The Perception of the Role of Charismatic Leadership in a Research and Development

Environment

Submitted by

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GRAND CANYON UNIVERSITY

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by

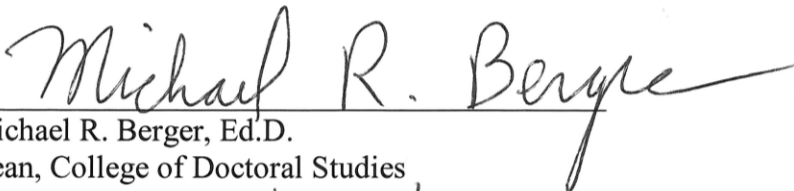Richard Dwayne Henderson

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I verify that my dissertation represents original research, is not falsified or plagiarized,

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Abstract

The purpose of this qualitative exploratory case study was to explore participant perceptions regarding the suitability of charismatic leadership for R&D projects and to understand how top-level management, project managers, and project team members perceive charismatic leadership style for two different R&D departments at a corporation on the West Coast of the United States. Participants included five top-level managers, five project managers, and five project team members. This qualitative study addressed a lack of knowledge of the influence and power of charismatic leadership in project management. The suitability of the charismatic leadership style in the corporate environment, specifically within managing R&D projects, was also explored. The theoretical approach for the dissertation was of a charismatic leadership theory through the lens of social behavior, stemming from a desire to know how top-level management, project managers, and project team members perceive charismatic leadership style. Data were triangulated through pre-interview and demographic questionnaires, semi-structured interviews, and a researcher's log to a converging line of inquiry to explain the phenomenon. The findings showed that project management under the influence of a charismatic leader could provide a positive environment with leadership, loyalty, project management, relationships, and teamwork that inspire the project team's performance as perceived by 15 participants. The findings add to the existing body of knowledge associated with charismatic leadership style by expanding the subject into the project management field relating to charismatic leadership theory.

Keywords: Charismatic Leadership, Loyalty, Project Management, Qualitative Research, R&D Leadership, Relationships, and Teamwork

Dedication

I give all the honor and glory to my Lord and Savior, Jesus Christ, without whom I would not have been able to embark on this journey. I dedicate this work to my best friend and wife, Nancy M. Henderson, for her unfailing love, encouragement, prayers, and constant support of my educational pursuit. I also dedicate this work to my parents, Emma Henderson, who has since passed away, and Robert Lee Henderson; both for instilling in me the character, discipline, patience, dedication, perseverance, and the relentless pursuit of excellence in everything I embark upon.

Acknowledgments

The list of those who supported and encouraged this work is inexhaustible. However, my first acknowledgment goes to Jesus Christ who not only gave the vision but also provided the enablement for me to acquire relevant knowledge and wisdom, giving me some insight into the leadership of his people. The motivation of the Holy Spirit at all times provided the impetus to press on and finish the work regardless of all obstacles I encountered. The glory certainly belongs to God.

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Next, you know how people say they wouldn't be standing here if it weren't for the support and friendship of certain people? So I too, are surrounded by many treasured friends and colleagues who help make this dissertation possible. Many of them are quoted here. But in addition, we give special thanks to: Dr. Cratrice Kelly, Dr. Jeff Jernigan, Dr. Robert Codagnone, Daniel Carroll, Krishna Hoffman, Ellen S. E. Tarantino, Taki Turner, Mitch Petervary, Craig Wilsey, Jon Embler, Terry Davidson, Steve Greco, Stacy Garner, Michael Rogerson, Kim Linton, Jason Monroy, Ronen Elkoby, Thomas Pinney, Larry Smith, Sean Woodward, David S. Witt, Ilya Sedle, Hayden Shea, Carol L. Hamelberg, Daniel Chen, Morgan Lewis, Jon Carter, Ben Martinez, and Dr. Kambiz

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Chapter 1: Introduction to the Study

Introduction

      The role of project managers is extremely important because they are responsible for the success or failure of projects, which are directly tied to the company's revenue goals. The skill set and leadership style for project managers are of paramount importance to an organization's success, as managers and leaders are required to communicate the company objectives with core members of the team at all times (Pandya, 2014). According to Bezek and Nacho (2011), more than 50% of a project manager's work time is spent interacting with others. The role of a project manager demands the application of an effective leadership style and continuous management of human conflicts to build good relationships to ensure the success of the organization's projects.

      This research study provided a deeper understanding of how projects are managed, what tasks project leaders should perform by themselves, and what personal characteristics should be employed to lead a project throughout an enterprise while further analyzing the skills required to initiate and complete a project or program. These skills include communication, being a good listener, team building, conflict management, program or project leadership skills, motivation, negotiation, decision-making, resolution, and politics (Bezek & Nacho, 2011). The main focus of this research was whether charismatic leadership is a suitable leadership style for production management in a Research and Development (R&D) environment in a West Coast corporation.

      This study was grounded in the research of Max Weber (1947), which provided a strong theoretical foundation of charismatic leadership. Max Weber's concept of a leader,

one who is equipped with the characteristic of charisma, plays a significant role in this study (Wunderer & Grunwald, 1980, p. 448). The list of skills necessary to be successful in project management is not all inclusive; therefore, the focus was to cover some but not all of the issues that need to be addressed during a project initiation or launch from the perspective of a manager employing a charismatic leadership style.

The purpose of this qualitative exploratory case study was to explore participant perceptions regarding the suitability of charismatic leadership for R&D projects and to understand how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. A signature study by Grosse (2007), which investigated multiple leadership styles employed in R&D projects is a basis for this present study. Grosse (2007) argued that charismatic leadership was an area that required further research because it had not been studied in the R&D environment. Further examination of the literature available on this topic shows minimal studies written about charismatic leadership relating to project management. This is "a significant omission of research because Charismatic Leadership Theory requires the project leader to define the meaning of the project and to communicate its meaning to [its] employees" (Grosse, 2007, p. 449) to provide an environment in which to succeed. This study addresses the gap in existing research identified by Grosse (2007) relating to a lack of knowledge of the influence and power of charismatic leadership in project management. The gap was explored specific to the participating West Coast corporation.

Chapter One includes the foundation for this research study. The background of the research, the research questions, a discussion of the significant value and

contributions to the field, an explanation, and rationale for the methodology and design was included. Definition of terms provided a point of reference for the reader to clarify terms, which are unique to this business domain. Chapter One concluded with a description of the assumptions, limitations and delimitations, and a summary.

Background of the Study

It is critical to recognize the specific traits that contribute to the leadership style to understand charismatic leadership. Traditionally, charismatic leaders in the corporate world have been influenced by several demonstrated characteristics. These characteristics include the ability to build strong teams and empower people based on the development of healthy relationships. In the years ranging from the late 1970s to the late 1990s, researchers have altered and expanded leadership theory to depict charismatic leadership within the context of organizations (Oshinubi, 2007). In organizations involving project management, working well with project team members is one of the most important functions that a project manager must perform (Aubry, Hobbs, Muller, & Blomquist, 2010; Oshinubi, 2007).

The West Coast corporation participating in this study is a large aerospace organization with more than 150,000 employees. Project managers are responsible for executable actions, yet have no direct authority over the project team members. The management structure of this organization is also reflected in the program and product management of the organization (Bezek & Nacho, 2011). One way to accomplish tasks is by managing through the use of people skills, which requires the manager to use persuasion, influence, negotiation, salesmanship, and motivation—all essential elements of charismatic leadership (Anantatmula, 2010; Lewis, 2000). Therefore, it is important

that the project manager learns the individual personalities of employees who are involved in the project (Bacon, 2009) to ensure proper and timely execution of tasks and sub-tasks identified within each project, as well as employing effective interpersonal leadership skills.

In this qualitative exploratory case study, the researcher explored perceptions about charismatic leadership in a project management work environment of a West Coast corporation. This allowed for understanding how charismatic leadership style of the R&D project managers in this organization can influence employees who work in different R&D departments of the same corporation. The overarching research question that drives this study is: How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments?

The literature review included studies that specifically focus on charismatic leadership in the work environment, specifically in an R&D project management environment or in related situations. This study provided an analysis of findings of participants' perceptions of the suitability of charismatic leadership as an appropriate leadership style for R&D projects in a West Coast corporation (Grosse, 2007; Kwak, 2012). The literature review included how charismatic leadership style is applied in a variety of work settings and, based on the findings; an analysis was drawn from the perception of participants on how a charismatic leader can influence the R&D departments of this corporation.

The gaps and omissions identified through the problem statement prompted the research questions and the design of this study. Grosse (2007) provided extensive investigation on leadership styles and focused on R&D environments, but stopped short

of conducting research providing findings related to charismatic leadership style in R&D (De Vries, Bakker-Pieper, & Oostenveld, 2010; Grosse, 2007). This qualitative study provides an opportunity to explore charismatic leadership because according to Grosse (2007), the explorers did not consider this leadership style to be suitable for projects, which only had a low level of uniqueness. Grosse (2007) asserted that charismatic leadership was an area that required further research about project management. However even though there are extensive writings on charismatic leadership, there are no empirical works involving charismatic leadership and the R&D project managers. Takala (2010) claimed that leaders, more times than not, operate in their role based on lived experiences. Because of this, as well as the gaps in the literature, it is evident that there is a need to understand how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation.

Problem Statement

It was not known how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States.The general problem was to explore if successful project outcomes are dependent upon leadership since many different elements in the organizational environment are critical to success. The aspect of charisma, as a contributing characteristic of leadership style, is the focus of exploration.

The sample population consists of five top-level managers, five program managers, and five project team members. The population comes from two different

R&D departments of a corporation on the West Coast of the United States. There was a total of 130 employees among these three groups having these titles at both locations.

This qualitative exploratory case study intends to contribute to the body of literature about the phenomenon associated with the influence of charismatic leadership style and how it contributes to successful project management. Additionally, this study focused on understanding how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. According to Grosse (2007), charismatic leadership is an area that requires further research because it has not been studied in the R&D environment. Thus, the gap this study addresses the lack of knowledge of the influence and power of charismatic leadership in project management (Grosse, 2007), specific to a West Coast corporation. The particular gap about the West Coast corporation was whether charismatic leadership is perceived to be a suitable style for practical outcomes for R&D projects within the two different departments. The findings of this study contributed to the body of knowledge about project management and leadership style as they specifically relate to charismatic leadership.

Purpose of the Study

The purpose of this qualitative exploratory case study was to explore participant perceptions regarding the suitability of charismatic leadership for R&D projects and to understand how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. This qualitative study addressed the gap in the current body of research identified by Grosse (2007) as a lack of knowledge of the

influence and power of charismatic leadership in project management. The researcher investigated the perception of the phenomenon and influence of charismatic leadership style. The applicability and suitability of the charismatic leadership style in the corporate environment, specifically within the context of managing R&D, was also explored. Also, the potential effectiveness of charismatic project leadership regarding the results and successes of projects led by charismatic leaders was evaluated. For this reason, it is important that the project manager has the necessary skills to be a motivating leader for his/her team to complete the project on time and within budget while dealing with other project-related issues. An expected outcome of this study was a set of guidelines specific to better project management and motivation of project team members to meet overall project objectives.

The target population consists of three groups. Participants were drawn from the target population and included five top-level management leaders, five project managers, and five project team members of two different departments within a West Coast corporation. The target population includes 130 employees among these three groups under these titles at both locations. The sample was a subgroup of the target population under study. These participants were chosen and interviewed over a two-day period with each interview lasting approximately one hour. The geographic location of this research study was California, and Washington.

Quantitative and qualitative research methodologies are often used together to seek to answer questions (Yin, 2009). However, qualitative methodology asks the why or how of something (Yin, 2009). The use of qualitative methodology stems from a desire to understand a group, or a personal problem (Yin, 2009). The qualitative methodological

approach is non-responsive to exact statistics and hypotheses to explain the effect or underlying causation. Thus, it is suitable for obtaining data that may not be retrievable using quantitative methods (Winston, 2010). Qualitative methodology research design can be in the form of phenomenological studies, case study, historical research, ethnography, or grounded theory (Yin, 2009).

The qualitative exploratory case study was appropriate for this study because the empirical interview results show that it was perceived that charismatic leadership is consistent with generating positive organizational and project outcomes. Qualitative research is a widely accepted methodology for research because an identical set of questions is asked of a small number of people and findings are analyzed (Neuman, 2011). Qualitative studies use words and descriptions to narrow the subject that leads to a better understanding of the area being researched (Yin, 2011). The reason for choosing a qualitative methodology for this research study was to give insight on the influence that charismatic leadership characteristics have on each participant's understanding of the role and characteristics of leaders in project management.

The purpose of this qualitative exploratory case study was to explore participant perceptions regarding the suitability of charismatic leadership for R&D projects and to understand how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States.

Research Questions

The research questions were used to collect data supporting the purpose of this qualitative case study. The questions explore participant perceptions about whether

charismatic leadership is a suitable style for R&D projects of a West Coast corporation. The research questions also explored how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation.This study filled a gap in existing research regarding the lack of knowledge of the influence and power of charismatic leadership in project management (Grosse, 2007) for a West Coast corporation.

Utilizing a case study research design allows for exploration of perceptions of the participants in an in-depth examination of two units (two geographical locations) linking micro actions (individual actions) with macro events (larger structures or processes). A definition of charismatic leadership was provided to interviewees and used to ascertain their perceptions of how employing charismatic leadership can affect the outcomes of projects. Since qualitative case studies offer holistic elaborations in a situation, the following research questions guided this study to achieve the purpose intended (George & Bennett, 2005; Neuman, 2011; Stake, 1995).

RQ$_1$: How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?

RQ$_2$: How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?

Advancing Scientific Knowledge

The results from this study advanced the development of the charismatic leadership theory as originally proposed by Weber in 1947. Weber (1947) ascribed unique and remarkable facets to the leadership traits that constitute charisma. However, while Weber presented charismatic leadership as a perceptual phenomenon from the followers, later researchers looked at the degree of influence exerted by the leader of the followers and the quality of the leader-follower relationship that evolves as a result of the charismatic leadership (Weber, 1947). Weber (1947) defined charisma as a certain quality of an individual by which he or she is considered extraordinary and therefore treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities. According to Grosse (2007), these researchers varied to some extent in their identification of the core set of behaviors comprising charismatic leadership. Some theorists identified expressing an inventive strategic vision, displaying sensitivity to the needs of the group members, exhibiting behavior that was considered unconventional, risk-taking, and showing sensitivity to the environment as key behavior traits of a charismatic leader (Galvin, Waldman, & Balthazard, 2010).

Other researchers listed the ability to communicate an engaging vision, stressing the ideological facets of the effort, conveying expectations for high performance, imbuing confidence in the followers of their ability to achieve that performance, exhibiting self-confidence, and providing an exemplary role model while reinforcing the group identity as the primary behavior traits of a charismatic leader (Babcock-Roberson & Strickland, 2010). More research is needed to develop methods to measure the

characteristics of charismatic leadership (Bacon, 2009; Yukl, 1999). The results from this study added to the present body of knowledge regarding charismatic leadership.

The gap for this study has been clearly identified as the lack of knowledge of the influence and power of charismatic leadership in project management (Grosse, 2007) in a West Coast corporation. The answers to the research questions may advance scientific knowledge in the area of project management's organizational leadership and specifically help a West Coast corporation be in a better position to meet its revenue goals.

Significance of the Study

While some have studied and analyzed this role, few have been able to produce a consistent correlation between project manager leadership characteristics and project success (Kwak, 2012). The primary focus of this study was to collect data to show whether charismatic leadership is a suitable leadership style for production management in an R&D environment in a West Coast corporation. The researcher set out to understand some of the attributes – the thoughts, feelings, and behaviors of charismatic leaders in project management, which added to the theory of knowledge regarding charismatic leadership. Also, Weber (1947) claimed that although quantitative studies were beneficial, qualitative studies were needed to understand specific elements about charismatic leaders and leadership. This focus leads to an investigation of leadership. Leadership in itself has been a broad topic of research, covering areas such as leadership styles, leadership models, leadership skills, and leadership development. However, research regarding leadership in the project manager context is more limited (van Knippenberg & Sitkin, 2013).

The significance of this qualitative case study was to contribute to the body of literature about the phenomenon associated with the influence of charismatic leadership styles and how it contributes to project management and project success. Additionally, this study focused on understanding what characteristics are required for charismatic leadership in the two different departments of a West Coast corporation.

This study fits into the existing body of research because it addresses a gap identified by Grosse (2007), which was a lack of knowledge of the influence and power of charismatic leadership in project management. This study addresses that gap by providing information specific to a West Coast corporation. According to Anantatmula (2010), project management can be learned through on-the-job training. Leadership behaviors can be achieved through learning and acquiring the needed skill set, which is mostly accomplished by trial and error. This researcher anticipates a sharing of information from participants about specific charismatic leadership tools and guidelines for managing projects, which directly influence project team members based on the data collected through case study interviews. Since project managers do not have line authority over the project members, project managers must rely on influencing project members to perform their assigned functions according to the needs of the project.

The information collected from this research study added to the knowledge base about project management and satisfy an intrinsic interest in a particularly timely way for a West Coast corporation. It addresses how this new information relates to the field of study (George & Bennett, 2005; Neuman, 2011; Stake, 1995), and perhaps provide an opportunity for leadership style discussion. In addition, the findings of this study

contributed to the body of knowledge about project management and leadership style specifically related to charismatic leadership.

Rationale for Methodology

A qualitative methodology was selected to incorporate an interview method/approach for a thorough exploration of participant perceptions regarding charismatic leadership as a suitable style for R&D projects. Additionally, the qualitative methodology allows for an understanding of how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. "A qualitative case study examines a phenomenon within its real-life context. The primary purpose of a case study is to understand something that is unique to the case" (Guest, Namey, & Mitchell, 2013, p. 14). Data can be collected on or about a single individual, group, or event; and in some designs, several cases or events may be studied. The qualitative case study was appropriate because the empirical interview results support that it was perceived that charismatic leadership is consistent with generating positive organizational and project outcomes.

Qualitative research seeks the depth of a subject by focusing on a single phenomenon and digging deep into it. That is, the researcher attempts to gain a deep insight into a phenomenon from a small or limited number of participants. Qualitative research is a widely accepted methodology for research because identical questions are asked of small numbers of people and findings are analyzed. Qualitative studies use words and descriptions to narrow the subject, which leads to a better understanding of the area being researched (Yin, 2011). "Research questions for qualitative studies are best

answered by *how* and *what* questions to help the researcher discover what is happening"
(Christopherson, 2014, p. 14). The qualitative method was the ideal means of gathering
data about the perception of charismatic leadership in an R&D environment (Patton,
2002). Qualitative methods were chosen for this study to give insight on the influence
that charismatic leadership characteristics have on each participant's understanding of the
role and characteristics of leaders in project management.

The majority of studies involving charismatic leadership are quantitative, and
therefore, more qualitative studies are imperative to understand charismatic leadership
from a valuable experiential point of view of participants (Tuytens & Devos, 2012).
Weber (1947) claimed that although quantitative studies were beneficial, qualitative
studies were needed to understand specific elements about charismatic leaders and
leadership. Therefore, the focus of this qualitative case study was on charismatic
leadership style and perceptions among employees of three groups within two different
departments of a West Coast corporation. The findings of this study contributed to the
body of knowledge about project management and leadership style specifically related to
charismatic leadership.

Nature of the Research Design for the Study

This study used a case study design. The qualitative research study focuses on the
individual or groups in the experience and not overarching statistical generalization (Yin,
2011). The case study design using the interview approach focused on individuals who
work in different project management titles in a West Coast corporation. A case study
research design allows for understanding participants' perceptions of charismatic
leadership styles and showed how top-level management, project managers, and project

team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation. Also, use of case study revealed how top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation. A case study is an exploration of a "bounded system" over time (Yin, 2011). "Bounded system" means that the target to be studied is easily distinguished from other instances of the same occurrence; it has a clean boundary differentiating it from all others (Kostere, Kostere, & Percy, 2009; Yin, 2011).

Use of case study research design allowed for identification of each interviewee's input and experience in alignment with the purpose of the research. The motivation to conduct a qualitative case study was to understand how charismatic leadership can influence top-level management and R&D project managers, who, in turn, influence project team members, and to determine whether charismatic leadership could enhance the performance at two R&D departments of a West Coast corporation. The target population consisted of three groups. Participants were drawn from the target population and included five top-level management leaders, five project managers, and five project team members of two different departments within a West Coast corporation. The target population included 130 employees among these three groups under these titles at both locations. The sample was a subgroup of the target population under study.

This exploratory case study used three forms of data collection involving gathering responses to the pre-interview questionnaire, which includes collecting demographic data of the participants, semi-structured interviews, and a researcher's log for observations of participants' body language and facial expressions during the

interviews. The interview responses were organized and categorized according to the theme. Results from the three forms of data collection were organized and transferred from a digital recording to NVivo transcription software. The software function was to ensure the voice recorded data was captured and developed in logical texts. The software supports qualitative and mixed methods research and is designed to help organize, analyze, and find insights in unstructured, or qualitative data such as interviews, open-ended survey responses, articles, social media, and web content. NVivo, a qualitative software package, was used to sort the compiled transcript information and responses by themes and patterns (Walsh, 2003).

The data collected by using case study design can facilitate understanding of how to approach problem-solving in the project management environment. Questions asked during semi-structured interviews are designed to elicit data about the various perceptions and expectations of responders regarding project management (Yin, 2011), as defined by Weber's (1947) explanation of charismatic leadership. The questionnaire was used as the research instrument to complete the individuals' interviews followed by compiling data and keeping it stored in a secure location under password protection. Data from the interview was recorded in the researcher's log and reviewed and analyzed by the researcher for common themes and related ideas. These data supported or negated the applicability and suitability of charismatic leadership in the aforementioned corporate environment based on participants' perceptions specifically within the context of managing R&D. Furthermore, it provided for an evaluation of the potential effectiveness of charismatic project leadership results and project success.

It was not the goal of this study to quantify responses, but rather, discover, through the perception of the participants, the phenomenon of how charismatic leadership styles of R&D departments influence top-level management, project managers, and project team members from two different departments of a West Coast corporation. The one way to capture this information is through a qualitative case study (Stake, 1995). Kostere et al. (2009) wrote that the notion of the social constructivist researcher is one that desires a qualitative journey in which to understand how something influenced individuals.

Definition of Terms

In the following section, the researcher identifies basic terms associated with the constructs used throughout this dissertation. This will provide a further understanding of each term through definitions and references. The terminology and exclusive business jargon used throughout this study are commonly found throughout charismatic leadership literature.

Charisma. "A certain quality of an individual by of which he is considered extraordinary and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers and qualities" (Weber, 1968, p. 241).

Charismatic leadership. A form of command based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers (Yammarino, Dubinksy, Comer, & Jolson, 1997).

Influence. A social process of influencing others, such as project team members through the leader's interpersonal behaviors to have them commit and contribute their best efforts to the project objectives (Bacon, 2009).

Leadership. "Leaders inducing followers to act for certain goals that represent the values and the motivation—the wants and needs, the aspirations and expectations—of both leaders and followers" (Bacon, 2009, p. 9).

Leadership style. The leadership style of the project manager refers to a leader that can have an influence on the way individuals think, and their decision-making process, which can also have an influence on other team members (Barrantes-Guevara, 2013).

Performance management. An alliance between leaders and groups who together work with continuing communication to establish work objectives that align with the overall organizational goals and mission (Morgan, 2012).

Project: A temporary effort undertaken to create a unique product, service, or result (Morgan, 2012, p. 13).

Project Implementation Profile. "To measure the critical success factors across the project life cycle to determine project success" (Morgan, 2012, p. 13).

Project lifecycle. Explains changes in strategic direction, organizational culture, and organizational effectiveness in which there are four stages of the project lifecycle: Conceptual, planning, execution, and termination (Morgan, 2012, p. 13).

Project management. The application of processes, methods, knowledge, skills, tools, and capability to achieve project activities in a manner which meet the project requirements (Piyush, Dahgayach, & Mittal, 2011).

Project manager. Responsible for coordinating and integrating activities across multiple functional lines as well as providing leadership for the project from inception to execution. This involves, planning, execution, managing the people, and managing the project and scope of the project (Barnwell, Nedrick, Rudolph, Sesay, & Wellen, 2014).

Project success. An accomplishment of some of the scheduled project goals within constraints of time, cost, quality, and performance (Piyush et al., 2011).

Project sponsor. An executive level or senior management individual who maintains client contact and project cost during the life cycle of the project and who is ultimately responsible for securing spending authority and resources for the project (Morgan, 2012).

Project stakeholder. The members of the project team and other project related environments in which the project exists and organizations that are actively involved in the project (Morgan, 2012).

Top management. "The Chief Executive Officer, Chairperson of the Board, President, Director, and other senior management. Top management requires knowledge of leadership and management skills as well as possess an ability to work together as a supportive sponsor of the project" (Morgan, 2012, p. 13).

Transactional leadership. This form of leadership assumes that self-interest motivates workers, obey orders and must be closely supervised (Morgan, 2012).

Transformational leadership. Inspires the members of the group to change their motivations, expectations, and perceptions towards the objectives of the organization. The transformational leader transforms the followers into caring for each other working for the good of the group (Morgan, 2012).

Assumptions, Limitations, Delimitations

Assumptions are understandings that individuals have certain perceptions of situations and circumstances that may not reflect the general population's view (Martin & Parmar, 2012). It was assumed that participants have developed their leadership principles and understanding of leaders consistent with the role and characteristics of a leader (Chu & Lai, 2011). It was assumed that charismatic leadership has the potential power to influence and inspire team members and individuals to achieve new heights because a charismatic leader is an influential leader. It was also assumed that the participants who are involved with charismatic leadership increase their knowledge regarding the characteristics of charismatic leadership (Ejere & Abasilim, 2013). It was further assumed that the participants took part in a study focused on charismatic leadership involving the two different R&D departments of a West Coast corporation and provided honest responses to the questions posed by the researcher through their semi-structured interview. It was also assumed participants have a minimum of five years' experience in project management.

This research study had limitations over which the researcher had no control. The following are identified as limitations in this case study:

- The size of the study and the number of participants are 15 in total.

- The possibility exists that some of the respondents may lack reflection or knowledge concerning issues of charismatic leadership and the role of project management.

- The top-level management, project managers, and project team members under study were sampled from only two different R&D departments within one West Coast corporation.

- The findings may not be a direct representation of the larger population of R&D project management teams' environment, and, therefore, a generalization of the results is not implied beyond the immediate scope of this case studied.

The problem statement itself, or the purposeful exclusion or inclusion of a problem, and the selection of a sample group constitute delimitations (Patton, 2002). However, there are additional delimitations in this study. Delimitations narrow the scope of the study. The following are identified delimitations in this case study:

- This study includes only one company located on the West Coast of the United States.

- This study includes the sample of top-level corporate management, project managers, and project team members who participated and who were selected as a purposeful sample of the R&D project management environment.

- The study focus was on one company, and the exploration of the effect of charismatic leadership style in the R&D project management environment.

- The study focus was on the R&D project management environment including top-level R&D management, project managers, and project team members from two different departments of a West Coast corporation.

The findings of this study allow for an analytic generalization of the outcomes specific to this group of participants within a West Coast corporation.

Summary and Organization of the Remainder of the Study

Chapter One provides the introduction to this qualitative case study. The origin of the study stems from a thorough review of charismatic leadership literature starting with Max Weber's (1947) original writings, *The Theory of Social and Economic Organization*. Background information provided a perspective on how researchers have evolved the theory of charismatic leadership to represent it within the context of formal organizations (Oshinubi, 2007).

In project management, dealing with project team members is one of the most important functions (Aubry et al., 2010). Based on an extensive literature review of the topic, it was evident that charismatic leadership has not been studied in the R&D environment, supporting a gap established by Grosse (2007). This study addresses that gap by providing information specific to a West Coast corporation. This gap led to the development of the problem statement for this study, which was to explore how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. Applicability and suitability in the corporate environment within the context of managing R&D projects and the evaluation of the potential effectiveness of charismatic project leadership on organizational outcomes were also explored.

Also introduced in Chapter One was the rationale for selecting the research methodology. The study was a qualitative study that employed a case study design. The goal of this research was to contribute to the existing body of literature on charismatic leadership in the R&D field by addressing the unknown perceived effect and influence of charismatic leadership theory on project management in a West Coast corporation. The remainder of the study is organized into Chapters 2, 3, 4, and 5. Chapter Two is the literature review for this study and provides the historical origins of charismatic leadership theory; the characteristics and constructs of charismatic leadership; project leadership theories; the relationship leadership qualities have to the performance and success of projects; and newly published works about the subject matter. Chapter Three presents the methodology and provides a discussion of the qualitative research method, the case study design, data collection, data analysis procedures, and ethical issues.

Chapter Four presents the collection and analysis of the data as well as the results.

Chapter Five provides the findings of this study, conclusions, and recommendations for

future research.

Chapter 2: Literature Review

Introduction to the Chapter and Background to the Problem

This chapter contains a review of literature associated with charismatic leadership style within project management-based organizations. It is not known how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. The purpose of this qualitative exploratory case study was to explore participant perceptions regarding the suitability of charismatic leadership for R&D projects. An additional goal was to understand how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. The general problem was to explore if successful project outcomes are dependent upon leadership since many different elements in the organizational environment are critical to success. The aspect of charisma, as a contributing characteristic of leadership style, was the focus of exploration.

Chapter 2 is organized systematically. First, an introduction offers the reader with the background necessary to understand the phenomena to be studied and the information required to follow the remaining content of the chapter thoroughly. Additionally, the introduction will describe how the literature was surveyed and organized into categories or themes. Second, the theoretical foundation used as the anchor for this study is addressed. The researcher provides the theoretical orientation of the study, which involves researching charismatic leadership through the lens of social behavior with regards to project management. This includes the core values expressed by the theory that

are used to generate the problem statement and the research questions. Third, the review of the current literature surrounding the topic of charismatic leadership style within project management-based organizations is explored, and this review is delineated by themes and sub-themes that will be introduced to the readers. Finally, a summary and analysis of the themes, the theoretical foundation, and how the research questions and phenomenon for this study are all influenced and connected are presented and discussed.

The review of current literature performed to provide a balanced, wide-reaching survey and synthesis of the existing research studies related to the topic of R& D project management. This review took place over an extended period, and doing so allowed the researcher to analyze and identify themes and patterns in this review. Research for this project was conducted by surveying journal articles and empirical studies located within various library sources and Grand Canyon University DC Network. Each identified main theme can split into two sub-themes with the appropriate articles, books, and studies categorized accordingly. The literature review is organized in the following manner: introduction, background to the problem, and theoretical foundations, review of the literature, project management, leadership theories, charismatic leadership, charismatic project management, methodology, instrumentation, and summary.

Charismatic leadership was identified by Grosse (2007) as an area that required further research because the effects of charismatic leadership style had not been studied in the R&D environment. According to Anantatmula (2010), project management can be learned through on-the-job training, including learning and acquiring the skill set that is mostly accomplished by trial and error, as leadership behaviors can be learned. The following literature review led to the development of the two research questions that

guided the data collection for this study. This qualitative dissertation employed a case study design toresearch the influence of a charismatic leadership style. This study set forth to discover how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation. Furthermore, this study focuses on how top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation. In addtion, this literature review is guided from theoretical foundations introduced by Max Weber (1947), which provided a strong focus on charismatic leadership. Max Weber's concept of a leader, one who is equipped with the characteristic of charisma, plays a significant role in this study (Wunderer & Grunwald, 1980, p. 448).

This literature review relates to charismatic leadership and how it contributes to project management. Each topic in this literature review illuminates the gap established by Grosse (2007), which was a lack of knowledge of the influence and power of charismatic leadership in project management environments. The topics also allowed for exploration of the influence that charismatic leadership has on learners in the R&D environment (De Vries et al., 2010; Grosse, 2007). The research regarding leadership in the project manager context is limited (van Knippenberg & Sitkin, 2013); as is existing literature on charismatic leadership style and the project manager (Anantatmula, 2010). Therefore, the search for perceptions of discernable patterns or trends using charismatic leadership in an R&D function was a worthy topic. The gaps and omissions identified in

the problem statement prompted the research questions and the design of this study (Yin, 2009, p.14).

This qualitative case study methodology used in-depth semi-structured interviews focused on the influences of a charismatic leadership management style within an R&D environment (Merriam, 2009). The general approach for the research consisted of conducting interviews with a sample of five top-level management leaders, five project managers, and five-project team members. Each participant has five or more years of project management experience within the West Coast corporation. The data collection approach also involved gathering responses to a pre-interview questionnaire to collect information for a demograpic profile of the participants. Finally, a researcher's log was used during the semi-structured interview process to capture body language and facial expressions of participants. The interviews on three stratified participant groups (top-level management, project managers, and project team members) was used to gather data about their perceptions of charismatic leadership style in the R&D environment. Data from the interviews and the researcher's log used to capture notes of observations of participants during the interview process were analyzed by the researcher for commonalities, quotes, and ideas by interview participants.

Background to the Problem

A review of prior and current studies revealed a gap in literature examining an understanding of charismatic leadership characteristics on R&D project management based organizations. The specific problem was based on a research study conducted by Dr. Diana Grosse (2007), which investigated several leadership styles employed in R&D projects. Grosse (2007) established that charismatic leadership was an area that required

further research because the leadership style had not been studied in the R&D environment. The research question guiding Grosse's study was regarding a suitable style of R&D project leadership. The framework for Grosse's study was a mixed methods approach combining both qualitative and quantitative methods. The sample size involved 50 semi-structured interviews that were conducted at institutions in Germany. The research was classified as successful in the sense that the guidelines of the research plan were essentially implemented. The results of the surveys showed that six out of seven research questions seemed to be validated by the German institutions where the empirical data were gathered. The results also showed that there was "a significant linear correlation between the independent variable and leadership style; management by objective (MbO) and the dependent variable efficiency of MbO, which were measured on a scale from 1 = no to 6 = yes" (Grosse, 2007, p. 453).

This literature review was grounded in the writings of Max Weber (1947), which provided a strong focus on charismatic leadership theory. The materials used as sources in this document are relatively recent. Most of the research accessed for this review have been published within the last five years.

The focus of this qualitative study was to explore whether charismatic leadership is a suitable style in an R&D environment for the management of a West Coast corporation, and to investigate charismatic leadership style, theories, characteristics, and models. An important element of leadership is to get people to perform to expectations (Barnwell et al., 2014). Project managers, in many situations, are responsible for everything without having direct authority over anyone (Aubry et al., 2010). The most efficient way to get tasks accomplished is through the management of people skills.

According to Anantatmula (2010), these skills include persuasion, influence, negotiation, salesmanship, motivation, and not using the words "I need", but the words "we need." For this reason, it is critical that the project manager learns the individual personalities of the people who are involved in the project that is being managed (Geoghegan & Dulewicz, 2008; Gorog, 2011). It is important that the project manager manage the people and the project itself (Bezek & Nacho, 2011).

It is also important that the project manager has the necessary skills to be a leader and motivate the team to complete the project on-time while dealing with other project-related issues (Huidan, 2011). The deliverables of this study consisted of identifying the specific interpersonal skills required to manage projects. The expected outcome was a set of guidelines for resolving leadership style issues and motivating project team members to meet the overall project objectives.

The population to be studied consisted of two different departments of a West Coast corporation that perform product development from concept to completion. The geographical location of the population was California, and Washington. The references provide the sources of articles used in the literature review. The articles were found through a rigorous review of empirical research documents, peer-reviewed articles, and journal articles. The topics included for this literature review illuminated the gap established by Grosse (2007), which was the lack of knowledge of the influence and power of charismatic leadership in project management. Additionally, the topics allowed for exploration of existing literature as it relates to the influence that charismatic leadership has on learners in the R&D environment (De Vries et al., 2010; Grosse, 2007). The gaps and omissions identified led to the development of the research questions for the

study (Grosse, 2007). Even though there are extensive writings on charismatic leadership there are very few empirical works involving charismatic leadership style and R&D project managers. Takala (2010) claimed that leaders, more times than not, operate in their roles based on lived experiences. Because of this, as well as the gaps in the literature, it became apparent that there was a need to understand how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation.

Theoretical Foundations

This research was grounded in the social behavior and charismatic leadership theories, applied to project management. The charismatic leadership behavioral theory was originally proposed by Max Weber in 1947 to delineate how followers ascribe special and remarkable skills, or traits, to the leader (as cited in Day & Antonakis, 2012). Weber provided significant research on the concept of charisma that is still valid today. Weber presented the effectiveness of a leader or communicator, which involved the social behavior of the unique characteristics of a person (Weber, 1947). Furthermore, Weber (1947) defined charisma as a certain trait of an individual personality by which he is considered extraordinary and treated as though endowed with specific qualities.

The idea behind this research study stemmed directly from Weber's Theory, which led to the development of the two research questions that guided the study with the aim being an explanation of the phenomenon and gap (Yin, 2009). The researcher demonstrated extensive support for these research questions and Weber's theory through the remainder of the literature review. The researcher used these research questions to develop the themes addressed in the literature review, as well. The study fills both a gap

in existing research involving charismatic leadership as education (Galvin et al., 2010), as well as expanding charismatic leadership research and writings in the field of R&D project management.

The skills mentioned in the introduction (which include communication, being a good listener, team building, conflict management, program or project leadership skills, motivation, negotiation, decision-making, resolution, and politics), when applied, can be enhanced using charisma (Choi, 2012). Weber presented charismatic leadership as a perceptual phenomenon from the followers. The more researchers investigate the degree of influence exerted by the leader of the followers, it is found that the quality of the leader-follower relationship that evolves is a result of the charismatic leadership (Day & Antonakis, 2012). According to Grosse (2007), researchers varied to some extent in their identification of the core set of behaviors comprising charismatic leadership.

Some theorists identified expressing an inventive strategic vision, displaying sensitivity to the needs of the group members, exhibiting behavior that was considered unconventional, risk-taking, and expressing sensitivity to the environment as key behavior traits of a charismatic leader (Kwak, 2012). Other researchers listed the ability to express an engaging vision, stressing the ideological facets of the effort, conveying expectations for high performance, imbuing confidence in the followers for achieving performance, exhibiting self-confidence, and providing an exemplary role model (Wright, 2012). Others identified reinforcing the group identity as a dominant behavior trait of a charismatic leader (Day & Antonakis, 2012; Yukl, 1999).

Various methods have been used in studies aimed at testing charismatic leadership theories. These methods include field survey studies, experiments conducted

under laboratory conditions, analysis of the contents of biographies, and historical narratives and case studies comparing and contrasting different leaders or the same leader in different circumstances (Bacon, 2009; Yukl, 1999). Some of the aspects of the primary theories have been supported by the data produced by these tests; however, most of the propositions of these theories are insufficiently tested. More research is needed to develop methods to measure the characteristics of charismatic leadership (Day & Antonakis, 2012; Yukl, 1999).

