A METHOD TO MY QUIETNESS:
A GROUNDED THEORY STUDY OF
LIVING AND LEADING WITH INTROVERSION

LEATRICE ORAM

A DISSERTATION

Submitted to the Ph.D. in Leadership and Change Program

of Antioch University

in partial fulfillment

of the requirements for the degree of

Doctor of Philosophy

July 2016

This is to certify that the Dissertation entitled:

A METHOD TO MY QUIETNESS: A GROUNDED THEORY STUDY OF LIVING

AND LEADING WITH INTROVERTSION

prepared by

Leatrice Oram

is approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Leadership and Change.

Approved by:

Elizabeth Holloway, Ph.D., Chair date

Laura Morgan Roberts, Ph.D., Committee Member date

Harriet Schwartz, Ph.D., Committee Member date

Sandie Turner, Ph.D., External Reader date

Acknowledgments

The last three years would have proved impossible if I had not had the support of many dear friends, family, and colleagues. For all the times I had to be away, whether in Yellow Springs or just in my study upstairs, I am gratefully indebted.

Thanks are due to Susan Cain, author of *Quiet: The Power of Introverts in a World That Can't Stop Talking* (2012) for inspiring me and for liking my dweeby, fangirl posts on her Facebook page. You will be one of the first recipients of this dissertation, like it or not.

Thanks go out to my colleagues at Antioch University New England for allowing me a flexible schedule to get my work done and for the financial underwriting of my degree program.

Thank you to C13—my doctoral squad—for embracing my introverted self and for opening my eyes time and time again; from you and with you, I will keep learning. To my oenophile intervention team of Dani Chesson and Maria Dezenberg especially, you are truth-tellers and crack-ups, muses and graces.

To my Seattle crew: William, Kara, Benjamin, and Julia Laverde, thank you for opening your home to me, for all that sushi, and for making me a movie star.

To my coding team, Dr. Timothy Eklin and Dr. Aviva Cohen, thank you for your time and expertise. And to my research partner, Dr. Roxanne Swogger, you softie, you big-brained, laughing warrior. Saturdays at 9:30 will never be the same. We did it!

To the participants in this study: I am in awe of the ease and exactitude with which you told me your stories and showed me your realities of being introverts and leaders. Without you, this would not be, period. A special thanks to P22, whose verbal acuity provided the title of this work.

My gratitude goes out to the faculty and staff of the Antioch University PhD in Leadership and Change. You have fostered a unique program of the most marvelous, evolving design. You model what it means to be responsive, relational, and reflexive leaders and scholars. For those who support our students' research—Deb Baldwin, Cathy Boswell, Vanessa Helgerson, and Emily DeMaria virtually and Abby Jones on my campus—you make our small program very powerful. To Margaret Morgan and Leslee Creighton, thank you for all you know and for your light touch. To Dr. Laurien Alexandre, extravert extraordinaire, you saw where I was going long before I did. (By the way, it's still all about the dog.)

To my committee: Dr. Laura Morgan Roberts, for introducing me to positive identity and positive organizational scholarship; Dr. Harriet Schwartz who helped me discover discovering; and Dr. Sandie Turner for her thoughtful, close reading, thank you all.

And finally to Dr. Elizabeth Holloway, you were combobulated when I was discombobulated, funny and disarming when I was in a tizzy, and certain when I was unsure. You were utterly practical, incisive, and direct. On every call, in every note, on every Google Hangout, you grokked my ideas and you grokked me. In other words, you were my perfect dissertation chair and I admire you deeply.

To my particular village—Wendy, Kelly, Kate, Cis, BeeP, Geeba, GeeBee, DIR, Audie, Uncles Sarah and Gene, the Divine Miss M, Mel, El Miguel Grande, Impy, Grammy, Nick, Deb, Dad, and Mike—your encouragement from near, far, here, there, and everywhere mattered so very, very much.

And finally, to Andrew and Louisa, my own true loves, my steadfast, ardent hearts . . . this is for you, first and last. I love you and our lives together. Let's go play.

Dedication

To Andrew Thomas Oram and Louisa Theodora Oram, for your enduring love and patience.

To my mom, Sabina Thorne Johnson, who would have a PhD herself if she hadn't had her hands full. I wish you were here with me still. You would have pulled this quotation from your mighty storehouse of memory: "Indeed what is there that does not appear marvellous, when it comes to our knowledge the first time? How many things, too, are looked upon as quite impossible, until they have actually been effected?" (Pliny the Elder, trans. 1855)

Abstract

Leadership scholar-practitioners must create a more sustainable, diverse, and equitable future, fostering emergence and development of resilient, competent leaders, including those who may have been previously overlooked. Leadership studies, particularly those situated in early trait and behavior paradigms, have long privileged extraverted leaders as ideal. The scholarly conversation is limited on introverted leaders; moreover, most of that literature depicts introversion as either a pathological construct associated with shyness and social anxiety, or includes introversion only by omission, as a state of deficit-of-extraversion. This study instead began with positive inquiry, framing introversion as a positive individual difference, and explored the lived experiences of introverted leaders. This research coalesced perspectives from positive psychology, positive identity at work, and positive organizational scholarship to inquire into introversion as a positive leadership construct. In this constructivist grounded theory study, leaders who identified as introverts and who reported introversion typology on the Myers Briggs Type Indicator (MBTI®) were asked to reflect on their experiences of introversion, leadership identity development, and professional and personal pursuits. From the amassed data emerged three theoretical propositions. First, enacting leadership has significant costs for an introverted leader's energy and identity. Second, an introverted leader must adopt a conscious learning orientation to leadership development, including experimentation with possible leader identities. Third, effective introverted leadership is dependent on understanding the powerful intersectionality of introversion, relationship, and identity. This dissertation is available in open access at AURA, http://aura.antioch.edu/ and OhioLink ETD Center, https://etd.ohiolink.edu/etd

Table of Contents

List of Tables

List of Figures

Chapter I: Introduction

A bird's eye view of the study of leadership reveals long-standing, vacillating answers to the question, "What makes a great leader?" Early leadership theorists (e.g., Gibb, 1947; Stogdill, 1948) originated what is now called the trait paradigm, characterized by the belief that there were leaders and non-leaders, and that what made someone (usually a man) effective was inborn. Studies bloomed, attesting to ideal demographics, skills, abilities, and personality traits (e.g., Bono & Judge, 2004; Judge & Bono, 2000; Moss, Ritossa, & Ngu, 2006). In these views, attributes like intelligence, conscientiousness, and extraversion were paramount, all issuing from the individual. Even as later theorists explored leadership with more complex, relational frameworks versus focusing on a single leadership entity, researchers still sought to identify some transcendent quality (e.g., Bono, Hooper, & Yoon, 2012; Brown & Reilly, 2009; Hautala, 2006, 2008; Kalshoven, Den Hartog, & DeHoogh, 2011; Rubin, Munz, & Bommer, 2005).

I find myself drawn to more practical ideas; I have long been interested in how individuals integrate who they are and what they do. I locate this interest specifically in how individuals develop leadership identity, their experiences of leadership emergence, and how they continue to develop as leaders, either in congruence or conflict with their understanding of their own personal identities. Increasingly, I have come to believe that my innate introversion plays a significant part in the choices I have made and in how I make meaning of pivotal experiences on my own leadership path. I have found little scholarship that sheds positive light on introversion and leadership, while there is ample research on extraversion as exemplary and predictive of leadership effectiveness. Moreover, there are countless studies and scales where introversion in leadership and management settings is seen at best as a lack of extraversion (Cattell & Schuerger, 2003; Costa & McCrae, 1992) and at worst as a social and functional

pathology (e.g., Bauer, Erdogan, Liden, & Wayne, 2006; Lee & Ashton, 2004, 2015; Mumford et al., 2000; Ryckman, Thornton, Gold, & Collier, 2011). By coalescing perspectives from psychology, leadership theory, and identity literature, then framing them through the fields of positive organizational scholarship and positive identity at work, I approach introversion as a leadership construct from a positive versus deficit stance. I interviewed leaders who identified as introverts and were typed as such on the Myers Briggs Type Indicator (MBTI®) and asked them to reflect on their perceptions of their introversion and their work lives. The stories that resulted helped illustrate a fuller range of participants' lived experiences as introverted leaders.

Purpose of the Study

If we as scholar-practitioners are going to create a more sustainable, diverse, and equitable future, we must foster the emergence and development of resilient and competent leaders, including those who may have previously been overlooked. In this research, I sought to counter the dominant extraverted leadership paradigm by exploring the stories of introverted leaders. As stated earlier, introversion has been underrepresented in the leadership literature. Where it has appeared, it served implicitly as a foil for the extraverted leader ideal; therefore introversion might be construed as problematic. I intended at the outset to bring a critical perspective to introversion and leadership; I explicitly did not problematize introversion; I investigated it as a potentially positive construct, seeking to learn more about the diversity of individual differences and the power of positive identity. These frameworks provided a foundation from which to build, with my research participants, a greater understanding of the specific qualities and enactment of leadership by introverts through the rich, layered data in their stories.

Research Question

Because grounded theory research is not intended to affirm or prove initial hypotheses, I did not focus on specific desired outcomes. I sought to observe emergent patterns in participants' experiences so that I could better understand the social processes involved in their reflections on introversion and leadership. I came to the research endeavor with a set of foreshadowed questions based in the wisdom of my own practice and in tacit or received knowledge from both leadership, personality, and identity literature as well as life experience and learning. In the research itself, I strived to remain theoretically agnostic (Henwood & Pidgeon, 2003) and by using constructivist grounded theory methods and tools, I allowed my preconceptions to be challenged and even changed by the data. As Charmaz (2014) said, the researcher must respond only to previously endorsed concepts if they have earned their way into the gathered data. My primary research question was therefore a starting point with an expression of open curiosity: I wanted to learn more about introverted leaders' reflections on their professional and personal experiences and how they have crafted their work lives.

I engaged in interviews with leaders from a variety of professional fields (as disparate as journalism and epidemiology) and in a range of professional contexts (from independent consulting to higher education to field science). In order to participate in the study, these leaders needed to identify as introverts and report having typed as an introvert on the MBTI®. The definition of leadership was based in their self-rating rather than in positional or title-based criteria; at time of opting in to the research project, the participants indicated roles in which they had led, whether as project leaders or chief executives, even allowing for an "other" category for those who were self-employed or entrepreneurial or in less formally structured roles. Once the

participants had identified as both leaders and introverts, I asked them to reflect on their personal, professional, and leadership development.

My participants were insightful and incisive; their narratives often began in childhood, encompassed work, self, and relationships, and for some, were still relevant, shifting, and dynamic even after retirement. Fundamentally, it is my hope that this dissertation accurately reflects their stories, expands understanding of the experiences of introverted leaders, helps individual leaders flourish, and contributes to the emergence and lifelong development of new generations and of leaders and approaches to leadership.

Situating the Research and the Researcher

As a constructive grounded theorist, it is critically important for me at the outset to be as explicit as possible about my positionality, unearthing my "theoretical sensitivities" (Glaser & Strauss, 1967), or my received knowledge and assumptions about the research topic. As a deeply introspective person who must strain to remain connected to people and pressures around me, I have concluded my introversion is a fundamental way of being for me and has had an impact on almost every life or career choice I have made. I appreciate that I have come as far as I have in some measure due to my reflective nature, unflappability, empathy, and approachability, combined with my quiet, unwavering drive to get things done. However, for many years my way of being seemed antithetical to being a leader. As I moved into increasingly visible and responsible positions of leadership, I grappled with knowing how best to balance my deeply ingrained and somewhat insular way of being with the volubility, external expansiveness, and openness that seemed to characterize idealized leaders.

In 25 years in higher education, however, I encountered many types of leaders. Their apparent introversion or extraversion did not seem to me to be the predictive factor of their

success. In fact, many of the most outwardly extraverted leaders I observed were involved in situations of the greatest internecine strife and demonstrations of megalomania. At the same time, I have experienced quieter leaders with solid, ethical grounding who led through consensus and gentleness; yet they ultimately became isolated and seemed to struggle with the complexities and competing pressures of their positions. Since I aligned myself in disposition and temperament with the latter type of leader, the choice to lead therefore seemed to me to have a compromised outcome for quieter leaders. Did successful leadership as an introvert have to do with some kind of inner inviolable strength, and if so, did I have it?

When I began my doctoral research with a deep interest in the experiences of other introverted leaders, I had to ask myself if I had been seeing things too simplistically. I recognized that organizations were simply comprised of human individuals, with many differences, capacities, and vulnerabilities. Perhaps I could do research that would re-examine existing dominant beliefs:

> Stepping back from one's own situation, to theorise rather than just react to power relations, offers new possibilities for thinking and positioning oneself. While I am not saying one can ever stand outside of the power relations or structures in which we exist, I am arguing that making these more visible is an empowering thing to do—for oneself and others. (Sinclair, 2007, p. 81)

This research seeks to step back and generate nascent theory in a not well-understood area, and by doing so, it may encourage the valuing of different kinds of leadership or perhaps create a new pathway to authenticity for introverted leaders: "Authenticity is always socially produced, not individually crafted. Authenticity is not just a matter of skillful individual performance: stereotypes, and cultural and social norms, play a role in determining whose performance of which authenticity is valued" (Sinclair, 2007, p. 137).

As I studied, I began to ask myself questions and theorize from the limited data set of my experience to date. It is important to note that the questions and tentative theories that follow represent my musings as I began the research, versus being ultimate research questions. I had focused on introversion-extraversion as a critically important personality factor, yet personality constitutes only a small component of leadership. Gough (1990) emphasized this need to nest our leadership insights in a whole series of contexts: "There are cognitive, experiential, familial, morphological, physiological, and situational factors related to the occurrence of leadership, and its effectiveness. . . . Leadership may also be approached from the standpoint of what leaders do" (p. 355). He goes on to call for studies that "yield a broad and ecologically valid understanding of leadership in all of its facets and circumstances" (Gough, 1990, p. 355).

As I expanded my foundational research, this notion of context was important. Leaders are not individual isolated entities; in more recent leadership literature, the themes of relationship and the need for relational leadership practice were prevalent. Reading identity literature, which frames individuals' identities as both innate and socially co-constructed, I wondered how critical it was to put one's multiple identities to work in other-focused ways, maintaining the centrality of connection and relationship at work. My interests sparked from there into ways to reduce identity dissonance; Dutton and Heaphy (2003) called for further research into how people with high quality connections experience more authenticity and craft identities that better fit who they are. I wondered if introverts, often skilled observers, might be more attuned to relationships and social networks in their organizations. How then might high quality relationships with people at work relate to more identity congruence and increased co-activation of multiple identities?

With both relationships, diversity, and identity at the center of her scholarship, Roberts (2007b) encouraged research into the link between positive relationships and identity to develop more sophisticated criteria around what conditions support positive relationships' impact on identity development. From this standpoint, one could have explored how introversion as a positive leadership construct supports relational growth. Or it could have been interesting to explore whether early, intentional relational leadership practices could have impact on the emergence of introverted leaders, including a greater awareness of what it takes for introverted leaders to thrive.

Also in the vein of positive identity work, Rothbard and Ramarajan (2009) discussed individuals' multiple identities and the compatibility of co-activated identities, and Dutton, Roberts, and Bednar (2010) identify the complementary structural pathway of positive identity construction. It might have been reasonable to theorize that introverted leaders are in a more constant state of co-activation and to explore that concept, as well as to test whether introverts seek deeper identity congruence and complementarity in order to reduce internal conflict and feelings of inauthenticity (see Roberts, Cha, Hewlin, & Settles, 2009).

According to scholars (e.g., Clifton & Harter, 2003; Hodges & Clifton, 2004; Luthans & Avolio, 2003) talents are stable, naturally occurring features of personality. Ameliorated by skills and knowledge, talents can become strengths. While introversion is a disposition, not a talent, how might heightened self-awareness (shaped by reflected appraisals) help one integrate and capitalize on the latent strengths of introversion?

The reflected appraisal work (Roberts, Dutton, Spreitzer, Heaphy, & Quinn, 2005; Roberts, Spreitzer, et al., 2005; Spreitzer, Stephens, & Sweetman, 2009) described a portrait of one's best self that is a composite of one's own self-perceptions and, importantly, a reflection of

how others perceive one. As a variation on these ideas, it might be intriguing to look at whether introverts struggle more to internalize and capitalize on positive feedback from others. For instance, if introversion is a stable disposition characterized by subjective and internal processing, how effectively can the reflected appraisal by others enable introverts to more positively construe their introversion? Because of their tendency to filter experience through subjective processes to make meaning (Jung, 1971), introverts might need concrete and deeply personal ways to recognize evidence of self-as-leader.

Grant, Gino, and Hofmann (2010, 2011) found that introverts were strong leaders of teams with contrasting temperamental makeup. Their study provides another framework for examining how introverts might excel as leaders in other kinds of diverse groups. Do introverts have a greater inclination towards relationship? Do introverts have a stronger inclination to other-focused activities? Might introverts make more effective leaders in collectivist versus individualist contexts?

My doctoral learning and reflection suggested myriad possible routes of exploration. Each one, however compelling, still posed a narrow question, the answers to which would be deeply situational. When I asked myself the question, "What do I really want to know?" I pulled my focus to a more abstract level. Each organization is comprised of individuals who, regardless of their position or title, have the will, inclination, and skills to help move a mission forward. Each brings along her own professional and personal story, including personality, education, and formative experiences both positive and deleterious. I argue that my particular way of sense-making and action-taking is a kind of quiet leadership. While perhaps not the norm, it provides temperance and an alternative to dominant leadership styles. Therefore my deep interest is one of practical curiosity, with many more questions than answers. How does

an introvert become a leader? How does an introvert lead well? How can one best understand quiet leadership and how can one convey its value to others?

If we are interested in developing diverse forms of leadership, we need to find more inclusive supports for leadership emergence and the qualities that contribute to a broader understanding of leading and learning how to lead. The literature of positive organizational scholarship and positive identities form a foundation for looking at positive individual differences. I believe introversion carries with it a unique way of being and relating in the world; in this research, the participants and I explored how they have come to understand their leadership identity as introverts and what challenges and triumphs they have experienced. These explorations add to a better understanding of the contributions introverted leaders can make to their organizations as leaders and in the areas of leadership emergence and development.

Introversion: The Construct

Definition of key terms. This study must start with a thorough investigation of the term "introversion." In order to understand introversion as a construct, it must be examined first through the lenses of psychology, biology, leadership studies, cultural and global perceptions, and as a facet of individual differences and diversity. These fields lend depth and breadth to an inclusive definition of introversion, otherwise a commonly misunderstood or partially understood concept.

Jung on introversion. In popular understanding, introversion and extraversion have been condensed to a convenient either/or metaphor for how one prefers to relax—with quiet time alone or by gathering energy from interaction with others. However Carl Jung, the Swiss psychiatrist and founder of analytic psychology, describes his typology as a phenomenon going far deeper than preference. He stated that extraversion and introversion are fundamentally,

respectively, "in one case an outward movement of interest towards the object, and in the other a movement of interest away from the object to the subject and his own psychological processes" (Jung, 1971, p. 4) and that each of us exhibits both mechanisms to various degrees. This orientation is a means of entering into engagement with one's world, as well as how one interacts and adapts, defining how one processes information and stimuli, and therefore how one learns and makes meaning. Jung (1971) said that introverts follow ideas inwards, "Intensity is his aim, not extensity" (p. 383).

Jung (1971) cautioned that introversion and extraversion were too easily seen as polar opposites and not understood with sufficiently relative and complex mindsets. In fact, he claimed there was no such thing as a pure extrovert or introvert, and that "such a man would be in the lunatic asylum" (Segaller, 1957). Jung believed we adapt these fundamental orientations to situations over time, yet are never too far from our inherent typology. Consider Jung's depiction of the fundamental orientation of the two types (and "libido" here means energy, intention, or force):

> The introvert's attitude is an abstracting one; at bottom, he is always intent on withdrawing libido from the object, as though he had to prevent the object from gaining power over him. The extravert, on the contrary, has a positive relation to the object. He affirms its importance to such an extent that his subjective attitude is constantly related to and oriented by the object. (Jung, 1971, p. 330)

Jung (1971) insisted that introversion and extraversion were deeply innate psychological constructs that affected how the individual saw the world, in effect coloring "the whole psychic process" and is a foundation for the "habitual mode of reaction and thus determines not only the style of behavior but also the quality of subjective experience" (p. 534). This Jungian typology spurred theorists in biological and social sciences both to name what they saw in human behavior and to try to find its origins.

Eysenck's perspective on introversion-extraversion. The German-born British psychologist Hans Eysenck was an early thinker and writer on the biology of personality type and was adamant about finding scientific bases for some of the practical observations on personality made by Jung and others. Eysenck (1970) took an objective view that type was a "group of correlated traits, just as a trait was defined as a group of correlated behavioural acts or action tendencies" (p. 13) and sought to improve the validity and reliability of scales measuring introversion and extraversion. He also strongly supported Jung's (1971) separation of introversion from neuroticism and cautioned the (then and now) popular reductionist view of introversion as a measure of low sociability and instead ascribed extraversion to having under-aroused ascending reticulated activating system, resulting in the need to seek stimulus. Introverts instead had over-aroused systems and were therefore more restrained in their behavior in an effort to reduce stimuli (Eysenck, 1970). He went on to develop the Eysenck Personality Questionnaire; these and other assessment tools referred to in this section on definition of terms will be addressed in Chapter III.

Typology's broad take on introversion. Based firmly in Jungian typology, the Myers-Briggs Type Indicator (1962) measures Introversion-Extraversion independently from other features along a continuum as an expression of situational preferences and functional styles. Closer inspection of the literature accompanying the MBTI® tool does yield more nuanced depictions of introversion:

> The introvert's main interests are in the inner world of concepts and ideas, while the extravert is more involved with the outer world of people and things. . . . This is not to say that anyone is limited either to the inner world or the outer. Well-developed introverts can deal ably with the world around them when necessary, but they do their best work inside their heads, in reflection. (Myers & Myers, 1995, p. 7)

Notably, Myers and Myers (1995) pointed out that each person has a dominant and auxiliary process, and they echoed Jung (1971) in saying it is rare to see either process in a pure form. Extraverts' best and dominant processing is often immediately apparent to their interlocutors, whereas introverts' dominant processing is more inward. The authors use the metaphor of the dominant process as the "general" and the auxiliary process as the "aide." With extraverts, one interacts predominately with the general; with introverts, one most often meets the aide, while the general is in the tent attending to critical matters. If those who interact with introverts do not understand that there is a ranking general in the tent, they may underestimate the abilities, plans, and points of view of the introvert. The introvert's auxiliary process, in other words, is the one she uses to adapt to the world of action effectively; yet her dominant process reflects her deepest values and strengths.

Myers and Myers (1995) used colorful, highly metaphorical language to illustrate their typology; this may be one reason the MBTI® is dismissed as popular psychology. They also described those for whom introversion is the dominant process with words like fore-thinking, observant, questioning, and engrossed, and conclude that such people put the deepest value on "the interpretation of life and the promotion of understanding" versus extraverts, who find most compelling the "promotion and initiation of new enterprises" (Myers & Myers, 1995, p. 81). They contrast extraverts as "the civilizing genius, the people of action and practical achievement, who go from doing to considering back to doing" with introverts as "the cultural genius, the people of ideas and abstract invention, who go from considering to doing and back to considering" (Myers & Myers, 1995, p. 56). If these same shifts between doing and considering are imagined for an introvert in an organizational context, it might imply a process parallel to an individual managing multiple identities at work (e.g., Ashforth & Johnson, 2003),

with all the attendant challenges and conflicts, as well as positive opportunities for congruence, symbiosis, and complementarity.

Introversion as temperament or disposition based in neurology. Long after Jung and Eysenck, researchers have continued to find evidence for the inborn roots of temperament; however, they do evolve in how predictive it is. Kagan and Snidman (2009) argued that one's temperament most likely delimits how one will or will not be: "First, no temperamental bias determines a particular personality type. Rather, each temperament creates an envelope of potential outcomes, with some more likely than others" (p. 3). They also assert that temperament is biologically based in the nervous system and personality is environmental, "a social construction unique to human beings" (Kagan & Snidman, 2009, p. 240). Blandin (2013) agreed: "Temperament arises from the regulation of arousal and emotion reliably producing characteristic, habitual responses to experience, whereas personality is the constructed, storied level of identity that emerges through our relationships with others and the world" (p. 119). These neurological bases for temperament align with Jung's (1971) original introversion-extraversion constructs; layered onto the innate aspects of temperament are social processes and experiences that comprise personality.

The development of personality assessment and the onset of the extravert ideal. Digman (1990) provides a thorough history of the progress of personality assessment and was himself a contributor to the effort. In Chapter III, I discuss the measurement of introversion-extraversion more extensively. This definitional section provides background for how the various tools' authors have operationalized introversion (if sometimes only by omission, since most descriptors are of extraversion.) Goldberg (1990) is one of the earlier writers on a consolidated set of personality factors, hereafter referred to as the "Big Five": Openness,

Conscientiousness, Agreeableness, Extraversion, and Neuroticism (or OCEAN, the common mnemonic.) Costa and McCrae (1992) defined extraversion as the quality of being assertive, active, talkative, upbeat, energetic, and optimistic. Watson and Clark (1997) believed extraverts have a "positive emotional core," with heightened ability to experience and express positive emotions. Depue and Collins (1999) dissected extraversion into components, and therefore saw it less as a broad trait and more as a way of relating in terms of interpersonal engagement and levels of impulsivity. Costa and McCrae defined extraversion as the quality of being assertive, active, talkative, upbeat, energetic, and optimistic. Ashton, Lee, and Paunonen (2002) countered that the central feature of extraversion was a desire for social attention. Depue and Collins bridged the gap between sociability and affect. Lucas, Diener, Grob, Suh, and Shao (2000) and others attributed extraversion to "reward sensitivity" or a drive to seek external rewards. Ashton et al. (2002) also countered this claim, insisting instead it was about engaging in and enjoying behaviors that attract social attention.

One of Jung's (1971) definitions of an extravert was someone who "thinks, feels, acts, and actually lives in a way that is directly correlated with the objective conditions and their demands" (p. 333). The personality researchers cited above further illustrated this understanding of extraversion and they explored ways in which neurology and personality interconnect. Their studies debated the most relevant ways in which that extraverted entity (or person) and his interactions with his external social environment were most indicative of essential leadership qualities. An alternative construct, of the introverted leader whose social interactions are filtered through more subjective, internal processes, yet who still achieved positive leadership outcomes, was scarcely present in the scholarly conversation.

Myers and Myers (1995) did construct a compelling profile of the introverted professional: purpose-driven versus motivated by reward, gifted with language (though more so written than oral), systematic, patient, stable, analytical, ingenious, and insightful. In an effort to be even-handed, it is also important to cite the more problematic aspects of introversion dominance as they pertain to leadership. The authors also portrayed introverts as potentially reserved, taciturn, and impenetrable, slower to accept the new and untried, and sometimes lacking in self-confidence. Even Jung (1971) admitted that introverts could be obdurate: "In pursuit of his ideas, he is generally headstrong and quite unamenable to influence" (p. 385). Nevertheless, in my research, I found that leadership and management studies have largely emphasized and privileged the outwardly engaged, active, voluble extravert. It strikes me that such a preference is still likely to overlook the potential of the introverted leader.

Significance to Theory, Research, and Practice

Because there is a dearth of research on introversion and leadership, I maintain that looking at introversion through the telescope of extraversion is flawed and misleading. The portrait above, which exists mostly of introversion-as-not-extraversion, does indeed provide some insight into introversion, much as a dot-to-dot picture will show the basic outline of whatever it delimits. However, in order to understand more fully introversion as a positive construct of leadership, one must see these pictures as background and shift to a perspective of introversion as an individual difference and therefore a critical facet of human diversity and identity (see more in Chapter II). In order to compose a more informed portrait of introverted leaders, there is a need to investigate their lived experiences through in-depth reflection. After taking this rich store of data through constructivist grounded theory analysis, and formulating

theoretical propositions about what I learned, the result was a more complex understanding of introverted leadership.

Overview of the Dissertation

Following this introduction, in Chapter II I frame my sensitizing concepts through a thorough overview of literature on introversion and extraversion in personality research, in leadership studies, and in wider cultural contexts. Then I reframe introversion as a positive leadership construct through the theoretical lenses of positive psychology, positive organizational scholarship, and positive identity literatures. Chapter III focuses on methodology, where I provide a brief history of grounded theory and discuss why constructivist grounded theory in particular is the most fitting methodological approach for this study. I then present my methods of study and conclude the chapter with ethical considerations. In Chapter IV I present my findings and Chapter V, I discuss my findings and conclusions about introversion and leadership. Also in this final section I highlight implications for practice, and I address any limitations inherent in my study, as conducted, as well as areas for future research that the study raised for further consideration.

Chapter II: Review of the Literature

Literature reviews are the researcher's examination of a scholarly landscape to locate her inquiry and to demonstrate why existing research is insufficient to answer her questions. In grounded theory studies, historically, Glaser and Strauss (1967) encouraged work in non-traditional areas where there was little literature and they in fact eschewed deep contextualizing by the researcher in literature until "after the analytic core has emerged from the data" (p. 38). They suggested that the researcher approach inquiry in a spirit of theoretical sensitivity, remaining open to conceiving and formulating emerging theories the data would put forth; this theoretical sensitivity would be lost if a researcher committed at the outset to a preconceived theory.

As a further development, constructivist grounded theory studies use the literature review to explicate how the researcher's values and experience underpin her area of interest and how she is theoretically informed (Clarke, 2005). By being explicit about these sensitizing concepts (Blumer, 1969; Charmaz, 2009, 2014; Clarke, 2005), I place myself within the context of the research, not simply as an announcement of my positionality or bias, but as a clear acknowledgement of the experiences I bring to this research.

> Grounded theorists' background assumptions and disciplinary perspectives can alert them to certain possibilities and processes in their data. . . . Researchers need to be aware of how and to what extent they draw on such assumptions and perspectives and be willing to revise or relinquish them, should their interpretations of the data so indicate. (Charmaz, 2014, p. 30)

This review therefore traces my influences in earlier theory; I then, at the outset, openly refrain from a priori hypotheses. Taken as a whole, this literature review provides a foundation for how I understand the social and psychological processes affecting introverted leaders and the implications for the emergence and development of leadership identity.

This chapter reviews scholarly work across several bodies of literature related to introversion and leadership, beginning with a brief summation of research on the construct of introversion-extraversion and its components. Then I examine introversion–extraversion's presence in leadership and management studies. Next, this chapter explores introversion and leadership in wider cultural and global contexts, as well as the burgeoning interest in introversion in the popular press. Finally, this review places introversion as a positive individual difference within the theoretical frameworks of positive psychology, positive organizational scholarship, and positive identity.

Examining the Construct of Introversion-Extraversion

As discussed in Chapter 1, introversion is a multilayered and complex construct informed by culture, biology, and experience.

Limits of researching introversion through extraversion. Due to the lack of scholarly focus specifically on introversion, the first sections of the literature review encompass extraversion by necessity. There are limitations inherent to this approach; the scholarly context is on introversion as it is reflected by insight gathered on extraversion, and is therefore partial and delimited. After a context is created by way of the boundaries of extraversion, we can then infer more intricate knowledge of introversion. Albeit flawed, this definition-by-omission both highlights the gap in the research and provides a compelling rationale for my research, as well as points to the fit of grounded theory methodology to better explore a poorly understood or little-researched phenomenon.

Central features of introversion-extraversion. Much research attention has been focused on seeking out the most compelling positive features of extraversion. Overall, research falls into three main domains: the biology and neurology of extraversion (e.g., Ashton et al.,

2002; Depue & Collins, 1999; Depue & Fu, 2013; Fishman, Ng, & Bellugi, 2011; Lucas et al., 2000; Zelenski, Santoro, & Whelan, 2012); extraversion as a facilitator of sociability or gregariousness (e.g., Feiler & Kleinbaum, 2015; Moutafi, Furnham, & Crump, 2007; Shipilov, Labianca, Kalnysh, & Kalnysh, 2014); and extraversion moderated or mediated by other measurable traits (e.g., Kalshoven et al., 2011; Lucas & Donnellan, 2011; Rubin et al., 2005; Sackett & Walmsley, 2014).

Lucas et al. (2000) found extraverts across 39 cultures were more sensitive to reward stimuli, and therefore attributed extraversion to reward sensitivity, or a drive to seek external rewards, with sociability as a by-product. Fishman et al. (2011) substantiated this finding through their research on extraverts' higher brain response to social stimuli and resulting motivational structures. Depue and Fu (2013) also studied the difference in cognitive and affective aspects between introverts and extraverts, concluding extraversion was positively related to brain processes that associated context with reward, and introverts had no such reaction. This supported the notion that the two dispositions were characterized by individual neurological differences in reactivity. In contrast, Ashton et al. (2002) found social attention-seeking was at the core of extraversion, not reward sensitivity.

Sociability has always been a facet of extraversion, termed as gregariousness by Costa and McCrae (1992); social self-esteem, social boldness, sociability, and liveliness in Lee and Ashton (2015); and warmth and liveliness by Cattell and Schuerger (2003), all discussed in Chapter III. As such, lack of volubility is often the characteristic by which introverts become associated. Sociability also extends into friend-making and networking; Feiler and Kleinbaum (2015) found that extraverts accumulated more friends than introverts and similar levels of extraversion increased the likelihood of connection. This resulted in social networks more

populated by extraverts, as well as network levels of extraversion greater than in the whole social environment. One sees this effect played out in Moutafi et al. (2007) and Shipilov et al. (2014), where gregariousness was positively correlated with networking range, managerial level and rate of promotion.

