesis, four criteria are considered: *credibility*, *transferability*, *dependability*, and *confirmability* (Bryman, 2012). Each of the criteria will be further explained and afterward connected to this master thesis.

The first criteria is credibility. Credibility deals with the question “How congruent are the findings with reality?” (Shenton, 2004, p. 64). Credibility, in a qualitative research strategy, is obtained if there is a ‘fit’ between the respondent’s view and the researcher’s representation of them (Nowell, et al. 2017). Further, credibility can be enhanced with a “(...) prolonged engagement, persistent observation, data collection triangulation, and researcher triangulation” (Nowell, et al. 2017, p. 3). Credibility is one of the most essential factors in establishing trustworthiness in qualitative research according to Lincoln and Guba (Lincoln & Guba, 1986).

This thesis’ credibility is enhanced due to the theoretical triangulation, i.e. the theory of Bar-On (2006, 2013), Goleman (1998, 2001), and Mayer & Salovey (1997). Thus, theoretical triangulation enhances the quality of this thesis because multiple theories, i.e. the theory of Bar-On (2006, 2013), Goleman (1998, 2001), and Mayer & Salovey (1997) are employed in order to analyze the obtained data and thereby answer this thesis’ research question. Beyond that, triangulation of sources is also a part of enhancing this thesis’ credibility in the manner that I interview four different leaders from C. F. Møller Architects in order to gain different perspectives on emotional intelligence (EI). In this way, I will as a researcher also strengthen my standpoint. However, I also clarify every step I take in this thesis, i.e. choice of theories, methodology, interview guide, transcription, findings, and etc.

The second criteria is transferability. Transferability in qualitative research strategy deals with whether the findings of a research can be transferred into another context (Shenton, 2004). The researcher is responsible “for providing thick descriptions, so that those who seek to transfer the findings to their own site can judge transferability” (Nowell, et. al., 2017, p. 3).

I believe that this thesis’ findings can be transferred into another context if the researcher focuses on leadership development in relation to emotional intelligence (EI). This thesis provides a thick description, i.e. the theories which are applied in this thesis, the methodology consideration, and the analysis.

However, dependability is the third criteria. In order to achieve dependability in qualitative research strategy the researcher “(...) can ensure the research process is logical, traceable, and clearly documented” (Nowell, et al. 2017, p. 3). In other words, dependability can be fulfilled if the researcher has an ‘auditing’ approach to their research. By having an auditing approach to qualitative research, the researcher provides all the traces of the research and if another researcher follows the traces should, somehow, be able to get the same findings as to the original researcher (Bryman, 2012).

I believe that this thesis’ dependability is achieved in the manner that all the steps of this thesis are available for the reader. All the traces are described, i.e. the theories which are applied in this thesis, my ontological and epistemological stances, how I collect the empirical data, the interview guide is available in Appendix A, the method of data analysis, and how the findings are interpreted.

The last criteria is confirmability. Confirmability in qualitative research strategy is “(...) concerned with establishing that the researcher’s interpretations and findings are clearly derived from the data, requiring the researcher to demonstrate how conclusions and interpretations have been reached” (Nowell, et al. 2017, p. 3). In other words, confirmability ensures that the findings of a research are the result of the empirical data and its analysis, rather, than the subjectivity of the researcher.

I believe that this thesis’ confirmability is established because of the auditing approach which I have as mentioned above regarding dependability. The auditing approach is the evidence that the findings of this thesis are made on the leaders’ narratives and not my subjectivity.



## 4. Analysis

The following chapter of this thesis comprises an analysis of the themes. It should be noted that the findings of the themes will be further discussed in the next chapter. Moreover, within each theme, the responses of the leaders, Candler, Rachel, Chris, and Marc from C. F. Møller Architects can be found. However, it should also be noted that some of the responses of the leaders include an ellipsis which means that some of the words are left behind. Every time an ellipsis is applied, I emphasize it with this convention (...). But if you are interested to get the complete overview of each response of the leaders then you can find the transcription of each interview in Appendix B.

### **The importance of expressing work-related emotions**

The first theme is expressing emotions in which Candler, Rachel, and Chris highlight how important it is for them to express their work-related emotions. Further, Chandler state the following:

Chandler                      (...)the way you express yourself is very important when doing a project definitely and the way you talk about the working environment and stuff like that it's really important to show yourself in that so that also means that (uhm) I am pretty open when I am disappointed (uhm) I speak up because I think it is important for them to know where I am as a leader and why (...)

According to Chandler, it is important to be aware of how one expresses their emotions concerning a project but also when they talk about the working environment. Further, Chandler state that it is important for him to show his expressions and also if he is disappointed. One can argue that Chandler attaches importance to express his emotions whether it is related to a project or the working environment. However, Chandler also attaches importance to show his negative emotions, for instance, when Chandler is disappointed, he actually shows that to his team members. In other words, Chandler does not conceal his negative emotions, rather, he actually expresses them and talks about it.

Rachel narrates the following:

Rachel                      Absolutely (uhm) because If you don't do that then you don't have the right afterward to say I want things differently (...) but if they don't have any idea what my point of view is (uhm) or how my (uhm) how my standards are then they don't have a chance to meet my standards (...)



Bar-On (2013) also states that this competence is crucial for leaders concerning decision-making processes.

According to Bar-On (2013), it is important that a person express themselves and their feelings in an effective and in a constructive way. However, as mentioned previously, Chandler attaches importance to express his emotions whether it is concerned with projects or the working environment. Chandler also attach importance to show his negative emotions, for instance, when he is disappointed, he does not conceal his emotions, rather, he wants the team member to know that he is actually disappointed by talking about it. However, Chandler does not specify how he would talk about his disappointment. Since Chandler does not specify, in his response, how he would talk with his team member about his disappointment it is difficult to state whether Chandler expresses his emotions in a constructive or an effective way.

Furthermore, it can be argued that Rachel expresses her emotions in a constructive way because she would express herself in a way, so her team members know what she expects of them. One could also argue that Rachel expresses herself in a constructive way because she does not want to be misunderstood by her team members. On the other hand, Chris links expressing emotions with projects and since he does not mention other situations where he was supposed to express his emotions it is difficult to state whether he is expressing himself in a constructive way or not.

### **Difficulties in managing negative emotions**

This theme emphasizes how the leaders from C. F. Møller Architects deal with their negative emotions. When something related to work does not go the way the leaders wanted it to go, they get negative emotions. However, Chandler state the following about his negative emotions:

Chandler	(...) if projects aren't evolving in the right direction and with the right quality (uhm) I can get frustrated and I am challenged in my way of communicating and describing my expectations to the project and to my colleagues whether it's up (uhm) or down in the system and in the organization, so yes, there are lots of situations I wouldn't say everyday but at least a couple of times during a week or I have to balance these things and consider how to handle them.
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As it can be seen Chandler gets frustrated if the project, he is working on does now evolve or if the project does not have the right quality. When Chandler is frustrated, he is also challenged on the way he is communicating and describing his expectations to his colleagues. Chandler explicitly

states that he is ‘challenged’ on the way he communicates and describe his expectations to his colleagues but, yet, he does not specify what ‘challenge’ exactly means. However, ‘challenge’ could, for instance, mean that Chandler is not clear on the way he communicates to his colleagues or it could also mean that he uses offensive words when he is frustrated. It can be argued that Chandler has difficulties in managing his emotions when he meets adversity because he explicitly states that he is challenged on the way he is communicating with his colleagues. Even though it is not every day that he experiences difficulties in managing his emotions, yet it happens a few times in a week for Chandler.

Rachel, on the other hand, state the following:

Rachel	Oh I (uhm) I am very much under influence of my emotions so if (uhm) if I am stressed or if (uhm) the project I am working on is not going well (uhm) or if a person in my team is not performing the way I need them to perform in this stressful situation then I it’s very obvious I think I am very easy to read and of course I am aware of that because it also spreads a lot of negative vibrations if I am (uhm) constantly sending negative signals (uhm)
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As it can be seen Rachel is under the influence of her emotions when she is stressed. Rachel gets stressed if the project she works on does not go the way she wants it or if her team members do not perform the way she wants them to perform. It can be argued that Rachel has difficulties in managing her emotions because she is under the influence of her emotions. Thus, Rachel explicitly states that she is very easy to read, and one could argue that when Rachel is going through a stressed situation then it is very easy for her team members to know because Rachel has difficulties in managing her emotions. A point which needs to mention is that Rachel does not mention anything about how she reacts when she is stressed, for instance, if she is challenged on the way she communicates like Chandler or if she is more the quiet person who is keeping her to herself.

Further, Marc states the following:

Marc	There is one project where we had the partner of the project we were clearly to had different approaches and different views on things that bother me a lot and I was angry and frustrated on the inside (uhm) I think some of the meetings we had with the teams was about and I think that they could sense that me and the partner was the (uhm) {???} then I don’t know after a few days I took one to one talk and I split the project so I could take one and he could take one and this was the easiest way of
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doing it and from that there were no problems at all, I think, of course it can be very uncomfortable to take such talks I am not the best at it

As it can be seen Marc had a situation with one of the partners from C. F. Møller Architects in which he could not agree with due to different approaches to the project. Thus, it made Marc angry and frustrated and it ended up dividing the assignment into two. Marc also states that his team members could feel that he and the partner of C. F. Møller Architects could not agree, and one could argue that Marc had difficulties in managing his emotions because even his team members could feel that Marc could not agree with the partner. However, Marc also explicitly state that the disagreement with the partner made him angry and frustrated on the inside and one could also argue that Marc might have difficulties in managing his anger and frustrations and therefore, his team member could sense that he was disagreeing with the partner.

Moreover, Goleman (2001) states that individuals with a strong “sense of control over not only themselves but the events in their lives are less likely to become angry or depressed when faced with job stress, or to quit” (Cherniss & Goleman, 2001, p. 34). However, according to Goleman (2001) leaders who can regulate themselves effectively are also able to control themselves and appear unfazed in stressful situations (Cherniss & Goleman, 2001). However, Mayer and Salovey (1997) have also included self-management as a part of their theory but they call it *managing emotions*. According to Mayer and Salovey (1997), it is important that individuals are able to manage their emotions effectively, for instance, that an individual “(...) remain open to emotional information at important times, and closed to it at other times. It means successfully managing and coping with emotions” (Mayer et al. 2002, p. 7). Further, they state that people should work with their feelings in a judicious way and not act on their feelings without thinking (Mayer et al. 2002).

According to Goleman (2001) individuals who can control their emotions even under stressed situations are self-managed. However, it can be argued that Chandler, Rachel, and Marc are leaders who are not self-managed because they do not work with their emotions in a judicious way. They have difficulties in managing their negative emotions. Taking both Mayer et al. (2002) and Goleman’s (2001) theory into consideration the leaders from C. F. Møller Architects – Chandler, Rachel, and Marc – can improve their ‘self-management’ quality. For instance, Chandler can improve his self-management quality by not getting affected by a project which is not evolving instead, he should stay calm through the whole process – both in good and bad times. Rachel, on the other hand, can also improve her self-management quality in terms of not being under the influence

of her emotions. She should be able to control her emotions even though the circumstances are not the way she wanted it to be. Hence, Marc can also improve his self-management quality by getting better with regulating himself effectively in accordance with the situation. For instance, even though Marc was disagreeing with the partner of C. F. Møller Architects, yet he should be able to manage his frustrations so the team members of him could not sense that he was actually disagreeing with the partner because of the project. However, Goleman (2001) also state that it is important for leaders to be unfazed in stressful situations and also be able to manage their feelings (Cherniss & Goleman, 2001) and since Chandler, Rachel, and Marc are leaders it is important that they are unfazed in stressful situations and they should also be able to manage their negative emotions because they are leaders and they lead a team. Chandler, Rachel, and Marc should work with their emotions in a judicious way by remain open to emotional information at important times and close it at other times, for instance, they should close it when they get negative emotions. In this way, they are able to successfully manage their negative emotions.

Moreover, Goleman (2001) also states that a person can only be emotional self-aware if the person always knows how he or she feels and also know how one's emotions can influence the people who are around. Apart from that, being emotional self-aware also indicates that the person knows his or her strength and weaknesses (Cherniss & Goleman, 2001). One can argue that Chandler, for instance, is self-aware because he is aware that when he meets adversity regarding a project, he is challenged on the way he communicates with his team members. Rachel also appears self-aware because she knows what her weakness is. Rachel's weakness is that she sends negative vibes to her team members when she is stressed because of a project. Marc, on the other hand, appears also self-aware because he also knows his weakness, i.e. having one to one talk with the partner whom he was disagreeing with.

As it can be seen both Chandler, Rachel, and Marc are leaders who are self-aware in terms of they are aware of their feelings and also which influence it has on their performance. Thus, they are also aware of their weaknesses and as a leader, it is important to always know what one feels and also know one's strength, weakness, and limitations. Apart from that, Chandler, Rachel, and Marc have difficulties in managing their negative emotions. They can develop their self-management practices by controlling their emotions and also regulate their emotions effectively.