The focus of this qualitative study was to investigate charismatic leadership style of R&D project management. This provided information addressing the gap in existing research established by Grosse (2007), as it relates to the influence that charismatic leadership has on learners in the R&D environment. Therefore, research needs to be conducted on charismatic leadership specific to R&D environments.

The gaps and phenomenon identified led to the development of the research questions for the study. Even though there are extensive writings on charismatic leadership there are very few empirical works involving charismatic leadership style and R&D project managers. In an attempt to explore, and perhaps refute that claim, the researcher set out to understand some of the attributes that include the thoughts, feelings, and behaviors of charismatic leaders in project management and how they affect processes and outcomes. The theoretical foundations of this research support the investigation of how charismatic leadership can influence organizational goals of the two different R&D departments of a West Coast corporation as constituted by Weber (1947).

The 1950s was the birth of the modern project management age. Prior to then, projects were managed on an as needed basis using mostly informal techniques and tools

(Bacon, 2009). However, project management has existed in some form for thousands of years. Nevertheless, anything that requires a method where individuals organize effectively to align to a plan and achieve specific objectives can be lightly defined as a project. The history of project management is the history of mega projects involving planning, coordination, and building of the Ancient Wonders of the World. According to Martini (1999), the term *project management* was first coined in civil engineering projects. Project management's popularity grew faster from the efforts of Colonel Schriever of the U.S. Air Force Armed Services. Colonel Schriever was instrumental in helping develop a team to manage the development of one of the first American missile R&D programs in 1954. After that, the U.S. Navy industrialized the program evaluation and review technique, and the term project management emerged.

There is a considerable amount of literature that discusses the importance of project manager leadership, leadership roles and functions, comparisons to skill sets of project managers, the selection and assignment of project managers to projects, and the uniqueness of project managers' leadership skills. However, several researchers suggest that the leadership style of the project manager should vary depending on the type of projects they manage (Barrantes-Guevara, 2013; De Ciel, 2012; Lee, 2010; Morgan, 2012; Wright, 2012). Although these are recent findings, there are a very limited number of industry-specific empirical qualitative studies that focus on the leadership style of the project manager as a contributing factor to project success (Barrantes-Guevara, 2013). This study contributes to the project management and leadership fields as it seeks to study the influence of charismatic leadership styles. Additionally, this study focused on

undestanding what characteristics are required for charismatic leadership in the two different departments of a West Coast corporation.

This study encompasses an interview process, which involved an introduction that includes a welcoming, sharing of names, an explanation of the purpose of the research, information regarding privacy and the storage of data, and an explanation that there was no tangible benefit to the interviewee as a participant. An overview of the interview process included requesting the participant's verbal permission to record the interview. The researcher asked ten questions of each participant to explore how the perceptions of charismatic leadership styles of R&D departments influence top-level management, project managers, and project team members from two different departments of a West Coast corporation. The semi-structured, in-depth interview was conducted with five top-level management leaders, five project managers, and five project team members (with five or more years of experience in project management), over a period of one month, with each interview lasting approximately one hour. The researcher transcribed the interviews.

Review of the Literature

The literature on project management includes a wide spectrum of studies and does not necessarily provide a general definition of what constitutes a successful project, but the focus for this review was based on four themes: Project Management, Leadership Theories, Charismatic Leadership, and Charismatic Project Management. A focus on technicalities of the project such as cost, time, and quality is not uncommon (Barrantes-Guevara, 2013; Morgan, 2012). Projects, particularly highly internal projects crossing several organizational departments and technical disciplines, involve other aspects by

project management literature (De Ciel, 2012; Lee, 2010). In particular, more attention is

needed in the area of investigating how the human element influences a project (Galvin,

Gibbs, Sullivan, & Williams, 2014). This omission further supports the gap in existing

research that was addressed by this study. Project management can benefit from the

application of social theory as presented by Max Weber in 1947. Some of the key topics

in the literature consist of the following:

- Identifying the skill sets required of a project manager

- Identifying the charismatic leadership style and its characteristics

- Identifying the leadership skills required of a project manager

- Identifying the educational background required of a project manager

- Problem-solving and decision making (Bezek & Nacho, 2011).

Managing projects plays an increasingly important strategic role within many

organizations (Morgan, 2012; Wright, 2012). It is important to understand what tools are

required to start and finish a project or program, but what is equally important is to focus

on dealing with people issues (Galvin et al., 2014). According to Redick, Reyna,

Schaffer, and Toomey (2014), a successful project leader should include the following

skills: communication, a good listener, team building, conflict management, program or

project leadership skills, motivation, negotiation, decision-making, resolution, and

politics. This list is not all inclusive of the issues that should be handled by a project or

program. If team issues are not managed well, the lack of optimization or failure of the

project or program is possible (Redick et al., 2014).

A basis for this research study was the study conducted by Grosse (2007), which

investigated several leadership styles employed in R&D projects, but revealed the fact

that charismatic leadership style was an area that required further research because this charismatic style had not been studied in the R&D projects environment. The leader who is armed with the characteristic of charisma plays an important role in organizational effectiveness (Grosse, 2007; Kwak, 2012). The roles of charismatic leaders have a positive indefinable quality, which allows them to appeal to their groups and inspire individuals to achieve new heights (Silva, 2014). Charismatic leaders are recognized to be similar to transformational leaders since they frequently evolve into creative transformation (Day & Antonakis, 2012). According to Sunindijo, Hadikusumo, and Ogunlana (2007), a real charismatic leader is a measure of his or her wisdom and character.

The general core characteristics for this research include the role of the charismatic leadership within a project environment (Choi, 2012). The project manager's success, role, leadership skills, and emotional intelligence are all part of the core charactersicts of project management (Bakar, Razak, Karim, Yusof, & Modifa, 2011; Huidan, 2011; Piyush et al., 2011). This leadership theory, which is applicable to project management (Morgan, 2012), requires project leaders' skills in alignment with characteristics of charismatic leadership, in order to be successful with their team (Bacon, 2009; Gorog, 2011; Oshinubi, 2007). For future study, there remains a need to conduct research on the relationship between charismatic and transactional leadership styles (Christopherson, 2014).

Project Management

In recent decades, R&D project management has played an important role in meeting the firms' revenue goals (Anantatmula, 2010; Morgan, 2012). It is essential that

the projects are completed and delivered successfully within targeted cost and schedule (Barrantes-Guevara, 2013; Piyush et al., 2011). Therefore, it is highly important to have the right leadership driving the projects. Charismatic leadership approach to leading project teams brings value to project teams by creating a team-based collaborative environment among team members (Takala, 2010) may be able to use multiples.

Nature of project management. Although, the concept of project management has been around for centuries, the application of project management has become necessary in order to successfully complete and deliver many projects in all industries. Project management by nature deals with planning, scope, cost, schedule, risk, and ability to execute based on these entities in a collaborative environment using all stakeholders (Silverman, 2014; Skulmoski & Hartman, 2010). Enterprises are moving increasingly towards project-based organizational structures for the accomplishment of their goals and objectives (Odom, Boyd, & Williams, 2012). Accordingly, interest has grown in identifying the key factors that lead to successful projects. There is no general agreement on the definition of what constitutes success in projects (Anantatmula, 2010). Criteria for measuring success vary by the nature of the project and how the criteria are applied to specific objectives of the project (Piyush et al., 2011). Nevertheless, increasing dependence on project-based organizations has led to studies on researching the factors that contribute to successful projects (Stewart, 2010). There can be many factors that affect the outcome of a project (Redick et al., 2014). However, in analyzing projects that were successful and projects that failed, the role of the project manager has been identified as the key role in producing a successful project outcome (Bakar et al., 2011). Geoghegan and Dulewicz (2008) determined that project managers who are competent in

managing resources, empowering, and developing team members significantly

contributed to the success of the project (Thal & Bedingfield, 2010; Wright, 2012).

      Project manager's role. The project manager is first and foremost a leader of the

project team (Barnwell et al., 2014). The project manager interacts with the project team

to communicate decisions, initiate and delegate tasks, coordinate efforts, gather results,

and communicate these results (Barnwell et al., 2014). The project manager, as a research

and development team leader, is self-confident, assertive, knowledgeable, creative, and

experienced (Othman, Taghavi, Aminudin, & Jantan, 2013). According to Bezek and

Nacho (2011), a project manager has the following roles within the project:

- Manager

- Organizer

- Recruiter

- Planner

- Controller

- Coordinator (Bezek & Nacho, 2011, p. 34)

      As the role of a project leader, the project manager leads the team members

toward accomplishing the goals of the project (Redick et al., 2014). The project manager

assists the team members in reaching the goals by providing instruction and support to

align the individual team member's personal goals with the goals of the project (Boykins,

Campbell, Moore, & Nayyar, 2013). Other roles are applicable to different phases of the

project (Othman et al., 2013). These roles are essentially management roles. Anantatmula

(2010) differentiates between management and leadership. The project manager must do

both. He or she must manage and lead; however, the leadership role is crucial in dealing

with project teams because the team members may come from different organizational

and functional areas of the organization (Boykins et al., 2013). The project manager, as

the team leader, must coalesce the group of individuals into a team. The project manager

may have to lead the team without direct organizational authority over the team members

(Othman et al., 2013). The project manager, and the company as a whole, benefit from

utilizing the skills of the charismatic leader, especially in this situation of ambiguous

management hierarchy and who reports to whom (Hayibor, Agle, Sears, Sonnenfeld, &

Ward, 2011).

   Project manager's leadership skills. A project manager must develop

interpersonal skills to be effective. These skills include inspiring the team members

towards excellence and instilling an internal drive to accomplish their tasks (Odom et al.,

2012). The project manager must lead by example and encourage others to develop

commitment and instill a sense of group pride and team spirit. A project manager must

integrate the skills of the team members to solve technical problems (Barnwell et al.,

2014).The project manager must have the skill of working with others and take

satisfaction in the accomplishments of others. A project manager should demonstrate

trust in others (Huidan, 2011). According to Henderson (2008), a project manager's skill

in communicating and his/her skill as an active receptive listener contributed towards the

team members' satisfaction and the team's productivity. Another skill set by which a

project manager contributes to the success of the project is behavioral, consisting of

attitudes and personality traits (Odom et al., 2012). This area of skill is named a soft

competency by Skulmoski and Hartman (2010). The interpersonal or behavioral skills

may be more important in contributing to the success of the project than the administrative and technical functions of planning and control (Redick et al., 2014).

Project managers and emotional intelligence. The importance of interpersonal skills in managing a project team has led to the consideration of emotional intelligence as another factor that may contribute to what makes a successful project manager (Barnwell et al., 2014). Clarke (2010) applied the Mayer-Salovey-Caruso-Emotional Intelligence Ability Test (MSCEIT) to investigate the relationship between emotional intelligence and project manager behaviors related to communication, attentiveness, teamwork, and managing conflict. The results of this study showed that emotional intelligence does contribute to teamwork and managing conflict although it also showed that personality had a greater significance on project manager interpersonal competence (Galvin et al., 2014). In contrast, Davis (2011) used the Emotional Quotient Inventory (EQ-i) in addition to the MSCEIT and found that the EQ-i showed consistent and significant correlations with the Project Manager Interpersonal Competency Inventory (PMICI). Thus, the EQ-i can be used to identify project managers with strong interpersonal competencies. Batool (2013), investigated the relationship between emotional intelligence and effective leadership. The study found that leaders who have developed emotional intelligence enhance their effectiveness, thereby increasing their organizations' productivity and performance. Furthermore, personal charisma is another indicator of highly developed emotional and social communication skills (Weichun, Sosik, Riggio, & Baiyin, 2012). Charismatic individuals are brilliant and effective communicators who communicate emotions very well - particularly positive emotions - which further enhances their effectiveness.

Factors for project success. Dearstyne (2012) provided the Project Management Institute (PMI) definition of a project as a temporary undertaking for the purpose of producing a singular and specific result. Projects consist of a specific objective, a schedule, a set of resources provided by the organization, a group of implementers that embody the project team, and a project manager (Dearstyne, 2012).

Projects have a way of developing new products or accomplishing objectives, and have increased dramatically in the last decade as evidenced by the growth in the membership of the PMI (Davis, 2011). Of the various factors contributing to the success or failure of a project, the role of the project manager has been identified as crucial to the project outcome (Bakar et al., 2011). The project manager has two primary areas of work: one, dealing with the technical/administrative aspects of the project objectives and, two, dealing with the individuals comprising the project team. Because dealing with the project team as a leader has become sufficiently recognized as critical to the successful conclusion of the project, the PMI commissioned a study of leadership styles (Anantatmula, 2010). According to Williams van Rooij (2011), leadership skills are vital to the success of the project. Geoghegan and Dulewicz (2008) applied the Leadership Dimensions Questionnaire to identify which leadership qualities were associated with successful projects. The results of this study showed that the following dimensions were significantly correlated to project success:

- Managing resources
- Empowering
- Developing
- Motivation

- Critical analysis

- Influencing

- Self-awareness

- Sensitivity

Managing resources. The study conducted by Geoghegan and Dulewicz (2008) showed that resource management as a competency was a highly significant contributor to project success. A Pearson's correlation coefficient of $r = 0.422$ with statistical significance at the $p<0.01$ level supported Geoghegan and Dulewicz' findings (p. 63-64). The project leader has responsibility for managing the project resources. However, several factors relating to resource management exist which can enhance or constrain the project leader's capabilities. The project leader's level of authority and degree of influence over the project team members are both determined by the culture of the organization sponsoring the project (Allen, Alleyne, Farmer, McRae, & Turner, 2014).

The project leader may be required to lead without having received formal authorization to run the project On the other hand, the organization employs a matrix management structure requiring the project leader to share the power in directing the team members (Anantatmula, 2010). Some factors impinging on the project resources are external and beyond the control of the project leader. The project leader may have participated in the planning and scoping of the project, but ultimately the sponsoring organization dictates the level of resources assigned to the project (Allen et al., 2014). Developing good working relationships with the project stakeholders (and, in particular, the sponsoring organization) and engaging their support improved the chances of success (Wong & Laschinger, 2013).

Anantatmula (2010) emphasized that one must comprehend the difference between management and leadership. Management relates to the organizational activities of planning, coordinating, and directing for the purpose of achieving efficiency and effectiveness in the operation of the organization. He contrasts leadership as the effort to motivate, guide, and inspire project team members to rise to the challenge of the organizational goal. An effective project leader must build trust and a spirit of cooperation with the team members while avoiding the tendency to micromanage them (Allen et al., 2014). The need to establish good relationships with the team members for a successful project outcome encompasses other leadership competencies identified by Geoghegan & Dulewicz (2008).

Kaiser, McGinnis, and Overfield (2012) explored the dichotomy that exists between the psychological perspective of leadership and the business viewpoint of leadership. Psychological theorists see leadership as interpersonal behaviors directed toward motivating followers to engage and commit to organizational objectives. They perceive leadership regarding how the leader interacts with followers for the purpose of achieving the group's goals. They focus on styles of leadership that essentially are variations of social and face-to-face related processes. The business model approaches leadership from an organizational vantage point.

Business theorists regard leadership as guiding and directing organizational functions of developing and implementing the strategy, adapting the organization to changes in the business environment, or establishing internal systems to coordinate and integrate the organization. The psychological theorists focus on leadership "in" the organization while the model business theorists look at leadership "of" the organization.

Both groups exclude the others' perspective. This mutual exclusion of views makes the two views of leadership orthogonal. Kaiser et al. (2012) proposed that these two views are complementary for achieving effective leadership.

Empowering. The leadership competency of empowering correlated with project success at a level of high significance (Pearson correlation coefficient of 0.421 with correlation significance at the 0.01 level, Geoghegan & Dulewicz, 2008, pp. 63-64). The project leader empowers team members by delegating decision-making authority and granting them the power to do their jobs. This delegation of authority enables team members to make decisions and take action on behalf of the project without the project leader's direct involvement (Zhang & Bartol, 2010). Empowered team members become actively engaged in problem-solving and contribute to planning and performing tasks. By empowering the team members, the project leader encourages self-directed, independent decision-making within the project group. Empowerment includes being held accountable for results and taking ownership of the outcomes of decisions made.

Sharing information, needed to perform the work with team members, is another facet of empowerment. The project leader provides team members with information and knowledge that enables them to enhance their contributions to the project effort (van Schalkwyk, du Toit, Bothma, & Rothmann, 2010).

The empowering project leader delineates the importance of the project task to the team members. He/she enables the project team members to participate in the decision-making process. The project leader communicates his/her confidence in the team members' abilities and sets a high level of expectations on their ability to carry out their tasks (Zhang & Bartol, 2010). These actions on the part of the project leader increase the

level of engagement by the project team members, their commitment to the project, and enhance job satisfaction (Wong & Laschinger, 2013).

Developing. According to Geoghegan and Dulewicz (2008), the competency of development is significantly correlated with project success [Pearson's correlation coefficient of $r = 0.388$ with statistical significance at $p < 0.01$ level], (pp. 63-64). The developing project leader exerts the belief that project team members are capable of growing into more challenging tasks or take on greater roles in the project. The project leader communicates this belief and provides encouragement to the team member for accepting the challenge. The project leader provides support and allocates time and effort to train and coach. Each grows to enable that person to develop his/her competencies and contribute to the project effectively. The project leader provides tasks that present opportunities for growth. The effect of the developing competency communicates to the team member that he/she is valued as an individual, not just because of his/her contributions to the project (Young, 2014).

The developing competency lends itself to different leadership styles, including transformational and transactional. The transformational leader seeks to motivate through inspiration and to stimulate the team member intellectually. The transformational leader works to develop and realize the full potential of the team member.

The transactional leader employs contingent rewards to define the growth expectations for the team member, including defining the growth task, how the individual is to accomplish it, and to identify the acknowledgment and rewards to be received for good performance. The transactional leader defines the criteria for what is a good

performance and what is not. The leader applies management by exception techniques to supervise the team member, only taking action when corrective action is needed. In either style, the developing competency engenders positive feelings in the team members toward the project and the organization (Weichun et al., 2012).

   Motivation. Motivation had a Pearson correlation coefficient of $r = 0.388$ with statistical significance at $p < 0.01$ level as a leadership competency (Geoghegan & Dulewicz, 2008, pp. 63-64). Motivation is the rationale for taking an action or seeking to achieve a goal. It is also the impetus to continue a behavior, either to gain a reward or to avoid a negative consequence. This type of motivation is extrinsic. The culture and working environment an organization provides are sources of extrinsic motivation. Extrinsic motivators include working conditions, salaries, and relationships with other employees (Choi, 2012).

   A whole organization engenders extrinsic motivators by communicating that it values its employees above other organizational resources. Another form of motivation is intrinsic. The motivation that comes from within the job and drives a person to exert a behavior for its sake. Intrinsic motivators consist of the type of work the individual chooses to pursue, the pride in doing that job well, and expansion of job responsibilities. Intrinsic motivators also consist of the desire for recognition from other members of the organization as well as the wish to advance in the career or seek a promotion (Siddique, Aslam, Khan, & Fatima, 2011). However, Babcock-Roberson and Strickland (2010) argued that charismatic leaders are often remembered for their motivations and ideals; understanding what inspires these charismatic game changers to lead their team to success is an additional focus of this review.

The empowering project leader works to delegate tasks, extend authority, and provide team members with growth opportunities. These opportunities have the effect of increasing motivation. Team members involved in projects have the knowledge and expertise to carry out their project tasks. Giving the right person the prospect of participating in decision-making has the effect of increasing motivation, as does give the person an opportunity to take on a larger role in the project. It also, serves to let the team member feel his/her contribution is valued which results in an enhanced sense of connection to the organization, and fostered greater loyalty to the group (Curtis, & O'Connell, 2011).While transformational leadership provides the opportunity for employees to take on larger roles and to prove themselves, charismatic leaders create the environment based on their extraordinary personality, exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers (Yammarino et al., 1997).

Critical analysis. The critical analysis had a Pearson correlation coefficient of $r = 0.323$ with statistical significance at $p < 0.05$ level as a leadership competency (Geoghegan & Dulewicz, 2008, p. 63-64). This result was puzzling because the critical analysis was correlated with the usability success factor of solving problems. The researchers noted that the sample group scored highly on this dimension on the Leadership Dimensions Questionnaire (LDQ) norm group. The researchers posited that project leaders solved problems through the application of the other more highly significant leadership dimensions of empowering, developing, managing resources, and motivating. In other words, the project leaders used the dimensions that were highly significant to solve problems through their project teams (Henderson, 2008).

Influencing. The results of the study conducted by Geoghegan and Dulewicz (2008) showed that the leadership competency of influencing to have a Pearson correlation coefficient of $r = 0.349$ with statistical significance at $p < 0.05$ (p. 63-64). Leadership is a social process of applying interpersonal behaviors to influence others, such as project team members. The goal is to have them commit and contribute their best efforts to the project objectives. The leader operates within the context of the group, dealing with relations with the other group members. In this context, the leader exerts direct influence over the team members (Kaiser et al., 2012). Empowerment is a source of influence for the leader. The empowering leader delegate's authority, holds the team members accountable for the results they produce, and involves them in the decision-making process. The leader encourages the team members to become self-managing in their tasks and communicates his/her confidence in their ability to handle the challenging tasks. Empowering actions produce a positive influence on the project team members. It engenders positive feelings in the members of the group that causes them to commit to the project (Chen, Sharma, Edinger, Shapiro, & Farh, 2011).

Self-awareness. Self-awareness was correlated with the Project Success Questionnaire (PSQ) factor of "used by client" with a Pearson coefficient of $r = 0.270$ with statistical significance at $p < 0.05$ (Geoghegan & Dulewicz, 2008, p. 63-64). A project leader who is self-aware knows his/her strengths and weakness. A self-aware leader also has comprehended how these attributes affect the project team members. This awareness aids the leader in empowering the team members by seeking to complement his/her strengths and weaknesses with theirs (Wong & Laschinger, 2013). Self-awareness also contributes to developing the team members because it enables the project leader to

empathize with the team members and trust them. By recognizing their needs and motives, the leader can identify areas in which he/she can support them in their development. The leader can direct them to take on more challenging tasks (Young, 2014).

Sensitivity. Sensitivity was also correlated with the Project Success Questionnaire (PSQ) factor of "used by client" with a Pearson coefficient of $r = 0.312$ with statistical significance at $p < 0.05$ (Geoghegan & Dulewicz, 2008, p. 63-64). Sensitivity is one of the elements comprising emotional intelligence. It is the capacity to regard other people's feelings and to comprehend their needs. This ability enables the project leader to identify and interpret other people's feelings. The project leader uses these insights to find solutions to interpersonal issues (Ramanauskas, 2013). "Empowerment is significantly related to both strategic vision and articulation and sensitivity to the environment as key behavior traits of a charismatic leader" (Weber, 1947, p. 14).

R&D project management is significant in meeting firms' revenue goals. The effective leadership can help bring a project to successful completion. Employing charismatic leadership can support that success by creating a team-based collaborative environment among team members.

Leadership Theories

Understanding the theories that contribute to positive leadership results for project managers is a key to evaluating the effectiveness of charismatic leadership in the R&D projects environment. For this reason, literature pertaining to project manager and leadership theories was included in this review. Types of leadership explored included autocratic, bureaucratic, charismatic, democratic/participative, laissez-faire, people

oriented/relations oriented, servant, task oriented, transactional, and transformational leadership styles.

Autocratic leadership. A dictatorial form of management in which the supervisor makes all decisions unilaterally and assumes subordinates do not want to work. Consequently, the autocratic leader retains all power, monitors, controls the subordinates closely, and motivates employees using predefined rewards and punishments (Hejny, 2010).

Bureaucratic leadership. A form of leadership rather similar to an autocratic leader regarding its exertion of control and focus on details. However, autocratic leadership is ascribed to an individual whereas the bureaucratic leadership applies to a group of managers and supervisors that constitute a hierarchy within the management team or organization (Hejny, 2010).

Charismatic leadership. A form of leadership based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers. This type of leader simplifies and effectively communicates complex ideas, provides visions through narratives, and motivates the followers to accomplishments beyond their perceived capabilities because of the confidence the leader has in team members (Ejere & Abasilim, 2013).

Democratic/participative leadership. Leadership that employs a team approach in formulating decisions by having the leader elicit the input and opinions of the team members. The leader encourages team members to say what they think and participate in the decision process. This form of leadership depends on the experience level, and

competence of the group since the group was significantly influential (Boykins et al., 2013).

Laissez-faire leadership. Delegates tasks to followers, giving them complete freedom to make decisions and to take actions to achieve goals with minimal guidance. The leader trusts the followers to perform their tasks. However, the high degree of autonomy can be unproductive if the workers do not have the appropriate skill level, knowledge, or experience to carry out the work (Du, Swaen, Lindgreen, & Sen, 2013).

People-oriented /relations-oriented leadership. Focuses on the development and motivation of the team members, engendering an environment of collaboration and teamwork and promoting positive relationships between the persons in the group. This form of leadership is diametrically opposite to task-oriented leadership in that the leader seeks to organize and support the team members rather than focusing on the tasks and goals of the group (Spears, 2010).

Servant leadership. A theory of leadership in which the individual first seeks to serve others in the group seeking to meet their needs. The individual then seeks to lead but for the purpose of improving the welfare of the members of the group or community in which the leader leads (Thompson, 2010). Servant leadership contrasts with other leadership styles in that service to others occurs first followed by the desire to lead for the purpose of bettering the lot of the members of the group or community (Greenleaf, 1998; Hejny, 2010).

Task-oriented leadership. Combines task management with leadership. The leader provides a clear purpose and explicit task definition, sets objectives, trains the workers, and organizes the work activity. This form of leadership works well in

structured environments or with repetitive processes that are clearly defined (Boykins et al., 2013).

Transactional leadership. A form of management theory and supervision that operates by exchanging rewards for the fulfillment of goals and tasks. This form of leadership assumes that self-interest motivates workers. It is also assumed that workers obey orders, and must be closely supervised (Ejere & Abasilim, 2013).

Transformational leadership. A leadership theory in which the leader inspires the members of the group to change their motivations, expectations, and perceptions towards the objectives of the organization. The transformational leader transforms the followers into caring for each other working for the good of the group. This transformation occurs as a result of the leader's passion, energy, and vision. This type of leader works to help his/her followers succeed (Ejere & Abasilim, 2013).

It is important to understand other theories that may contribute to positive leadership results for project managers to evaluate more thoroughly the effectiveness of charismatic leadership in the R&D projects environment. Multiple leadership types were explored for this review to provide comprehensive information for each leadership style. The explored styles: autocratic, bureaucratic, charismatic, democratic/participative, laissez-faire, people oriented/relations oriented, servant, task oriented, transactional, and transformational leadership styles, allowed for a more developed understanding of leadership styles operating within the R&D projects environment.

Charismatic Leadership

Charismatic leaders are becoming more popular within the project management based organizations. This is due to the characteristics of such leader's passion for

successfully completing and delivering their projects while inspiring their teams in a positive and uplifting environment. This type of success makes charismatic leadership a desirable style to apply within R&D project management.

Charismatic leadership is one of the most frequently used behaviors in corporate America (Takala, 2010). This is because of the short supply of leadership abilities necessary to arrange large-scale transformations (Simola, Barling, & Turner, 2010). According to Takala (2010), a charismatic leader is a measure of one's wisdom and character. Charismatic leaders understand that this type of leadership is not involved with showmanship (van Knippenberg & Sitkin, 2013). Charismatic leaders with good principles and meaning have the power and influence to inspire and transform the team they lead (Tuytens & Devos, 2012). The most important attribute a charismatic leader can possess is the ability to communicate his or her vision (Kwak, 2012). "The credibility of being an effective communicator depends on projecting the ability to be likable, trustworthy and a knowledgeable person" (Rowold, 2011, p. 4). Those are some of the characteristics that are required to be an effective project leader (Takala, 2010).

Characteristics of charismatic leadership. Charismatic leaders have style, excellent personality, and strong confidence, according to van Knippenberg and Sitkin (2013). Charismatic leaders also have a positive indefinable quality that allows them to appeal to their groups and inspire individuals to achieve new heights (Tuytens & Devos, 2012). Charismatic leaders are also recognized to be transformational leaders since they are frequently involved in important transformation activities (Silva, 2014). According to Sunindijo et al. (2007), a truly charismatic leader is a measure of his or her wisdom and character. Charismatic leaders understand that this type of leadership is not involved with

showmanship (Bacon, 2009). However, a charismatic leader does understand that the application of wisdom takes years to build leadership experience.

Next, charismatic leaders have excellent communication skills (Silva, 2014). A project leader needs these skills to motivate team members through the difficult times and to help them stay focused throughout the good times as well (Zhikun & Fungfai, 2010). Charismatic leaders are excellent communicators when in one-on-one situations and team settings (Fulton, Smith, Smith, & Van Putten, 2011). Charismatic leaders are also capable of communicating technical information in a more detailed and simple way to understand whatever the language may be (Silva, 2014). The charismatic leaders have the wisdom to inspire and communicate effectively with their team members (Gaddam, 2008). Also, the team members trust each other and the ability of teamwork. Charismatic leaders can live with humbleness and have the wisdom to listen to concerns to their team members (Silva, 2014). Charismatic leaders have the ability to influence team members of their value to the company's long-term strategic plans (Tuytens & Devos, 2012). Charismatic leaders have the ability to inspire their team members and gain their loyalty, which is necessary for making it through a rough time (Silva, 2014). It is critical for a charismatic leader's words to align with his or her actions, as that has a more lasting impact on the mind of team members (Tuytens & Devos, 2012). According to Bacon (2009), the tools that a charismatic leader must have are charisma, excellent personality, strong confidence, positive indefinable quality, leader inspired enthusiasm, and energy to motivate.

Finally, the foundational understanding of charismatic leaders is guided by using charm and self-confidence. "The Theory of Charismatic leadership is based on the use of other people's admiration to influence them to follow. Charismatic leaders with good

ethics and intentions have the power to inspire and transform the people they lead" (Ejere & Abasilim, 2013, p. 31).

Project management based organizations are more often seeking charismatic leaders. Charismatic leaders contribute to a positive culture and a high level of success for project completion and delivery. The passion and enthusiasm applied in this leadership style makes charismatic leadership a successful style to apply within R&D project management (Ejere & Abasilim, 2013).

Charismatic Project Management

Charismatic project managers apply those characteristics and behaviors that normally lead to a cohesive team-based environment by creating elements of trust, transparency, and enthusiasm within their team. This often leads to a successful project completion and delivery. Charismatic project managers tend to be self-motivated and empower their teams to be more creative and productive.

According to Boykins et al. (2013), many different types of leadership styles exist within work environments. Each distinct leadership style has differing advantages and disadvantages. The culture and goals of an organization determine which leadership style fits the company best (Aubry et al., 2010). There are companies that utilize some leadership styles within the organization, dependent upon the essential tasks to complete and departmental requirements (Tuytens & Devos, 2012). However, this study is focused on charismatic leadership in an R&D project management environment or related situations.

Project manager's leadership traits. According to Sunindijo et al. (2007),

researchers have identified the following, thirteen project managers' leadership traits,

which charismatic leadership must possess:

1. *Communicating the vision and clearly delineating the goals of the project team* – the leader must have a vision since that provides the focal point of the direction in which the group or team must head. The leader should use "we" statements in presenting the vision to foster a collaborative atmosphere in which the team members will feel that their contributions and participation are necessary parts of the vision. The leader must work to inspire the team members to feel that they and their efforts are part of the vision. They must come to feel they have ownership in the vision. The leader needs to communicate this vision regarding specific goals that, when achieved, will realize and actualize the vision. These goals must not only benefit the organization, but the leader must also present the goals in such a fashion that the team members will perceive they too will benefit from achieving the goals. The leader must present the vision in terms that includes and empowers the members of the group (Galvin et al., 2010).

2. *Establishing high expectations and simply communicating important objectives* – the leader must identify and communicate specific objectives that the group is to achieve to realize the vision. In doing so, the leader presents his or her expectation for the members of the group, raising the performance bar while reassuring them that the leader has confidence in their ability to meet these expectations. The leader must present these goals as being of mutual interest to all members of the group. The leader must communicate how the members will also benefit from achieving the objectives laid out, not just the organization. The leader must present his or her expectations for the group in a positive, challenging, and positive manner to inspire them to live up to these expectations (Gandolfi, 2012).

3. *Adding team members in viewing problems from different perspectives* – the leader can enhance the problem-solving capabilities of the group members by engendering trust and earning respect from the group members (Chu & Lai, 2011). The leader can exert a positive influence in problem-solving on the group members by guiding and directing them and by providing a supportive structure. The leader must work to develop a culture of knowledge sharing within the group. The leader who serves as a facilitator in promoting, supporting, and encouraging knowledge sharing will enhance group members' creativity in solving problems. Accomplishing a knowledge sharing culture requires the leader to build trust and mutual respect between the various members of the group (Carmeli, Gelbard, & Reiter-Palmon, 2013).

4. P*erceiving and supporting individual team members according to each person's need* – supportive behaviors by the leader will enhance member performance, particularly regarding problem solving and knowledge sharing. A supportive

leader will positively affect the creativity of the individual team members (Carmeli et al., 2013). Providing a supportive leadership will show the members that the leader cares about the team members as individuals. He or she will look at each need. The supporting leader will operate in a way to fulfill the individual's needs, show concern for their welfare, and endeavor to develop a work environment that is psychologically and emotionally supportive (Gandolfi, 2012).

5. *Providing positive feedback to team members for their accomplishments* – an effective leader looks for opportunities to compliment or praise team members. Recognizing a team member's accomplishments and providing positive feedback, particularly when that team member exceeds expectations, will motivate the person to work harder and will engender loyalty (Barolo, 2013). Publicly providing individuals with positive feedback for the results they produce will set the stage among the team members when the project leader needs to deliver negative comments. The team will remember that the project leader recognizes the positive, which may enable members to adopt a receptive attitude when they receive criticism.

6. *Providing negative feedback to team members who do not perform* – a leader must develop competency in communicating with team members to be effective. Skills in communicating are particularly important when the leader needs to give feedback to members who are not performing satisfactorily. The leader must seek to convey the message in such a fashion that the recipient will accept without becoming alienated, disgruntled, or react in some other undesirable negative manner. In these situations, the method by which the leader communicates is as important as the content of the message (Gandolfi, 2012). The leader must seek to present the criticism in a positive, assertive manner avoiding remarks that could be perceived as personal attacks. In delivering the message, the leader must somehow inspire the team member's willingness to accept the feedback without being defensive. The objective for the leader is to provide the team member with an opportunity to improve.

7. *Delegating and challenging team members with difficult tasks to give them opportunities for growth* – a leader has to be sufficiently mature to be willing to give away those tasks he or she would like to do personally. The leader must look at the work to be done regarding training missions to be delegated to individuals to provide them with opportunities to learn, grow, and upgrade their skills (Barolo, 2013). Providing team members with challenges and opportunities for growth is one method the leader has to signal his or her concern for the team members'welfare. As the project leader provides team members with opportunities for success, then the team members will come to appreciate him/her and perceive the leader as competent. The leader will gain the trust of the team members (Kirkhaug, 2010).

8. *Leading by example* – a leader who leads by example is very powerful. The leader must demonstrate to the rest of the team that he or she is also part of the team

when it comes to doing the work. In performing team tasks alongside the other members, the leader shows he or she is "sharing" the work rather than dictating what needs to be done (Barolo, 2013).

9. *Openly sharing information* – the leader must be honest and straight forward with the members of the team. Openly sharing information with the group signals the leader's intent to share his or her knowledge with the group. Creating an atmosphere of openness will support the leader's efforts to build a knowledge sharing culture within the group. Placing an emphasis on openness in the group will encourage the others in the group to share their knowledge, leading to improvements in the collective creative process (Carmeli et al., 2013).

10. *Active listening, both intellectually and emotionally* – the leader must be prepared to engage with team members by listening to them. The more the leader listens, the more he or she will learn. Actively listening to the team members will communicate with them that they are being heard. Because they are confident that the leader will listen to their input, the team members will then become more willing to listen to what the leader has to say. The leader must encourage communication among the team members to engender consensus and knowledge sharing. By being a good listener, the leader encourages the team members to be open and share their knowledge with the leader and the other members of the team (Wellman, 2012).

11. *Explicitly directing the team members* – the leader must be task oriented at times. He or she must layout the specific tasks that team members need to perform. The leader must communicate and clarify requirements that these tasks are to meet. The leader defines the priorities and resolves any perceived and real conflicts. The leader builds a framework that serves as a structure for the team members from which they proceed to carry out the work. This structure provides the team members with a group focus, which aids them in moving towards the goals. The structure helps the team members to stay focused to meet deadlines and avoid diversions from the real effort (Bergman, Entsch, Small, Davenport, & Bergman, 2012).

12. *Sharing the decision-making process with the team* – the leader engages the team members in participating in the decision-making process. The team members are encouraged to collaborate with the leader in formulating decisions regarding the work effort, the sequencing of tasks and the resolution of conflicting priorities. The leader demonstrates he or she values the inputs from the team members (Sunindijo et al., 2007). The leader, at times, must make decisions and provide the group with clear direction. However, there are other times in which the leader must sense that employing a participative and collaborative decision process will improve the outcome. The leader must be prepared to be aware of the situation and adapt to it accordingly (Werder & Holtzhausen, 2009).

13. *Proactively seeking information and identifying problems early* – the leader needs to be forward looking to envision the next phase of the project to visualize the tasks and steps that are instrumental to achieving the team goals. He or she needs to perform this practical exercise regularly to identify problems or issues that will affect the group effort, or that may arise from the accomplishment of the tasks in the current phase (Sunindijo et al., 2007). In identifying these issues and problems, the leader must also define at what level the resolution needs to occur. In some cases, the leader will need support or involvement from his or her management. These future issues may involve his or her peers and their respective organizations. By looking forward, the leader can anticipate and potentially avoid problems rather than encountering attempting to solve them as they occur (Wellman, 2012). According to Young (2014), these are traits common to all project managers, but charismatic leaders go a step further. (p. 167)

The characteristics and behaviors of charismatic project managers create elements of trust, transparency, and enthusiasm within their collaborative team. This positive culture can support successful project completion and delivery. Through empowerment of staff and intrinsic self- motivation, charismatic project managers can support the goals of the R&D organization, and ultimately support success.

