How the authentic leadership behaviors of extraverted and introverted college instructors influence students: A qualitative study
Proposal submitted for GRACA application

Ursula VanAntwerp, Master’s Student, Communication
Faculty Mentor: Dr. Chin-Chung (Joy) Chao
Spring 2016

1. Project

a. Description of the project. The political and financial disturbances that have occurred throughout the world in recent times have created universal demand for trustworthy and authentic leaders. This widespread unrest makes the study of authentic leadership a timely and worthwhile pursuit. Researchers have recently focused a great deal of attention on authentic leadership, beginning in 2004 with the inaugural summit hosted by the Gallup Leadership Institute at the University of Nebraska-Lincoln on Authentic Leadership Development (ALD) (Avolio, 2005), and continuing with many offspring studies as researchers seek to further understand and develop the theory (Avolio & Gardner, 2005; Avolio, Gardner, Walumba, Luthans, & May, 2004; Branson, 2007; Duignan, 2015; Gardiner, 2015; Mullarkey, Recchia, Yeon Lee, Sun Sin and Joo Lee, 2004; Stewart, 2012; Mazutis & Slawinski, 2008; Shamir and Eilam, 2005; Wright, 2013). It is important to all aspects of society that there are trustworthy, real and genuine leaders positively influencing and teaching the students who will be the leaders of tomorrow. The proposed qualitative study will investigate how the authentic leadership behaviors in extraverted and introverted college instructors influence their students. It is theorized that students who have been exposed to and influenced by college instructors who exhibit authentic leadership behaviors will likely exhibit some similar behaviors themselves. The proposed study will address the following research questions:

RQ1 How do college instructors perform authentic leadership?
RQ2 In what ways are their students influenced to become authentic leaders themselves?

Product of the research. The results of this project will be shared at the University of Nebraska at Omaha Student Research Fair. The collected interviews and subsequent observations will contribute to my thesis research. In addition, research results will be shared through thesis and manuscript publication through such journals as the Journal of Communication, Communication Teacher, Journal of Applied Communication Research, and Journal of Leadership & Organizational Studies.

Contribution to student’s graduate studies. The time spent interviewing instructors and students in-depth through the qualitative interview process will considerably broaden and deepen the graduate student’s knowledge of authentic leadership theory and specific personality traits in a practical setting. Exposure to the rich fabric of experiences that all the participants will provide will allow the graduate student to develop an expert level of understanding of specific leadership behaviors, student or follower responses, and the relationships that may or may not have formed.

The research conducted for this project will significantly contribute to the graduate student’s thesis in communication, which will be a content analysis of the leadership behaviors of extroverted and introverted female leaders. In addition, the research from this project will
Contribute to the graduate student’s dissertation for a doctorate in human sciences with a specialization in leadership studies.

**Contribution to the field: Conceptual importance.** Authentic leadership is a pattern of leader behaviors that draws upon and promotes positive psychological capacities, creating an ethical climate while fostering greater self-awareness, balanced processing and an internalized moral perspective for both the leader and the followers (Walumba et al., 2008). It is considered by some researchers to be the leadership style of future generations, as both the private and public sectors are actively seeking to be led by individuals with authentic leadership behaviors.

While the body of research on authentic leadership has grown in the past decade, it is still considered “thin” by comparison to other leadership theories (Duignan, 2015). This study, which will focus on the potential transfer of specific leadership behaviors from college instructor to student and will contribute to the growing body of research of how authentic leadership functions and may flourish within the educational system.

b. Methodology.

**Research method.** Qualitative research has been defined as “an interpretive, naturalistic approach to the world” (Denzin & Lincoln, 2011, p.3). Qualitative researchers study people or things in their natural settings and attempt to make sense of or understand phenomena by the meanings that individuals give to them. This research method was chosen for the study because it gives the participants the ability to voice their experiences, insights, and observations directly to the reader through the manuscript’s use of direct quotations. Much of the meaning and interpretation of their shared relationships will be provided by the participants themselves. It will be the job of the graduate student to fashion the puzzle pieces they provide into a coherent and meaningful picture. Their lived experiences of leader and follower will come to life in a way that quantitative analysis could not capture.

**Participants.** The study will interview between 8-12 college instructors and 8-12 college students. The final total of participants will be determined when the appropriate amount of data is collected for the study. Participants will range in age from 18-70 years old. An approximately even percentage of male and female, extroverted and introverted instructors and students will make up the sample size. The graduate student will seek out full-time instructor participants for the study from local two and four year universities. The student participants will be sought at the recommendation of the instructor from the classes they teach or have taught. Instructor participants will be sought from a single department or discipline. The instructor will be asked to be as objective as possible in the recommendation of student interviewee prospects. Students may come from any learning discipline.

**Interview questions.** Two sets of questions will be asked of all participants. Initially they will be asked to complete the Meyers-Briggs Type Indicator (MBTI), a 93 question self-report instrument, based on Carl Jung’s theory of Psychological Type (Myers-Briggs, 1962, 1975). This assessment will provide the graduate student with each participants extraversion or introversion score, based on a scale of zero to 10, with zero indicating no extraversion or introversion levels and 10 indicating the highest extraversion or introversion level. During the individual interviews, both instructor and student participants will also be asked to respond to 15 open-ended questions based on the Authentic Leadership Survey (ALQ) (Northouse, 2016, p. 217), originally created by Walumba and associates (2008). The questions will be based on four
different themes that occur within authentic leadership theory, which are self-awareness, internalized moral perspective, balanced processing, and relational transparency.