## **Working environment**

This theme investigates how the leaders – Chandler, Rachel, Chris, and Marc – perceive their role as a leader, for instance, what their main task is as a leader concerning their team members. Further, Chandler narrates the following:

Chandler	Uhm, well I think (uhm) when I started as a leader I clearly had the opinion that it was all about the product that was my main job but then I realized that the most important thing is to actually service my team, making them feel well , challenge them, support them, back them up, they also always have the best premises of doing their work basically so it's a lot about nursing it's all about like pushing them so I think actually that my main job (uhm) and the most important part of it is being a leader basically seeing all the people instead of being seeing, yeah
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As it can be seen Chandler emphasizes that his role as a leader is to service his team, making them feel well, challenge them, and so on. One could argue that Chandler wants a working environment where the team members thrive well. However, Chandler also mentions how he perceived his role from the beginning on where he just became a leader. Back then, the focus of Chandler was directed towards the products. Hence, Chandler changed his focus from the products to the team members and one could, again, argue that the reason for why chandler switched his focus was that the team members well-being plays a crucial role in order to accomplish a project and therefore, he ended up switching his focus from products to the working environment. Further, Chandler also states that he also has to “(...) pushing them” and one could argue that Chandler also perceives himself as the one who has to motivate his team members because he is the leader. In other words, Chandler perceives his role as the one who has to create a working environment where his team members fell well, and he also perceives his role as the one who motivates his team members.

Rachel, on the other hand, state the following:

Rachel	(...) other part is to (uhm) to have focus on the working environment that people are thriving and that they like to be here they like to go to work and that they don't feel lonely that they feel included and also to (uhm) that is something chandler and I have talked about that we have to (uhm) to make people feel like we are building this together because when the landscape department started there were only four people and now we are grown a lot and we are trying you know to make people feel like this is our project together we are building it together (...)
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According to Rachel her role as a team leader is to have a focus on the working environment in terms of being aware of how the team members feel. Rachel also states that she talks with Chandler about the working environment of their department and how they can make the team members feel that they “are building this together”, in other words, Rachel aims to give her team members the feeling of that they are included in every process. In contrast to Chandler, Rachel does not mention anything about motivating her team members, rather, just the fact about making her team members feel included. As it can be seen Rachel, as a team leader, perceives her role as the one who needs to be aware of her department’s working environment, i.e. she needs to be aware of how her team members feel and if they are thriving well. Besides that, she also perceives her role as the one who needs to make her team members feel included in their department.

Further, Chris states the following about his role as a leader:

Chris	I think my main task is to (uhm) to make them the best they can be (hehe) I think that actually it’s not super important to me that I am solving everything or the projects I would actually rather that they solve things (uhm) so I just if I think they are going in the wrong direction then I try to send them some links or push them in the right direction but I would always prefer that they solve thing by themselves (...) you have to choose differently actually I think (uhm) so and then I always try to make the team, put a team together so I think that there is a right people together so you get a good synergy and team and good team spirit
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According to Chris, his main task as a leader is to make his team members the best version of themselves. Chris prefers his team members to solve things associated with the projects, rather, than himself. Chris will, rather, appear as a guide for his team members in terms of navigating them in the right direction if they are going in the wrong direction. One could argue that the reason why Chris let his team members solve things associated with the projects is that Chris let his team members grow by giving them this amount of responsibilities. It can also be argued that Chris will, rather, be on the sideline and just support his team members by navigating them in the right direction. Further, Chris also mentions that he “put a team together so I think that there is a right people together” and one could again argue that the working environment is important for Chris and therefore, he puts a team whom he knows can work together.



Marc state the following about his role:

Marc                      I think I am very personal leader so, I think I am pretty close to my co-workers not private friends with anyone of them (uhm) but we have a friendly and very friendly and familiar tone amongst us and nothing I try to give enough of myself into those talks and discussions and be in that case who is real (uhm) and show also some you know everyone has flaws so you also need to show it to be more {???} keep everything in balance I don't want to be that superman in the middle (...)

As it can be seen on Marc's quote, he perceives himself as a personal leader which means that he has a close relationship with his team members, but he is not private friends with any of them. Further, Marc states that he tries to give 'enough' of himself into his talks and discussions with his team members and appear 'real' and also talk about his 'flaws' because he does not want to be perceived as the person who can do everything just like Superman. However, it can be argued that Marc is talking about his flaws because he wants to make it clear for his team members that it is okay to make mistakes because we are all human beings and not a superhero like Superman who is capable of doing everything. When Marc explicitly states that he is 'real' in his talks and discussions with his team members, one could argue that Marc wants to be perceived as a reliable leader. Furthermore, one could also argue that the reason for why Marc aims to be 'real' on his talks with his team members and not conceal his flaws is because he wants a working environment where his team members should feel free to be themselves.

According to Goleman (2001), it is important for a leader to perform as a 'visionary leader' in terms of inspiring others "to work together toward common goals" (Cherniss & Goleman, 2001, p. 37) and a leader needs to be able to " (...) articulate and arouse enthusiasm for a shared vision and mission" Cherniss & Goleman, 2001, p. 37). Apart from that, a leader needs to be able to guide his or her team members performance and hold them accountable. A leader should lead by example. Further, Goleman also states that emotions are contagious especially when it is exhibited by a leader therefore, it is crucial for leaders to display positive energy to their team members and throughout the organization. If a leader performs a positive leadership style, the more will the team members appear helpful and cooperative (Cherniss & Goleman, 2001).

However, as it can be seen Goleman (2001) emphasizes that one of the main roles of a leader is to inspire his team members to work together toward a common goal but the leaders from C. F. Møller Architects perceive their role otherwise. For instance, Chandler, Rachel, Chris, and Marc mentions that their role as a leader is to nurse the team members in terms of creating a working environment

where the team members feel well, feels included, where they get challenged, and a working environment where the team members solve things by themselves. As it can be seen the leaders from C. F. Møller Architects – Chandler, Rachel, Chris, and Marc – does not mention the inspiration aspects as a part of their roles as leaders. It can be argued that the leaders do not prioritize the inspiration aspect as an important factor as Goleman (2001) suggests. However, it is important for Chandler, Rachel, Chris, and Marc to inspire their team members to work together toward a common goal otherwise they won't achieve the goals they have set with the different projects they work on. Thus, Chandler, Rachel, Chris, and Marc are aware of their role as a leader, i.e. service their team, challenge their team members, include the team members to every aspect of a project, letting the team members to solve things associated to the projects by themselves, and being a 'real' leader. Yet, they need to develop their leadership practices in terms of getting better with inspiring their team members to work together toward a common goal. However, Chandler, Rachel, Chris, and Marc should be aware that their role as a leader is also to inspire their team members.

Further, Goleman (2001) also states that a leader should be able to guide his or her team members performance and also hold them accountable and one could argue that this is what Chris is also doing. As mentioned previously, Chris perceive his role as the one who navigates his team members in the case, they go in the wrong direction, but Chris does not mention anything about holding his team members accountable as Goleman (2001) suggest.

Moreover, according to Mayer and Salovey (1997), it is important that a person is able to sense and perceive the emotions of others and also have an understanding of the implications of emotions. One could also argue that one of the reasons for why Chandler switched his focus from the products to his team members well-being is that he could sense the emotions of his team member's needs and therefore, he switched his focus from the product to his team members well-being. Chandler could sense that his team members want a working environment where they thrive well in order to carry out the work tasks and it can also be argued that Chandler understand the implication of his own emotions because he changed his focus from the product to his team members. However, Chandler shows that he is able to sense and perceive emotions and that he also has an understanding of the implication of his emotions.

## Empathy

This theme aims to investigate whether Chandler, Rachel, Chris, and Marc are empathetic leaders, i.e. whether they are able to put themselves in a team members situation and have empathy with them. Further, Chandler expresses the following:

Chandler                      (...) we use a lot of time and resources on evaluating this current situation (uhm) if stress is the case so to say okay what is actually going on (uhm) and what can we do about it (uhm) and how do we handle it so we, (...) so that is important to handle a stress situation or a similar situation

As it can be seen Chandler state that they use a lot of time on evaluating the current situation and it can be argued that he is talking about his team members current situation. Further, he states that if stress is the case then ‘we’ will do something about it. It should be pointed out that Chandler uses the word “we” when he narrates about his approach to a stressed team member. One could argue that the reason for why he uses “we” instead of “I” is that he is thinking about Rachel in this context, i.e. that Rachel also plays a role in this context due to her being a team leader and thereby also have the responsibility. Moreover, for Chandler it is important to handle such a situation, i.e. if a team member is stressed then he will do something about it, and one could argue that Chandler feels responsible because he is the leader of the team and therefore, he has to do something about it. In other words, Chandler appears as an empathetic leader because he will actually do something for the team member who is stressed.

Rachel state the following:

Rachel                      (...) one of the primary jobs for me is to keep an eye on how people are doing (uhm) in the department both in terms of work load and also in terms of personal working environment (uhm) and so if we Chandler and I notice that (uhm) a person is overloaded (uhm) we try our best we can to pull work away and (...) First of all we have to find out the issue and then we try as much as possible to work a project around that

Rachel state that one of her main jobs is to keep an eye on how her team members feel and if she or Chandler notice that a team member is overloaded then they will pull the work away from the team member. However, it can be argued that Rachel is aware of her responsibility as a team leader and therefore, she explicitly states that one of her main jobs is to keep an eye on how her team members



because he explicitly states that he will reduce some material if the team member is overloaded even though they might get delayed on the process.

Furthermore, Bar-On (2013) state that it is crucial for a person to be empathetic in terms of being aware of how other feels and also try to have an understanding of how other feels. Being empathetic is all about being sensitive to how and also why people feel the way they do (Bar-On, 2013). In other words, being empathetic means that a person is able to “(...) “emotionally read” other people, which is the ability to pick up emotional cues. Empathetic people care about other people and show interest in them and concern for them; they are able to express warmth and affection to others” (Bar-On, 2013). Further, Goleman (2001) state that sensitivity to another person is essential for “superior job performance whenever the focus is on interactions with people” (Cherniss & Goleman, 2001).

Both Bar-On (2013) and Goleman (2001) emphasizes the importance of being empathetic and one could, again, argue that the leaders – Chandler, Rachel, Chris, and Marc – from C. F. Møller Architects are empathetic leaders because they are aware of how their team members feels. They are also able to emotionally read their team members and they actually care about their team members in the manner that Chandler and Rachel use a lot of time in order to evaluate their team members current situation, i.e. they keep an eye on how their team members feel. For instance, Rachel will pull the work away if a team member of hers is overloaded. Chris, at the other hand, will rather talk to a team member and look at the situation from a bigger picture and in this way get an understanding of why his team member feels the way he or she does. Marc is also one of the leaders who is empathetic because he will reduce work if he senses that a team member of him is overloaded or he will add more people on the same project. These leadership practices of Chandler, Rachel, Chris, and Marc makes it apparent that they are empathetic.

### **Mediator in conflict resolution situations**

Within this theme, the leaders – Chandler, Rachel, Chris, and Marc – describe their approach to conflict resolution situations and what their role is as a leader when their team members have an issue with each other or are in a dispute. Further, Chandler expresses the following about his approach:

Chandler                      Well (uhm) I think I see myself as a at first hand as mediator (uhm) it's not my job to like to decide whether what is right or wrong or

who is right or not but it's my role to (uhm) listen to and understand the issue (uhm) and see how like they solve themselves (...) at the end is my responsibility that thing like role and move forward at the end I am also in charge of actually making that happen so if things do not get solved I have to go in and point at possible solutions (uhm)

According to Chandler his role in a conflict resolution situation is being a mediator and it can be argued that he perceives himself as a mediator because he is the leader and therefore, have to step in and do something about the situation and he can only do something by mediating. Further, Chandler state that his job as a mediator is not to judge who is right and who is not but rather listen to the disputant parties and get an understanding of the issue and then let them solve the issue. One could argue that Chandler knows the extent to which he has influence in a conflict resolution situation, in other words, Chandler is aware that he should have a balance. Even though Chandler is a mediator in conflict resolution situations, yet he does not want to be in a position who has to judge who is right and who is wrong but rather get an understanding of the issue and in this way, he has a balance of his influence on the conflict resolution situation. Chandler also states that it is his responsibility to make the disputant parties move forward and if they do not find any possible solution for their issues then he will come up with possible solutions. It can be argued that Chandler due to his position as a leader allow himself to come up with solutions for the disputant parties if they have difficulties in generating their own solutions for their dispute.

Rachel state the following about her approach to conflict resolution situations:

Rachel                      Yeah. I (uhm) I encourage them to solve it and (uhm) I ask them to talk together (uhm) talk to each (...) I have to say that you know you have to talk to each other and find a common path and (uhm) if that doesn't work then we kind of have to initiate a meeting just unformal because it is quite important to not make a big deal out of it at first (...)

Rachel, on the other hand, will encourage the disputant parties to solve their issues by talking together. Further, Rachel also states that if the disputant parties do not find a common path then she will initiate an informal meeting. One could argue that Rachel due to her position as a team leader feels responsible to do something if her team members have a dispute. Rachel can fulfill her responsibility by initiating an informal meeting where the disputant parties can sit and try to solve their issues. I also know from Rachel's previous statements that she prioritizes the working

environment and one could also argue that Rachel initiates an informal meeting because she wants a working environment where her team members thrive well. In contrast to Chandler, Rachel does not describe herself as a mediator in conflict resolution situations and one possible reason for that could be that she perceives Chandler as the mediator because he is the leader of their landscape department. However, Rachel will rather initiate an informal meeting and also encourage the disputant parties to solve their issues and Chandler can appear as a mediator.