Other research depicted the more cognitive and linguistic impacts of the biology and neurology of introversion-extraversion. Zelenski et al. (2012) tested a theory that introverts might be happier if they acted more extraverted. In tests where a mixed group of introverts and extraverts were asked to behave in an extraverted manner, the researchers found that indeed positive affect for both groups rose; both groups also experienced feelings of depletion. Yet extraverts also suffered cognitive and emotional costs when asked to behave counter-dispositionally. Beukeboom, Tanis, and Vermeulen (2012) concluded that extraverts speak more abstractly than introverts describing the same social situation, which led to extraverts being perceived as more personally engaged and conversational. However they also concluded that introverts' slower and more concrete language tended to increase the level of trustworthiness perceived by listeners. Even so, the persistent high valuation of sociability, charisma, and gregariousness underpins the privileging of extraversion in personality research.

Introversion-Extraversion in Leadership Studies

The negative or absent view on introversion might be traced back to the early "Great Man" trait theories of leadership, where leadership came from a single, charismatic source (e.g., Gibb, 1947; Lord, De Vader, & Alliger, 1986; Stogdill, 1948; Zaccaro, 2007). According to this thinking, this charismatic figure must be gregarious and intent on inspiring his followers through sheer outgoing charm. One can easily see how the potential strengths of introversion were not central to the resulting research agenda; the lack of research in leadership studies with

an explicit focus on introversion makes it difficult to trace a logical developmental path in how introversion is depicted in this field. More to the point, the very lack of direct research into introversion and leadership identifies a marked gap.

Extraversion as predictive of leadership effectiveness. For decades, leadership literature has focused on extraversion as most predictive of effective leadership. Bono and Judge (2004) conducted a meta-analysis and linked extraversion as the strongest correlate with transformational leadership, repeating their earlier findings (Judge & Bono, 2000; Judge, Bono, Illies, & Gerhardt, 2002). This was reflected back by Moss et al. (2006) who also added that followers who preferred transformational leadership tended towards extraversion themselves. Extraversion has also been associated with overall effectiveness and commitment (Colbert, Barrick, & Bradley, 2014). With these repeated and sometimes self-referential studies, one begins to see how committed researchers were to having extraversion reinforced as essential to leadership, and how that dominant perspective drove the research agenda.

Strengths and weaknesses of introversion-extraversion as situational. In response to the trait-based wholehearted embrace of extraversion, the next leadership research wave hit: the behavior paradigm, rooted in situation and relationship, valuing context and adaptability over innate characteristics. This group of researchers looked at moderating or mediating effects, depicting the interplay of various personality traits, and looking at a spectrum of traits or behaviors. Notable findings in this countervailing research were a greater focus on leader-follower dynamics and the importance of high quality connections in organizations (Bauer et al., 2006). Chiaburu, Oh, Berry, Ning, and Gardner (2011) found that extraversion was a strong predictor of change-directed organizational citizenship behaviors; other traits were more important in stable organizations. A similar situational condition was found by Anderson,

Spataro, and Flynn (2008) where extraversion was a positive predictor in team-based consulting work, and not as much in individual-based engineering. In several other studies (e.g., Barrick, Mount, & Judge, 2001; Rubin et al., 2005; Sackett & Walmsley, 2014) other traits, especially conscientiousness and agreeableness were found to be more important overall.

Introversion as counter-indicative of leadership potential or as pathology. By far, the majority of empirical studies omitted introversion and concentrated solely on degrees of extraversion as worthwhile of investigation. In the few cases where introversion was included explicitly in research conclusions, it was often cast by contrast as at best a lack of extraversion and at worst pathological by definition, often linked to dysfunction or social liability. For instance, Bauer et al. (2006) also looked at a long-term moderating role of extraversion within the context of new leader development and concluded that individuals with low extraversion (i.e., introverts) were dependent on a high level of relationship to be successful in new leadership positions. Mumford et al. (2000) identified groups of personality characteristics associated with moving to more upper level leadership positions; they concluded that the best leadership development potential is found among Motivated Communicators (who score high on extraversion, among other areas) and far lower leadership development potential among those scoring high on introversion (labeled Disengaged Introverts or Limited Defensives). Other studies equated introversion to disability; Chester (2006) examined type preferences in individuals with Asperger Syndrome (who are characterized by high-intelligence and lowered social interaction skills, among other diagnostic criteria.) Chester found that, indeed, Asperger individuals endorsed a much higher preference for introversion. However, he reasoned that the very diagnosis is predicated on the overvaluation of extraversion in Western culture, and therefore problematized and pathologized what is likely an individual variation.

Gardner and Martinko (1996) noted that because of internalized processing and greater reserve, introverts were simply harder to assess. Other researchers built on that sense of introverts being more difficult to understand: because of their lower need for affiliation and their higher attunement to work-related networks (Casciaro, 1998), introverts blended more into the organizational scenery. Ryckman et al. (2011) linked introversion to competition avoidance. By their very nature, researchers intimated, introverts perpetuated an avoidant, less overtly communicative profile, putting themselves out of the leadership arena.

Discrepancies in extraverted self-perception. Several strains of research took a step back to critique how leaders rated themselves and how followers rated leaders. Others considered the discrepancies in how we were looking at leadership or focused on the dark side of the extraverted ideal.

Some studies (e.g., Atwater, Wang, Smither, & Fleenor, 2009; Bono et al., 2012; Brown & Reilly, 2009; deVries, 2012; Felfe & Schyns, 2006; Hansbrough, Lord, & Schyns, 2015; Hautala, 2006, 2008; Roush & Atwater, 1992) generated questions about the reliability of leader self-ratings as inflated or contradictory with follower ratings, among other problems. These studies' findings determined such patterns as extraverted leaders rating themselves as more enabling, while the followers did not perceive them as any more or less enabling than introverted leaders (Hautala, 2006), as well as extraverts appraising themselves more highly than others (Brown & Reilly, 2009). Felfe and Schyns (2006) found that perceivers' own level of extraversion made them more positively disposed to certain kinds of leaders. Hautala (2008) found that introverts rated themselves lower overall, contrasting findings by Roush and Atwater (1992) where introverts rated themselves most accurately.

Extraversion in need of mediation or moderation. Another trend in research emphasized greater balance in leader traits and behaviors, including clearer leader self-knowledge and awareness of other (e.g., Hautala, 2006; Hills & Argyle, 2001; Kalshoven et al., 2011; Lucas & Donnellan, 2011). These researchers argued for the valuation of any single leadership trait or behavior only when viewed more deeply in context or by degrees of adaptability. Still others exposed hazards or limitations of the glorification of extraversion in leadership research, observing instead that traits were dependent variables in the interplay of leadership. Rubin et al. (2005) concluded that extraversion was only important to transformational leadership behaviors if paired with attunement to followers' emotions; otherwise, agreeableness was more critical. Kaiser, LeBreton, and Hogan (2015) examined potential derailing behaviors linked to overuse of extraversion strengths, calling for emotional stability as a moderating effect.

Dark side of extraversion. In spite of many studies cited above that connected extraversion to leadership effectiveness, other researchers drew attention to differences between the charismatic leader and actual organizational performance. The research of both Tosi, Misangyi, Fanelli, Waldman, and Yammarino (2004) and Agle, Nagarajan, Sonnenfeld, and Srinivasan (2006) discovered that charismatic leaders were paid higher but did not necessarily perform better, which heralded the findings of Bendersky and Shah (2012) who suggested that extraverts do not always deliver on original impressions of effectiveness. In their research with diverse teams, they saw that extraverts, historically associated with perceptions of higher achievement and competence, experienced loss of status and disappointment from their workgroups over time. These findings were similar to those of Kaiser and Overfeld (2011) who cautioned that lopsided reliance on strengths like extraversion degraded both individual and team

performance. Casciaro (1998) acknowledged trade-offs, with extraverts exhibiting a strong need for affiliation that clouded their perceptions of work-related networks.

Judge, Piccolo, and Kosalka (2009) explored the dark sides of previously lauded bright leadership traits, and found that extraversion's sociability aspects can turn to social dominance and lack of listening. Sinclair (2007) suggested that the long fascination with extraversion as the epitome of leadership, exhibited by a single, decisive individual intent on changing others more often than himself is inherently flawed. She took a more critical view of leadership as socially constructed with leaders and followers:

> A more meaningful way to think about leadership is as a form of being (with ourselves and others): a way of thinking and acting that awakens and mobilises people to find newer, freer and more meaningful ways of seeing, working, and living. This form of leadership in anchored to personal self-awareness and mindfulness toward others. (Sinclair, 2007, p. xviii)

Her theories were paralleled by those of Grant et al. (2010, 2011) and Grant (2013) who found evidence that highly extraverted leaders elicited sub-optimal performance from less proactive employees, while introverted leaders achieved higher group performance from highly proactive employees. These more connected and relational approaches are paralleled by the field's move towards theories of leadership that are more inclusive and tolerant of complexity.

Introversion-Extraversion in Wider Cultural and Global Perspectives

In Chapter III, I discuss the complexities of measuring introversion-extraversion in greater depth, including the constraints of imposing a culturally-bound construct like introversion-extraversion on other social groups, as well as the pitfalls of using assessment tools developed in Western societies to discern anything about other cultures. Setting those boundary conditions and hazards aside for now, putting the study of disposition, traits, and behaviors into a more global context allows us to examine introversion-extraversion in greater depth.

Lenses of examination across cultures. When he first described his introversion-extraversion typology, Jung (1971) reasoned that introverts were much more likely to be misunderstood than extraverts, and were overall in the minority, "not in numeric relation to the extravert, but in reaction to the general Western view of the world as judged by his feeling" (p. 392). To this point, introversion has been explored through the lenses of personality, type, disposition, neurology, orientation, and temperament. However, each of these frames is culturally influenced and therefore subject to unexamined assumption and misunderstanding; each also has its own context, interaction, and connection to other related constructs. Scholars have long tried to find universality across cultures. Church and Lonner (1998) described how these researchers tried etic strategies (taking existing constructs and applying them to other cultures) and emic strategies (exploring the other cultures for indigenous constructs), and finally integration techniques, where researchers seek relationships between the etic and emic.

McCrae (2001) suggested we take a harder look at trait psychology as it relates to culture. He placed trait psychology within the context of transcultural, intra-cultural, and inter-cultural research approaches. Transcultural research is focused on human universals, and McCrae's own research found universality of the "Big Five" traits across cultures. Intra-culturally, researchers could look at how traits are uniquely expressed within a culture, and because of the emic approach, take into consideration language and indigenous culture, suggesting ethnographic methods are most suitable for creating the broadest understanding.

While McCrae and others (e.g., McCrae, 2001; McCrae & Costa, 1997; McCrae & Terracciano, 2005) did find enduring personality traits like extraversion common across and between cultures, many noted that ethnographic approaches made the study of personality traits richer, though not, as Westerners seem to prefer, as measurable. However, ethnography might

be particularly critical when looking at the construct of introversion-extroversion, since it touches immediately upon deeply contrasting cultural norms like the collective identity versus the individual self, and therefore points toward the fundamental social structures of a culture.

The seduction of seeking the universal. Despite potential pitfalls of heterogeneous comparison, researchers continue to seek insight into cross-cultural perspectives and into how typology presents among sub-populations. Any way one begins to inquire, a small question quickly becomes large. One must raise questions, both about how and by whom the trait construct is defined and developed and how it is measured. Examining trait psychology from an inter-cultural perspective, mean levels of a trait become a more important toehold, by seeking associations between traits and cultural variables so that generalizations could be made about a national character. However, this temptation to generalize can fail:

> Personality similarities among people in close geographical proximity—if they exist—might have several causes. Shared culture, shared genes, and shared physical environment are all reasonable candidates. Unfortunately, these three classes of influence are usually confounded. . . . Variation across cultures tends to be small compared to variation within cultures. (Allik & McCrae, 2004, pp. 14–15)

Looking for universality is seductive; liberal thinkers want to find what unites us versus what divides us. However, universality can veer dangerously into territory where there is a drive to suppress difference. Den Hartog, House, Hanges, and Ruiz-Quintanilla (1999) argued that the more deeply we look at traits and associated behaviors, the more likely we will see significant discrepancies in how different cultures give meaning to or enact behaviors. Church (2001) described the complexity of measuring personality cross-culturally, citing differences among researchers' belief in the viability of adapting one culture's tools to another, or of importing measures at all versus using indigenous ones. More critically, he described the limitations of both nomothetic (quantitative approaches designed to be applied to many different

people) and ideographic (more qualitative and particular to an individual) approaches. Church as well as van de Vijver and Leung (2001) discussed the problems of construct bias, method bias (on multiple levels like issues with sampling, administration, and instrument biases), and item bias in cross-cultural personality measurement. All these biases are further vulnerable to a more pervasive hazard in research, interpretation bias. Church suggested that using culture-specific measures could alleviate some of these difficulties and sketched out the considerations for imported (or imposed, etic) versus use or development of indigenous (emic) instruments. Moreover, Church espoused the value of using a cultural psychology approach that favored more qualitative and constructivist assessment.

As mentioned earlier, Western researchers saw discrepancies in leader self-ratings; similar constraining cultural forces were found outside the west (Allik & McCrae, 2004; Ho, Peng, Lai, & Chan, 2001). Many Asian cultures, whether resident or even after emigrating to the west, scored lower in extraversion, particularly in the facets of assertiveness and activity (McCrae, Yik, Trapnell, Bond, & Paulhus, 1998). However, the extraverted ideal was also demonstrated in business abroad (Silverthorne, 2001); Yang and Zhao (2009) found higher extraversion in Chinese managers than in the general Chinese population.

Still, other scholars point out the limitations of trait psychology using Western measures, noting that the tools lacked sufficient representation of indigenous factors such as, in Chinese populations, deeper interpersonal relatedness (Poortinga & van Hemert, 2001; Cheung et al., 2001). In spite of the limitations of any tool, insight can be gleaned and used to raise questions and promote further research. Psychologists using the MBTI® (1998) have uncovered all kinds of representations of how type appears across cultures, sub-cultures, and individual groups, maintaining that type has much to tell us about marginalized populations. Introverts and

extraverts appeared in fairly equal numbers among adjudicated youth in substance abuse treatment (Kanitz, Henley, & Kramer, 2005) and among incarcerated males (Mitchell, 2009). There were strong consequences for a lack of understanding of preferences toward introversion in the classroom among lesser-heard and minority student voices (Campbell & White, 2009; Capretz, 2008; Katz, Lamperti, & Gaughan, 2007; Meisgeier & Kellow, 2007).

Collective and individualistic perspectives. Returning to varied cultural and social processes of group functioning and personality, trait measures overall may be less reliable in collectivistic cultures because the introspection and self-reporting emphasis is counter to tradition. These cultures tended to describe themselves less in terms of traits (Church, 2001; Church & Lonner, 1998) and were more self-effacing and contextual (defining themselves as aspects of a group) giving priority to in-group goals (Brewer & Gardner, 1996; Gelfand, Erez, & Aycan, 2007; Triandis, 2001). Assertiveness is a chief feature of extraversion, and one of the most power- and culturally-dependent. Researchers (Atwater et al., 2009; Den Hartog, 2004; Essed, 1996) pointed to assertiveness and its impact on how racially or ethnically marginalized people can assert themselves in relation to dominant and dominated groups and as individuals, where extraversion was highly valued. For instance, introverts were far more likely to feel political alienation and be disconnected from the political process (Boozer & Forte, 2007), giving rise to concern about equal voice and access. Research such as Zelenski et al. (2012) and others like it, which claim the benefits of greater happiness experienced by extraverts, therefore raised many ethical, cultural, and psychological questions about the advisability, acceptability, or costs to individual identity of conforming to a more positively-valued characteristic.

Introversion as a facet of diversity in organizations. As for the impact of collectivist or individualist sensibilities in organizations, the need for diversity of all kinds extends to dispositional differences. Brickson (2000, 2008) studied diversity in organizations, noting that much of the scholarship to date had been focused on problems. Instead, she argued that diversity in organizations increases creativity, commitment to the organization, cooperation, and perspective-taking. From a lifespan perspective, Nakamura (2011) researched adult development and identified self-formation as an individual difference, saying that individuals' approach to work "is experienced as being largely a reflection of their own temperament, personality, earlier life history, and conscious choices" (p. 198).

Roberts and Creary (2012b) called for future research into conditions that are associated with (among other things) "deepening mutual understanding of the complex multifaceted nature of identity" (p. 70). How can individuals achieve authenticity (which Roberts (2007a) defined as alignment between internal and external expressions) absent authentication, or the degree to which people view others' behavior as genuine, therefore transcending subjective self-appraisal and engaging others perceptions and stereotyped beliefs (Roberts, Cha, et al, 2009). This may be especially difficult for those in underrepresented social identity groups—arguably, introverts in emergent or existing leadership positions—where authentication is more challenging. If we are interested in developing leadership, we need to find more inclusive supports for leadership emergence and the qualities that contribute to a broader understanding of leading and learning how to lead. If one could construe individual differences in identity as a positive, then there might be greater support for a more inclusive and welcoming environment.

Introversion and the popular press. Outside traditional academic circles, popular press authors have been exploring introversion as a strength (e.g., Cain, 2012; Dembling, 2012;

Helgoe, 2008; Laney, 2002). Some of these authors have pulled ahead of academic scholars in embracing introversion as a new positive construct. Cain valued introverts' gifts and proposed that we allow room for quiet leaders to share their wisdom. Inherent in her writing is the belief that leadership is a collaboration and that leaders are not born to the role, they grow into it. Cain championed a quiet revolution about the potential power of introverts: "Combine that passion for thought with attention to subtlety—both common characteristics of introverts—and you get a very powerful mix" (p. 150). Echoing Jung, Cain (2012) stated strongly that introverts are not unipolar, withdrawn creatures: "Introverts are capable of acting like extroverts for the sake of work they consider important, people they love, or anything they value highly" (p. 209). Meyerson (2008), a feminist organizational behaviors scholar, coined the term tempered radicals, emblematic of resistance and positive deviance. While Meyerson did not refer to introverts as tempered radicals per se, her definition helped underscore the need for more explicit appreciation of individual differences in organizations:

> I illustrate the multiplicity of ways people express agendas, identities, and values that are different from and sometimes at odds with those that are dominant in their organizations. Whether their difference from the majority are based on race, gender, sexual orientation, national culture, ethnicity, agendas, or values, the men and women I describe want both to express the parts of themselves that set them apart and to fit into the majority culture. (Meyerson, 2008, p. xi)

If we are interested in developing broader and more representative leadership, we need to find more inclusive supports for leadership emergence and the qualities that contribute to a broader understanding of leading and learning how to lead.

Reframing Introversion as a Positive Leadership Construct

In the preceding review of literature, introversion has been problematized, omitted, or included only as an expression of low levels of extraversion. My research is founded on another proposition; introversion is an individual's way of being and interacting with her or his

world and therefore a highly relational state. To build out this foundation, I needed to move beyond the canon of psychology and leadership literature toward a strengths-based approach to introversion and its potential positive contributions to organizations.

Positive psychology. The positive psychology movement was developed by a group of psychologists who wanted to shift the focus of research and practice from illness, pathology, and problems to an embrace of happiness, well-being, and human thriving. A few scholars (e.g., Peterson & Seligman, 2003; Seligman, 1999; Seligman & Csikszentmihalyi, 2000) saw that, with the exception of the humanist tradition of psychology, their field had dwelled on illness, disease, and suffering.

> And in this quest for what is best, positive psychology does not rely on wishful thinking, faith, self-deception, fads, or hand waving; it tries to adapt what is best in the scientific method to the unique problems that human behavior presents to those who wish to understand it in all its complexity. (Seligman & Csikszentmihalyi, 2000, p. 7)

They called for a reorientation in the field away from healing and toward flourishing, arguing for a shift in emphasis from what is wrong with people to what is right, moving away from the idea of humans as vulnerable and flawed to seek sources of resilience and strength. They were interested in positive experiences, and in how people are likely to want to reproduce optimal experiences that make them feel alive and creative. They also reframed personality as positive, lauding humans as self-organizing, self-directed entities capable of change, exhibiting subjective well-being, optimism, happiness, and self-determination. Last, they wanted to build supports for positive institutions and communities.

An early positive psychology scholar, Frederickson (2003) asserted that positive emotions and experiences have a cumulative effect that contributes to outward growth and overall organizational health, saying, “The most fruitful avenues for cultivating positive emotions may be to help others find positive meaning in their daily work” (p. 174).

Frederickson asserted that humans seek out positive experience and this helps individuals find positive meaning in daily work and, in the end, contributes greatly to organizational health, resilience, and effectiveness.

Like Frederickson, other early positive psychology scholars (e.g., Csikszentmihalyi & Nakamura, 2011; Donaldson & Ko, 2010; Ko & Donaldson, 2011; Peterson & Seligman, 2003) recognized the potential for leaders and organizations to benefit from their findings. Some of the earliest work came from positive psychology scholars who were interested in organizational applications (e.g., Csikszentmihalyi & Nakamura, 2011; Frederickson, 2003), organizational behavior and strategy scholars (e.g., Bagozzi, 2003; Cameron, Dutton, & Quinn, 2003; Dutton & Heaphy, 2003); and leadership scholars (e.g., Avolio & Gardner, 2005; Clifton & Harter, 2003; Luthans & Avolio, 2003) to lay the groundwork and glean the best and most applicable results of what had been learned in previous research.

The realms of positive emotions (Csikszentmihalyi & Nakamura, 2011; Frederickson, 2001, 2003) and positive connections (Dutton & Heaphy, 2003; Roberts, 2007b) both foster leadership emergence and positive identity. Positive emotions broaden perspective and increase individuals' ability to draw on higher level connections, build on personal resources, and have a cumulative effect that contributes to growth and overall organizational health. They also open new ways of thinking and acting, and emphasize focus on others, thereby adding to levels of hope, purpose, and sense of meaning as a positive byproduct (Csikszentmihalyi & Nakamura, 2011; Frederickson, 2001, 2003). Dutton and Heaphy (2005) studied the impact of high quality connections, theorizing that high-quality relationships have lasting positive impact identity exploration and development. High quality connections, according to these researchers, are characterized by mutual awareness and social interaction, resulting in higher degrees of

connectivity. With high quality connections, "people at work can realize and activate new developmental trajectories" (Dutton & Heaphy, 2005, p. 272). Roberts (2007b) expanded upon positive relationships at work, noting how such connections could expand receptivity to understanding one's strengths and weaknesses and increasing one's capacity to learn and explore.

Positive organizational scholarship. Cameron (2011), a seminal scholar in the field of Positive Organizational Scholarship (POS), studied organizations that thrived after drastic cultural and structural changes, noting their focus on abundance. He wanted organizational studies to move beyond the negative side of the norm, or beyond only addressing gaps between negative and normal. Cameron et al. (2003) brought together scholars interested in all three facets of the POS framework: positive (i.e., elevating processes and outcomes), organizational (i.e., interpersonal and structural dynamics in organizations or the context in which positive phenomena occur), and scholarship (i.e., theoretically derived, scientific, rigorous investigation). POS focused "attention on the generative dynamics in organizations that lead to the development of human strength, foster resiliency in employees, enable healing and restoration, and cultivate extraordinary individual and organizational performance" (Cameron & Spreitzer, 2012, p. 1). The POS discipline quickly gave rise to further integrative research (e.g., Roberts, Dutton, et al., 2005; Spreitzer et al., 2009), some of which harmonized elegantly with bodies of identity literature and other leadership studies, and which will be discussed in greater depth later in this review.

The positive movements and the importance of levels of analysis. POS researchers looked at leadership development through positive, generative experiences (Spreitzer, 2006), breaking routines and thought patterns to encourage personal growth in self and others (e.g.,

Dutton & Heaphy, 2003; Hannah, Woolfolk, & Lord, 2009; Spreitzer et al., 2009), and positive development cycles where experience (both positive for its reinforcement and negative for the learning that could be gleaned) got incorporated into an increasingly robust and authentic leader identity (DeRue & Ashford, 2010; DeRue & Workman, 2012; DeRue, Ashford, & Cotton, 2009; Luthans & Avolio, 2003; Roberts, 2007a; Roberts, Cha, et al., 2009; Roberts, Dutton, et al., 2005; Roberts, Spreitzer, et al., 2005).

Strengths-based approaches. A focus on the individual at work characterizes strengths-based approaches (e.g., Asplund & Blacksmith, 2012; Clifton & Harter, 2003; Hodges & Clifton, 2004; Roberts, Spreitzer, et al., 2005), which are based on the premise that it is more productive, effective, and meaningful to focus—though not exclusively, the researchers maintain—on employee strengths. Clifton and Harter (2003) argued that investment in individuals should build skills and knowledge on top of their talents ("naturally recurring patterns of thought, feelings, and behaviors that can be positively applied", p. 111) and that "when more individuals within organizations have their talents identified, understood, and integrated into their lives, the organization has greater potential" (p. 112). This focus on strengths parallels and supports the rationale of researching introversion as a positive individual difference with significant contributory value to organizations.

Positive psychologists (e.g., Donaldson & Ko, 2010; Ko & Donaldson, 2011; Peterson & Seligman, 2003) concluded that emerging terms such as positive organizational psychology, positive psychology at work, and positive organizations were rooted in positive psychology, but conceded that these approaches differed in "core topics of interest, degree of emphasis on performance improvement and level of analysis" (Ko & Donaldson, 2011, p. 137). They

posited that POS was more concerned with the macro level of analysis than with individuals. However, Ashforth (2009) used an apt cross-cutting metaphor:

> In organizational studies we tend to focus on discrete levels of self (e.g., individual, partner, group member, organizational member) and discrete levels of analysis (e.g., individual, group, organization), but much of the "action" in organizations and many of the most provocative and practically significant questions occur at the interface of multiple levels—between the vertical rather than horizontal links. This is no less true when we consider the qualities and processes that typify positive identities. (p. 182)

In many ways, POS, with its greater focus on the meso and macro levels, has had a significant impact on leadership studies precisely because the field asks not so much what individual leaders need in order to flourish, but instead how POS enriches understanding of leadership development in organizations (Day & Harrison, 2007; DeRue & Workman, 2012). However, positive identity at work, explored below, grew out of POS; its integrative aspect, across and among various levels of analysis, lends credence to its more encompassing and practical bases. It links to identity growth, congruence, and generativity and bolsters the assertion that if we accept introversion as a positive individual difference, robust positive identity construction links to beneficial outcomes in leadership emergence and development.

POS is a particularly fertile ground for my introversion and leadership questions, given its focus on using strengths as a means of cultivating leadership and developing extraordinarily in oneself and others. POS is a suitable lens for looking at introversion as a facet of leadership not typically perceived as positive, or not explored fully.

Identity Literature as the Foundation for Positive Identity at Work

To make explicit the concept of introversion as a positive leadership construct, I engage briefly with perspectives from identity literature, then in the final section fold in recent work in positive identity. Before doing so, it is necessary to lift the magnifying lens back out to identity literature itself, in order to better understand the development of positive identity scholarship.

Breadth and depth in looking at identity. Researchers organize identity literature into two branches: social identity, or one's membership in socially-constructed roles and/or groups, and personal identity, concerned with the more internal processes of constructing self-understanding and self-awareness (Stryker & Burke, 2000). Social identity theorists hold that the self is conceived at least in part by group processes, relationships, and distinguishing shared attributes (Hogg, 2001) and highlight a human need for belonging. Yet these social identity theories also contain inherent categorizations, so group belonging blurs distinctions between individuals. However, whether in a more collectivist or individualist cultural system, collective social identities are delimited by a countervailing need for distinctiveness (Brewer & Gardner, 1996; Shore et al., 2011). Within social identity theory falls most research on organizational identity (e.g., Albert, Ashforth, & Dutton, 2000; Bartel & Dutton, 2001; Blader, 2007; Brickson, 2000, 2007, 2008; Miscenko & Day, 2015). Within organizations, the concept of a relational self-in-group (Brickson, 2007) motivates individuals to strive to understand those who are different, if only in order to facilitate the accomplishment of goals. Because workgroups are by definition composed of individuals, each with commonalities and differences, there need to be explicit inroads beyond group categorization to understand the individual contributor, in order to appreciate and capitalize on what each individual brings to the process.

In their thorough reviews, Alvesson, Lee Ashcraft, and Thomas (2008) and Roberts and Creary (2012a) were especially helpful in contextualizing identity literature further.

Functionalist, interpretivist, and critical approaches to identity in organizations. Alvesson et al. (2008) examined identity literature from an organizational studies perspective, which has as its emphasis the organizational level of analysis. They acknowledged Stryker and Burke's (2000) two-pronged schematic but found it too rooted in abiding or enduring qualities of

identity, and therefore limited in its ability to capture identity's dynamic and fluid properties. They suggested instead that identity scholarship in organizational studies is best structured into three groupings: functionalist, interpretivist, and critical.

The more technical functionalist stance examines how identity affects organizational outcomes and effectiveness; inherent in this frame is the notion that variables can be manipulated and facilitated toward desired outcomes. The interpretivist stance seeks deeper understanding of human cultural experiences, meaning-making, and communication. In this vein, identities are crafted through relationships and interaction. According to Alvesson et al. (2008), critical theories are concerned with power, liberation, and enabling or disabling forces in identity construction. They further concluded that social and personal identities are inextricably linked, especially in the confluence of self, work, and organizations, and they advocated attention to micro and macro levels. A broader understanding, they argued, would be gained by breaking organizational research on identity into three categories: social identity, identity work, and identity control or regulation; these three blocs "emphasize, respectively, how individuals locate themselves as social and organizational beings, how individuals endeavour to construct a sense of self, and how identity is accomplished through the operations of power" (Alvesson et al., 2008, p. 12).

Five perspectives on navigating the self at work. Taking a related but distinct position, Roberts and Creary (2012a) presented five overarching perspectives regarding "navigating the self" at work. They recognized their five categories as sometimes overlapping, and asserted that individuals in practice draw upon pieces from some or all of the areas as they approach this work. Their five categories, social identity, role identity, critical identity,

narrative-as-identity, and identity work, each contain different thrusts, orientations, philosophical forbears, and concerns.

Social identity approaches are concerned with how "people understand and position themselves in terms of social group categories" (Roberts & Creary, 2012a, p. 74) and that these categories can meet needs for both belonging and differentiation. Role identity theory focuses on managing multiple (and sometimes conflicting) roles and expectations within them, and on the different roles that exist within an individual person. This work involves prioritization, congruence, segmentation, and integration activities (e.g., Ashforth & Johnson, 2003; Ashforth, Kreiner, & Fugate, 2000; Milton, 2009; Pratt & Kraatz, 2009; Pratt, Rockmann, & Kaufmann, 2006; Ramarajan, 2014; Ramarajan & Reid, 2013; Rothbard, Phillips, & Dumas, 2005; Rothbard & Ramarajan, 2009).

In critical identity theory, identities are dynamic and sensitive to context, status, institutional, political, and societal forces. These theorists focus less on individual differences and more on awareness of power relationships and opportunities for resistance of the above-mentioned identity regulation in a more collective sense.

Roberts and Creary (2012a) went on to contrast the previous three approaches with narrative-as-identity theorists, very rooted in the idea that identity is fluid and emergent, permeable to the past, present, and future. Through this framework, individuals can make meaning from difficulty and show resilience and rebuilding of self (Ibarra & Barbulescu, 2010). Finally, identity work is in some ways the most practical, informed by, and integrative of all these approaches. At its center is an empowered, proactive agent who constructs and refines her identity in response to context and as a result of an innate need to grow and develop positively (e.g., DeRue et al., 2009; Dutton et al., 2010, 2011; Ibarra, 1999; Kreiner, Hollensbe,

& Sheep, 2006; Kreiner & Sheep, 2009; Roberts, 2007b; Roberts, Cha, et al., 2009; Roberts & Creary, 2012a; Roberts, Dutton, & Bednar, 2009; Sonenshein, Dutton, Grant, Spreitzer, & Sutcliffe, 2012; Spreitzer, Sutcliffe, Dutton, Sonenshein, & Grant, 2005).

Of the literature on role identity, some of the work that has the most impact on my position about introversion as a positive leadership construct is found in Rothbard and Ramarajan (2009). The authors look at identity complementarity, when various facets of self and one's multiple identities, especially work and non-work, are viewed as compatible and co-functional. Based on these and other authors striving for a reduction in identity conflicts (e.g., Kreiner et al., 2005), the less tension there is between one's personal identity as an introvert and one's leadership identity, the greater the authenticity of one's identity at work.

From these instructive overviews (Alvesson et al., 2005; Roberts & Creary, 2012a), one can begin to see how identity theory's complex research goals and strongly-held philosophical positions integrate with positive organizational scholarship to ground the field of positive identity. By adding the broader and deeper dimensions from the identity literature to my research inquiry and my approach to understanding introversion and leadership, I can better understand the social processes playing out in leaders' stories of their own understanding of their introversion and its impact on their development as leaders.

Introversion and Positive Identity

Throughout this literature review, my beliefs have clearly been in favor of moving away from a problematized view of individual identity. Psychologists (e.g., Eysenck, 1970; Jung, 1971; Kagan & Snidman, 2009) found bases for introversion as innate and research to date has shown that introversion has not traditionally been associated with leadership. I argue that we must make explicit links between taking a positive approach to introversion and including it in

research on positive identity, so that we can move toward a more inclusive and positive definition of leadership.

Positive identity (e.g., Dutton et al., 2010; Roberts & Dutton, 2009) is a construct based on assumptions that identity is socially constructed at micro (individual), meso (group), and macro (community or society) levels, and that all these levels incline towards positive definition and growth. This powerful, relational, other-focused view argues for heightened self-awareness (versus self-focus) and congruence or complementarity of multiple identities.

Positive identity and POS help build foundations for authentic leadership development through the internalization of a leader identity deeply congruent with an individual's sense of self and reflected self (Roberts, Dutton, et al., 2005; Roberts, Dutton, et al., 2009; Roberts, Spreitzer, et al., 2005;) and complementary with one's culture and multiple identities (Ashforth & Johnson, 2003; Ashforth et al., 2000; DeRue et al., 2009; Kreiner et al., 2006; Neubert & Taggar, 2004; Pratt & Kraatz, 2009; Rothbard & Ramarajan, 2009). It also provides great potential for early leadership development (Ibarra, 1999; Spreitzer et al., 2009) and emergence of multi-faceted or non-prototypical leaders (Ibarra & Barbulescu, 2010; Ibarra, Wittman, Petriglieri, & Day, 2014; Pratt & Kraatz, 2009; Roberts & Creary, 2012a).