Methodology

This research addressed differing leadership styles, as well as other related leadership theories within different methodologies. This literature review analyzes the most relevant and recent research on the subject of charismatic leadership to provide adequate support for the research question (Davis, 2011; Merriam, 2009; Patton, 2002). There are a very limited number of industry-specific empirical qualitative studies that focus on the charismatic leadership style of the project manager as a contributing factor to project success to substantiate methodologies used (Anantatmula, 2010). Recent studies by Wright (2012), De Ciel (2012), Barrantes-Guevara (2013), Lee (2010) and Morgan (2012) explained that R&D projects differ in nature across industries. However, they are comparable with non-R&D projects because they have similar generic

characteristics, such as project sponsors, project leaders, specialists (project team members), quality standards, scope goals, time frames, budgets, and start and end dates (Strang, 2011). Therefore, this qualitative case study addressing how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation can draw upon multidisciplinary research beyond R&D projects such as charismatic leadership, personality, and project management and explore methods used. The following sections explore the literature on charismatic leadership, R&D project managers, personality factors, and R&D performance at a West Coast corporation. The materials used as sources in document are relatively recent, of which most have been published within the last five years.

Wright (2012). A recent study by Wright (2012) to investigate possible situational factors that may cause project managers to choose a particular leadership behavior was associated through the social medium LinkedIn. Wright used a convenience sample of 175 project managers from 39 countries to perform a non-experimental, quantitative, correlational study. The study also investigated relationships that exist between the project managers' leadership behavioral style and three independent variables: certification, gender, and country of employment. The research questions that guided the study consisted of the extent to which there was a difference between preferences for structure, consideration, or balance in leadership behaviors, the degree of relations between preferences and structure, consideration, and balance. Wright also asked if there was a relationship between gender, certifications earned, and country of employment.

Wright (2012) surveyed the participants with a modified Leader Behavior Descriptive Questionnaire (LBDQ). The results of this study showed that there is a significant difference in preferences of behavioral leadership styles among project managers associated with LinkedIn. By describing and applying correlational statistical analysis to the present study's primary data, the researcher was able to answer key questions about the 63 leadership behavior preferences of project managers associated with LinkedIn.

De Ciel (2012). Another R&D project was conducted by De Ciel (2012) to fill the void of information concerning the lived conversion experiences of leaders who changed the practice of pseudo-transformational leadership to transformational leadership. De Ciel (2012) investigated the conversion of pseudo-transformational leaders to address the lack of knowledge in this area. In doing so, insights were provided into personality traits regarding charismatic leadership and the importance of ethical behavior in a truly transformational leader. The research question that guided the study was "How do leaders express their experience during key events of their conversion from pseudo-transformational leadership to transformational leadership" (p. 21). De Ciel conducted a qualitative interpretive biographical analysis that consisted of three participants. The small sample size limited this work. The research question was successfully answered, with the most significant outcome of the study being that a pseudo-transformational leader can convert to a transformational leader. The person can also undergo a redemption by returning to the community in which he/she caused harm and apply the negative experience to help the community and perform reparations. According to De

Ciel's (2012) theory, these findings are in keeping with the application of social theory as presented by Max Weber in1947.

      Barrantes-Guevara (2013). Barrantes-Guevara (2013) conducted a quantitative, non-experimental study and explored the relationship between the R&D project manager's leadership style, the industry type, and project success. The study used a probability simple random sample of 72 persons with various titles, including managers, project managers, service managers, functional managers, and lead engineers in the United States. Barrantes-Guevara conducted the research at Cappella University. The survey was performed on-line using the service SurveyMonkey. The primary research question that guided this study was to what extent is leadership style and industry type related to project success? (Barrantes-Guevara, 2013). This author formulated concomitant hypotheses to test the claim posed by the research questions and found the relationship between transformational leadership behaviors of the project manager and project success, regardless of the industry. No significant relationshipwas found between the project type (industry) and project success.

      The Multifactor Leadership Questionnaire (MLQ) 5X-Short survey and the Project Implementation Profile (PIP) instrument were used to measure project managers' leadership styles and project success, respectively, in the Barrantes-Guevara research. The study determined that although the construction/engineering industries have a higher project success rate than the Information Technology (IT) industry, the difference was not statistically significant. The combination of leadership styles and industry type also did not produce a statistically significant relationship with project success.

Morgan (2012) focused on a quantitative correlational study to explore the relationship between project manager leadership styles and project success. The sample size consisted of 52 project managers, and the study findings were minor support for a project manager leadership style having an impact on project success. The Multifactor Leadership Questionnaire (MLQ form 5X) and the Project Implementation Profile (PIP) were used to evaluate whether a relationship existed between a project manager leadership style and project success. The study was conducted in the District of Columbia, and the research questions were specifical which project manager leadership styles contribute to project success, and whether styles correlate with project success. The outcome of this study was a strong correlation between transformational leadership and project success. There were no strong correlations calculated between transactional and laissez-faire leadership and therefore, all the research questions were answered.

Lee (2010). Lee (2010) conducted a mixed methods study and explored how and to what extent situational leadership style characteristics, particularly effectiveness and flexibility, in project managers affect potential project success. The study used a probability simple random sample of 74 persons with various titles, including managers, project managers, service managers, functional managers, and lead engineers in the United States. The survey was performed on-line using the service SurveyMonkey. The primary research question that guided this study was to what extent situational leadership style characteristics, particularly effectiveness and flexibility in project managers, affected potential project success (Lee, 2010). This author formulated concomitant hypotheses to test the claim posed by the research questions. The results showed that project managers

with high effectiveness and flexibility scores had no higher or lower virtual project

success scores than project managers with low scores (Lee, 2010).

       In the Lee (2010) study, the results of the triangulation showed that in the

qualitative questioning, the majority of project managers responded that they were using

or have used specific leadership techniques, but the quantitative results did not support

these qualitative assertions. The results indicated that none of the correlation coefficients

attained statistical significance at alpha $<=.05$. Therefore, the null hypothesis tested, for

the sample indicated, that there was no association between specific leadership style and

the specific leadership characteristics of flexibility and effectiveness.

       This study used qualitative research methodology to help gain a better

understanding of the perceptions of participants to explore whether a charismatic

leadership style applies to and can be effective for the R&D function of a West Coast

corporation. The phenomenon under study is how the perception of charismatic

leadership styles of R&D departments influence top-level management, project

managers, and project team members from two different departments of a West Coast

corporation. Qualitative is a widely accepted method for research as set questions are

asked of small numbers of people and findings are analyzed. Qualitative studies use

words and descriptions to narrow the subject that leads to a better understanding of the

area being researched (Yin, 2011). This study was designed to gather data utilizing a

qualitative method with a case study design to answer the central research question, how

do top-level management, project managers, and project team members perceive

charismatic leadership style (as defined by Weber, 1947) as having an influence on

decision making of project outcomes in the R&D function of a West Coast corporation?

Instrumentation

Instrumentation in a research study functions as a tool for gathering the data. In general, instrumentation is identified as any media that captures and stores the collected data for the analysis. In many cases, instrumentation can be in the form of survey, questionnaire, and interview, and a combination thereof (Yin, 2014). The tools for the data collection in this study are a pre-interview questionnaire, the face-to-face interview with probing questions, and the researcher's log.

A questionnaire has been developed to facilitate data collection in the semi-structured interview process. The analysis and findings of the data collected contributed to the body of literature about the phenomenon associated with the experience of understanding the influence of charismatic leadership styles applied in the R&D environment (Patton, 2002). An interview questionnaire is a suitable approach to determine the perceived characteristics required for charismatic leadership in the two different departments of the West Coast corporation. This study filled a gap in existing research identified by Grosse (2007), which was a lack of knowledge of the influence and power of charismatic leadership in project management. Information was provided specific to whether charismatic leadership is perceived to be a suitable style for practical outcomes for R&D projects within two different departments of the West Coast corporation. The pre-interview questionnaire provided a sense of participants' understanding of the potential for implementation of charismatic leaderhip and how this leadership style could enhance outcomes.

The current study utilized a qualitative case study design. The data collection approach involved gathering responses to a pre-interview questionnaire to collect

information for a demograpic profile of the participants; semi-structured interviews; and a researcher's log of observations of participants during the semi-structured interview process to capture body language and facial expressions. The interviews contained the same questions for the three stratified participant groups (top-level management, project managers, and project team members) about their perceptions of charismatic leadership in the R&D environment. This questionnaire was the primary data collection tool (Yin, 2011), and was foundationally based on the definition of charismatic leadership offered by Weber (1947) and participants' perceptions of charismatic leadership in the PM environment.

The use of qualitative methods involves the systematic collection, organization, and analysis of textual material derived from the talk (Baxter & Jack, 2008; Yin, 2014). Case study research is more than just conducting research on a single individual or situation (Yin, 2011), it is an approach has the potential to deal with simple through complex situations. It enables the researcher to answer "how" and "why" type questions, while taking into consideration how an occurrence is influenced by the by the context within which it occurred (Baxter & Jack, 2008).

Summary

This literature review concentrated on the theory of charismatic leadership, to include characteristics and constructs as defined and expanded upon by researchers and authors for over three decades. However, even though there are extensive writings on charismatic leadership, there are limited empirical works involving charismatic leadership and the R&D project managers. Takala (2010) claimed that leaders, more times than not, operate within their role based on lived experiences. Because of this, as

well as the gaps in the literature, it became clear that there is a need to understand how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation.

The literature on project management is extensive and covers study topics ranging from projects in the business world to R&D project managers. Research in business project management has covered various areas, including information technology, manufacturing, construction, and product development (Anantatmula, 2010). The topic of general project management is broad and has been studied from many perspectives such as budgeting and scheduling, project management tools, organizational structuring, and social capital (Williams van Rooij, 2011). Considerable effort has been placed on examining the factors that lead to successful projects (Wright, 2012). This line of research has led to investigating the role of the project manager. The literature on the project manager is also extensive. Researchers have studied the project manager function, how the role of the project manager influences the project team and the attributes of a successful project manager (Wellman, 2012). Various aspects of the project manager have been studied and analyzed, yet few have been able to produce a consistent correlation between successful projects and project manager leadership characteristics (Kwak, 2012). The focus on the project manager leads to an investigation of leadership. Leadership, in itself, has been a broad topic of research, covering areas such as leadership styles, leadership models, leadership skills, and leadership development (Thi & Swierczek, 2010). However, research regarding leadership in the project manager context is more limited (van Knippenberg & Sitkin, 2013). The existing literature on charismatic leadership style and the project managers is even more limited (Anantatmula, 2010).

Therefore, the search for perceptions of discernable patterns or trends using charismatic leadership in an R&D function is a worthy topic.

Chapter three covers the research methodology and several components, which were used to complete the interview process. Chapter three includes the following sections: introduction, statement of the problem, research questions, research methodology, research design, population and sample selection, the source of the data, validity, reliability, data collection and management, data analysis and procedures, limitations and delimitations, summary, and ethical considerations.

Chapter 3: Methodology

Introduction

The purpose of this qualitative exploratory case study was to explore participant perceptions regarding the suitability of charismatic leadership for R&D projects, and to understand how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. This qualitative study addressed the gap in the current body of research identified by Grosse (2007) in the R&D work environment. The researcher investigated the participants' perception of the phenomenon and influence of charismatic leadership style. The applicability and suitability of the charismatic leadership style in the corporate environment, specifically within the context of managing R&D, were also explored.

To conduct research for this dissertation, a qualitative methodology was employed with a case study design. Yin (2009) argued that the "case study method allows investigators to retain the holistic and essential characteristics of real-life events" (p. 4). Therefore, a case study was chosen for this research because it was supported thorough investigation of workplace issues and thoroughly explore what is happening in the organization for the participants of this study.

The problem statement guiding this research is: how do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation? This chapter of the dissertation presents the roadmap utilized by the researcher to conduct this study, offering a detailed

discussion of the methodology, research design, data collection, and data analysis procedures.

Statement of the Problem

It was not known how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. The general problem was to explore if successful project outcomes are dependent upon leadership since many different elements in the organizational environment are critical to success. The aspect of charisma, as a contributing characteristic of leadership style, is the focus of exploration. It is anticipated that charismatic leadership was revealed as an effective means of leading in response to the research questions.

The intent of this qualitative exploratory case study was to contribute to the existing body of literature about the phenomenon associated with understanding the influence of charismatic leadership styles, and what perceived charismatic leadership characteristics are required to enhance performance and to meet financial goals at a West Coast corporation. Grosse's (2007) study investigated several leadership styles employed in R&D projects, and revealed that charismatic leadership was an area that required further research because charismatic leadership had not been studied in the R&D environment.

This study addressed the gap in existing research identified by Grosse (2007) regarding a lack of knowledge of the influence and power of charismatic leadership in project management (Grosse, 2007). The gap, explored specifically for the West Coast

corporation, is whether charismatic leadership is a suitable style for practical outcomes for R&D projects within two different departments.

Research Questions and Phenomenon

        Phenomenon. To support the purpose of this study, the researcher set out to understand the phenomenon. This case study design allowed for an exploration of the perceptions of participants in an in-depth examination of two units (two geographical locations). Thus, allowing for a linking of micro actions (individual actions) with large-scale events (larger structures or processes) (Kochan, 2013).

        This qualitative study addressed the gap in the current body of research identified by Grosse (2007), which is the lack of knowledge of the influence and power of charismatic leadership in project management. The researcher investigated the perception of the phenomenon and influence of charismatic leadership style. The applicability and suitability of the charismatic leadership style in the corporate environment, specifically within the context of managing R&D, was also explored. In addition, potential outcomes and results of projects led by charismatic leaders were evaluated, as it is important that the project manager has the necessary skills to be a motivating leader for his/her team to complete the project on time and within budget, while dealing with other project-related issues. An expected outcome of this study is a set of guidelines specific to project management and motivation of project team members to meet overall project objectives.

        Research questions. The overarching research question for this study is, how do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation? Each of the outlined research questions targets the phenomenon and influence of charismatic

leadership style. A definition and examples of charismatic leadership, as defined by

Weber (1947), were provided to interviewees and used to ascertain their perceptions of

charismatic leadership and the influence on outcomes of projects. Since qualitative case

studies offer holistic elaborations in a situation (George & Bennett, 2005; Neuman, 2011;

Stake, 1995), the following research questions guided this study to achieve this end:

RQ$_1$: How do top-level management, project managers, and project team members

perceive a charismatic leadership style of two different R&D departments at a

West Coast corporation?

RQ$_2$: How do top-level management, project managers, and project team members

perceive charismatic leadership style (as defined by Weber, 1947) as having

an influence on project outcomes in the R&D function of a West Coast

corporation?

This study utilized three data sources to obtain desirable data. A pre-interview

questionnaire, which included collecting demographic data and an explanation of the

study, semi-structured interviews, and a researcher's log to capture notes of observations

of participants during the interview process were the data collection methods. The use of

triangulation for data collection established the validity of findings (McMillan &

Schumacher, 2006). According to Yin (2009), it is a common practice of qualitative

researchers to not only use variations of data, but also to spend a significant amount of

time gathering the data. To add meaning and increase understanding of the phenomenon

being studied, all participants were invited to participate in the pre-interview

questionnaire, the semi-structured interview, and observations were recorded on the

researcher's log. According to Merriam (2009), "observation makes it possible to record behavior as it is happening" (p. 119).

Pre-interview questionnaire and demographics. This data collection instrument consisted of eleven questions in support of the research questions and goals. Questions to gather necessary demographic information were included. The pre-interview questionnaire was the same for all three stratified participant groups (top-level management, project managers, and project team members). The pre-interview questionnaire was sent via e-mail to each of the participants of all three groups. Participants were asked to provide demographic information, answer each question, and return the questionnaires electronically to the principle investigator within two weeks of receipt of the questionnaire. Please see Appendix C for more details.

Semi-structured interviews. The semi-structured interviews were conducted as scheduled with the three stratified participant groups (top-level management, project managers, and project team members). The interview began with an explanation of how the session was to be conducted, and an introduction including identifying each person's role (interviewee and interviewer) during the interview process. During the semi-structured interview, participants were asked five open-ended questions. The five open-ended questions remained the same for all participants in each of the three groups. Additionally, the procedure for the interview included recording the participants' responses via a tape or digital recorder, and the information were transcribed from voice to manuscript using NVivo software.

Researcher's log. The researcher's log was used to capture notes of observations of participants during the semi-structured interview process of three stratified participant

groups (top-level management, project managers, and project team members), while capturing body language and facial expressions and overall reaction to each question. Multiple means of data collection are required to enhance the rich and valid qualitative data to be collected. The researcher's log was developed to further identify the participants' level of comfort, confidence, and overall willingness to answer each question.

The researcher kept in mind the limitations identified by Grosse (2007) on the topic of charismatic leadership in a project management environment, and addressed those limitations through probing questions. The probing questions were developed to support the main objectives of each of the interview questions (see Appendix F). Probing questions also ensured the clarity and objectivity of the questions in order to facilitate thorough responses.

Research Methodology

This research study used a qualitative methodology to explore participant perceptions regarding the suitability of charismatic leadership for R&D projects and to understand how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. Qualitative methodology explores the why or how of something and stems from a desire to understand a group or a personal problem (Yin, 2011). The qualitative methodological approach is non-responsive to exact statistics and hypothesis to explain the effect or underlying causation, thus obtaining data that may not be retrievable using quantitative methods (Winston, 2010). The qualitative methodology can be in the form of phenomenological studies, case studies, historical research,

ethnography, or grounded theory (Yin, 2011). Qualitative methodology research can

focus on an individual or groups in the experienced phenomenon and does not address

overarching statistical generalizations (Yin, 2011). This qualitative method focuses on

events, programs, environmental factors, processes, and participant perceptions about the

contemporary, real-life, human situation (Simon & Goes, 2013). Quantitative

methodology can be used for both the qualitative and quantitative approach. It was

described by Guba and Lincoln (1981) as part of a more significant category of

"evaluation" and the importance of using this type of case study is to arrive at a

judgment--"judging is the final and ultimate act of evaluation" (p. 375). The methodology

is used to explore those situations in which an intervention or phenomenon under

investigation is not clearly defined and no clear set of outcomes is evident. The

researcher used the exploratory case study approach as forerunner to future research

whereby the methodologies were used to become clear for more definitive research based

on the exploratory design according to Guba and Lincoln (1981). This was the reason the

researcher chose to conduct a qualitative case study, to understand the target populations'

perception of charismatic leadership styles of R&D departments in an organization where

charismatic leadership has become a focus.

　　　　This study focused on exploring the perceptions of the potential influence of a

charismatic leadership style on project management outcomes. The general approach for

the research consisted of conducting interviews with five top-level management leaders,

five project managers, and five project team members with five or more years of

experience. The purpose of this exploratory case study was to explore the perceptions of

the phenomenon of charismatic leadership styles of R&D top-level management, project

managers, and project team members from two different departments of a West Coast corporation. The three data gathering sources are pre-interview questionnaires, which supplied demographic data and study information; semi-structured interviews; and a researcher's log. The data analysis consisted of transcribing and organizing the results of the questionnaires, transcribing the responses to the interview questions, and then importing these data into NVivo for further analysis, coding, and thematic delineations. This qualitative method was specifically chosen to explore the topic of charismatic leadership and determine how top-level management, project managers, and project team members perceive charismatic leadership and the outcomes of two different R&D departments at a West Coast corporation. Qualitative approaches facilitate the exploration of the phenomenon and are a way to get to a deep and rich analysis of the variety of data collected (Yin, 2011).

The majority of studies involving charismatic leadership are quantitative, and therefore, more qualitative studies are imperative to understand charismatic leadership from a valuable experiential point of view of participants (Tuytens & Devos, 2012). Weber (1947) claimed that although quantitative studies are beneficial, qualitative studies are needed to understand specific elements about charismatic leaders and leadership. Therefore, a qualitative case study was chosen to investigate charismatic leadership style and perceptions among employees of three groups within two different departments of a West Coast corporation. The findings of this study contributed to the body of knowledge about project management and leadership style specifically related to charismatic leadership.

While quantitative methodology seeks to answer the research questions by using numbers and measurement of figures, and mixed methods attempt to answer all types of questions through quantitative and qualitative applications (Yin, 2011), it was determined that qualitative methodology alone would best suit the purpose of this study. While quantitative methods seek to determine relationships, differences, extents, or degrees of effectiveness, statistical significance, and cause and effect (Tracy, 2012), qualitative methods can provide a picture of the experiences of the participants through exploration. The deep, rich meaning provided through qualitative methods is more applicable to the intent of this study.

Research Design

This qualitative study utilized an exploratory case study design. A case study is an exploration of a bounded system over time. The bounded system means that the target to be studied is easily distinguished from other instances of the same occurrence; it has a clean boundary differentiating it from all others (Kostere et al., 2009). This study is bounded by the narrow focus on the R& D department of a West Coast corporation. The research involved a pre-interview questionnaire, which includes collecting demographic data, semi-structured interviews, and a researcher's log designed to capture data about the various perceptions and expectations of responders regarding project management and charismatic leadership style.

The qualitative exploratory case study utilized a design to answer the study's research questions and explore the phenomenon associated with the experience of the 15 participants. The reason for using the qualitative exploratory case study was to give a voice to each participant's experience (Onwuegbuzie & Collins, 2007). The qualitative

exploratory case study was appropriate for this study because the empirical interview results show that it was perceived that charismatic leadership is consistent with generating positive organizational and project outcomes. Qualitative research is a widely accepted methodology for research because an identical set of questions is asked of a small number of people and findings are analyzed (Neuman, 2011). Qualitative studies use words and descriptions to narrow the subject that leads to a better understanding of the area being researched (Yin, 2011). The other reason for choosing a qualitative exploratory case study for this research was to give insight on the influence that charismatic leadership characteristics have on each participant's understanding of the role and characteristics of leaders in project management.

The use of qualitative methods involves the systematic collection, organization, and analysis of textual material derived from the talk (Baxter & Jack, 2008; Yin, 2011). Exploratory case study research is more than just conducting research on a single individual or situation (Yin, 2011). This approach has the potential to deal with simple through complex situations. It enables the researcher to answer "how" and "why" type questions while taking into consideration how an occurrence is influenced by the context within which it occurred (Baxter & Jack, 2008). The interview questions were used to collect data to answer the research questions and to learn about organizational structure. This information converges on the topic of how charismatic leadership affects the project teams from the different departments of this West Coast corporation.

Population and Sample Selection

The general population for this study was all top-level management, project managers, and project team members from two different R&D departments of a West

Coast corporation. The target population was a total of 130 project management employees who serve in these three different titles at both corporate locations. The sample for the present study consisted of 15 participants--five from each title group--who were selected purposefully from the target population. Yin (2009) contended that in case study research, the premise is analytic generalization and therefore a small group of participants is not of a concern to the researchers, but rather, the richness of the study is primary. According to Grand Canyon University (2015) research guidelines, a minimum of nine participants are required for performing interviews for a case study, so including additional participants built higher confidence in the results. Purposeful sampling was used by the researcher to select participants of this study (Trochim & Donnelly, 2007). All participants were invited to participate in the pre-interview questionnaire, the semi-structured interview, and behaviors were observed for recording on the researcher's log, which provided meaningful data and an understanding of the phenomenon being studied.

Participants received a letter of invitation to participate, which contained information that described the study and its objectives. The demographic pre-interveiw questionnaire was a ten-point questionnaire that leads participants to think through the questions concerning the qualities of a charismatic leader and if this type of leadership would benefit the projects at a West Coast corporation. The researcher then contacted, by phone or e-mail, those who expressed an interest in participating in the study and established contact information to schedule the semi-structured interview. Five participants from each group of project management employees were chosen and interviewed. The entire interview process was accomplished over a two-day period with each interview lasting approximately one hour. The actual data-collecting interview took

place in a quiet meeting room, with no interruptions, at either California, or the Washington location of a West Coast corporation. One meeting was held with each participant to accomplish the consent process and then start the actual interview.

This exploratory case study used a purposeful sampling of the employees from two different locations of one corporation. The main goal of purposeful sampling is to focus on particular characteristics of a population that is of interest to best enable the researcher to answer the research questions (Patton, 2002). The sample being studied is not necessarily representative of the total population of project management employees at other organizations, but is sufficient for researchers pursuing qualitative examination to extrapolate (Onwuegbuzie & Collins, 2007). A purposeful sample is appropriate when participants are selected because the researcher has knowledge of the population and can make a judgment about who provides the most useful, pertinent, and representative information (Babbie, 2013). For this study, the researcher targeted top-level management, project managers, and project team members with five or more years of project management experience with varying levels of responsibility in the R&D department. It is essential that all participants have experience working with a project manager and a working knowledge of what a project manager exemplifies using a charismatic leadership style. This was a stratified purposeful sample that varied by title (five top-level managers, five project managers, and five project team members). Sampling in qualitative research includes small sample sizes because the focus is to study in-depth and detailed responses regarding the phenomenon (Patton, 2002). Site authorization was secured for this study (see Appendix H).

Sources of Data

The sources of data included a pre-interview questionnaire, which collects demographic data of the participants and provides study information; semi-structured interviews; and a researcher's log to capture observations of participants (body language and facial expressions) during the semi-structured interviews. A list of questions to be included in the pre-interview questionnaire and semi-structured interviews are compiled based on the problem statement and purpose of the study. The questionnaire and semi-structured interview questions were submitted with the proposal for committee and academic quality review.

Pre-interview questionnaire. This data collection instrument consisted of 11 questions in support of the research objectives and goals, along with questions to gather necessary demographic information. The pre-questionnaire was patterned after questionnaires used in previous research studies (Avolio & Bass, 2004). The pre-interview questionnaire was administered to three stratified project management groups. All participants in each group, top-level management, project managers, and project team members, were asked the same questions about their perceptions of charismatic leadership style, and specifically its merit for successful project management outcomes in the West Coast corporation. The pre-interview questionnare was sent via company e-mail to each of the participants of all three groups. They were asked to provide their responses for the demographics and each question and return the questionnaires electronically to the principle investigator with a predetermined timeframe and date. Please see Appendix C for more details.

Semi-structured interviews. The semi-structured interviews were conducted upon confirmation of the face-to-face interview with three stratified participant groups (top-level management, project managers, and project team members). The procedure for this interview began with an introduction on how the session was to be conducted including identifying each person's role (interviewee and interviewer) during the interview process. During the semi-structured interview, participants were asked five open-ended questions. The five open-ended questions remained the same for all participants in each of the three groups. The interviews allowed participants to share their perspectives, stories, and experiences concerning a specific social phenomenon being observed by the interviewer (Wahyuni, 2012). Additionally, the procedure for the interview included recording the participants' responses, which were transcribed from voice to manuscript using NVivo software. In the NVivo software, information from the transcript was open coded and provided a label. Open coding allowed the researcher to verify categories and create labels, decrease the chance of missing an important category, and ensure significance by generating codes with emergent fit to the fundamental area under study (Holton, 2010). Please see Appendix D for more details.

Researcher's log. The researcher's log is used for noting observations of participants during the interview process of three stratified participant groups (top-level management, project managers, and project team members), while capturing body language and facial expressions and overall reactions to each question. Multiple means of data collection are required to enhance the rich and valid qualitative data collected (Shenton, 2004).The researcher's log was developed to further identify the participants' level of comfort, confidence, and overall willingness to answer each question

(Gaižauskaitė, 2012). The researcher maintained a researcher's log to capture observations during the semi-structured interviews (Patton, 2002). The type of data gathered included the perception of the use of persuasion, influence, negotiation, salesmanship, and motivation as these charismatic leadership attributes apply to the project managers (Bezek & Nacho, 2011). Please see Appendix E for more details.

Validity

The external validity refers to the extent to which the full results of a study can be generalized across all sectors and populations (Darawsheh, 2014). To have confidence in the research findings, the study design included techniques to capture valid, trustworthy and reliable or consistent information (Shenton, 2004). In qualitative research, validity is centered on whether the study has credibility (Thomas & Magilvy, 2011). To guarantee construct validity, the researcher utilized multiple sources of data for triangulation purposes (Yin, 2011). Specifically, the data collection consisted of a pre-interview questionnaire, which includes collecting demographic data of the participants and study information; semi-structured interviews; and a researcher's log. The data collected for the research originated directly from the participants. The data were collected, filed, and stored securely to ensure validity and accuracy (Golafshani, 2003). Furthermore, Yin recommended utilizing multiple strategies for validity. The researcher employed three data collection strategies. According to Yin (2009), "a major strength of case study data collection is the opportunity to use many different sources of evidence" allowing "the development of converging lines of inquiry" (p. 114) known as data triangulation.

Triangulation is the process of establishing converging lines of evidence, using three or more independent sources, which all point to the same direction (Yin, 2012).

Also, triangulation requires the use of multiple sources of data that corroborate the

findings from the interviews (Flick, 2009). By comparing the data from the stratified

groups in this study, the researcher was able to explore rival explanations as well (Yin,

2011). According to Yin (2012), "triangulation is the most desired pattern for dealing

with case study data" (p. 104), and researchers should seek to attain it.

Another measure of validity used was an expert review process (Davies & Dodd,

2002). The dissertation committee reviewed the interview questions. The content expert

in leadership styles and behaviors guided the formulation of the questions along with

committee chair and methodologist.

Reliability

For qualitative research, reliability is defined as the ability of the instrument to

constantly and consistently provide accurate measurement and consistent responses (Yin,

2011). Reliability is also referred to as the degree of consistency with which instances are

assigned in the similar category by different observers or by the same observer on

different occasions (Thomas & Magilvy, 2011). The stability of findings is considered to

be in place when the similar questions are asked by co-researchers at various times and

yield the same answer. Consistency in respondants' answers ensures that the questions

pertain to the topic under study. Equivalence is found in the questionnaire process by

asking alternate forms of the same questions to check for concordant answers (Guest et

al., 2013). It is critical that this study is credible in its findings, neutral in its approach,

dependable, and demonstrates real-world application (Golafshani, 2003). Credibility is

achieved by asking questions that relate directly to the problem being studied and

comparing the results to other research. Another way of ensuring credibility is that one person conducted the study (Golafshani, 2003).

The researcher followed explicit case study protocols as prescribed by Yin to achieve reliability. Yin's case study protocol was followed step by step. Yin (2009) contended that the case study ought to be repeatable and that the researcher should use a database in which to store the collected data. This study could be repeated by other researchers because it includes a detailed list of instruments, protocols, and processes which would provide other researchers an opportunity for replication. These documents can be found in the appendices. Additionally, relevant tables, permissions, charts, and graphs are also presented in this section of the dissertation.

The researcher kept the database of data collected on an external flash drive that is password protected. The researcher established a coding method to record the data gathered from participants to establish anonymity and safeguard their identities. Each participant was assigned an alpha numeric code. For example, if the first participant is a male and works in the title of project manager, the code would be: P1MPM.

Data Collection and Management

The data collection involved gathering responses to the pre-interview questionnaire, which includes collecting demographic data of the participants and providing study information; semi-structured interviews; and a researcher's log for observations of participants' body language and facial expressions during the interviews. There are three stratified participant groups (top-level management, project managers, and project team members) who are asked the same questions about their perceptions of charismatic leadership style in the R&D environment. The data collected were secured on

an independent, password protected computer. All recordings and transcripts will be destroyed after three years of publication of the study per Grand Canyon University policy.

The pre-interview questionnaire and the semi-structured interview were the primary data collection tools (Yin, 2011), and were based on the definition of charismatic leadership offered by Weber in 1947. Once this study was approved by the university's Institutional Review Board (IRB) and the Academic Quality Review Board, the selected West Coast corporation was move from contingent permission to full authority for the researcher to conduct the interviews. The researcher initially sent a cover letter to explain the purpose of the study to potential participants. Contact, by company phone or e-mail, was initiated for those who express an interest in participating in the study to establish contact information and a schedule to meet for the semi-structured interview. The entire interview process covered at least 15 total hours, with each individual interview lasting approximately one hour. To reach saturation, some interviews exceeded the time limit. The researcher realized saturation was reached when interviews with participant no. 7 in the staff and participant no. 6 in the manager group did not yield any new information when asked the research questions. The actual data-collecting interviews took place in a quiet meeting room, with no interruptions, at locations in California and Washington of a West Coast corporation. The participants were provided with all information about the study and, if agreeable to participating, signed the consent form.

The Qualitative Research Data Collection Guide (GCU, 2014) was used as reference material. During this period, a semi-structured, in-depth interview was audio recorded, and the interviewee was asked a series of open-ended questions about his/her

thoughts, perceptions, understanding, and consciousness of the influences of working

with a manager with charismatic leadership style, based on Weber's (1947) definition. If

the participant was reticent to share information, probing questions were used. The

researcher then transcribed the recorded interview responses. At no time was personal or

other identifiable information disclosed. The researcher maintained strict confidentiality

and stored all data collected in a secure location.

Data Analysis Procedures

Pre-interview questionnaires, which include questions to collect demographic data

of the participants; semi-structured interviews; and a researcher's log used to capture

notes of observations of the participants during the semi-structured interview process was

reviewed and analyzed for commonalities, quotes, and ideas. These elements led to 1) an

exploration of applicability and suitability in the corporate environment based on

participants'perceptions specifically within the context of managing R&D, and 2) an

evaluation of the potential effectiveness of charismatic project leadership in terms of the

results and successes of projects led by charismatic leaders. Demographic data was

analyzed using descriptive statistics in SPSS software and included charts, graphs, and

tables to organize, categorize, and display the themed data. Please see Appendix E for

more details about the researcher's log that were used to capture notes of observations of

participants' behavior during the interview process.

NVivo, a qualitative software package, was used to sort the compiled transcript

information and responses by themes and patterns (Walsh, 2003). Themes surrounding

commonalities served as the foundation for creating a description of how charismatic

leadership can influence a West Coast corporation (Kostere et al., 2009). The researcher

utilized the holistic analysis to analyze each of these themes as part of the whole case (Patton, 2002). Holistic analysis is defined as taking apart the problem to see what makes it tick and putting it back together, ticking better (Guest et al., 2013; Patton, 2002). Also, data was organized and prepared for analysis. Descriptive statistics, using SPSS v. 21, was used to facilitate the description and summarization of the numerical data. Analytical coding, which included interpretation and reflection, (Richards, 2005) generated themes used to address the research questions:

RQ1: How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?

RQ2: How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?

A typical series of four steps can be used to help analyze the data collected from multiple sources (Kostere et al., 2009; Stake, 1995; Yin, 2014). These steps are:

Step 1 - Involves creating a detailed description of the case as a whole. The objective is both clarity and detail, creating a rich and textured picture of the case and its setting.

Step 2 - Looks at single instances in the described data and draws meaning from each without looking for multiple instances. This process pulls the related data apart and puts the individual cases back together in more meaningful ways.

Step 3 - Seeks a collection of instances from the data, aggregating these into categories of meaning, giving rise to the term categorical aggregation.

Step 4 - Analyzes the categories (and the underlying instances and data of the various types). The researcher identified themes and connections between or among the themes using the latest version of a thematic analysis software package (Saldana, 2009).

The narrative discussion, which is an opportunity for the researcher to summarize findings in detail, allows the researcher the freedom to display textually and visually many of the themes gathered from the data collected (Guest et al., 2013). The researcher also provided a synthesis of the themes making the data understandable and easy to follow, and this synthesis was formalized in the case study report and summary in Chapter 4. Recognizing and interpreting segments of the raw data collected were the primary focus used to answer the research questions (Merriam, 2009).

Ethical Considerations

Basic ethical principles were foremost to protect research participants from harm. The data obtained from the pre-interview questionnaires, semi-structured interviews, and researcher's log notes did not reveal any personal identifiable information. While individual subjects were known to the researcher, ethical research practices and considerations exist, and no identifiable personal data of participants was included in the coding and analysis of the responses. The permission to approach the West Coast corporation employees to inquire for volunteers was secured (see Appendix G for Site Authorization Letter). A non-disclosure agreement that the data can only be shared with the University as part of the dissertation was executed because the corporation required it.

This research is subject to ethical considerations and concerns. All information was coded analytically and held in the strictest confidence in which the researcher is the only one who can identify the research participants. In compliance with the Family Educational Rights and Privacy Act, 34 Code of Federal Regulations Part 99 (FERPA, 2012), the researcher is required to seek Institutional Review Board (IRB) approval from Grand Canyon University before commencing research. An informed consent document was included in a recruitment email sent out to the study sample requesting participation in this study. Alpha and numeric identifiers of human subjects were used when coding questionnaires and collecting data. All data will be stored on the researcher's personal, professional password-protected computer (Research Ethics, 2014) for three years at which time digital and paper information will be deleted or shredded.

Limitations and Delimitations

A limitation of this study could be viewed by some as using a qualitative case study with small sample size (Winston, 2010; Yin, 2009). Subjectivity and bias of the researcher is also a potential limitation (Grbich, 2013; Winston, 2010). A possibility exists that some of the respondents may lack reflection or knowledge concerning issues of charismatic leadership and the role of project management. It should be noted that this West Coast organization has provided professional presentations to employees on leadership styles, and specifically charismatic leadership style from thought-leaders in the field.

Additionally, the findings are not a direct representation of the larger population of an R&D project management team environment. Therefore, a generalization of the results cannot be implied beyond the immediate scope of this case studied. Finally, there

may be a limitation in the interpretation of the data that may contain embedded researcher bias because the researcher works in the industry (Yin, 2009).

The delimitations of the study include the small, stratified sample size of five top-level managers, five project managers, and five project team members who participated. The study focus is on two different R&D departments of a West Coast corporation and the exploration of the perceived influence of charismatic leadership and project outcomes using charismatic leadership style in the R&D project management environment. The findings of this study are limited to one corporation. It is anticipated that the final analysis could provide useful information for other companies with a similar profile.

These limitations and delimitations do not diminish the value of the study, since there is a lack of existing empirical qualitative works in the field of charismatic leadership (Galvin et al., 2010) in R&D environments. A quantitative study was not an option in that it would require the testing of existing theory (Yin, 2011) and would lack the exploration of individual perceptions about the phenomenon. The complexity of the research questions and the research methodology require a relatively small number of data points (Yin, 2011). The researcher mitigated the consequence of a small sample size by emphasizing participant perceptions through the use of probing questions, and by providing descriptive information to the participants to ensure their understanding of the purpose of the study and the operationalized terms.

Summary

This research study used a qualitative approach to gather data from two different departments of a West Coast corporation. The general approach for the research consisted of conducting interviews with five top-level management leaders, five project managers,

and five project team members. Each of the participants have five or more years of experience in project management.

The primary purpose of a case study was "to understand something that is unique to the case" (Guest et al., 2013, p. 14). The qualitative case study is appropriate because the empirical interview results show that it is perceived that charismatic leadership is consistent with generating positive organizational and project outcomes. Qualitative research is a widely accepted methodology for research because an identical set of questions is asked of small numbers of people, and findings analyzed. Qualitative studies use words and descriptions to narrow the subject that leads to a better understanding of the area being researched (Yin, 2011). The reason for choosing the qualitative methodology for this research study was to give insight on the influence that charismatic leadership has on each participant's understanding of the role and characteristics of leaders in project management given the underpinning of Weber's theory on charismatic leadership. According to Galvin et al. (2010), there is a lack of existing empirical qualitative works in the field of charismatic leadership.