Chris (...) if it's about work then it's probably something I can help solve if they are working for me (uhm) sometimes it's it's actually not a situation that I have been in (...) if its more personnel issues something deeper underlying things (...) maybe they shouldn't be on the same project if they have problems with each other otherwise they should talk to Christina (...)

Marc expresses the following:

Marc state that he will get in contact with the disputant parties one at a time or he will talk with them at the coffee machine if he finds out that his team members have a dispute. It can be argued that Marc does not have a formal procedure for how to approach his team members if they are in a dispute because he explicitly states that either he will go to them and talk with them one by one or he will talk with them at the coffee machine. If Marc chose to talk with his team member about a dispute, he or she is in at the coffee machine the chances for the team member to actually talk about the issue is reduced because other staff might be present and then it might be difficult to open up for such a talk when others are present. Marc also states that he has never experienced a situation where he had to mediate, and one could argue that since Marc has not experienced such a scenario maybe that is the reason for why he does not have a formal procedure for how to approach the disputant parties.

However, it can be argued that Chandler is the only one who actually perceives and describe himself as a mediator in conflict resolution situations in contrast to Rachel and Chris who does not describe themselves as a mediator. Marc, on the other hand, have never experienced a situation in which he had to mediate.

According to Goleman (2001), a leader should possess the quality in spotting troubles or issues and also calm the disputant parties. Within a conflict resolution situation, both listening and being empathetic is essential since it is all about “(...) handling difficult people and situations with diplomacy, encouraging debate and open discussion, and orchestrating win-win situations” (Cherniss & Goleman, 2001, p. 37). Goleman (2001) also states that negotiation and effective conflict management is crucial for the long-term.

Bar-On (2013) have further explained the process of mediation. He also emphasizes that problem-solving is crucial in conflict resolution situations. According to Bar-On (2013), a mediator needs to go through a process in order to be able to solve a problem and that process starts with sensing a problem and be motivated to deal with the problem and afterward, define and formulate the problem and also collect relevant information about the problem. The third step in the process is to generate possible solutions for the problem and implement one of the solutions which fit the disputant parties (Bar-On, 2013). Further, Bar-On (2013) state “People who are adept at problem solving are often conscientious, disciplined, methodical and systematic in persevering and approaching challenging situations” (Bar-On, 2003).



As mentioned previously, it is only Chandler who perceives and describes himself as a mediator. Chandler also states that his role is not to decide who is right and who is wrong when he is mediating but listening carefully to what the disputant parties tell as Goleman (2001) also suggests a mediator should do. However, Goleman (2001) also suggests that the mediator should be empathetic during conflict resolution situations, but Chandler does not mention anything about him being empathetic when he is mediating, and one possible reason herein could be that Chandler might not be aware that he also has to be empathetic when he is mediating. However, Chandler can improve his conflict management quality by also being empathetic when he is mediating as Goleman (2001) suggests.

Moreover, based on what Rachel, Chris, and Marc tell about their approach to conflict resolution situations it can be argued that they do not have a formal procedure for how to approach the disputant parties and conflict resolution situations. For instance, Rachel states that she will encourage the disputant parties to talk to each other so they can solve the issue by themselves or she will initiate an informal meeting but yet she does not describe what her next step will be. She will initiate an informal meeting and what is next? What will she do as the next step? Rachel does not specify what her next step is after initiating the informal meeting. One could argue that Rachel perceives it as her responsibility to initiate the informal meeting and then the rest is Chandler's responsibility because he is the leader and the mediator. Chris, on the other hand, will only resolve the issue if the disputant parties work for him, i.e. his own team members' issue or he will refer to Christina if the issue is to personnel. Marc will either approach the disputant parties at the coffee machine, i.e. a public place where other employees are present, or he will approach them one by one if he has to resolve an issue of his team members. However, both Rachel, Chris, and Marc can develop their conflict management practices by following Bar-On's (2013) framework of the mediation process, i.e. how to solve a problem as Bar-On (2003) calls it. They should also at the same time follow Goleman's (2001) suggestions about being a good listener and being empathetic while mediating. The leaders, Rachel, Chris, and Marc will in this way obtain a formal procedure for how to mediate and solve a problem of their team members. They should improve their conflict management quality because it is crucial for the long-term.

Besides that, it is crucial for the leaders, Chandler, Rachel, Chris, and Marc to be aware of their reactions during conflict resolution situations if they act as a mediator and they should also appear trustworthy when they mediate (Cherniss & Goleman, 2001). By being trustworthy as a mediator the disputant parties are more likely to share their genuine viewpoints on the dispute and they are

also disposed to accept negotiations. However, neither Chandler, Rachel, Chris, or Marc mention anything about them being trustworthy within conflict resolution situations. Both Chandler, Rachel, Chris, and Marc should also be able to perceive how the disputant parties are feeling during conflict resolution situations and they should also be able to create an environment where clear communication is employed.

### **The balanced relationship**

Within this theme, the leaders, Chandler, Rachel, Chris, and Marc describe why they try to have a balanced relationship with their team members. Thus, the leaders want to balance their relationship with their team members by having a distance because of their positions, they are leaders. Further, Chandler state the following:

Chandler                      (...) but I think it's a balance where you have to give some of yourself for my colleagues to actually sense who I am as a person and then at the other hand create some authority in your leadership as well (...)

As it can be seen Chandler have a balanced relationship with his team members in the manner that he gives some of himself, so his team members know him as a person and in the same time, he also creates authority. One possible reason for why Chandler creates authority in his leadership style is due to his position, i.e. he is the leader. Chandler is the leader and in order to be able to lead his team and influence his team, he has created the authority.

Rachel state the following about her relationship with her team members:

Rachel                      (...) but I feel like it's difficult to find that balance between being someone's leader and being a friend (...)I kind of have to keep a small distance it's not like I see myself like a big big boss not at all but it's a primary for my own sake so that I guess somehow to protect myself because I have to be able to (uhm) to give them negative feedback (...)

Rachel, on the other hand, has difficulties to find the right balance between being a friend or a team leader with her team members. However, Rachel wants a distance in her relationship with her team members because she wants to be able to give negative feedback. One possible reason for why Rachel wants the distance in her relationship with her team members is that she might feel that she cannot give a 'friend' negative feedback when there is a need for that. So, in order to be able to lead

a team, Rachel wants a balanced relationship with her team members, i.e. she does not want to be friends with her team members but neither does she want to be the ‘big boss’ as she puts it.

However, Chris state the following:

Chris (...) so I think what I found out is that the downside about being friends with your colleagues and their leader is of course when something is going bad and you need to talk with them about it (...)

Chris state that he found out that the disadvantage of being friends with colleagues is when something bad happens and the leader needs to talk with the person about it. One could argue that Chris might have experienced the disadvantage of being friends with a team member because he says, “I found out”. Chris might have experienced a scenario at work which hindered him from giving the negative feedback to a team member as he supposed to and therefore, he says it is the disadvantages of being friends with a team member.

However, Marc state the following:

Marc (...) I am aware that you also have to be professional at least from my side and not be private friends with any of them because I need to be able to sit and have talks with them and I will be too uncomfortable if you are to close (uhm) so I still have it professional level (...)

As it can be seen Marc state that he has to be professional because he is the leader and therefore, he is not friends with any of his team members. Just like Rachel and Chris, Marc also emphasizes the process of giving ‘negative feedback’ to a team member as the reason for why Marc cannot be friends with them. It can be argued that Marc attaches importance to his professional life and therefore, he does not want to be friends with any of his team members. Thus, Marc might feel that it is difficult to be professional and also be close friends with his team members whom he also has to lead. So, in order to be able to perform his professional leadership style, he has chosen not to be close friends with any of his team members.

As it can be seen throughout the leaders – Chandler, Rachel, Chris, and Marc’s – statements, they do not want to be friends with their team members, rather, they want a balanced relationship with them. They want a balanced relationship with their team members because they want to be able to give negative feedback when it is necessary and if they are close friends it will be difficult for them to give the negative feedback. Chandler, on the other hand, wants a balanced relationship with his team members in the manner of showing his personality to his team members so they know him as

a leader but he will also have the authority in his leadership and that is because he is the leader and if he wants to lead a team it is important for him to have an authority.

However, neither Bar-On (2013), Goleman (2001), or Salovey & Mayer (1997) mentions the balanced relationship as a part of their theory. The scholars, i.e. Bar-On (2013), Goleman (2001), and Salovey & Mayer (1997) do emphasize other qualities, for instance, relationship management, social responsibility, and interpersonal relationship which a leader needs to pay attention to if he or she wants to be an effective leader but yet they do not mention the balanced relationship with colleagues as a part of their theory. The leaders, Chandler, Rachel, Chris, and Marc, from C. F. Møller Architects, explicitly states that it is important for them to have the balance in their relationship with their team members. The reason why they do not want to be friends with their team member is that they want to be able to give them negative feedback when there is a need for it and if they get friends with their team members it will be difficult for them to give the negative feedback. Both Chandler, Rachel, Chris, and Marc attach importance to their work and therefore, they want to be able to give their team member negative feedbacks in order to do the assignment better next time.

## 5. Discussion

In the following chapter some of the findings, for instance, management of negative emotions, conflict management, and also the inspiration of team members will be discussed in relation to the theories, i.e. the theory of Bar-On (2013), Goleman (1998, 2001), and Mayer & Salovey (1997).

This master thesis aims to investigate the impact of emotional intelligence (EI) on the development of leadership practices. In order to obtain an understanding of how emotional intelligence (EI) actually impacts the development of leadership practices, the semi-structured interviews from the leaders of C. F. Møller Architects are included. However, throughout the analysis section, it is evident that Chandler, Rachel, Chris, and Marc have some leadership practices which need to be developed in order to become more efficient as leaders. For instance, Chandler, Rachel, Chris, and Marc need to develop their leadership practices in managing their negative emotions because they seem to have difficulties in managing their negative emotions which occurs due to stress or if they meet adversity with a project. The leaders, Chandler, Rachel, Chris, and Marc also need to develop their practices in conflict management because it is obvious that they do not have any formal procedure for how to mediate as a mediator in conflict resolution situations. Besides that, the leaders should also develop their leadership practices in terms of inspiring their team members to work together toward a common goal. This thesis' findings indicate that emotional intelligence (EI) plays a crucial role in the development of leadership practices. Emotional intelligence (EI) contains an array of competencies which leaders can learn from in order to develop their leadership practices. For instance, the theory of emotional intelligence (EI) provides competencies such as being self-aware, being able to manage emotions, being empathic, motivate colleagues, be able to communicate clearly, good interpersonal skills, and much more (Bar-On, 2013; Goleman, 2001; Mayer & Salovey, 1997). This emotional intelligence (EI) competencies are directly linked to performance. So, if a leader is aware of the competencies which emotional intelligence (EI) provides the leader is able to perform effectively at work. However, emotional intelligence (EI) can be used as a toolbox in order to develop leadership practices. It should also be noted that a leader cannot develop their emotional intelligence (EI) over one day. Emotional intelligence (EI) is something leaders can learn and develop through their life as Bar-On (2013), Goleman (1998, 2001), and Mayer & Salovey (1997) also suggest. However, this thesis provides findings which emphasize the importance of emotional intelligence (EI) on the development of leadership practices. This thesis explicitly shows how leaders can develop their leadership practices through the use of emotional intelligence (EI). Further, nowadays intellectual intelligence of leaders, i.e.

being smart is not enough in order to be successful at work therefore, leaders within organizational context are compelled to develop their emotional intelligence (EI) because emotional intelligence (EI) provides an array of qualities which enhance a leader's competencies and, in this way, appear successful (Pastor, 2014).

Moreover, one unanticipated finding emerged when analyzing the semi-structured interviews of the leaders from C. F. Møller Architects. One of the findings of this thesis indicates that the leaders from C. F. Møller Architects want to have a balanced relationship with their team members. One of the reasons herein is that they want to be able to give negative feedback to their team members in case it is necessary, and if they are friends with their team members it will be difficult for them to give the negative feedback. However, neither Bar-On (2013), Goleman (2001), or Mayer & Salovey (1997) mention anything about a balanced relationship between a leader and a team member as a part of their theory on emotional intelligence (EI). It is evident that the leaders, Chandler, Rachel, Chris, and Marc, from C.F. Møller Architects, really try to balance their relationship with their team members in order to be able to perform their work satisfactorily. However, one possible reason for why Bar-On (2013), Goleman (2001), or Mayer & Salovey (1997) did not include the balanced relationship as a part of their theory could be that it might be only in Danish context that the leaders want a balanced relationship with their team members. Another possible reason could, for instance, be that it is only architect leaders who work at C. F. Møller Architects who actually want a balanced relationship with their team members. It could be that Chandler, Rachel, Chris, and Marc want a balanced relationship due to power distance. They are leaders and therefore, they want to have a superior and subordinate relationship. Both Bar-On (2013), Goleman (1998, 2001), and Mayer & Salovey's (1997) theories are American inspired and that could also be one of the reasons why they do not have a balanced relationship as a part of their theory (Bar-On, 2006; Goleman, 1998; Mayer & Salovey, 1997). It is possible that in the American context leaders are aware of how to balance their relationship with their team members.