Positive identity construction. The iterative focus on multiple levels of analysis in an earlier section also exists in experimenting with different identities, seen in the developmental pathway of Dutton et al. (2010) and the possible selves construct, deeply social and contextual, in Ibarra (1999). DeRue and Ashford (2010), Spreitzer (2006), and Bartel and Dutton (2001) highlighted this reciprocal, iterative act of agency, with an individual claiming a professional, work-related, or leader identity and having it granted and affirmed socially.

Dutton et al. (2010) maintained that work is a prevalent vehicle for defining the self, and that there is a basic human wish for that self-definition to be positive. They also put forth the concept of four pathways to positive identity construction, as virtue-based (where the identity content is perceived as positive); evaluative (based in positive regard by others); developmental (identity as changing over time both progressively and adaptively); and structural. In the structural pathway to positive identity construction, balance (between inclusion and differentiation) and complementarity (wholeness and alignment between an individual's multiple identities) encourages engagement in multiple domains and exposure to diverse contacts, a broader disclosure, and higher authenticity.

Roberts (2007b) as well as Roberts and Creary (2012b) supported a similar focus on sense of self and how it affects relationships in organizations, noting particularly mutuality (in influence, expectations, and understanding) and how that fosters growth, discovery, a high receptivity to hearing about weaknesses, discovering strengths, and, similar to agency, self-efficacy (see also Roberts, Dutton, et al., 2005; Roberts, Spreitzer, et al., 2009, Spreitzer et al., 2009), and increased capacity. Dutton et al. (2010, 2011) also maintained that, as positive identity grows, so does capacity to face challenges and flourishing generally along lines such as engagement, vigor, dedication, and absorption in work. In my inquiry into the work lives of introverted leaders, leader identity development in introverts could be examined through a positive identity lens.

Leadership and management researchers lauded the POS approach to leadership development, citing the leveraging of strengths, co-creating supports and resources within organizations. Spreitzer (2006) identified positive appreciative jolts, where, provided the reflections are authentic, positive reflections can provide a pathway for stretching people through

appreciation. These jolts are associated with Reflected Best Self (Roberts, Dutton, et al., 2005; Roberts, Spreitzer, et al., 2005; Spreitzer et al., 2009) and other pathways for increasing authenticity. Reflected Best Self (RBS) refers to the "cognitive representation of the qualities and characteristics the individual displays where at his or her best" (Roberts, Dutton, et al., 2005, p. 713), relates to leadership emergence and development (Roberts, Dutton, et al., 2005; Roberts, Spreitzer et al., 2005; Spreitzer et al., 2009), and is demonstrated through internalization and appreciation of others' reflections, thereby defining best-self as intrinsically related to relationship. The RBS concept is built on the assumption that individuals are active participants on self-construction through relationships, and has special import for identity congruence and complementarity.

Positive leader identity construction. In concentrating on identity literature and POS, the themes of relationship and relational leadership practice are pervasive. From informing how individuals' identities are both innate and socially co-constructed to developing better understanding of how to put identity to work in other-focused ways, relationship is key. Insofar as POS dwells at the individual level, it does so to explore the self- and other-focused balance needed to build leadership identity (Roberts, 2007a) and support the highly relational approaches explicitly needed to foster emergent leadership (e.g., Dutton & Heaphy, 2003; Fletcher, 2007; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Roberts, 2007b). Dutton and Heaphy (2003) focused on the impact of connections at work, theorizing that high quality connections have lasting positive impact on work relationships' emotional carrying capacity and tensility (the ability to stretch and contract as needed), and that such connections enable identity exploration and development. Roberts (2007b) discussed the need to balance the demands of

personal identity development with the need to be other-focused in order to identify and help other internalize the most valued aspects of their identity.

As depicted above, a positive identity presents an integrated, competent, resilient, and authentic self-concept. Much of the positive identity in organizations work was spurred by previous researchers' focus on the lack of these qualities and the attendant costs to organizations (Roberts, Cha, et al., 2009). Roberts, Cha, et al. (2009) lauded efforts to bolster positive identity and authenticity in organizations, and their working definition of authenticity aligns with a broader appreciation of what traits and qualities comprise positive leadership. The authors took a phenomenological stance that authenticity is expressed in an individual as a variable in time and context, holding no a priori assumptions about what constitutes the most valued characteristics. In other words, authenticity is a "subjective experience of alignment between one's internal experiences and external expressions" (Roberts, Cha, et al., 2009, p. 151). One of their pathways to authenticity consists in the "peeling off masks", countering suppression, increasing comfort standing apart from and representing one's own experience and preferences. Such pathways to authenticity hold important prospects for development and emergence among those whose characteristics have not been typically privileged or valued as positive or predictive of effective leadership.

Conclusion

Personality psychologists (e.g., Eysenck, 1970; Jung, 1971; Kagan & Snidman, 2009) argue that parts of identity are inborn. Introversion, by most definitions, has its roots in biology and neurology. How an introverted individual moves through the world shows how her identity becomes in good part socially constructed and validated through interactions with others, both positive and negative. Organizations are made up of individuals; those individuals' levels of

well-being, resilience, integration, and generativity are the engines of individual and organizational thriving.

The consensus in early trait and behavior paradigm literature was a preference for the positive and predictive aspects of extraverted leadership. As a result, introversion was defined as a deficit of extraversion, compounded perhaps by how personality traits were measured, often resulting in a dichotomous portrayal. Nevertheless, as evidenced above, scholars have contradictory findings about personality and leadership. Still, it takes tremendous energy to subvert what is considered received knowledge from decades of leadership studies. Some refutation of that stance came through the intentional focus on thriving and flourishing espoused by those in the fields of positive psychology, positive organizational scholarship, and positive identity at work. Continued research into widening definitions of who thrives and how they do so will enable us to go from the individual question of identity, fostering appreciation of diverse paths to positive identity, to the individual in action in organizations, and through more inclusive processes of leadership emergence and development, towards the positive contributions each individual can make on a larger scale.

Chapter III: Methodology

As examined in Chapter II, very little scholarly work has explored introversion as a positive leadership construct. I believed I could contribute to the scholarly conversation by addressing this gap. However, as I approached the problem from various hypothetical stances, while I was sure I could probably generate data to support my notions, pursuing this course seemed partial in both senses of the word. Going into the research with a narrow view of what I hoped to find, I could have designed a study that confirmed empirically that introversion was a positive leadership construct. What then? I would not have learned enough about the topic and the complex processes that underpin it; instead I would have been trying to prove my way to the answer I wanted. What really mattered to me was understanding how introverts thrive. I realized I want to know more about how leaders who identify as introverts experienced their own development as leaders. Grounded theory, given its applicability in under-researched areas and in generating nascent theory (Glaser & Strauss, 1967), suits the nature of my inquiry.

The professional identity and relational issues inherent in examining introversion and leadership make a constructivist grounded theory approach the most fitting methodology. Constructivist grounded theory honors multiple realities, recognizes that every research endeavor is rooted in and influenced by its social contexts, and appreciates that the researcher and participants are interconnected in their pursuit of co-constructing knowledge (Charmaz, 2014). It also gives insight into complex social phenomena in order to generate concepts for further exploration. By embracing constructivist grounded theory, I did not simply seek verification of my instincts and viewpoints through research; I pursued a research path that revealed more than I already knew, and more than I could possibly have imagined.

Tracing the path that led to choosing constructivist grounded theory. Questions of methodological fit deserve significant thought, especially with novice researchers. All my inquiries into introversion as a positive leadership construct revealed very little scholarly attention to the matter. The theories that do exist are focused on extraversion or on introversion as pathological. Therefore there was not only a gap in the research but a long history of problematized stances. I wanted to reexamine the structures from a different perspective:

> The types of research questions conducive to inductive theory development include understanding how a process unfolds, developing insight about a novel or unusual phenomenon, digging into a paradox, and explaining the occurrence of a surprising event. Interest in these problems can arise from unexpected findings in the field, from questioning assumptions or accepted wisdom promulgated in the extant literature, and from identifying and addressing gaps in existing theory. . . . Because little is known, rich, detailed, and evocative data are needed to shed light on the phenomenon. (Edmonson & McManus, 2007, pp. 1161–1162)

As Edmondson and McManus so aptly described it, my topic required an inductive, evocative methodology; they went on to include grounded theory as exemplary of this type of research.

> Working within the nascent theory arena requires an intense learning orientation and adaptability to follow the data in inductively figuring out what is important. . . .When researchers do not know in advance what the key processes and constructs are, as they could if mature theory on their topic were available, they must be guided by and open to emergent themes and issues in their data. Iterating between data collection and analysis provides the flexibility needed to follow up on promising leads and to abandon lines of inquiry that prove fruitless. (Edmondson & McManus, 2007, pp. 1163–1164)

Another quality of my topic which supported the use of grounded theory was my desire for it to remain open enough to let a meaningful story emerge from the data. I did not want to enter into the inquiry seeking to confirm my assumptions. Henwood and Pidgeon (2003) agreed:

> Grounded theory studies are often prompted by quite general research interests at the outset. . . . investigating processes or phenomena of interest . . . and from there arriving at insights and explanatory schemes that are relevant to ("grounded in") real-world problems, a previously unresearched topic, or both. (p. 131)

Moreover, I am a scholar-practitioner who hopes to apply any insight from this research to further writing and application in my professional context. Glaser and Strauss (1967) believed that grounded theory was especially helpful for consultation with lay audiences because the theory is often so reflective of and apparent in the situation.

My exploration led me through a series of decisions; I had a topic I wanted to explore. To do so, I wanted to collect original data to better understand a specific view of a specific phenomenon (versus generalizing to all applicable situations); that placed me in the qualitative realm. However I did not just want to understand a single phenomenon, I wanted to generate concepts for further exploration. Also, my interest—asking participants to tell their stories of creating professional lives—required me and the participants to spend time in deep reflection:

> Personal narrative analyses . . . offer insights from the point of view of narrators whose stories emerge from their lived experiences over time and in particular social, cultural, and historical settings. These analyses offer insights into human agency as seen from the inside out; as such they can bridge the analytic gap between outside positionalities and interior worlds, between the social and the individual. (Maynes, Laslett, & Pierce, 2008, p. 16)

To be sure, the participants' stories generated masses of narrative data, but I was not interested solely in collecting stories and interpreting them. From within the narratives, I was interested in observing their practical wisdom, and in making what is tacit knowledge explicit, for both my participants and for me as a researcher. This allowed me to inductively generate concepts for further exploration.

Need for qualitative research in management and leadership studies. Overall, quantitative research is certainly the most common research method in leadership studies. Parry, Mumford, Bower, and Watts (2014) found that just a small fraction of studies published in *Leadership Quarterly* over the last 25 years were qualitative, and that the field was poorer for such a slant. They stated that most leadership researchers, if they espoused qualitative methods

at all, saw them as an "inductive approach to develop theories that then must be tested deductively via quantitative methods" (Parry et al., 2014, p. 136). Also, the relationship between leadership and personality has been exhaustively studied and has focused on identifying and measuring traits and behaviors that seem to predict leadership effectiveness. Maybe as a result, research available on introversion-extraversion in leadership also heavily emphasized a quantitative approach to finding this elusive leadership formula.

Well-rounded arguments for the use of grounded theory in leadership or management research come from Locke (2001) and Parry (1998). Locke traced the modernist, interpretivist, and postmodernist research paradigms and how each brought specific strengths and weaknesses to organizational studies, and then placed grounded theory methodological developments in the plurality of those contexts. She cited the chief reasons why grounded theory suited management researchers' needs: it captures complexity, links well to practice, supports theorizing in new areas, and brings new life to old theories. However she also acknowledged possible limitations to using grounded theory for management research in the difficulty of enacting theoretical sampling in an organization and how researchers may simply not have that kind of access or be able to sustain it. She also believed that the methodology's iterative facets and pacing of data collection might test the patience of many organizational settings. Because I worked with individuals and not with organizations, these limitations posed no concern.

Parry (1998) saw leadership as a highly social process and believed grounded theory had requisite strategies for ensuring that emergent theory had the ability to integrate a complex range of variables in that social process.

> The main contention is that leadership is a social influence process, and that mainstream leadership research methodologies have been partially unsuccessful in theorizing about the nature of these processes. Grounded theory is a method which, if applied rigorously,

> will help to overcome the deficiencies in mainstream leadership research methodology. (Parry, 1998, p. 85)

Ospina (2004) argued that qualitative research can also achieve many goals in leadership studies. Most pertinent to my inquiry is Ospina's assertion that qualitative research is particularly attuned to understanding complex phenomena, especially if it falls out of the mainstream or is studied predominately from one world view; introversion and leadership have been looked at hardly at all or primarily through the distorted lens of extraversion.

Other researchers (e.g., Douglas, 2003; Partington, 2000) have supported grounded theory in its various permutations as an effective methodology to studying leadership or management for its emphasis on researcher reflexivity, embeddedness in the lived experience of individuals, elicitation of deep meaning, transdisciplinarity, theoretical openness, and dynamism. There are those (e.g., Fendt & Sachs, 2008; Jones & Noble, 2007) who presented concerns about adhering too slavishly to grounded theory methods and dampening results, and conversely, not adhering slavishly enough so that the quality of research is undermined. Most of these authors also decried using the grounded theory mantle to cover research activities that did not represent any coherent method and instead cherry-picked tools. I counter that constructivist grounded theory methodology does not privilege adherence to procedure over sensitivity to emergent concepts that should be explored. I used constructivist grounded theory methods from the start, in collecting data and situating the researcher, and equally so, embraced the methodology's flexibility, responsiveness to meaning and direction in the data, and co-construction of knowledge with participants to finish in generating theoretical propositions.

The constructivist grounded theory framework encompassed the rigor of traditional grounded theory with more creative, inclusive, and dynamic meaning-making. Beyond these signposts on my methodological decision-making journey, from research question to selection of

methodology, I am most intrigued by the interplay, multiplicity, reflexivity, and creativity I see in constructivist grounded theory.

Origins of a Methodological Revolution: The Discovery of Grounded Theory

Barney Glaser and Anselm Strauss (1967) were American sociologists who assembled a cohesive approach to qualitative inquiry that was as rigorous and systematic as any quantitative method. They wanted a tradition that closed the gap between theory and empirical research; they proposed inspired, rigorous methodological strategies for researchers to discover theory from data in order to "unfreeze theorizing" (Glaser & Strauss, 1967, p. viii) based for so long on verification of grand sociological theories. They moved away from testing for accurate evidence toward using data as generative evidence for concepts and categories. Glaser and Strauss insisted that the theory generated from such research should fit the real world, work across a range of contexts, and be relevant to those interested.

Positivism and pragmatism. Glaser and Strauss are often referred to as the founders of grounded theory, yet their work grew out of a long history of philosophical and methodological traditions, positivism and pragmatism:

> The positivist tradition emphasizes "*the* scientific method" and assumes an external world about which an unbiased observer can discover abstract generalities that explain empirical phenomena. . . . In contrast, the pragmatist tradition views reality as consisting of fluid somewhat indeterminate processes. Pragmatism also acknowledges multiple perspectives emerging from people's actions to solve problems in their worlds. (Charmaz, 2009, p. 128)

Corbin and Strauss (2008) added that pragmatism acknowledges truth as something we know now which may be eventually disproved, as based in accumulated knowledge, and that there need be no hard line between commonsense thinking and controlled scientific views. Pragmatism informed some of grounded theory's basic assumptions: there are no simple

explanations, process is significant, phenomena are complex, and interpretations shift as action proceeds.

Charmaz (2009) eventually assigned the grounded theory methodology of Glaser and Strauss (1967) to the objectivist realm, critiquing its positivistic roots that she argued made an erroneous assumption that there can be a neutral, expert observer of phenomena who is the discoverer of conceptualization from the data. She promoted instead (to be discussed below) the more relative constructivist realm, which she said was more reflective of pragmatist roots, honoring multiple realities.

Symbolic interactionism. Herbert Blumer mentored Strauss at University of Chicago and influenced Strauss deeply. His work (Blumer, 1969) focused on symbolic interactionism, which was an approach to the study of human group life and human conduct. It held closely a fairly abstract, if fundamental, premise: humans act from the basis of meanings that things have for them, interpreted through or derived from social interaction. Blumer (1969) summarized:

> The term 'symbolic interaction' refers, of course, to the peculiar and distinctive character of interaction as it takes place between human beings. The peculiarity consists in the fact that human beings interpret or 'define' each other's actions instead of merely reacting to each other's actions. Their 'response' is not made directly to the actions of one another but instead is based on the meaning which they attach to these actions. Thus, human interaction is mediated by the use of symbols, by interpretation, or by ascertaining the meaning of one another's actions. (p. 79)

What is clear is that grounded theory catholicized theory building, allowing for minor and mid-range theorizing to be as relevant, rich, and utile as the grand theories so many generations of researchers had been testing.

The bridge generation: On the way to constructivist grounded theory. Glaser and Strauss' (1967) assertion that qualitative research could be as systematic and rigorous as quantitative was a powerful paradigm shift. Morse (2009) posited that grounded theory changed the face of social science over the last fifty years; it enabled the documentation of

change in social groups through the identification of core attributes, processes, and interactions, and provided the strategies and methods to synthesize data and develop concepts. Later researchers and methodologists argued that early grounded theory needed to open up, to allow in more fully both the researcher and the meaning and experience of participants. Once Strauss and Glaser had gone their separate ways, Strauss' work on grounded theory evolved to incorporate explorations of other scholars.

These bridge scholars attempted to codify this interactive, shared, and relative focus through additional models and emphasis on process (Corbin & Strauss, 2008; Strauss & Corbin, 1990). Schatzman and Strauss (1973) presented an accessible portrait of the researcher in the field; a pragmatist, humanist, naturalist, and strategist, and one who enters, organizes, watches, listens deeply, records, analyzes, and communicates. Schatzman's later work (1991) focused on bridging the gap between constant comparison as the primary analytic tool in early grounded theory and what he saw as a far more complex analytical process, which he called dimensional analysis (Benson & Holloway, 2005; Bowers & Schatzman, 2009) to be discussed in the methods section below.

Grounded theory grows more fully postmodern. Over the last two decades, grounded theory has grown up and away from its positivistic roots to more fully encompass postmodernism, feminism, and constructivism, all of which take into account the experience of biography, gender, time, place, culture, race, and many other socio-cultural influences. As these new ways of knowing sank in, grounded theory's strengths in fluidity, interaction, and sensitivity to emergent theory were joined by awareness of multiple realities and perspectives, as well as by explicit acknowledgment of the researcher involvement. This work culminated in

the arduous work of bringing grounded theory forward (Charmaz, 2009, 2014; Clarke, 2005, 2009) in more creative and inclusive ways, resulting in more dynamic meaning-making.

Clarke and situational analysis. Clarke (2005) credited Glaser and Strauss' early work as giving researchers "a reasonable inductive approach to collecting and analyzing qualitative data that seriously attempted to be faithful to the understandings, interpretations, intentions, and perspectives of the people studied on their own terms as expressed through their actions as well as their words" (p. 3). She saw symbolic interactionism and grounded theory as a "theory-methods package" focusing on the "integral—and ultimately non-fungible—aspects of ontology, epistemology, and practice as these are co-constitutive" (Clarke, 2005, p. 3). However, in her opinion, major changes to grounded theory were necessary and expected: "I would argue that such shearing off of epistemological and ontological roots (intentionally or not) is the usual means of making a method transportable, capable of traveling to new sites of application" (Clarke, 2005, p. 4).

Clarke (2005) argued that early grounded theory's emphasis on commonalities, search for purity, and pretense that the researcher could be invisible exhibited "positivist recalcitrancies" (p. 11) and demonstrated a regrettable lack of reflexivity. Clarke insisted on researchers asking themselves questions: Whose knowledge about what counts to whom and under what conditions? Who is the researcher? How is who they are consequential? Who / what is researched? With what consequences? For whom? Clarke (2005) went on: "To what extent are different perspectives 'given voice' by the researcher, even perspectives repugnant to the researcher? Who/what is omitted or silenced by the researchers themselves? Wittingly or not? What is sanitized and dressed up? Why and how?" (pp. 12–15). She reasoned that traditional grounded theorizing seeks to simplify and be conclusive versus represent complexity and remain

"tentative, open, jarring, troubling" (p. 32). Her situational analysis methodology was her attempt to extend grounded theory and more authentically "analyze a particular situation of interest through the specification, re-representation, and subsequent examination of the most salient elements in that situation and their relations" (p. 29).

Charmaz and constructivist grounded theory. Charmaz (2014) maintained the inductive, comparative, emergent, and open-ended approaches championed by Glaser and Strauss (1967) and embraced their iterative logic as well as their "dual emphasis on action and meaning inherent in the pragmatist tradition" (p. 13). However, her work favored flexibility over procedural or mechanical application and was steeped in the belief that truth and reality is relative. Perhaps most importantly, Charmaz was adamant that theory is constructed, not discovered. She was also generous in her embrace of what good grounded theorists held in common: "We all begin with inductive logic, subject our data to rigorous analysis, aim to develop theoretical analyses, and value grounded theory studies for informing theory and practice" (Charmaz, 2009, p. 127). Another strong tenet of Charmaz was her call for researcher reflexivity and explicit inclusion in the research: "We can learn to recognize our standpoints, adopt new perspectives, and turn in different directions than colleagues who focus exclusively on their research participants. Turning back prompts us to examine how we construct and reconstruct reality" (Charmaz, 2009, p. 129).

Charmaz's constructivist grounded theory also contrasted with what she termed objectivist grounded theory in many ways beyond those outlined above. First, constructivist grounded theory debunked the positivist assumption that there is a single reality to discover. Instead of a set-apart researcher mining concepts from data, constructivist grounded theorists highlight that the very data is co-constructed through interaction and even further by the

researcher constructing categories. In contrast to traditional grounded theory's pursuit of abstract, transcendent concepts, constructivist grounded theory readily reaches for "interpretive understanding of historically situated data"; instead of traditional grounded theory's attraction to creating theory that fits, works, and has relevance, constructivist grounded theory seeks to create theory that "has credibility, originality, resonance, and usefulness" (Charmaz, 2009, p. 141).

Methods in This Constructivist Grounded Theory Study

Many grounded theorists would argue that some researchers choose only selected strategies and call their research grounded theory when it is simply inductive qualitative analysis. Charmaz (2014) listed some qualities that were essential to any grounded theory study, whether positivist or postmodern:

> Conduct data collection and analysis simultaneously in an iterative process; analyze actions and processes rather than themes and structure; use comparative methods; draw on data (e.g., narratives and descriptions) in service of developing new conceptual categories; develop inductive abstract analytic categories through systematic data analysis; emphasize theory construction rather than description or application of current theories, engage in theoretical sampling; search for variation in the studied categories or process; pursue developing a category rather than covering a specific empirical topic. (p. 15)

Within this approach's methods, of all the possible sources of collecting data, I chose to focus primarily on interviews. Constructivist grounded theory was ideal for finding ways to understand rich, layered data in my participants' stories of making meaning of their introversion and the role it has played in their professional lives.

Intensive interviews. In every iteration of grounded theory, interviews have served as a key data-gathering method. Unlike many of the interview protocols that characterized earlier qualitative research, grounded theorists of all stripes agree that interviewing needs to be unstructured and to allow for silence as well as delving into deeper meanings. After twenty years in university admissions, I had very honed interviewing skills, but they were not the skills I

needed for grounded theory interviews. My interviewing role heretofore had been part hostess, part gatekeeper; I had needed to perform the interview in ways that were both welcoming and discerning. That meant I interjected at points to reassure, find common ground, and generally gauge how well the interviewee responded to specific prompts, and how she might react when redirected or challenged to clarify her answers. I also had had a list of questions and topics to address; these prompts had been on hand in case I was met with silence or participants who were unforthcoming, and also represented a strong desire to investigate closely what I wanted to extract from my participant and attachment to specific outcomes. That more prescriptive and assessing role would not work for a grounded theory interview. Charmaz (2014) advised a more participant-centered approach to interviewing:

> An intensive interview may elicit a range of responses and discourses, including a person's concerns at the moment, justifications of past actions, and measured reflections. In turn, responses and discourses flow from the research participant's multiple identities and social connections. (p. 85)

Initially, after so many years of interviewing in a different way, I worried that such interviews would be formless and wandering. On the contrary, in my practice interviews I experienced the type of interview Charmaz (2014) described as a "gently guided, one sided conversation" (p. 56), "open ended yet directed, shaped yet emergent, paced yet unrestricted" (p. 85). Grounded theory interviewing is a very delicate balance of interviewer control and participant flow.

> Intensive interviewing focuses the topic while providing the interactive space and time to enable the research participant's views and insights to emerge. Any interviewer assumes more direct control over the construction of data than most other qualitative methods allow. This combination of focused attention and open-ended inquiry in intensive interviewing mirrors grounded theory analysis. . . . Grounded theory methods enable researchers to take successively more analytic control over their data collection and emerging theoretical ideas. (Charmaz, 2014, p. 85)

Before I describe the actual intensive interviewing as enacted for this research, it is critical to discuss the process of finding participants. My interest in the lived experiences of

introverted leaders meant I had to have very explicit inclusion criteria, yet both "introvert" and "leader" presented the need for a thorough examination of terms and working definitions.

Participant selection and inclusion criteria. From the outset, I focused my participant selection on leaders who identified as introverts. My primary goal in the selection process at the beginning was listening to voices under-represented in leadership literature and having those voices illumine social processes that were not immediately visible. Therefore my eligibility criteria for participation were two: those who typed as introverts on the MBTI® and who identified as leaders. Of the final 24 participants, these were the notable characteristics: 14 were female and 10 were male; 88% were Caucasian and 12% were African-American; 96% were partnered; 71% were over 50 years old and considered themselves late career and 75% worked full time; and 73% had at least some doctoral-level education, with half holding doctoral degrees. Finally, their professions were highly varied yet still clustered: 29% worked in higher education, 21% in non-profit organizations, 17% in health care, and 25% in other fields.

Working definitions of leader. Because I was interested in the experiences of introverted leaders at any point in their careers, I did not want to restrict the definition to having attained a particular position. Moreover, limiting participation to a predetermined category of leader was anathema to constructivist grounded theory principles, and would potentially imply a stance on how positional role links to meaning or to hypothesize that senior executives experience introversion and leadership differently from more emergent leaders. However, for the purposes of participant invitation and later classification during data analysis, I created a matrix on which potential participants charted their experiences. This matrix asked potential participants to depict the tenure (current, past, approximate years in role) and roles (project leader, team leader, department / division leader, director, chief executive, or "other") in which

they had served in a leadership capacity. This breadth of roles, as well as the retrospective time in various roles, allowed for participants to self-identify as leaders not just in a binary way, but with greater nuance, including a more open-ended category of "other" for those who wished to describe leadership experiences not captured by the role names. Most participants were able to plot their leadership experiences within the matrix; the "other" category was most often endorsed by those currently in self-employed, consultancy, or entrepreneurial roles, though notably those participants often also had demonstrated experience and tenure in the more organization-based roles established on the matrix.

Working definitions of introversion. As explored in Chapter 1, introversion is a multi-layered construct that calls for a nuanced understanding. When it came time to invite participation in this study, I wanted to be sure introversion as an inclusion criterion was substantiated by both the participants' experiences and an external measure. In addition to having my participants self-identify as introverts, I also asked them to report the results of the Myers-Briggs Type Indicator (MBTI®). The main reason for doing this was to add foundational rigor to the information on participant background. However, the very choice of that instrument requires me to digress in discussion of methods. In the following section, I examine personality and leadership assessment tools in order to rationalize the choice of the MBTI® instrument for the current study and how it links powerfully to lending a deeper understanding of introversion and leadership.

Informing the choice of assessment tools. The concept of measuring introversion (or more exactly, extraversion and lack of it) appears as early as personality theories do. Any kind of measurement is controversial; battles have long raged on their validity. However, most researchers agree that the accumulated evidence of traits holding across cultures and contexts is

compelling. Since I was less interested in controversies surrounding assessment than in how personality and leadership intersected, I researched measures that were more frequently found in the leadership literature, all ostensibly concerned with measuring how personality applies and is understood in social contexts.

Measuring introversion-extraversion to understand personality and leadership. In the 1930s, researchers began to call for a unified theory of personality. As soon as theories solidified, tools to measure personality began to emerge:

> Personality theory, for many years fragmented by issues both pragmatic (how to measure personality) and philosophical (whether to focus on individual differences or individual development) began to coalesce, at least to some degree, around a typology that provided both an organizing structure and a reasonable measurement approach. (Judge et al., 2009, p. 856)

Personality measures are so numerous that I have selected for review several that had greatest relevance and also included extraversion (and introversion, usually only by association or low scores on measures of extraversion). This narrow view underscores the need for qualitative research to create more accurate and perceptive frameworks for understanding those who identify as introverts as well as the design of validated scales to measure introversion. Simply presuming introversion is demonstrated as low extraversion scores on one of the many validated extraversion scales would likely cause false inferences and misunderstanding. Through the framework of positive psychology, Peterson and Seligman (2003) unearthed the limitations of this approach:

> Before we became positive psychologists we studied depression, usually by using a standard depression inventory in which the best one could do was score zero, indicating the absence of depressive symptoms. But not all zero scores are equal. There is a world of difference between people who are not suicidal, not lethargic, and not self-deprecating versus those who bound out of bed in the morning with smiles on their faces and twinkles in their eyes. These latter individuals can only be studied by measuring happiness. (pp. 26–27)

Nevertheless, findings across domains and instruments affirm strongly that there are individual, measurable differences between those more disposed to introversion and those who are more extraverted.

Exploring personality assessment instruments. Insofar as I have tried to look at personality and leadership assessment across multiple cultural settings instead of just Western ones, much of the research I found does use nomothetic approaches and etic, imported instruments. Efforts are made to address limitations of the tools, and researchers have found (cf. Costa & McCrae, 1992; Goldberg, 1990; McCrae & Costa, 1997) that some tools do translate and generalize well. Their validity can only continue to improve in revisions to them that include wider testing, and more nuanced, inclusive scales.

Many of the tools commonly used to assess personality are more unilateral in seeking to measure extraversion alone, and in being more quantitative, are less dimensional or illustrative. The California Psychological Inventory is one exception. The tool assigned life styles to four quadrants along the axes of extraversive/introversive and norm-accepting/norm-questioning (Gough, 1990). Those on the extraversive side of the continuum have the following qualities: Alpha/Leader (ambitious, enterprising, resolute) and Gamma/Innovator (adventurous, progressive and versatile). On the introversive side there are: Beta/Saint (steadfast, trustworthy, unselfish) and Delta/Artists (complex, imaginative, and sensitive). Though Gough used positive descriptors for all these types, and framed each type as having a "characteristic set of possibilities to be achieved, and a characteristic set of negative outcomes to be avoided" (Gough, 1990, p. 358), he found that Alphas seek and are accepted into leadership roles, while Betas and Deltas avoid such roles, though "Betas will be sought out and nominated by others" (p. 368). Such a portrayal of introverted people as reluctant leaders is fairly common.

Digman (1990) provided a thorough history of progress made in theories of personality structure, summing it up as the Five Factor Model (Extraversion/Introversion; Friendliness/Hostility; Conscientiousness; Neuroticism/Emotional Stability; and Intellect).

> Personality psychology moved into descriptive categories, via the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the popular research tool, the Five Factor Model (FFM) of personality, while incorporating evidence of environmental influence from developmental and cultural perspectives. Yet the FFM's validation in research and across cultures demonstrates that biological underpinnings to temperament are present universally, even if they hold different meanings and values across cultures and time. (Blandin, 2013, p. 120)

Goldberg (1990) used the FFM as a basis and described a consolidated set of personality factors referred to thereafter as the "Big Five": Openness, Conscientiousness, Agreeableness, Extraversion, and Neuroticism (or OCEAN, the common mnemonic.) These Big Five factors were measured in myriad studies and settings, across cultures, and found to be fairly constant and robust, therefore informing the next few decades of exploration and instrumentation in both psychology and management research.

The 16 Personality Factor Questionnaire (or 16PF) (Cattell & Schuerger, 2003) is a normal-range (versus measuring pathology) test of a wide array of traits, clustered into global scales (extraversion, anxiety, tough-mindedness, independence and self-control). Within extraversion are the primary scales of warmth, liveliness, social boldness, privateness, and self-reliance. A more detailed portrait of the 16PF would consist of descriptions of ranges on all these subscales (e.g., introverts would likely score high on privateness but low on social boldness) but for the sake of concision, only the authors' summary of low global scores in extraversion appears here. Cattell and Schuerger (2003) concluded that low extraversion scorers have potential strengths in objectivity, interpersonal sophistication, capacity of thoughtful introspection and concentration, comfort with autonomy and independence, and low impulsivity

and emotionality. In contrast, their weaknesses are insensitivity to others, detachment, difficulty facing conflicts, poor collaboration on teams, and low levels of energy and spontaneity. The authors cited high extraversion scorers as relationally strong, optimistic, bold, confident, and interested in meeting new people and confronting problems. Extravert weaknesses included impulsivity, inattention, over-dependence on personal contact and approval, over-confidence, and unguardedness (Cattell & Schuerger, 2003, pp. 206–207).

Costa and McCrae (1992) developed the NEO Personality Inventory (later revised to the NEO-PI –Revised and also abridged as the NEO Five Factor Inventory). Their NEO assessment tool used adjectives like gregariousness, warmth, excitement-seeking, and positive affect to describe extraversion. Extraversion on the NEO-PI-R does appear on a spectrum; however, again, introverts score as low extraverts.