Chapter Three covered the research methodology, research design, and overall process to prepare, conduct, collect data, finalize the interviews, and validate the research. Furthermore, the researcher ensured the reliability and validity of the study design and data collection specifically. The methodology of this study served as the road map for constructing and completing Chapters Four and Five. In Chapter Four, there is an analysis and arrangement of the collected and themed data, utilizing the data analysis protocol created in this chapter.

Chapter 4: Data Analysis and Results

Introduction

The purpose of this study was to understand how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. The focus of this chapter is to summarize the data gathered in this qualitative case study, explain how it was analyzed, and present the results. The general problem was to explore if successful project outcomes are dependent upon leadership since many different elements in the organizational environment are critical to success. The aspect of charisma, as a contributing characteristic of leadership style, was the focus of exploration.

The intent of this qualitative case study was to contribute to the body of literature about the phenomenon associated with the influence of charismatic leadership style and how it contributes to successful project management. According to Grosse (2007), charismatic leadership is an area that requires further research because it has not been studied in the R&D environment. Thus, the gap this study addressed was the lack of knowledge of the influence and power of charismatic leadership in project management (Grosse, 2007), specific to a West Coast corporation. Therefore, this study explored a number of components of interest that positively contribute to the successful engagement of project management.

The following research questions were used in this study:

RQ₁: How do top-level management, project managers, and project team members

perceive charismatic leadership style of two different R&D departments at a

West Coast corporation?

RQ₂: How do top-level management, project managers, and project team members

perceive charismatic leadership style (as defined by Weber, 1947) as having

an influence on project outcomes in the R&D function of a West Coast

corporation?

A qualitative methodology using a case study research design was applied for this study. This approach required data collection, identifying trends or patterns in the data, and thematic analysis. The case made in this research was developed from the triangulation of data taken from three different sources.

The study was conducted in California, and Washington locations of a West Coast corporation in the United States. The general population for this study was all top-level management, project managers, and project team members from two different R&D departments of a West Coast corporation. The target population was a total of 130 project management employees who serve in these three different titles at both corporate locations. The sample for the present study consisted of 15 participants--five top-level managers, five project managers, and five project team members who were selected, purposefully, from the target population. The primary forms of data that were collected came from a pre-interview questionnaire (see Appendix E), semi-structured interviews (see Appendix F), and a researcher's log for observations of participants' body language and facial expressions during the interviews (see Appendix G). The interviews were

guided by the seven questions presented as part of the interview protocol and an additional three open-ended, probing research questions.

The researcher led each of the interview sessions, and the researcher's log was used for observations of participants' body language and facial expressions during the interviews. All 15 participants provided answers for the pre-interview questionnaire, which included five basic questions, and six demographic questions. The themes emerged from the interview sessions and the pre-interview questionnaires were all analyzed and coded in NVivo. A total of 15 participants were individually interviewed in one-on-one, face-to-face sessions. The data collected from the 15 individual interviews were digitally recorded, transcribed, coded, and developed into themes using NVivo, a qualitative software which is designed to help organize, analyze, and find insights in qualitative data such as interviews, open-ended survey responses, articles, and social media. The total number of questions that were responded to by the 15 participants from the pre-interview questionnaires and the semi-structured interviews was 225 questions, including their individual responses which were all coded in NVivo. NVivo was used to develop a deeper understanding of the unique phenomenon experienced by the participants and analyze the themes that emerged from both pre-interview questionnaires and semi-structured interviews. The 15 participants in the target sample group were identified as top-level management (TLM), project managers (PM), and project team members (PTM) from two different R&D departments of a West Coast corporation.

The data collected from the pre-interview questionnaires, the semi-structured interviews, and the researcher's log for observations of participants' body language and facial expressions during the interviews provided triangulation. The triangulation of the

data results are discussed later in this chapter. The triangulation of data collection

provided the process that facilitated the findings of this study.

The following section includes an explanation of the descriptive data gathered

from the initial survey questionnaire. These data are reflected in various charts and tables

to visually display the resulting information. This data revealed a demographic picture of

the 15 participants who serve in these three different titles at both corporate locations that

participated in the survey. The remainder of the chapter covers the data analysis

procedures and the results of the analysis. Chapter 5 covers the summary, conclusions,

and recommendations developed from this research study, which demonstrates a clear

synthesis of all the data (Yin, 2014).

Descriptive Data

This section provides an overview of who participated in the study and provided

the data that is considered in the next section. The descriptive data emerged from three

different sources. The triangulation of data included pre-interview and demographic

questionnaires, semi-structured interviews, and a researcher's log for observations of

participants' body language and facial expressions during the interviews.

The total sample of participants in this study included five top-level managers,

five project managers, and five project team members, for a total of 15 participants. All

the participants gave informed consent for their involvement in the study, then completed

a pre-interview questionnaire, which was also used to collect demographic information.

After receiving the completed pre-interview and demographic questionnaires, each of the

individuals in the three groups was invited to a 45–60minute interview session. However,

the individual semi-structured interviews lasted an average of about 10 to 17-minutes,

which generated a total of 52 pages of transcript from all 15 participants. The 15 individual interview sessions were conducted in private offices in both locations: California, and Washington. For more details about the semi-structured interviews (see Appendix W).

The 15 participants for the study were randomly selected from the company's internal network system. This system provided a company profile and location information for each employee within the West Coast corporation. A face-to-face vetting process was managed by the researcher, to assure those who participated in the research study were part of the targeted sample group of R&D programs responsible for developing new technology to help meet the company's revenue goals and gain a competitive advantage.

Figure 1 represents the sample population for this study: five top-level managers (TLM), five project managers (PM), and five project team members (PTM) from two different R&D departments of a West Coast corporation. The participants' names were removed in order to comply with the confidentiality agreement and entered on the Excel roster as, for example, from PM1, PTM1, and TLM1 (Participant One), through PM5, PTM5, and TLM5 (Participant five). Participant telephone numbers were redacted to further ensure confidentiality.

The target population was a total of 130 project management employees who serve in these three different titles at both corporate locations. The sample size for this study is displayed in Figure 1 and consists of 15 participants--five from each title group--who were selected, purposefully, from the target population. Each group involved in this study below from TLM1 to TLM5 represents five different programs, and there are no

working relationships among them, as each R&D program works independently and is responsible for developing new technology to meet consumers' needs, help meet the company revenue goals, and gain a competitive advantage.

At the West Coast corporation, the role of a TLM involves leading the overall program execution and performance to plan at a tier one level, developing detailed work breakdown structure (WBS) and schedule, and maintaining budget and schedule performance. TLM also manages risk, issue, and opportunity (RIOs) at the program level, drives strategic direction and deliverables and develops executive briefings to communicate program progress up, down, and out of the organization (see Figure1):

TLM1	TLM2	TLM3	TLM4	TLM5
PM1	PM2	PM3	PM4	PM5
PTM1	PTM2	PTM3	PTM4	PTM5
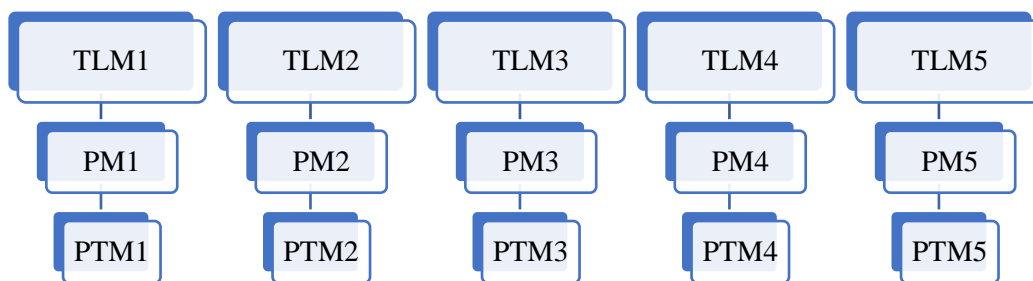
Figure 1. Target sample size.

The role of a PM at the West Coast corporation involves leading a technology development project, and establishing task plans, scheduling, and budgeting to complete tier two and lower levels and ensure performance to plan at project tier two level. The PM also works to ensure timely completion of deliverables. Additionally, the PM provides flow up on progress from the tier one level, inputs and reports accomplishments, and develops briefing material.

The role of a PTM at the West Coast corporation involves understanding the purpose and objectives of the project. The PTM works to timescales and within cost constraints, reporting progress against plan, and producing the deliverables/products to agreed specifications. The PTM also reviews key project deliverables/products, identifies issues and risks associated with the project, and works together with the team to contribute towards successful communication and positive motivation.

An R&D program at the West Coast corporation can consist of many different R&D projects with many different PMs and PTMs under one TLM. The TLM is responsible for all projects, execution, and performance to plan. This management structure is vital for the corporation to remain competitive over the long term for its survival within the industry.

The initial pre-interview and demographic questionnaire produced demographic information about the participants in the targeted sample group engaged in this study. Appendix L provides a breakdown overview of the demographic information, both for the total number who completed questionnaires and for those who participated in interviews. The interview participants were drawn from those who completed the questionnaires (see Appendix L). Data consolidation provides a holistic view of the participants and their demographics in one table, and additionally identifies the participants' positions including five top-level managers (TLM), five project managers (PM), and five project team members (PTM) from two different R&D departments of a West Coast corporation (See Appendix L). To protect the privacy of all participants, the table in Appendix L depicts the participants by their position only as required by the West Coast corporation's Proprietary Information Agreement and university policy. The

corporate agreement prohibits the researcher, who is an employee, to discuss or share

certain business information outside of the work environment.

The pre-interview and demographic questionnaire was designed to gather

information about the overall percentages of the following: Familiar with charismatic

leadership approach, gender, years of work experience in a project-based environment,

location, age range, current position, and level of education (see Figure 2).
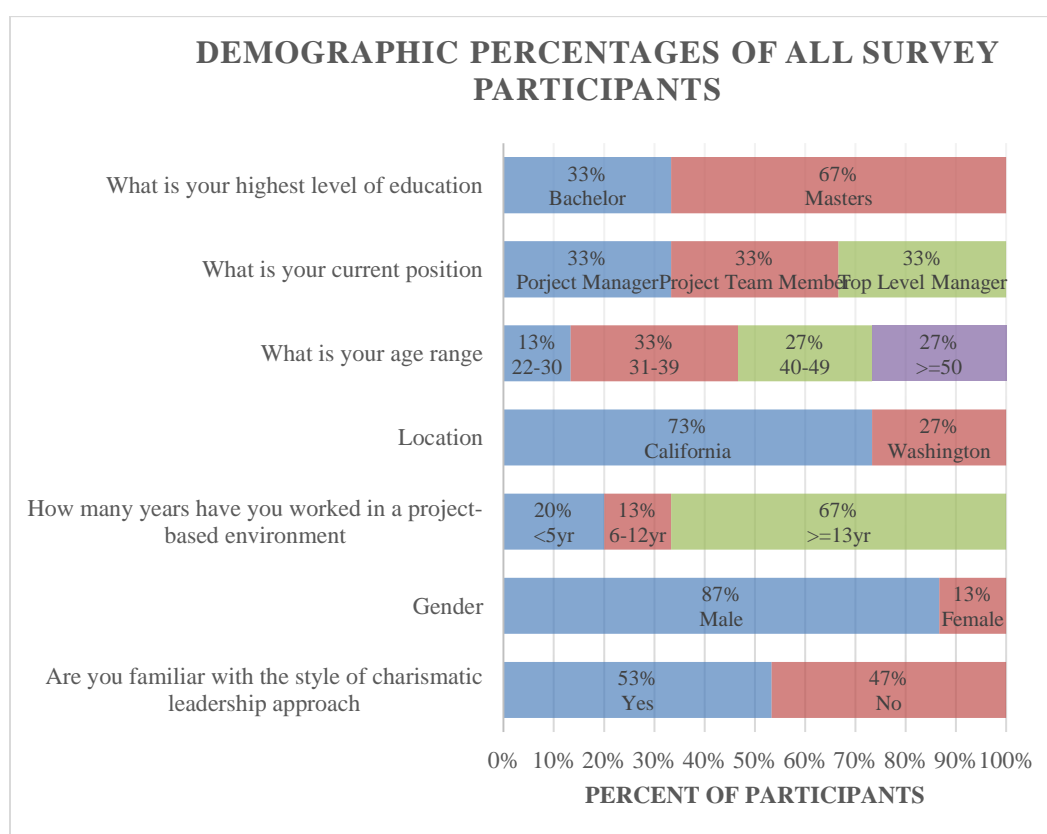
Figure 2. Demographic percentages of all survey participants.

Among the 15 study participants, 2 (13.0%) participants were female and 13 (87.0%)

participants were male. There were 11 (73.0%) participants from the, California location,

and 4 (27.0%) participants from the Washington location. Eight participants (53.0%)

were familiar with charismatic leadership approach and 7 (47.0%) were not familiar with charismatic leadership approach (see Figure 2). The age range of the participants was: 2 (13.0%) were 22-30 years old; 5 (33.0%) were 31-39 years old; 4 (27.0%) were 40-49 years old; and 4 were age 50 and over (27.0%). Considering the highest level of education, ten (67.0%) of the participants has a master' degree, and 5 (33.0%) held a bachelor's degree. All 15 (100%) participants were in current positions working in an R&D project based environment. Ten of the participants (67.0%) had 13 years or greater of work experience in project based environments, 2 (13.0%) participants had 6-12 years' experience, and 3 (20%) participants had 5 years or less work experience in project based environments, see Figure 2 for further illustration.

Figures 3, 4, and 5 provide a breakdown of the demographic information from the five participants in each of the following groups: Top-level managers (see Figure 3), project managers (see Figure 4), and project team members (see Figure 5). Figure 3 below represents the demographic survey information for the five top-level managers from two different R&D departments of a West Coast corporation. The five top-level managers selected are currently managing R&D programs.
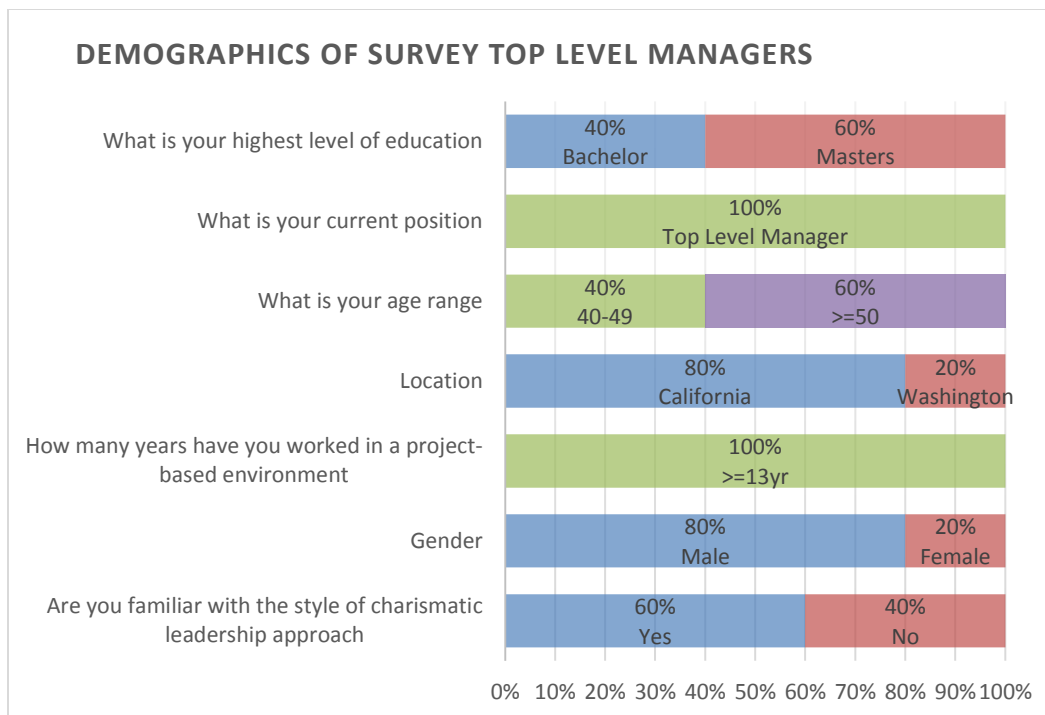
Figure 3. Top level managers demographic data.

Among the 5 TLM study participants, 3 (60.0%) had master's degrees and 2 (40.0%) held bachelor's degrees. All TLM participants were current top-level managers. For age range of the participants, 3 (60.0%) were 50 years and over, 2 (40.0%) were 40-49 years, and 0 (0%) were age 22-30. Four (80.0%) of the participants were from the California location and 1(20.0%) was from the Washington location. All 5 participants (100.0%) indicated they had worked in a project based environment for over 13 years. Four (80.0%) of the participants were male and 1(20.0%) was female. When asked if they were familiar with a charismatic leadership approach, 3 (60.0%) said yes, and 2 (40.0%) indicated no, they were not familiar with a charismatic leadership approach.

Figure 4 represents the demographic data information for the five project managers from two different R&D departments of a West Coast corporation. The five project managers are currently managing an R&D program.

DEMOGRAPHICS OF SURVEY PROJECT MANAGERS
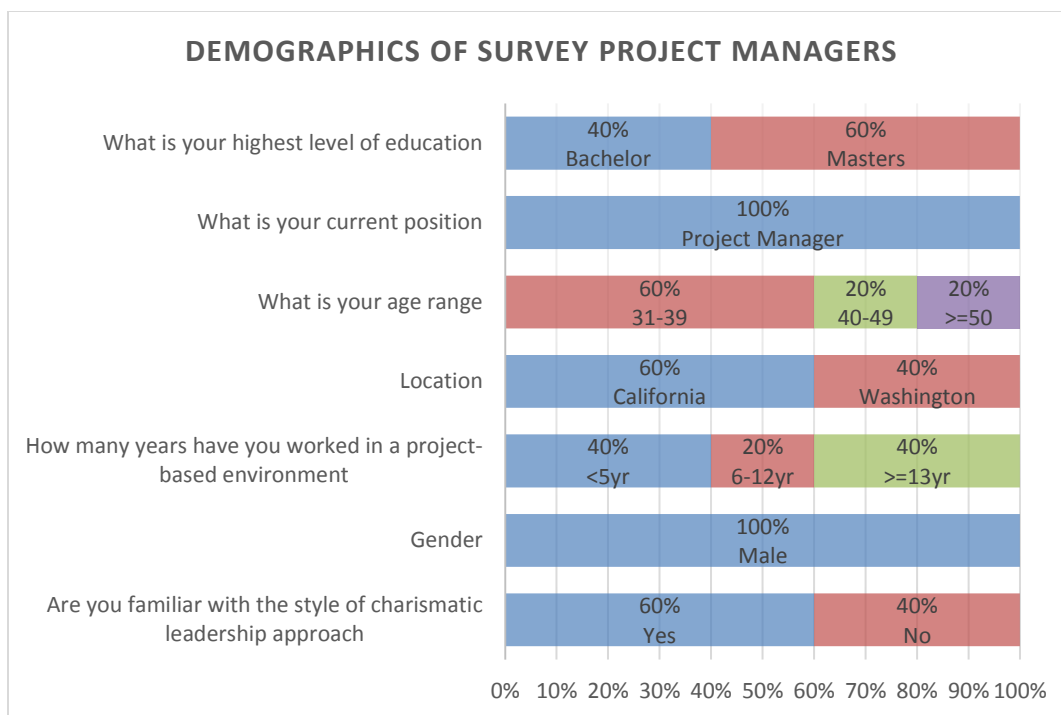
Figure 4. Project managers: demographic data.

Among the 5 PM study participants, 3 (60.0%) had master's degrees and 2 (40.0%) held bachelor's degrees. All participants were current project managers. For age range of the participants, 1 (20.0%) was 50 years and over, 1 (20.0%) was 40-49 years, and 3 (60%) were age 22-30. Three (60.0%) of the participants were from the California location and 2 (40.0%) were from the Washington location. Two (40%) of the participants had 13 or more years' experience working in a project-based environment, 1 (20%) participant had 6-12 years, and 2 (40%) of the participants had five years or less experience working in a project-based environment. All five (100%) of the PM participants were male. When asked if they were familiar with a charismatic leadership approach, 3 (60.0%) said yes, and 2 (40.0%) indicated no, they were not familiar with a charismatic leadership approach.

Figure 5 represents the demographic data information for the five project team members from two different R&D departments of a West Coast corporation. The five project team members are currently managing an R&D program.
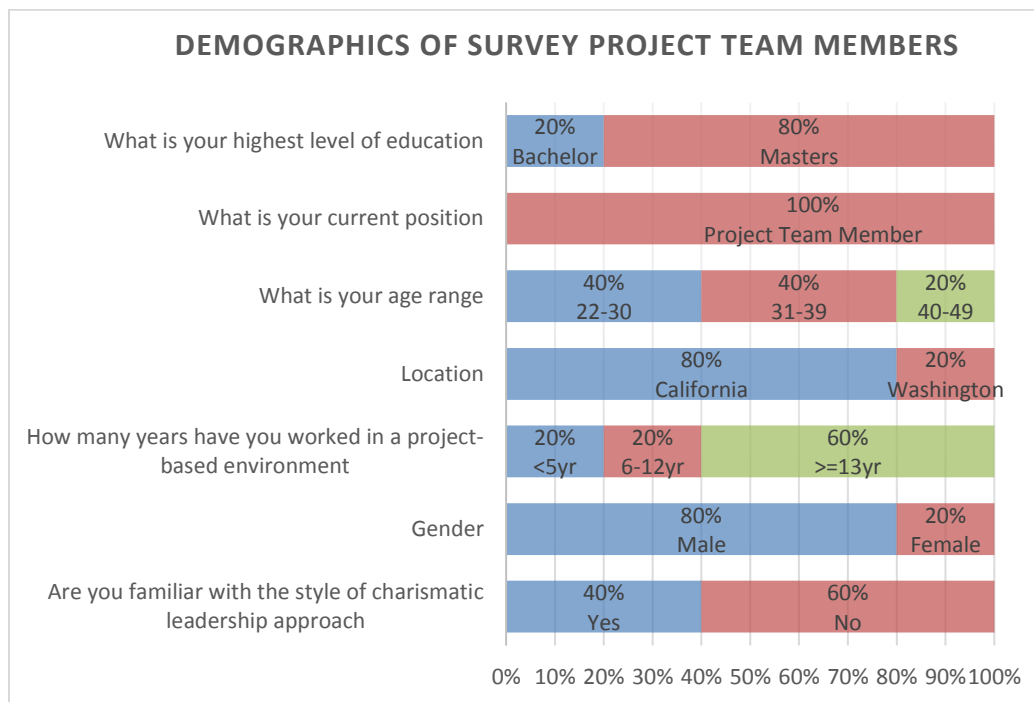
Figure 5. Project Team members: demographic data.

Among the 5 PTM study participants, 4 (80.0%) had master's degrees and 1 (20.0%) held a bachelor's degree. All participants were current project team members. For age range of the participants, 1 (20.0%) was 40-49 years of age, 2 (40.0%) were 30-39 years, and 2 (40%) were age 22-30. Four (80.0%) of the participants were from the California location and 1 (20.0%) was from the Washington location. Three (60%) of the participants had 13 or more years' experience working in a project-based environment, 1 (20%) participant had 6-12 years, and 1 (20%) of the participants had five years or less experience working in a project-based environment. Four (80.0%) of the participants were male and 1(20.0%) was female. When asked if they were familiar with a charismatic leadership approach, 2

(40.0%) said yes, and 3 (60.0%) indicated no, they were not familiar with a charismatic leadership approach.

To summarize the demographic of the study group, the participants consisted of three groups: five top level managers, five project managers, and five project team members. Of the three groups, the project team members hold the most master's degrees (80%). All 15 (100%) participants are currently working in R&D programs. The majority of the participants (60%) were in age range 31-39 years in project managers. The majority of the participants (73%) were located in California. At the time of the study, all participants (100.0%) were working in a project-based environment. The project managers were the group that consisted of (100.0%) all male within the two groups. Most of the participants in the top level management and project management groups (80%) were familiar with the charismatic style of leadership. All five of the top level managers were (100.0%) held 13 years or more of work experience in project-based environments.

Next, the pre-interview questionnaire was included with five basic questions accompanied by six demographic questions. The responses to the pre-interview questionnaires were outlined in a bulleted format. The participants were instructed to respond to five basic questions after reading Weber's definition of charismatic leadership. Weber defined charisma as a form of leadership based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers (Weber, 1947).

Upon completion of the pre-interview questionnaire, the participants were requested to send their responses back to the assigned e-mail address, along with their

informed consent. The total number of questions that were responded to by five top-level managers (TLM), five project managers (PM), and five project team members (PTM) from the pre-interview questionnaire were 75 questions, including their individual responses. The data collected from the 15 individual pre-interview questionnaires were coded and developed into themes using NVivo software.

The data collected from the first pre-interview questionnaire question resulted in 44 separate codes and three primary themes for PM, two primary themes for PTM, and three primary themes for TLM. The focus of this question was to record the initial reactions of the participant concerning their leadership approach within their organization in comparison with the provided charismatic leadership style definition from Weber (date). The second pre-interview question was more specific by focusing on the participants' opinion; asking, in what ways can charismatic leadership have influence in the West Coast corporation? From this question, 16 separate codes were identified with two primary themes for PM, four primary themes for PTM, and no primary themes for TLM. The third pre-interview question explored what kind of working relationship the participants have with their current leaders and also exploring the participants' experience in dealing with a charismatic leader. This question surfaced 15 codes and two themes for PM, two themes for PTM, and one theme for TLM. The fourth pre-interview question sought to understand what influence charismatic leadership should have on their team members for a successful project. From this question, 16 codes were identified and one theme for PM, two themes for PTM, and no themes for TLM were developed from the resulting data. The final pre-interview question focused on thoughts about common characteristics between a successful project manager and charismatic leadership

approach. This final question produced 10 codes and two themes for TLM, and no themes for either PM or PTM because the data were thematically analyzed, and synthesized to determine the outcome of the final results.

Table 1 represents an overview of the data collected from the 15 participant responses to the pre-interview questions. These data were coded and developed into the primary themes. Table 1 also provides the number of themes connected to each participant group.

Table 1

Pre-Interview Primary Themes

Pre-Interview Questions	PTM	PM	TLM
PIQ1	2	3	3
PIQ2	4	2	0
PIQ3	2	2	1
PIQ4	2	1	0
PIQ5	0	0	2

The second data source was the semi-structured interviews, which included seven basic questions accompanied by three probing questions. All the data collected from each participant was digitally recorded, professionally transcribed, coded, and developed into themes from the participants' responses to the questions. All audio-recorded interviews were transcribed using a word processor. The files were imported to NVivo for analysis. The data from the interviews were coded and organized using NVivo software in order to discover themes.

The total sample of participants who participated in the individual interviews were the same participants who participated in the pre-interview and demographic

questionnaire. All the participants gave informed consent for their involvement in the study. The five top-level managers (TLM), five project managers (PM), and five project team members (PTM) who participated in the individual interviews were invited to a 45-60-minute interview session. The interview consisted of seven interview questions, and the same set of questions was asked of each participant. The 15 individual interview sessions also included the use of a researcher's log for observations of participants' body language and facial expressions during the interviews, which was recorded by the researcher. The 15 individual interview sessions were conducted in private offices in both locations-- California, and Washington, where the interviews were completed.

The data collected from the first semi-structured interview question resulted in 55 separate codes and six primary themes for PM, one primary theme for PTM, and seven primary themes for TLM. The focus of this question was to understand the participants' experience in dealing with a charismatic leader. The second interview question was more specific by focusing on what kind of working relationship the participants perceive between the current leadership and their teams. From this question, 26 separate codes were identified with one primary theme for PM, three primary themes for PTM, and two primary themes for TLM. The third interview question explored how the participants have been empowered to make decisions within their current job. This question surfaced 28 codes and three themes for PM, two themes for PTM, and three themes for TLM. The fourth interview question sought to understand in what ways the participants have been inspired to complete their tasks under their current leaders. From this question, 8 codes were identified and two themes for PM, one theme for PTM, and no themes for TLM were developed from the resulting data.

The fifth interview question focused on thoughts about the participant's willingness to follow their current leader to a new project. This question produced 14 codes and two themes for PM, two themes for PTM, and no themes for TLM. The sixth interview question focused on how the participants perceive the leadership approach in their organization, in comparison with the provided charismatic leadership style definition from Weber (date). This question surfaced 12 codes and two themes for PM, two themes for PTM, and no theme for TLM. The final interview question focused on what charismatic leadership characteristics participants believe are suitable for their R&D project managers. This final question produced 11 codes and no theme for PM, no theme for PTM, and two themes for TLM. Table 2 represents an overview of the data collected from the 15 participant responses to the semi-structured interview questions that were coded and developed into the primary themes. Table 2 also provides the number of themes connected to each participant group.

Table 2

Semi-structured Interviews Primary Themes

Semi-Structured Interview Questions	PM	PTM	TLM
Q1	6	1	7
Q2	1	3	2
Q3	3	2	3
Q4	2	1	0
Q5	2	2	0
Q6	2	2	0
Q7	0	0	2

The second data source also included three probing questions, which were asked during all semi-structured interviews. In all interview situations with the three groups, the same set of additional probing questions were asked of each participant to provide

sufficient information to answer the research questions in support of the problem

statement. After the completion of the seven interview questions during each interview,

the researcher decided that the probing questions were required for each participant. The

researcher required the probing questions because the responses to each question during

the interview did not appear to be enough to support the problem statement.

The probing questions were analyzed and identified separately from the interview

questions. The data for the probing questions were identified by question number as PQ1,

PQ2, and PQ3. All the data collected from each participant were digitally recorded,

professionally transcribed, coded, and developed into themes from the participants'

responses to the questions as well. The data from the interviews were coded and

organized using NVivo software to discover themes.

The data collected from the first semi-structured interview probing question

resulted in 21 separate codes and two primary themes for PM, two primary themes for

PTM, and one primary theme for TLM. The question asked if participants can explain a

specific time when they may have experienced this type of leadership. The second

interview question was more specific by focusing on why participants believe charismatic

leadership is suitable for their R&D project manager/participants function. From this

question, 6 separate codes were identified with no primary theme for PM, two primary

themes for PTM, and one primary theme for TLM. The third and final interview question

asked, "relative to Weber's definition of Charismatic leadership, and given the

participants understanding of the potential for charismatic leadership to make a difference

in the R&D function, in their opinion, what is the potential for enhanced project

outcomes if charismatic leadership can be employed?" This question surfaced 8 codes

and one theme for PM, one theme for PTM, and one theme for TLM. Table 3 represents

an overview of the data collected from the 15 participant responses to the semi-structured

interview probing questions that were coded and developed into the primary themes.

Table 3 also provides the number of themes connected to each participant group.

Table 3

Semi-structured Interviews Primary Probing Themes

Semi- Structured Interview Probing Questions	PM	PTM	TLM
PQ1	2	2	1
PQ2	0	2	1
PQ3	1	1	1

The third primary data source was the researcher's log used for observations of

participants' body language and facial expressions during the face-to-face interviews.

The face-to- face interview observations of the 15-participants' body language and facial

expressions during the interviews were being evaluated based on eight questions with

three categories of measurements low, medium, and high (see Appendix G). Appendix G

provides the evaluation sheet that was used during the face-to-face interview for the five

top-level managers (TLM), five project managers (PM), and five project team members

(PTM). The data sheets after each face-to-face interview observation were downloaded

into a spreadsheet. The data were then imported into NVivo for analysis (see Figure 6).

The face-to-face interview observations produced information about the overall

percentages of the following:

- Body language and attentiveness level.

- Eye contact level.

- Level of comfort during interview.

- Willingness to answer questions.

- Level of patience for answering questions.

- Level of the response substance including examples.

- Level of focus on the questions.

- Quality of the answers/responses (directly related to the questions).
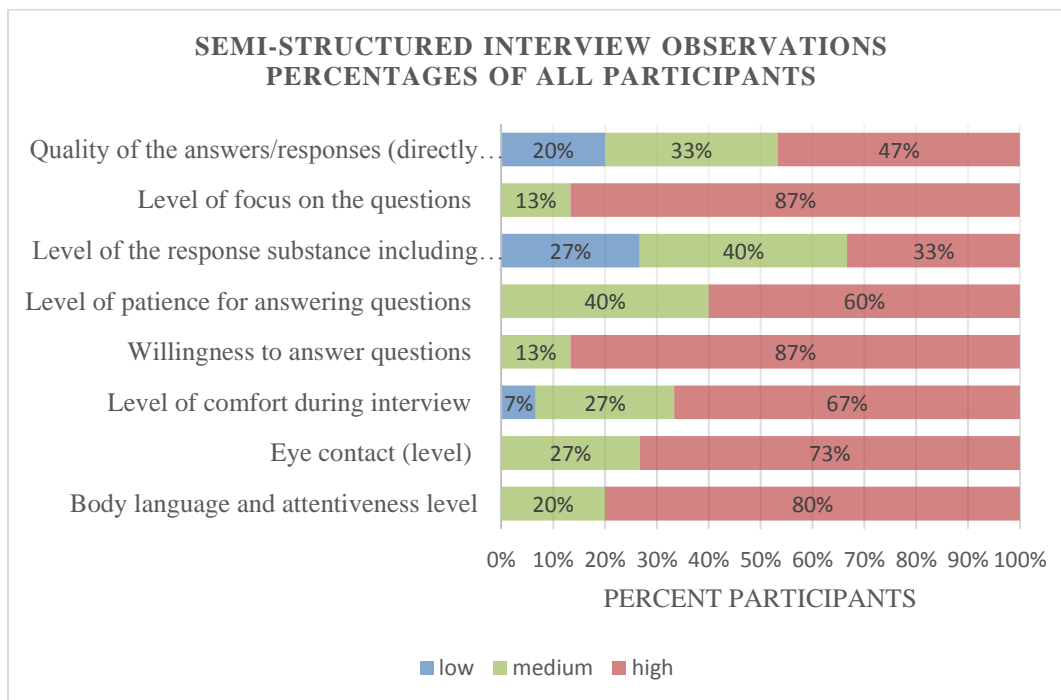
Figure 6. Semi-structured interview observations percentages of all participants.

The majority of the 15(7, or 47%) participants gave high-quality answers/responses (directly related to the questions). There were 13 (87.0%) of the participants with a high level of focus on the questions and 6 (40.0%) of the participants with a medium level of the response substance including examples. Nine (60.0%) of the participants showed a high level of patience for answering questions and 13 (87.0%) had high willingness to answer questions. Ten (67.0%) of the participants appeared to have a high level of comfort during the interview. Eleven (73.0%) of the participants made high

eye contact level and 12 (80.0%) had high body language and attentiveness level (see

Figure 6).

The initial semi-structured interview observations produced evaluation

information about the participants' targeted sample group engaged in this study.

Appendix M provides a breakdown overview of the evaluation information. This

information was collected for the total number who completed the semi-structured

interview observations (see Appendix M).

The next section addresses the data analysis procedures for the study. It is

suggested that a qualitative research process is dependent on data that are reliable to

produce results that are valid (Yin, 2014). In addition, triangulation of the data collection

gives data credibility, which is critical to the analysis. The goal of the next section of this

study is to explain how the researcher analyzed the data.

Data Analysis Procedures

This research study utilized three different sources of data collection, which were

the following: pre-interview and demographic questionnaires, semi-structured interviews,

and a researcher's log for observations of participants' body language and facial

expressions during the interviews (see Appendix E, F, and G). The primary data sources

were individual interviews of the participants. The interviews consisted of a semi-

structured interview portion made up of seven open-ended questions and three probing

open-ended questions, and a pre-interview questionnaire made of five open-ended

questions. All interview data collected are included in Appendix N. These data were

recorded, transcribed, coded, and themed to provide information for the case study in

alignment with the research questions.

The analysis of the data was done in accordance with the two research questions. As data were collected from each source, it was guided and categorized in an orderly fashion. The data were transcribed and coded in the same order as the questions are aligned (RQ1-RQ2). The questions were aligned to begin with an open inquiry about the initial responses concerning how do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation (RQ1). The second research question (RQ2) focused on how top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation. There were two research questions used in this study:

RQ$_1$: How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?

RQ$_2$: How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?

The data collected in the 15 pre-interviews questionnaires and the semi-structured interview responses were coded and developed into 79 themes that were broken down into the following three groups with five top-level managers (TLM), five project managers (PM), and five project team members (PTM). The two interview processes, pre-interview questionnaires and semi-structured interviews, provided information that

was coded, themed, and triangulated across the research questions and the researcher's log. The 15 pre-interview questionnaires and semi-structured interviews resulted in 10 pages of coded data to provide information for the case study in alignment with the research questions (see Appendix N). The research data were gathered and prepared as described in the following paragraphs.

Pre-interview and demographic questionnaires. Questionnaires were emailed to the participants and the responses were returned to the researcher prior to the semi-structured interviews. The data from the questionnaires were received and downloaded from each participant's Word document, as separate documents. See Appendix E for the list of pre-interview questions asked. The responses from each of the five top-level managers (TLM), five project managers (PM), and five project team members (PTM) were downloaded to separate Word documents. The data were imported into NVivo for analysis. Each respondent's demographic data were entered into NVivo, and his or her responses to each question were imported into NVivo and tied to their demographic information. All the participants gave informed consent for their involvement in the study, then completed a pre-interview and demographic questionnaire (see Appendix D). The demographic data were helpful in examining connections and identifying patterns among the responses so that more value could be derived from the data. The responses to the questions could be compared to the education, location, gender, and years of project management experiences.

Semi-structured interviews. Each of the individuals in the three groups was invited to a 45-60-minute semi-structured interview session. All the semi-structured interviews were conducted utilizing a digital recorder, professionally transcribed, coded,

and developed into themes from the participants' responses to the questions. Upon request of the researcher, permission was verbally granted to record each interview. Further, each interview participant signed an informed consent agreement in person. The audio-recorded interviews were transcribed using a word processor. The files were imported to NVivo for analysis (see Appendix P).

Researcher's log for observations. All 15-participants' body language and facial expressions were evaluated by the researcher during the semi-structured interviews.The observations were based on eight questions with three categories of measurements low, medium, and high (see Appendix G). The observation data sheets, 15 in total, were similarly downloaded into a spreadsheet after each semi-structured interview. The data were then imported into NVivo for analysis (see Appendix M).