## **5.1 Theoretical implication**

The study of Brian Barsanti (2014) indicates that the method of shared leadership development differs in each organization and the study of Judy Corner (2014) reveal that formal mentoring makes organizations competitive in relation to developing leaders. In contrast to Barsanti (2014) and Corner (2014), David Rosete and Joseph Ciarrochi (2005) explored the phenomenon of emotional intelligence (EI). Rosete and Ciarrochi (2005) aimed to investigate the relationship

between emotional intelligence (EI), personality, cognitive intelligence, and leadership effectiveness. Their findings suggest that higher emotional intelligence (EI) is associated with higher leadership effectiveness. However, this master thesis contributes with a new insight into the academic community in the manner that this thesis had a qualitative approach to investigate the impact of emotional intelligence (EI) on the development of leadership practices. Within the qualitative approach, it was possible to generate detailed and in-depth findings on how emotional intelligence (EI) can be employed as a toolbox in order to develop a leader's leadership practices. However, previous studies on emotional intelligence (EI) provided findings which were based on quantitative research strategy, for instance, Adigüzel & Kuloğlu (2019), Kerr et al. (2006), Rosete & Ciarrochi (2005), and Tang, et al. (2010). With having a qualitative research strategy on emotional intelligence (EI) new insights are emphasized. For instance, the findings of this thesis indicate that emotional intelligence (EI) is crucial in the development of leadership practices. It is also evident throughout this thesis' findings that emotional intelligence (EI) actually plays a crucial role in leadership development in the way that emotional intelligence (EI) comprises a range of competencies which leaders can learn from and develop their leadership practices and, in this way, appear successful in the workplace. Further, this thesis adds new knowledge on the body of emotional intelligence (EI) in the sense that this thesis has a qualitative approach to explore the phenomenon of emotional intelligence (EI) associated with leadership development.

## **5.2 Practical implications**

The findings of this thesis indicate that the leaders, Chandler, Rachel, Chris, and Marc have some leadership practices which need to be developed. Further, people who work in intercultural organizations can benefit from the findings of this thesis. This thesis provides findings for how leaders can develop their leadership practices and how leaders should act within intercultural organizations. However, as mentioned previously organizations nowadays are engaged in a competitive environment and they need skilled leaders in order to survive and one way of getting skilled leaders is by developing their leadership practices. Here organizations can employ the findings of this thesis due to the fact that this thesis provides findings which explains how leaders within organizational context can develop their leadership practices through the use of emotional intelligence (EI). However, the HR department of organizations can also benefit from the findings of this thesis because this thesis explains the importance of emotional intelligence (EI) on the development of leadership practices. The HR department can empower the employees to strengthen

their emotional intelligence (EI) through training programs because of the impact which it has on leadership performance.

### **5.3 Suggestions for further research**

As mentioned previously, this thesis's focus is directed toward the impact of emotional intelligence (EI) and the development of leadership practices, therefore, this thesis only provides findings for how leaders can improve their leadership practices. There is a need for future research which examines the phenomenon of emotional intelligence (EI) in relation to employees, for instance, how employees perceive emotional intelligence (EI) or how important it is for leaders to be emotional intelligent from employee's perspective. Such research should be examined with a quantitative approach because this approach provides generalizable data and also a broader view of emotional intelligence (EI) from the employee's perspective. Besides that, there is also a need for qualitative research which investigates the relationship between emotional intelligent leaders and transformational leaders. With a qualitative research strategy, one can generate in-depth and detailed research on what the differences are between emotional intelligent leaders and transformational leaders.



## 6. Conclusion

Throughout the analysis section, it is evident that the leaders, Chandler, Rachel, Chris, and Marc are empathetic leaders but yet the findings of this thesis also indicate that Chandler, Rachel, Chris, and Marc have some leadership practices which needs to be developed. For instance, Chandler, Rachel, Chris, and Marc needs to develop their practices in managing their negative emotions, their practices within conflict resolutions, and they should also improve their practices in terms of inspiring their team members. The theories of emotional intelligence (EI) by Bar-On (2013), Goleman, (1998, 2001), and Mayer & Salovey (1997, 2002) can actually help Chandler, Rachel, Chris, and Marc to develop their leadership practices because the theories provide an array of competencies which results in leadership effectiveness. Since emotional intelligence (EI) is linked with the performance the theories can be applied as a toolbox to develop leadership practices.

However, this master thesis contributes with a new insight into the academic community in the way that this thesis provides findings which emphasize the importance of emotional intelligence (EI) on the development leadership practices. This thesis' findings show how emotional intelligence (EI) can be employed as a toolbox in order to develop leadership practices. In contrast to previous studies on emotional intelligence (EI), this study has applied a qualitative research strategy and within this approach, it is possible to go into depth and in detail with showing how leaders can develop their leadership practices. This thesis' findings explicitly show how leaders can develop their leadership practices within intercultural organizations. Further, this thesis' findings can especially be employed by organizations which aim to develop their leader's leadership practices because it shows how leaders should act within intercultural organizations and be successful at the workplace.

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## Appendix A – interview guide

- 1) Can you describe your educational background?
- 2) For how long have you been working for C. F. Møller Architects?
- 3) What is your current position at C. F. Møller Architects? And for how long have you been working within your current position?
- 4) Have you been working for other companies within your current position?
- 5) What does emotional intelligence mean to you?
- 6) Have you, as a leader, had situations where you did or said something which had a positive or negative impact on a colleague and how did you know?
- 7) Have you, as a leader, had a situation at work where you were angry or frustrated and how did you know that you felt like this?
- 8) What do you do, as leader, when a colleague of yours is stressed due to work?
- 9) What do you do when your subordinates have a dispute?
- 10) What is your main task as leader concerning your subordinates?
- 11) How would you describe your relationship with your colleagues? What do you do in order to build and maintain your relationship with them?
- 12) How would you describe your emotions, as a leader, even under rough situations?
- 13) What do you do as a leader when a subordinate does not meet your expectation?
- 14) What do you do as a leader when you experience a problem related to work?
- 15) What do you do, as a leader, if your subordinates dislike your approach to an assignment or your ideas?
- 16) From your point of view, is it important for a leader to express their feelings, thoughts, and beliefs regarding an assignment?
- 17) Does your colleague have any influence on the way, you as a leader, think and act?
- 18) From your point of view, which characteristics is important for a leader to possess in order to be successful?
- 19) Have you, as a leader, experienced a situation where you had difficulties to identify a colleague's main point?

- 20) Have you, as a leader, experienced a situation where you misunderstood a colleague? And does it happen often?
- 21) Have you experienced a situation where your emotions were problematic to you?
- 22) How do you describe a potential leader?

## Appendix B – Transcription of the interviews

### Chandler

### Coding

Chandler 2:57 Uhm, well I think, oh for me (uhm) (hehe) I think it's important measurement (uhm) when you deal with like leadership in general (uhm) because it's (uhm) for me it is crucial part of being a leader today that you have to have that kind of (uhm) feeling also for these aspects when you are doing leadership so it mean quite a lot for me and also about authenticity when you are doing leadership that's a part of what you are as a leader (uhm) being and having an eye for these aspects for, definitely, yeah.

Links it with leadership and feelings and authenticity

Chandler 4:09 Uhm, Yes of course I have (uhm) its (uhm) it was also new for me when I starting to invest in these aspects as well so I also did a few you know failures and also a few positive experiences on that (uhm) so yes I have tried both the positive way and the negative responses as well, to saying okay yeah you could have done others things {???} but yes it has been on project level and it has also been on higher level (uhm) towards a partner or a colleague as well as (uhm) a coo-worker (uhm) and that has been (uhm) a lot about expectations, projects {???} and it has also been about personal experiences issues stress and stuff like that (uhm) where it's been important to balance and navigate (uhm) towards colleagues, definitely.

Aware of good and bad response

Chandler 5:49 Uhm, yes I have them a lot (uhm) its (uhm) it's in position probably clear that I have to deliver projects (uhm) and I am totally dependent on the people that I work with of course (uhm) but I am also quite aware that the project we deliver as the last step is also the project we stand upon the next level so to speak (uhm) so that's why we need to deliver a certain quality level so if projects aren't evolving in the right direction and with the right quality (uhm) I can get frustrated and I am challenged in my way of communicating and describing my expectations to the project and to my colleagues whether its up (uhm) or down in the system and in the organization, so yes, there are lots of situations I wouldn't say everyday but at least a couple of times during a week or I have to balance these things and consider how to handle them.

Difficulties in managing his emotions under rough situations

Chandler 7:28 Uhm, I (uhm) first of all I've experienced that I am not a or what I would call a lucky Luke leader I am a kind of a leader that needs to (uhm) evaluate things through dialog and that's why Rachel is very important to me because she is my wingman or wing woman so (uhm) we use a lot of time and resources on evaluating this current situation (uhm) if stress is the case so to say okay what is actually going on (uhm) and what can we do about it (uhm) and how do we handle it so we, I do that a lot in dialog with my co-leader, yes (uhm) I have experienced that I am a better leader in that way rather I just do think I should do (uhm) without going into dialog {???} so that was very important sord of lesson for me to see that also due to navigate in the right

Empathy and dialog with Rachel

Self-awareness. He knows his strength

direction so that is important to handle a stress situation or a similar situation, because it's also individual who we are talking about, how to approach that person (uhm) what are the current like {???} predicts a person is involved in, are there other certain issues about these projects that we need to take care of so there is a lot of aspects we need to take care of

Chandler 9:47 Well (uhm) I think I see myself as a at first hand as mediator (uhm) it's not my job to like to decide whether what is right or wrong or who is right or not but it's my role to (uhm) listen to and understand the issue (uhm) and see how like they solve themselves basically on certain issues so that is my first take on that probably also my second but of course at the end is my responsibility that thing like role and move forward at the end I am also in charge of actually making that happen so if things do not get solved I have to go in and point at possible solutions (uhm) and then if that's not the case then point on the right direction so its very much about mediator and laying up options to as a tool basically for solutions

Perceive himself as a mediator
Aware of his role

Chandler 11:38 Uhm, well I think (uhm) when I started as a leader I clearly had the opinon that it was all about the product that was my main job but then I realized that the most important thing is to actually service my team, making them feel well , challenge them, support them, back them up, they also always have the best premises of doing their work basically so it's a lot about nursing it's all about like pushing them so I think actually that my main job (uhm) and the most important part of it is being a leader basically seeing all the people instead of being seeing, yeah

Inspire his team
Working environment

Chandler 13:03 Well (uhm) I've learned that it is important to be yourself and to be authentic (uhm) that I am as I am as person and on top of that I am a leader so how to balance that (uhm) yes I also say jokes I also say inappropriate jokes in the right context when I sense that my team knows and understands the premises for the bad joke, for instance, but it's also important to say there is a limit (uhm) where you can go to when you need to back off a little bit so it's also about knowing when to pull out and walk away (uhm) when you try to be personal in your or authentic in your leadership basically that also means that (uhm) yes I do not stay at all the Christmas party until 3 it's too late its potentially over my amount of alcohol so that's really not practical basis but there is a lot of leaders who is challenged but it could be examples of how to do that (uhm) but I think it's a balance where you have to give some of yourself for my colleagues to actually sense who I am as a person and then at the other hand create some authority in your leadership as well. Nope I chose very specifically who I talk with whom about so Rachel and I are very close in dialog and also in teams we discuss (uhm) she is also where I go with some my frustrations but then there is also things I can't tell to Rachel that I need to go elsewhere with so it's {???} on the position, yeah, totally.

Attach importance to the social relation
Balancing his relationship with his team members
Self-awareness in relation to witch information he should share

Chandler 16:10 Uhm, yeah I think I am actually a very emotional leader (uhm) that's also my strength that I bring myself into a context, a project or a relation so that also means that I am (uhm) I am very emotional in situations (uhm) but also trying to (uhm) handle a lot to really experiences with that I am not like a loner {???} from a box of course but I tend speak out my opinions instead of just backing of and not saying anything so I would describe myself as quit emotional in a way strategically emotional (hehe)

Aware of his emotions

Me 17:23 Hehe, so it depends on the context?

Chandler 17:26 Yes, a lot yes of course and there are contexts where I say more (uhm) than other contexts, definitely so that's {???} every time I think what to give in and when to back of a little bit, yeah

Strategically emotional

Chandler 18:03 Well, I (uhm) first of all I will try to avoid those situations by being quite explicit on my expectations up front because (uhm) it's also my experience that you have to say a thing a lot of times before its understood so I try to be quite clear on my expectations toward a colleague or a co-worker or whatever (uhm) prior to their effort but it also means that sometimes it goes wrong and then of course we have to sit down and (uhm) talk about it so (uhm) earlier on I had the tendency to just look in the other direction and just do the work by myself because I was prior to before I was a leader I was also a part of the team so I was used to do the stuff by myself and I knew how to do it and I also {???} I knew why things failed or wasn't done the way I wanted them to be but now I am (uhm) trying to engage with the issues (uhm) also because I experienced that it was a short term strategy just to do the stuff by myself (hehe) (uhm) and but at that time it was easier in the situation so (uhm) we work a lot with feedback (uhm) upcoming feedback culture also to talk about the difficult issues so I tend to sit down with people that {???} I think I was pretty clear about my expectations as the start so how did you see them first of all just to align the expectations and say, okay, so I hear we have sord of the same expectations so what went wrong actually and make them to formulate how or why they didn't meet the targets or fulfilled the job or spent to many hours or just didn't do the sketch or whatever so I question a lot (uhm) making them see myself or work and making them see their own way of dealing with my expectations so and after that I am also quite keen on explaining why I put up my expectations explaining what happens when I get (uhm) well done project what happens with the material then I have to meet the client I have to yada yada I have to explain my part when you are not doing the work so that means if you fail I fail (uhm) and that's a special for new employees it's an eye opener because they don't have that insight so that's why I tend to explain a lot the context why it's important to do as I propose basically so a lot of dialog {???}

Dialog

Ignoring confronting

Dialog in relation to have the same understanding of the agreements

Me 22:23 Are you happy for the way you are doing it now?