Lee and Ashton (2004) developed the HEXACO (Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to Experience) Personality Inventory, which attempts to measure personality structure and variation. Its development was based on psycho-lexical properties, testing language descriptors in different languages to try to get at more universal meanings, which gives it some cross-cultural robustness. In the HEXACO instrument, extraversion is broken down into four categories, a positive inroad into the nuance of extraversion as both trait and behavior. However, in the description of the scales, the authors also described characteristics of low scores (i.e., introversion) framed as pathology and a limitation on consideration of introverts as leaders. They divided extraversion into social self-esteem, which looks at positive self-regard in social contexts. Low scorers "tend to have a sense of personal worthlessness and to see themselves as unpopular" (Lee & Ashton, 2015, para. 15). The next subsection, social boldness, is a measure of social comfort or confidence where

low scorers are “shy or awkward in positions of leadership or when speaking in public” (Lee & Ashton, 2015, para. 15). Low scores in sociability, the third and only neutrally depicted category, simply indicates preference for solitary activities. The last, liveliness, measures typical energy and enthusiasm, and portray introverts as “not especially cheerful or dynamic” (Lee & Ashton, 2015, para. 17).

Currently in development is a tool focused solely on introversion, breaking it down into four sectors (social, thinking, anxious, or restrained, known as STAR) (Cheek, Brown, & Grimes, 2014); yet it is so new that it is still being validated. Moreover, I am interested in degrees of introversion on a continuum; perhaps future research will explore facets of introversion as depicted by STAR.

Myers-Briggs Type Indicator (MBTI®). I include the MBTI® out of chronological order; it originated in the late 1920s, based heavily on Jung’s work on typology, and developed into a fully-fledged tool in 1956 (Myers, 1998). I do so because it stands alone as a tool in which introversion-extraversion is measured along an inclusive continuum as an expression of situational preferences and functional styles, with expansive, neutral, contextualized descriptions of introversion-extraversion preferences. The MBTI® matches Extraversion/Introversion with other dimensions of Sensing/Intuiting, Thinking/Feeling, and Judgment/Perception, yielding sixteen types, each portrayed as individual differences. This overall approach made it the strongest validated tool for considering introversion as a positive construct.

Many people initially discover their temperament type from a workplace encounter with some (usually abridged) version of the MBTI®, used for team building, management, and leadership development. They therefore do not typically learn about where they fall on the continuum; instead they are given a brief profile and a four-letter code that begins with E for

extraversion or I for introversion, which can perpetuate the binary misapprehension of other tools described above.

As with any measurement tools, the MBTI® has critics who decried its limitations or reduced it to a simplistic tool with only "intuitive appeal" (Pittenger, 2005, p. 210). Lloyd (2012) named a troubling truth about these tools in that both type and trait measurements are nomothetic. Lloyd favored the MBTI® slightly more, if only because the MBTI® type approach sees in the introversion-extraversion continuum intrinsic value in both preferences, while the NEO, Big Five, and HEXACO view most of their traits as inherently desirable, with low scores indicating deficits.

In terms of placing the MBTI® in a leadership context, Gardner and Martinko (1996), in their literature review and research agenda on using the MBTI® to study managers, broke down the types into foci, preferences, strengths and weaknesses. In their view, an introverted leader's strengths are characterized by calm and focus, intense concentration, deep development of ideas, and discretion. Yet introverted leaders can also appear distant, out of touch or preoccupied, as well as fail to give sufficient feedback. Gardner and Martinko (1996) also pointed out the difficulty of truly measuring introversion with its "inward flow of energy" (p. 73).

Myers and Myers (1995) constructed a compelling profile of the introverted professional: purpose-driven versus motivated by reward, gifted with language (though more so written than oral), systematic, patient, stable, analytical, ingenious, and insightful. However, the authors also portray introverts as potentially reserved, taciturn, and impenetrable, slower to accept the new and untried, and sometimes lacking in self-confidence.

In my research review, I found that leadership and management studies have largely emphasized and privileged the outwardly engaged, active, voluble extravert. It struck me that

such a preference was still likely to overlook the reflective, culturally attuned introvert. Including participant reports of past administration of the MBTI® lent the highly individual stories a backdrop of a validated tool. As stated above, it was necessary to give some context for the choice of this tool as the metric for one inclusion criterion, and now I can return to describing my methods of study.

Engaging participants in the interview process. As my interest in the topic of introversion and leadership developed over the last three years, I collected a short list of leaders who in conversation identified as introverts. After this initial purposive sample (Jupp, 2006), I recruited participants from three networks. First, I used my own professional and social media networks—and consequently accessed the networks of my own connections—to invite participation in interviews. Second, I shared my participant recruitment with the alumni network of my doctoral program. Third, a leader in a startup company that connects freelance professionals in a wide variety of disciplines agreed to share my invitation with his members of his network. These three routes combined to expose me to a more heterogeneous group of participants than solely my own immediate professional circle, in which those working in higher education are preponderant.

Describing the interview process. I conducted 24 interviews between early February and early April, 2016. All but two interviews were conducted by phone or Skype, because my participants were geographically and temporally dispersed across the United States, as well as two other countries. The interview medium worked well and in some cases was commented on as a preference to face-to-face by the participants. The interviews were generally between 45 and 75 minutes and began with a very broad invitation: “What I’d like us to focus on today is your experiences around being an introvert and your development as a leader. Where would

you like to start?" This carefully crafted but simple open-ended question allowed the participant to surface what was most meaningful for them. I relied on deep listening and reflexivity within each interview to reach deeper levels.

Opening questions, probing for reflection. Charmaz (2014) emphasized beginning interviews with very open-ended questions to get detailed responses, and she saw rich potential in following up on unanticipated surprises, hints, and implicit views. She also insisted researchers accept when their questions are not working. Benson and Holloway (2005) said that open-ended questions essentially "begin the process of reflective questioning" (p. 121) and emphasize that grounded theory researchers cannot be forearmed with structured interview guides: "Predetermined interview questions cannot be reflexive to the information being provided by a participant" (p. 122). Instead, with each interview, the researcher reflects on her opening questions and allows them to be shaped by the emerging theoretical concepts in the data. These 24 interviews (my data) guided my constant comparative analysis, which in turn refined my questions, which in turn informed the next collection of data. Indeed, the very simultaneity of data collection and analysis forces the questions to be as iterative as the process.

Theoretical sampling. According to Glaser and Strauss (1967) theoretical sampling—which is unique to grounded theory—is the process of data collection for generating theory whereby the analyst jointly collects, codes, and analyzes and then decides what data to collect next. In her sampling, the researcher asks what groups (or individuals, as the case may be) to turn to next, and toward what theoretical purpose or relevance? These decisions are guided by the researcher's engagement with the data and with emergent categories, not on a pre-endorsed theoretical framework.

One of the elegant aspects of theoretical sampling is that it illuminates the difference in levels of control between traditional and grounded theory research. While traditional research has rigid criteria and circumspection, so that unanticipated directions are difficult if not impossible to follow, grounded theory's sole criteria for sampling are theoretical purpose and relevance (Glaser & Strauss, 1967). Moreover, the depth of sampling needs only be as far as it takes the researcher to generate her categories, though the authors did suggest core categories should be as saturated as fully as possible. Overall, Glaser and Strauss averred that theoretical sampling gives the researcher momentum, purpose, and confidence in her categories and data. In later iterations of grounded theory methodology, theoretical sampling remains a way to refine, elaborate, and exhaust conceptual categories, acting as an explicit, systematic check. "Theoretical sampling pertains only to conceptual and theoretical development of your analysis; it is not about representing a population or increasing the statistical generalizability of your results" (Charmaz, 2014, p. 198). As Charmaz saw it, theoretical sampling was beneficial because it moves analysis forward, develops and saturates properties of a category, and aids in distinguishing between and among categories. As a result, beyond initial selection, the interview data guides the direction of further sampling.

After my first interview, I consulted with my chair on the effectiveness of my opening question, "What I'd like us to focus on today is your experiences around your development as a leader and being an introvert. Where would you like to begin with that?" My concern was that participants would focus the initial part of the interview on iterating a curriculum vitae or work history, which might not bring to the surface the less visible social processes involved in the constructs of introversion and leadership. We refined the question just slightly: "What I'd like us to focus on today is your experiences around being an introvert and your development as

a leader. Where would you like to start?" This modest change invited participants to begin with a more personal and particular narrative. After 19 interviews, my chair and I consulted about the interview data and generated several theoretical questions to test emerging concepts. The remaining interviews (five) with theoretical questions completed my data collection; beyond that, specific theoretical sampling, where I might have needed explore those emerging concepts with other populations who might have other perspectives or who hold different roles, was not deemed necessary.

Analysis and integration. Grounded theory focuses on process versus description, avoids a priori sampling, and seeks to construct theory instead of solely interpreting the data. Grounded theorists have varied and nuanced descriptions of terms like category, concept, property, and dimension, sometimes presented in a hierarchy, but always as building blocks of analysis. Corbin and Strauss (2008) for example prescribed criteria for central and core categories, asserting that they must be abstract, must appear frequently, logically, and consistently in the data, and should grow in depth and explanatory power as other categories are related to them or nested within them. Charmaz (2014) defined categorizing as an analytic step that elevating selected codes for significance or patterning so that they formed more abstract concepts, the properties and interrelations of which must then be defined and further explored. For Charmaz, these more abstract categories represented the foundation of theory.

In sum, analysis in grounded theory research happens simultaneously with data gathering, yet the researcher refrains from rushing to interpretation and theory-building. Instead, grounded theorists deeply interest themselves in noting social processes; in each story, what is happening, what matters? As a result, my initial coding of the data cleaved to the actions I could readily observe and then proceeded through increasingly abstract levels of analysis.

Memo writing. Glaser and Strauss (1967) recommended memo-writing as a way to "tap into the freshness of theoretical notions" (p. 106). They held memos as critical very early in the data collection process, as a way to help the research keep separated from the data and to set down and aside for the time being theories and hunches about the data. In the grounded theory of Glaser and Strauss, memos serve to place-hold, act as a repository for non-verbal or observational data, hash out problems or surprises, make guesses at relationships, and generally contain questions the researcher has of the data. Corbin and Strauss (2008) favored memos too, even admitting that they initially appear "awkward and simple" (p. 119), yet function significantly beyond being rich stores of insight into the data; instead, they have their own style, help indicate when a category is saturated, can identify or develop properties and dimensions of categories and concepts, and can help the researcher elaborate a paradigm. Charmaz (2014) felt the central role of the memo is to construct theoretical categories and that memos "catch your thoughts, capture the comparisons and connections you make, and crystallize questions and directions for you to pursue" (p. 162).

As a novice researcher, I expected that memos would be key in the beginning space, where they allowed an internal conversation to surface, as well as acting as a container for starting points (e.g., assumptions, sensitivities) and standing points (e.g., biases, hunches), as well as insights gathered en route for later reflection. For every researcher, though, memos have considerable analytic power to record tentative analytic categories, to compare them with new data, to delimit categories, and to define properties associated with them. Charmaz (2014) also noted their usefulness for seeing the unseen in both content and process: What do people remain silent about, what do they take for granted, what slows, impedes, or accelerates process? I managed aspects of my processes as a researcher by using memos, which captured my passing

thoughts, documented, and contained my instinctive meaning-making so that I could forestall interpretation, and mapped out my processes of theorizing and concept-building (see Chapter 4 for findings).

Constant comparative analysis. In grounded theory, constant comparative analysis maintains a connection between the data, codes, and categories. As the researcher codes her data, she also analyzes and reintegrates this analysis into both future data collection and the attention she pays to emerging concepts. This constant comparison fosters generation of theory that is "integrated, consistent, plausible, and close to the data" (Glaser & Strauss, 1967, p. 103). The constant comparison method builds from comparing incidents applicable to each category and integrating the categories and their properties so as to delimit and ultimately write the theory. Glaser and Strauss (1967) asserted that the basic defining rule of constant comparison is that "while coding an incident for a category, compare it with previous incidents in the same and different groups coded in the same category" (p. 106). As the coding continues, constant comparison "causes the accumulated knowledge pertaining to a property to readily start to become integrated; that is, related in many different ways, resulting in a unified whole" (p. 109). Approaching the amassing data with this frame of mind allowed me to concern myself with many different propositions at varying levels of generality. This is critical because as a constructivist grounded theorist, I was concerned with generating (not testing) many categories, properties, and hypotheses in order to achieve theoretical saturation (see below).

Coding and coding teams. Common to all grounded theory inquiry (and indeed to other general qualitative data analysis) is the concept of coding. In grounded theory, coding is both a noun (a precise, provisional, data-grounded and comparative unit or "analytic handle" (Charmaz, 2014, p. 113) as well as a verb, where to code is to progress through data in an

analytical mode, staying open to "possibilities suggested by the data, rather than ensuring complete accuracy of the data" (p. 120). I audio-recorded each interview and submitted it for verbatim transcribing by a professional transcription service. I then compared the transcripts to the audio recordings for accuracy, stripped any identifying details such as names or references to specific organizations, and then sent the de-identified transcript to the participant for final review and approval. I reinforced the language from the consent forms that welcomed the participants to strike any information or add new information as they wished. Only in two cases did they avail themselves of this entitlement: one added information and another clarified meaning. The approved, now-anonymous transcripts in turn were examined by myself and a coding team. Coding teams help the researcher stay open to new meanings in the data and can, with their greater distance from the data, contribute needed objectivity and expand the "interpretive circle for theory development" (Benson & Holloway, 2005, p. 123). My respect for the integrity of participants' stories was underpinned by close connection with this coding team, who helped me see what was in the data versus what I hoped to see or was primed to see by my own experiences.

Initial coding. With each of the first eight interviews, I used NVivo 11 qualitative data analysis software with my coding team to engage in initial coding (word-by word, line-by-line, or incident-by incident). Initial coding delves deeply into the material, "naming segments of data with a label that simultaneously categorizes, summarizes, and accounts for each piece of data" (Charmaz, 2014, p. 111). Initial coding is very focused on identifying actions in the data. Charmaz (2014) illustrated the power of this action-focus, "describing versus description, stating versus statement, leading versus leader" (p. 120), to show power of the gerund to preserve process.

Because initial coding was my second explicit pathway into the data (after interviewing), this focus on action "curbs our tendencies to make conceptual leaps" (Charmaz, 2014, p. 117), leads to the next levels of data collection, and helps me make conscious decisions and to ask what the larger story is that the data is telling. Within initial coding, I attended to *in vivo* codes (in life), which are shorthand or innovative terms used by participants to capture their experience and that "flag condensed but significant meanings" (Charmaz, 2014, p. 134). The initial codes generated by me and the coding team are found in Appendix F.

Focused coding. In Glaser and Strauss (1967), the authors depicted the lower level categories that emerge in coding as appearing early and quickly, then building eventually into overriding, integrating concepts that are both analytic and sensitizing, thereby helping readers hear and see people in the area of study. Therefore, as my coding became progressively more abstract, I used focused coding to advance to sifting, sorting, synthesizing, condensing, and sharpening tentative directions: "Coding is the pivotal link between collecting data and developing an emerging theory to explain these data. Through coding you define what is happening in the data and begin to grapple with what it means" (Charmaz, 2014, p. 113).

Axial coding. Axial coding (Strauss & Corbin, 1990, 1998) devised a procedure to interconnect categories (or a group of concepts that seem to relate to the same phenomenon). Axial codes specify properties (e.g., types of, kinds of, settings for, precursors of, and reasons for) and dimensions of a category, "building a dense texture or relationships around the axis of a category" (Charmaz, 2014, p. 147). Axial coding also provided me a strategy to reassemble data fractured by initial and focused coding, and to apply an analytic frame as the categories and subcategories emerge.

Increasing abstractions and dimensionalizing data. Interviews generate masses of data and the coding processes add new layers at the same time that they distill the data into more graspable analytic categories. Additional rigor and restraint must inform the development of core and primary dimensions and the careful mapping of their relationships to one another. A primary method for achieving this order is dimensional analysis (Benson & Holloway, 2005; Bowers & Schatzman, 2009; Kools, McCarthy, Durham, & Robrecht, 1996; Schatzman, 1991). Through dimensional analysis, I attempted to cover the analytical territory beyond constant comparison: the conjuring of dimensions (and their characteristics or properties), assigning them value, and inferring from them. Dimensional analysis parallels "the normative cognitive process generally used by people to interpret or understand problematic experiences or phenomena" (Kools et al., 1996, p. 314) and helped researchers ask, "What all is involved here?" (p. 316).

Schatzman's broader approach challenged the researcher to refrain from rushing to watertight theory, and to instead reach for more complex "dimensionalizing," breaking open questions of researcher perspective, which "not only determines the selection and designation of dimensions, it also directs their organization or their relationships to one another" (Bowers & Schatzman, 2009, p. 95). An important method within dimension analysis is the explanatory matrix (Schatzman, 1991; also in Kools et al., 1996) which organizes dimensions into components such as context (boundaries for inquiry), conditions (what blocks, facilitates or shapes the interaction), process (actions impelled by conditions), or consequences (outcomes of actions). All these techniques helped lead to the formulation of theoretical propositions, as will be seen in Chapter V.

Theoretical saturation of dimensions. Glaser and Strauss (1967) stated that the researcher will know when it is time to stop sampling difference groups once there is no additional data that develops the properties of a category. Charmaz (2014) warned against confusing theoretical saturation with collecting data until patterns reoccur, and logically concluded that one is likely to hear the "same story over and over" if one engages in repetitive data gathering (such as asking invariant questions in interviews) versus iterative data gathering "followed by conceptualization and then increasingly more focused data gathering and analysis" (p 213). Through careful consultation with my dissertation chair, I engaged in attention to theoretical saturation, which occurred at the point where "gathering more data about a category reveals no new properties nor yields any further theoretical insights about the emerging grounded theory" (Charmaz, 2014, p. 345). This process began and was confirmed in interviews 20 through 24.

Ethical Concerns

The ethical concerns posed by my research were relatively mild. Nevertheless, because I was working with human participants, all my proposed methods of study were systematically reviewed in order to determine if I could reasonably ensure adequate protection of the welfare of my participants and steward my data scrupulously. My plan of research (Appendix A), including participation invitation (Appendix B), letter of informed consent (Appendix C), and demographic questionnaire (Appendix D) was reviewed and approved by the Institutional Review Board of Antioch University.

I sought interviews with consenting adults who were not in vulnerable positions and over whom I had no power or decision-making. Our topic areas were not sensitive in nature; though I asked my participants to consider the psychological and cognitive construct of introversion, the

stories they shared were of their own selection. The participants had my undivided attention as they reflected on their professional and personal journeys in introversion and leadership development. By the nature of grounded theory interviewing, my questions continually sought to deepen reflection. Yet because I did not have a pre-determined list of questions that had to be answered, the participants shifted focus at will. This open-ended approach allowed participants to shift focus at will if they were uncomfortable with the material, though that practice was not evident. There were possible benefits to participants; many stated that they enjoyed exploring the topic of introversion in leadership, and they were interested and eager to learn what I found by talking to other introverted leaders. However, I also had to continually remember that those who chose to honor me with their participation were giving deeply of themselves. Their stories often started in childhood, were infused with pivotal moments that influenced their very identity development, and shared ways in which they made meaning of their experience. Beyond the traditional concerns of ensuring my research practices were approved as ethical in advance by the Institutional Review Board, I was obligated to represent my participants' localized and particularized language and, when presenting my analysis, re-represent my findings with the deepest respect to their lived experiences.

Rigor in qualitative inquiry: Trustworthiness and authenticity. It is incumbent upon qualitative researchers to establish grounds upon which their research proceedings and findings will meet criteria for rigor. Lincoln and Guba (1986) suggested that qualitative field research could strive to meet rigorous criteria for trustworthiness and authenticity similar to those found in research done in the controlled environment of a research lab: credibility, dependability, transferability, and neutrality. Lincoln and Guba proposed parallel criteria for

qualitative, inductive researchers, and it is from their bases that I demonstrate how this study achieved trustworthiness and authenticity in a variety of ways.

This current study met criteria of credibility in that the data was subject to "peer debriefing" (Lincoln & Guba, 1986, p. 77) by subjecting its data to interpretations of a multidisciplinary coding team; two members were university faculty in the disciplines of art and criminal justice and one was a victim services program coordinator for a state corrections institution. This coding team's perspectives opened the interview data to an array of possible interpretation and understanding and served to surface any negative cases to the working hypotheses.

Transferability, or the extent to which these findings might be true in other contexts, is not the primary goal of this research, considering the exploratory, inductive nature of the inquiry in an area about which little had been written in leadership studies. Rather than strict transferability, the purpose of this study is to generate theoretical propositions for further exploration. However, participants' circumstances were eclectic, adding to the "thick descriptive data" (Lincoln & Guba, 1986, p. 77) that might support applying these findings in another context. Many different professions were represented among the participants, from epidemiology to higher education to journalism; the sole unifying characteristics were that the participants identified as leaders and had been typed at some point as introverts on the MBTI®. Therefore the findings are less likely to be true only of a particular professional context. However, it should be said that the participants all came from Western cultures; all had at least a college degree and many had doctorates. Therefore, these findings might only be transferable to other similar populations, as discussed in the limitations section.

Dependability is the degree to which these findings could be replicated. While intensive interviewing in constructivist grounded theory eschews the use of a formal protocol in which all participants are asked the same questions, the collection, recording and transcription of the participants' reflections were exacting and uniform. Each participant had the opportunity to review, redact, or retract her/his transcript. Because only their approved language was used for analysis, readers may presume these were accurate depictions of the conversations.

The last criterion, neutrality, is particularly relevant in using constructivist grounded theory methods. Rooted in the conviction that there are multiple realities, constructive grounded theorists (e.g., Charmaz, 2014) maintain that there can be no absolute objectivity or separation of researcher and participants. Once the researcher has presented her theoretical sensitivities and openly considered her positionality, the inquiry can begin with full acceptance that the researcher exists substantively within the research process and findings. Lincoln and Guba (1986) noted the necessary extension past the positivist paradigm and proposed an analogous criterion of authenticity, based in fairness (found in such processes as informed consent and member checks) and a heightened awareness co-constructed realities and knowledge.

Conclusion

As stated in the Introduction, constructivist grounded theory research eschews validation or proving of hypotheses in favor of deeper observation and exploration of social processes underlying a phenomenon. I depicted my sensitizing concepts in the literature review in Chapter II, underwriting and emphasizing my openness to the data and the experience of co-constructing a better understanding than currently exists of the social phenomena involved in introversion and leadership. Through my observation of events (the participants' stories), I

identified emerging concepts and then began through axial coding and dimensional analysis to map relationships between concepts. In the following chapters, I chart the emergence of concepts from the data and illustrate the primary dimensions and core dimensions that moved to the forefront. I use visual models to help clarify and convey insights that resulted. I also outline multiple conceptual roads I did not follow; by making explicit my analytical culling decisions, I help readers know I considered alternative options. In sum, these increasing levels of abstraction and continued careful analysis led to theoretical propositions and implications for further research and practice.

Chapter IV: Findings

The purpose of this study was to explore the lived experiences of the participants as they reflected on their introversion and their development as leaders. In Chapter IV, I present the findings from the study organized into dimensions that comprise contexts, conditions, processes, and consequences (Benson & Holloway, 2005; Bowers & Schatzman, 2009; Kools et al., 1996; Schatzman, 1991). From among these dimensions, one arose as central, and was deemed the core dimension. Chapter IV focuses on describing and explicating the dimensions themselves, locating them deeply in the participants' stories. In Chapter V, I will explore the relationships and interplay between the primary dimensions as they combine to illustrate and support the overarching core dimension.

In this study, I conducted interviews of up to 90 minutes with 24 leaders who identified and typed as introverts on the MBTI®; they worked in a wide array of industries and represented many geographical regions, both domestic and international. What follow are selections of the data collected from interviews with the participants and the dimensional analysis of the concepts that emerged. In constructivist grounded theory, emergent concepts are tied directly and closely to the data gathered; in other words, greatest understanding comes from the ground of the data through analysis to a higher level of abstraction and conceptual meaning. I did not rely on auxiliary data such as documents or test results; the stories of the interviewees were the sole source of data.

Preservation of the participants' particular language is at once paramount to the integrity of the process of grounded theory discovery and, because of its specificity, the participants' language is in need of protection. Therefore, quotations from the interviews were stripped of all identifying data. In some cases, generic or connective information was inserted in brackets

(e.g., "I think [spouse] and [child A] are extroverts and [child B] and I are definitely extroverts.") This allowed for the greatest anonymity for the participant while still retaining the relationship of concepts and meaning of statements. Participants are identified only by number (e.g., P1, P2, P3, etc.) and their language appears either in the body of the text in quotations with attribution or in indented, single-spaced paragraphs; both types of citations are identified by participant number. Also, the core and primary dimensions appear initially in italics within the text by way of introducing them as key terms. Thereafter, they are capitalized, in order to distinguish them specifically as primary or core dimensions, since the dimensions are named with simple language and not jargon.

In the Introduction to this dissertation, I reasoned that in order to fully grasp the purpose of this research it was necessary to examine the construct of introversion through multiple lenses (i.e., psychology, biology, leadership studies, cultural and global perceptions, and individual differences and diversity). Similarly, in these findings, the participants devoted as much time to describing what introversion itself meant to them, in early experiences up to the current moment, as they did to revealing how introversion manifested in their development as leaders. The interviewees' experiences of introversion and descriptions of their personal understanding of introversion are woven throughout the core and primary dimensions; they also formed the basis for some of the visual modeling presented later in the chapter.

Dimensional Analysis

Intensive interviewing generates a great deal of data, dense with language and meaning particular to the participants. Through initial line-by-line coding, these data are disaggregated or deconstructed. As a review from Chapter III, in order to make sense and meaning of the multiplicity of data, constructivist grounded theorists use dimensional analysis for "novel

reconstruction of the multiple components of a complex social phenomenon" (Kools et al., 1996, p. 316). These components coalesce into textured dimensions and in doing so form a story. Constructivist grounded theory focuses on generation of new theoretical understanding that is grounded in individuals' experiences and yet transcends these experiences. Those doing dimensional analysis recognize that reality depicted in the research data represents multiple realities that are socially constructed by and rooted in the contexts of the participants (Caron & Bowers, 2000). In dimensional analysis, the dimensions are these participants' perspectives, clustered into conceptual categories. The researcher then creates explanatory matrices that structure and frame the data into theoretical directions (Schatzman, 1991) that in turn help the researcher make meaning of the data. The job of the researcher is to perceive and communicate to readers the most salient aspects of the story: from whose perspective it is told, in what contexts, under which conditions, and with what consequences, ultimately revealing aspects of the phenomenon under study that might not otherwise have been visible.

Contexts are the boundaries for the inquiry: where is all of this happening? Conditions are forces that shape, block, or facilitate social processes, which are the actions impelled by the conditions, which in turn have consequences or outcomes (Kools et al., 1995; Schatzman, 1991). What follows is the analysis of the participants' personal and professional development in regards to introversion and leadership. First, I discuss the contexts that framed the findings. Next, I describe the core dimension, which of all the primary dimensions emerged as most explanatory of what was happening. Finally, I explore in depth each of the other primary dimensions.

Context: Where it all happens. As will be evident in the examination of the primary dimensions below, context is a key element the researcher must be aware of when discovering what all is happening (Kools et al., 1996). According to Caron and Bowers (2000):

> If meanings are assumed to vary by context, then understanding the meaning of a concept requires an understanding of (1) the context in which it occurs; (2) any shift in meaning across contexts; and (3) the relationship between context and meaning. (p. 292)

As I explored introversion and leadership with the interviewees and used constant comparative analysis, an overarching dynamic was revealed. Many participants made distinctions between how they perceived the world through a more internalized versus externalized self. After additional analysis and data gathering, these perceptions were refined further into three contexts where all the social processes took place (Figure 4.1). I refer to them as the internal context of *With Self*, the transitional, temporary context of *In Passage*, and the external context *With Others*.

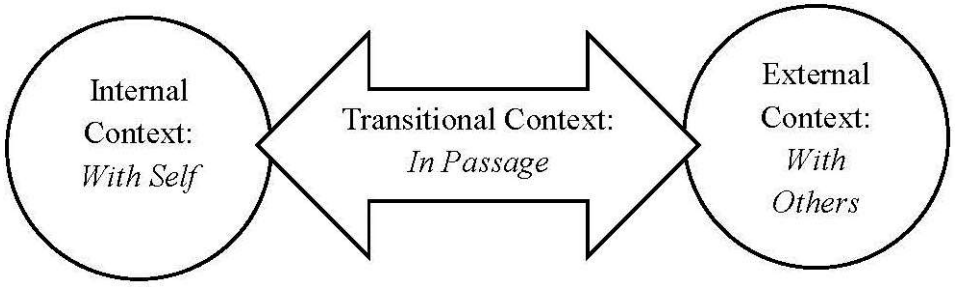

Figure 4.1. With Self (Internal), In Passage (Transitional), and With Others (External) contexts.

Nested within these three contexts were the core and primary dimensions, which are clusters of data coalesced into salient abstract concepts, or "components of the phenomenon under study" (Kools et al., 1996, p. 316). Each dimension will be initially revealed here and situated briefly within their contexts and then each will be explored in depth later in this chapter. The core dimension, which of all the primary dimensions emerged as most explanatory of what

was happening, was *Reflecting and Reflexing*. The primary dimensions were *Observing and Listening*; *Stretching*; *Engaging*; *Depleting*; and *Retreating*.

Some primary dimensions resided solely in one context, i.e., Retreating happened in the internalized context With Self while Engaging occurred in the more externalized context With Others. Two dimensions spanned contexts: Stretching bridged With Self and With Others, and Depleting began in With Others and returned to With Self; therefore, those two dimensions belonged to the temporary and transitional context of In Passage. Finally two dimensions (Reflecting and Reflexing and Observing and Listening) took place in all three contexts. However, in analysis, Reflecting and Reflexing took primacy as the core dimension. The dimension of Observing and Listening, which also occurs across all three contexts, on the other hand, was integral but less explanatory (Figure 4.2).

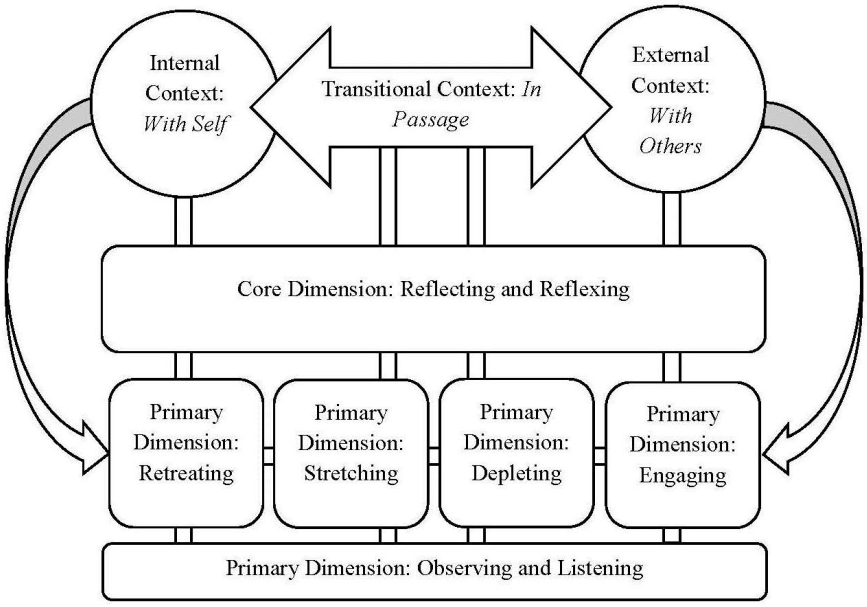

Figure 4.2. Relative connections between contexts, core, and primary dimensions.

By attending to context carefully during analysis, I approached the data with pertinent questions in mind, appreciating the multiplicity of perspectives and expecting that I and the participants shared both explicit and implicit assumptions about the material we were discussing.

The contexts in which the participants lived and led shaped their ongoing awareness, acceptance, and embrace of their introversion.

With Self. With Self was a distinct, internal context through which participants filtered experience, out of which they stretched to engage with others, and into which they retreated when depleted. With Self was the dominant state for most of these participants and represented a rich, receptive, and productive inner world. Because we were also learning about the participants' leadership development, we spent more time talking about the other two contexts. Still, With Self is illuminated extensively in the core dimension of Reflecting and Reflexing, as well as the primary dimension of Retreating. However, had the nature of my inquiry been more circumscribed, I suspect the participants could have elaborated on this inner context in even more exhaustive detail.

In Passage. In Passage referred to the transitional state during which participants described deliberately Stretching out of With Self and, after Engaging with others, experiencing drains on energy, or Depleting. The context of In Passage embodied where participants prepared to experiment with insights gained from Reflecting and Reflexing, Engaging, and Observing and Listening. Accordingly, In Passage was also the state that contained developmental shifts in terms of fluency and habituation; participants told stories of getting better through practice, becoming more inured to the draining effects of engaging, or at least developing stamina and coping mechanisms over time. In Passage was also the state most sensitive to conditions, in that the effort required to stretch and the rapidity with which they depleted were highly dependent on the types of activity, intensity of activity, and dynamics of the groups and settings with which they were engaging. In Passage also was characterized by a

level of vigilance or consciousness among the participants that seemed to be a significant and distinct state between internal (With Self) and external (With Others) worlds.

With Others. With Others referred to the context where the participants fully immersed themselves in Engaging and where all the externally-enacted processes happened. The context of With Others also contained virtually all of the more strained or problematic social processes and perceptions experienced by the participants. Therefore With Others was a context most characterized by adaptive, conforming, and provisional actions. With Others was also, perhaps obviously, where interaction appears most often. However, as is demonstrated in the other dimensions, the participants' involvement in relationships was not exclusive to With Others. In other words, With Self did not imply alone and With Others did not mean together. The participants fostered close personal and professional relationships across contexts. In With Self, the relationships tended to be more intimate and familial, and perhaps with very close colleagues. In With Others, the participants were in a more interactive, extended state with a wider variety of entities and conditions.