**Procedure.** The graduate student will identify and approach college instructors exhibiting behaviors associated with authentic leadership theory, seeking permission to involve them in the study. When approval has been granted, the graduate student will send each instructor participant the MBTI survey. Once completed, the surveys will be collected by the student and assessed in order to determine the MBTI type and extraversion-introversion scores of the participant. Participants’ MBTI types and extraversion-introversion scores will be placed in an Excel database. During a one-hour interview, which the graduate student will schedule, conduct, and audio record, the instructor participants will be asked 15 open-ended questions based off the Authentic Leadership Survey (ALQ) (Northouse, 2016, p. 217). During the interview, the instructor participant will be asked to provide two to three recommendations of students that they feel they have influenced through their teaching and behaviors. The graduate student will seek permission to include the students in the study. When the student participants have been secured by the graduate student, they will be asked the 15 open-ended SLQ questions during a one hour audio recorded session conducted by the graduate student. After all data has been collected, transcription and data analysis will commence.

**Data analysis method.** From the audio recorded interviews, the graduate student, trained in qualitative analysis, and a transcription service, will transcribe the participant responses into text. The graduate student will review all transcriptions for accuracy, and then spend a great deal of time analyzing the individual responses, sorting recurring themes into groups, and looking for patterns amongst instructors and students, and among the extraverted, introverted, female, and male responses. Naturalistic generalizations will then be developed as a result of the analyzing process.

c. **Project Timeline.**

<table>
<thead>
<tr>
<th>Month</th>
<th>Description</th>
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<tbody>
<tr>
<td>Spring 2016</td>
<td>Obtain project materials, including IRB permission; begin instructor participant recruitment and interview data collection.</td>
</tr>
<tr>
<td>Spring/Summer 2016</td>
<td>Continue participant recruitment and data collection. Begin transcription of audio recordings. Submit presentation proposals to state and national conventions. Conduct analysis of data collected; begin research paper.</td>
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<tr>
<td>Fall 2016</td>
<td>Complete research paper.</td>
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<tr>
<td>Spring 2017</td>
<td>Present paper at the UNO Student Research and Creative Activity Fair; prepare manuscript for research journal submission.</td>
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d. **Student Faculty Roles.**

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<tr>
<th>Student Role</th>
<th>Faculty Role</th>
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<tbody>
<tr>
<td>• Identify and contact all participants</td>
<td>• Oversee and review data collection</td>
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<tr>
<td>• Collect, transcribe, analyze data</td>
<td>• Directly supervise analysis of data</td>
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<tr>
<td>• Prepare, create, edit manuscript for publication</td>
<td>• Evaluate manuscript design</td>
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<tr>
<td>• Submit article for publication</td>
<td>• Assess written analysis of research</td>
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<tr>
<td>• Prepare presentation for fair and conferences</td>
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2. **Budget Justification.**

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<tr>
<th>Budget</th>
<th>Cost</th>
<th>Description</th>
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<tr>
<td>Summer Salary</td>
<td>$4,900</td>
<td>The request for a $4,900 stipend will allow me to devote all of my time to the completion of this project. During summer, I anticipate spending 40 hours per week on the project during the summer months, with at least a total minimum of 300 hours. This funding will allow me to devote all my time to the project with having to pursue a part-time summer job.</td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td>$100</td>
<td>The request for $100 will go towards office supplies (paper, printing, and poster preparation costs).</td>
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<td>Total of Request</td>
<td>$5,000</td>
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3. References


4. Letter of Mentor Support

Jan. 11, 2016

Graduate Research and Creative Activity Committee
University of Nebraska at Omaha
Omaha, NE 68182-0112
Email: unoorca@unomaha.edu

Dear Graduate Research and Creative Activity Committee:

I am writing to support Ursula VanAntwerp’s research proposal titled “How the authentic leadership behaviors of extraverted and introverted college instructors influence students. A qualitative study” for the 2016 Graduate Research and Creative Activity grant. Ursula VanAntwerp finished her pilot study for this research in December, 2015 for my CMST8186: Power and Leadership in Organizations class. Her work reveals some significant findings, as can be seen in her research preparation in the following paragraph.

First of all, she committed her pilot study to contributing to the knowledge of organizational communication and authentic leadership by conducting four in-depth interviews that revealed how extraverted-introverted teachers performed authentic leadership. Findings showed that teachers perform authentic leadership in all aspects of their teaching and that there were some similarities and differences between extraverted or introverted teachers in performing authentic leadership.

In addition, while the body of research on authentic leadership has grown in the past decade, it is still considered “thin” by comparison to other leadership theories (Duignan, 2015). This proposed study, which will focus on the potential transfer of specific leadership behaviors from college instructor to student and will contribute to the growing body of research of how authentic leadership functions and may flourish within the educational system. Hence, Ursula’s project seeks to fill this void in order to shed more light on authentic leadership behaviors.

As a master student in Communication Studies, she has demonstrated outstanding scholarly aptitude on all of the assignments and projects for my leadership course. From what I have observed, she has matured in her understanding of the depth and breadth of research in communication studies. As for the collaboration on her GRACA proposal, we will maintain active and regular contact, and under my supervision, she will a) conduct all research and analysis, including research planning, data collecting, and analyzing, and b) produce the written product and conference presentation, including draft writing/revising and manuscript submitting (to GRACA and academic journal).

I show my heartfelt respect and sincere gratitude to each and every one of you for your consideration and possible selection of Ursula VanAntwerp’s research proposal for the grant!

Sincerely yours,

Chin-Chung Chao

Chin-Chung Chao
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