Chandler 22:26 Yeah (uhm) yes definitely because it is easier for me to (uhm) work beyond chemistry, you follow? (uhm) it's earlier on it was really frustrating for me when I didn't have employees or colleagues that were on the same mindset as me, they had to guess or at least either they had to guess a lot what I expected or they were having the same mindset as me so we didn't need the dialog, right, so it was either this way or the high way and now it's easier for to actually engage with issues that I am not satisfied with, working methods, ways of doing things that aren't as I wanted to be because they are formulated in another way we speak about them now so its easier for me to say, guess hey I think now I said this issue four times why is it not progressing, why are you not developing, why are you not walking with the issue so we also {???} last two years spent much more time on developing their own professional personality in a team and that's a good framework actually because it is easier for me as a leader to use as a referent point, okay, last time {???} we talked about this and this and this I see you work with this but why did you skip this part or why does that part not develop as we talked about so that's why I think it's very important to set the framework.

Why using dialog

Chandler 24:51 Well I think (uhm) it almost never does right basically (hehe) well I mean that's a matter of experience it's a really important lesson right that you fight to stick to the plan and the plan is never a plan because you always has to adapt, well I think once again (uhm) earlier on it was an annoying aspect when things didn't go as we agreed or planned but now experience tells me that its more premises (uhm) for a leader that you have to navigate within rather than exception basically right so I tend to go back to the dialog aspect once again and make them see why things are not progressing as we should and sometimes it's our own fault and our own premises

Adapting to new situations

Me 26:10 So you will do the confronting?

Chandler 26:14 Yeah well that depends on the confronting slash dialog I (uhm) at some point I need to be a little bit more harsh in a way when things {???} when the premises was pretty clear, right, then you have to be a little bit more harsh when its not expected, right, but if the premises are like bit more blurry then of course you have to put another hat or approach for that so it depends a lot on the context and that's also why I ask a lot of questions at start (uhm) how did experience our plan or the premises for the work (uhm) okay, so it was pretty clear for you so what went wrong actually so dialogue once again is pretty important

Context dependent communication

Chandler 27:29 Yeah, well I am pretty I am pretty open about that (uhm) I am pretty open to how the task is done (uhm) I am (uhm) I have a very clear image of the target or goal we have to reach but how you reach it is pretty irrelevant for me actually (uhm) so I am pretty open for suggestions other ways of doing it but of course it is my experience that before you have to put up an alternative in order as a solution in order to make my employees reflect on that way of doing thing or project right so it's very important to formulate a way to do the project of the process or whatever and then say yes this is my approach on things and I am not like a plenum guy so it's not this is my approach any other suggestions I mean people have to speak up if it's a good idea let's keep it on but its up to voting or like I set the direction and then if there are any other suggestions or alternatives its fine by me so I have a pretty open strategy on that basically (uhm) {???} but it also means that because I have done the work on the floor earlier on I have a lot of knowledge on how to

Open toward new ideas, flexibility

do things because I have tried it by myself also just being an employee so I also know a lot about how to do things

Chandler 29:46 Yes of course (uhm) at least for its important because I think you have to you have to give something of yourself as a leader in a way you approach a culture but also the way you approach a project so (uhm) the way you express yourself is very important when doing a project definitely and the way you talk about the working environment and stuff like that its really important to show yourself in that so that also means that (uhm) I am pretty open when I am disappointed (uhm) I speak up because I think it is important for them to know where I am as a leader and why (uhm) and I expect the same from the team (uhm) that they also quite open but at the another hand I mean it's you also need to learn how to be a professional in a way it cannot always be like I sense that yada yada yada at some point you also need to stick to the direction, right, so it's a balance when your feelings or your mood is actually struggling your authenticity basically I think that's the important balance you need to reach when it actually support the image you wanna be and the way you want to be authentic in leadership basically

The importance of expressing emotions

Expressing feelings

A balanced way of expressing emotions

Chandler 32:09 Yeah for sure, I well I think leadership is for me a teamwork right, I have some ideas but I am also hugely dependent on how my ideas are being seen (uhm) so the dialog with my colleagues on different level is very important also to create (uhm) an understanding or why I think as I think or my ideas (uhm) that's very important for me that people whether it's a fellow (uhm) head of department or a partner or a team member or whatever I think its very important to get a sort of common ground on understanding my intentions that's very important for me

Dependent of his team members

Chandler 34:08 No (uhm) I think for me it's pretty important that everyone feels a part of the project, or part of this ship, or part of the team, or part of the contexts so that also why I say I have a pretty sharp eye for the goal we have to reach but how we reach it is pretty irrelevant for me basically (uhm) so I tend to just like throw up a vision or a direction (uhm) when we need to end and then I am pretty open on how to solve it but of course if things are like going totally many directions of course you have to give it some directions or anything {???} well I think seems to me that we can't agree or whatever of course {???} my job to give it some direction of course but in general I am pretty open on cooperating other ideas other approaches. I am not kind of micromanagement kind of guy that's also my strength I set a goal and the I lead basically and that's also why it's important for that my team understands my intention behind my vision, strategy or a subject and then it's pretty up to them to make it happen.

The influence of the team members

He is still controlling them

Chandler 36:21 I think (uhm) you have to be a good listener, you have to be authentic I think and I think you need to be quite persistent in many ways (uhm) so you have to like do a lot of following up, constantly, I think that's some of the most important things actually being personal and being a person in your leadership and then on another hand also take control of your leadership by for instance do a lot of follow up on things to make your leadership present in a way

Leadership tasks



Chandler 37:40 Yeah well, yes, that's that has happen (uhm) I constantly (uhm) challenge myself in listening (uhm) because at some point I have the tendency to actually think I heard the right thing (uhm) but now I have learned that I have to at least listen (uhm) two or three times before actually understand the real kind of more issues that aren't totally clear but can have a huge impact on a person's opinions or way of expressing themselves, right, so that can be in a project or in a personal manner or whatever that I have to shut up and listen more, yeah that's important lesson, yeah yeah constantly of course because you tend as a leader to go to look for the solutions, right, to make it move forward at some point {???} we also what are you saying yes yada yada and then you already in solution mode, right, that's there is a balance between listening and then actually pushing things forward at some point and at some point you need to switch to the solution button and then go into dept mode and switch between listening versus (uhm) be a little bit more constructive or solution oriented in a way, right.

Difficulties in listening

Hurrying in solutions

Chandler 40:10 Well as I said (uhm) I think I have become quite much better (uhm) so it happens (uhm) it doesn't happen that often anymore (uhm) but of course it still happens in different situations and then well I think for me it's pretty important to say okay shit I misunderstood {???} right, because it happens so yeah just be {???} about it rather than just making any statement.

Difficulties to understand

Chandler 41:47 I managed them by having a form like with Rachel where I can express myself and just {???} because I am also the kind of leader or guy that I understand my emotions when I talk about them, right, so in that way I also see solutions so it's very important for me to formulate them and talk about them in order to actually prioritize them or look for solutions actually so it's very important for me to get it out of my system in order to look for the right tool for how to handle them so that was one part and that also means in a situation where I get really frustrated with let's say a team member of course I need to put that aside and if it's not due able I would definitely say okay well (uhm) this we will have to look into later and then get my sord of free space and think it through how to handle that and then return and engage once again with the proper solution, right, so (uhm) that's works for me actually (uhm) to deal with that

Postponing in decision-making process

Chandler 43:30 I am also quite specific on the fact that I say yes we are not done with this I will return and we will finish this discussion or whatever (uhm) so the person I am engaged with its not like (uhm) insecure what's the premises now for our discussion or how to solve or not to solve I think that's important for me as a leader to set the right premises and avoid insecurity form our side toward my team member or employee, right, {???} I have to be professional (uhm) and solve the problem but then on the other hand acknowledge that there is something triggering my feelings on that and that I have to investigate if I am not able to do it in the situation I have to I have to look into what is that what is going on actually (uhm) is it relation is it something the way that the person solves his assignments (uhm) or some other things that could be anything, so for me it's very important to back out reflect with another person (uhm) that's with Rachel in my case and get back and engage and solve it

Postponing in decision-making process

Me 45:24 why would you pull your self back and reflect and then return to the person?

Chandler 45:32 Because I think it's very important to find to formulate a specific (uhm) solution on an issue I mean it's not an issue for me just to like be very mad and then just that's hanging in the room afterwards, right, that's not fair to an employee, for me once again they have {???} to understand why I am reacting (uhm) in a situation otherwise we can move on next time the same issue come up we have learned a thing right and it's also a part of my authenticity to actually to show a piece of myself when I am disappointed or when I am angry or when I am glad (uhm) enthusiastic or whatever I think that's quite important to be a leader that does that this rather than just being a leader that does that

In order to find the right answer he is postponing

Chandler 47:13 Well I think (uhm) it should definitely be a person who has (uhm) the ability to stand alone in a way (uhm) in order to actually engage in a team work so I think that balance of (uhm) showing yourself or really stand apart but then on the other hand also be able to engage in a team work that's what makes a leader for me someone who actually can make things happen without actually (uhm) disengaging from their team so its not lucky Luck guy but someone who can stand up for their own opinions and make them happen so there is strong character about that and I think that's important.

Potential leader skills

## Rachel

Rachel 1:50 No, maybe you should give me a few hints

Rachel 3:34 Yes to both (uhm) I think if I had to say something about myself then one of my strength is that I am pretty good at reading people so that when I (uhm) say something positive or do something to encourage the people of my team then it is very easy to read their reactions (uhm) because it immediately has an effect on the atmosphere and also the opposite that a few times when you have to critique people or when you have to bring something difficult topics like performance or peace of work then (uhm) I also immediately felt their reaction emotionally (uhm) so of course it is always nice to give the positive feedback because you get the positive response (Uhm) and I think that (uhm) I have a pretty sense of or kind of reaction I get back so it is very obvious (uhm) the times I have to give negative feedback that (uhm) it has definitely had an impact on the atmosphere.

Good at reading people

Rachel 4:55 Absolutely (hehe) uhmm most of the times when I get angry or frustrated at work its (uhm) it is actually unfortunately because of internal miscommunication of course sometimes we have difficult situations with our clients and with other collaborators but I think (uhm) yes the most frustrating situations are when the communications inside the office doesn't work and specially if (uhm) if you feel, if I feel like, like decisions are being made above me that I have to take the responsibility for those decisions to our client so that I have to go out of the house and defend something that I am not agree with and if I fell like I haven't been involved in those decisions but it concerns my work then that makes me very angry and frustrated.

Gets angry due to bad communication and bad decision

Me: what are you doing about that?

Rachel 6:39 Well I always complain to Chandler (hehe) and bitch a little bit about it but I think it is a very good question because in our situations I think it is always important to balance and really consider how to handle it because sometimes even though you really want to confront the issue and put your foot down but it is sometimes not worth it (uhm) and well you know pick your battles and some battles are worth taking and some are not worth it and will mean even bigger description and some battles you need to bury and say I hate it but I have to move on so it is different from situation to situation and also it is different (uhm9) considering if its only me or if it involves other people from our department like if I feel that a partner of this office (uhm) critiques a member of our team and if its not deserved then I get really upset and then I confront the partner but if, I, the critique is on me and then it is easier for me to just you know whatever even thought its not fair so (uhm) it kind of depends on who is involved in the conflict.

Ignoring confronting

Balancing

Context dependent emotions

Rachel 8:42 Well of course we have our formal stress handling plans within the office but (uhm) that kind of (uhm) one of the primary jobs for me is to keep an eye on how people are doing (uhm) in the department both in terms of work load and also in terms of personal working environment (uhm) and so if we Chandler and I notice that (uhm) a person is overloaded (uhm) we try our best we can to pull work away and (uhm) sometimes it is not even a matter of work load but it is more a matter of responsibility because if we (uhm) if you work way to many hours but also on top of that have to make a lot of decisions and there is a lot of responsibility on you plate and that (uhm) if you feel that the assignment that you have maybe little bit over you lead that you are a little bit under qualified for those (uhm) that can be strenely stressful so it's also about analyzing what is the stress factor is it to much work or is it the type of the assignments that you have (uhm) are you even qualified for, do you feel qualified for those assignments or is it something at home or there can be a lot. First of all we have to find out the issue and then we try as much as possible to work a project around that (uhm) but we have also had situations where we can say there is (uhm) yeah we have to (uhm) explain to a person that this is this kind of work load is what we expect you to be able to handle (uhm) and if you can't handle that then we have some other issues that we have to talk about if there is nothing wrong in your personal life and the assignments are right for you but you just are stressed out because it is too much but we can (uhm) tell from because we have the bigger picture that it's not a lot of work you should be able to do this type of work within reasonable amount of time and that is a difficult situation because then there is of course we always try to (uhm) to helpful and try to find a solution but (uhm) but of course we are in a business so we have to set some kind of standards, yeah.