The observation data captured from five top-level managers (TLM), five project managers (PM), and five project team members (PTM) were broken down into three groups to capture data that reflected the level of importance concerning the participant emotions affected during the semi-structured interviews. Appendix U provides a more detailed view of how each group compares to one another. Each group percentage breakdown represents the most popular responses in each section of the evaluations. In comparison to the three groups the, PMs were observed (60.0%) high, PTM's (60.0%) low, and TLM's (80.0%) high quality of the answers/responses (directly related to the questions). There were (80.0%) PM's, (80.0%) PTM's, and (100.0%) TLM's of the participants a high level of focus on the questions and (40.0%) high PM's, (60.0%) medium PTM's and (60.0%) high TLM's level of the response substance including examples. The participants were (80.0%) medium PM's, (60.0%) high PTM's and

(100.0%) high TLM's level of patience for answering questions and (60.0%) PM's, (100.0%) PTM's and (100.0%) TLM's had high willingness to answer questions and (80.0%) high PM's, (80.0%) medium PTM's and (100.0%) high TLM's level of comfort during the interview. However, (60.0%) PM's, (60.0%) PTM's and (100.0%) TLM's made high eye contact level and (60.0%) PM's, (60.0%) PTM's and (100.0%) TLM's displayed high body language and attentiveness level (see Appendix U). The data indicate that the five top-level managers (TLM), were more engaged to provide information to help answer the research questions in support of the problem statement.

Data collection struggle. There were some difficulties in the data collection process, which had an impact on the study. During all semi-structured interviews, the 15 participants were asked the same three probing questions in addition to the seven interview questions to provide sufficient information to answer the research questions in support of the problem statement. The addition of the probing questions was an option reserved for the researcher to implement. After the completion of the seven interview questions during each interview, the researcher decided that the probing questions were required for each participant. This was since the researcher had to repeatedly read Weber's definition of charismatic leadership to the participants. The researcher required the probing questions because participant responses to each question during the interview were not enough to support the research questions. These probing questions provided a wealth of additional data that could support research questions. However, probing questions were analyzed and identified separately from the interview questions. The data for the probing questions were identified by question numbers as PQ1, PQ2, and PQ3 (see Table 3). There was no error or loss of data, but more data were added because of the

use of the probing questions. However, if the researcher had not included the additional three probing questions to the semi-structured interviews this could have added a significant limitation to the results of this study. In addition, there were no differences from what was approved at the proposal stage. All of probing questions were digitally recorded, professionally transcribed, coded, and developed into themes from the participants' responses to the questions (see Appendix Q). The files were imported to NVivo for analysis, included with the seven semi-structured interview questions (see Appendix R).

Data analysis process. The data from the pre-interview questionnaires, semi-structured interviews, and the researcher's log were analyzed for trends utilizing the various tools in NVivo. As this was an iterative process, the coding was adjusted to enable the researcher to gain greater meaning from the data. Codes were combined and separated as the data were mined. An initial set of codes was identified as the transcripts were reviewed. This list developed and changed as more data were collected.

The data analysis used in this study included both thematic analysis and descriptive statistics. The data collected from the pre-interview questionnaires and semi-structured interview responses were first coded and themed according to a standard thematic analysis process supported by Ackroyd (2009); Braun & Clarke (2006); and Guest, MacQueen, and Namey (2012). This thematic analysis began with the transcription of semi-structured interviews that were digitally recorded, and the responses of the pre-interview questionnaires that were coded, and both were imported into NVivo for analysis. The data from the questionnaires and interviews were compared to the findings of Davis, (2014) and Griffin (2016). The researcher analyzed these sources in

the context of the themes that emerged from the data. This was to ensure the validity of the data.

Coding process. Once the data from the pre-interview questionnaires and the transcribed semi-structured interviews were imported into NVivo, they were coded. The initial coding flowed from the responses to the first group of interviews. The transcripts were reviewed to determine commonalities, and a word search was conducted to determine some of the most common terms used by the participants (See Appendices S and T). As these codes began to emerge they were then categorized into concept lists (Bazeley, 2009). A breakdown of the codebook for emerging themes can be seen in Appendix O for the semi-structured interview and for the pre-interview portion (see Appendix P).

The terms were explored more closely to see how they aligned to one another and to the commonalities discovered in the initial transcript review. For example, the term *teamwork* was used widely by the 15 participants in both pre-interview questionnaires and semi-structured interviews. Observing carefully at what the participants' response data revealed, there were differences and similarities between how this word, teamwork was used. Occasionally, the term teamwork was used in the context of what it would take to complete a project and other times it was used to define working together with a same common goal. The term teamwork was also used when the participant attempted to define or explain project management. These contexts revealed commonalities or "codes" that allowed the researcher to compare and understand unities among the 15 participants (See Appendices N, O, P,). Other words were used to describe working relationships related to teamwork. Occasionally, this was in response to a question about how the participants

experienced dealing with a charismatic leader and other times it was in the context of how the participant described how they have been inspired to complete their tasks under the current leaders. Since it is an iterative process, the coding was refined as the data were reviewed. To the same degree, the next round of interviews took place and more data were collected. The codes were reviewed and revised once again. The codes were organized into a structure so the data could be analyzed more fully. After the information was coded, the researcher could combine similar and related codes to identify trends and emerging themes (see Appendices S and T). At this point, themes began to emerge from the data (see Tables 4, 5, 6, 7, 8 and 9).

The pre-interview questionnaires produced a combined total of 28 themes (see Appendix O). This list was the result of thematic analysis of the data collected from the various sources used to answer the two research questions. However, the 28 themes were down selected, based on the number of times referenced in the codes. There were 21 themes selected from the pre-interview questionnaires. The 21 themes were broken down into three groups of five top-level managers (TLM), five project managers (PM), and five project team members (PTM). See Table 4 for the themes from the pre-interview questionnaires for five top-level managers (TLM), Table 5 for the themes from the pre-interviews questionnaire for five project team members (PTM), and Table 6 for themes from the pre-interviews questionnaires for five project managers (PM).

Table 4

Themes from Pre-interview Questionnaires for TLM

Research Questions	Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	Leadership – Listening charismatic leaders with strong listening skills could be successful in a West Coast corporation. Project Management - Management style is with inspirational motivation to encourage team spirit to reach goals of increased revenue and market growth for the organization. Empowerment - Project teams to execute their plans and take ownership
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	Personality- When it is necessary and appropriate, I use my personality to appeal to the folks in the team, and however, it is not my natural style. Teamwork - Ability to get and keep the team engaged and focused on working toward accomplishing the goal(s) Relationship - I have positive working relationships with my current leaders. Vision - Clear vision of the desired end-state and expected level of performance.

Table 5

Themes from Pre-interview Questionnaires for PTM

Research Questions	**Themes**
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	Trust – Develop talent and confidence in their employees usually have more productive organization Influence - The biggest positive influence that the charismatic leadership approach has is personally linking the people to the work they are performing. Inspiration - Charismatic leadership can add the needed enthusiasm and attention needed to accomplish the task. With the inspiration, a joint purpose can be created making the achievement of goals more effortless.
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	Loyalty- A charismatic leader should stand up for their team – this creates a feeling of loyalty. Teamwork - Leaders that building strong relationships and develop talent and confidence in their employees usually have more productive organizations. Leadership - The charismatic leadership approach allows the leader to see what really motivates a team member. Motivate - A great leader can realize what motivates each person and relate that to the work being done. Whether it is technical innovation, loyalty to company growth, personal growth, financial growth, ETC, a good leader can make the link to the work.

Table 6

Themes from Pre-interview Questionnaires for Five PM

Research Questions	Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	Trust - There needs to be a strong amount of trust between employees and managers. Leadership - Charismatic leadership has the potential to inspire people to think beyond their capabilities. Project Management - Executive managers are willing to take on more risk allowing the company to grow
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	Loyalty- True charismatic leadership has the potential for greater employee loyalty, productivity, and innovation. Teamwork - A culture of shared ownership was created that made all team members want to succeed. Relationship - To trust based on well-communicated expectations, confidence in other's abilities, respect, and fairness Inspire - Charismatic leadership very much helps to inspire and bring awe to the team of who their leader.

The semi-structured interviews produced a combined total of 51 themes (see Appendix R). This list was the result of thematic analysis of the data collected from the various sources used to answer the two research questions. However, the 51 themes were down selected, based on the number of times referenced in the codes. There were 31 themes selected from the semi-structured interviews in order to reveal more accurate themes. The 31 themes were broken down into three groups of five top-level managers (TLM), five project managers (PM), and five project team members (PTM). See Table 7 for the themes from semi-structured interviews with five top-level managers (TLM), Table 8 for the themes from semi-structured interviews with five project team members (PTM) and Table 9 themes from semi-structured interviews with five project managers (PM).

Table 7

Themes from Semi-Structured Interviews for TLM

Research Questions	Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	Goals – I've worked in amazing organizations that have allowed that freedom and target the goal, understand the goal and you can get to that goal in many ways.
	Project Management – Is very specific in the research and technology business. My whole purpose for existence and my function is to reduce risk on emerging and promising technologies that we can put into our future products.
	Empowerment - That's how an empowered, energetic, forward looking organization that has a charismatic leader I see would be a huge value.
	Teamwork - Working with somebody who is a charismatic leader – in working with their teams, certainly a lot of passion, a lot of loyalty and decision making is driven oftentimes by attainment of that vision and those goals. In conveying that vision down to that team,
	Vision - Working for a charismatic leader, some of the characteristics that I see, strategic vision and empowerment on a path they would provide a vision.
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	Personality - The charismatic leader that I've had the opportunity to work with is highly inspirational, there's a combination of knowledge, and wisdom the individual has achieved as well as also just the personality you want to work with them.
	Leadership - I see it consistent with that leadership style definition. One of the reasons I continue to work in this organization. However, what I'm seeing above that is a breakdown in that charismatic approach.
	Achievement - Charismatic leader inspirational and there's a combination of knowledge and wisdom the individual has achieved as well.
	Environment - Charismatic leader understands how important it is to work with a team of one or two people, that's it's really a collaborative environment.
	Inspire - One of the key ways that I'm inspired right now is knowing that I'm working on one of the highest priority projects.

Table 8

Themes from Semi-Structured Interviews for PTM

Research Questions	Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	Leadership – Our company is working to develop a culture of empowerment and accountability. It seems to me that's what the essence of charismatic leadership.
	Motivation - Encouragement, as you're making progress on a project, this is the path that needs to be taken now, okay it seems like a good path. Not necessarily an inspiration but it's a form of success, motivation.
	Engagement - If you really get engaged and you have a program manager that can bring you into that level of engagement, it becomes a lot more personal and then you really want it to do well.
	Relationship - It helps, overall the way the company operates, does help the program manager interact with the team on a more personal basis. It doesn't have to be just about boss, staff, it's more of an integrated family team relationship.
	Teamwork – Is an open relationship between my leadership and the teams that are underneath them. I really value that because it lets me outline what I'm supposed to be doing and how I contribute to the team.
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	Empowerment - I'm fairly empowered to make my own decisions. We work in an environment where projects are not always completely defined or we're trying to do new things, so you're given a lot of latitudes to develop your own project.
	Project Management - The most prominent charismatic leader who I worked with made sure that you understood what we're trying to accomplish in the project of the task.
	Inspire - The most charismatic leader I worked with was in a leadership development program at this company and this leader could inspire every single person he interacted with.
	Achievement – This charismatic leader had a great level of competence that he backed up through significant achievement in everything he did.
	Loyalty - When it comes to inspiring loyalty and confidence, going back to my previous response, without an in-person connection being distributed across different sites, loyalty between the employees and the leaders, is not there.

Table 9

Themes from Semi-Structured Interviews for PM

Research Questions	Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	Inspire - I've been inspired by my current leadership in terms of by them believing in me Leadership - In the current environment, I do not see a clear connection between leaders and their employees. Project Management - Engage with our customers and requirements and being able to deliver products that are better quality. Teamwork – This strength in terms of an example was conveying what the mission was, the vision really helping it resonate with the team, Loyalty - They usually bring a lot of energy to the program which inspires others to join in and then you become more loyal to that person, to that program.
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	Achievement - It may start with our business goals and objectives, have a clear mandate to go and achieve something at sort of high level. Empowerment - It's a leadership style that empowers people to make decisions and leadership style that demands high expectations. Motivation - In some instances you see leaders who run projects where they are soft spoken, but they are very well experienced and people follow them and have confidence in their work. Trust - A charismatic person will also give people the know how to be strong and we can do this without being afraid of failure. Environment - Many times in a research environment, not everything is fully defined or known. A charismatic leadership will inspire people to think outside the box. A charismatic person will give people confidence to find a way where there isn't a fully defined path. Personality - Charismatic, that they come into the room and they command the room and the engineers respect them and have confidence in their work, even though they might not be as senior as others. So, I think you see both in the current organization. It just a matter of personality, but both have been working.

The analysis of the data were done in accordance with the two research questions. As data were collected from each source, it was processed and sorted in an orderly manner. The data were transcribed and coded in the same order as the questions, aligned with (RQ1-RQ2). The questions were aligned, to begin with an open inquiry about the

initial responses concerning how do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation (RQ1). The next area of inquiry, RQ2, built upon what was learned in responses to RQ1 by addressing how do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation.

Two research questions were used to direct this research study:

RQ1: How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?

RQ2: How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?

The themes from the pre-interview questionnaires and semi-structured interviews were placed in an order that best supports each research question. The final themes were shaped by the order established by the research questions, which, in general, highlighted the main factors cited by the participants in the study. These themes, or major outcomes, were developed from an analysis of the research questions of all the survey data, coded data, the themes that were collected from the pre-interview questionnaire and semi-structured interviews, and the themes that emerged from the target sample groups. The pre-question interviews revealed 21 themes and the semi-structured interviews revealed

31 themes, which were combined based upon both the number of times referenced in the codes and the emphasis made in the various interview conversations.

Validity

The validity of the study includes the entire research concept and confirms whether the data met the criteria for all sectors and populations for the particular method selected for the study (Darawsheh, 2014). To ensure credibility in a research study, Yin (2014) proposed that numerous approaches can be taken. They include triangulation, member checking, expert review, and purposeful sampling. This study used purposeful sampling, expert review, and triangulation to confirm the data.

The use of purposeful sampling is one of the ways a research study can accomplish validity (Davies & Dodd, 2002). This type of sampling is selected to ensure that the study finds the answers to the research questions that are being used in the study (Yin, 2014). In this case, the researcher wanted to understand how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a corporation on the West Coast. Therefore, it was decided that the target sample group would be made up five top-level managers, five project managers, and five project team members. This group was selected to answer the research questions in support of the problem statement. Therefore, their involvement in R&D programs responsible for developing new technology was identified, and they were invited to participate in interviews exclusively for the purposes of this study.

Another validity measure used was an expert review (Davies & Dodd, 2002). Expert review for this study was conducted by members of the dissertation committee. The Dissertation Chair, Dr. Patricia D'Urso, who has an extensive background in

qualitative case studies, collaborated with the researcher to develop the interview

questions, interview protocol, and the data collection process (Yin, 2012). The

methodologist for this study reviewed all the submitted documents, validated that they

were suitable for this study, and were in alignment with the objectives of the study. The

experts provided the appropriate level of guidance and credibility to ensure that this

method contributed to the validity of the study. The data were collected, filed, and stored

securely to ensure validity and accuracy (Golafshani, 2003).

The validity was also supported in this research by the use of triangulation (Yin,

2014). The credibility of a study can be enhanced by triangulation, a process in which

different methods or sources are used to study one phenomenon. In brief, this process

consists of multiple sources of data, comparing the various input or inferences of their

contributions across the research questions, to discover whether the findings can be

verified and to arrive at the facts (Houghton, Casey, Shaw, & Murphy, 2013). The

process of triangulation that was utilized in this study included interviews that were

designed to get sufficient information from the participants' experience and perceptions.

The pre-interview questionnaires were coded and thematically analyzed. The semi-

structured interviews were digitally recorded, transcribed, and a researcher's log was

used for observations of participants' body language and facial expressions during the

interviews, which were also thematically analyzed. The data were separated according to

the three sources from which they originated and aligned to the two research questions

guiding the study. The data sources were pre-interview questionnaires, semi-structured

interviews, and a researcher's log for observations of participants' body language and

facial expressions during the interviews. The corresponding data were taken from the

three data sources mentioned above and were thematically analyzed and synthesized to determine the initial findings and final results (Flick, 2009).

Finally, the target sample group was carefully selected to ensure that the research data were collected from five top-level managers, five project managers, and five project team members who were actually engaged in R&D programs that were responsible for developing new technology to help meet the company's revenue goals and gain a competitive advantage. The data collection instruments were reviewed by content and methodological experts. The experts provided clarity that the instruments, including the pre-interview questionnaires, semi-structured interview, and the researcher's log for observations of participants' body language and facial expressions during the interviews. Protocols were appropriately aligned with the objective of the study and the research questions. The data were triangulated from the three data sources supporting the two research questions to confirm that an accurate understanding of the results was established (Flick, 2009).

In addition, it is important to note that the research questions were influenced by the foundational theories of Weber (1947) and Grosse (2007), that required further investigation was used in this study. Although this study was grounded in the research of Weber (1947), it provided a strong theoretical foundation of charismatic leadership. Weber's concept of a leader; one who is equipped with the characteristic of charisma; plays a significant role in this study (Wunderer & Grunwald, 1980, p. 448). These theories were at the forefront of the researcher's mind when developing the objectives of the study, the research questions, conducting the interviews, and analyzing the data. The focus of the study was simply to arrive at a greater understanding of how top-level

management, project managers, and project team members perceive charismatic

leadership style of two different R&D departments at a West Coast corporation. The

perspectives of Weber's theory guided the thought processes at every step of this research

study by assisting in the exploration and investigation of how top-level management,

project managers, and project team members perceive charismatic leadership style (as

defined by Weber, 1947) as having an influence on project outcomes in the R&D

function of a West Coast corporation.

Reliability

To establish whether a study is reliable, it is important that the researcher takes

steps to ensure the reliability of the research findings. Therefore, it is critical that the

study findings establish an appropriate level of consistent, applicable and credible if the

results are to be useful to other researchers (Kirk & Miller, 1986). According to Yin

(2014), to accomplish reliability in a study, it must show consistency with whether the

research produces the same results if repeated. Yin (2014) furthermore suggested that a

reliable study must decrease biases and errors. Yin's case study protocol was followed

step by step.

To describe the approach used in this study to ensure the reliability of qualitative

data, it included a detailed list of instruments, protocols, and processes which would

provide other researchers an opportunity for replicating the same results. To help other

researchers to replicate the same the results the documents can be found in the

appendices. Also included are the following: charts, graphs, permissions, and relevant

tables, which can be found presented in this section of the dissertation.

The committee for this study included a dissertation chair, content expert, and research methodologist. The committee members reviewed all of the supporting instruments used in this study and gave their professional input, suggestions, recommendations, and edits that were included. The leadership of the dissertation chair provided direction for the researcher through the process for the development of the various instruments and reviews. This involved thematic and content analysis associated with this study as well. This dissertation chairperson has consulted organizations in research development for over 25 years, both in the education and business industry. The content expert in this study has consulted organizations in research development for over 25 years, and in higher education, engineering, business development, and politics. The two committee members, in collaborating with the methodologist, were important contributors to the development of the study, which contributed to the accuracy and the reliability of this study.

Results

This chapter provides the results of the study, the data collected, and the data analysis process. The results of the study are presented in this section starting with how the study answered or provides insight into the research questions. The data analysis used in this study included both thematic analysis and descriptive statistics. The researcher interviewed 15 participants who participated in the pre-interview and demographic questionnaires, the semi-structured interviews, and a researcher's log was kept for observations of participants' body language and facial expressions during the interviews. The participants consisted of five top-level managers, five project managers, and five project team members. All the participants gave informed consent for their involvement

in the study, then completed a pre-interview and demographic questionnaire. After receiving the completed pre-interview and demographic questionnaires, each of the individuals in the three groups was invited to a 45-60-minute interview session. The data collected from the pre-interview questionnaires and semi-structured interviews responses were first coded and themed according to a standard thematic analysis process supported by Ackroyd (2009); Braun and Clarke (2006); and Guest et al. (2012). The thematic analysis began with the responses from the pre-interview questionnaire that were imported into NVivo for analysis. The data from the questionnaires were compared to the findings of Davis (2014) and Griffin (2016). The second thematic analysis was the transcription of semi-structured interviews that were digitally recorded and imported into NVivo for analysis. Both sets of analyses produced coded data from NVivo which evolved into patterns and trends, which were then developed into themes. This was to ensure the validity of the data.

The purpose of this chapter is to explain how the specific themes were developed from the coded data collected from both the pre-interview questionnaires and semi-structured interviews, and how those themes were reviewed and what were the finally resulted from that process. The analysis of the pre-interviews, semi-structured interviews, and researcher's log for observations of participants' body language and facial expressions during the interviews, led to data that aligned with the triangulation process and produced a number of themes. The themes are provided later in the chapter.

A qualitative case study was selected for this research. Qualitative case studies require that the research questions lead to a greater understanding of the phenomenon and ensure that the focus of the study is clearly understood (Yin, 2014). The results of this

study are dependent on the accuracy and credibility of the codes and themes that were produced in the analysis process. The themes were triangulated across the two research questions and data sources to offer an effective and trustworthy case. This triangulation process was used to get the results described within this segment of Chapter Four.

The qualitative case study explored participant perceptions regarding the suitability of charismatic leadership for R&D projects and to understand how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. This qualitative study addressed the gap in the current body of research identified by Grosse (2007) as a lack of knowledge of the influence and power of charismatic leadership in project management. According to Galvin et al. (2010), there is a lack of existing empirical qualitative works in the field of charismatic leadership. Finally, this section reports on the data collected from the pre- interviews, semi-structured interviews, and researcher's log for observations of participants' body language and facial expressions during the interview, which reflect the coding and thematic analysis process that was used, and end with a description of the triangulation process that led to the results.

The resulting data from the pre-interview questionnaires, semi-structured interviews, and researcher's log for observations of participants' body language and facial expressions during the interview, revealed common themes among the three groups. These themes generated a series of codes and themes that helped clarify the relationship to the research questions.The series of codes was generated into a code book which served as the major outcomes of this study.

The first section of the data analysis explored the results of the questionnaires that involved the five top-level managers, five project managers, and five project team members (see Figures 2-5). Appendix L provides a breakdown of the demographics, for the total number who completed questionnaires and those who participated in interviews as well. The results indicated that TLM were more familiar with the style of charismatic leadership approach. The gender results reveal that there were more male participants in this target sample group. The years of working in a project-based environment results revealed that TLM had the most experience in this area. The California location has 10 out 15 of those participants participating in this study. The data reveal the average age for the study was 31-39 and all of the participants were currently working in a project-based environment. The education results reveal that PTM had the most Master's degrees. Overall, the demographic study remained true to its intentions. The noted omissions would have enhanced the findings but the researcher does not feel that the study was harmed as a result.

Individual interviews.

RQ1: How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?

Pre-interview questionnaire codes and resulting themes. This first research question was designed to understand how the TLM, PM, and PTM perceive charismatic leadership style within two different R&D departments at a West Coast corporation. Research participants were asked to identify their respective leadership style through pre-interview questionnaires (see Appendix E). There were 21 different codes, resulting in

four themes, identified from the five TLM, five PM and five PTM responses to this question (see Tables 10, 11, and 12). The data from the 21 different codes were triangulated to develop an accurate understanding of the data and analyzed, it was synthesized into the final results of the four themes. The four themes are broken down into three groups of five top-level managers (TLM), five project managers (PM), and five project team members (PTM). See Table 10 - for the themes from the pre-interview questionnaires for five top-level managers (TLM), Table 11 for the themes from the pre-interview questionnaires for five project team members (PTM), and Table 12 for themes from the pre-interview questionnaires for five project managers (PM).

The results from the pre-interview questionnaires produced four recurring themes that offered significant insight into charismatic leadership behaviors within two different R&D departments at a West Coast corporation. The four central themes were leadership, project management, teamwork, and relationship. Each participant from TLM, PM, and PTM independently identified these four themes as being highly significant in establishing a connection to their management and project team members.

Amongst the five TLM, the four themes in Table 10 present how each participant perceived charismatic leadership style of two different R&D departments at a West Coast corporation. Results indicated that each TLM had some understanding of what influence charismatic leadership has on their project team members for a successful project.

Table 10

Research Question 1- Pre-Interview Questionnaire Codes and TLM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation**?**	leadership (27) project management (35) teamwork (19) relationship (3) empowerment (4) personality (4) vision (9)	Leadership – Listening charismatic leaders with strong listening skills could be successful in a West Coast corporation. Project Management - Management style is with inspirational motivation to encourage team spirit to reach goals of increased revenue and market growth for the organization. Teamwork - Ability to get and keep the team engaged and focused on working toward accomplishing the goal(s) Relationship - I have positive working relationships with my current leaders.

The pieces of data taken from the pre-interview questionnaires were coded, which provided trends and patterns that were developed into themes. The first theme developed from RQ1 was titled, "Leadership." Here are a few quotes that establish this theme. As stated by participant #TLM4,

I attempt to set high technical and productivity standards and challenge team members to rapidly evaluate multiple design/analysis options, their impact to system metrics, and their relative risk. I try to define high-level objectives and metrics and identify resources, then let people work independently to identify solutions. If there is help needed, I try to resolve it as quickly as possible and make sure they are not waiting for me to complete their work. When complete, I critically review their approach and results to identify improvements if needed.

I strive to make teams focus on team objectives and outcomes, and try to avoid making things overly personal. This helps avoid conflict and making people defensive. I also try to use humor when possible to lighten the mood.

The leadership approach is taken within the organization by participant #TLM4 compared with the provided charismatic leadership style definition. It was clear that participant #TLM4 addresses the four themes in Table 10, and understands the role of a charismatic leader to be one who fulfilled the needs for the West Coast corporation.

Participant #TLM5 stated,

I make every effort to embody the charismatic leadership style to the best of my ability. I believe it is the leader's role to define the course and solidify an organizational culture that can best enable success. That process includes: Assessing the business to define the largest opportunities for business improvement and growth, defining conceptually what needs to be done to achieve the identified improvement but not to the point of creating a "color by number" mentality. Setting the culture initially through personal example and actions including Defining high-level vision, work ethic and energy, open communication and, empowerment, organizational courage, always demonstrating principle driven behavior, involving the team in both strategy and tactical delivery and allowing people to fail. In addition, strengthening the organization if necessary with driven like-minded people to meet the project goals.

This described participant #TLM5's leadership approach within the organization in comparison with the provided charismatic leadership style definition. It was clear that participant #TLM5 addresses the four themes in Table 10 as well, and perceives

charismatic leadership style to be working within the West Coast corporation. Therefore, participant #TLM5 is positive about the influence that charismatic leadership could provide for the West Coast corporation.

Amongst the five PTMs, the four themes in Table 11 present how each participant perceives charismatic leadership style of two different R&D departments at a West Coast corporation. Each participant from PTM independently identified these four themes as being highly significant in establishing a connection to their management and project team members. Results indicated that each PTM had some experience in dealing with a charismatic leader, based on their responses to the same questions.

Table 11

Research Question 1- Pre-Interview Questionnaire Codes and PTM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	leadership (46) project management (25) teamwork (15) relationship (6) motivation (4) engagement (4) inspiration (4) loyalty (2)	Leadership - Our company is working to develop a culture of empowerment and accountability. It seems to me that's what the essence of charismatic leadership. Project Management - The most prominent charismatic leader who I worked with made sure that you understood what we're trying to accomplish in the project of the task. Teamwork - Is an open relationship between my leadership and the teams that are underneath them. I really value that because it lets me outline what I'm supposed to be doing and how I contribute to the team. Relationship - It helps, overall the way the company operates, does help the program manager interact with the team on a more personal basis. It doesn't have to be just about boss, staff, it's more of an integrated family team relationship.

The pieces of data taken from the pre-interview questionnaires were coded, which provided trends and patterns that were developed into themes. The second theme, developed from RQ1, was titled, "Project Management." Here is an example of a quote that supported the establishment of this theme:

I am a firm believer that a promise to the customer is a promise that must be achieved, therefore myself and my team should personally be accountable for the

success of the project. As such, I hold my team members accountable to their

involvements in the project and ensure that each member is aware of their

responsibility to the customer. However, I am also flexible in how my team

members execute their tasks, so I do not micromanage their day-to-day

assignment nor their execution style. I make sure to interact with my team as if I

am working in the trench with them, rather than just at the top handing out

instructions. I am also a firm believer that happiness rather than fear (a style many

Asian managers use) is the best way to motivate the team, and therefore I leverage

social activities such as lunch to help myself and my team work closely together.

(Participant # PTM3)

Participant #PTM3 expressed the value of meeting customer requirements guided by

using project management methodologies and identified some of the traits that were

associated with charismatic leadership as defined by Weber (1947). In addition,

teamwork and building trust were other driving factors of building loyalty, and inspiring

project team members to achieve the overall project goals. Participant# PTM3 clearly

understands the positive value of charismatic leadership.

The third theme developed from RQ1 was titled, "Teamwork." Participant

#PTM4 stated,

I believe that my leadership approach could be considered a charismatic

leadership style – or at least that is always my ultimate goal. I try to use an open

and friendly personality in an open and friendly environment when I am working

with a team. One part of the charismatic leadership that I believe I am missing,

and one that I am working on, is "a person's exceptional insights, and

achievements". I am early enough in my career that I still have to build these

insights and achievements. It is a work in progress. Teamwork is the key to

success – we work with other people in our industry because nobody can know

everything. I try to incorporate that feeling into any meetings that I have by

attempting to include everyone on the team. I think you bring people into the fold

when you give them a stake in the project, IE if they feel attached to the success

of the project because they have directly contributed to it they are more likely to

work hard for the success of the project/company.

Participant #PTM4 expressed the importance of teamwork with the ability to keep the

team engaged and focused on working toward accomplishing the goal. Participant

#PTM4 has clearly identified a positive link between understanding charismatic

leadership and bringing value to the West Coast corporation.

Amongst the five PMs, the four themes in Table 12 present how each participant

perceives charismatic leadership style of two different R&D departments at a West Coast

corporation. Each participant from PM independently identified these four themes as

being highly significant in establishing a connection to their management and project

team members. Results indicated that each PM had some understanding of what it means

to be a charismatic leader without knowing about the definition of charismatic leadership

as defined by Weber (1947).

Table 12

Research Question 1- Pre-Interview Questionnaire Codes and PM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	leadership (34) project management (32) teamwork (15) relationship (4) goals (4) trust (9) inspire (10) creative (12)	Leadership - Charismatic leadership has the potential to inspire people to think beyond their capabilities. Project Management - Executive managers are willing to take on more risk allowing the company to grow Teamwork - A culture of shared ownership was created that made all team members want to succeed. Relationship - To trust based on well-communicated expectations, confidence in other's abilities, respect, and fairness.

The pieces of data taken from the pre-interview questionnaires were coded, which provided trends and patterns that were developed into themes. The fourth theme developed from RQ1 was titled, "Relationship." Here is a quote that establishes this theme:

Having a good working relationship with your team gives a leader confidence to commit to programs that others would think are out of reach and cannot be done. When a project leader can deliver on what he promised, executive managers are willing to take on more risk allowing the company to grow (Participant #PM1).

Participant #PM1 feedback provided a positive opinion in what way charismatic leadership can have an influence in the West Coast corporation with regards to having good working relationships with the team. Participant #PM1 believes good working

relationships provide the leader confidence to trust the team to complete the project to meet the company revenue goals.

The first theme developed from RQ1 was titled, "Leadership." Here is a quote that establishes this theme:

> Good leadership should enable team members to achieve more than they otherwise would through empowerment. By creating a sense of shared purpose, a leader will deepen their influence, thereby increasing their ability to motivate team members and align priorities (Participant #PM4).

Participant #PM4 was describing what influence charismatic leadership should have on the project team members for a successful project. Participant #PM4 expressed good leadership is allowing team members to be empowered, and the belief that it will create a deep influence over the team and motivate for successful completion of a project.

RQ2: How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?

The second research question was designed to understand how TLM, PM, and PTM from the West Coast corporation perceive charismatic leadership style in comparison with the provided definition by Weber (1947). In addition, the research question allowed for an exploration of the influences on project outcomes in the R&D function of the West Coast corporation. Research participants were asked in pre-interview questionnaires (see Appendix E) to identify their respective leadership style, in comparison to the definition of charismatic leadership by Weber (1947), as having an

influence on the project outcomes in the R&D function of a West Coast corporation.
There were 12 different codes, resulting in three themes, identified from the five TLM,
five PM, and five PTM responses to this question (see Tables 13, 14, and 15). The data
from the 12 different codes were triangulated to develop an accurate understanding of the
data and analyzed, it was synthesized into the conclusive results of the three themes in
response to research question two. The three themes were broken down into three groups
of five top-level managers (TLM), five project managers (PM), and five project team
members (PTM).

The results from the pre-interview questionnaires produced three recurring themes
that offered significant insight into the influence of charismatic leadership based on the
definition defined by Weber (1947). There were three recurring themes that were placed
differently amongst the three groups. The supporting theme for TLM was a personality
(see Table 13). The supporting themes for PTM were loyalty and trust (see Table 14).
The supporting themes for PM were loyalty, personality, and trust, which were common
within both TLM and PTM (see Table 15). The three central themes were personality,
trust, and loyalty. Each participant from TLM, PM, and PTM independently identified
these three themes as being highly significant in establishing a connection to their
leadership and project team members.

Amongst the five TLM, the one theme in Table 13 presents how each participant
perceives charismatic leadership style of two different R&D departments at a West Coast
corporation. Results indicated that each TLM understood charismatic leadership style (as
defined by Weber, 1947) and the influence on the project success based on their
responses.

Table 13

Research Question 2- Pre-Interview Questionnaire Codes and TLM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	Personality (4) Vision (9) Empowerment (4)	Personality- I wouldn't say the leadership in my organization is highly charismatic. I would say that they do have extraordinary personalities not from an outgoing, gregarious type personality, but from a relaxed, yet business focus and results focus personality.

The pieces of data taken from the pre-interview questionnaires were coded, which provided trends and patterns that were developed into themes. The first theme developed from RQ2 was titled, "Personality." Participant #TLM3 provided a quote that established this theme:

When it is necessary and appropriate, I use my personality to appeal to the folks in the team, and however, it is not my natural style. I believe my style is that of a data-driven, task-oriented leader. I tend to focus on detailed plans and prioritized goals.

Participant #TLM3 was describing the tools used to drive project success. It was obvious that participant #TLM3 is somewhat familiar with Weber's (1947) definition of charismatic leadership by using personality to drive project team members to complete the project. Based on the response, participant #TLM3 believes that personality has a positive influence on the project outcome in the R&D function of a West Coast corporation.

Participant #TLM4 said, "I strive to make teams focus on team objectives and outcomes, and try to avoid making things overly personal. This helps avoid conflict and making people defensive. I also try to use humor when possible to lighten the mood". Participant #TLM4 was describing the approach to getting project team members to work together and avoid conflict by not dealing with individual personalities but avoiding being overly personal. Participant #TLM4 can see the benefit of charismatic leadership as defined by Weber (1947) that can have an influence on the project outcome based on the response provided.

Amongst the five PTMs, the two themes in Table 14 present how each participant perceives charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation. Each participant from PTM independently identified these two themes as being highly significant in establishing a connection to their management and project team members. Results indicated that each PTM expressed a strong knowlegde of charamatic leadership based on their respsonses and their understanding of what is needed to have a succesful project.

Table 14

Research Question 2- Pre-Interview Questionnaire Codes and PTM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	Loyalty (2) Trust (3) Influence (3) Inspiration (4) Motivate (4) Environment (3)	Loyalty- A charismatic leader should stand up for their team – this creates a feeling of loyalty. Trust- There needs to be a strong amount of trust between employees and managers.

The pieces of data taken from the pre-interview questionnaires were coded, which

provided trends and patterns that were developed into themes. The second theme

developed from RQ2 was titled, "loyalty." This theme was supported by the following:

> Lead by example: A charismatic leader takes blame where blame is due, and can
>
> make decisions that are best for the team, and receives the loyalty of their
>
> employees by creating a feeling of teamwork.
>
> Stand up for their team: A charismatic leader should stand up for their team – this
>
> creates a feeling of loyalty (Participant #PTM4).

Participant #PTM4 was arguing that loyalty is important to have amongst the project

team members for the team to function as one. Participant #PTM4 was knowledgeable

about Weber's (1947) definition of charismatic leadership, in that loyalty is the key

component of charismatic leadership and believed to have an influence on the project outcome.

Participant# PTM1 stated,

> A great leader can realize what motivates each person and relate that to the work being done. Whether it is technical innovation, loyalty to company growth, personal growth, financial growth, *etc.*, a good leader can make the link to the work.

PTM1 described loyalty as one of the crucial factors for leadership and company growth. Participant PTM1 also described the link between motivation, loyalty, and personal growth that can have an impact on the outcome of any project. It was clear that participant #PTM1 understood Weber's (1947) definition of charismatic leadership and the impact it could have on a West Coast corporation project outcome.

Amongst the five PMs, the two themes in Table 15 present how each participant perceives charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation. Each participant from PM independently identified these two themes as being highly significant in establishing a connection to their management and project team members. Results indicated that each PM understood the relatonship of loyalty in comparsison to Weber's definition of charamatic leadership based on their responses.

Table 15

Research Question 2 - Pre-Interview Questionnaire Codes and PM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	Loyalty (2) Personality (3) Trust (9) Capabilities (3) Inspire (10) Goals (4) Creative (12)	Loyalty - True charismatic leadership has the potential for greater employee loyalty, productivity, and innovation. Personality- So having people with the right drive and personality traits to make that successful are essential. Trust- Charismatic leadership inspires people to trust

The pieces of data taken from the pre-interview questionnaires were coded, which provided trends and patterns that were developed into themes. The third theme developed from RQ2 was titled, "Trust." Participant #PM2 supported the theme by stating, "charismatic leadership inspires people to trust, innovate, and drive improved performance sometimes working longer hours than necessary to get the job done." Participant #PM2 provided positive feedback associated with inspiration and trust to drive project performance, which are key factors of the definition of charismatic leadership. Based on participant #PM2's response, this is how the Weber's (1947) definition of charismatic leadership is perceived.

Participant #PM5 said, "a leader that is trustworthy, a visionary, and has great drive will always have good success in driving a team. The employees will feel vested in the business pushing them to better solutions and ideas." Participant #PM5 was describing trust as a key factor in driving project success which is related to driving the team to empowerment and ownership which leads to more creativity. Based on

participants PM5 response, it shows a strong understanding of the importance of charismatic leadership.

RQ1: How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?