Core and Primary Dimensions

Primary dimensions are abstract concepts that are grounded in the data. The single dimension that emerges from all the primary dimensions as most explanatory is deemed the core dimension. Within each dimension are sub-dimensions, or associated properties (Kools et al., 1996), that give shape to and describe specific conditions, processes, and consequences to discover what is involved in the phenomenon.

In the analysis below, the 24 participants' lived experiences of introversion and leadership included both commonalities and differences in how participants came to understand their introversion in the first place or to what degree they felt their personalities and behaviors

were attributable to introversion. There was no universal principle except one: every participant held both fixed and mutable interpretations of what introversion meant to them. In other words, they saw their introversion as both inherent and responsive; it was a part of their selves that had always been there and it had evolved with them as they grew as leaders.

In the sections that follow, the core dimension and all of the primary dimensions below arose directly from the interviews with participants and their particular language. To provide clarity and wayfinding for the reader, each dimension is accompanied by a table, which represents higher-level analytical concepts that emerged. Because contexts were the encompassing containers for all that happened, each table frames the dimension within its overarching context (With Self, In Passage, or With Others). The table then displays the dimension's social processes and their associated conditions and consequences. Each dimension is also paired with narrative text, where each concept mentioned on the table is discussed more in depth, along with additional descriptors and detailed properties of the dimension. The concepts will be further deepened by the participants' particular language in quotations. In this narrative text, social processes are identified in bold italic and associated properties are set apart in non-bold italic.

Core dimension: Reflecting and reflexing. Reflecting and Reflexing emerged as the core dimension because the participants made meaning with themselves and engaged the world chiefly through these two social processes. This is the dimension where it became clear that participants were frequently describing an awareness of distinctions between their internal (Reflecting) and external (Reflecting and Reflexing) states. While such awareness is certainly not unique to introverts, the pervasive appearance of this dynamic in the interviews was

noteworthy. Also, their internal and external states had a valence for the participants, as will be described in more depth in Chapter V.

The core dimension of Reflecting and Reflexing (Table 4.1) was present across all three contexts, With Self, In Passage, and With Others, predominantly in the first and last contexts. The core dimension of Reflecting and Reflexing encompassed all the other dimensions; therefore the Table 4.1 also includes mention of each primary dimension. However, the core and primary dimensions also contained properties and conceptual categories that were unique to them.

Table 4.1

Core Dimension: Reflecting and Reflexing

Context	Conditions	Processes	Consequences
With Self		Reflecting	Self-awareness Self-knowledge Self-acceptance
		Deep internalized processing	Insight and decision-making Rumination
	Readiness to change	Reflexing	
		Retreating	Returning to self
In Passage		Stretching	
		Depleting	Awareness of exhaustion
With Others		Engaging	Real-time reflexivity
		Observing and Listening	Awareness of seen and unseen dynamics

Some interviewees described Reflecting as a natural, quiet state, optimal both for processing and quiet. One participant said of this internal state, “I go more to where I know I can feel my way along, which is so to speak inside” (P6). Another participant added, “I do process information differently. I go internal” (P23).

Deep internalized processing. Participants provided ample descriptions of how they preferred to process information and emotions internally. This active internal processing was how they digested and prepared for what went on in interaction with others. Being internal processors was integral to how many of the participants saw themselves.

Insight and decision-making. Insight and decision-making was a consequence of time spent in deep internalized processing. Many participants embraced a preference for time to think about gathered material, whether to simply reflect what had happened in an encounter, to gather insights, or to weigh elements of making a decision. One noted "In an ideal world, which we don't always or often live in, I would have all the information that I need at once, and I would have time and I would have quiet to process." (P24). Others elaborated:

> One of the defining features of being an introvert is someone who needs to spend more time alone thinking about things before they can react to it or articulate that decision. (P12)

> I know as an introvert, again I like to think things over and I like to take things in and kind of see the lay of the land. (P10)

> Being deliberate is one of them. I don't know whether it is because I'm an introvert or other aspects of who I am, but if I'm faced with a decision or something like that, I want to take my time, I want to have all the information available to me. I don't want a lot of people talking to me. Talk to me and give me the information, if I have questions I will ask, and then leave me alone so that I can think things through. (P24)

For those participants, their desire was to have all the relevant input and information needed for decision-making, and then to be left to themselves to decide. Other participants saw time spent in reflection as the best way to analyze and formulate thoughts and responses, and that doing so allowed them to proceed with greater care and precision. One participant related a story of a difficult early performance appraisal by a supervisor and how she had to prove there was a "method to my quietness":

> The one-on-one conversation I had with my supervisor about all that I was doing that she wasn't able to see because they weren't being exposed in the same way. Once she saw what my thought process was and why I was waiting on certain things and doing things in a certain way and trying to build a cohesive chain before asking them to embark on projects together, that that was a method to my quietness. Once she realized that, then she had a whole different level of respect for me and a whole different level of patience. (P22)

Another alluded to the experience of reflecting all the time, even when engaged in other activities.

> I go, put it in my brain and let it ferment and I go play piano. And I just spend my time letting my brain take care of it while I replenish myself on the piano. Because when I'm playing piano nobody bothers me, like the kids won't bug me, usually. Nobody will interrupt me when I'm playing the piano. And that gives me the time to be in my brain and reconnect with myself. (P19)

Reflection was also a medium for discernment and for finding gratitude.

> I did a lot of reflection about what brings me the most joy in my work life as a manager, as a leader. What I identified was the thing that I liked mostly in my leadership capacity was the development conversations that I have with the people who reported to me over the years. Having those one on ones or those small group conversations where we really explored how to be more effective or what are the possibilities and that type of thing. (P10)

Self-awareness, self-knowledge, and self-acceptance. Perhaps the chief consequences of Reflecting and Reflexing were the process participants described of coming to know and accept themselves. Significant time devoted to reflection allowed them to build self-awareness and self-knowledge. When paired with the deep comfort associated with this internalized world and the prime effective way of monitoring of how their selves developed over time, and making meaning of interaction with others, Reflecting and Reflexing also led the participants to self-acceptance.

> [Appreciating my introversion] gone through its peaks and valleys. I'm kind of speaking in retrospect. That was what 25 years ago and I'm not sure that in the moment that I was finding my power and my peak, so to speak, that I recognized that I was finally in a space where I could breathe and lead and be reflective. (P22)

> Just the confidence of kind of owning who I am and what's been created or shifting in the perspective of how I view myself. Yeah, so there's a piece of just sort of being comfortable in my own skin. (P11)

> Now I see [introversion] as something perfect for who I am and where I am in life. I think that's the fact that striving is not so much important to me anymore. Acquiring is not so much important to me anymore, and so that's why I think right now being an introvert is a perfect place to be. (P13)

> That's really changed in the last ten years where like -- I think that's also really a function of age, but [introversion] is who I am and I'm pretty awesome so it just is -- maybe you get used to that, right? (P8)

This internal development of self-knowledge and self-acceptance was in contrast to sometimes problematic external perception by others, to be described below.

As this reserve deepened and became more habitual, a handful of participants specified that, as they got older especially, it began to take the form of internal validation or independence from the opinions of others. They tended to look inside for guidance and interpretation of events.

> I definitely could handle myself all well with no problem. I didn't have to fall in a larger group for like justification in any way. (P18)

> You don't look for validation or meaning in a large ways from the external world. I don't want to say other people matter less and less to you, but reliance on other people I guess matters less and less as one goes along. (P2)

Rumination. On the darker side of the power of reflection, some participants did talk about a consequence of the deep internalized processing which was rumination, which was reflecting to a point where it narrowed perspective, preventing or slowing the reflector from taking action. One participant remarked "Introverts tend to keep stuff inside and mull it over and over and over inside rather than just blurting it out and being done with it." (P14)

> I guess, in my introversion, of course, I do a lot of thinking within myself, therefore I guess I see almost all my decision as absolutely rational in almost every case. Because I go through almost every single scenario that possibly could happen, so therefore I take what I feel is the best rational path. (P18)

> Whenever I'm in a project I'm so deep in my own thought processes and what I need to be doing that it's easy for me to forget the human part of it. So it's something I actively work on all the time. (P19)

> I realize the extremes of life and I try to stay away from those extremes for the most part. And I think that if you spend too much time in reflection, you spend too much time thinking about something, you can go down some unhealthy roads too. . . . So I think that's the downside sometimes of being an introvert, is that you can just spend too much time dwelling on things that probably shouldn't be dwelt upon. Ruminating, that's the word, rumination. But over the last few years I've become much more conscious of that and realized it, so that's something I do try to avoid. (P13)

Observing and Listening. Observing and Listening was a primary dimension that acted as modality for Reflecting and Reflexing With Others. As will be explained in the primary dimension Observing and Listening, also occurred across all three contexts of With Self, In Passage, and With Others. Because Reflecting and Reflexing encompasses all the primary dimensions, essentially Observing and Listening is a modality within it. In other words, observation and listening With Self is reflection; With Others, it is reflexing.

Awareness of seen and unseen dynamics. A consequence of Observing and Listening within the core dimension of Reflecting and Reflexing is that the participants maintained a physical, social, and emotional distance With Others that gave them insights into dynamics that were less visible. This will be explored more in the primary dimension of Observing and Listening

Reflexing. There were two ways in which reflexivity, or "examining critically the assumptions underlying our actions, the impact of those actions, and from a broader perspective, what passes as good management practice" (Cunliffe, 2004, p. 407), manifested for the participants. Reflexing started with a readiness to change and resulted in a readiness to act, and here it intersected with the primary dimension of Stretching and Engaging.

Readiness to change. Readiness to change was a condition that facilitated Reflexing, and ultimately led to Stretching and Engaging. It occurred in the context With Self in showing how the participants used reflection to understand themselves better and to grow or make changes in their behaviors.

> The day that I matured enough to say that "I'm not good at this" and I'm okay with saying "I'm wrong, I'm sorry, that's my fault" or either "I wasn't smart enough or good enough to get it to where it needs to be, I need to bring in help", maybe that's just asking for help, relying on others at times. When I got to that point, it was just almost awakening in that wow, life is really actually a lot better. And the stress of having to carry the load all the time is less and it became more enjoyable. (P1)

> I now understand just who I am and how it's just my personality and how to adapt my own behavior and different exposures that I expose myself to, such that it's a good balance for me. So I think it was whole example of really knowing that I need sometime alone. I'm not sure even like five or ten years ago I would have realized that. So I think that kind of personal awareness is just incredibly helpful in just making anyone more successful on every level. (P8)

In one case, this self-awareness and the success experienced in reflective and reflexive discernment shaped the participant's career path.

> That was a lot of time with myself and choosing when I wanted to be with others and to be more extroverted I guess. But I found my strength in that and that was the first time really in my life that I pretty much had that freedom and recognized how much I appreciated it. And from that self-awareness, I was pretty selective about the jobs that I took and the situations that I put myself in. (P22)

Real-time reflexivity. Real-time reflexivity was a consequence of Reflexing and Stretching and was the second way reflexivity manifested, when interviewees talked about taking action from insight they had gained in reflection and using it in the context With Others. They inherently understood that they needed and wanted to leave their internal worlds in order to consult with others, improve themselves, and accomplish projects in connection with others. One interviewee asserted, "I think introverts also need people and need people to help move a process along, especially when you're in leadership" (P7). Others agreed and expressed in a

variety of ways that in spite of their needs for quiet solitude, they did not want to exist in closed system. Though many stated a preference for uninterrupted time to reflect, the majority of participants were able to simultaneously reflect and respond to immediate surroundings.

> I am able to shift and adjust and still process and make decisions and those sorts of things on the fly when needed. And I think I have been able to develop both of those aspects of processing and figure out which one I need to use at a particular time. Like to me in a situation, go, "Okay, is this an instance where I can be deliberate and take my time and that sort of thing or do I need to do this quickly and in a less than ideal environment in order to make a decision or process what's going on?" While I have definitely have my preference, I am able to go back and forth between the two. (P24)

> I was definitely collecting information and processing while I was there, but then again processing it further when I was on my own. . . . So I guess I'd say it depends on the relationship to my own work and if it's important to the things that I'm trying to do, then I definitely will kind of process there and then by myself. (P17)

> When you're in a position where you're expected to lead, you have to think on your feet a lot more. People come to you and expect you to have a well thought out comment or reaction or set of advice at the spur of the moment. Whether you're in a meeting or it's just more spontaneous interactions, people just want to bounce ideas off of you or get direction or decision or these kinds of things. And usually the higher up, going in a hierarchy there are more variables, there are more complexities, more things you have to take into consideration when someone's presenting some issue or something, where you have to make a decision or give direction. (P12)

Depleting: Awareness of exhaustion. One of the ways the participants used the wisdom of Reflecting and Reflexing intersected with the primary dimension of Depleting, referring to a consequence, their awareness of exhaustion. They had to stay aware of their energy levels and forestall their depletion affecting their leadership.

> I know that if I want to achieve what I want to achieve, I'm not going to be able to do it alone. And in fact sometimes it gets you into a bit of a jam in terms of communication because if it's easier to be quiet, you may be less likely to communicate things that you need to be communicating. I've always paid very close attention to that. (P7)

Retreating: Returning to self. The participants' need for replenishment drove them towards Retreating, the consequence of which was a returning to self, often in a preference for

solitude and being alone. Once they had spent some quiet time, they readied themselves to re-engage again. This will be discussed further in its own primary dimension.

Reflecting and Reflexing crosses all the contexts: With Self, In Passage, and With Others. In sum, the interviewees saw Reflecting and Reflexing as very pleasurable, private, and productive loci of generativity and creativity. Nevertheless, they also recognized that adequate time spent in reflecting and in fostering reflexivity served to prime them for interactivity and learning With Others.

Primary dimension: Observing and listening. Like Reflecting and Reflexing, Observing and Listening occurred in all three contexts: With Self, In Passage, and With Others. However, Observing and Listening were essentially modalities for receptive learning, rather than social processes and did not have the explanatory power of Reflecting and Reflexing. Nevertheless, the ubiquity of Observing and Listening in the data necessitated their inclusion as a primary dimension as highly illustrative of the way the participants interacted with their environments (Table 4.2).

Table 4.2

Primary Dimension: Observing and Listening

Context	Conditions	Processes	Consequences
With Self		Monitoring self and other	
In Passage	Reserve	Refraining from action	
With Others		Observing at a distance	Awareness of seen and unseen dynamics
		Listening as way of being present	Foundation for relationships
		Sitting with silence	
		Perspective-taking	

Monitoring self and other. As the interviewees describe it, they had long ago noticed that they were comfortable watching and waiting, and that these skills were instrumental to them personally, cognitively, emotionally, socially, and professionally.

> I think the people that are naturally like that, they didn't have to learn to be that way. Whereas I had to go through like a learning process and teach myself how to do that. . . . So I could be more present in situations with people and I could see myself, I could take note of, "Oh, I'm pulling back because of this introversion," and that would allow me to say, "What if I try moving into this conversation with these eight people and say something and take a risk and see what happens?" So for me I think a lot was the ability to become better at being more self-aware and taking note of my internal states, so that that allowed me to trigger change—to try. (P20)

> I would have just been very comfortable to sit in my office for hours and hours and hours, but not had the benefit of the rich diversity of touching base with other people and listening and being with others. (P10)

In this way, Observing and Listening both served as an engine for evolving self- and other-awareness.

Refraining from action. Social processes are usually actions, and this social process is notable for its lack of action. Participants described a reticence or thoughtfulness in how they held themselves, containing their reactions to stimulus with themselves and others. Whether With Self, In Passage, or With Others, participants describe a sense of reserve or containment in how they approach situations.

Reserve. Reserve was a condition that facilitated the process of refraining from action. This facet of the participants' introversion emerged early in their stories of coming to know themselves. One interviewee elaborated on this reserve: "Introversion doesn't mean just quietness. And I don't know if that covers for me the part about judgment but like I said "just" quietness. It does require a quiet, an internal quiet as well as an interpersonal quiet." (P5). Other participants noted the reserve as a kind of containment:

> Well, one is the importance. . . of containing without acting out. . . Containing, which allows reflection, it allows experiencing. It's a part that would send me down to consult with you without reactively taking some stance. . . . So it requires a certain receptivity. And then it also requires certain containment so I don't act it out. You have to hold it. (P5)

> I actually can think of several examples in the last year where it's really worked in my favor because I keep my mouth closed and wait. I'm not just going to blurt out I want this or let's do this or we should do it my way. Like really holding back because it is my natural tendency, but to wait until it's the right time with a very thoughtful response. And at least like half a dozen time has come back for me to in the end get what I want because I didn't push at the wrong time. (P8)

> A lot of other people I worked around, interacted with, in my view, weren't careful enough in what they said. They would in fact just start talking. . . without saying anything. I wanted to be extra, extra, extra careful that when I did say something it was founded and it was intended to do more than just fill a void. That it was based on rational thinking, that when appropriate, it had facts and empirical evidence to back it up and that I just wasn't cranking the words out. I was always, and still am, I think, wary of stepping in something that I didn't intend to. Or saying something that when I challenged I couldn't back up. (P9)

Observing at a distance. One interviewee qualified this observing stance and reserved quality as a strong preference: "I remember being very young and just thinking I just had no—I wouldn't say no interest, that's not quite it—but I would rather observe than interact." (P12)

Awareness of seen and unseen dynamics. The prime consequence of observing at a distance was an ability to perceive dynamics that others might not have seen. Several participants describe their powers of observation, and how a certain distance, physically and sometimes socially, allowed them to intuit more of what was going on than was obvious.

> I'm told that I'm pretty detail oriented and I have a good eye. . . . I don't always get it right, but I do tend to be observant of what's going on. . . . If I walk into a situation or a setting, I tend to be observant about the space that I'm in, the general feel or mood of the room. If I'm having a conversation with someone I tend to be observant as to whether they appear to be distracted or have some particular emotion or something like that going on. . . . My husband says it drives him crazy sometimes because I'll walk into our house and go, "Oh, you've done such and such." He's like, "Really? I thought I cleaned up after myself." (P24)

> [Observing is] an introvert's paradise. . . . When I find myself in a situation that I'm not sure what my reaction should be, like when I'm scared or shy, I will study it very

> carefully and try to see how everybody fits together. . . . I'll say, "Okay, those people they're doing this and they're having that kind of problem and they're in a fight, and those guys . . . " and I tell [spouse] all these stories about the people around him and he'll go, "How do you know that?" Yeah, look and listen. I do think that that observational quality comes in. I'm all the time sort of staring at people and trying to figure out what they're doing afterwards. (P21)

Listening as a way of being present. Many participants describe being astute listeners, and how the receptive and appreciative states give them critically important information:

> It's usually because I have listened to a huge amount, I've read a huge amount, I've learned a huge amount about something. And then I get it, a general direction at least of where we have to go or what has to come next or what is the next work the organization has to do. (P6)

> I think that to me is the number one thing that makes an introvert effective, is to be an engaged person in terms of listening, thinking and being thoughtful, but not being so much so that they're just so withdrawn and in their own world. (P13)

A foundation for relationships. The most important consequence of Observing and Listening is how it laid a foundation for relationships. Participants described that seeing and hearing helped them not only understand what was going on with their interlocutors, but that it cemented their connections to others. Observing and Listening established relational trust and also accessed insight that would not otherwise be immediately apparent.

> Yeah, the listening and unconditional personal regard. So I think that's the key, the suspending everything, not having any pre-assumptions. . . . Letting people tell their stories is just an incredibly rich thing to do for people. (P13)

> I think the biggest tool that's underrated is listening. I do a lot of listening and it's not only with my ears, it's with my eyes, it's with my body, it's intuitive and just creating a container for people to feel safe in and I can do that and I recognize that about myself. I can do that on a one-on-one and I've been able to also do that in sort of a group setting. So when people feel trusted and heard, they let down their defenses and are able to have real conversations. (P22)

> Assessment is getting in there and just listening to people. And by doing that you're forming relationships, and you're forming a personal relationship with that person and beginning to understand them. You're also forming a relationship between things because as you listen to these people, you're getting an understanding of how things relate to each

> other. What's important, what's inter-linked, what are the themes, what's prioritized, what can be done. (P13)

> They would confide in me, one, because they knew I wasn't to blurt it out, and I would listen to them. And I think those are qualities that introverted leaders often carry with them, the ability to listen well and the ability to create a trusting relationship. (P7)

Sitting with silence. Another facet of listening and receptivity was related to the previously mentioned quality of inner reserve and quiet comfort experienced by many of the interviewees. These qualities aided their ability to listen without having to fill in the silence.

> With an extrovert I might go deeper and deeper and deeper and question what they said in different ways to ensure that they thought through it. Whereas with an introvert I would ask the question and when there's this impregnated pause, I don't get uncomfortable with it, I let it be. And what might be a ten second pause with the one client would be a 45 second pause with an introverted client, and for them to feel that I'm not rushing them. It's less what I say and more the space I hold. (P22)

> One of the ways that I think being an introvert shows up in my [field], and actually I think it's to my benefit, is that I am a careful listener and I am okay with silence. . . . I think people appreciate that, having that space in which they can think regardless of whether they are an introvert or an extrovert or a processer or whatever. . . People appreciate having that space in which they can be silent and having that space that they know that they are being listened to. (P24)

One participant noted " Maybe in our society we're not used to having people really listen and be comfortable in silence to give somebody else space to talk." (P11)

Perspective-taking. By Observing and Listening, the participants describe an ability to develop a deeper understanding of what others are experiencing. Some describe it through deep listening that allows them to integrate contrasting (either from their own or with others) points of view.

> I think I tend to contribute best when I've heard everyone else's opinion and then I feel like I have both my own sense of right decision or the right direction, and I can integrate other people's ideas into that. (P8)

> You have to be a really good listener. You have to be present, you have to pull it into yourself, you have to—this is real research in my mind. You have to get involved in your experience of it, not just your head but your experience of it and then you're going to do something about it. (P5)

> I know a little bit about Buddhist frameworks and Buddhist tradition, but from that point I see nonidentity being very similar to Heifetz's getting on the balcony. Yeah. It's a perspective. The image for nonidentity that works for me is sitting on the bank of the river and watching the river—watching your thoughts or whatever flow by you without grabbing. (P3) (*Note.* "On the balcony" refers to "getting perspective in the midst of action", Heifetz & Linsky, 1994, p. 51)

As one interviewee put it "I think that's why introverted leaders have seemed to demonstrate more compassion, empathy, certainly more empathy because they know what's going on." (P7)

Observing and Listening, then, surfaced not only as a set of natural inclinations or learned habits of the interviewees, but the very media, joined with Reflecting and Reflexing, that enabled them to move back and forth between contexts.

Primary dimension: Stretching. The primary dimension of Stretching (Table 4.3) belongs to the unique context of In Passage due to its temporariness as a process. This Stretching concept quickly showed itself as instrumental to the participants' process of emerging from their inner places of comfort to engage externally, In Passage between With Self and With Other. The participants described the impetus of the actions in this dimension as rooted in the acceptance that they needed to extend themselves out from a place of internal comfort into the external world in order to derive all the benefits of Engaging. Stretching was a way for them to ready themselves for engagement.

Table 4.3

Primary Dimension: Stretching

Context	Conditions	Processes	Consequences
In Passage		Putting self out there	
		Testing new skills or knowledge	Use of auxiliary modalities
			Purpose-driven experimentation

Putting yourself out there. In the very first interview, a participant used the language "put myself out there" to describe the process of needful and intentional extension of the self and its comfort zone into an external context.

> I think your natural tendencies would be to go back and get all that energy and inspiration from being by yourself, but to really have a full participation in life and career, put yourself out there. (P1)

> I think what would come naturally would be to be quiet and listen and observe. And what requires I would say a real level of intention is to be able to, for lack of a better expression, put yourself out there and go up and meet people and go up and talk with people. (P7)

That specific phrase came up in half the interviews and variations of it (e.g., forcing myself, positioning myself, coming outside myself, acting outside myself) appeared in another half-dozen.

> I think what I have found over the years is that people don't get introverts at all, and if you want to be noticed you have to force yourself, at least what I have found. I have had to force myself to step out of my comfort zone in order to be noticed and that has not been easy for me at all. (P19)

Testing new skills and knowledge. Primed by Reflecting and Reflexing, and versed in information and insight gleaned through Observing and Listening, the participants depicted activities in this transitional state as kind of trying things out or testing. Especially if they were facing a novel task or environment, they would assay skills or knowledge they had recently gained. Other participants described being placed in Stretching situations by others, who saw their potential for growth and shaped opportunities for them to experiment.

> I remember I was immediately put in charge of a [large team]. And I was 18 and all these older people were in my [team] and I went to. . .the [supervisor] and I said, "I don't know if this is a good idea. They're all older than me." He wasn't an intimidating guy, he actually led through quiet determination, but basically he was intimidating at that time. "This has always worked for me, are you doubting my judgment?" I went along with it and in the end I think he was right. (P13)

There were cases, too, when participants talked about assuming a kind of provisional self to help them manage difficult situations. One interviewee talked about disliking confrontation, and reported bringing some other part of self to the situation.

> P22: The situation where I talked about being in confrontational situations which is outside of the comfort zone and kind of forced me to bring forth another part or a crew member from within.
>
> Oram: You have to summon some inner part of yourself or actually some very outer part of yourself?
>
> P22: Exactly. "Come help me out here."

Use of auxiliary modalities. An important consequence of testing new skills or knowledge was it allowed the use of auxiliary modalities. Some participants, though introversion was central to their self-perception and their interaction with others, asserted it was not their whole experience. They shifted their Stretching approach according to context and demand. Stretching also allowed them to exercise less dominant parts of themselves.

> I made a conscious decision that I was going to exercise my extroversion in [setting]. And I was just going to doing it but sometimes it is messy. . . .Yes, introversion, I love it, it's me, it's who I am, and I'm also able to exercise my other types. . . . It gave me an appreciation about the fact that there are degrees of extroversion and introversion that everybody carries and we all know that. (P10)
>
> They fluctuate between two poles of introversion and extroversion—first of all since they're on a scale, they're not absolute. They can change and their situation of all of those things should be a nonissue because we can adopt and we all do adopt professional behaviors. (P3)

Purpose-driven experimentation. Another consequence of testing new skills and knowledge was it allowed participants to experiment for specific purposes. Some participants describe adopting experimental behaviors because their roles, their desire for growth in their capacities, or their need to advance professionally demanded it. In other words, they chose to stretch themselves not just to test, but to permanently extend and season themselves.

> In one sense one describes oneself as either an introvert or extrovert or along the spectrum of introversion–extraversion. And that's kind of who you are at any moment no matter what you're doing, or where you are in your life. But being a leader is something you could do or not do. You could be good at it and not good at it. You could choose to take on a leadership role or choose not to. (P12)

> When you're thinking about your own kind of behavior, you're always kind of moving in and you're back, and you're moving in and you're moving back. It's about this feeling of inclusion and this feeling of autonomy. I think that once an introvert can feel that flow back and forth, that's one of the things that helped me, I think, find the "professional voice" that I needed. (P7)

Stretching allowed the participants to incorporate knowledge and insight gleaned from time spent in reflecting, to attempt roles that were beyond their comfort zone, or to practice experimenting along the introversion–extraversion spectrum for specific purposes.

Primary dimension: Engaging. Stretching moved the participants into Engaging, where their stories of interacting took many different forms, from places of pure enjoyment to places of anxiety. Most of the stories were about purposeful and fruitful collaborating with others; participants described cherishing important relationships. Engaging happened primarily in the context With Others (Table 4.4). However, it bears repeating that the participants also reported being in connection during the other primary dimension processes, yet Engaging was the primary dimension most saturated with interaction. As previously described, Reflecting and Reflexing as well as Observing and Listening continued during Engaging, categorizing this process by the conditions of being deeply awake and aware. As demonstrated by the data below, the interviewees were very conscious of what was happening around them and in their connections.

The primary dimension of Engaging is rich and detailed, and is therefore one of the longest narratives. One reason for the length is because Engaging was the dimension where the social processes, conditions, and consequences were most problematic and therefore required

more examination. In the following descriptions, one begins to see both lighter and darker side of how introversion manifested for the participants. The first part of this section highlights how the participants saw themselves in connection with others. The second part focuses more on their perception of how others saw them, including participants' stories of being misperceived or misjudged.

Table 4.4

Primary Dimension: Engaging

Context	Conditions	Processes	Consequences
With Others	One-on-one and small groups	Connecting with others	
		Working with others	External consultation Productivity with others
	Shyness/Not Shyness	Being misunderstood by others	Misunderstandings at work
			Danger of disconnection Not seen as natural leader
	Public speaking Passion and expertise	Speaking up and out	Finding a voice
	Socializing for work or advancement	Learning how to run the race	The art of performance

Connecting with others. Interviewees described being in connection socially and professionally. Many participants described rich and rewarding connections with family, friends, and colleagues.

One-on-one and small groups. A condition which strongly facilitated connecting with others was one-on-one or small group interactions. These were the most fluid and comfortable states of connection for many of the participants.

> I think introverts are very good at building and nurturing one-on-one relationships. Obviously it's where I've always been most comfortable feeling like I'm most in my

> skin. But you do that in a very intentional way and all of a sudden. . . you've got a coalition of people there that are really supporting you and supporting your efforts and trust you. (P7)

> So those relationships are very strong but they are again more just on that one-on-one as opposed to a group. (P1)

In one case, a participant talked about having difficulty finding contexts where the "whole self" could be shared. I asked him if he could think of any, and he replied "Absolutely. I think one-on-one. I think I'm great with it" (P4.)

In these more external but still intimate states, the participants often appeared less introverted. They generally valued quality over quantity in their relationships.

> It's funny, with my friends I wasn't an introvert at all, but if I would be in a different setting with people I didn't know, then I would become quiet, withdrawn. Once I know people, that's not that way, but I did have a lot of trouble with being in strange situations where I'd be very quiet, but also watchful and reflective. (P13)

> I've got my friendships and being one-on-one. . . I never really got the whole kind of party socializing kind of thing. It feels so weird and uncomfortable, but [I'd] rather be just real. (P23)

> I don't want all this external attention and friendship, I just want a couple of really good people to hang out with. (P8)

Working with others. The participants had little trouble appreciating the benefits of Engaging. Whether it was for pure connection or to consult and solve problems, they understood why they were doing it and how it was happening.

External consultation. A prominent consequence of working with others was external consultation, where participants actively appreciated the input and diversity of viewpoints that others brought to their thinking.

> I needed to engage, I needed that inclusion. And also needed that ability to walk out and have that level of kind of autonomy in the sense of from the perspective taking and the—well it's just the whole idea of okay, I'm on the balcony now like Ron Heifetz would say. (P7)

> I did at that time did come to know the importance of action. You can't just be a listener. . . . or you can't be just taking it in, it has to move, like your word, has to flow and that means doing goes alongside being. But action starts now because I feel so comfortable in my skin. It just started with just being and being open to surprises and whatever comes. (P5)

> So the quietness, which I think goes with the deep listening, is something that if we were to look at kind of two sides of the coin, it is the one side, and then the ability to engage or know how to engage people. (P7)

Part of consulting with others was to have dialogue, which fostered the participants' abilities to discern best paths, to better understand those different from them, or to be comfortable thinking about problems that were not easily resolved, or those "places of paradox" (P3).

> You engage and you listen. I think that's one of the reasons I got so interested in dialogue from almost a scientific standpoint as much as a practical standpoint, the dynamics of something that is truly dialogic . . . because of the kind of yin and yang between inquiry and advocacy. (P7)

> As I'm trying to figure out . . . what would be the best thing to do, there's so much I don't know about this stuff. And I have to make myself go out more and find out more and check out more from other people, and you can't do this as an introvert. You've got to do some of it as an extrovert to find out. I also can do that, but I tend to pick people that I want to go and scout out and talk with. . . . I figured out who was going to be smart informant so then I would go meet with them and hear them out to put the picture together. (P6)

> Sometimes when you're in a leadership role, you do have to engage people that you might not engage in other ways. That's what you get paid for, you know what I mean? You just do and you find a way to take heat. (P5)

> One thing I love about the leadership conversation, a really good leadership conversation, is how it just turns your brain inside out. I feel it challenges us to sit in a really uncomfortable place of paradox. (P3)

Productivity with others. Another consequence of working with others was the collaborative power of productivity that was a tremendous byproduct of Engaging. A very practical reason why many of my interviewees appreciated engagement was in the effect it had on getting things done. While some of them had been criticized at some point in their careers for being too task-oriented, they still struggled with impatience for process-heavy situations,

instead of more focus on productivity. One interviewee stated directly "I need somebody who is much more of a get-it-done person than sit-around-and-talk-about what might be done or could be done or should be done." (P6) There were many examples of this forthrightness.

> I just want to get things done and any side conversations . . . like to have it on the side as opposed to using everyone else's time. . . . I think that when you're in an organizational setting you don't want to come off as a person who is isolated and to themselves, or you don't want to come off as a person who is only task-oriented . . . but my reality is it's because part of my work persona, my face that I put off is very task-oriented. This needs to get done, let me get it done. . . . So I'm able to retreat into my own space when I'm task-oriented. But I've also dealt with, in a work environment, criticism about being too task-oriented and for me it's a balancing act. (P4)

> So it's kind of people who spend a lot of time thinking about the vision statement for their companies and so yeah, that's nice, sure needs to be done, yup okay, but leave me out of it because I'm here getting the work done. . . . There's a fair amount of navel gazing and just talking about the philosophy of something without so much focused on what does it really mean, and what's the day-to-day, I'm a very practical down on the ground kind of person. (P12)

> For the work that many people do I think is being people, process, product and I'm very interested in a product and I'm perfectly happy to deal with people but I have no interest at all in process. (P2)

Most of my participants described being able to achieve high productivity with others. (Those that did not preferred to do so while Retreating, to be discussed in that section.)

> I'm a producer. I accomplish a lot of tasks and work during the course of the day, even today in leading a company. Pretty hands-on, roll-up-the-sleeve type of person. (P1)

> We've had our moments, but all in a whole it's been very good because he knows I will get the job done, whatever it takes, and to get my team to kick into gear. He knows that we will get the work done. So it's a tradeoff for him, and it really works out good for him because that's one less person he has to share the spotlight with. (P14)

Other participants harnessed the wisdom gained from developing a greater understanding of their own introversion to access untapped strengths in the people around them by mentoring or bringing others along a path of growth and development.