Empathy concerning  
her team members

dialog

Rachel 12:44 Yeah. I (uhm) I encourage them to solve it and (uhm) I ask them to talk together (uhm) talk to each other because often (uhm) I think as a bystander you often have a different view of the conflict than the people involved and sometimes we can observe that they have a dispute but they are not solving it they are just disagreeing and then you know walking away frustrated and then we have to say or I have to say that you know you have to talk to each other and find a common path and (uhm) if that doesn't work then we kind of have to initiate a meeting just unformal because it is quite important to not make a big deal out of it at first but just sit down and not have the approach of you did this and you did that and that's wrong but more like how can (uhm) how can we from here on make the communication better what do you need and what do you need so what if we do like this from now on that's always the approach but we also had situation where we had to say okay there is two people are not able to work together so we have to split them in different teams.

Conflict management

Rachel 14:58 Ohh I have two (uhm) different main task one is to control the (uhm) the projects in terms of who is working on what {???} which projects is (uhm) make sure that everyone has enough work to do but not too much work to do (uhm) and that is quite impossible task because in this field of work (uhm) there is sometime tight deadlines and tight budget so we are all very very busy at some points before deadlines so (uhm) so it's not possible to keep {???} but yeah it's a difficult this is the least favorite part of the job (hehe) mainly other part is to (uhm) to have focus on the working environment that people are thriving and that they like to be here they like to go to work and that they don't feel lonely that they feel included and also to (uhm) that is something chandler and I have talked about that we have to (uhm) to make people feel like we are building this together because when the landscape department started there were only four people and now we are grown a lot and we are trying you know to make people feel like this is our project together we are building it together so that also means (uhm) making some fun arrangements after work (uhm) go out for drinks or do (uhm) I was also about to say bunt jumping we didn't do that yet (hehe) but when you something that is not related to work but just to have fun (uhm) because we have to feel like we are better than the rest of the office you know it's cool to be in the landscape department and one time before Christmas we had you know a little gathering to say merry Christmas and stuff like that and we had champagne and we were down on the ninth floor and we could tell everyone who passed that they were like what are they are they having champagne oh we want to have champagne too (hehe) and we were like yees see it is really cool to be in the landscape department (hehehe) yeah exactly. I am not sure (hehe) well I don't know if the people in the department have that feeling, I don't know but (uhm) we try to that is the approach we have so I hope it happened. People don't leave us that is a good sign they are staying here (heheh)

Working environment
Everyone should feel well
They should thrive well

Rachel 18:27 Well (uhm) that is something that I have thought a lot about because when I (uhm) got this position as a team leader I was (uhm) I was just a colleague you know and (uhm) you know I got too drunk at the summer party and stuff like that and the (uhm) everyone had seen my ups and downs and my biggest, one of my biggest concerns with agreeing with this position was that how is this gonna work, me all of a sudden has to be the leader of some of my really good colleagues and also some of them I would call my friends how is this gonna work and how they are gonna react to me (uhm) sometimes I have to say I know you don't wanna do this but you have to do this you know making the tough decisions sometimes and also give them negative feedback sometimes and being a part of their MUS (uhm) stuff like that how they are gonna react to that (uhm) that was a big concern of mine and I said to chandler when he offered me this I said to him I just want you to know that I am never going to be the person who leaves the party early (uhm) if that's necessary then I am not interested because I value the social life more than this title (uhm) and he said of course sure do what you have to do but so that is what I tried to do but I feel like it's difficult to find that balance between being someone's leader and being a friend and (uhm) someone you dance with at the party stuff like that I think that's difficult and I still kind of struggle with finding that balance (uhm) but in our everyday life I (uhm) I just try to act normal as possible (hehe) you know and of course share also some stories from my personal life (uhm) good stories bad stories and but (uhm) I definitely feel like I am not sure other people see it like that but I have to keep a some kind of distance (uhm) you know (uhm) I can't really let anyone in a friendzone because that will create difficulties so we are great colleagues but

Worried about her relationship
Difficult to distinguish between being a leader or a friend
A balanced relationship

within the department I kind of have to keep a small distance it's not like I see myself like a big big boss not at all but it's a primary for my own sake so that I guess somehow to protect myself because I have to be able to (uhm) to give them negative feedback sometimes and if I feel like I am doing that to really a close friend instead of a good colleague then something will shift the balance will shift so but yeah I haven't I don't think I found the right balance yet but I am working on it (hehe).

Rachel 22:46 Oh I (uhm) I am very much under influence of my emotions so if (uhm) if I am stressed or if (uhm) the project I am working on is not going well (uhm) or if a person in my team is not performing the way I need them to perform in this stressful situation then I it's very obvious I think I am very easy to read and of course I am aware of that because it also spreads a lot of negative vibrations if I am (uhm) constantly sending negative signals (uhm) so I am really trying to you know stay calm (hehe) (uhm) but I also think that when things are good and I am not stressed then (uhm), I, you know, the projects are going well then I also think that influences the signals I send and that will of course also influence the working environment and that's a good thing but of course it's not a good thing when I affect everyone around me with my bad mood (hehe) and I definitely think that (uhm) some of the people in my department feel that very (uhm) tensely when I when I am not happy with the project we are doing. I am very good at it (hehe) but I think I am probably I should probably be better at using my words rather than showing my emotions (uhm) at least in terms of communicating with other people but I don't hold anything back (uhm) yeah.

Difficult to manage her emotions under rough situations
Cannot manage her emotions

Rachel 25:37 Yeah, (uhm) Its kind of what I also talked a little about before, I am practicing being better at explaining what it is (uhm) I need and why I don't feel like this need has been met (uhm) in a very you know calm and productive way (uhm) I that's my goal but I (uhm) I am not always very good at it (uhm) sometimes my frustrations kind of takes over and then I am I never get mad or I never yell but I (uhm) yeah I don't know how to say that in English (uhm) I think I probably somehow seem very distant you know I pull back and get very tight you know and then I say you have to this over and this over and this over I have to do my work (uhm) (hehe) and its (uhm) I think (uhm) probably because I am a little bit afraid that I gonna be I am gonna say something that is gonne cross the line so I am holding a little back so that I am not gonna be mad but I could definitely be more constructive in my feedback (uhm) but I always I hate having those discussions I mean you never really wanna be say the bad thing, no, but yeah it's a definitely a learning process I am being better at it I think (hehe).

Dialog
Postponing in giving response

Rachel 28:58 Yeah, I (uhm) I always try and (uhm) try to talk about it to someone (uhm) Chandler is very much my you know partner in crime so I talk to him about a lot, and Chandler and I kind of made an agreement at some point that we have to try not to complain too much (uhm) at open office because that always creates really bad vibes so (uhm) don't bitch our clients, talk bad about them (uhm) of course its allowed to say arhh now one of the partners has given me this assignment and he needs it in four hours and its so typically him you know stuff like that it's not like that but we have to really be careful about how we talk about our clients and our partners and other people inside the house (uhm) but we also made the agreement him and I that we can do that with each other {???} so don't do it out in the department but do it behind closed door you know so I use him very much as a you know punching ball (hehe) Yeah and (uhm) give all my frustrations of my chest and that very important to have someone that you can talk freely with and sometimes it's you know it's the small thing like recently I observed that someone in the office but without (uhm) outside our department has this specific way of acting in meetings in a way that I don't find very productive and it's not something that considers our department it has nothing to do with us but instead of you know talking behind her back with my colleagues then {???} [she gets interrupted by a colleague regarding a question] Oh yeah, (uhm) very often go to him yes (uhm) and sometimes it's just too you know to have a talk about yeah this (uhm) this sucks you know and then just leave it there and sometimes it's like is there something we can about this because of the structural issue within the office then I can bring my observation to Chandler and he will decide if there is something I can do as associate partner to influence how things work around here and we also do that very much concerning our colleagues with the department you know to say okay I have observed that he is (uhm) he or she is (uhm) seems a little bit down at the moment what do you think we should (uhm) do you know what's is about and how should we handle it or something so the main thing for me is to have someone to discuss things with yeah big and small things.

Talking with chandler about work related issues

Talking with chandler about her issues

Rachel 34:44 Yeah, well at first I always try to (uhm) have a discussion about it and say okay what why do you disagree (uhm) are you right on your point of views (uhm) but if we can find an agreement like that then I am very (uhm) when it comes to my own work I am very stubborn because I want things done my way (hehe) but that's because, I my very specific field of work I have build this its like my babyh I have buld it from beginning and now we get a lot of assignments in the house becouse of that work and so I am very (uhm) I don't to compromise the quality of it so (uhm) I always I am always open to listening and to good arguments and point of views but they have to be good and if they are not then I am really not concerned with (uhm) you know the feelings I am sorry to say that it's the way it has to be and I am the project manager of this project so I make the decisions but I also take the responsibility for it because I am the one responsible for it and I am the one who makes the final decisions. Was that the answer?

Not open toward new ideas

Rachel 36:34 Absolutely (uhm) because If you don't do that then you don't have the right afterward to say I want things differently because of course I expect that the people working in my team to be able to (uhm) lift an assignment or to run with it and (uhm) but if they don't have any idea what my point of view is (uhm) or how my (uhm) how my standards are then they don't have a chance to meet my standards (uhm) uhm so it's very important to be very clear about your ambitions for the project and if you are not clear about that then afterward you can't say well you did this wrong you know (hehe) sometimes I experience that I am not clear enough about it and then I accept it then I do the work myself after hours then I can expect people to read my mind you know so

Important to express herself

Rachel 38:14 Yes, I think because one thing is how you chose to (uhm) manage your projects but it can be very different (uhm) in terms of what team member you working with because some team members respond well to one thing and other team members respond well to a different thing so (uhm) one of my team members really like when things are very (uhm) planed you have this amount of hours to do this work and you have this amount of hours to do this work I want to see something on this date and this date and this date that makes that person feel very (uhm) secure and safe and (uhm) and it gives that person the best (uhm) circumstances to do that job and then there is another employee who feels completely suffocated by that and is like I just need to follow my own flow and so then I have to change my way of management the project (uhm) but I am fine with that as long as I have the confidence that the end of product will be good so of course every reaction has an influence and if they tell me I need this and this and this then I will always try to accommodate that as long as we are able to make a good product

Differences between team members

Different expectations toward team members

Me: 40:05 Yeah, but is it the same when you have to make a decision regarding an assignment?

Rachel 40:33 I am not good with that (hehe). I always expect the employees to (uhm) to take responsibility for the work they are doing and to make decisions on their own (uhm) and it if its team member that I have completely confidence in I know that they make the right decisions then they will get a lot of freedom in that way (uhm) but if it's an employee who I am not sure will make the right decisions then I am much more controlling but I don't let them control me I mean but I have never experienced that, that anyone would try to you know maybe once and then it has to be clear that I make the decisions I am responsible for the projects so I make the decisions then just close it down very fast. Sounds like I am very harsh I don't think I am though (hehe)

Dependent on the context



Rachel 42:16 Ohh that's tough. Well I think that also depends on how you define successful you know how do you measure is it just in terms of making good results in the account or is it also (uhm) or being successful because you have happy employees. I think it is very important to have a lot of empathy have to be able to put yourself in other people shoes (uhm) and see things from different perspectives you also have to be somewhat (uhm) people person you know you have to be able to read people and to see (uhm) that (uhm) to read people before (uhm) they express themselves so that, for example, if people are (uhm) are getting stressed then if you are not able to read that before they come to you and say it then it might be too late because when they come to you and say it it's probably too late because people are very faithful to their work like that so they always push until they can't do it anymore and (uhm) and that's probably too late then they have to go home, you have to be able to a leader have to be able to read people and then I think it's also extremely important to be very clear in your communication (uhm) be clear about what you expect be clear about (uhm) the direction with taking (uhm) you know what is the purpose of what we are doing and you know the ability to people feeling included you know and say this is our (uhm) project and not my project, you are a part of it and make people feel values, recognized I think that is very big (uhm) quality and not to say yeah you did great like in every 10 minutes because that's some leaders do that and I don't think that's the right way to do (hehe) but always make sure to let people know when they are really do a great job and not in every 10 minutes.

Skill-set which is important for leaders to posses

Rachel 45:56 Uhm not really well maybe you know the first 10 minutes when you know have to say what do you exactly mean (uhm) we are all we all have different style of communicating and sometimes you just misunderstand each other, and I think we usually meet somewhere after a while.

Misunderstanding

Me 46:31 Yeah it could be both communication or body language, face you know the context and stuff like that, are you good with identifying stuff like that?

Rachel 46:39 Uhm I think I am yes, I think that's one of my strengths as a leader that I am.

Rachel 47:03 Uhm, Yes, I have a few examples and it doesn't happen that often I don't think it does (uhm) yes a few times.

Rachel 47:36 Yes, I have (uhm) I sometimes have I have (uhm) tears come easy into me so (uhm) it's usually not because I am sad but mostly because I am upset and angry and then you know I get really tense (hehe) so sometimes when I if a client being very very nasty to me and (uhm) saying some horrible thing that has happen then it's really a struggle for me for not starting crying and I hate it because it seems it makes me feel weak showing that kind of emotion I don't mind being (uhm) angry you know let's say okay that is way too far you have to stop now stop stuff like that if I say it while I cry it is completely (uhm) disrupts the message I want to send, yeah, yeah so that that's I have definitely experienced that that my emotions have been a problem.