Semi-structured interviews codes and resulting themes. This first research question was designed to understand how the TLM, PM, and PTM perceive charismatic leadership style within two different R&D departments at a West Coast corporation. Research participants were asked to identify their respective leadership style through **semi-structured interviews** (see Appendix F). There were 24 different codes, resulting in four themes, identified from the five TLM, five PM and five PTM responses to this question (see Tables 16, 17, and 18). The data from the 24 different codes were triangulated to develop an accurate understanding of the data and analyzed, it was synthesized into the final results of the four themes. The four themes are broken down into three groups of five top-level managers (TLM), five project managers (PM), and five project team members (PTM). See Table 16- for the themes from the semi-structured interviews with five top-level managers (TLM), Table 17 for the themes from the semi-structured interviews with five project team members (PTM), and Table 18 for themes from the semi-structured interviews with five project managers (PM).

The results from the semi-structured interviews produced four recurring themes that offered significant insight into charismatic leadership behaviors within two different R&D departments at a West Coast corporation. The four central themes were leadership, project management, teamwork, and empowerment. Each participant from TLM, PM,

and PTM independently identified these four themes as being highly significant in establishing a connection to their management and project team members.

Amongst the five TLM, the four themes in Table 16 presents how each participant perceived charismatic leadership style of two different R&D departments at a West Coast corporation. Results indicated that each TLM is very knowledgeable of charismatic leadership and understood the influence on the outcome of projects at the West Coast corporation based on their responses.

Table 16

Research Question 1- Semi-Structured Interviews Codes and TLM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	leadership (89) project management (70) teamwork (36) relationship (7) empowerment (12) inspire (16) loyalty (7) goals (13) vision (32) personality (10) environment (15) achievement (15) capabilities (3) execute (7)	Leadership - I see it consistent with that leadership style definition. One of the reasons I continue to work in this organization. However, what I'm seeing above that is a breakdown in that charismatic approach. Project Management - Is very specific in the research and technology business. My whole purpose for existence and my function is to reduce risk on emerging and promising technologies that we can put into our future products. Teamwork - Working with somebody who is a charismatic leader – in working with their teams, certainly a lot of passion, a lot of loyalty and decision making is driven oftentimes by attainment of that vision and those goals and conveying that vision down to that team. Empowerment - That's how an empowered, energetic, forward looking organization that has a charismatic leader I see would be a huge value.

The pieces of data taken from the transcribed semi-structured interviews were coded, which provided trends and patterns that were developed into themes. The first theme developed from RQ1 was titled, "Leadership." To support this theme:

I believe I worked for a charismatic leader, some of the characteristics that I see, strategic vision and empowerment on a path they would provide a vision and ask

their leaders/followers to develop plans to deliver that vision and provide

opportunity tag up to home in those plans, review status of those plans also

consult on those plans, but again a vision would be conveyed (Participant

#TLM1).

Participant #TLM1 was describing the management in which is perceived to be

charismatic leadership based clearly on Weber's (1947) definition that was provided.

This was a positive response from the perception of participant #TLM1in regards to the

comprehension of the definition of charismatic leadership.

Leaders that don't have a lot of experience leading, truly leading, and listening to

the collaborative. Also, I would call it favoritism which a charismatic leader

would never do that. They listen to all people, they look at all the facts, and data

and they use wisdom to make decisions. And because they're so respected by the

total it's accepted, the final decision that is made (Participant# TLM2).

Participant #TLM2 was describing what was believed to be charismatic leadership with

positive and negative perspectives based on the actual environment in which participant

#TLM2 is working in a project based atmosphere.

Amongst the five PTMs, the four themes in Table 17 present how each participant

perceives charismatic leadership style of two different R&D departments at a West Coast

corporation. Each participant from PTM independently identified these four themes as

being highly significant in establishing a connection to their management and project

team members. Results indicated that each PTM had a positive experience in dealing with

a charismatic leader, based on their responses to the same questions.

Table 17

Research Question 1- Semi-Structured Interviews Codes and PTM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	leadership (84) project management (83) teamwork (56) relationship (5) empowerment (8) engagement (2) inspire (18) loyalty (13) responsibility (4) environment (4) achievement (10) knowledge (2) motivation (13)	Leadership - Our company is working to develop a culture of empowerment and accountability. It seems to me that's what the essence of charismatic leadership. Project Management - The most prominent charismatic leader who I worked with made sure that you understood what we're trying to accomplish in the project of the task. Teamwork - Is an open relationship between my leadership and the teams that are underneath them. I really value that because it lets me outline what I'm supposed to be doing and how I contribute to the team. Empowerment - I'm fairly empowered to make my own decisions. We work in an environment where projects are not always completely defined or we're trying to do new things, so you're given a lot of latitudes to develop your own project.

The pieces of data taken from the transcribed semi-structured interviews were

coded, which provided trends and patterns that were developed into themes. The second

theme developed from RQ1 was titled, "Project Management" A quote that established

this theme was:

So my leader has achievements in their projects and have past insights in their

specific types of projects and basically the type of projects we do. We have

customers and the managers visited the customer to learn and understand the

customer requirements inside and out, so they are able to provide a lot of insight

and how that customer thinks (Participant #PTM3).

Participant# PTM3 was describing how project management responds to the customer

needs and how important it is for the project team to be aligned.

The third theme developed from RQ1 was titled, "Teamwork". A participant

quote supporting this theme was:

I think the leaders on my team, the way they operate is close to the definition of

a charismatic leadership approach. The staff meetings are the example I would

use. Not only do they motivate the team members to work toward a common goal,

they also provide highlights not only the projects that we're doing on our team,

they also point out what the rest of the team is doing (Participant #PTM4).

Participant #PTM4 was describing a positive perspective of charismatic leadership and

how it is suitable for the teamwork based on participant PTM4's understanding of

Weber's (1947) definition.

Amongst the five PMs, the four themes in Table 18 present how each participant

perceives charismatic leadership style of two different R&D departments at a West Coast

corporation. Each participant from PM independently identified these four themes as

being highly significant in establishing a connection to their management and project

team members. Results indicated that each PM had some understanding of what it means

to be a charismatic leader without knowing about the definition of charismatic leadership as defined by Weber (1947).

Table 18

Research Question 1- Semi-Structured Interviews Codes and PM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ1- How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?	leadership (89) project management (23) teamwork (36) relationship (2) empowerment (12) inspire (23) loyalty (67) trust (8) vision (3) personality (4) environment (6) achievement (12) problem solving (3) accountability (5) enjoyment (1) knowledge (5)	Leadership - In the current environment, I do not see a clear connection between leaders and their employees. Project Management - Engage with our customers and requirements and being able to deliver products that are better quality. Teamwork - This strength in terms of an example was conveying what the mission was, the vision really helping it resonate with the team. Empowerment - Many times in a research environment, not everything is fully defined or known. A charismatic leadership will inspire people to think outside the box. A charismatic person will give people confidence to find a way where there isn't a fully defined path.

The pieces of data taken from the transcribed semi-structured interviews were coded. This provided trends and patterns that were developed into themes. The third theme developed from RQ1 was titled, "Teamwork". Here are a few quotes that establish this theme:

Participant #PM1 stated, "If the person brings out the best of you, brings out the best of the group, gets the group to work together, I think remarkable things can be done

if people work together and are inspired." Participant #PM1 was describing how well a team can function if the team is inspired by its leadership and how remarkable things can happen.

The fourth theme developed from RQ1 was titled, "Empowerment" Here are a few quotes that establish this theme:

> I think that empowerment is probably the biggest part of the inspiration. I know that I succeed or fail on my own merits, which is very empowering. No one is going to take away credit for what I do and I know what I need to go do. It makes me feel responsible and therefore makes me feel empowered (Participant# PM4).

Participant# PM4 was describing the positive perspective on being empowered, and what it takes to complete a project successfully. In addition, how empowerment gives one the freedom to be more creative, which ties into the definition of charismatic leadership.

> RQ2: How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?

The second research question was designed to understand how TLM, PM, and PTM from the West Coast corporation perceive charismatic leadership style in comparison with the provided definition by Weber (1947). In addition, it provides for an exploration of the influences on project outcomes in the R&D function of the West Coast corporation. Research participants were asked through semi-structured interviews (see Appendix F) to identify their respective leadership style in comparison to Weber's (1947) definition of charismatic leadership as having an influence on the project outcomes in the

R&D function of a West Coast corporation. There were 20 different codes, resulting in

five themes, identified from the five TLM, five PM and five PTM responses to this

question (see Tables 19, 20, and 21). The data from the 20 different codes were

triangulated to develop an accurate understanding of the data and analyzed, it was

synthesized into the conclusive results of the five themes in response to research question

two. The five themes are broken down into three groups, of five top-level managers

(TLM), five project managers (PM), and five project team members (PTM).

The results from the semi-structured interviews produced five recurring themes

that offered significant insight into the techniques of an influence of charismatic

leadership based on the definition defined by Weber (1947). There were five recurring

themes that were placed differently amongst the three groups. The supporting theme for

TLM was a personality (see Table 19). The supporting themes for PTM were loyalty,

inspire, environment, relationship, and achievement (see Table 20). The supporting

themes for PM were loyalty, inspire, environment, relationship, and achievement which

was common within both TLM and PTM (see Table 21). The five central themes were

loyalty, inspire, environment, relationship and achievement. Each participant from TLM,

PM, and PTM independently identified these five themes as being highly significant in

establishing a connection to their leadership and project team members.

Amongst the five TLM, the five themes in Table 19 present how each participant

perceives charismatic leadership style of two different R&D departments at a West Coast

corporation. Results indicated that each TLM understood charismatic leadership style (as

defined by Weber (1947) and the influence on the project success based on their

responses and in comparison, to their definition of charismatic leadership.

Table 19

Research Question 2- Semi-Structured Interviews Codes and TLM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	leadership (89) project management (70) teamwork (36) relationship (7) empowerment (12) inspire (16) loyalty (7) goals (13) vision (32) personality (10) environment (15) achievement (15) capabilities (3) execute (7)	Loyalty – They usually bring a lot of energy to the program which inspires others to join in and then you become more loyal to that person, to that program. Inspire - I've been inspired by my current leadership in terms of by them believing in me Environment - Many times in a research environment, not everything is fully defined or known. A charismatic leadership will inspire people to think outside the box. A charismatic person will give people confidence to find a way where there isn't a fully defined path. Relationship – I think the relationships that I've seen between our leaders and their teams for the past few years has evolved into something that is much more of a straightforward business, data driven, I guess I would call it a platonic type of relationship. Achievement - Charismatic leader inspirational and there's a combination of knowledge and wisdom the individual has achieved as well.

The pieces of data taken from the transcribed semi-structured interviews were coded, which provided trends and patterns that were developed into themes. The first theme developed from RQ2 was titled, "Loyalty". An example of a participant quote supporting this theme was:

Participant# TLM1 stated,

Working with somebody who is a charismatic leader – in working with their

teams, certainly a lot of passion, a lot of loyalty and decision making is driven

oftentimes by attainment of that vision and those goals.

Participant# TLM1 was clearly describing what it takes to be a charismatic leader based

on the provided definition from Weber (1947). The feedback from TLM1 was positive

regarding loyalty and decision making.

The second theme developed from RQ2 was titled, "Inspire". In support of that

theme, participant #TLM4 stated, "so by framing our contributions to the team in those

organizational help and enterprise impact terms, it helps us map our contributions to a

bigger picture, which is inspiring." Participant #TLM4 was describing a positive

atmosphere regarding inspiration by leadership which contribute to success.

Amongst the five PTMs, the five themes in Table 20 present how each participant

perceives charismatic leadership style (as defined by Weber, 1947) as having an

influence on project outcomes in the R&D function of a West Coast corporation. Each

participant from PTM independently identified these five themes as being highly

significant in establishing a connection to their management and project team members.

Results indicated that each PTM had some experience in dealing with a charismatic

leader, based on their responses to the same questions.

Table 20

Research Question 2- Semi-Structured Interviews Codes and PTM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	leadership (84) project management (83) teamwork (56) relationship (5) empowerment (8) engagement (2) inspire (18) loyalty (13) responsibility (4) environment (4) achievement (10) knowledge (2) motivation (13)	Loyalty – When it comes to inspiring loyalty and confidence, going back to my previous response, without an in-person connection being distributed across different sites, loyalty between the employees and the leaders, is not there. Inspire - The most charismatic leader I worked with was in a leadership development program at this company and this leader could inspire every single person he interacted with. Environment - I believe the best thing is for a team member is to be happy at work. The charismatic leadership approach allows the leader to see what really motivates a team member and creates a working environment that yields the most productive team. Relationship – It helps, overall the way the company operates, does help the program manager interact with the team on a more personal basis. It doesn't have to be just about boss, staff, it's more of an integrated family team relationship. Achievement - This charismatic leader had a great level of competence that he backed up through significant achievement in everything he did.

The pieces of data taken from the transcribed semi-structured interviews were coded, which provided trends and patterns that were developed into themes. The third

theme developed from RQ2 was titled, "Environment". The following quote supported the establishment of the theme:

> I do feel that I would follow my leader to a new project. Mainly because they inspire me to succeed. They do everything in their power so the project succeeds, so I want to be on a team that has that momentum. They are the ones leading it and creating that kind of atmosphere, I like being on that kind of team (Participant #PTM1).

Participant #PTM1 would follow the leadership to a new project or organization based on being inspired and the project atmosphere that was created.

The fourth theme developed from RQ2 was titled, "Relationship" To support the establishment of the theme, participant #PTM3 stated, "charismatic leadership helps people bond with that leader so it's not just a boss/staff relationship, but it is more of a family." Participant #PTM3 was describing what is perceived to be a charismatic leadership in comparison to the provided Weber's (1947) definition. Participant #PTM3 provided a positive response that clearly outlined some of the trends of a charismatic leader.

Amongst the five PMs, the five themes in Table 21 present how each participant perceives charismatic leadership style of two different R&D departments at a West Coast corporation. Each participant from PM independently identified these five themes as being highly significant in establishing a connection to their management and project team members. Results indicated that each PM had some understanding of what it means to be a charismatic leader in comparison to the provided definition of charismatic leadership as defined by Weber (1947).

Table 21

Research Question 2- Semi-Structured Interviews Codes and PM Resulting Themes

Research Question	List of Codes	Resulting Themes
RQ2- How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?	leadership (89) project management (23) teamwork (36) relationship (2) empowerment (12) inspire (23) loyalty (67) trust (8) vision (3) personality (4) environment (6) achievement (12) problem solving (3) accountability (5) enjoyment (1) knowledge (5)	Loyalty - They usually bring a lot of energy to the program which inspires others to join in and then you become more loyal to that person, to that program. Inspire - I've been inspired by my current leadership in terms of by them believing in me Environment - Many times in a research environment, not everything is fully defined or known. A charismatic leadership will inspire people to think outside the box. A charismatic person will give people confidence to find a way where there isn't a fully defined path. Relationship – The part of the relationship building where you're trying to understand the person's capability, their vision and their ability to correctly and quickly identify the strategy and where to go. Achievement - It may start with our business goals and objectives, have a clear mandate to go and achieve something at sort of high level.

The pieces of data taken from the transcribed semi-structured interviews were coded, which provided trends and patterns that were developed into themes. The fourth theme developed from RQ2 was titled, "Relationship" Here is a quote that supported the establishment of this theme:

Participant# PM3 stated, "The leader works long hours, takes attention to what is happening to him, at the detail level and the high level. The leader has great working relationships with executives and commands respect from many people." Participant #PM3 was describing the relationship between all levels of management on a project based team. This is a positive feedback regarding some of the trends that fall under Weber's definition of charismatic leadership.

The fifth theme developed from RQ2 was titled, "Achievement". Quotes such as the following established the theme:

> In some ways it may start with our business goals and objectives, have a clear mandate to go and achieve something at sort of a high level. I'm not graded on day to day what I do, but more long-term results of what I deliver. Essentially left alone to achieve those objectives the way I see fit (Participant #PM4).

Participant #PM4 described what is required to achieve results related to the business goals of the West Coast corporation associated with long term results in terms of project deliverables.

This next section reviews the 41 themes and corresponding research questions that was developed from the 15 pre-interview questionnaires and 15 semi-structured interviews presented to the five top-level managers (TLM), five project managers (PM), and five project team members (PTM). It reflects the number of times that all 15 participants showed connected themes according to their experience in the five TLM, five PM, and five PTM with the findings that were presented. This process served as the triangulation of the collected data across three data sources of TLM, PM, and PTM.

Triangulation of the data. The data collected from the pre-interview questionnaires and semi-structured interviews resulted in 41 unique themes which were independently identified by the five TLM, five PM, and five PTM as being highly significant in establishing a connection to their management and project team members. The 15 participants involved in the pre-interview questionnaires and the semi-structured interviews findings indicated the connection to five resulting themes. Table 22 reveals how all 5 resulting themes were produced from the pre-interview questionnaires and semi-structured interview themes.

It is important to note those themes were the result of a triangulation process that was utilized to analyze the data. Yin (2011) argues that data sources, coupled with questionnaires, strengthen the validity of the study by providing triangulation and comparisons for the data derived from the interviews. Furthermore, according to Yin (2011), a key method for ensuring validity is the use of triangulation. Triangulation requires the use of multiple sources of data that corroborate the findings from the interviews. By comparing the data from the pre-interview questionnaires and the semi-structured interviews, the researcher was able to seek for rival explanations (Yin, 2011). According to Leech and Onwuegbuzie (2007), various tools can be used in a qualitative study to triangulate data. They describe seven different ways to analyze data and suggest to accomplish triangulation with at least two of the following tools being utilized. The tools are as follows: componential analysis, taxonomic analysis, domain analysis, classical content analysis, word count, keywords-in-context, and constant comparison.

A key method for ensuring validity is the use of triangulation as was written by Leech & Onwuegbuzie (2007). Definitions of each of the seven approaches or tools are as follows:

- Componential Analysis: Comparing numerous words shared by the TLM, PM, and PTM in order to understand their relationship and how it clarifies cultural symbols.

- Taxonomic Analysis: Studying how the keywords are used by each of the TLM, PM, and PTM.

- Domain analysis: Grouping words into types that create a clearer understanding of developing themes.

- Classical Content Analysis: The process of developing an understanding of themes based on the total number of times a certain code is used.

- Word Count: Quantifying the number of times a word or code is used in order to help qualify a theme.

- Keywords-in-Context: An analytical approach that seeks to understand the use of a word or code by the context in which it's used.

- Constant Comparison Analysis: The analysis approach that is constantly attempting to understand the usage of words and phrases to develop themes; a thematic analysis process.

This study used several approaches that define the triangulation process within this present study. According to Leech and Onwuegbuzie (2007), Constant Comparison Analysis is the most common approach used in the qualitative analysis, and it was used in this study. The researcher analyzed the data with NVivo as it was being shared by the participants. The data were transcribed and thematically coded during the development of the themes. Also, 'keywords-in-context' was another approach taken in this analysis, with the help of NVivo. As TLMs, PMs, and PTMs shared their thoughts, many of the codes and resulting themes were understood more clearly as a result of the context in which the

participants explained their project based experiences. Finally, with the help of NVivo, 'word count' and 'classical content analysis' was used. NVivo, a qualitative software package, was used to sort the compiled transcript information and responses by themes and patterns (Walsh, 2003). NVivo was used to support all seven approaches or tools to develop themes as required from the pre-interview questionnaires and semi-structured interviews participant responses.

These seven approaches above were used in the triangulation process of the collected data and the analysis that led to the results. As the themes emerged from the pre-interview questionnaires and the semi-structured interviews, it formed an understanding of some of the characteristics of charismatic leadership experiences that are associated with R&D projects. After the data was triangulated from the pre-interview questionnaires and semi-structured interviews responses and analyzed, it was synthesized into the final five resulting themes that can be reviewed below in Table 22.

Table 22

Triangulation Results

Themes	Pre-Interview Questionnaire	Semi-Structured Interviews	TLM, PTM and PM Results
Accountability		X	
Loyalty	x	X	x
Leadership	x	X	x
Inspire	x	X	
Team Work	x	X	x
Motivation	x	X	
Empowerment	x	X	
Goals	x	X	
Vision	x	X	
Personality	x	X	
Project Management	x	X	x
Environment	x	X	
Relationship	x	X	x
Trust	x	X	
Enjoyment		X	
Achievement		x	
Responsibility		x	
Capabilities	x	x	
Problem Solving		x	
Knowledge		x	
Execute		x	
Engagement		x	
Creative	x	x	
Influence	x		
Inspiration	x		
	x		

Table 22 represents the themes developed from the pre-interview questionnaires and semi-structured interviews. There were 41 unique themes which were independently identified by the five TLM, five PM, and five PTM as being highly significant in establishing a connection to the two research questions.The themes from the pre-interview questionnaires and semi-structured interviews were synthesized and produced

five resulting themes common to each group. The five common themes were loyalty, leadership, teamwork, project management, and relationship (see Table 22). The five emerging themes were independently identified across all 15 participants' responses involved in the pre-interview questionnaires and semi-structured interviews as a result of the triangulation process. There were a total of 41 different codes that supported those themes. The five TLM, five PM, and five PTM were asked the same pre-interview questionnaire and semi-structured interview questions, which were developed from RQ1 and RQ2. The first research question produced the three following themes: leadership, teamwork, and project management. The second research questions produced the two-following themes; loyalty and relationship.

Here are a few quotes from the pre-interview questionnaires and semi-structured interviews that expressed those five final resulting themes: loyalty, leadership, teamwork, project management, and relationship (see Table 22).

Participant #TLM 4 stated,

I think a lot of the people have a lot of loyalty and confidence in his ability to lead the team. I personally react very strongly to that and in recent organizational churn I stayed with the group specifically because of the leadership in that role.

Participant #TLM 4 provided a positive response to the experience in dealing with a charismatic leader in regard to loyalty. Participant #TLM4 believed loyalty and confidence empower the team to be successful.

Participant #TLM2 stated, "Listening- charismatic leaders with strong listening skills could be successful in a West Coast corporation. Leveraging the listening skills, will assist honing the message of engagement of their people and organization."

Participant #TLM2 argued that listening is a very powerful skill that every leader must have in order to be successful in leading a project.

Participant #PM4 stated, "A culture of shared ownership was created that made all team members want to succeed." Participant #PM4 provided positive feedback in regards to ownership. Ownership empowers a team to a successful project completion.

Participant #PM1 stated, "Having people in the group who are creative and willing to do what it takes to make a program successful." Participant #PM1 described the goal of project management on every project, which is having people that are creative and are willing to go above and beyond to make the project successful.

Participant# PTM1 stated,

I have a great relationship with my leaders. They motivate the entire team in a couple of different ways. One example is how they conduct our staff meetings. They tell the whole group what projects everyone is doing. This allows the team to be more connected. The leaders also explain how each project moves toward the company's goals.

Participant# PTM1 addressed the power of relationship in regard to leadership and motivating each team member to execute under a certain leadership.

Semi-structured interview quotes:

Participant #TLM4 stated, "One is charisma, one is extraordinary personality, one is exceptional insight, one is achievements that inspire loyalty and confidence." Participant #TLM4 provided positive feedback in regard to charismatic leadership characteristics in order to build loyalty and confidence amongst the project team members.

Participant #PM1 stated, "I think that as a whole, the current leadership does a fairly good job. I think sometimes that the daily grind of the job takes some of that charisma out of somebody." Participant #PM1 was expressing positive feedback regarding current leadership and believes that with any leadership, daily execution of a project can be a challenge; but to some degree charismatic leadership can be a valuable asset to a West Coast Corporation.

Participant #PM4 stated, "I think he's someone who trusts his team to do the right thing, hold people accountable in a fair way, which I think is important. Participant #PM4 has described current leadership and that leader ability to trust in the team to execute and be accountable.

Participant #PTM2 stated:

When people showed passion for a particular assignment or project, he empowered them to take a leadership role there and once he identified those projects, he actually let them be and let them see those projects all the way through.

Participant #PTM2 was describing how project management interacts with the team members and empowers the team members to take on more leadership roles.

Participant #PTM1 stated, "I see an open relationship between my leadership and the teams that are underneath them and how he gets along with them." Participant #PTM1 described the relationship with the current leader and interactions with other leadership, and respects others as well as his own team. The response was viewed as a positive interaction.

The most important point made in these five themes was that successful project outcomes are dependent upon loyalty, leadership, teamwork, project management, and relationship since many different elements in the organizational environment are critical to success. Additionally, the themes allowed for an exploration of how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at West Cost corporation.

The next section provides a Case study summary. It integrates the results of the analysis of the data and the themes developed from the pre-interview questionnaires and semi-structured interviews. Also, the final five resulting themes from the five top-level management, five project managers, and five project team members that emerged from the data analysis are displayed in Table 22 and are explained in the next section.

Case study summary. As described by Yin (2014), a case study is an analytical process to "play with the data" to develop meaningful results. This study required synthesizing the collected data to determine what significant factors contribute to how do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation.

To answer the study's research questions, the researcher collected and analyzed each participant's pre-interview and demographic questionnaires, semi-structured interviews, and a researcher's log for observations of participants' body language and facial expressions during the interviews to build a converging line of inquiry for triangulation (Yin, 2009). The data from the pre-interview questionnaires and semi-structured interviews were coded and organized using NVivo software to discover various themes. There were 41 unique themes which were independently identified by the

five top-level management, five project managers, and five project team members as being highly significant in establishing a connection to the two research questions.The themes from the pre-interview questionnaires and semi-structured interviews were synthesized and formulated five resulting themes that are believed to be the important factors to the phenomenon and common to each group. The five common resulting themes were (1) loyalty, (2) leadership, (3) teamwork, (4) project management, and (5) relationship. The analysis of the data was done with the entire study centered on the two central research questions. Also, in regards to the participants' responses there were no outlier responses; all responses were considered mainstream. The next section contains a summary of the analyzed data. Also, the section summarizes the relation to the research questions and provide application and research opportunities.

Summary

The data collection and analysis of this qualitative case study was conducted in order to answer the study's two research questions that asked, how do top-level management, project managers, and project team members perceive a charismatic leadership style of two different R&D departments at a West Coast corporation-and-how do top-level management, project managers, and how project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation? The design for the research was a case study that utilized thematic analysis and descriptive statistics. The resulting data came from the triangulated approach to data collection across the pre-interview questionnaires and semi-structured interview questions, which provided validity and reliability to the results. The data analysis also consisted of discovering

emerging themes from the collected data to build the case descriptions for the five TLM, five PM, and five PTM group. The emergent themes for this study were: (1) loyalty and leadership, (2) teamwork (3) project management, (4) and relationship, (5). The findings of the data are important because they address the problem of this study, that it is not known how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. There were no additional limitations found in this study other than those listed in chapters one and three.

This work now moves into Chapter 5. The researcher provides a summary of the overall objective of the study. Also, the study's findings and conclusions, the implication of the study, and discusses final recommendations for future study.

Chapter 5: Summary, Conclusions, and Recommendations

Introduction

The purpose of this qualitative case study was to understand participant perceptions regarding the suitability of charismatic leadership for R&D projects and to understand how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. This qualitative study addressed the gap in the current body of research identified by Grosse (2007) as a lack of knowledge of the influence and power of charismatic leadership in project management. The researcher investigated the perception of the phenomenon and influence of charismatic leadership style. The applicability and suitability of the charismatic leadership style in the corporate environment, specifically within the context of managing R&D, was also explored. Also, the potential effectiveness of charismatic project leadership regarding the results and successes of projects led by charismatic leaders were evaluated. For this reason, it is important that the project manager has the necessary skills to be a motivating leader for his/her team to complete the project on time and within budget while dealing with other project-related issues. Expected outcomes of this study included a set of guidelines specific to better project management and motivation of project team members to meet overall project objectives.

The Charismatic Leadership Behavioral Theory was originally proposed by Max Weber in 1947 to delineate how followers ascribe special and remarkable skills or traits to the leader (as cited in Day & Antonakis, 2012). Weber provided significant research on the concept of charisma that is still valid today. Weber presented the effectiveness of a

leader or communicator, which involved the social behavior of the unique characteristics

of a person (Weber, 1947). Furthermore, Weber (1947) defined charisma as a certain trait

of an individual's personality by which he is considered extraordinary and treated as

though endowed with specific qualities.

Utilizing a case study research design allowed for exploration of perceptions of

the participants in an in-depth examination of two units, in two geographical locations,

linking micro-actions (individual actions) with macro events (larger structures or

processes). A definition of charismatic leadership was provided to interviewees and used

to ascertain their perceptions of how employing charismatic leadership can affect the

outcomes of projects. Since qualitative case studies offer holistic elaborations in a

situation (George & Bennett, 2005; Neuman, 2011; Stake, 1995), the following two

research questions were developed for this study:

RQ1: How do top-level management, project managers, and project team members

  perceive charismatic leadership style of two different R&D departments at a

  West Coast corporation?

RQ2: How do top-level management, project managers, and project team members

  perceive charismatic leadership style (as defined by Weber, 1947) as having

  an influence on project outcomes in the R&D function of a West Coast

  corporation?

This study was important because it contributed to the body of literature regarding

the phenomenon associated with the influence of charismatic leadership style, and how it

contributes to successful project management. According to Grosse (2007), charismatic

leadership is an area that requires further research because it has not been studied in the

R&D environment. Thus, the gap this study addressed was the lack of knowledge of the influence and power of charismatic leadership in project management (Grosse, 2007) specific to a West Coast corporation. In particular, whether charismatic leadership is perceived to be a suitable style for practical outcomes for R&D projects within the two different departments of the West Coast corporation. The findings of this study contributed to the body of knowledge about project management and leadership style as they specifically relate to charismatic leadership.

The next section contains a complete summary of the study and includes how the data were collected and analyzed. The primary forms of data that were collected came from the following: pre-interviews and demographic questionnaires, semi-structured interviews, and a researcher's log for observations of participants' body language and facial expressions during the interviews. The data were used to triangulate the results. This section also includes how this research contributed to the body of literature in the field of project management. However, the key emphasis of the summary is to explain how the data were analyzed and how the analysis shaped the results and conclusions of the study. Further, an explanation of the theoretical, practical, and future implications resulting from this study is provided. To finish, recommendations for further research are offered toward the end of the chapter.

Summary of the Study

This section contains a summary of the importance of this qualitative case study and how it contributes to the body of literature about the phenomenon associated with the influence of charismatic leadership style, and how it contributes to successful project management. According to Grosse (2007), charismatic leadership is an area that requires

further research because it has not been studied in the R&D environment. Thus, the gap this study addressed was the lack of knowledge of the influence and power of charismatic leadership in project management (Grosse, 2007), specific to a West Coast corporation. The gap particular to the West Coast corporation was whether charismatic leadership is perceived to be a suitable style for practical outcomes for R&D projects within the two different departments. The findings of this study contributed to the body of knowledge about project management and leadership style as they specifically relate to charismatic leadership.

The primary focus of this study was to show whether charismatic leadership is a suitable leadership style for production management in an R&D environment in a West Coast corporation. The researcher sought to understand some of the attributes – the thoughts, feelings, and behaviors of charismatic leaders in project management, which added to the theory of knowledge regarding charismatic leadership. The focus of the research was grounded in social behavior and charismatic leadership theories, applied to project management. The Charismatic Leadership Behavioral Theory was originally proposed by Max Weber in 1947 to delineate how followers ascribe special and remarkable skills, or traits, to the leader (as cited in Day & Antonakis, 2012). Weber provided significant research on the concept of charisma that is still valid today. Weber presented the effectiveness of a leader or communicator, which involved the social behavior of the unique characteristics of a person (Weber, 1947). Furthermore, Weber (1947) defined charisma as a certain trait of an individual personality by which the leader is considered extraordinary and treated as though endowed with specific qualities. Weber's theory shaped the two research questions used in this study. Therefore, this

study explored a number of components of interest that positively contribute to the successful engagement of project management.

The following research questions were used in this study:

RQ₁: How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?

RQ₂: How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?

The study involved California, and the Washington locations of a West Coast corporation in the United States. The general population for this study was all top-level management, project managers, and project team members from two different R&D departments of a West Coast corporation. The target population was a total of 130 project management employees who serve in these three different titles at both corporate locations. The sample for the study consisted of 15 participants--five top-level managers, five project managers, and five project team members --who were selected purposefully from the target population. The primary forms of data that were collected came from pre-interviews and demographic questionnaires, semi-structured interviews, and a researcher's log for observations of participants' body language and facial expressions during the interviews.

The data collected in the 15 pre-interview questionnaires and the semi-structured interview responses were coded and developed into 79 themes that were broken down

into the following three groups: five top-level managers (TLM), five project managers (PM), and five project team members (PTM). The two interview processes, pre-interview questionnaires, and semi-structured interviews provided information that was coded, themed, and triangulated across the research questions and the researcher's log. The 15 pre-interview questionnaires and semi-structured interviews resulted in 10 pages of coded data to provide information for the case study in alignment with the research questions (see Appendix N).

The data analysis used in this study included both thematic analysis and descriptive statistics. The data collected from the pre-interviews, semi-structured interviews, and researcher's log for observations of participants' body language and facial expressions during the interview, reflect the coding and thematic analysis process that was used. The analysis led to a triangulation process which produced the results. Yin (2014) argues that data sources, coupled with questionnaires, strengthen the validity of the study by providing triangulation and comparisons for the data derived from the interviews.

The results of this analysis were presented in the previous chapter. They are discussed more fully in this chapter. Specifically, Chapter 5 discusses how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation, and how top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation. The findings and conclusions are summarized in accord with the two research questions. A model was developed to

visually describe the case study. To finish, recommendations for further research are offered toward the end of the chapter.

Summary of Findings and Conclusion

This section presents a summary of findings and conclusions from the data analysis and results of this qualitative case study. The analysis of the data was done in accordance with the entire study centered on the two central research questions. There were three sources that provided data for this study: pre-interview and demographic questionnaires, semi-structured interviews, and a researcher's log for observations of participants' body language and facial expressions during the interviews. The data collected from the pre-interview questionnaires and semi-structured interviews were all coded in NVivo, analyzed thematically, and triangulated across the different data sources according to the two research questions. The theoretical foundations and literature review provided a framework for understanding the data, the dominant themes, and the resulting case study. The case study summary is a result of synthesizing the analyzed data (Yin, 2014). The following information provides a summary of the findings according to each research question.

The first research question asked how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation. The main focus of the first research question was to explore how the charismatic leadership style was being perceived at the two different R&D departments at a West Coast corporation by the five top-level management, five project managers, and five project team members. The second research question asked how top-level management, project managers, and project team members

perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation. The main focus of the second research question was to understand how five top-level management, five project managers, and five project team members perceive charismatic leadership style in comparison with the provided definition by Weber (1947), and what influences it has on the project outcomes in the R&D function of a West Coast corporation. An additional focus of this study was to identify any initial factors where charismatic leadership style can have an influence in a West Coast corporation.

During each portion of the demographics and pre-interview questionnaires, semi-structured interview, and researcher's log, it was found that the responses to the interview questions were independent of the 15 participants' demographic questionnaires. However, question six from the demographic questionnaire, which asks the following question, "are you familiar with the style of charismatic leadership approach?" had an impact on the participant's ability to answer the interview questions based on familiarity with the charismatic leadership approach. The results from question six of the demographic questionnaire indicated 53% of the 15 participants were familiar with the style of charismatic leadership. It was found in the analysis that there was a connection between the 15 participants' responses from the pre-interview questionnaires and semi-structured interviews that had an impact on the overall results of this study. See Figures 2, 3, 4, and 5 for a complete overview of the data collected showing the demographic questionnaire results. The following paragraphs show the findings from the per-interview, semi-structured interview, and researcher's log along with similarities between the

responses of the five top-level management, five project managers, and five project team members.

All pre-interviews and demographic questionnaires were emailed to the participants and the responses were returned to the researcher to be analyzed. The data from the pre-interviews and demographic questionnaires were received and downloaded from each participant's Microsoft Word document as separate documents. See Appendix E for the list of pre-interview questions asked. The responses from each of the five top-level managers (TLM), five project managers (PM), and five project team members (PTM) were downloaded to separate Microsoft Word documents. The data was imported into NVivo for analysis. The pieces of data taken from the 15 participants' responses to pre-interview questions were coded, which provided trends and patterns that were developed into themes. The analysis of the data was done in accordance with the entire study centered on the two central research questions.

    RQ1: How do top-level management, project managers, and project team members

                perceive charismatic leadership style of two different R&D departments at a

                West Coast corporation?

The results from the pre-interview questionnaires, which were the baseline for this study, produced a total of 18 themes. There were four central themes that emerged from the data collected in the responses to the first research question. They were as follows: (1) leadership; (2) project management; (3) teamwork; and (4) relationship. The 15 participants who responded independently identified these four themes as being highly significant in establishing a connection to how five top-level management, five project

managers, and five project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation.

The first theme that emerged from the data collected from RQ1 was "leadership." All of the five top-level management, five project managers, and five project team members in this study considered leadership to be important, but had different ideas on what charismatic leadership means. Most of the top-level managers, project managers, and project team members perceived listening, empowerment, accountability, and inspire as how they interpreted the role of a charismatic leadership style of two different R&D departments at a West Coast corporation. The interpretation of the role of a charismatic leader compares to the writings of Weber (1947), who defined charisma as a form of leadership based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers.

The second theme that surfaced in the data collected from RQ1 was "project management." The codes that led to this theme revolved around comments that spoke of management style being inspirational and motivational to encourage team spirit to reach goals of increased revenue and market growth for the organization. However, this was reflected in the skills of a charismatic leadership style, which include communication, being a good listener, team building, conflict management, program or project leadership skills, motivation, negotiation, decision-making, resolution, and politics. When applied, these skills can be enhanced using charisma (Choi, 2012). The results revealed that the top-level management, project managers, and project team members stated that charismatic leadership style held a positive influence on project management of the two different R&D departments at a West Coast corporation. It was also mentioned how

project management, under the influence of a charismatic leader, could provide a postitive environment with motivation, loyalty, and achievements that inspire.

The third theme that surfaced in the data collected from RQ1 was "teamwork." The results of the analysis indicated a project manager's characteristics of charismatic leadership, individually, is an important factor in influencing teamwork performance as perceived by the top-level management, project managers, and project team members. The result is consistent with research that indicated a charismatic leader, which includes communication, being a good listener, team building, conflict management, program or project leadership skills, motivation, negotiation, decision-making, resolution, and politics, might promote group thinking, increase honest communication, and positive motivation (Choi, 2012). The 15 participants in this study showed a positive connection between charismatic leadership and the ability to get and keep the team engaged and focused on working toward accomplishing the goals.

The fourth theme that surfaced in the data collected from RQ1 was "relationship." All of the five top-level management, five project managers, and five project team members in this study considered the relationship to be an important factor in influencing team performance as perceived by the project team at the two different R&D departments at a West Coast corporation. The result is consistent with research that indicated the diversity of opinions and people is essential to team cooperation and team building (Takala, 2010). The 15 participants also indicated that influencing relationships can be enhanced if the top-level management and project managers create an environment that allows project team members to provide meaningful feedback to the top-level management and the project managers without negative consequences. A participant

stated that relationships help the company operate, and help the program manager interact

with the team on a more personal basis. It does not have to be just about boss and staff, it

is more of an integrated family team relationship.