> Where other folks, extrovert staff will take opportunities, will just add [to the staff meeting agenda] and throw something up. And I do see [introverts] on my staff that can't participate in the discussion because they didn't have time to think about it. So when the

> surprise agenda items kind of come up because somebody brings them up, I make a note of that and then I put them back on the agenda the following week. So I'll say one of the items is this, this, and this, then I'll just say because this came up just ad hoc at the meeting, I just wanted to make sure everybody had time in case you didn't process before. I don't know if I do some of the things because of my own experience as an introvert or I just love to do it as a supervisor and a leader. (P15)

> You've got to break the ice because you're going to have people who are more quiet. And if you want them to participate this is what you have to do. So you begin to, in a sense, really practice what you're preaching and doing that with staff in meetings, doing that with faculty in meetings. (P7)

> I don't always want the limelight and I'm not always stepping into the silence, that it has given other people sort of leadership opportunities around us. And that it does really feel like a collaborative team process versus kind of just what [business partner] and I want. That we'll hear a lot from our staff team that they do really feel heard and listened to, and change happens because of things that they bring forward or that we do. That we're not in a hierarchical pattern. I mean, certainly it's there, ultimately things land with us, but we do want a team of people and a sustainable workplace, and that comes by everybody contributing. (P11)

> I think being an introverted person myself and recognizing and seeing those dynamics, I used my skills to recognize others in their own leadership style and bring that to the floor to be a part of the conversation that help us in analyzing and decision making and implementation and all of that. (P22)

More examples of this are included in Chapter V in the section where interviewees shared their insights on leadership and introversion.

Being misunderstood by others. For many of my participants, the greatest source of liability in their introversion was being misunderstood by others. In spite of having strong internal skills to validate their own experiences, the way others failed to perceive—or misperceived—what they saw in these introverts was a source of concern personally and professionally. Almost entirely nested within interacting with others were the occasions when the participants experienced their introversion as a liability. As one participant noted "I think I saw introversion as somewhat of a hindrance or a detriment to me moving forward" (P13).

> I think people see introversion as a liability. They don't look at people who are introvert and think, "Here's our deep thinker. These are the people who are going to contemplate

> things and get back to us with something amazing because they actually take time to process things." They see somebody as an introvert, they don't even process actually that they are an introvert. (P19)
>
> I feel like over the years up until maybe even like the beginning of my [graduate education], I really looked as introversion as a liability and I didn't see any positives in this. It was more just like why am I so uncomfortable? Like why do I feel so drained? (P8)
>
> I think it's really hard to interview for a job. Like I have to really dig deep and play the extrovert . . . These long day interviews where you meet people after people and there's almost no free time, and I think you have to just really like dig deep and give it all that you can until you can get lost in the whole process. That's where I think it's been—if you hire me, I'm going to be really good at it, but I think that can be a disadvantage at times, is get people to realize that the skill is all there, I just may not sell it the same way that others do. (P15)

A subset of participants wondered whether introversion was a type of maladaptive state. They debated whether introversion could be connected to difficult childhood experiences or to low self-esteem.

> I'm one of those kids who was teased and bugged and alone at recess, so it's hard for me to know if my introversion was kind of like a survival strategy. And is even now as growing into adulthood sometimes it's hard for me to peel away . . . is this introversion, is it about like lack of confidence and lack of being sure of myself in groups? (P23)
>
> I wonder, because often it made me wonder if a lot of identifying as an introvert and having those behavioral characteristics is rooted in this fear of not being good enough, not being perfect, messing up. (P20)

One participant shared that the childhood onset of a serious chronic health condition deepened his already-present introversion.

> I'd try to find my own space to exist in isolation because I wasn't sure what's happening to me when I was away from home. I was scared of it and actually I don't think I've ever vocalized it out loud, but it's very strange. And I think that my isolation came from the fact that I had [condition] all my life and I just never had the words to understand what's happening to me. (P4)

Shyness / Not Shyness. A prominent condition of being misunderstood was when participants' introversion was mistaken for shyness. Many participants described being shy as children; most also reported growing out of it. Only a few described themselves as shy adults.

More common were expressions of frustration at being misunderstood by others as shy because of their introversion.

> I've never been shy . . . I tend to think of shyness as fear or anxiety about social settings and interactions or fear or anxiety about speaking up in a setting or interacting with people, and I don't have that. . . . It's frustrating sometimes because other people view it as a negative or other people don't understand introversion. . . . That's really the only time that it's negative, it's when people make assumptions about me that are inaccurate, or they are projecting something on me that is not who I am without asking me if that's correct or not. And so then I have to do a lot of work to deconstruct their misconception and to really explain who I am and how I am and that sort of thing. (P24)

> I believe I do have an element of shyness, especially as a child. But that wasn't my main —I don't even want to say issue because it makes it sound like introversion is a problem—but that wasn't what defined me. I think I was definitely defined more as an introvert than somebody who is shy. (P19)

> I remember being very young and a lot of adults telling me that I am shy . . . or saying to my parents, "Your daughter is so shy." And thinking to myself and certainly not in this kind of articulate way, but thinking to myself, "No, I'm not shy. I just don't feel like talking to you." And I think at some point I was able to say something like that to my mother and she laughed and said, "No, you're not shy, you're just a snob." And I said, "Well, it's not really it either." (P12)

This participant (P12) had clearly thought a great deal about the distinction between shyness and introversion and the meaning people attributed to both.

> Later [I found] the word introvert and learning what that meant and saying, "Oh, okay. That's it. I get it now." And I like it that it's the neutral word. It's like extroverted. There's no connotation. There was certainly a connotation with the word shyness that was sort of saying that there's something wrong, but also that it was kind of cute. And I didn't like the connotation of either one of those two things, and it seemed inaccurate. (P12)

Misunderstandings at work. The most unsettling of consequences of being misunderstood by other occurred in being misunderstood at work. As I have said, in the internal context of With Self, introversion rarely had negative consequences. In the external context of With Others, particularly at work, it became more important to the interviewees that their colleagues understood what introversion was and what it was not.

> I recognize if someone is a high or strong introvert, and the fact that they may be perceived as someone who's out of touch or not interested—because all of those words that have been wrapped around introversion sometimes from an organizational point of view—to really recognize that and find ways to adapt. Again it's the adapting, and if they are a leader of a group, to show some vulnerability and to talk about that. (P10)

One participant who worked remotely and often never met those with whom she collaborated face to face, described the potential pitfalls of her introversion in a virtual setting.

> When you're dealing with people who are introverts and are quiet on these calls, people tend to think that if you're quiet . . . that you're not adding anything. So their misconception is when somebody is quiet, they automatically assume that that person doesn't have anything to share because they don't know what they're talking about, they don't have anything to share because they're not as competent, or whatever. But if they were to figure out that this individual was an introvert, they would see it as a liability. Because when you are not physically present in a room and your only presence is your voice and you are on a phone call and you are not speaking, people don't see your worth. (P19)

She went on to describe how her processing style combined with the virtual environment made her aware that she could be perceived as brusque. She lacked, she said, "the fluff or the softness, the political correctness":

> And as somebody who just pretty much like just wants to get things done, and, "Let's just get it done people," type of thing, I came across as harsher that I had intended. So [supervisor] spent a lot of time very gently and with care, talking to me about, "Okay, before you send that email, let's talk about that. Read it out loud. Now how would you feel if you got that email?" (P19)

Other participants described the erroneous conflation of introversion with poor social skills.

> I think that there may be an assumption out there that when someone's introverted that they perhaps don't have good people skills, again which is different from shyness but just kind of a people skills or awkwardness. And that those two things go towards…sort of maybe you're thinking of somebody needs to develop their people skills or they're not so personable and it kind of wraps that up into the definition or the concept of being introverted, and I haven't found that to be true at all. (P12)

In one case, an interviewee had worked with colleagues who were very actually shy or socially awkward, with negative consequences.

> I've seen some shy people who were marginalized because they were shy and considered odd. Their shyness was a function of their oddness or oddness was a function of their shyness, I'm not sure which, but they all ended up being severed. (P2)

Danger of disconnection. Another consequence of being misunderstood by others was the danger of disconnection. The deep processing styles espoused by many of the interviewees also had impact on their interaction with others. Sometimes this internalized process was so compelling, it caused disconnection or distancing of the thinker from the immediate interactive situation.

> I know that I get so involved in my own thoughts and in my own head that sometimes I don't look up and see other people. So it's something that I'm consciously aware of and something that I've always worked on. (P19)

> I'm thinking of a couple of women on the board that I was on. . . . one who is extremely introverted but very creative, I would tell her she had to stay more with the people. She would get up to give presentations and she'd go up into her head and she'd lose the group. She didn't stay in the room with them. She was off enjoying her own group. I saw that she just went off into La La Land and they're kind of in the group trying to follow her. (P6)

Other interviewees described being able to process and stay connected:

> I loved being in my own space because when you enter intellectual space . . . there was a sense of you are your individual self, I can exist as an introvert in this space and still be engaged. (P4)

For some, even in connection, they experienced feelings of being other than or outside of the interaction. While not reaching the level of seeing their introversion as a liability, these participants experienced their need to separate from others as making them different.

> I go home, I spend time with her listening to her day, what did you do, how did it go, tell me all about it, and so mentally I'm not 100 percent there. She knows that, I mean this is no secret. She knows that. But then even after that she'll say, "Let's just sit here and watch TV for a while," and I'll, "Thanks, you enjoy, have a good time. I'm going to go upstairs." And I will very often retreat into my office and close the door and sometimes meditate, sometimes just sit and try to zone out. (P14)

> I think as time went on what I realized about myself is that there was something in that isolation that when I'm in a social type of setting seemed obvious to people. There was something about how I enjoyed being isolated that I felt other people saw and they

> recognized but then they categorized me as somehow being different. My different I think was recognized early on. (P4)

Not being seen as a natural leader. Perhaps the most difficult consequence of being misunderstood by others resulted in not being seen as a natural leader.

> To the other end of things, will introversion ever—whether it's called that or not—but will introverts ever be accepted or seen as leaders or will they be seen as arrogant or withholding or something like that? (P3)

> They don't look at a person and what their strengths are naturally and try to leverage those strengths for the good of the company, but they try to make the person fit what they think is the model of good. (P19)

Many of my participants had experienced the path to leadership as difficult and at some level, the greatest liability described by my interviewees was the possibility that their introversion meant they would not be automatically be perceived as a leader and would have to counter those misunderstandings.

Speaking up and out. Interviewees described two distinct ways in which speaking was a challenge for them. The first was quite concrete: public speaking was almost universally unpopular with the participants, though many had to do it frequently for their work. The second way they talked about speaking was more abstract, about voice and representation. In larger group settings, the interviewees' natural reserve was demonstrated again, whether in direct interaction or as a coping mechanism.

> I am not going to be the first person to speak up in a group setting because I am thinking about what it is—I am processing what I am going to say, I am going to have it all figured out before I open my mouth. So I am not the loudest person in a group, I am not the most outspoken person in a group. I do deliberate in how I think and how I speak . . . and in decisions that I make. (P24)

> I realized I would never not be an introvert or really shy, retiring, kind of quiet person. I always enjoyed going out to dinner with, say, two couples or three or four friends, but in a big group like a party at somebody's house when there were 20 people there, I would fall into the background. I wouldn't really know how to enter into that. (P20)

Public speaking. Public speaking was a condition of speaking up and out that represented a block to many of my participants. For many participants, the first place they noticed their reserve while Engaging was in having to speak publicly. Often it was long before they took on leadership roles.

> I actually think back to the very beginning before I even started teaching the first class, I remember actually being terribly fearful. (P18)

> In college, I was a [music] major and . . . every semester you had to play an end of the semester recital in front of the music faculty and all the other music majors. And I knew, because I sat in the audience watching others, that they made fun of people. . . . Any time performing, the more I was toward a soloist, the more nervous I was . . . to the point it was almost like debilitating, and my knees would knock. (P20)

> For me it's presenting, public speaking, which is my worst nightmare. So I just had to do it for [event] and I thought gosh, I wish I'd sort of been forced into doing more of this earlier on just so I would have more practice and comfort level. Because as a leader of my organization, I've done a beautiful job of not making myself do that. . . . I know about myself if I [speak publicly] and prepare for it, then fine, but just the level of anxiety is not fun. (P11)

However, public speaking was one area of Engaging where it intersected with Stretching; practicing as well as growing more seasoned professionally had positive outcomes.

> I go down to this [event] and I'm nervous, but generally speaking I'm very comfortable going into social settings today because I know people and it does round you out. It creates opportunities, not just business but meeting other people, hearing about people's lives, I find that to be today so enjoyable. (P1)

> The big step for me was going from being able to perform in front of people to speak, which was even worse, even harder for me. . . . I had to become very light-hearted about it. That's how I look at it now. It's just not that big of a deal. There are so many more important things in this world and in a normal human being's life than whether or not you don't speak well, when you have to deliver a talk in front of people. (P20)

> I guess it's like any skill you learn how to do it. I think I've learned how to partition that reluctance to speak because I've done it enough now that I don't worry much because I've demonstrated to myself that I can do it. And I've listened to enough other people make asses of themselves that I'm not afraid anymore that generally I'm going to do that. So maybe experience and skill, practiced and honed, together reduce that basic reluctance to speak up and speak out. (P9)

For others, speaking publicly was not difficult at all. Several participants thrived while presenting, even making their living doing so. Speaking publicly was a pleasant endeavor. Interestingly, the very people that enjoyed this type of presenting also dreaded the moment when the formal distance of public speaking stopped or if an event was more intimate.

> I have really an extroverted style where I am very good in front of an audience. . . . One of my colleagues calls it . . . performance E [i.e., appears extraverted when presenting]. . . . But it's that, "Oh, I really enjoyed your presentation, can I pick your brain?" And kills me, kills me, kills me. I get nervous, I start putting the projector away and packing up my belongings. . . . I have a [colleague] that I also present with, he's like, "That's the best part for me at a conference . . . when anybody comes up, I know they loved it because they're all standing around just waiting to shake our hands," and I'm like, "Oh that's the part I think I want to vomit." (P15)

> But I was very nervous and shy about performing. The bigger the group, the less problematic it was. So in like high school concert choir, 150 voices, I was in heaven. But I was also in this quartet, which was so scary. (P20)

> I have to speak to very large auditoriums of employees in an organization, or maybe a focus group. . . . I will enjoy it and don't have any nervousness about it at all…. But if I had to say give the speech for somebody close to me . . . maybe that's just more of a personal touch and a feeling that I have to appeal to a bunch of different people in a room and connect with all in that kind of way. . . . They're people I would continue to see. I like to do public speaking and then go away, and they're not necessarily people I'm going to work with the next day or continue on in any long term ways. (P12)

> I have no problem speaking in front of huge groups of people that I don't know. I have a much harder time speaking in front of a small group of close colleagues. To me that's just like the stakes are so high. I really don't want to embarrass myself in front of these people I know and respect. Strangers, no, I might not see them again. (P8)

Expertise or passion. For many participants, an enabling condition for speaking up and out was their level of expertise or passion. Their own level of discomfort was mitigated if they had strong purpose or passion about a topic, especially if doing so in an area of expertise or deep practice where they could share knowledge.

> Sometimes I will practice promotion. I think this is an insightful thing to realize, there's times that I will practice that behavior when I think is in the course of doing something good or making an argument for something that I feel is very meaningful. (P13)

> Another thing I've learned is I never would have spoken years ago from my heart. And I find now that that's almost a dominant theme. (P9)

> If it's important enough for you, you go. For me when I started going to meetings at first it was very hard. And then I realized it was more important to go to the meeting, interact, be cheerful, talk to people than it was to hang out in my cage. (P21)

> I'm fine doing the extroverted part of leadership stuff of going in and speaking and talking with a group and helping people work through something. When it's task oriented extroversion like that, I'm okay with that and I thrive on a certain amount of that. (P6)

Finding a voice. The prime consequence of speaking up and out was the participants' experiences of finding a voice. Even in more quotidian or intimate settings, speaking up, whether having one's voice heard at meetings or in regular extemporaneous exchanges, most participants didn't always feel at their best.

> I think the whole not being the one who ever wants to raise their hand to answer the question, and not because you don't know the answer, just because you don't want to be the one to speak. (P8)

> The pressure is on and you have a lot of people looking at you and saying, "So, what would you say is the most important such and such? Or what do you recommend for such and such?" And if you have not prepared an answer, it doesn't matter, you must respond. And saying, "I need to go think about that or give me a minute to think about it," you can do that, but it's just something you got to deal with. You just got to plow through it. (P12)

Some interviewees related that their quietness caused their colleagues or supervisors to underestimate their abilities.

> I have been in situations where it has taken my staff, my colleagues, my supervisors time to recognize that my quietness wasn't a lack of confidence, that my quietness wasn't a lack of knowledge. But once they did realize that it's just the way I function, I function well that way and I'm not going to change, it helped. But it took a while usually. (P22)

> I always remember my first professional position was that of [position]. And the [supervisor] wrote a letter or recommendation for me when I was searching for my next job. And I still remember, I mean it is…probably 27 years ago, and there was a paragraph in there about how quiet I was when she first met me… but once I found my voice, I was unstoppable. (P15)

One participant talked about how others around them who speak up with less hesitation were mistaken for being better contributors than they actually were.

> It's been quite the struggle to get people to notice or acknowledge what I bring to the table. Because in this environment, they appreciate people, or they actually see people who are the kind of person to talk a lot, who when they brainstorm they immediately come up with answers, even if they are not good ones. Who totally plan—like they can at the drop of the hat—plan stuff even if it isn't good. So they look at those people as the stars, even if their skills are not exactly as good as other people who are like me, who tend to be more quiet, who kind of live behind the scenes. So it's been a struggle for me to get them to see what I'm capable of doing and what I do behind the scenes that help people who are more the louder people, to be successful in what they do. (P19)

On the positive side, another participant described how her characteristic reserve put her in a position of stronger negotiating power.

> I think as an introvert you are so much more likely to hold off and that can be very strategic, but I think in terms of like negotiating agreements or making requests to various levels of hierarchy, the well measured strategic approach that I think it comes more naturally is I think often the most successful approach. (P8)

Learning how to run the race. Several participants described coming to a realization that they had to spend time outside their comfort zones; failure to do so would mean stagnating in their careers or running the risk of not taking on leadership roles.

> I have learned how to endure through this challenge, acknowledging that maybe in my own mindset, if I'm ever going to be successful in business, if I'm going to be a true entrepreneur, I can't come across as introverted. I can't become a recluse sometimes and just disappear. . . . Business is done in a moment, and every one of those moments that I miss is an opportunity missed. And I won't allow myself to get into that space where I become unavailable. So it really is about learning how to run the race, even though I have to take more steps. (P16)

> It would not have been possible to get to where I am without being able to turn on that extrovert switch. And I don't know if it's specific to [field] or what, but you've got to really be able to put yourself out there and have your ideas heard in order to get a leadership position. If you don't want to do that, then you're going to be one of the team members, but you're certainly not going to be the leader. (P17)

> I actually came up then with a theory of what people's experience in the group will be if they are introverted or silent. And my theory was this correlational thing where the longer you stay silent the more likely it is you will always stay silent. It's not like you will come

> in at any point. And I noticed that about myself and I began to notice that about other people in groups. (P7)

For these participants, acting like an extravert was a means to an end, a necessity. Learning how to run the race was a social process that, among other elements, also comprised two other distinct processes, performing and socializing for work and advancement. I portray them here as subordinate processes that act as conditions and consequences of learning how to run the race.

Performing. The sense that they were performing was a consequence for participants of having to adopt extraverted behaviors in learning how to run the race. Many interviewees likened this temporary extraversion to performing or acting, and in some more extreme cases, a disintegrated feeling of masking or faking. One participant put it plainly: "I don't consider myself an outstanding leader, I'm okay as a leader, but I am not textbook leadership, but it was an act" (P14).

> I finally realized that I could tell them it's like you have to pretend like you're on stage and you're an actor. Actors play all kinds of roles . . . you're just playing a role. Even though you're shy, you've got to go up in front of that room . . . like you're on stage, like you're an actor and just do what you're not. (P20)

> I would become a "doing". I would become more of a human doing and more externally focused rather than really being connected to my own being in that moment. So that's happening less and less though, I find. . . . In the places where I think I'm less secure…I might shift more into doing or feel more pressure like oh my God, I have to do this in a certain kind of way, and it's like not connected with who I am in that moment and then there's like this splitting and that's exhausting. (P23)

> But when I'm a facilitator, when I'm a performer, when I'm standing in front of a group of people, I can force myself or I can perform well. So I was in situations when I first moved to the organization or the corporate end of things, that I was the facilitator. So I was really good at performing and people did not see me as an introvert. I actually had somebody recently, when I talked about being an introvert, say to me, "Oh, I would never have pegged you as an introvert. You're so confident." (P19)

> It probably does help a person who is really introverted and has had to work to enact parts of the role like you're an actor . . . on a stage. You know you're pretending to be that, you're not really that, your role is this. As opposed to one of these people who is so outgoing, charismatic that it just comes naturally to. . . . I had to face from fairly young

> that I was going to have to work to be the kind of person that could be in those roles effectively. It was a learned behavior for me, not natural. (P20)

Socializing for work and advancement. A difficult condition that compelled participants to learn how to run the race was the setting of socializing for work and advancement. This common area of discomfort or low tolerance was in the category of compulsory group activity whether for aspects of their work or to network professionally.

> Where I have had to really—and how exhausting this is—had to really, really push myself to just insert myself into a group of people, kind of like read the body language, are they into something that's really personal or confidential, or does it look like they're kind of open and just walk up and say hello. I mean, that is like living hell for me. (P10)

> I still go to conferences today when they'll put you in break-out groups I'll be, like, argh! You may love that, I'm like, "Oh, this is awful. I don't even know any of these folks." (P1)

> I just don't like being forced to interact with them all the time in a sort of false way that one has to interact with people in a work place setting. Stuff to do with conferences and things, all these conversations where you have to go out, talk to people and just to go up to people you don't know and this kind of this is very uncomfortable for me and I feel like a lot of the conversations are just a complete waste of time. (P2)

Several participants divulged coping skills they adopted to make these kinds of interactions more comfortable.

> I liked meeting people, but I never go into the center of the room. I was always around the outside of the room. I was very social, I spoke to many people. I enjoyed myself but I could never be that person that was like right in the middle of the crowd. (P15)

> I used to be the one who at professional meetings, whether it'd be regional or national, I'd be the one standing in the corner, unsure, uncertain, and unwilling to join in with others I didn't know. Years ago, but not too many years ago, I would look for that person and go to them. And maybe even talk about how difficult it is to come to these things and not know anybody. (P9)

> I would often times take a person with me that was better than I was at that and kind of follow them around and kind of make it look like I was enjoying it more than I was. Participating in their conversations that they were drumming up. . . . The hour of social when I didn't know anyone, I find that just to be the worst of times for me. (P1)

> The first meetings I went to I would really not even interact with anybody and then it just got to be too weird and I missed out on too much more than I wanted to. So now I do it

> but not so well. I do tend to find myself sitting over in the corner. . . . And then somebody else who's very shy or introverted will be in the same corner and we'll start talking. And that is great because it's one to one. It's not always on stage. And you find a lot of people hiding in those corners. (P21)

A number of participants specified that, though they had learned to compensate in various ways, they had a particularly low tolerance for the type of engagement that was purely networking or topical socializing. The array of terms they used further illustrated their distaste (e.g., glad-handing, show-boating, schmoozing, pressing the flesh). However, their aversion did not keep them from either taking leadership positions that necessitated these activities, nor did it prevent their understanding of their role therein.

> [I] just resented quite frankly to have to do that, but recognized that it was important for me to; one, show my staff that that's what I would expect of them someday, especially in [field] where it's a relationship-driven business where customers and the community would expect you to be as a [profession] in those settings so I had to set examples. And then just learn not be a fly on the wall when I got there and it was just hard. (P1)

One last facet of this type of Engaging had some participants wondering whether their avoidance of this type of activity had hampered their professional path. This was linked to their awareness of their natural reticence about self-promotion, and they debated the degree to which this reserve was a drawback or had prevented them from rising higher or faster in their organizations

> I do think about it fairly often in terms of my interactions with the hierarchy and like how do I present myself . . . like Sheryl Sandberg in Lean In-type movement. It's like I need to push myself more to be more seen and heard. Because what I do, I mean I have my group, I have my projects and funding . . . but that's only so good as people know that you have it and you are somewhat self-promotional, which comes completely not as a natural type of process for me. (P8) (Note: Reference is to Sandberg, 2013)

> I think the other thing that the introversion does help with is I am much more reflective because of it and I think that helps me as a leader. I think it also hurts me as a leader. I've never been one to promote myself and I think if I would have been a little more extroverted over the years . . . I think I would have been a different level than I am now….I didn't like it, I didn't think it was genuine . . . So I felt that was highly incongruent to practice that promotion. (P13)

> I didn't sufficiently use a lot of my positions to forward my own career . . . I've watched a number of my colleagues. . . . by the time they'd had the job for a year they were working on the next one. That has not been something I did a lot of. . . . I thought I was in a job for quite a while to do it. I don't know if that's a cultural thing or what it is, but the issue of doing the job versus using the job for your own ends is something that I see as differentiating a lot of leaders. Of course there's always a continuum there, but for some people it is way far on the "This is about me and my progress in life versus this is about something I'm doing to serve an organization." (P6)

As a whole, the participants were willing partners in engagement. All understood the utility and generativity of Engaging; many even found it energizing for periods of time. However, for almost everyone, Engaging had costs, especially if it were for more draining activities that felt unnatural or stilted to them. Most commonly, as a result they experienced a draining of energy many referred to as Depleting.

Primary dimension: Depleting. As I alluded before, the rate and intensity of Depleting was highly dependent on the type of activities the participants were doing. Depleting was characterized by physical and mental fatigue, irritability, and a strong desire, even drive, to return to a quieter place of Reflection and Reflexing (Table 4.5).

Table 4.5

Primary Dimension: Depleting

Context	Conditions	Processes	Consequences
In Passage	Awareness of depletion levels	Regulating time and energy	

Depleting was, like Stretching, solely in the context In Passage, spanning the space between Engaging and Retreating.

Regulating time and energy. Participants reported a conscious management of time and energy, even to the point of retreating into themselves while engaging and being aware of doing so.

Because the noise, the action, all those things that us introverts take in and can sap our

> energy was really taking effect. And of course I didn't have language for that. I just knew that I needed to take some time away. (P10)

> It's that ebb and flow, pretty cyclical. And then sort of pausing to look out, what just happened there? Why am I feeling less solid and just unable to put myself out there? And sometimes I think it is just needing that time to retreat a little bit and replenish the energy. I think that's the big one, is paying attention to the energy levels. . . . In terms of self-awareness it is, for people to just sort of recognize what they do need. . . . If you have expended a bunch of energy during the week, what do you do to replenish and re-energize, or how do you get that each day? And as an organization we talk about it too. (P11)

> I consciously regulate my time . . . I would plan when I would go back to my room and spend time alone. Doing social things outside of work is an exception and one that I sort of plan my energy level for. And if I don't have that, I am just strung out by the end. (P3)

A handful of participants talked about how they structured their days in order to avoid the greatest costs of depletion.

> I block off the first hour of the day on my calendar every single day. I block off lunch, even if I don't take the full hour, I block off an hour. And I block off the last hour of every day. Sometimes, like my assistant has just been driven crazy, sometimes because my calendar is really, really hard to manage sometimes. And I'm like no, those are sacred and I just know I need kind of a quiet alone time at the beginning of the day to really get in on what's happening, and I need lunch. (P15)

> When I am working a day in the office or something like that, usually there is enough time between appointments and commitments and meetings and that type of stuff that I can have some time to myself. And if it is a nice day, I'll go take a walk. And if it's not a nice day I'll shut my office door and tell [assistant], "I don't have anything on my calendar for the next 30 minutes, I'm just going to shut my door and get in some reading." (P24)

Awareness of exhaustion. A significant condition for regulating time and energy is maintaining an awareness of one's exhaustion levels. Participants describe an almost visible drop in energy and stamina that required them to enact various coping strategies to temporarily sustain their performance until they could begin the processes of retreat.

> I'm up early preparing, finishing [work product] and preparing for the [event]. And then from first thing in the morning until usually early afternoon, I'm with the [community] and being at the [event] and meetings or social things or whatever else they're involved in. So that's a pretty intense day for me. So what I have found is that whenever things are

> done at [workplace] and they wrap up, I go home and I take a nap. And that's just because I am spent. (P24)

> I find [public speaking] exhausting, but it's probably not apparent to anybody else. I find it very demanding. But that may have nothing to do with introversion, it just might be because I feel . . . it demands a lot of energy, attention, focus, and all that. So I'm not sure that's because I'm introverted. It's hard work to do it right. (P9)

> My whole life is people, so please don't talk to me. I don't want to hear about this. It's like I just don't have the energy to even provide more focus and attention elsewhere. But what I do, I'm a [profession], so is like a lot of intense listening to people who are very—intricacies of their lives and then incredible focused attention on other people so it's kind of tiring by the end of the day. (P23)

> And when I would go home at the end of the day it was like, "Holy cow! Just please give me some peace and quiet." And I desperately need that, even to this day, I desperately need that. (P14)

There were two interviewees who noticed that their levels of depletion occasionally had deleterious effects on their personal and professional relationships. Their resiliency and receptivity were reduced.

> And so when I don't get the escape, a space to like escape and retreat into myself and just recharge, I think moments where I'm shorter with people, moments where I fall strictly into this default task orientation is when I don't have the space to retreat. (P4)

> I'm an intense person so my intensity would elevate quickly into high levels, and ultimately [becomes]detrimental to the relationships that I had built so formidably because I wasn't able to just retract and find that space. . . . It's been something I've had to balance. Because it becomes a time where I do demean the environment. I will demean the work product of others, I will demean the focus and the presentation of others. And again, not normal for my personality when I'm in that knowledge place, very giving, very loving, very courteous, very gracious, very desiring of people and certainly my team members to become exceptional and to help them grow. But a lot of that can go away in those moments where I don't get that time. (P16)

One participant put a fine point on the perils of depletion: "There's people, people, people. People exhaust the hell out of me" (P7). The participants' conscious regulating of their energy levels combined with their awareness of exhaustion levels resulted in a preference for quiet in

order to do their deepest Reflecting and Reflexing. This leads to the final dimension, Retreating.

Primary dimension: Retreating. Retreating was, for these interviewees, a place of self-care and replenishment (Table 4.6). All the participants who described their Retreating preferences saw this dimension as restorative. Some achieved restoration through being fully alone while others preferred to be in retreat with a few, trusted others.

Table 4.6

Primary Dimension: Retreating

Context	Conditions	Processes	Consequences
With Self	Solitude	Being alone or being alone together Compartmentalizing	Productivity with self

Being alone or being alone together. Activities in retreat were both active—exercising, cooking, family time, and being in nature—and restful—reading, thinking, writing, meditating, listening to music, or sleeping.

> I just need time either with just my husband or just myself. I will come back from things like conferences or workshops and I always have the energy during those events, but at the end I feel pretty depleted and tired. It's really just is resting and unplugging and watching a movie or getting outside in nature, doing some self-care. Not having to be responsible and "on" for a couple of days. (P11)

> I needed to read a book, I needed to lie down and listen to some soft music or whatever, just to be able to get my energy back. Whereas some of my colleagues who were in the same position, they would be like, "Come on, we're going at the party." So I would just have to say, "I just want to take a couple of minutes and recharge my batteries or go freshen up a little bit." (P10)

> It doesn't take long, but it needs to be purposeful. It's sort of like a clearing. My head clearing, my body. It's almost like a mental shower. (P22)

Some participants needed full isolation and time to "refuel in quiet" (P11):

> That's been a struggle, flat out a huge struggle for me. Because I find myself constantly lacking that little bit of independence, that little bit of time where I don't have to socially engage. (P16)

> Usually I am too tired at the end of the day to do any reading. My favorite, favorite time would be in the early mornings is when I can just carve out a little bit of time to just do a little bit of reading and then writing. (P23)

Solitude. Solitude was a necessary condition for many interviewees to fully retreat. For some of my participants, the need for solitude was almost a physical craving: "I had an absolute passion and affinity for being in places where I wasn't with people." (P9)

> We were traveling this summer and I could feel that [child] and I were really unhappy and I could not put my finger on it and then I realized that we hadn't had any time to be just alone and recharge. But the light bulb went up and I was like, "Oh, we just need to be alone." (P8)

> I have to have time where there's nothing going on around me. (P19)

> I can't think, I can't concentrate, I can't hear the words in my head which is what I have to do. (P2)

> I try to get as far away from the human race as I possibly can. And if I can even, this sounds strange, but even if I can get away [when hiking] from the primary jet routes, even at 30,000 feet, I really need the silence. I really need the silence. (P14)

Others described their need for and comfort in solitude as a hard-won, intentionally sought-out state of liberation:

> [Solitude] allowed me so much of what I needed to feel fulfilled. And that was a lot of time with myself and choosing when I wanted to be with others and to be more extroverted I guess. But I found my strength in that and that was the first time really in my life that I pretty much had that freedom and recognized how much I appreciated it. (P22)

> I was always the kid at slumber parties who . . . would go find someplace by myself . . . and they would find me the next morning. And people tended to attribute it to "Oh, she got tired." Well, no, I didn't because I sat and I read a book that was hiding in the bottom of my sleeping bag. So that's one of those things that early on in my life I can tie to, "Okay, that's because you were done with people and just needed some alone time." So I would go and I would find it, I would make sort of space for myself to do that. (P24)

> I am from a family of [number of siblings], of which I think I am the only introvert and so it was difficult trying to find my space. I was often found under the bed or under the sofa or in the closet with a flashlight and a book because I couldn't get away. (P22)

> This is going to sound maybe a bit odd, but I really enjoy my commute because I drive to work. And I'd have to say my—I was going to be a little facetious and say my mental health—but just sort of general happiness got better when I started driving to work instead of taking the train or the bus just because I was alone. (P12)

Productivity with self. The chief consequence of Retreating and being alone was productivity with self; Retreating was not all about rejuvenating or resting. Many devoted this time to readying themselves to advance out of themselves to engage anew. Therefore Retreating was not only restorative, it was productive. There were a handful of participants who described not needing to retreat; notably, they worked either virtually or in a position where they worked independently. For some productivity in retreat was a welcome break from interdependence and interactivity, and from trying to get things done With Others.