Difficult in managing emotions

Rachel 49:28 Uhm, I would describe a the kind I want to be is to (uhm) is (uhm) a leader you always you always want to go to if you have problems either personal or work problems that you feel safe and confiding (uhm) feels safe to say that I have some problems at home so that why I am a little bit down at the moments or saying that I am feeling a little bit confused about the direction at work (uhm) you know someone who makes people safe and conceding and (uhm) I also want to be a leader that (uhm) is very clear in my communication so that (uhm)( people are never insecure of what I expect and there are never insecure of my (uhm) of my support that they feel like I have their back (uhm) that I will that they believe that I stand up for them (uhm) but also a leader that (uhm) will (uhm) that has high ambitions (uhm) so that if you want to be a part of my team then (uhm) you can get a lot of good thing because I am hopefully all what I just mentioned and that you have to invest into something I can't think of anything worse that people do not invest something of themselves so (uhm) empathy, communication (uhm) and ambitions I think those are the main qualities, yeah so I hope to achieve them one day.

Leadership skills

## Chris

Chris 03:01 Uhm, I haven't no, I think I can guess what it is but you maybe you should explain it at first, (uhm) my guess would be that it has something to do with how the team is working together for example getting the right spirit into the team

Chris 04:07 Uhm yes I think it happens every day actually, (uhm) hopefully not (hehe) I am, my hope will be that there is more positive than negative but having been on the other side of table earlier being the one working if you think that you are close to the goal and your boss or a leader comes and tells you that you have a long way to go still or it's not a good sketch because of this and this then of course it's negative (uhm) but I think I general I try to be as positive as I can about things but of course sometimes you need to say something but I think you can also deliver a bad response in a good way still so it's (uhm) yeah said it on a positive tone so it's not just a kind of destroying the idea that were but more building in top of those so yeah (uhm) and then I think in general I am concerned about the people I work with about their private life and thing like that I know to me it matters a lot that the people I am working for that they actually care about my family and yeah I try to do the same (uhm) but of course sometimes when you are really busy when you go from meeting to meeting then yeah you can be a little bit stressed and sometimes you could say things you shouldn't have said a little bit somebody was just looking for 5 minutes of your time but you just don't have those 5 minutes so you just say I know you need that but I dint have any time and of course it's disappointing but I try but its difficult

Thoughtful about the way he communicates

Chris 07:04 Uhm yes (uhm) there was or could have been one of the situation before where I thought we should do something in this way or I was told that the products or the slides that I was producing that they were actually should have been completely different and maybe I spent I don't know 3 nights doing producing the stuff and then its completely different than the meeting is about of course when you do things for your work that affects your private life very much and then it comes out that its useless then its pretty frustrating but actually there is a long time since last time I think

Misunderstanding in terms of work tasks

Me 08:00 But how did you handle your emotions in such a situation where you found out that your work is useless?

Chris 08:23 I, well actually there is also another situation where it could be that I was expecting some work that has been done and I thought that I could just grab it and go and then in fact the reality was it still need maybe 8 hours of work before it was done (uhm) of course that was really frustrating (uhm) but in all times I try to tell people who is responsible for in my mind or from my perspective that disappointing things, I try to tell them and also tell them why I am frustrated, I always say as they are and then we can move on instead of kind of {???

Dialog even though he is frustrated

Me 09:17 So you will always use dialog?

Chris 09:27 Yes, always

Chris 10:8 Its more or less the same reaction I think I would always tell them if I fell that they are really stressed (uhm) and sometimes you can help actually I mean right now my I think one that I am talking most about stuff like is probably Marc who is also really really really busy as I am so sometimes it's good that he is telling me to relax or the another way around but I think it's important to talk about it and sometimes you can actually help find a solution to this stress or you can, I mean often it's just one meeting that you have to take out of your calendar (hehe) and then everything is fine so sometimes you can actually solve things very easily by talking about them but if nobody else knows if there is a problem then its gonna stay as a problem, yeah I think often if someone is very stressed then everyone in the department would know so its I think we are in general architects whi is talking a lot and expressing ourselves so normally everyone would know what's going on

Empathy he wants to help

Chris 12:20 Uhm, I think there is a lot of, depends on what it is about if it's about work then it's probably something I can help solve if they are working for me (uhm) sometimes its its actually not a situation that I have been in, no of course sometimes somebody could be mad about somebody else not performing as they should or which often would mean more work to the other so (uhm) but then often as a leader it's easy to go in and say okay this is actually the stuff you should do and this is the stuff the other should do but if its more personnel issues then I think I would probably (uhm) have a talk with them first but if its something deeper underlying things that {???} other things I mean there are people in this company who has been working together for 25 years or more so that could be many many things and maybe they shouldn't be on the same project if they have problems with each other otherwise they should talk to Christina I think if it's something that's not work related then of course I think we should still try to solve it but if it seems unsolvable then I think we should try to take it out from the work situation and maybe separate the two but again I am a big fan of dialog so I will always try to solve it by talking, so yeah

Wants to solve the problem

Chris 14:31 I think my main task is to (uhm) to make them the best they can be (hehe) I think that actually it's not super important to me that I am solving everything or the projects I would actually rather that they solve things (uhm) so I just if I think they are going in the wrong direction then I try to send them some links or push them in the right direction but I would always prefer that they solve thing by themselves (uhm) so I think actually giving them small hints in the right directions and the having the good discussions of course it's a big difference from one to another if there are some people who are good at organizing things and some are unorganized so each person has (uhm) you have to choose differently actually I think (uhm) so and then I always try to make the team, put a team together so I think that there is a right people together so you get a good synergy and team and good team spirit (uhm) yeah so and then of course there is a lot of other practical stuff about now that I am going to a lot of meetings it's really important that I get the knowledge {???} to the team in a good way (uhm) and also respect the sketches they have done (uhm) and trying to give them the feedback on those because that's what really matters and make I mean on overall level does their work make sense or doesn't it (hehe)

Motivate team members

Working environment

Social skills

Chris 16:45 Uhmm, I think its good friendly tone and (uhm) some of my colleagues I also see when I am not working so it's very friendly it's like second family in a way, so it's quite personal I would say

Good relations with his team members
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Me 17:07 What do you do in order to maintain your relationship with your colleagues?

Chris 17:11 Uhmm talk about other things than work (uhm) talk about our families and stuff that also means a lot in our lives that are not work related and then I think in general that it's trying to respect that everyone is different and (uhm) so but I think the work we do as architects we are working at really strange hours and stuff like that and we have I mean in small periods you have more dinners with your colleagues than your family so (uhm) in that way you have a lot of time to talk, so yeah, and if you are working I don't know 14-16 hours for one day then you can't talk about work for 16 hours you need to do something else as well (uhm) but of course there is a kind of a balance, so I think what I found out is that the downside about being friends with your colleagues and their leader is of course when something is going bad and you need to talk with them about it of course depending on what the situation is it helps that you are friends because you can say it in another way but it might also be difficult to keep the just as friendly tone if you need to tell them that they not getting any extra salary

Distinguish between friend and a colleague
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Chris 20:38 Since I only have been an associate partner for not even a half yeah (uhm) I haven't had many of those situations but I think I am.

Chris 23:46 It's difficult to say because when you are in the situation you are probably also a little bit stressed I am told by a lot of other people that I am really really calmed (hehe) (uhm) about things (uhm) I guess that's how I react I have been told that I really surprisingly a lot of people (uhm) so I think it's (uhm) I am from the western part of Jylland so I need (hehe) yeah I need a lot of resistant before everything collapses, so (hehe) just to add of course it affects me emotionally if I need to say something I don't like to say (uhm) but again I would rather say than not say it because I don't like to build up bad things then it gets worse and worse and next time I have to talk with them then we have some unfinished business so I would always prefer say it

Calmed leader
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Chris 25:13 I tell them, yes (uhm) sometimes it's because they are casted wrong maybe they didn't really have the chance to solve the assignment and sometimes it's just because they, yeah, they want to do another job so I also try to look (hehe) back on myself did I chose the right person for the assignment (uhm) but I mean in general of course we have the staff that we should have (uhm) Marc and I try to talk a lot about who can actually solve this and this and this so that people are somehow working within their comfort zone (uhm) but when we are really busy as we are right now it's difficult because then it's maybe not so much about who really want it's more about who has time (uhm) of course the other situation would be better (uhm) but it's not always like that

Understanding leader
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Thoughtful leader
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Chris 26:57 Many times I would talk to Marc who is my closest colleague (uhm) and we I mean we have many many many meetings throughout the week where we talk about both the projects but also how does everybody is feeling (uhm) do we think that people are doing what they should are they happy on the team they are on and stuff like that so we are try to have kind of (uhm) no one knows what's going on, yeah

Empathy

Me 27:34 So you use Marc as your sparring partner?

Chris 27:45 Yeah, he is like the first choice because we are sitting next to each other and we know each other, we have known each other for I don't know 15 years or so, yeah (uhm) so we (hehe) have a pretty good idea (uhm) both what we want as leaders but also what we can expect from the staff we have (uhm) so, yeah, but other than that I would go to the person that is not performing and talk about it and often it's I mean it could be that somebody's family member just died or they his or her or his wife is pregnant or it could be other things it doesn't has to {???} so I mean in situations like that I will always say that private life is you need to solve that first and then come back even though we are busy it's better that they take the time they need even though work is of course very important but it's not everything

Empathy

Thinking in a bigger picture

Chris 29:21 I am always open to a new ideas, yep, and I think (uhm) since we have a pretty close collaboration in general with the people specially in the LAB I think we are actually discussing these things always (uhm) and I always try to stress that my way is not kind of the only way if they have better ideas bring them to the table and then we can talk about and sometimes we will do some different and sometimes we won't depends on how good the idea is (hehe) yeah, I really believe in a flat hierarchy {???} I think the worst thing you can do as a leader would be to think that you are the best I would actually love if all the employees were better I think that's important even though they are better at something I think you could still teach them other things, so I am yeah

Open to new ideas

Chris 30:50 Yes but that's I mean I think we I couldn't imagine doing an assignment without doing that because I think (uhm) as architects we are more or less the core assignment too if we are doing hospital we need to try to think as a doctor or a nurses or a patient (uhm) so if you can't live yourself into that situation you can't solve your assignment so I think I couldn't imagine not being expressing my emotions about things because when I come to this place I feel this and this way, that is what I am doing always (hehe)

Good at expressing his emotions

Chris 31:53 Uhm yes I think Marc and I are constantly trying to develop (uhm) the what can you say kind of overview for the department so that everybody feels that they know what is happening, what the assignment are, what are they doing, what they can expect next week things like that and they are part of developing the system we have now which is just a board with some stickers (uhm) but they are

Overview

constantly commenting on things like that couldn't we do it like this and then actually make sense in another way so yeah,

Me 32:40 Also in decision-making process?

Chris 33:20 I think it has lot to do with (uhm) what are they actually saying, I think I am not sit on things should be the way I want it (uhm) but having said that of course I am the leader of that group or project so I will make the final decision but my decision could also be that we are going with their idea if it's a better idea so but in general we try to when we have situation like that which happens in whole project more or less (uhm) I think we have we have an open discussion with the entire group and one with the best argument win and again I also said it earlier it's not important for me to make the decision I just want the best projects if someone else has a better idea then we go with that

Open toward new ideas

Chris 34:37 Uhm overview and empathy (uhm) and then what did you call it? emotional intelligent I think I actually that but I didn't know the term but I think you need to have a feeling of how both the group dynamics are working and how people are feeling both about the assignment they have but also about the team they are working in that position in the team do they know (uhm) what is actually expected from them (uhm) so yeah I think that's, yeah, and I think (uhm) and then of course you need to have a certain level of architectural understanding otherwise I think it's it will be very difficult to be in all of the discussions that we have on a daily basis and then the I think the {???} not be faglig aspect (uhm) yeah so that's definitely also something about that but I think its actually more important as a leader that you are good at having the big overview over things and organizing I think that's go and you need to be strategic and understand between the lines often and in meetings specially

Skills a leader should possess

Chris 37:9 I have definitely tried where somebody is trying to explain a brilliant idea, but I just didn't understand it, yeah (hehe) in general what we try to do in a daily work is to have a clear concept and a clear idea and if you cant explain it to me then they probably cant explain to someone else (hehe)

Do not understand sometimes

Chris 37:57 Uhm probably I don't know I think (uhm) that's really concreted more like in the daily work that they are trying to say something, but I understand it in different way but again we are a big fan of talking so (hehe) if I don't understand it usually they find it out fast

Prefer dialog

Chris 39:03 Uhmhhh not that I can remember I think luckily it's many years since I was here for an all-nighter, typically when you hand in a competition and everything goes wrong at very end so you have to stay and everybody is very tired so I think in situations like those there is probably been some situations but its many years ago now luckily and luckily we are more organized now but yeah but I don't think, I think you have to ask some of my colleagues

Over work

Chris 40:16 I think well of course I can say some of the things I said before about what I think is important a leader (uhm) I think what I maybe forgot to say was taking responsibility for the things that are being both produced but also decided but I think actually having a good view and understanding of how humans work together so I think that's some of the best and most of important things (uhm) and of course here as I also said its important that, that you are a good architect if it's here you should be a leader otherwise there is gonna be so many discussion that you can't really participate in because yeah, you are yeah let's take Lone who it not an architects she is never apart on any or discussion because she can't be so yeah, but I think yeah, on overall level I think it's empathy and (uhm) having kind of good overview of things which also means having overskud I don't know the English word (uhm) and that's really where it's important that you are not too busy because the minute you are too busy it will be difficult to see the big picture of things because then you can only see to the next meeting to the next meeting to the next meeting and that's definitely a danger for this company, yeah,