> **RQ2**: How do top-level management, project managers, and project team members
>
> perceive charismatic leadership style (as defined by Weber, 1947) as having
>
> an influence on project outcomes in the R&D function of a West Coast
>
> corporation?

The results from the pre-interview questionnaires, which were the baseline for this study,

produced a total of 18 themes. There were three central themes that emerged from the

data collected in the responses to the second research question. They were as follows: (1)

loyalty; (2) personality; and (3) trust. The 15 participants who responded independently

identified these three themes as being highly significant in establishing a connection to

how five top-level management, five project managers, and five project team members

perceive charismatic leadership style in comparison with the provided definition by

Weber (1947). The participants also indicated charismatic leadership having an influence

on project outcomes in the R&D function of a West Coast corporation.

The first theme that emerged from the data collected from RQ2 was "loyalty." All

of the five top-level management, five project managers, and five project team members

in this study considered loyalty to be important, but they had different ideas on what it

means to a charismatic leader. Weber (1947) defined charisma as a form of leadership

based on a person's extraordinary personality, a person's exceptional insights, and

achievements that inspire great loyalty and confidence from the leader's followers. As a

result, most of the top-level managers, project managers, and project team members

interpreted that a true charismatic leadership has the potential for greater employee loyalty, productivity, and innovation within the two different R&D departments at a West Coast corporation.

The second theme that surfaced in the data collected from RQ2 was "personality." All of the five top-level management, five project managers, and five project team members in this study considered personality to be important, but had different ideas of what it means to be a charismatic leader. Weber (1947) defined charisma as a form of leadership based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers. As a result, most of the top-level managers, project managers, and project team members interpreted that a charismatic leader with the right drive and personality traits to be successful is essential to project outcomes in the R&D function of a West Coast corporation.

The third theme that surfaced in the data collected from RQ2 was "trust." All of the five top-level management, five project managers, and five project team members in this study considered trust to be important, but had different ideas on what it means to be a charismatic leader. The result is consistent with research that indicated an effective charismatic project leader must build trust and a spirit of cooperation with the team members while avoiding the tendency to micromanage them (Allen et al., 2014).

The 15 participants in this study showed a positive connection between charismatic leadership and trust, regarding their needs to be a strong amount of trust between project team members and management at the West Coast corporation. The participant findings also revealed that the characteristics and behaviors of charismatic

project managers create elements of trust, transparency, and enthusiasm within their collaborative team, and would have an influence on project outcomes in the R&D function of a West Coast corporation. In addition, according to Carmeli et al. (2013), to accomplish a knowledge sharing culture requires the leader to build trust and mutual respect between the various members of the group. The following paragraphs show the findings from the semi-structured interviews and researcher's log. Also, similarities between the responses of the five top-level management, five project managers, and five project team members are to be disucssed.

All the semi-structured interviews were conducted utilizing a digital recorder. They were professionally transcribed, coded, and developed into themes from the participants' responses to the questions. The audio-recorded interviews were transcribed using a word processor. The files were imported to NVivo for analysis (see Appendix P). Also, all 15-participants' body language and facial expressions were evaluated by the researcher during the semi-structured interviews and recorded into the researcher's log for analysis (see Appendix M). The analysis of the data was done in accordance with the entire study centered on the two central research questions.

RQ1: How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?

The results from the semi-structured interviews, which were the baseline for this study, produced a total of 23 themes. There were four central themes that emerged from the data collected in the responses to the first research question. They were as follows: (1) leadership; (2) project management; (3) teamwork; and (4) empowerment. The 15

participants who responded independently identified these four themes as being highly

significant in establishing a connection to how five top-level management, five project

managers, and five project team members perceive charismatic leadership style of two

different R&D departments at a West Coast corporation.

The first theme that emerged from the data collected from RQ1 was "leadership."

All of the five top-level management, five project managers, and five project team

members in this study considered leadership to be important, but had different ideas on

what charismatic leadership means. The findings that emerged from the interviews

revealed some of the participants did not have a clear understanding of the formal

leadership theory presented to them, namely charismatic leadership. Views expressed on

charismatic leadership were based more on personal philosophies and experiences.

However, some of the participants' responses were consistent with Weber's (1947)

general description of the development of charismatic leadership based on a person's

extraordinary personality, a person's exceptional insights, and achievements that inspire

great loyalty and confidence from the leader's followers within the two different R&D

departments at a West Coast corporation.

The second theme that surfaced in the data collected from RQ1 was "project

management." The codes that led to this theme revolved around comments that spoke of

management style with inspirational and motivation to encourage team spirit to reach

goals of increased revenue and market growth for the organization. The results revealed

that the top-level management, project managers, and project team members stated that

charismatic leadership style held a positive influence on project management of the two

different R&D departments at a West Coast corporation. It was mentioned how project

management, under the influence of a charismatic leader, could provide a postitive environment with motivation, loyalty, and achievements that inspire the project team to execute to meet project requirements. The participants' responses were consistent with PMI (2013), the definition of project management which is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements and revenue goals.

The third theme that surfaced in the data collected from RQ1 was "teamwork." The results of the analysis indicated a project manager's characteristics of charismatic leadership, individually, is an important factor in influencing teamwork performance as perceived by the top-level management, project managers, and project team members. The findings also revealed charismatic leadership style would allow the project teamwork to be more effective in managing the team, which reinforced the impact of teamwork according to Bacon and Blyton (2003).

The fourth theme that surfaced in the data collected from RQ1 was "empowerment." All of the five top-level management, five project managers, and five project team members in this study considered the empowerment to be an important factor in influencing team performance as perceived by the project team at the two different R&D departments at a West Coast corporation. The participants mentioned how empowerment with the influence of a charismatic leadership could provide a postitive environment because many times in a research environment, not everything is fully defined or known. A charismatic leader inspires people to think outside the box. A charismatic person gives people confidence to find a way where there is not a fully defined path. The participants' responses were consistent with findings of Zhang and

Bartol (2010) where empowered team members become actively engaged in problem-solving and contribute to planning and performing tasks.

> **RQ2**: How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?

The results from the semi-structured interviews, which were the baseline for this study, produced a total of 23 themes. There were five central themes that emerged from the data collected in the responses to the second research question. They were as follows: (1) loyalty; (2) inspire; (3) environment; (4) relationship; (5) and achievement. The 15 participants who responded independently identified these five themes as being highly significant in establishing a connection to how five top-level management, five project managers, and five project team members perceive charismatic leadership style in comparison with the provided definition by Weber (1947). The participants also indicated charismatic leadership having an influence on project outcomes in the R&D function of a West Coast corporation.

The first theme that emerged from the data collected from RQ2 was "loyalty." All of the five top-level management, five project managers, and five project team members in this study considered loyalty to be important, but had different ideas on what it means to be a charismatic leader. Weber (1947) defined charisma as a form of leadership based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers. As a result, most of the top-level management, project managers, and project team members

interpreted that a truly charismatic leader has the potential for greater employee loyalty, productivity, and innovation within the two different R&D departments at a West Coast corporation. However, other top-level management, project managers, and project team members believed when it comes to inspiring loyalty and confidence, without an in-person connection due to being distributed across different sites, loyalty between the employees and the leaders is not present at a West Coast corporation.

The second theme that surfaced in the data collected from RQ2 was "inspire." All of the five top-level management, five project managers, and five project team members in this study considered inspire to be important, but had different ideas on what it means to be a charismatic leader. The findings indicated from most of the top-level management, project managers, and project team members, it was revealed that the leader must work to inspire the team members to feel that personal efforts are part of the vision at the West Coast corporation. The participants' findings were consistent with Silva (2014), the roles of a charismatic leader have a positive indefinable quality, which allows the leader to appeal to groups and inspire individuals to achieve new heights.

The third theme that surfaced in the data collected from RQ2 was "environment." All of the five top-level management, five project managers, and five project team members in this study considered the environment to be important, but there were different ideas on what it means to be a charismatic leader. However, the findings indicated the participants believe employing charismatic leadership supports success by creating a team-based collaborative R&D environment among project team members at the West Coast corporation. Although findings were consistent with Takala (2010), a

charismatic leadership approach to leading project teams brings value to project teams by creating a team-based collaborative environment among team members.

The fourth theme that surfaced in the data collected from RQ2 was "relationship." All of the five top-level management, five project managers, and five project team members in this study considered the relationship to be an important factor in influencing the project teams' performance as perceived by the project team at the two different R&D departments at a West Coast corporation. The participants' findings indicated the need to establish good relationships with the project team members for a successful project outcome encompasses other leadership competencies, which could enhance the project team's performance and ultimately result in the success of two different R&D departments at a West Coast corporation. The participants' responses were consistent with Bezek and Nacho (2011); more than 50% of a project manager's work time is spent interacting with others. The role of a project manager demands the application of an effective leadership style and continuous management of human conflicts to build good relationships to ensure the success of the organization's projects.

The fifth theme that emerged from the data collected from RQ2 was "achievement." All of the five top-level management, five project managers, and five project team members in this study considered achievement to be important, but had different ideas on what it means to be a charismatic leader. The participants' findings indicated most of the top-level management, project managers, and project team members believed that a charismatic leader had a great level of competence backed up through significant achievement within the two different R&D departments at a West Coast corporation.

The next section provides a brief summary of the researcher's log for observational findings from 15-participants' body language and facial expressions while being evaluated by the researcher during the semi-structured interviews.The observations were based on eight questions with three categories of measurements; low, medium, and high (see Appendix G). The observation data sheets after each semi-structured interview, 15 in total, were similarly downloaded into a spreadsheet. The data were then imported into NVivo for analysis (see Appendix M).

The observation data captured from five top-level managers (TLM), five project managers (PM), and five project team members (PTM) were broken down into three groups to capture data that reflected the level of importance concerning the participant emotions affected during the semi-structured interviews. Appendix U provides a more detailed view of how each group compares to one another. Each group percentage breakdown represents the most popular responses in each section of the evaluations.

The data findings forming the researcher's log for observations indicated that of the five top-level managers (TLM), 100% were engaged and 80% of them provided quality information to help answer the two research questions in support of the problem statement for this study at the two different R&D departments at a West Coast corporation. The findings from the demographic questionnaire indicated that the five TLMs had the most experience and were more familiar with the style of charismatic leadership, which could explain why the five TLMs appeared to be more engaged during semi-structured interviews, based on the researcher's observation.

In order to answer the study's research questions, the researcher collected and analyzed each participant's pre-interview and demographic questionnaires, semi-

structured interviews, and a researcher's log for observations of participants' body language and facial expressions during the interviews in order to build a converging line of inquiry for triangulation (Yin, 2009). These data sources, which included questionnaires, strengthened the validity of the study by providing triangulation and comparisons for the data derived from the interviews (Yin, 2011). The data from the pre-interview questionnaires and semi-structured interviews were coded and organized using NVivo software in order to discover various themes.

The next section provides a brief summary of the synthesis process that shaped the outcomes presented in this summary beginnning with the 41 themes derived from pre-interview questionnaires and semi-structured interviews. As referenced in Chapter 4, the triangulation results revealed the final five resulting themes from the five top-level management, five project managers, and five project team members that emerged from the data analysis in Table 22. Those five major resulting themes are explained in the next section.

There were 41 unique themes which were independently identified by the five TLM, five PM, and five PTM as being highly significant in establishing a connection to the two research questions.The themes from the pre-interview questionnaires and semi-structured interviews were synthesized and formulated five resulting themes that are believed to be the important factors to the phenomenon and common to each group. The synthesis of this list of themes brought forth five "resulting" themes (see Table 22). The five common resulting themes were (1) loyalty, (2) leadership, (3) teamwork, (4) project management, and (5) relationship.

The five resulting emerging themes were independently identified across all 15 participants' responses involved in the pre-interview questionnaires and semi-structured interviews as a result of the triangulation process. There was a total of 41 different codes that supported those themes. The five TLM, five PM, and five PTM were asked the same pre-interview questionnaire and semi-structured interview questions, which were developed from RQ1 and RQ2. The first research question produced the three following resulting themes: (1) leadership; (2) teamwork; (3) and project management. The second research questions produced the two following resulting themes: (1) loyalty; (2) and relationship. The synthesis of this list of themes brought forth five "resulting" themes, which are described in the next section.

    RQ1: How do top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation?

The results from the pre-interview questionnaires and semi-structured interviews produced three reoccurring themes that offered significant insight into the influence of charismatic leadership. The three central themes were (1) leadership, (2) teamwork, and (3) project management. Each participant independently identified these three themes as being highly significant in establishing a connection to how five top-level management, five project managers, and five project team members perceive charismatic leadership style of two different R&D departments at a West Coast corporation.

The first resulting theme that emerged from the synthesis process of the final list was "leadership." All of the five top-level managers, five project managers, and five project team members in this study considered leadership to be important but had

different ideas on how charismatic leadership style relates to R&D projects. The findings that emerged from the interviews revealed some of the participants did not have a clear understanding of the formal leadership theory presented; namely charismatic leadership. Views on charismatic leadership were based more on personal philosophies and experience. Therefore, while some of the participants did have strong ideas and foundations of the charismatic leadership style, the responses were not necessarily in alignment with the charismatic leadership theories presented. Thus, lack of familiarity with the terms, despite having descriptors on the pre-interview questionnaires and semi-structured interview questions, caused the participants to respond to leadership questions with more of a focus on their own philosophies and experience. Another possibility is that the lack of a charismatic leadership focus could have been due to the fact that the data collection pool responded to both the pre-interview questionnaires and semi-structured interviews with short answers that appeared overall favorable to the reader. The demographic questionnaire and researcher's log reflected that many of the participants (15) had limited knowledge in the areas of existing research theories of charismatic leadership, perhaps limiting their knowledge of formal leadership theory.

The second resulting theme that emerged from the synthesis process of the final list was "teamwork." All of the five top-level managers, five project managers, and five project team members in this study considered teamwork to be important but had different ideas on how charismatic leadership relates to teamwork. The result of the analysis indicated a project manager's characteristics of charismatic leadership, individually, is an important factor in influencing teamwork performance as perceived by the top-level management, project managers, and project team members. The result is

consistent with research that indicated a charismatic leader, which includes strong communication, being a good listener, team building, conflict management, program or project leadership skills, motivation, negotiation, decision-making, resolution, and politics, might promote group thinking, increase honest communication, and contribute to positive motivation (Choi, 2012). The 15 participants in this study showed a positive connection between charismatic leadership and the ability to get and keep the team engaged and focused on working toward accomplishing the team goals.

The third resulting theme that emerged from the synthesis process of the final list was "project management." All of the five top-level managers, five project managers, and five project team members in this study considered project management to be important but had different ideas on how charismatic leadership style would relate to project management. The codes that led to this theme revolved around comments that spoke of management style with inspiration and motivation to encourage team spirit to reach goals of increased revenue and market growth for the organization. However, this was reflected in the skills of a charismatic leadership style, which include communication, being a good listener, team building, conflict management, program or project leadership skills, motivation, negotiation, decision-making, resolution, and politics, all of which when applied, can be enhanced using charisma (Choi, 2012). The results revealed that the top-level management, project managers, and project team members stated that charismatic leadership style held a positive influence on project management of the two different R&D departments at a West Coast corporation. It was mentioned how project management, under the influence of a charismatic leader, could provide a postitive environment with, motivation, loyalty, and achievements that inspire.

RQ2: How do top-level management, project managers, and project team members perceive charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation?

The results from the pre-interview questionnaires and semi-structured interviews produced two reoccurring themes that offered significant insight into the influence of charismatic leadership on project outcomes. The two central themes were (1) loyalty, and (2) relationship. Each participant independently identified these two themes as being highly significant in establishing a connection to how five top-level management, five project managers, and five project team members perceive charismatic leadership style in comparison with the provided definition by Weber (1947) of two different R&D departments at a West Coast corporation.

The first resulting theme that emerged from the synthesis process of the final list was "loyalty." All of the five top-level management, five project managers, and five project team members in this study considered loyalty to be important, but had different ideas on what it meant to be a charismatic leader. Weber (1947) defined charisma as a form of leadership based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers. As a result, most of the top-level management, project managers, and project team members interpreted that a truly charismatic leader has the potential for greater employee loyalty, productivity, and innovation within the two different R&D departments at a West Coast corporation. However, other top-level management, project managers, and project team members believed when it comes to inspiring loyalty and

confidence, without an in-person connection due to being distributed across different sites, loyalty between the employees and the leaders is not there at a West Coast corporation.

The second resulting theme that emerged from the synthesis process of the final list was "relationship." All of the five top-level management, five project managers, and five project team members in this study considered the relationship to be an important factor in influencing team performance as perceived by the project team at the two different R&D departments at a West Coast corporation. The result is consistent with research that indicated the diversity of opinions and people is essential to team cooperation and team building (Takala, 2010). The 15 participants also indicated that influencing relationships can be enhanced if the top-level management and project managers create an environment that allows project team members to provide meaningful feedback to the top-level management and the project managers without negative consequences. A participant stated that relationships help the company operate, and does help the program manager interact with the team on a more personal basis. It does not have to be just about boss and staff, it is more of an integrated family team relationship.

The findings directly relate to the research questions as the research study was bounded following the methodology previously outlined in Chapters one through three. To illustrate the research process and the connection to research questions please refer to Table 22. It depicts how the contributing themes were synthesized to the final resulting themes. For examples of how the data support specific resulting themes refer to the samples given in the individual interview sections.

Conclusions. The major outcomes are the five "resulting" themes derived from the pre-interview questionnaires and semi-structured interviews which are affirmed by the triangulation process and the synthesis process. These five factors contain various components as seen in the giving themes, but these final outcomes summarize the main elements of what added to the engagement of the five top-level management, five project managers, and five project team members who were selected and interviewed for this qualitative case study. This study also indicated that these five resulting themes were consistent with Weber's (1947) definition of charisma as a form of leadership based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers. This study revealed the most important point discovered within these five themes was that successful project outcomes are dependent upon loyalty, leadership, teamwork, project management, and relationship since many different elements in the organizational environment are critical to success. The results of the analysis also indicated a project manager's leadership characteristics of loyalty, leadership, teamwork, project management, and relationship appeared to be important factors in influencing team performance as perceived by the project team. Additionally, the themes allowed for an exploration of how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a West Cost corporation.

Most importantly, this study addressed the problem statement, that it is not known how top-level management, project managers, and project team members perceive charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. This study also addressed the gaps in existing research.

The phenomenon identified led to the development of the research questions for the study. Even though there are extensive writings on charismatic leadership there are very few empirical works involving charismatic leadership style and R&D project managers. The theoretical foundations of this research adds to how charismatic leadership can influence organizational goals of the two different R&D departments of a West Coast corporation as constituted by Weber's (1947) theory.

In conclusion, the significance of this study is important to the West Coast corporation because the findings from this qualitative case study reveal that project managers may now have the knowledge from this study to improve aspects of project team performance, as well as project manager's leadership characteristics. The results of the study indicated that charismatic leadership characteristics are directly associated with the project team performance. The results from this study added to the management body of knowledge by analyzing leadership behaviors that contribute to project success outcome in the R&D project management environment.

Implications

The theoretical orientation of this study involved researching charismatic leadership through the lens of social behavior with regards to project management. The data collected and analyzed for this study came directly from the 15 participants, and is presented in their words. The results of this study added to the management body of knowledge by analyzing charismatic leadership behaviors that contribute to project success in the R&D project management environment. The literature review of this study became the driving force for the research. Gaps discovered in the literature included a lack of understanding of charismatic leadership characteristics on R&D project

management based organizations. In particular, the gap in existing research established by Grosse (2007), as it relates to the influence that charismatic leadership has on learners in the R&D environment. Therefore, research needed to be conducted on charismatic leadership specific to R&D environments. The information was provided specifically to whether charismatic leadership is perceived to be a suitable style for practical outcomes for R&D projects within two different departments of the West Coast corporation. It was only after the gaps and omissions in the literature were identified that the problem statement and the design of the study could be constructed. Grosse (2007) provided extensive investigation on leadership styles and focused on R&D project environments, but stopped short of conducting research providing findings related to charismatic leadership style in R&D (De Vries et al., 2010; Grosse, 2007). The framework of the literature review along with the study's findings and conclusions, shape the implications.

In this implication section, the researcher outlines the possibilities associated with this qualitative research study. The implications of this study are derived from the findings that can be used by organizations to incorporate leadership training programs as part of the career development of project managers because of this case study. This section puts forth the theoretical, practical, and future implications associated with this study.

Theoretical implications. Social behavior and charismatic leadership theory were used as the framework for this research. The theory also served as a foundation for the development of the research questions for study. The theory of Max Weber (1947) provided a strong theoretical foundation of charismatic leadership. Max Weber's concept of a leader; one who is equipped with the characteristic of charisma; plays a significant

role in this study (Wunderer & Grunwald, 1980, p. 448). The list of skills necessary to be successful in project management is not all inclusive; therefore, the focus is to cover some but not all of the issues that need to be addressed during a project initiation or launch from the perspective of a manager employing a charismatic leadership style.

The application of social behavior and charismatic leadership was a significant part of this research. Social behavior was identified in the study's problem, purpose, research questions, type of questions used during the pre-interview and demographic questionnaires, and semi-structured interviews. The results of the study supported its use as all five "resulting" themes that emerged pertained directly to defined social behavior and charismatic leadership characteristics.

The theoretical implication of this study is that introducing charismatic leadership theory addressed the lack of knowledge of the influence and power of charismatic leadership in project management (Grosse, 2007) specific to a West Coast corporation. This theoretical implication involves whether charismatic leadership is perceived to be a suitable style for practical outcomes for R&D projects within the two different departments of the West Coast corporation. The first research question resulted in three "resulting" themes which were leadership, teamwork, and project management. These reflected the important factor in influencing team performance as perceived by the project team. The data suggested that the project manager's leadership style characteristic of charismatic leadership, teamwork, and project management appeared to be an important factor in influencing R&D project team performance as perceived by five top-level management, five project managers, and five project team members. The chrismatic

leadership values were positive and viewed as a style that would be useful to improve the R&D project performance at the West Coast corporation.

Further implications of this study involved two resulting themes from the second research question; loyalty and relationship. These reflected the important characteristics of chrismatic leadership styles of project managers and project team performance which were strongly connected among the five top-level management, five project managers, and five project team members pre-interview questionnaires and semi-structured interviews. The data indicated the two "resulting" themes were strongly connected with each other in terms of Weber's (1947) definition of charisma as a form of leadership based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers. The results support the conclusion mentioned by Choi (2012), which states the skills including communication, being a good listener, team building, conflict management, program or project leadership skills, motivation, negotiation, decision-making, resolution, and politics, when applied, can be enhanced using charisma. The data suggests that the project management under the influence of a charismatic leader could provide a postitive environment with loyalty and relationships that inspire the project team's performance as perceived by five top-level management, five project managers, and five project team members.

The major outcomes resulting from this study identified five main factors that contributed to how the top-level management, project managers, and project team members of two different R&D departments at a West Coast corporation perceive the potential influence of charismatic leadership in the organization. The five common

"resulting" themes that emerged from the research were loyalty, leadership, teamwork, project management, and relationship. The study revealed a great deal about how these five top-level management, five project managers, and five project team members perceived charismatic leadership style (as defined by Weber, 1947) as having an influence on project outcomes in the R&D function of a West Coast corporation. These perceptions were the basis of the findings of the study as well as its implications. The research revealed that project management, under the influence of a charismatic leader, could provide a postitive environment with loyalty, leadership, teamwork, project management, and relationship. The results indicated that the individual team members perceived the importance and relationship between the five resulting themes and the leadership characteristics that appeared to have the greatest effect on the R&D project team performance and project manager effectiveness. The chrismatic leadership characteristics and positive environment were key to influencing project team performance as perceived by the five top-level management, five project managers, and five project team members at the two different R&D departments at a West Coast corporation. The findings of this study contribute to the body of knowledge about project management and leadership style as they specifically relate to charismatic leadership.

Strengths and weaknesses. The main strength of the study was the fact that all 15 participants were working in the R&D base-project environment at the time of the study and were assigned to projects. All participants in this study had a minimum of 6 to 12 years working in a project-based environment according to the data from the demographic questionnaire. The main weakness of the study was that not all of the 15 participants were familiar with the style of charismatic leadership approach. The other

weakness of the study could be viewed by some as using a qualitative case study with small sample size (Winston, 2010).

In brief, this qualitative case study followed the correct guidelines to assure that the study was both valid and reliable. The existing strengths offset the weaknesses and did not obstruct the development of the study or its findings. The weaknesses acknowledged the established guidelines to progress an effective case study. As a result, it was understood that this study would maximize its strengths and minimize the effect of its weaknesses. The strengths and weaknesses of this study are reflected in the recommendations for further research.

Practical implications. The findings from this qualitative case study are useful for any organization that utilizes or considers using project management. Project managers may now have the knowledge from this study to improve aspects of project team performance, as well as project manager's leadership characteristics. The results from the study indicated that charismatic leadership characteristics are directly associated with the project team performance. The results from this study added to the management body of knowledge by analyzing leadership behaviors that contribute to project success outcome in the R&D project environment. The implications of this study are derived from the findings that can be used by organizations to incorporate leadership training programs as part of the career development for charismatic project managers. Organizations may also consider identifying project managers with charismatic leadership behaviors within the organization for project consideration and management succession planning.

Future implications. Implications for the future were based on what the qualitative research study found and what the qualitative research study did not find. The future implications of this study are derived from the findings that can be used by organizations to incorporate leadership training programs as part of the career development for charismatic project managers. The future implications for study findings include the analytical generalizability of this case study, which shows the possibilities of charismatic leadership theory and its influence on the project management. The experiences needed by the five top-level management, five project managers, and five project team members in this study were their experiences alone. The researcher derived this assumption based on the study's findings as well as the study's literature review. Future implications for research, based upon the study findings, also includes repeating the study with other larger groups of participants from different companies.

This study establishes the need for future leaders to emphasize charismatic leadership styles that contribute to organizational goals and project management. The results of this research study helped discover within these five resulting themes that successful project outcomes were dependent upon loyalty, leadership, teamwork, project management, and relationship since many different elements in the organizational environment are critical to success at the two different departments of the West Coast corporation.

Future implications can also be drawn from the fact that this study did not cover a larger sample size. This study explored whether charismatic leadership is perceived to be a suitable style for practical outcomes for R&D projects within the two different

departments of the West Coast corporation. A larger sample size involving more companies can lead to future studies and provider greater insight into charismatic leadership.

The study did not empirically prove that charismatic leaders are well suited to lead all different types of companies' projects in every industry around the world. The researcher was able to triangulate data gathered on the five top-level management, five project managers, and five project team members; however, data reflecting charismatic leadership style was solely dependent on the pre-interview and demographic questionnaires, semi-structured interviews, and a researcher's log for observations of participants' body language and facial expressions during the interviews. The results reflected the 15 participants' self-appraisal from the West Coast corporation.

The literature review for this study provides the historical origins of charismatic leadership theory; the characteristics and constructs of charismatic leadership; project leadership theories; the relationship leadership qualities have to the performance and success of projects; and newly published works about the subject matter. The framework for this study was derived from literature and the study's findings and conclusions, and shaped the implications. The findings of this study contribute to the body of knowledge by addressing the gaps found with regards to charismatic leadership in R&D project environments.

Recommendations

In this final section of the study's findings and conclusions, the researcher puts forth several recommendations for both future works and practices associated with the outcome of this study. Recommendations for future works, offers four possible

qualitative research studies in order to advance the understanding of charismatic

leadership within the project management. With each recommendation for future works,

the researcher offers suggestions for both methodology and design. Recommendations for

future practice, offers two suggestions for implementing charismatic leadership within

both the West Coast corporation, as well as the project management field. As discussed

previously, there were theoretical, practical, and future implications resulting from this

qualitative case study. In addition, there were strengths and limitations found within this

study that provided an opportunity to consider future research projects and

recommendations for practice. The following sections address both of these areas and

conclude with a summary.

   Recommendations for future research. After a thorough review of the approach

utilized to execute this study and an examination of the findings, there are a number of

future research projects that can be recommended. This section identifies five different

studies that could be done which would create a more robust understanding of the

influence and power of charismatic leadership in project management. This section also

serves as an important contribution to the existing body of knowledge about project

management and leadership style specifically related to charismatic leadership in this

field of study. The following recommendations are a reflection of both the strengths and

weaknesses of this particular study.

   The literature review that drove the development of this study revealed a lack of

research pertaining to influence and power of charismatic leadership in project

management, specifically within the context of managing R&D projects. The subjects for

this study were five top-level management, five project managers, and five project team

members all of which were currently working in a project base environment at the time of the study, and had a minimum of 6 to 12 years as professionals. Discussed earlier in the future implications section, not all of the 15 participants were familiar with the style of charismatic leadership approach and thus did not overtly connect charismatic leadership with project management. The first recommendation for future research involves a suggestion to replicate this study of the influence and power of charismatic leadership in project management but with a larger sample size, as in a quantitative study, involving many different conpanies. A limitation of this study could be viewed by some as using a qualitative case study with small sample size (Winston, 2010).

The second recommendation for research involves a narrow selection process that qualifies participants that are more familiar with the style of charismatic leadership approach and require a minimum 10 years or more of experience having worked with a charismatic leader. This could improve the responses concerning charismatic leadership and the role of project management. This recommendation was supported by the responses to the demographic questionnaire received during this study. The participants with 13+ years of experience in a project-based environment were more familiar with the style of charismatic leadership approach and knowledgeable.

The third recommendation addresses the gap in the research with regards to gender. It was found in the demographic questionnaire, that the limited number of women were more familiar with charismatic leadership approach. It is recommended to repeat this study with an equal number of participants of each gender to determine if gender, in fact, has a moderating effect on this topic.

The fourth recommendation is to investigate other leadership styles for comparison. This can be completed by conducting a study using a similar approach that was employed in this body of research focusing on another leadership style. This gives insight as to which leadership style is best suitable for program management and/or project management in an R&D environment.

The fifth recommendation is to encourage a research study that explores the problem defined in chapter one, concerning how the top-level management, project managers, and project team members of two different R&D departments at a West Coast corporation perceive the potential influence of charismatic leadership in the organization. In addition, it may be feasible for organizations to incorporate leadership training programs as part of the career development for charismatic project managers because of this case study. Organizations may also consider identifying project managers with charismatic leadership behaviors within the organization for project consideration and management succession planning. In addition, the findings of this study contribute to the body of knowledge about project management and leadership style specifically related to charismatic leadership in an R&D project environment.

Recommendations for future practice. The analytic generalization of this study's findings and conclusions show the positive benefits of introducing the influence of charismatic leadership styles to project management. All 15 participants seemed receptive and excited about studying charismatic leadership theory. Those who might benefit from these recommendations could be the entire West Coast corporation, the body of literature associated with the influence of charismatic leadership theory, project managers, and institutions teaching project management. There are many

recommendations that could be made regarding future practice, but this list can serve as an initial set of ideas for consideration.

The first recommendations for practice based on the findings of this study involve implementing charismatic leadership theory into project management, as a leader developmental tool, at two different departments of a West Coast corporation. It is proposed that the two different departments of a West Coast corporation incorporate leadership training programs as part of the career development for charismatic project managers because of this case study. Other organizations may also consider identifying project managers with charismatic leadership behaviors within the organization for project consideration and management succession planning. According to Takala (2010), charismatic leadership approach to leading project teams brings value to project teams by creating a team-based collaborative environment among team members.

The second recommendation for future practice is to expand the project management body of literature on charismatic leadership. Charismatic leadership style has the possibility to shape the body of literature associated with the influence of charismatic leadership theory and may improve future leadership practices in project management. Charismatic leadership is one of the most frequently used behaviors in corporate America (Takala, 2010). This is because of the short supply of leadership abilities necessary to arrange large-scale transformations (Simola et al., 2010).

Summary

The purpose of this qualitative case study was to explore participant perceptions regarding the suitability of charismatic leadership for R&D projects and to understand how top-level management, project managers, and project team members view

charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. The research was a qualitative case study that used thematic analysis to develop its findings and outcomes. The study was built on the development of the charismatic leadership theory as originally proposed by Weber in 1947. Weber (1947), presented charismatic leadership as a perceptual phenomenon from the followers, later researchers looked at the degree of influence exerted by the leader of the followers and the quality of the leader-follower relationship that evolves as a result of the charismatic leadership.

The results from this study were consistent with the foundational theories and were successful in identifying various components of the characteristics of charismatic leadership. There were five major outcomes, titled "resulting" themes that resulted from this research. It was determined that the main factors that contribute to how the top-level management, project managers, and project team members of two different R&D departments at a West Coast corporation perceive the potential influence of charismatic leadership in the organization were: loyalty, leadership, teamwork, project management, and relationship. In addition, the results of this study advance the development of the charismatic leadership theory as originally proposed by Weber in 1947 in a bounded study dealing with project management. Weber (1947) ascribed unique and remarkable facets to the leadership traits that constitute charisma. As a result, what was learned in this qualitative case study is deemed both valid and reliable by normal research standards.

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Appendix A.

IRB Approval Letter

GRAND CANYON
U N I V E R S I T Y™

3300 West Camelback Road, Phoenix Arizona 85017   602.639.7500   Toll Free 800.800.9776   www.gcu.edu

DATE: December 19, 2016

TO: Richard Henderson, MBA
FROM: Grand Canyon University Institutional Review Board

STUDY TITLE: [995628-1] The Perception of the Role of Charismatic Leadership in an R&D
                             Environment
IRB REFERENCE #:   995628-1
SUBMISSION TYPE: New Project

ACTION: APPROVED
APPROVAL DATE: December 19, 2016
EXPIRATION DATE: December 19, 2017
REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # *[7.7]*

Thank you for your submission of New Project materials for this research study. Grand Canyon University
Institutional Review Board has APPROVED your submission. This approval is based on an appropriate
risk/benefit ratio and a study design wherein the risks have been minimized. All research must be
conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and
insurance of participant understanding followed by a signed consent form. Informed consent must
continue throughout the study via a dialogue between the researcher and research participant. Federal
regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to
initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the
appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should
also be followed.

Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office.

Please note that all research records must be retained for a minimum of three years.

Based on the risks, this project requires Continuing Review by this office on an annual basis. Please use
the appropriate renewal forms for this procedure.

If you have any questions, please contact Cynthia Bainbridge at 602-639-6884 or cynthia.bainbridge@gcu.edu. Please include your study title and reference number in all correspondence with this office.

cc:

Appendix B.

Informed Consent

Grand Canyon University
College of Doctoral Studies
3300 W. Camelback Road
Phoenix, AZ 85017
Phone: 602-639-7804
Email: irb@gcu.edu

INFORMED CONSENT FORM
CONSENT FORM **TITLE OF RESEARCH STUDY** The Perception of the Role of Charismatic Leadership in an R&D Environment
INTRODUCTION
The purposes of this form are to provide you (as a prospective research study participant) information that may affect your decision as to whether or not to participate in this research and to record the consent of those who agree to be involved in the study.
RESEARCH
Richard D. Henderson, Doctoral Student, Grand Canyon University) has invited your participation in a research study.
STUDY PURPOSE
The purpose of this qualitative case study is to examine participant perceptions regarding suitability of charismatic leadership for R&D projects, and to understand how top-level management, project managers, and project team members view charismatic leadership style of two different R&D departments at a corporation on the West Coast of the United States. This qualitative study will address the gap in the current body of research identified by Grosse (2007) as a lack of knowledge of the influence and power of charismatic leadership in project management. The researcher will investigate the perception of the phenomenon and influence of charismatic leadership style. The applicability and suitability of the charismatic leadership style in the corporate environment, specifically within the context of managing R&D, will also be explored.
DESCRIPTION OF RESEARCH STUDY
If you decide to participate, in this study then the interview process begins with a pre-interview questionnaire, which includes five basic questions accompanied with participant's demographics of six questions. The responses to this pre-interview questionnaire will be in an outlined and bulleted format. Upon completion of the pre-interview questionnaire, you are requested to send the document to the e-mail address below. If you say YES, then the next step of the process will involve your participation in an interview lasting approximately 45 to 60 minutes with a possible follow-up interview of fewer than 15 minutes. Additionally, you have the right to stop the interview at any time and not to answer

any question should you choose. Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. You must be 18 or older to participate in the study.

RISKS

If you decide to participate in this study, the research will be conducted in such a way as to reduce risk to participants by the use of fictitious names and identifying descriptions in the published reports. This will begin when the interviews are transcribed. No names will ever be used, including your name, names of people you mention in the interview, the name of your department and the name of your project. As with any research, there is some possibility that you may be subject to risks that have not yet been identified.

BENEFITS

Although there may be no direct benefits to you, the possible benefits of your participation in the research could have a significant influence on the training of both departments of a West Coast corporation.

NEW INFORMATION

If the researcher finds new information during the study that would reasonably change your decision about participating, then he will provide this information to you.

CONFIDENTIALITY

All information obtained in this study is strictly confidential unless the law requires disclosure. The results of this study may be used in reports, presentations, or publications but your name will not be used. The results will only be shared in the aggregate form. Interviews will be recorded (audio format) and transcribed. The interview will not be recorded without your permission. In order to maintain confidentiality of your records, the researcher, Richard D. Henderson, will use fictitious names of participants, department, and projects. The data collected will be secured byan independent computer and (password protected). All recordings and transcripts will be destroyed within three years of publication of the study.

WITHDRAWAL PRIVILEGE

You may choose not to participate. Even if you say yes now, you are free to say no later, and withdraw from the study at any time.

COSTS AND PAYMENTS

There is no payment for your participation in the study.

COMPENSATION FOR ILLNESS AND INJURY

If you agree to participate in the study, then your consent does not waive any of your legal rights. However, no funds have been set aside to compensate you in the event of injury. (For this reason, it is stressed that all participants keep in mind, avoiding injury is of the upmost importance. Refusing to attempt a break for any reason, will have no negative consequences. In fact, failed attempts, or refusals to attempt a break, may provide additional and valuable psychological data.)

VOLUNTARY CONSENT

Any questions you have concerning the research study or your participation in the study, before or after your consent, will be answered by (Richard D. ███████████████████████ █████ and ███████████████

If you have questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional

Review Board, through the College of Doctoral Studies at (602) 639-7804. If you agree to be a participant in this study, please email me back at your earliest possible convenience at

███████████████████

This form explains the nature, demands, benefits and any risk of the project. By signing this form you agree knowingly to assume any risks involved. Remember, your participation is voluntary. You may choose not to participate or to withdraw your consent and discontinue participation at any time without penalty or loss of benefit. In signing this consent form, you are not waiving any legal claims, rights, or remedies. A copy of this consent form will be given (offered) to you.