> Just sort of acknowledging that and just telling people around me I need some time to myself or just doing it. My staff jokes with me sometimes and says, "Oh, [interviewee] needs to go do some spreadsheet therapy." And I'll just sit with the spreadsheet and do something that I probably should delegate to somebody else. I'll say, "No, no, please let me." (P12)

> I think when I would get in interpersonal, human situations beyond just physically organizing everything, I always was uncomfortable and ill at ease when things were just schleppy, just a mess and we weren't making progress, we weren't getting things done and I could see a better way. (P20)

> I guess my personality is such that I do find energy when I'm by myself. The classic definitions of some of the introverts . . . when I come into this morning at 6:00 and it's probably the best time of my day not only because I get things done, but I'm very motivated when I'm challenging myself and pumping out work and trying to accomplish something. The energy that I have in that state is so much higher than when I'm out in public or even staff meetings or with customers. I enjoy that. (P1)

> I started to recognize kind of how my mind…some of the needs for independence, some of my needs for the quiet time was invaluable to my ability to focus, my ability to sustain. (P16)

Compartmentalizing. Other participants expressed a need to create a buffer or compartment to make a transition between different parts of their lives.

> So I think I think a lot, like to process stuff. When I'm working I commute. I have an hour commute on the highway so usually that's kind of time just to sort things through and process things and try to make the transition back into home life. (P23)

> In my personality I'm very compartmentalized. I have a really hard time thinking about work when I'm at home, and I . . . often have a hard time thinking about home when I'm at work. So I tend to keep a fairly thick wall on those two things and that really works for me. I have a hard time understanding how people can easily transition from say working at their home office and then sort of pivoting from thinking about some family thing or spending time with family members and then jumping back into work. I need a little more of a transition. (P12)

One of my interviewees was studying mindfulness, and at the time of our interview was making connections between leadership and mindfulness and wondering whether with practice, one could do one's mindful Retreating essentially while Engaging.

> So there is an integration that is happening now, and again it honors the strengths and the calm of silence at our core. And that strong calm place of silence is one that holds you during a meditation sit and it also holds you in the midst of the swirling chaos of our work . . . to make space inside to care for that part of me that needs the quiet for renewal, sort of on an ongoing basis rather than having to retreat to do it. (P3)

Retreating brought participants back to themselves, to a type of home base With Self, where they could rejuvenate, process, and make meaning at leisure. This investment of time restored their energies to be able marshal insights and resources to re-enter engagement With Others.

Conclusion

This chapter presented findings that emerged from the data gathered in 24 interviews with leaders who identified and typed as introverts on the MBTI®. The interviewees in this study shared nuanced stories of coming to understand their own introversion and how it related to their development as leaders. These experiences provided the foundation to our explorations and uncovered some of the implicit and explicit assumptions the participants had made about introversion and leadership.

The purpose of the presentation of findings in Chapter IV was to demonstrate in an orderly fashion (rather than interpret) what arose directly from the data. The data demanded two interrelated foci: first, the rich stories of how interviewees experienced introversion coalesced into a better understanding of three essential contexts for social processes: With Self, In Passage, and With Others. Within these contexts, one core dimension, Reflecting and Reflexing provided the greatest overarching explanation of what was going on. Five additional primary dimensions explored the involved concepts in depth: Observing and Listening; Stretching; Engaging; Depleting; and Retreating. The findings in Chapter IV tell a story. In Chapter V, the meaning, interrelations, and implications of the story are the main focus.

Chapter V: Discussion and Implications

The guiding force behind this study was my abiding interest in the lived experiences of introverted leaders. I had found little exploration of introversion and leadership in the wide reading I had done. Therefore I decided my inquiry was best undertaken through constructivist grounded theory methodology, which would allow any potential nascent theorizing to emerge from the ground: in this case, the stories of introverted leaders. I began the participant interviews with open questions, probing for depth and meaning along the way. Interviews formed the whole corpus of the data; the participant voices were the center from which ensuing meaning emerged. Though I approached the inquiry with my own perspectives, shaped by the theoretical frameworks of positive organizational scholarship and positive identity, I listened for a breadth of experiences. The participants reflected widely and deeply on their personal and professional development. Together we uncovered the social processes that were involved; the majority of Chapter V is spent discussing the meaning of what we constructed together.

This chapter also represents the path ahead of me as a scholar-practitioner. I move from the analysis of the interview data into a higher level of abstraction, which is my interpretive stance about the interrelations of the core and primary dimensions and what it all means. Using visual models and metaphor, I demonstrate those interactions for the reader and discuss their attendant implications for leadership practice. The models and implications underpin the formulation of theoretical propositions, a series of conclusions I propose that represent what I have deduced from the research study. Throughout, it has been incumbent on me as the researcher to commit to providing a kind of wayfinding system for readers. At any point in this dissertation, a reader must be able to trace the abstract concepts presented in the final models and propositions back to the most concrete, grounded units of data found in the interviews. Within

each theoretical proposition, I refer back to literature reviewed in Chapter II that corresponds to the theoretical proposition; I also incorporate new literature relevant to the findings and resulting propositions. This return to extant and new literature supports my extension of others' findings as well as my own foray into theoretical areas. This final level of abstraction begins to build nascent theory. Then I conclude the dissertation with a discussion of limitations of the research and suggestions for future research.

What We Discovered Together: Co-Construction of Understanding and Meaning

As I described in Chapter IV, the findings from the interviews guided me to a deeper understanding of what was happening for the participants in their personal and professional development. Foremost, the participants demonstrated in their language and meaning-making that the contexts in which they lived and led were critically important containers. Initially, the participants described how the differences between their internal and external experiences were essential to how they understood themselves and their worlds. In this they were not unusual. However, their highly conscious and conscientious attention to the interactions of their internal and external realities as well as to the transitions between the two caused me to refine the internal and external into three contexts, ultimately named With Self, In Passage, and With Others. This attention to the fluid movement between With Self, In Passage, and With Other gave deeper significance to the meaning of context in their lived experiences.

Below I briefly recapitulate the findings from Chapter IV with my own interpretive stance. In the most significant instances, my interpretations will be bolstered by extant literature from Chapter II or by newly incorporated literature in the section on theoretical propositions. For the purposes of the recapitulation of findings, the interpretations are my own,

aided in great measure by the eloquence and meticulousness with which my participants elucidated their experiences.

The core dimension of Reflecting and Reflexing: A method to my quietness. The explanatory core dimension that emerged from the participant stories was Reflecting and Reflexing. This dimension was present in every context, further revealing the participants' attunement to their internal and external realities and the transitional spaces between. Reflecting and Reflexing is therefore tripartite: internal, experimental, and external, and is akin to the three contexts. For this reason, I give Reflecting and Reflexing its due primacy by sharing how it appeared across all contexts. In subsequent interpretations of the other dimensions, they will be discussed within their contexts.

One participant (P22) used the encompassing and precise phrase "a method to my quietness" to describe the deep reflection and reflexivity that was the chief way the participants made sense of their worlds. After the interviews and analysis, I was reminded of how introverts were described by Myers and Myers (1995) as "the cultural genius, the people of ideas and abstract invention, who go from considering to doing and back to considering" (p. 56). For the participants, Reflecting and Reflexing was an internal process opaque to others. It could and did happen while interacting with others; indeed, participants described it across contexts. However, Reflecting and Reflexing began and ended in the context of With Self, characterized by self-perception, self-knowledge, and very often self-acceptance. In Passage, the Reflexing facets of this dimension were primary, and In Passage contained the participants' evolving selves. Here they experimented and gathered wisdom and insight from the ensuing failures and successes. In Passage, they derived understanding of their limits and strengths. In the context of With Others, Reflecting and Reflexing happened through Observing and Listening while

Engaging. With Others was the external context and, as elaborated in Chapter IV, was where the participants located the primary sources of perceiving their introversion as a liability. However, due to Reflecting and Reflexing, With Others was also the context in which the participants developed acute awareness of their own personal power and peaks of excellence; they needed others to reflect back to them for the fullest, most accurate portrait. As I thought about the way the participants talked about Reflecting and Reflexing with others, I wondered if it could be said that introverts learned most from being with others, while extraverts learned more by being with others—an important distinction.

The primary dimensions set within contexts. As I alluded to earlier in this section, I will present the remaining primary dimensions within their contexts. Doing so emphasizes the centrality of context and situation for the participants. Though many interviewees believed their introversion was completely intrinsic and integral to their ways of being, knowing, and doing, they told terrific stories of dynamism and change. The remaining dimensions illustrate their thoughtful and purposeful movement across contexts.

With Self. With Self was portrayed rightly in the data as the most internal and the most dominant context. With Self held just one dimension in its entirety: Retreating.

Retreating: Making space for introversion. One of the participants talked about the power of meditation and it how it seemed a natural partner to introversion. The participant's description of a sitting session was "a way to make space for my introversion" (P3). For most of the participants, Retreating was a return to self, a touching of home base, and made up much of their routines for self-care. Retreating did not always have to be solitary, though. Many participants reported the sweet pleasures of restorative time with friends and family. Yet it is

interesting to note that much of the time, the state of Retreating was where the participant felt relaxed and understood; so the nature of the relationships in Retreating was intimate indeed.

Importantly, Retreating was also the way they replenished their energy stores and readied themselves to re-engage.

In Passage. Even though I have said that With Self was the dominant context for the participants, it would be difficult to establish which of the contexts was most important. I believe one of the more meaningful findings of this research is the discovery of the context In Passage. As I said earlier, in the general population, many individuals would cite awareness of internal and external realities as a chief way they experienced the world. I wondered if this context of In Passage, however, would be as readily endorsed by populations beyond introverts and, therefore, believe the pro tem status of In Passage was a noteworthy finding. In Passage was conscious, conscientious, and intentional. This context contained actions characterized by monitoring of self and others, resulting in a heightened awareness of the need to adapt and make transitions.

Stretching: Putting self out there. Stretching was a dimension where participants reaped the benefits of Reflecting and Reflexing. In this dimension, they created an agenda for learning and development. Here they practiced, experimented, and learned actively, and, therefore, it was the dimension through which they transited to achieve fluency in engaging with others.

Depleting: Closing up and quieting down. When interviewees discussed the kinds of topical social interaction they needed to conduct for work, their reactions ran from outright dread at the prospect to strategic coping mechanisms like choosing a corner perch from which to watch and interact in more limited ways. No one found that kind of engagement energizing. Part of the reason was because a certain kind of high-intensity, high-contact interaction was profoundly

draining for them. The most significant finding from this dimension was how it paired with the participants' overall reluctance to self-promote and in some cases may have caused them to stagnate. This led me to believe it is critical for introverted leaders to cultivate awareness of their depletion cycles, both within the course of a day or week, and certainly over the course of a career, to prevent depletion from being an obstacle to recognition and advancement.

With Others. Not surprisingly, With Others was the most external and most interactive context. It was also the context that yielded the most data, perhaps because the interviewees found it to where their introversion—to the extent that it did—became problematic. That problematized context provoked their interest and their concern. Nevertheless, even in this external context, the participants discovered ways to be deeply themselves With Others.

Observing and listening: An introvert's paradise. This dimension, like Reflecting and Reflexing, occurred in all three contexts. It didn't rise to the level of a core dimension because the data in this dimension related to the participants' facilitative ways of knowing and learning; Observing and Listening was fuel for the engine of Reflecting and Reflexing, as it were. Participants used these highly relational social processes to intuit, to empathize, and to have a channel for finding out what was going on around them with others and between others.

Engaging: Learning how to run the race. In the With Others context, Engaging was a primary dimension with rich stores of data. Participants reflected a great deal on what it meant to them to engage in a kind of external consulting, and thereby access knowledge and understanding of situations and people. Many participants mentioned the importance of not acting, of refraining from action, while engaging; this gave them the time they needed to think but also encouraged others to act. One participant (P16) talked about the necessity of engagement, noting how business happened every moment, and as an introvert, preparation was

key. He used the analogy of learning to run the race, even if his introversion equated to having a shorter set of legs with which to do so. Engaging ensured the participants' voices were heard and it also gave them a chance to truly learn from others. Engaging was the dimension where the participants recognized and appreciated their interdependence and interrelatedness With Others.

In sum, the contexts, core dimension, and primary dimensions revealed in dimensional analysis of the interview data yielded much deeper understanding of the lived experiences of leaders who identify as introverts. It was a tremendous privilege to join with the participants in this inquiry. They spoke with candor and care, with precision and astuteness. Considering the investment of time these participants had given to Reflecting and Reflexing, it should not have come as a surprise that they were ready with so much information and insight about what it meant to them to be introverts and leaders. Nevertheless, I was touched and very grateful for their willingness and even eagerness to share their lived experiences with me.

Modeling for Living and Leading With Introversion

I have shown the progression from straightforward presentation of the qualitative data in Chapter IV to a more abstract, interpretive level here in Chapter V. (This progression will culminate in the highest level of conceptual abstraction, which is theorizing, towards the end of this chapter.) However, up to this point, the presentation of data has been largely narrative, with the exception of simple figures (see Figures 4.1 and 4.2) to clarify structures and hierarchies. In other words, I have told you what I found; it remains for me to also show you what I have found. According to Holloway and Schwartz (2015):

> The process of creating visual models is an iterative process in which the researcher continues to integrate, deconstruct, and reconstruct the data until satisfied that the heuristic model honors the participants' meaning-making and is a catalyst to articulate

> theoretical propositions. Researchers then aim to critique the visual model from the perspective of the community to determine if it is transparent and relevant to practice. (p. 40)

I present here two visual models (Figure 5.1: Living With Introversion and Figure 5.2: Living and Leading With Introversion) to depict an integrated view of what all is involved in order to aid the reader making final sense of the data and the analysis. I bridge the two visual models by returning to the interview data; the participants digested their lived experiences of introversion into leadership lessons and I convert those data into a composite metaphoric scenario of a leadership round table.

Because awareness of language is so important, I take a moment to address the phrase *with introversion*, which to some might imply a state of physical or mental deficit. That is not at all my stance, nor does it reflect the experience of the interviewees. As has been amply demonstrated in the interviews, core and primary dimensions, and models, the participants were not solely introverted leaders, nor were they leading only through introverted modalities. Instead, their introversion was with them and of them—indeed sometimes principally among other facets—while leading. I chose the phrase "with introversion" to convey two facts that emerged in the analysis. First, admittedly being an introvert was not the totality of the participants' experience in the world, nor was it exclusively the way they led. Second, however, introversion was the lens we were looking through for this inquiry and, as it turned out, introversion was a significant and acknowledged factor in how the participants learned and made meaning as they developed personally and professionally.

I use models as a way of presenting my research to translate the masses of granular data that have been put through analysis and conceptual thinking. My models have limits in that they are concentrated views of the mountains of data my participants and I generated; the models

are essentially the indication of the most significant, meaningful peaks. Through the iterative research process, these models emerged as visual interpretations of what was happening, "giving shape to a scholarly work" (LaRossa, 2005, p. 852). Though the conceptualizations were wholly mine and my participants, my artistry was elementary. I sent my child-like drawings to a colleague who is a graphic designer to render more skillfully, and together we refined my visuals into more sophisticated figures. Her name is credited on Figure 5.1and Figure 5.2 below in thanks.

Living with introversion: The gibbous moon. The first model (Figure 5.1) serves to give a dimensionalized view of participants' experiences of introversion. The visual depictions are shared as an additional means to explain the participants' perspectives as they came to understand their introversion and its impacts on their development as leaders. Their lived experiences are assembled into a picture to present a more dimensionalized whole. This whole, in the form of a gibbous moon, is bisected in longitude by external / interacting states and internal / processing states and in latitude by positive and negative experiences.

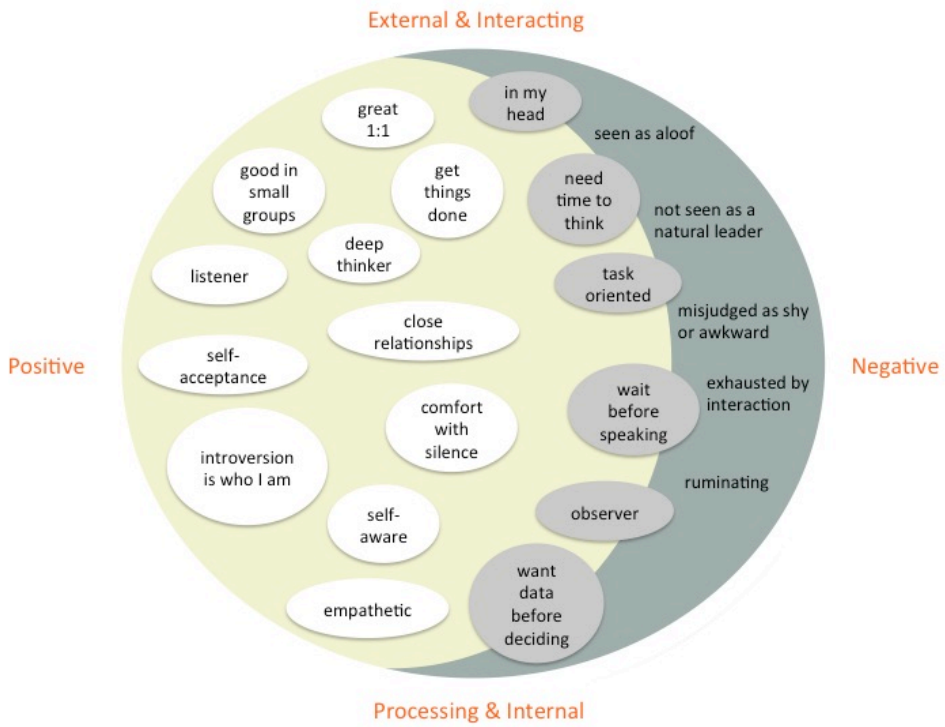

Figure 5.1. Participants' lived experiences of introversion. Figure rendered by Dani Chesson. Reprinted with permission.

In the interviews, when asked about their experiences with introversion, there was a distinct contrast between a relaxed, generative, internal domain and a more charged, interactive, external domain. This perception of internal and external worlds evolved into With Self and With Others. The interviewees frequently and actively crossed over from the internal to the external domain, so much so that the crossing over activities became their own context, In Passage.

The internal domain: A place of comfort and reflection. This visual model (Figure 5.1) shows that the overall positive experiences of introversion were dominant (e.g., a larger share of the moon, characterized by comfort, self-acceptance, empathy, and deep thinking). Even in interaction (e.g., good in small groups, great one-on-one) the participants described fruitful, close relationships, where listening and observing served them well.

The external domain: The nexus of self and other interacting. The external domain contained almost all of the more negative or strained lived experiences of introversion. The shaded area denotes that it was largely when participants were in highly interactive or time-pressured states that their introversion arose as a liability mainly in the form of being misconstrued by others (e.g., deep thinking could appear as ruminating; task-oriented might be seen as brusque; or, observing could be misperceived as being "in my head" and aloof. This ongoing misperception echoes Jung's (1971) belief that introverts were more likely than extraverts to be misunderstood because of their internalized processing.

The participants developed a variety of coping mechanisms to help others' understand them better. As leaders, they found ways to put their best foot forward, in their setting goals for themselves, communicating, and in managing others. Those strategies are revealed in the next section.

Leading with introversion: Imagining a leadership round table. I present leading with introversion with the device of an imaginary facilitated round-table session on insights for emergent leaders who are introverts. In this scenario, the facilitator role is contrived. That is, the facilitator's lines (presented here in italics) did not actually occur; they simply provide connective tissue between the topics. However, the words of the participants are reproduced exactly as in the actual interviews and are cited as before, with the participant number.

> *Facilitator: Our purpose in gathering today is to talk about your experiences as introverts and as leaders. In particular, I am interested in how other introverts, perhaps those just entering into leadership roles, can learn from your insights. First, let's talk about aspects of your own leadership you think might be linked to your introversion. Can you describe what you see as attributes of introverted leaders?*
>
> You kind of know how to approach people and to help move things. . . . I'm moving with the flow of things affectively, I know. You know when things are getting fixed or frozen or shut down or when there's an openness, there's just a certain resonance. (P5)

I think being an introvert helps a leader greatly because they're able to expect a lot better. They're able to really look at the true understanding of the system and nature of things. (P13)

Facilitator: Are you talking about intuitive skills? Noticing things great and small?

I think introverts have a lot of gifts. Extroverts do too, I'm sure . . . but this empathy, this intuitiveness, all of that it's, I don't know, I think it's what we need to do to navigate complex situations that have such great subtleties to them that if we're not aware of those subtleties we miss the picture. You'll only see a little bit of it. (P7)

That's part of the craft is that you pay as much attention to each of the people as to all of the parts that you're very good at putting together. (P6)

What has been most important for you? Are there specific things you recommend introverted leaders should do?

You are who you are, be proud of that and let people know what you need. And the fact that you need downtime should not be a hindrance to you getting a job. And if it is, then you don't need to work for those people. Because if they expect you to be on stage 100 percent of the time, then you probably need to interview somewhere else, not there. (P14)

I would try to help them stay with the people. . . . Again, paying attention to the people around and those kinds of things. I think that's where introverts can go off the rails, is that they don't stay in the room with the people enough. (P6)

[Managing] by walking around. I think that's a great thing for the introvert to do. Get out of your office, move around. . . . Because it's insulating enough—leadership positions become insulating enough as you go up the line. (P7)

I did a lot of reflection about what brings me the most joy in my work life as a manager, as a leader. What I identified was the thing that I liked mostly in my leadership capacity was the development conversations that I have with the people who reported to me over the years. Having those one on ones or those small group conversations where we really explored how to be more effective or what are the possibilities. . . . Why not bring into my life things that brought me joy, certainly from having the honor of sitting with another person and listening to their stories. (P10)

Facilitator: It sounds like cultivating relationships is important.

I am in this role and you're in that role. It doesn't mean I'm better than you or I'm really, really above you. And I'm not going to be successful unless you are, and you're not going to be successful unless I am. . . . I always put that on the table, that we are interdependent. We are completely interdependent. My success depends on you, your success depends on me, and let's make that work. It's not episodic, it's continuous. Every

minute of every day we are interdependent. I'm counting on you, you are counting on me. (P20)

[Show] that vulnerability. . . . I think it connects from a relational point of view to the other person. I think . . . many, many people have a feeling that they want to help someone else, whatever their type is. So by showing that vulnerability you're opening up that possibility for deepening that relationship. (P10)

Introverts lead, at least in my estimation, more from the center than they do from the front. Because at least my own experience would tell me that I will never want to be in a position where I'm dragging people along. I can set a direction but it's not based on because I said so. It's based on a rationale that people could get behind or get alongside, wherever the dimension is. (P7)

Facilitator: What would you say to emerging leaders who don't feel quite natural or comfortable inhabiting their roles?

Each person has strengths and if you can see their strengths and if you can see the potential for a strength they haven't yet developed, it's worth the time and effort to develop that. . . . So work on coaching them, work on understanding them and who they are and what drives them and everybody benefits that way. So that's kind of how I went into leadership myself, with that understanding. (P19)

Find somebody that you admire and does that well and follow them, learn from them. I think your natural tendencies would be to go back and get all that energy and inspiration from being by yourself, but to really have a full participation in life and career, put yourself out there. Find a mentor and go to those very uncomfortable places and learn how to become a little more comfortable in them over time. Learn how you can be a participant yourself in those situations. . . . It does round you out. It creates opportunities, not just business but meeting other people, hearing about people's lives, I find that to be today so enjoyable. (P1)

I think normalizing introversion helps. . . . Because I think so many introverts get the message that they are wrong, that they are antisocial, that they are shy, that they are whatever . . . and we tend to have such an extraverted society that you can only normalize introversion on an individual or a smaller scale basis . . . So normalizing that I think it makes a huge difference in how someone sees him or herself. (P24)

As I'm coming to understand what authenticity is for me as a person, as an individual, growing into it, developing it—because I think it's a continual process of being more or less—I'm coming to terms with the fact that people respond better to me when I'm most authentic. So for a person who is trying to become more of a leader or existing in leadership spaces, I believe you have to do that work and that's the individual work and as an introvert that part becomes easy for me. I like working on the authenticity piece. (P4)

Facilitator: This has been so helpful. I could talk about this topic all day but we are out of time. Any message you'd like to end with?

Be patient with the process and realize that there's nothing wrong with their way and that they will bring great inner reward especially over time. (P13)

These leadership lessons represent the interviewees' collective wisdom about leading as introverts. The illustration below (Figure 5.2) therefore brings together the first model of lived experiences of introversion with this second portrait of leading to form the final model for making sense of what was involved for the participants.

Living and leading with introversion. This model (Figure 5.2) represents the dynamic interrelationship of the contexts, core dimension, and primary dimensions in graphic form. This model synthesizes the social processes of *Living and Leading with Introversion*.

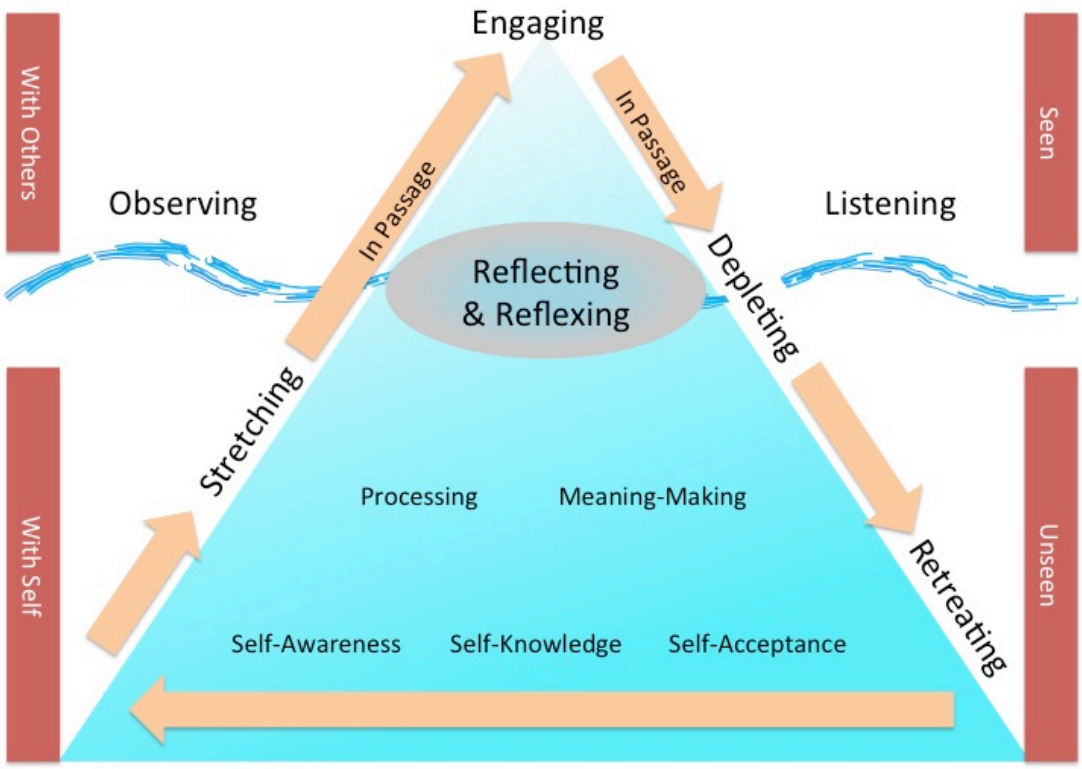

Figure 5.2: Social processes involved in Living and Leading with Introversion rendered by Dani Chesson. Reprinted with permission.

This model shows the interrelated, cyclical social processes the leaders went through as they developed personally and professionally. The model depicts a cycle of both invisible and visible social processes. The leader starts in the internal context With Self, and then emerges out of With Self, into the temporary, transitional context of In Passage to stretch towards engaging externally With Others. After engaging, the leader experiences depletion, and In Passage, retreats back to the internal context With Self. All the while, the leader is actively Reflecting and Reflexing, and using Observing and Listening to gain information and understanding of self and other. How often this cycle was consciously enacted and where the leaders spent most time in the cycle depended on the contexts and the type of challenges they were facing. For some, their stories depicted the cycle in terms of longer-term life developments. Others referred to elements of this cycle being repeated several times a day. Perhaps one of the strongest findings in this research is that these leaders recognized the need for continuous self-awareness.

> It can be exhausting being an introverted leader. I'm not saying it can't for an extrovert too. And I think it's absolutely critical to be successful to help kind of manage one's own personal boundaries and being able to make sure that there is time to kind of recharge. . . . The longer you allow yourself to get drained from energy, the less likely you're going to be at very effectively re-energizing yourself. (P7)

The greatest insight for emerging introverted leaders is to cultivate deeper understanding of their own particular patterns and to know at all times where they are in the cycle. In doing so, emergent leaders may indeed be spared some of the costs of enacting leadership that the interviewees experienced. As a whole, the interviewees' stories led me to believe that it was harder for the participants in the stages of becoming a leader, and less difficult to lead once they had arrived mentally, physically, and emotionally into the role.

Theoretical Propositions

The core and primary dimensions are constructs that carry the conceptual freight of the data; they are named in plain language because they are describing common social processes. However, these grounded constructs also have conceptual strength and sturdiness upon which I can build additional levels of abstraction, ultimately undergirding the theoretical propositions that I postulate. The theoretical propositions should therefore not be surprising or discordant. They are organic outcroppings of the familiar, interrelated, and grounded data, helping to uncover what is happening in the phenomenon under study.

The propositions I offer below are sometimes extensions of literature I presented in Chapter II; they also invite consultation of new literature. It is in fact expected in grounded theory studies, where the emerging data drives any theoretical propositions, that the data will suggest additional bodies of literature.

Certainly, my theoretical propositions are interpretive and are situated in my perspectives and those of the participants. However, according to Shoemaker, Tankard, and Lasorsa (2011), a beginning point for building theory is simply a question or phenomenon that merits better understanding or an area in which theory is lacking. Those are the two drivers for this research, and the resulting theoretical propositions have "heuristic value" (Shoemaker et al., 2011, p. 176) in that they are starting points for further thought and inquiry and are an account of what happened in this inquiry with these participants. In particular, constructivist grounded theories have as aims being credible, original, resonant, and useful (Charmaz, 2014); this is a noteworthy charge for practitioner scholars to derive theory that has applicability in real-world settings.

Interestingly, only after the theoretical positions had developed fully and were discussed with others did it become clear that the propositions belonged to and mirrored the contexts that

emerged in analysis: With Self, In Passage, and With Others. The first proposition is aligned to With Self, the second proposition to In Passage, and the third to With Others.

Theoretical proposition 1: Enacting leadership has significant costs for an introverted leader's energy and identity. The lived experiences of the participants demonstrated the element of costs on two fronts. The first was more abstract, in terms of the implications for identity congruence or dissonance for the introverts with whom I spoke. There were clear ties between the participants' experiences and some of the identity literature reviewed in Chapter II. The second example of cost was fairly concrete: the physical and mental depletion costs of acting out of character.

Acting out of character and its identity implications. What does it mean to act out of character in terms of one's identity? Entering into the research, I had expected that the concept of identity would emerge for the participants. However, there were few explicit mentions of identity and I had to stop myself from seeking reflections on that topic, essentially setting aside that curiosity. However, after analysis was complete, it became clear that issues of identity were woven throughout the many topics participants volunteered; they just did not use the word *identity*.

One interviewee described the costs of leading as straining in a core, intrinsic way. She said, "If I was talking to somebody who's an introvert stepping into leadership, I think they need to be cautioned about what it's going to cost them, what they're going to get out of it. Because I think it's hard on introverts" (P6). When I asked her how she might know if they had thought about the cost or how she might warn them, she replied, "They won't believe you. They have to live it. You can tell them and then when it happens they'll know it" (P6).

What I believe she was describing was the cost of bridging a gap between internal and external selves. This current research reinforced or extended findings of literature mentioned in Chapter II. In terms of identity work, Kreiner and Sheep (2009) discussed elements of person-environment fit where identity incongruence could be leveraged as a springboard for adaptation. Certainly the participants in this research experienced their intrinsic selves as not being seen as natural leaders and felt impetus to change or mask their introverted identities if they were to become leaders. Roberts, Cha et al. (2009) supported the idea of peeling off masks as a way of increasing one's comfort standing apart from and representing one's own experience and preferences, and that comfort resembles the state of some of the more seasoned leaders in this research. Additionally, Roberts (2007b) warned about the dangers of over-focusing on self and on proving one's identity. This was demonstrated in participants' stories of depletion and rumination; the more exhausted they became, the less flexible and adaptive they were in their thinking and behavior. The positive identity scholars in Chapter II (e.g., Dutton et al., 2010; Roberts & Dutton, 2009) provided reassurance that identity congruence and complementarity can be increased in relationship, and the interviewees in this research spoke volumes about the role relationships played in their growth. More on the potential of emotionally and strategically important relationships will be discussed in the third theoretical proposition.

The physical and mental costs of acting out of character. The participants in this study reported various degrees of cost to emotional well-being and physical stamina after they had to act more extraverted. Because issues of depletion rose to the level of a primary dimension, because the participants seemed aware of the value and resigned to the need for acting extraverted in particular situations, and because they resigned themselves to this necessity, I sought out literature on acting out of character.