Skills a leader should posses

Chris 43:14 A quality could also be (uhm) both for me and also for other leaders to say stop and kind of have an idea for how much you can take in before it's too much (uhm) but that's difficult because it's so exciting all the stuff we do but yeah it is really difficult, so yeah



## Marc

Marc 02:49 If it's about the capability of reading other people your co-workers (uhm) and see (uhm) how they are reaction to you and to the assignments I think is if that's correct (hehe) then I am aware of it, this is one way to look at it and another way is to look how can I push my employees to work more, harder and smarter (uhm) by creating a good environment and the department

Marc 3:47 Of course I am pretty aware of my own state of mind (uhm) also in that sense because I know all my co-workers depend {???} then it's how much you show your own emotions into something

Marc 4:24 Uhm I think of course several of times it has been a manager (uhm) both in the let's say in the short time positive and negative and also in the long term I think you know the employee development some MUS until of course every year is one part where you sit and talk with your co-workers (uhm) about how your working and that's sort of a good situation often but I also more directly has one time had to take one to side one morning and had a serious talk about how he was to not detailed not precise enough in some of his sketches and models that has caught an impact with the client and instantly you could read that he takes it very close to him because it has been a mistake so and he becomes mad but also afterward directly afterwards its also {???} because he actually pulled himself together and started to be more (uhm) detailed about what he was doing and think more about it (uhm) that actually {???} but I know {???} you can see the emotional impact (uhm) I also had to lay one off at some point this of course really hard situation to be in (uhm) but I have talked to the girl later on and she is very happy where she is now and she recognizes that in a long one it was her to get to another company and in another position

Self-aware in  
relation to how he  
talks

Marc 6:34 A lot of that happens (hehe) it was both ways in can both be some people didn't live up to the agreements or expectations (uhm) you get angry and you have to hide it because I know that (uhm) being angry and yell at some people is very unconstructive (uhm) and it doesn't people doesn't benefit from being told in a hard way so you have to (uhm) say it on a nice way and then you can {???} on the way (hehe) also of course upwards its also sometime it's the same that maybe a partner doesn't live up to some of the agreements or the (uhm) yeah it's something you are really disagree about it and discussion about the architecture it can also sometimes make you angry everybody of course and also sometimes you can also disappoint yourself you can get angry (uhm)

Dialog

Hiding his feelings  
when he is  
frustrated

Me 07:36 What do you do in such a situation where you get angry or frustrated?

March 07:41 I keep it inside until I can go somewhere else and maybe I talk to some equal in an equal position inside the company about the incident sometimes so you have to wait but not to employees {???}

Marc 08:20 I try to (uhm) I try to talk to them, and I try to as a different shade how my approach to the different employees are I also {???} so you know their stress points and I also try to relax them that it will okay that we can cut down some of the material or try get more people on the project or say that if we delay then this is how it is and we must do what we can do and after that they can take some time off as {???} as there has been a lot of overwork often it's not it's not just being busy that they stress so maybe people realize it but its often other kinds of stuff outside of work which makes people stressed so it's a big combination of everything so {???} so that's why I also try to keep my employees happy and trying to look at them both in the short and long term perspective that they can see themselves in my plan and that they can see themselves in C. F. Møller and know that C. F. Møller has a plan for them in a longer one they have a long term goal always

Empathy

Marc 10:13 Luckily that hasn't happen that many times (uhm) of course I also probably when you become a leader and you have been a normal architect so on level and then people sometimes talk to each other and sometimes people hide somethings when you are a leader but if I am aware of something I will talk to them one at a time to hear if there is anything of works go flow {???} so if I know that they don't know they haven't come to me by themselves then I will try to talk with them at the coffee machine and hear if something is bothering them and if they opens up then I will talk to them and then I have never had any times where I have to have two people sitting in a room where I had to mediate about it it has never happened but again it's been one or two times that people have been tired of each other but usually it's also because we are really really busy in the department and there is deadline where people can be bit emotional or stressed about things so I think people are good at getting it out whether it's while working

Dialog in conflict resolutions

Marc 11:49 Uhhh {???} there is both administrative work in general that's both of keeping an eye on the budget and there is also sord of the future visions for the department and try when I have time to set a strategy for that of course employees needs to be happy and sord of aligned with both C. F. Møller's ambitions and also my departments ambitions but then on a daily basis I {???} manager and sketching architects and then others {???} try to sort some of the partners if they are on projects also {???} and again they can also be in dispute sometimes and I try to help balance or make projects aligned so yeah it's also being diplomat between the employees and partners and myself and everybody's ambitions at the same time

Keeping his team members happy

Marc 13:18 I think I am very personal leader so, I think I am pretty close to my co-workers not private friends with anyone of them (uhm) but we have a friendly and very friendly and familiar tone amongst us and nothing I try to give enough of myself into those talks and discussions and be in that case who is real (uhm) and show also some you know everyone has flaws so you also need to show it to be more {???} keep everything in balance I don't want to be that superman in the middle because I don't think it works on the long run if you are having a good tone and a very well functional department {???} more equal and get everyone involved and asking you get into normal talk in what they are doing and also privately and we talk about of course {???} parties I try to be a part of all the normal call (uhm) I am aware that you also have to be professional at least from my side and not be private friends with any of them because I need to be able to sit and have talks with them and I will

Working environment

Friendly, equally

Not good friends

be too uncomfortable if you are to close (uhm) so I still have it professional level but I think I still give enough of myself that all of us feel like a little family

Marc 15:41 People do more for each other if they are good friends (uhm) and more helpful to each other actually if somebody needs extra hands then people are more willing to give that if they are also closer

Marc 16:25 I always try to be smiling and happy also in a very very stressed time (uhm) one thing is that's how I am of nature I am pretty happy and smiling guy most of the time and specially at work I think yeah mostly that's just who I am but also again know that it helps more on everybody else if you are relaxed then I am relaxed I mean if I go and run around myself as headless chicken then nobody will then everybody will start getting stressed so I think I need to define myself as the pretty relaxed rock in the middle that people can {???} stressful times and be the one who tells if you do this and this then everything will work out

Calmed even under rough situations

Marc 17:31 Yeah, I try to do that or be what you call it proactive on the I don't know the English word for MUS (uhm) and talk to them about that and sometimes I talk to them over the coffee and tell them this and this should be focus of you that you are either if you want to be project manager for instance or in a competition you need to be more focused on the right communication and you need to be more I think the {???} is important to be very very self-critique and always look at your own ideas with the other eye also and change to paying you need to be able to be your own (uhm) {???} for your own ideas also need to improve their skills so I have to talk to them on the MUS samtaler (conversations) and also sometimes yeah if I find the moment for them also differentiate a bit with hard criticisms of some of the projects and sometimes tries to emphasize some of their good qualities where they actually maybe not knowing but I see doing it the right stuff and then maybe yeah do harder critiques but depending on who the person is because then everybody can so you have to mind your put some balance into that kind person you are talking to

Dialog when he is not happy

Marc 20:59 Uhm I am pretty diplomatic by nature and I always try to if its project related to keep the mind that it's the best projects that needs to that we need to hand in to the client and I also know that not all my ideas are the best {???} I think I try to balance the teams ideas to find sometimes you could also find a yeah the {???} then again it all depending on who is the project manager and who is the partner because all the partners are different and some of them you just I realized to just say okay that's it and then I have to move it back in my head so it doesn't disturb the other projects I have because some of them are easier to talk to if there is issues with the design or something so you really have to be aware of who you are dealing with and how you are dealing some of them are great and understanding for other approaches or if there is something missing {???} then you have to I think live with that otherwise you start to stress or die a little bit inside if you cant stay focused and then say okay we do this in his or her way and then we do this and this in another way instead.

Before a problem arises he is making a good team

Not solving problems

Me 23:26 From the beginning on you mentioned diplomatic what do you exactly mean by that?

Marc 23:35 That I am, I think because it can be a positive thing but it can also be a burden that you want everybody to be happy and of course that's not reachable all the time sometime it is and I also think it should be but it's also {???} some of the younger people it is easier to say that I tried to learn them that it's not everybody doesn't have to see your own {???} about C. F. Møller {???} small people and some of the partners know C. F. Møller but they have been in their ideas but I try to balance them out and try to make {???} I am aware that compromising can be weak a project or an idea so I try to again balance that

Distributing work tasks

Marc 24:54 Well I say this how it is, sometimes it is, I mean they complain if they have a few boring assignments in a row and say this is the assignment we have we can't only have you know museums or (uhm) and I try to explain to them that you can always find something exciting in a project they just need to look at the right way and change the focus maybe they have to use a microscope to find that little space {???} and then focus on that and then do the what you call multiwork for the rest of it but that's again maybe it's a month maybe it's a half a year but that's how it is if you are an architect for four years you about to be doing boring jobs also

No flexibility. He is doing it on his own way

Marc 27:09 Yes very much (uhm) I think for all the employees something to use (uhm) and then again it doesn't have to be the way a partner says but let it be an inspiration or something they can question or trying it out I think its important that the management or leaders set the {???} high as possible and also help the team so they can specially where is our false in this projects is it everything or just focus on this there must be something else but it's a leaders job to motivate and you do it by setting some standards and share your beliefs in general as an architect but it can also be in life I think that's also something, I think you have to aware that even though you still feel young then all employees eyes pretty old and you might experience you have to use that set the phase

Expressing emotions is important

Marc 28:46 Yes, I try to have this familiar going {???} so of course everybody impacts each other and I am pretty aware that I am 38 and have been working as an architect for almost 14 years and then young people come in with another looks, think, another approach, another hold, another reference set of projects around the world and in another state of mind and you have to use it to also keep yourself sharp but also to be inspired by the other ideas, its (uhm) it goes both ways that you as a leader can influence them with your experience but also that you have to be open enough to say okay all these new people come out of the school (uhm) growing up in another decade they have another view but it's also important to trying grasp what they are saying

Dependent on his team members knowledge

Marc 30:30 I think it depends on the projects if it's a project that I am pretty much into (uhm) then I would of course have to flag my experience or something and then again try to find compromise that we would of course or should be a compromise with let say a 70 - 30 in my advance or more (uhm) if I am just in as an {???} to have some talk lets say one hour every week then I have to listen more and trust more for the team if the team {???} wants to do something else with the architects I have to trust them that they are enough into the program (uhm) of course question them so again play the devil {???} and ask if they considered this and this

Trusting his team members

Marc 32:37 Yeah, I think in some of everything I can imagine (uhm) I think it's important that you can get something of yourself into both the project but also a little bit of personality I think it's important to have the personality (uhm) that works positive on people of course (uhm) and again I try to show that everybody also as a leader you can have some flaws or things you are not the best at as a leader you don't have to be the best at drawing or 3D you need to have the experience and you need to be able to lead and motivate people and you can do that in many ways (uhm) of course you need to be talented otherwise people won't respect your opinions enough if you don't have some qualities (uhm) as a professional, well I think it's both at least as a modern leader you need to be both personal and at the same time and be aware that you need to sit the yeah the goal in the front {???} and be in the front and you need to be trustworthy and your co-worker need to know that they can trust you both outside when you are out with a client are unhappy for what we have produced even though I have done anything I have to sit there and really take the responsibility and then talk to co-workers in another way but in that meeting it's my responsibility

Skill-set leaders  
should possess

Marc 35:15 I think I am okay in that but maybe others disagree I think I am okay also if they say something between the lines (uhm) and about thing architect the professional I really ask them {???} in another way

Marc 37:00 Noo (hehe) I don't think, I won't say misunderstand I know sometimes you are talking to people then everybody sort of lives in their own world and their own reality and interpreting things differently so of course there are meetings where and I know everybody will go out and have their own idea about what was actually being agreed upon so in that case you can say that sometime you misunderstand we do talk through our folder or something else with a colleague and the next day I say okay what did you this we didn't agree on that I think maybe misunderstood each other {???} everybody's interpretations on things are different

Different  
interpretations

Marc 39:52 There is one project where we had the partner of the project we were clearly to had different approaches and different views on things that bother me a lot and I was angry and frustrated on the inside (uhm) I think some of the meetings we had with the teams was about an I think that they could sense that me and the partner was the (uhm) {???} then I don't know after a few days I took one to one talk and I split the project so I could take one and he could take one and this was the easiest way of doing it and from that there were no problems at all, I think, of course it can be very uncomfortable to take such talks I am not the best at it and as older you get you realize you have to open your mind and talk about problems

Difficult in  
managing  
emotions

Marc 42:33 I think first of all we have to look at some sort of talent within the {???} at work as you need people can be really really good managers or leaders but if they don't have anything to back it up other than theory I think they will fail in the long run because of disapproval about younger co-workers being more talented I think lots of really talented people think that they should be the leader instead of the leader of course being a leader {???} you find out that it requires a lot more than just being for my example a good architect (uhm) but you never know until you actually try it but then the other thing is the motivation factor people listen to the prospect when they talk to the look at the prospect and say I would like to be he or her is {???} some of the basic for it (uhm) you don't want a psychopath as a leader who can read the people so I think the motivation factor is pretty high (uhm) if you are good at excel or good at planning isn't the most important thing as the motivation factor.

Skill-set leaders  
should possess