Your signature below indicates that you consent to participate in the above study.

(by signing below, you are granting to the researchers the right to use your likeness, image, appearance and performance - whether recorded on or transferred to videotape, film, slides, and photographs - for presenting or publishing this research)

_____   _____ _____

Subject's Signature   Printed Name   Date

_____   _____   _____

Other Signature   Printed Name   Date
(if appropriate)

INVESTIGATOR'S STATEMENT

"I certify that I have explained to the above individual the nature and purpose, the potential benefits and possible risks associated with participation in this research study, have answered any questions that have been raised, and have witnessed the above signature. These elements of Informed Consent conform to the Assurance given by Grand Canyon University to the Office for Human Research Protections to protect the rights of human subjects. I have provided (offered) the subject/participant a copy of this signed consent document."

Signature of Investigator_____
Date_____

If applicable, your decision will not affect your relationship with Grand Canyon University or otherwise cause a loss of benefits to which you might otherwise be entitled.

All participation is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty.

(FOR ADULTS MORE THAN MINIMAL RISK)

Appendix C.

Interview Guide

Introductory Components of The Interview	
• A word of appreciation	Let me start by expressing my appreciation for your kindness in taking the time to meet with me and to discuss my research project.
• My name	For record purposes, my name is Richard D. Henderson. I am a doctoral candidate at Grand Canyon University. I am under the direction of Professor Patricia A. D'Urso, Ph.D., in the College of Doctoral Studies at Grand Canyon University.
• My Purpose • Assurance of Confidentiality	My research is on how charismatic leadership styles of R& D departments are perceived to influence project members from two different departments of a West Coast corporation. My focus is about whether charismatic leadership is a suitable style of R&D project leadership for the management of a West Coast corporation, and I would like to document your experience, observations, and comments.
• Interview duration • Mode of conduct • Clarification if any • Signature of Consent	Please be assured that your responses will be kept confidential. Your responses will be shared only with members of my dissertation committee who have no relationship whatsoever with you and neither with the West Coast corporation. You are free not to discuss anything you do not want to share. Thank you for your participation in this study.

Appendix D.

Permission Letters - Interviews

Grand Canyon University
College of Doctoral Studies
3300 W. Camelback Road
Phoenix, AZ 85017
Phone: 602-639-7804
Fax: 602- 639-7820

Exploring whether charismatic leadership is a suitable style of R&D project leadership for the management of a West Coast corporation and to understand the potential influence of a charismatic leadership style within the R&D environment of the West Coast corporation.

Date _____

Dear _____:

This email is an invitation to take part in a research study conducted by myself, Richard D. Henderson, a Doctor of Business Administration (DBA) Candidate at Grand Canyon University. I am under the direction of Professor Patricia A. D'Urso, Ph.D., in the College of Doctoral Studies at Grand Canyon University. I am conducting a research study to explore how charismatic leadership styles of R&D departments are perceived to influence members from two different departments of a West Coast corporation.

You are invited to participate in this study. The interview process begins with a pre-interview questionnaire, which includes five basic questions accompanied with participant's demographics of six questions. The responses to this pre-interview questionnaire will be in an outlined and bulleted format. Upon completion of the pre-interview questionnaire, you are requested to send the document to the e-mail address below.

The next step of the process will involve your participation in an interview lasting approximately 30 to 45 minutes with a possible follow-up interview of fewer than 15

minutes. Additionally, you have the right to stop the interview at any time and not to answer any question should you choose.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. You must be 18 or older to participate in the study.

While you may not personally benefit from participating in this study, the results may have a great influence on the training of both departments of a West Coast corporation. Your responses will be confidential. The results of this study may be used in reports, presentations, or publications but your name will not be used. The results will only be shared in the aggregate form.

Interviews will be recorded (audio format) and transcribed. The interview will not be recorded without your permission. Please let me know if you do not want the interview to be taped; you also can change your mind after the meeting starts, just let me know. The data collected will be secured by an independent computer and password protected. All recordings and transcripts will be destroyed within a year of publication of the study.

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board (IRB), through the College of Doctoral Studies at (602) 639-7804. If you agree to be a participant in this study, please email me back at your earliest possible convenience at ███████████████████

Respectfully,

Richard D. Henderson

Richard D. Henderson
Doctoral Candidate
Grand Canyon University
████████████████
Office ██████████ or Cell phone ████████████

Appendix E.

Pre-Interview Questions and Demographics

Demographics

1. Gender: Male___ Female___

2. What is your age range? __22-30; __ 31-39; __ 40-49; __ 50 and over: __

3. What is your highest level of education?

    a) bachelor   b) master   c) doctoral

4. What is your current position?

    a) project team member   b) project manager   c) program manager

5. How many years have you worked in a project-based environment?

    a) under 5 years b) 6 to 12 years   c) 13 years and over

6. Are you familiar with the style of charismatic leadership approach?

    a) yes   b) no

Pre-interview Questions – Please outline your responses in 2-3 bulletined format for each question.

1. Describe your leadership approach in your organization in comparison with the provided charismatic leadership style definition? Please provide an example

2. In your opinion, in what ways can charismatic leadership have influence in a West Coast corporation?

3. What kind of working relationship do you have with your current leaders? What has been your experience in dealing with a charismatic leader? Please provide an example.

4. In your view, what influence should charismatic leadership have on their members for a successful project? Please explain.

5. What are the common characteristics between a successful project manager and charismatic leadership approach?

NOTE: Charismatic Leadership Definition

Weber defined charisma as a form of leadership based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers (Weber, 1947).

Appendix F.

Introduction and Charismatic Leadership Interview Questions

Introduction

The interview will involve an introduction that includes a welcoming, an explanation of the purpose of the research, information regarding privacy and the storage of data, and an explanation that there will be no tangible benefit to the interviewee as a participant. Also, the researcher will explain that the participant may withdraw from the study at any time without consequence. An overview of the interview process will include a pre-interview questionnaire, which answering five basic questions accompanied with participant's demographics of six questions. The responses to this pre-interview questionnaire will be in an outlined and bulleted format. Upon completion of the pre-interview questionnaire, participants will be requested to send the document via the e-mail to the principle investigator. The next step of the process involves the semi-structured interview with a researcher's log to capture notes of observations of participants during the interview process. In this step, principle investigator will request participant's verbal permission to record the interview. The researcher will ask a total of seven questions of each participant to explore how the perceptions of charismatic leadership styles of R&D departments influence top-level management, project managers, and project team members from two different departments of a West Coast corporation. The semi-structured interview will be conducted with five top-level management leaders, five project managers, and five project team members (with five or more years of experience in project management), over a period of one month, with each interview lasting approximately one hour. The researcher will transcribe the interviews.

The seven interview questions will guide the discussion and provide the information to answer the research questions. Additional probing questions will be posed determined by the responses of the participant being interviewed.

The Weber definition for charisma, which will be shared with all interviewees in an attempt to set a proper perspective of the purpose of the study and to ensure that each interviewee receives the same script information to maintain safe interview practices. Weber defined charisma as a form of leadership based on a person's extraordinary personality, a person's exceptional insights, and achievements that inspire great loyalty and confidence from the leader's followers (Weber, 1947).

Please outline your responses in 2-3 bulleted format for each question.

1.   Question for the Top-level Management (Program Managers)

1. What has been your experience in dealing with a charismatic leader? Please provide an example.

2. What kind of working relationship do you perceive between the current leadership and their teams?

3. How have you been empowered to make decisions under your current job?

4. In what ways, have you been inspired to complete your tasks under your current leaders?

5. Are you willing to follow your current leader to a new project? If yes, please explain why.

6. How do you perceive the leadership approach in your organization in comparison with the provided charismatic leadership style definition? Please provide an example.

7. What charismatic leadership characteristics do you believe are suitable for your R&D project managers?

2. Question for Project Managers

1. What has been your experience in dealing with a charismatic leader? Please provide an example.

2. What kind of working relationship do you perceive between the current leadership and their teams?

3. How have you been empowered to make decisions under your current job?

4. In what ways, have you been inspired to complete your tasks under your current leaders?

5. Are you willing to follow your current leader to a new project? If yes, please explain why.

6. How do you perceive the leadership approach in your organization in comparison with the provided charismatic leadership style definition? Please provide an example.

7. What charismatic leadership characteristics do you believe are suitable for your R&D project managers?

Question for Project Team Members

1. What has been your experience in dealing with a charismatic leader? Please provide an example.

2. What kind of working relationship do you perceive between the current leadership and their teams?

3. How have you been empowered to make decisions under your current job?

4. In what ways have you been inspired to complete your tasks under your current leaders?

5. Are you willing to follow your current leader to a new project? If yes, please explain why.

6. How do you perceive the leadership approach in your organization in comparison with the provided charismatic leadership style definition? Please provide an example.

7. What charismatic leadership characteristics do you believe are suitable for your R&D project managers?

Probing questions:

In all interview situations with the three groups, additional probing questions will be asked if the participants do not provide sufficient information to answer the research questions in support of the problem statement.

1. Can you explain a specific time when you may have experienced this (X)?

2. Why do you believe this (X) is suitable for your R&D project manager/your function…?

3. Relative to Weber's definition of Charismatic leadership, and given your understanding of the potential for charismatic leadership to make a difference in the R&D function, in your opinion, what is the potential for enhanced project outcomes if charismatic leadership can be employed?

Appendix G.

Face-to-Face Interview Observation

Principle Investigator: Richard D. Henderson

1. Body language and attentiveness level

    a) high   b) medium   c) low

2. Eye contact (level)

    a) high   b) medium   c) low

3. Level of comfort during interview

    a) high   b) medium   c) low

4. Willingness to answer questions

    a) high   b) medium   c) low

5. Level of patience for answering questions

    a) high   b) medium   c) low

6. Level of the response substance including examples

    a) high   b) medium   c) low

7. Level of focus on the questions

    a) high   b) medium   c) low

8. Quality of the answers/responses (directly related to the questions)

    a) high   b) medium   c) low

Appendix H.

Site Authorization

Site authorization is on file at Grand Canyon University.

Appendix I.

Confidentiality Statement

CONFIDENTIALITY STATEMENT

The Perception of the Role of Charismatic Leadership in an R&D Environment

As a researcher working on the above research study at Grand Canyon University, I understand that I must maintain the confidentiality of all information concerning research participants. This information includes, but is not limited to, all identifying information and research data of participants and all information accruing from any direct or indirect contact I may have with said participants. In order to maintain confidentiality, I hereby agree to refrain from discussing or disclosing any information regarding research participants, including information described without identifying information, to any individual who is not part of the above research study or in need of the information for the expressed purposes on the research program.

Richard D. Henderson   Richard D. Henderson   12/2/16
Signature of Researcher   Printed Name   Date

Patricia A. D'Urso
_____   ___Patricia A. D'Urso12/6/16_____
Signature of Witness   Printed Name   Date

Appendix J.

Recruiting Materials

Grand Canyon University
College of Doctoral Studies
3300 W. Camelback Road
Phoenix, AZ 85017
Phone: 602-639-7804
Email: irb@gcu.edu

RECRUITMENT SCRIPT

Dear //name//

This email is an invitation to take part in a research study conducted by myself, Richard D. Henderson, a Doctor of Business Administration (DBA) Candidate at Grand Canyon University. I am conducting a research study to explore how charismatic leadership styles of R&D departments are perceived to influence members from two different departments of a West Coast corporation.

I am recruiting individuals to participate in this study. The interview process begins with a pre-interview questionnaire, which includes five basic questions accompanied with participant's demographics of six questions. The responses to this pre-interview questionnaire will be in an outlined and bulleted format. Upon completion of the pre-interview questionnaire, you are requested to send the document to the e-mail address below.

The next step of the process will involve your participation in an interview lasting approximately 45 to 60 minutes with a possible follow-up interview of fewer than 15 minutes. Additionally, you have the right to stop the interview at any time and not to answer any question should you choose.

Your participation in this study is voluntary. If you have any questions concerning the research study, please call me at ▮▮▮▮▮▮▮▮▮.

NOTES: If data collection involves audiotape and/ or videotape of activities, any consent form, assent form or information letter must advise subjects that the activities will be audio taped and/or video taped. The researchers should also describe storage and disposition of the tapes (such as "the tapes will be erased upon completion of the study" or "the tapes will be kept for ...period of time"). If there are certain inclusion/exclusion criteria, these should be mentioned. If participants must be 18 and older, this should be mentioned.

Appendix K.

Conflict of Interest

Grand Canyon University
College of Doctoral Studies
3300 W. Camelback Road
Phoenix, AZ 85017
Phone: 602-639-7804
Email: irb@gcu.edu

CONFLICT OF INTEREST PROCEDURE
Researchers are required by GCU IRB to disclose any potential conflicts involved in the conduct of their research with human subjects. Conflict of Interest is not just when financial interests are involved, but rather any circumstance that could result in perception of undue influence or coercion would constitute a potential conflict of interest. For example, if a researcher wishes to recruit a subject who is also an employee, student, a colleague or a subordinate of the researcher, the probability for coercion exists. Though the researcher may be very careful to avoid potentially coercive behavior, the very nature of the relationship with the subject can create the appearance of coercion. For this cause, researchers should avoid using their own students or employees as subjects. Researchers who wish to recruit these groups as subjects must make special considerations due to this innate conflict. It is necessary at all times to assure the continued confidence in the judgment of scholars and in the dedication of academic research institutions to the integrity of the research originality. The strength of this declaration form is based on the assumption that scholars are honest and conduct their research with the highest standards and integrity according to Grand Canyon University's IRB policy. This procedure is intended to serve subjects of human research. This procedure is not intended to eliminate all situations of conflict of interest, but rather to enable individuals to recognize situations that may be subject to question and resolve them so as to avoid conflicts of interest.

PRINCIPAL INVESTIGATOR (PI)		
Please note that the PI's CV and human subjects protection training certification must be uploaded as part of the IRB application.		
Name and Degree(s): Richard D. Henderson, Doctor of Business Administration (DBA	Department/Center: Grand Canyon University	University Affiliation: ☐ Professor

Project Principal Investigator: Richard D. Henderson	Title of Project/ Proposal: The Perception of the Role of Charismatic Leadership in an R&D Environment	☐ Associate Professor ☐ Assistant Professor ☐ Instructor ☒ Student Researcher ☐ Other: Please specify. ("Other" categories may require prior approval)
Is this participating investigator being added to a pending or existing project? ☐ Yes ☒ No		

Anticipated Sponsor(s) or Funding Sources: NO

Is this an update to an existing Conflict of Interest (COI)? ☐ Yes ☒ No

Vendors of services, supplies, or equipment with an aggregate value in excess of $10K (name supplier(s) even if good or services are being provided at no cost.

QUESTIONS	Yes	No

1) Do you, your spouse or dependent child(ren) hold a position such as board member,
   director, officer, partner trustee, employee or consultant with a sponsor, a vendor or
   (sub)contractor related to the proposed activity?
	☐	☒

2) Do you, your spouse or dependent child(ren) have a Significant Financial Interest in a sponsor, a vendor or (sub)contractor related to the proposed activity?	☐	☒

3) Have you, your spouse or dependent child(ren) assigned to a sponsor, a vendor or
   (sub)contractor related to the proposed activity rights to a disclosed intellectual property,
   pending patent application or an issued patent to an invention(s), or copyright for
   software?
	☐	☒

4) Do you, your spouse or dependent child(ren) have a Significant Financial Interest in a for-
    profit entity that will manufacture or commercialize any drug, vaccine, device, product,
    procedure, or process that is associated with or that will predictably result from the
    proposed activity?
	☐	☒

5) Do you, your spouse or dependent child(ren) have a Significant Financial Interest in a for-
    profit entity that can reasonably be expected to benefit directly and significantly from the
    design, conduct, or reporting of the proposed activity?
	☐	☒

6) Is it reasonable to anticipate that you, your spouses' or dependent child(ren)s' financial
    interest could be directly and significantly affected by the design, conduct, or reporting of
    the proposed activity?
	☐	☒

7) Do you, your spouse or dependent child(ren) have a Significant Financial Interest in any
    entity that can reasonably be expected to compete with the product or procedure that will
    predictably result from the work described in the application?
	☐	☒

INVESTIGATOR CERTIFICATION

List all co-investigators. (Upload an extra sheet, if necessary.) A co-investigator is anyone who has responsibility for the project's design, implementation, data collection, data analysis, or who has contact with study participants.

- I have read and understood Grand Canyon University's Conflict of Interest Procedure
- I agree to file a new or updated Investigator Disclosure Form if and when the answers above change for any reason.
- I certify that the answers to the declaration are accurate and truthful to the best of my knowledge

Signature *Richard D. Henderson*   Date November 29, 2016

PRINCIPAL INVESTIGATOR

In making this application, I certify that I have read and understand the IRB Handbook and that I intend to comply with the letter and spirit of the University Policy. Changes in to the study will be submitted to the IRB for written approval prior to these changes being put into practice. **I also agree and understand that informed consent/assent records of the participants will be kept for at least three (3) y**

ears after the completion of the research. **Upload a copy of the PI's CV (if external to GCU) unless one is already on file with the College of Doctoral Studies.**

All forms and documents are signed through IRBNet's electronic signature by completing **Sign this Package** step in www.IRBNet.org.

Authorized Signatures: *Richard D. Henderson*

Please upload all required forms along with the IRB Application into IRBNet. All forms and documents are signed through IRBNet's electronic signature by completing **Sign this Package** step. Your electronic signature is accepted as a legal signature.

Appendix L.

All Participants' Demographics for PM, PTM, and TLM

Participants	Are you familiar with the style of charismatic leadership approach	Gender	How many years have you worked in a project-based environment	Location	What is your age range?	What is your current position	What is your highest level of education
PM1	No	Male	13 years and over	California	50 and over	Project Manager	Bachelor
PM2	Yes	Male	13 years and over	Washington	31-39	Project Manager	Master
PM3	Yes	Male	Under 5 years	California	40-49	Project Manager	Master
PM4	No	Male	6 to 12 years	California	31-39	Project Manager	Master
PM5	Yes	Male	Under 5 years	Washington	31-39	Project Manager	Bachelor
PTM1	No	Male	13 years and over	California	31-39	Project Team Member	Bachelor
PTM2	No	Male	Under 5 years	California	22-30	Project Team Member	Master
PTM3	No	Male	13 years and over	California	31-39	Project Team Member	Master
PTM4	Yes	Female	6 to 12 years	California	22-30	Project Team Member	Master
PTM5	Yes	Male	13 years and over	Washington	40-49	Project Team Member	Master
TLM1	No	Male	13 years and over	California	40-49	Program Manager	Master
TLM2	Yes	Female	13 years and over	California	50 and over	Program Manager	Master
TLM3	Yes	Male	13 years and over	California	50 and over	Program Manager	Bachelor
TLM4	No	Male	13 years and over	California	40-49	Program Manager	Bachelor
TLM5	Yes	Male	13 years and over	Washington	50 and over	Program Manager	Master

Appendix M.

Participants Interview Observation for PM, PTM, and TLM

L = Low, M = Medium and H = High

Par #	Body language and attentiveness level	Eye contact (level)	Level of comfort during interview	Willingness to answer questions	Level of patience for answering questions	Level of the response substance including examples	Level of focus on the questions	Quality of the answers/ responses (directly related to the questions)	L	M	H
PM1	medium	medium	high	medium	medium	low	medium	medium	13%	75%	13%
PM2	high	medium	high	high	medium	high	high	high	0%	25%	75%
PM3	high	high	high	high	high	high	high	high	0%	0%	100%
PM4	medium	high	low	medium	medium	low	high	medium	25%	50%	25%
PM5	high	high	high	high	medium	medium	high	high	0%	25%	75%
PTM1	high	medium	medium	high	high	low	high	low	25%	25%	50%
PTM2	high	high	high	high	high	medium	high	medium	0%	25%	75%
PTM3	high	medium	medium	high	medium	medium	high	low	13%	50%	38%
PTM4	medium	high	medium	high	medium	low	medium	low	25%	50%	25%
PTM5	high	high	medium	high	high	medium	high	medium	0%	38%	63%
TLM1	high	high	high	high	high	medium	high	high	0%	13%	88%
TLM2	high	high	high	high	high	high	high	medium	0%	13%	88%
TLM3	high	high	high	high	high	high	high	high	0%	0%	100%
TLM4	high	high	high	high	high	high	high	high	0%	0%	100%
TLM5	high	high	high	high	high	medium	high	high	0%	13%	88%

Appendix N.

Codebook

The Perception of the Role of Charismatic Leadership in an R&D Environment

Name	Number of Sources Coded	Number of Coding References
PIQ1. PTM Leadership	5	46
PIQ1.PM Leadership	6	34
PIQ1.PM Project Management	5	32
PIQ1.PM Creative	5	12
PIQ1.PM Loyalty	2	2
PIQ1.PM Personality	2	3
PIQ1.PM Team work	4	15
PIQ1.PTM Trust	2	3
PIQ1.TLM Empowerment	2	4
PIQ1.TLM Team work	5	19
PIQ1.TLM Vision	3	9
PIQ1.TLM Personality	3	4
PIQ2.PM Capabilities	3	3
PIQ2.PM Inspire	4	10
PIQ2.PTM Influence	3	3
PIQ2.PTM Loyalty	2	2
PIQ2.PTM Relationship	2	6
PIQ2.PTM Inspiration	2	4
PIQ3.PM Relationship	3	4
PIQ3.PM Goals	2	4
PIQ3.PTM Motivate	3	4
PIQ3.PTM Team work	4	15

Name	Number of Sources Coded	Number of Coding References
PIQ3.TLM Relationship	3	3
PIQ4.PM Trust	5	9
PIQ4.PTM Environment	3	3
PIQ4.PTM Project management	8	25
PIQ5.TLM Leadership	5	27
PIQ5.TLM Project management	5	35
PQ1.PM Project Management	4	10
PQ1.PM Leadership	4	7
PQ1.PTM Leadership	4	8
PQ1.PTM Project Management	5	10
PQ1.TLM Relationship	4	8
PQ2.PTM Motivation	2	4
PQ2.PTM Engagement	2	8
PQ2.TLM Project Management	2	10
PQ3.PM Environment	4	9
PQ3.PTM Knowledge	2	3
PQ3.TLM Environment	3	3
Q1. PM Accountability	4	5
Q1. PM Loyalty	4	13
Q1.PM Leadership	5	60
Q1.PM Inspire	5	23
Q1.PM Team Work	5	21
Q1.PTM Motivation	3	12
Q1.TLM Empowerment	4	12
Q1.TLM Goals	5	13
Q1.TLM Loyalty	4	7

Name	Number of Sources Coded	Number of Coding References
Q1.TLM Team Work	5	36
Q1.TLM Vision	5	32
Q1.TLM Personality	3	10
Q2. PM2 Environment	4	6
Q2.PTM Leadership	5	79
Q2.PTM Relationship	3	5
Q2.PTM Team Work	5	52
Q2.TLM Inspire	4	16
Q2.TLM Leadership	5	89
Q3. PTM Empowerment	4	8
Q3.PM Trust	3	8
Q3.PM Achievement	3	12
Q3.PTM Responsibility	3	4
Q3.PTM Project Management	5	76
Q3.TLM Capabilities	2	3
Q3.TLM Achievement	5	15
Q3.TLM Environment	3	13
Q4. PM Relationships	2	2
Q4.PM Motivation	3	8
Q4.PTM Inspire	4	18
Q5.PM Empowerment	4	12
Q5.PM Project Management	4	13
Q5.PM Problem Solving	2	3
Q5.PTM Achievement	3	10
Q5.PTM Environment	2	4
Q6.PM Vision	2	3

Name	Number of Sources Coded	Number of Coding References
Q6.PM Personality	3	4
Q6.PTM Loyalty	4	13
Q7. PM Knowledge	2	5
Q7.TLM Execute	4	7
Q7.TLM Project Management	5	63

Appendix O.

Pre-Interview Questionnaire Codebook

Name	Number of Sources Coded	Number of Coding References
PIQ1. PTM Leadership	5	46
PIQ1.PM Leadership	6	34
PIQ1.PM Project Management	5	32
PIQ1.PM Creative	5	12
PIQ1.PM Loyalty	2	2
PIQ1.PM Personality	2	3
PIQ1.PM Teamwork	4	15
PIQ1.PTM Trust	2	3
PIQ1.TLM Empowerment	2	4
PIQ1.TLM Teamwork	5	19
PIQ1.TLM Vision	3	9
PIQ1.TLM Personality	3	4
PIQ2.PM Capabilities	3	3
PIQ2.PM Inspire	4	10
PIQ2.PTM Influence	3	3
PIQ2.PTM Loyalty	2	2
PIQ2.PTM Relationship	2	6
PIQ2.PTM Inspiration	2	4
PIQ3.PM Relationship	3	4
PIQ3.PM Goals	2	4
PIQ3.PTM Motivate	3	4
PIQ3.PTM Teamwork	4	15
PIQ3.TLM Relationship	3	3

Name	Number of Sources Coded	Number of Coding References
PIQ4.PM Trust	5	9
PIQ4.PTM Environment	3	3
PIQ4.PTM Project management	8	25
PIQ5.TLM Leadership	5	27
PIQ5.TLM Project management	5	35

Appendix P.

Semi-Structured Interview Codebook

Name	Number of Sources Coded	Number of Coding References
Q1. PM Accountability	4	5
Q1. PM Loyalty	4	13
Q1.PM Leadership	5	60
Q1.PM Inspire	5	23
Q1.PM Team Work	5	21
Q1.PTM Motivation	3	12
Q1.TLM Empowerment	4	12
Q1.TLM Goals	5	13
Q1.TLM Loyalty	4	7
Q1.TLM Team Work	5	36
Q1.TLM Vision	5	32
Q1.TLM Personality	3	10
Q2. PM2 Environment	4	6
Q2.PTM Leadership	5	79
Q2.PTM Relationship	3	5
Q2.PTM Team Work	5	52
Q2.TLM Inspire	4	16
Q2.TLM Leadership	5	89
Q3. PTM Empowerment	4	8
Q3.PM Trust	3	8
Q3.PM Achievement	3	12
Q3.PTM Responsibility	3	4
Q3.PTM Project Management	5	76

Name	Number of Sources Coded	Number of Coding References
Q3.TLM Capabilities	2	3
Q3.TLM Achievement	5	15
Q3.TLM Environment	3	13
Q4. PM Relationships	2	2
Q4.PM Motivation	3	8
Q4.PTM Inspire	4	18
Q5.PM Empowerment	4	12
Q5.PM Project Management	4	13
Q5.PM Problem Solving	2	3
Q5.PTM Achievement	3	10
Q5.PTM Environment	2	4
Q6.PM Vision	2	3
Q6.PM Personality	3	4
Q6.PTM Loyalty	4	13
Q7. PM Knowledge	2	5
Q7.TLM Execute	4	7
Q7.TLM Project Management	5	63

Appendix Q.

Probing Questions (PQ) Codebook

The Perception of the Role of Charismatic Leadership in an R&D Environment

Name	Number of Sources Coded	Number of Coding References
PQ1.PM Project Management	4	10
PQ1.PM Leadership	4	7
PQ1.PTM Leadership	4	8
PQ1.PTM Project Management	5	10
PQ1.TLM Relationship	4	8
PQ2.PTM Motivation	2	4
PQ2.PTM Engagement	2	8
PQ2.TLM Project Management	2	10
PQ3.PM Environment	4	9
PQ3.PTM Knowledge	2	3
PQ3.TLM Environment	3	3

Appendix R.

Semi-Structured Interview with Probing Questions (PQ) Codebook

Name	Number of Sources Coded	Number of Coding References
PQ1.PM Project Management	4	10
PQ1.PM Leadership	4	7
PQ1.PTM Leadership	4	8
PQ1.PTM Project Management	5	10
PQ1.TLM Relationship	4	8
PQ2.PTM Motivation	2	4
PQ2.PTM Engagement	2	8
PQ2.TLM Project Management	2	10
PQ3.PM Environment	4	9
PQ3.PTM Knowledge	2	3
PQ3.TLM Environment	3	3
Q1. PM Accountability	4	5
Q1. PM Loyalty	4	13
Q1.PM Leadership	5	60
Q1.PM Inspire	5	23
Q1.PM Team Work	5	21
Q1.PTM Motivation	3	12
Q1.TLM Empowerment	4	12
Q1.TLM Goals	5	13
Q1.TLM Loyalty	4	7
Q1.TLM Team Work	5	36
Q1.TLM Vision	5	32
Q1.TLM Personality	3	10

Name	Number of Sources Coded	Number of Coding References
Q2. PM2 Environment	4	6
Q2.PTM Leadership	5	79
Q2.PTM Relationship	3	5
Q2.PTM Team Work	5	52
Q2.TLM Inspire	4	16
Q2.TLM Leadership	5	89
Q3. PTM Empowerment	4	8
Q3.PM Trust	3	8
Q3.PM Achievement	3	12
Q3.PTM Responsibility	3	4
Q3.PTM Project Management	5	76
Q3.TLM Capabilities	2	3
Q3.TLM Achievement	5	15
Q3.TLM Environment	3	13
Q4. PM Relationships	2	2
Q4.PM Motivation	3	8
Q4.PTM Inspire	4	18
Q5.PM Empowerment	4	12
Q5.PM Project Management	4	13
Q5.PM Problem Solving	2	3
Q5.PTM Achievement	3	10
Q5.PTM Environment	2	4
Q6.PM Vision	2	3
Q6.PM Personality	3	4
Q6.PTM Loyalty	4	13
Q7. PM Knowledge	2	5

Name	Number of Sources Coded	Number of Coding References
Q7.TLM Execute	4	7
Q7.TLM Project Management	5	63

Appendix S.

Word Frequency Query Result

Word	Length	Count	Weighted Percentage (%)	Similar Words
charismatic	11	119	3.13	charismatic
leader	6	302	2.97	executive, leader, leaders, leadership, manager, person
personality	11	249	2.34	assign, believer, communicator, company, connection, customer, employee, executive, leader, listener, manager, member, performing, person, personal, personalities, personality, personally, success
inspire	7	176	1.88	inspiration, inspirational, inspire, inspired, inspires, inspiring, leader, product, production
organization	12	275	1.69	believer, communicator, company, connection, create, direct, directed, direction, directions, directives, directly, employee, executive, leader, listener, manage, management, member, organization, organizations, person, success
communication	13	214	1.59	account, assign, challenge, communicate, communicated, communication, communicative, communicator, communities, connection, develop, direct, direction, loyalty, organization, ownership, person, position, production, program, project, response, result
working	7	131	1.56	assignment, create, engagement, influence, influencers, influences, manage, position, product, production, project, worked, working
follow	6	132	1.43	develop, follow, followers, following, follows, people, person, result
ability	7	177	1.34	abilities, ability, leadership, vision
management	10	133	1.26	achieve, direct, directed, direction, directions, directives, directly, empowerment, manage, managed, management, manager, managers, managing, management, organization
people	6	95	1.26	followers, following, people, peoples'

Word	Length	Count	Weighted Percentage (%)	Similar Words
productivity	12	158	1.23	inspiration, leader, product, production, productive, productivity, products, result, successful
create	6	163	1.22	create, created, creates, creating, develop, direct, execute, follow, influence, inspire, motivate, perform, program, project, result
achieve	7	121	1.20	achievable, achieve, achieved, achievement, achievements, manage, managed, management, manager, managers, managing, management, performance, person, success, successes, successful
leading	7	164	1.11	contribute, contributed, contributing, contribution, contributions, direct, directed, direction, directions, directives, directly, execute, leadership, leading, perform, position, result
project	7	104	1.00	assign, assignment, communicate, direct, program, project, projects
leadership	10	137	0.89	ability, leadership, leading, position
results	7	73	0.89	decision, follow, influence, leading, product, response, result, results
positive	8	141	0.86	confident, develop, direct, direction, importance, leadership, position, positions, positive, positively, respect
relationship	12	67	0.86	account, company, confidence, relationship, relationships
empowered	9	29	0.76	empower, empowered, empowering, empowers
execute	7	87	0.73	direct, execute, executed, executing, execution, executive, executives, organization, perform, performance, performing
members	7	29	0.66	member, members
experience	10	63	0.64	experience, experiences, vision
believe	7	30	0.62	believe, believed, believer, believing, respect
motivated	9	28	0.62	account, motivate, motivated, motivates, motivating, motivation
accountable	11	50	0.60	account, accountability, accountable, importance, relationship, responsibility, responsible
environment	11	27	0.59	environment, environments, responsibility

Word	Length	Count	Weighted Percentage (%)	Similar Words
vision	6	61	0.59	experience, vision, visions
employees	9	24	0.54	employee, employees
objectives	10	33	0.52	challenge, communication, objective, objectives, position
approach	8	19	0.50	approach, approachable, approaches
decisions	9	41	0.50	assignment, decision, decisions, important, result
program	7	81	0.49	performance, program, programs, project
insights	8	18	0.47	insight, insightful, insights
strong	6	18	0.47	strong, strongly
company	7	67	0.42	companies, company, organization
performance	11	63	0.41	achievement, execute, follow, perform, performance, performing, program
responsibility	14	41	0.41	accountability, accountable, respect, response, responsibilities, responsibility, responsible, responsive, result
direction	9	87	0.40	characteristic, create, direct, directed, direction, directions, directives, directly, leading, manage, position, project
challenge	9	18	0.37	challenge, challenged, challenges, challenging
connection	10	32	0.36	communicate, communication, connect, connected, connection, connects, engaged
assignment	10	61	0.34	assign, assignment, assignments, decision, project
confidence	10	27	0.34	confidence, confident, position, positions, positive, positively
engaged	7	25	0.34	connected, engaged, engagement, engaging, provide
customer	8	25	0.33	create, customer, customers
specific	8	12	0.32	specific, specifically
technology	10	12	0.32	technologies, technology
provide	7	21	0.31	connection, provide, provided, provides, providing
opportunity	11	11	0.29	opportunities, opportunity
listening	9	13	0.27	listen, listened, listener, listening
success	7	31	0.27	productive, success, successes, successful
collaboration	13	10	0.26	collaboration, collaborative
characteristics	15	10	0.25	characteristic, characteristics
develop	7	28	0.25	create, develop, developed, development, follow

Word	Length	Count	Weighted Percentage (%)	Similar Words
important	9	20	0.24	account, importance, important
loyalty	7	15	0.21	loyalties, loyalty
respect	7	12	0.18	respect, respected, respectful
influence	9	19	0.11	influence, influencers, influences, result

Appendix T.

Word Cloud Query Result

Appendix U.

PM, PTM, and TLM Face-to-Face Interview Observation Breakdown

Five Project Managers (PM)

Particip ant	Body language and attentive ness level	Eye contact (level)	Level of comfort during interview	Willingn ess to answer question	Level of patience for answering questions	Level of the response substance including examples	Level of focus on the question	Quality of the answers /responses (directly related to the questions)
PM1	medium	medium	high	medium	medium	low	medium	medium
PM2	high	medium	high	high	medium	high	high	high
PM3	high	high	high	high	High	high	high	high
PM4	medium	high	low	medium	medium	low	high	medium
PM5	high	high	high	high	medium	medium	high	high
	60%	60%	80%	60%	80%	40%	80%	60%

Five Project Team Members (PTM)

Particip ant	Body language and attentive ness level	Eye contact (level)	Level of comfort during interview	Willingn ess to answer question	Level of patience for answering questions	Level of the response substance including examples	Level of focus on the question	Quality of the answers /responses (directly related to the questions)
PTM1	high	medium	medium	high	High	low	high	low
PTM2	high	high	high	high	High	medium	high	medium
PTM3	high	medium	medium	high	medium	medium	high	low
PTM4	medium	high	medium	high	medium	low	medium	low
PTM5	high	high	medium	high	High	medium	high	medium
	60%	60%	80%	100%	60%	60%	80%	60%

Five Top-Level Managers (TLM)

Participant	Body language and attentiveness level	Eye contact (level)	Level of comfort during interview	Willingness to answer question	Level of patience for answering questions	Level of the response substance including examples	Level of focus on the question	Quality of the answers /responses (directly related to the questions)
TLM1	high	high	high	high	High	medium	high	high
TLM2	high	high	high	high	High	high	high	medium
TLM3	high	high	high	high	High	high	high	high
TLM4	high	high	high	high	High	high	high	high
TLM5	high	high	high	high	High	medium	high	high
	100%	100%	100%	100%	100%	60%	100%	80%

Five Top-Level Managers (TLM), Five Project Managers (PM), and Five Project Team Members

Participant	Body language and attentiveness level	Eye contact (level)	Level of comfort during interview	Willingness to answer question	Level of patience for answering questions	Level of the response substance including examples	Level of focus on the question	Quality of the answers /responses (directly related to the questions)
PM	60%H	60%H	80%H	60%H	80%H	40%H	80%H	60%H
PTM	60%H	60%H	80%H	100%H	60%H	60%M	80%H	60%M
TLM	100%H	100%H	100%H	100%H	100%H	60%H	100%H	80%H

Appendix V.

GCU D-50 IRB Approval to Conduct Research

GRAND CANYON
UNIVERSITY

GCU D-50 IRB Approval to Conduct Research
(IRB initiates form)

Instructions: This form must be signed prior to initiating data collection.

Learner Information

Learner Last Name: Henderson

Learner First Name: Richard

GCU E-mail: rhenderson06@my.gcu.edu

Title of Dissertation Proposal: The Perception of the Role of Charismatic Leadership in an R&D Environment

IRB Approval to Conduct Research

Protocol #: 995628-1

Office of Academic Research: Dr. Cynthia Bainbridge Signature

DocuSigned by:
Dr. Cynthia Bainbridge
063BB1524FF044E...

Date: June 22, 2017

Grand Canyon University - College of Doctoral Studies

Appendix W.

Semi-Structured Interview Details Summary

Participant ID	Skill Level	Interview Duration	# Pages Transcribed Data
PM1	Project Manager	0:14:29	3
PM2	Project Manager	0:12:40	3
PM3	Project Manager	0:10:01	3
PM4	Project Manager	0:14:24	3
PM5	Project Manager	0:15:58	3
PTM1	Project Team Member	0:14:47	3
PTM2	Project Team Member	0:15:45	3
PTM3	Project Team Member	0:12:01	3
PTM4	Project Team Member	0:13:58	5
PTM5	Project Team Member	0:15:06	3
TLM1	Top Level Manager	0:16:02	4
TLM2	Top Level Manager	0:12:04	4
TLM3	Top Level Manager	0:13:57	4
TLM4	Top Level Manager	0:14:02	4
TLM5	Top Level Manager	0:14:29	4
Total	**15**	**3:29:43**	**52**