Little (2014) described acting out of character into two ways: first, acting away from one's natural disposition; second, acting because of one's natural disposition. While both forms of acting out of character were true for my participants, it is the first form which resulted in the depletion. Some researchers have theorized that acting out of character, or counter-dispositionally, has costs but there is less agreement about why this might be the case. Zelenski et al. (2012), as described in Chapter II, reported that the greatest costs, counter-intuitively, were accrued to extraverts who acted introverted. Other researchers have also noted that acting out of character resulted in depletion. Gallagher, Fleeson, and Hoyle (2011) attributed it to the degree of effort it took to act against one's dominant trait, yet extended the findings of Zelenski et al. (2012) when they concluded this exertion was more draining for extraverts who tried to behave like introverts.

While the notion of feeling drained by efforts to act more extraverted does corroborate the reports of the participants in this study, a question remained for me whether and why, according to existing research, they would feel this cost less than their extraverted counterparts. Whelan (2013) cited extensive empirical studies about acting out of character, especially on those that showed correlation between extraversion and positive affect. She designed additional studies to try to test hypotheses about why introverts did not act extraverted more often. Looking closely at the studies cited in Chapter II and in this section, I see two possible answers to my question. First, the tests used by these researchers were often discrete and concrete neurological tasks. As I compared those types of tasks with what drained my participants, it occurred to me that the more extended, qualitative, and relational work of leadership would be hard to measure in a lab. Were researchers able to measure such levels of exertion, their findings might be significantly different. Second, as noted by Whelan about her own research,

the scales she asked the participants to use to rate themselves had a likely social desirability bias (e.g., participants may have been hesitant to rate themselves as quiet, passive or unadventurous versus bold, energetic, and adventurous.) This biased language underscores what I discussed in Chapter II as the privileging of extraverted behaviors, especially in leadership settings.

Free traits. Little (1996, 2000, 2008, 2014) added nuance to the cost picture, asserting that introverts could act extraverted through what he called "free traits." He based this assertion on his conclusions that everyday natural behavior has three sources: biogenic, the roots of which are genetic; sociogenic, acquired through socialization, cultural norms, and expectations; and idiogenic, which comes from plans, aspirations, and "personal projects" (Little, 2014, p. 53). He went on to describe how acting extraverted was easiest when introverts were pursuing a passion or a project of special importance to them. That distinction certainly corresponds to reports from this current research, where the participants described "putting themselves out there" for personal and professional commitments to growth.

Little noted that exerting these free traits did result in depletion for the introvert over time, so perhaps the element missing from the depletion research above was temporal. That element of time does also give some credence to the In Passage context. Perhaps if leaders who are introverts know they only have to act extraverted for a limited time, they become adept at those needed, temporary bursts of stamina. Given the level of reflection and reflexivity demonstrated by my participants, perhaps they had just thought more about the benefits of temporarily acting counter-dispositionally and had decided the attendant depletion costs were worthwhile.

> I can clearly see where I am introverted, I am classic introvert, but there's times in certain settings where I'm not. And sometimes that is in a leadership setting where that doesn't happen. So I think when something that I passionately believe in I think its worth, then I

> think that introversion will fall by the wayside and then I'll come out very strongly and plainly about something that I think is meaningful and benefits the greater good. (P13)

This idea of free traits and personal projects harkens back to where I began the discussion of personality and introversion in Chapters I and II, in that Jung (1971) concluded that each person had primary dominant function as well as auxiliary (assisting the primary) function. My participants described using the auxiliary functions in the primary dimensions of Stretching and Engaging, which are the processes that move us to the next two theoretical propositions.

Theoretical proposition 2: An introverted leader must adopt a conscious learning orientation to leadership development, including experimentation with possible leader identities. As supported in the first theoretical proposition, an awareness of the costs of leading for introverts was pervasive. The cycle (Figure 5.2) of living and leading with introversion distilled the lessons my participants learned in their development. The model serves, then, as vehicle for self-awareness that is purposeful, rather than ruminative, and could be seen as specifically useful for avoiding some of the costs my participants experienced. In this proposition, I argue that a learning orientation fostered critically important self- and other-awareness in my participants and was the basis for development of leader identity and, ultimately, positive identity.

Throughout the interviews, participants described embracing a powerful commitment to learning (Reflecting and Reflexing) across all contexts (With Self, In Passage, and With Others). Yet a particular way of learning was Stretching, which is how they tested what they had learned (and in some cases, to be discussed later in this proposition, who they wanted to be).

> Understanding introversion first of all requires that you do a little bit of homework. That you're actually interested in learning a little bit more about your anatomy, what makes up your personality, how you're driven, how your energy gets developed. . . . I like to lead larger groups of people, and what I've realized is I can't let my introversion become a reason for me to not engage situations that need engagement. . . . So it's literally like

> learning how to run a marathon when your legs are short. At the end of the day you still have to reach 26.2 miles but you may have to do it with twice as many steps. (P16)

The concepts of Reflecting and Reflexing are processes that aligned well with reflection literature. Reflexing (Cunliffe, 2004) is the intentional incorporation of insight into action, or the integration of reflection with experience, and it also appears in reflection literature. Because the finding of Reflecting and Reflexing was striking and core, and because the finding of In Passage was novel as a result of the research, almost all of the literature I reference in this theoretical proposition is new.

Learning orientation. There are several aspects of the living and leading with introversion cycle (Figure 5.2) that are reminiscent of Mezirow's (1981) description of perspective transformation:

> Perspective transformation is the emancipatory process of becoming critically aware of how and why the structure of psycho-cultural assumptions have come to constrain the way we see ourselves and our relationships, reconstituting this structure to permit a more inclusive and discriminating integration of experience and action upon these new understandings. (p. 6)

Specifically, Reflecting and Reflexing are parallel to his self-examination, critical look at assumptions, and planning action, while Stretching is most akin to Mezirow's exploration of new ways of acting and provisional efforts. Moreover, introverts' experiences of their own introversion as a liability or as not dominant relates to Mezirow's concept of disorienting dilemmas that spur perspective transformation.

The cycle in Figure 5.2 is an abstraction of the participants' experiences of living and leading with introversion and illustrates Mezirow's (1981) concept of theoretical reflectivity. As such, my theoretical proposition that introverted leaders have and must continue to approach leading from a learning orientation has within Mezirow's nested conditions that precede perspective transformation. The participants described early and sometimes inchoate

psychological and emotional understandings of introversion, which were then filtered through their realization of dominant cultural and institutional norms, and which became reified as problematic in their external interactions. From there they built alternative and adaptive attitudes and actions.

According to scholars such as Curry and Wergin (1993) and Schön (1983,1987) who write about best practice in educating practitioners, the Reflecting and Reflexing processes in the cycle, as well as the Stretching process, had significant implications for how my participants made meaning for themselves, as well as how they fostered learning in emergent leaders.

Schön (1987) described knowing-in-action as the way we reveal our knowing through tacit intelligence, all based our practical knowledge. Curry and Wergin (1993) elaborated this definition with the "actions, recognitions, and judgments" (p. 29) that we make in everyday life. However, knowing-in-action can be context-bound and static, referred to as knowing-in practice, which Schön (1983) described as a tacit knowing of what to look for based in the particularities of one's profession. Reflecting-about-action, which Schön (1987) differentiated as "thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome" (p. 26). Curry and Wergin (1993) described reflecting about action as requiring one to stop to think "in the tranquility of a postmortem or occasion for subsequent analysis" (p. 31). Reflection-about-action was identified in this research as Reflecting, and my participants were very strong in this domain, as they were in knowledge-in-practice (Schön, 1983, 1987), or the accumulation of wisdom derived from experience in a specific sphere. However, by and large, my participants acknowledged they could not rest on a stockpile of experience and still expect to grow as leaders.

According to Schön (1983), what is required of practitioners is dynamism: "When a practitioner reflects in and on his practice, the possible objects of his reflection are as varied as the kinds of phenomena before him and the system of knowing-in-practice which he brings to them" (p. 50). Therefore he called for the art of reflecting-in-action, using one's critical functions in the midst of action in order to bring the "epistemology of practice" (p. 49) to uncertain situations and challenge the "assumptional structure" (p. 28) underlying tacit knowing. This concept is further illustrated by Cunliffe (2004) and Curry and Wergin (1993) as particularly suited to moments of paradox, when "stimulated by puzzling, interesting or troublesome phenomena, by problems that elude the ordinary categories of a practitioner's knowledge" (p. 31.) This dynamic is represented in the current research as Reflexing; together, Reflecting and Reflexing led to Stretching

The art of practicing. The participants described inflexion points in their personal and professional development where they recognized their reflection-about-practice and knowledge-in-practice were not going to suffice to meet the next leadership challenge they faced. They needed to conceive of and experiment with new skills and attitudes. This experimentation harkens back to the Clifton and Harter's (2003) strengths-based concept of building skills and knowledge on top of talents, perhaps allowing for a greater sense of alignment and flow for the individual. The Stretching process described in Chapter IV and V is similar to a concept called deliberate practice (Ericsson, 2006). Ericsson agreed with Schön's estimation of the limits of knowledge-in-practice: "Extensive experience in a domain does not, however, invariably lead to expert levels of achievement" (p. 685). The concept of deliberate practice is based on the assumption that "expert performance is acquired gradually and that effective improvement of performance requires the opportunity to find suitable training tasks that the performer can master

sequentially" (Eriksson, 2006, p. 694). Eriksson went on to say that this training design is often best accomplished by coaches or teachers, which has interesting parallel implications for the fostering of emergent leaders by introverts who have hard-won insights in this domain.

Stretching the self: Identity in passage. As I mentioned before, the context of In Passage is one of the stronger findings of this current research and there are several ways the current research confirms or extends scholarship cited in Chapter II. Many participants told stories of Stretching, part of which was intentionally trying on new roles and characteristics In Passage to engaging with others. In this way, Stretching was an example of narrative-as-identity (Ibarra & Barbulescu, 2010) where the participants were experimenting with more fluid, permeable selves, and is also related to the concept of provisional selves (Ibarra, 1999). As the participants related stories of not being seen as natural leaders and having to transcend others' misperceptions, they exemplified non-prototypical leaders (Ibarra et al., 2014).

Certain participants emphasized some negative elements of Stretching that were improvisational, using terms such as acting, performing, or wearing a mask.

> I continually felt like I was putting on a mask, I was always felt like part of that mask is continually just smiling at people. Smiling and being okay with everything and I say yes a lot. . . . I think that at some point as I get older and become more mature, I had to realize that I struggle with—even to this day—I struggle with what it means to be accepted by people. What would they do with the idea of me giving my whole self? Like would that be something that's looked down upon? (P4)

This finding, supported overall by the idea of In Passage as an important context, could be linked to other research cited in Chapter II, specifically in role identity and hardship in role transitions (Ashforth et al., 2000). This also ties back to Roberts, Cha, et al. (2009) and is a similar reinforcement of these individuals' struggles with feelings of inauthenticity. Also, some participant stories would suggest to me that introverts are active in multiple identity states, or co-activated in terms of their work and non-work identities (Rothbard & Ramarajan, 2009).

The participant stories are in keeping with Ibarra's (1999) provisional selves, particularly in her allusion to "true-to-self strategies" (p. 778) that have at their base a concern with congruence with the actual self. Importantly, in later writing, Ibarra (2003) emphasized that experimentation with self is not a pernicious or disintegrating phenomenon; rather, it poses a contrast to the Western adherence to identity only being accessed through introspection. This tendency toward introspection was evident in the participants in the current research and their Stretching is productive. Regardless, some participant stories refer more strongly to a tension when the provisional selves felt less integrated with the actual selves, and refer more to a juggling of multiple identities, with introversion being one of those identities. Working with identity in practice (Ibarra, 2003) referred to crafting experiments (or doing new things), shifting connections (interacting with new people) and making sense (reinterpreting one's own story with new information). These findings also link to Alvesson et al. (2008) and their description of critical identity theories and identity construction. All these acts of experimentation align with Stretching and show how it could be a liberating force for emergent introverted leaders and epitomize a learning orientation.

Theoretical proposition 3. Effective introverted leadership is dependent on understanding the powerful intersectionality of introversion, relationship, and identity. All of these theoretical propositions are linked and it is in the context of With Others that I dwell in the domains of identity and relationships. The participants in the current research spoke often and eloquently about their relationships. I mentioned some of the participant stories as versions of narrative-as-identity; Sparrowe (2005) extended this into the realm of relationships: "Others, then, are related to the self in two ways: first, as a source of imaginative variation in refiguring one's narrative identity and, second, as persons with whom our own histories are intertwined"

(p. 429). Sparrowe discussed enhancing pure self-awareness with more interactive reflections from others as a powerful tool in leadership development:

> Such events are particularly relevant because they represent transitions in the plot of narrative identity. The purpose of such autobiographical work is to shift the emphasis from traits and dispositions (often assessed by personality inventories) or preferred values (again often assessed by inventories) in the direction of narrating events, thereby making evident self-constancy in the transitions of life. (p. 436)

These events also referred to the work of positive organizational scholars cited in Chapter II, such as Spreitzer's (2006) "positive jolts" (p. 306) that encouraged leaders to develop lasting resources and the work on reflected best self (Roberts, 2012; Roberts, Dutton, et al., 2005; Roberts, Spreitzer, et al., 2005; Spreitzer et al., 2009) that demonstrated there was high receptivity to others in terms of learning about one's weaknesses and strengths. The participants in the current research certainly used others' perceptions (and misperceptions) of them to fuel leadership growth.

Emotionally and strategically important relationships. As I looked back over all the interviews, I reasoned that many of the participants learned leadership skills and developed leader identity through their emotionally and strategically important relationships. Whether it was with a mentor, family member, colleague, or friend, these introverted leaders' lives were peopled. They also related many stories of how high-intensity contact with many people was exhausting for them and was a source of depletion. Indeed, even negative examples of leadership had an important place in their development. This interactivity quotient was their balancing act. However, carefully chosen and tended, the participants' relationships fostered growth, expanded their horizons, and rejuvenated them.

Dutton and Heaphy (2003) and Roberts (2007b), cited in Chapter II, called for additional research into how and under what conditions people with high quality connections craft

identities. Clearly, they and others cited above found links between one's relationships and one's identity growth. The centrality of relationships for the participants also furthers Bauer et al. (2006), cited in the literature review, who found that introverts in new leadership roles were more dependent on relationships for successful transitions than extraverts. For the participants in the current research, relationships were a particular vector for development of leader identity; relationships were a medium for accessing and externalizing their inner selves: as one participant noted, "Leadership coming from an introvert is a deep, deep thing" (P6). As demonstrated throughout, these participants' relationships were a rich source of learning and supported their exploration of possible identities.

It was clear from the participants' perspectives that they saw leadership as socially constructed and relationships were paramount. Derue and Ashford (2010) explored the dynamics of the social constructions of leader and follower identities; their concepts of individual internalization, relational recognition, and collective endorsement align with the reciprocity and mutual connection described by the participants.

Relationships, positive identity, and positive relational identity. Positive identity scholarship (cited in Chapter II) has contributed extensively to the connections between positive identity construction (e.g., Dutton et al., 2010; Roberts & Creary, 2012a, 2012b; Roberts & Dutton, 2009) and relationships, with individuals or within organizations. These scholars researched sources of positive identity construction and presumed that individuals have the capacity to develop and define themselves in positive ways. The experiences of the participants in the current research link especially well with the evaluative perspective of Dutton et al. (2010), which focused on how individuals look at their personal, relational, and social identities,

and with their developmental perspective, which is based in a belief that identities shift and change over time in healthy adaptation to context and need.

Roberts and Creary (2012a) distinguished positive individual identity from positive relational identity, which consists of "self-views that reflect the ability to derive positive value from and enhance interaction patterns within interpersonal relationships" (p. 91). In the current research, the findings echo these interaction patterns. Fostering both positive individual and positive relational identities within an organization furthers the possibility that both individuals and organizations can thrive. Dutton et al. (2010) and Roberts and Dutton (2009) also noted the difference between self-awareness and self-focus. The participants, though highly self-aware, were very careful about maintaining focus on others as a way of relating and as a way of learning. The cycle of living and leading with introversion (Figure 5.2), though firmly based in the internalized processing of the individual, is nevertheless highly relational. I assert, in fact, that the participants described a level of identity permeability where their relationships with others were the primary shaping force that balanced out their inherent introverted tendencies toward subjective meaning-making. Through others, they learned and adapted, thereby accessed a richer version of themselves, and gave that back again in their work in the context of With Others; in other words, they enacted the cycle of living and leading with introversion.

Implications for Practice

As I have stated and documented, the internal context of With Self was dominant for these participants. Yet their involvement with Stretching in experimentation toward the external context completed the rest of their cycle of living and leading with introversion. Little (2000) extolled the virtues of "restorative niches" (p. 96) and that paralleled the many stories of my participants in their Retreating dimension. But leadership cannot be enacted in retreat, a

fact that my participants were cognizant of, and while there were associated depletion costs for doing so, engagement reaped great learning and relational benefits. This research consists of the stories of leaders who were effectively negotiating the transitional space between their internal worlds they led from and the external context in which they led. This inquiry uncovered a wealth of data on leaders' experiences of their introversion.

Utility to practitioners. As a scholar-practitioner, I owe a product from this research that is of use to practitioners. I believe there are implications scattered throughout the findings. However, there are several implications of specific utility for those who are currently in leadership positions, for those who work in leadership development, and for emergent leaders who could use this information on their own paths. What follows are therefore a few additional highlights from this research, in some cases linked to reviewed or newly consulted research.

Finding leadership in unexpected places. The current research reinforced many elements of scholarship cited in Chapter II. For instance, Brickson (2000, 2008) found that diversity in the workplace increased creativity and perspective-taking; the learning and attunement orientations of my participants would bear that out. The stories of the participants in this research attested the need for a balance of leader traits, skills, abilities, perspectives, and dispositions in organizations.

> Stereotypically I think leaders are seen as the people who are outspoken and will jump right in and make the decision and go forward and whatever and I am much more deliberate than that, which for me is a strength knowing that and being able to work with that. And I have found that in leadership settings, it's also a strength there too. (P24)

Consulting new scholarship, I linked to Shore et al. (2011), who theorized about individuals within groups and their need for inclusion, distinct from simply being appreciated as diverse and distinct or apart. They defined inclusion as an individual's need to balance "belongingness and

uniqueness" where an individual is "treated as an insider and also allowed/encouraged to retain uniqueness within the group" (Shore et al., 2011, pp. 1265–1266).

As I explained early in this dissertation, much of leadership research literature focuses on the extravert ideal. I will not counter those findings by positing that the success of the introverted leaders in this study proves somehow that introversion is as good as or even better than extraversion, since this in itself would simply be a reverse embrace of the extraverted bias. However, one participant noted rightly that idealizing any one leader type may blind people to accompanying weaknesses.

> I think introverts also need people to help move a process along, especially when you're in leadership. They may not have the same strength, if you will, that the extroverted leader, that "born to be a leader person" has on the surface, but those are also the people that often lead you down the wrong road. (P7)

It is more fitting to assert that this examination of the work lives of introverted leaders led to a more inclusive definition of leadership, one which honors many different ways of being and knowing.

Fostering emergent leaders. One of the most significant leadership lessons from these participants is that their cumulative experience should benefit leaders around them, regardless of where they were in the organization.

> I think there is a piece too, though, of being a leader in an organization that because I don't always want the limelight and I'm not always stepping into the silence, that it has given other people sort of leadership opportunities around us. (P11)

> I naturally have kind of risen to more of a leadership role as new people come into the field and need support and consultation. . . . I have a lot that I could share, and I don't know if it's just that stage in life of wanting to do that. So I guess when I think about leading it's wanting to share things as I move into the next chapter. (P23)

Advising emergent leaders had become part of how these participants gave back what they had received.

Know thyself . . . and accept thyself. Many of the participants spent considerable time worrying that their introversion would prevent them from being perceived as leaders. They ultimately came to terms with how to best negotiate all facets of themselves, and would advise emergent leaders to avoid doubting themselves. It is my hope that the cycle that was revealed by this research can be used as a tool for understanding self and others. The better that emergent or existing introverted leaders understand their own power and vulnerability, the more effective they will be in anticipating and avoiding unnecessary hardship.

> In terms of self-awareness . . . for people to just sort of recognize what they do need. . . . If you have expended a bunch of energy during the week, what do you do to replenish and re-energize, or how do you get that each day?' . . . I think a lot of people move through this world maybe not with great self-awareness, so maybe helping to give voice to what is happening. (P11)

> I think the first step is acceptance. You won't be able to expect others to accept you if you don't accept yourself. It sounds easy, but it takes a lot of courage. Even though introverts are often very reflective, they might not have the space or take the space to do that reflection, to build that confidence. . . . One other thing is an acceptance of who they are and that that is enough, that leadership comes in a lot of different colors, shapes and sizes. . . . Witness how you don't have [to be] the loudest voice in the room to influence or to move things forward. So I think that's the first step in sort of the acceptance of self and the appreciation of self and the recognition that there is a strength and a beauty in that. And once that is attained, one is amazed at how comfortable we can be with failure, with success, with ambiguity and even more so because of who we are. (P22)

Overall, one of the most valuable aspects of this research was the interviewees' willingness to share their experiences, in particular their difficulties. A practical thread ran through the accumulated interviews. Distilled into a message in plain language for emergent introverted leaders or those that worked with them, it is this: Introversion is part of who you are. Do not waste time or energy worrying that you are not right for leadership. Simply understand who you are, how you are, and how you want to be as a leader. You must cultivate awareness of your own strengths, liabilities, and processes and repeatedly test this awareness with others to ensure accuracy. There will be times you need to adapt and act outside of yourself; know that

those experiences generally yield rich rewards in the form of engagement and learning. Know, too, that your strong personal and professional relationships sustain you and deserve your attention and nurturing. Most of all, know that your reflective and reflexive nature serves you well: to restore you when you are depleted; to ready you for re-engagement; and to be the familiar, fruitful place it has always been where you can make meaning and be yourself.

The interviewees were compelled by the questions involved in introversion and leadership because the answers have practical implications. They are interested in what their peers had to say and most indicated that they wanted to be notified when the cumulative results were ready for consumption. Yet I think there is a more philosophical and psychological reason behind their curiosity; there is a dearth of meaningful, applied research that speaks to their experience. The participants in this research—or more appropriately termed, the participants who created this research with me—are authors of solutions to the lack of understanding with introversion and leadership has been considered.

Limitations

Chapter V also perforce includes stating the limitations of the research I undertook. I will address this in two ways: particular limitations about the scope of the research itself and second, reflections on the roads not taken in this research.

This study was undertaken in a domain in which there is ample empirical research, but little into the joint construct of introversion and leadership; as such, this research was exploratory. Though this inquiry revealed many extensions and affirmations of the literature that informed it, the results were not confirmatory of a particular stance, nor were they intended to be.

In many forms of inquiry, sample size is a key indicator of the rigor of research findings (see Chapter III for a complete explanation of how the current research met criteria for rigor in qualitative study). In constructivist grounded theory, as long as theoretical saturation is achieved, the actual size of the sample is immaterial. The 24 in-depth interviews yielded ample data and theoretical saturation was achieved. Moreover, initial data generated was reviewed and coded initially by a three-person coding team and thereafter by myself and a research partner.

Another perceived limitation of this research is in potential researcher and participant bias. Both I and all my participants identified as introverts and were typed as such on the Myers Briggs Type Indicator (MBTI®). This might have inclined us towards introversion as a preferred state. However, we took great care to explore the full range of participant experience, not just stories of thriving. In fact, the participants were more than willing to reflect on the aspects of their introversion which were perceived by them or others as liabilities. This breadth, and the support of the coding team, fulfilled the criterion for credibility.

Many professions were represented in the participant group, which might add to the transferability of the findings. However, it should be restated that the participants' views were their own, with no assumption that what we constructed together in this research would representative of all introverted leaders. Moreover, the findings described here do not necessarily capture ways of leading that are unique to introverts; it is simply notable that they participants seemed to see their introversion as inextricable, and therefore part of how they led.

Dependability, or the extent to which these findings could be replicated, was not a criteria I would expect could be fulfilled in open-ended, exploratory interviews. Finally, authenticity (the analog of quantitative research's neutrality) was achieved through informed consent and a

continuous awareness during interviews and in the writing of the findings that we were co-constructing this research together.

Some might consider this study's qualitative and exploratory methodology itself a limitation. However, it would be difficult to quantify the lived experiences contained herein. Calls for continued rigorous qualitative research in management and leadership studies (e.g., Locke, 2001; Ospina, 2004; Parry, 1998) and grounded theory in particular for its utility in illuminating areas of little understanding.

One of the critical aspects of constructivist grounded theory is its methodological and epistemological divorce from positivism. Therefore, though I did not set out to prove particular hypotheses, I am obliged as a researcher to address the question of data that was left behind. That begins with a forthright admission that I as a researcher could not include in the dissertation every discovery the participants and I made; I had to choose what I discerned was most salient and significant. Therefore, I omitted data simply because it did not emerge as dominant or explanatory of what was happening. Some of these data appear as curiosities and recommendations for future research.

Recommendations for Future Research

Any research suggests potential areas for additional exploration. Grounded theory research serves to generate concepts for further exploration, rather than proving hypotheses. In addition, it has specific utility on inquiry into areas that are not visible or well understood.

First, research could be designed to test findings from the theoretical propositions to determine if there is generalizability to a wider sample of introverted leaders or to assay transferability to a different population. For instance, there has been research done on depletion with extraverts (e.g., Gallagher et al., 2011; Zelenski et al., 2012) that used performance on

cognitive tasks as a measure. It would be interesting to create a means of evaluating performance on lengthier, more relational interactions.

Researchers could look at whether and how introverts and extraverts differed in terms of the various aspects of reflective and reflexive learning. Introverts, who in this research seemed naturally skilled at reflection-about-practice and knowledge-in-practice (Schön, 1983, 1987), intentionally stretched to incorporate reflecting-in-action. What could be said of leaders who considered themselves more extraverted?

In terms of identity, there are many possible avenues for research. If one accepts that introversion is a facet of individual identity, what more could we learn about managing multiple identities?

Relationships were key for these participants; because high quality connections (Bauer et al., 2006, Dutton & Heaphy, 2003) were so essential, more research could be done on the qualities of those relationships and how conducive they were to leader identity growth.

It would also be fruitful to explore the implications of these findings in terms of how they connect to the field of Relational Cultural Theory (Jordan, Kaplan, Miller, Stiver, & Surrey, 1991; Miller, 1976) which sees connection and relationship as a primary site of growth. This is a rich field, the roots of which I did not examine in this inquiry, but an initial examination of some of that literature (Fletcher & Ragins, 2007) quickly aligned with the field's concepts of growth-in-connection. I also saw echoes of "growth-fostering interaction" (Fletcher & Ragins, 2007, p. 381) in my primary dimensions of Stretching and Engaging.

There is a segment of recommendations for further research, alluded to in the limitations section, which was based solely on the fact that many interesting items came up in interviews that did not in the end emerge as developed enough to be core or primary dimensions, though

they often appeared mentioned in quotations or as conditions or outcomes of the dimensions. These left-behind items form a type of curiosity cabinet for some future researcher who found them as intriguing as I did. For instance, I would like to learn more about the importance of leaders showing vulnerability. It would also be fascinating to learn more about the dynamics of those who consider themselves to be reluctant leaders.

The last of my recommendations for further research is in the domain of happiness and well-being. I did not seek information explicitly about how the participants would describe themselves in these areas. But they seemed overall a group of people who were doing well and who were content. Several researchers (e.g., Ilies, Morgeson, & Nahrgang, 2005; Ryan & Deci, 2001) have looked at eudaemonia (or, loosely, a happy, full, thriving life lived in alignment with one's self). If one were to compare that research with that of scholars who have correlated extraversion to positive affect (e.g, Argyle & Lu, 1990; Costa & McCrae, 1980), what could one learn?

Conclusion

I began this research with a simple curiosity I had not been able to satisfy in the extant leadership literature; I wanted to know more about what was involved with introversion and leadership. This research processed profoundly deepened my understanding of the social processes that participants experienced. I hope that the way I have analyzed, synthesized and organized the findings is, first and foremost, considered by the people who interviewed with me to be an accurate and resonant representation of their experience. It is to them I owe the greatest allegiance, because this research exists because of their stories. Beyond the participants in this study, I hope that the models I created are useful tools for creating a clearer understanding for others.

How I looked at the questions about introversion and leadership certainly affected what I found and how one might find use for the findings. When Glaser and Strauss (1967) authored the seminal text on grounded theory, they were committed to a theoretical revolution of sorts. Their methods, especially in terms of building theory, were rooted in a democratic thrust:

> The two most important properties of conceptualization for generating grounded theory are that concepts are abstract of time, place, and people, and that concepts have enduring grab. The appeal of these two properties can literally go on forever as an applied way of seeing events. (Glaser, 2002, p. 25)

Although Glaser later diverged from Strauss and his followers' post-modern constructivist turn (e.g., Benson & Holloway, 2005; Caron & Bowers, 2000; Charmaz, 2009, 2014; Clarke, 2005, Kools et al., 1996; Schatzman,1991), and although his views on doing grounded theory were adamantine, he strongly adhered to the primacy of theoretical accessibility and workability. He asserted that if a grounded theory generated a strong enough concept, rooted in the data, then it could have translatable power to other fields or even to a lay population. It is gratifying that my constructivist grounded theory inquiry into the work lives of introverted leaders yielded a practical way to understand what all was happening for them (the cycle of living and leading with introversion) and ultimately supported a more inclusive definitions of leadership. Constructivist grounded theory is in fact ideal for accessing wisdom from lived experience that might not otherwise have been known.

> The potential of grounded theory to uncover the elusive qualities of the workplace, take the researcher beyond hegemonic understandings of organizations, hold as central the participants and their stories, portray complex interactions, include an intersectional stance, and make visible the role of silence, are all elements that situate grounded theory as a viable and powerful method for Equality, Diversity, and Inclusion (EDI) research. (Holloway & Schwartz, 2015, p. 2)

I entered into this inquiry with various tangled notions and hopes for what I would find. The methodology (and the instruction I received in how to use it accurately) revealed knowledge and

meaning beyond my expectations. I had been educated and influenced by research and scholarship that helped me understand what all was going on in leadership dynamics, but I had not encountered research that gave me access to what it meant to be an introvert and a leader. In pursuing this inquiry through constructivist grounded theory, I expanded my thinking about introversion and leadership significantly.

When I set out to do this research, it was to learn more about the experiences of leaders who identify as introverts and to see if there were discoveries the participants and I could make together about what was involved in living and leading with introversion. This research generated theories about the costs of leadership, the power of alignment of the leader and her own identity and cycle of engagement, the importance of a learning orientation, and the commitment to healthy relational practice. These concepts are strong, lasting, applicable, and accessible to any leader, emerging or seasoned, who is interested in a sustainable, lifelong path of development and growth.

Appendix

Appendix A

Antioch University Institutional Review Board Application

Institutional Review Board Application for Ethics Review	**Project:** A Grounded Theory Study of the Work Lives of Introverted Leaders **Status:**Approved with no modifications **Last Saved:** 6-5-2016 7:46:1

COPIED AND PASTED FROM: https://irb.antioch.edu/application.php?appid=2455

1. Name and mailing address of Principal Investigator(s): Leatrice Oram

2. Academic Department PhD in Leadership & Change

3. Departmental Status (Click one) STUDENT

4. Phone Numbers

5. Name of research advisor: Elizabeth Holloway

6. Name & email address(es) of other researcher(s) involved in this project: Coding team: Roxanne Swogger, Dr. Tim Eklin, Dr. Annette Cohen

7. Title of Project: A Grounded Theory Study of the Work Lives of Introverted Leaders

8. Is this project federally funded (Click one) NO

9. Expected starting date for data collection (Start date cannot be prior to IRB approval.)
12/26/2015

10. Anticipated completion date for data collection 5/30/16

You must respond to every question in this section. All supplemental documents / attachments must be added using the "Attachments" tab.

11. Project Purpose(s): (Up to 500 words) Describe: 1) the question or phenomenon you are investigating, 2) the project purpose, and 3) how the research will be disseminated or used.

In this grounded theory study, leaders who report having demonstrated introversion typology on the Myers Briggs Type Indicator ® will be asked to reflect on their work experiences. These data will be collected and analyzed simultaneously, leading to increasingly abstract concepts and potential construction of theoretical frameworks about social processes involved in introversion and leadership.

12. Describe the proposed participants- age, number, sex, race, or other special characteristics. Describe criteria for inclusion and exclusion of participants. Please provide brief justification for these criteria. (Up to 500 words)

Because my interest in the topic of introversion and leadership has developed over the last two years, I have collected a short list of leaders who in conversation with me have identified as introverts. After this initial purposive sampling (Jupp, 2006), I will recruit participants from several networks. First, I will use my own LinkedIn network to invite participation in interviews. Second, one of my short-list participants is a leader in a startup company that connects freelance professionals in a wide variety of disciplines; he will share my invitation with his network. Third, I will share my solicitation with the Antioch University PhD in Leadership & Change Hallway online community forum to access the network of alumni and their contacts. These routes will expose me to a more heterogeneous group of participants than either my short list or my own professional network, in which those working higher education are preponderant.

As the interviews unfold, theoretical sampling will be guided by the data; I may be required to do theoretical sampling to explore an emerging concept further with other populations who might have other perspectives or hold different roles. This sampling may extend to selecting participants from particular organizational sectors or widening representation from a demographic characteristic.

NOTE: If the participants are to be drawn from an institution or organization (e.g., hospital, social service agency, school, etc.) which has the responsibility for the participants, then documentation of permission from that institution must be submitted to the Board before final approval of the project. This document should be scanned and attached to this application (final section below)

14. Describe the proposed procedures, (e.g., interview surveys, questionnaires, experiments, etc.) in the project. Any proposed experimental activities that are included in evaluation, research, development, demonstration, instruction, study, treatments, debriefing, questionnaires, and similar projects must be described. USE SIMPLE LANGUAGE, AVOID JARGON, AND IDENTIFY ACRONYMS. Please do not insert a copy of your methodology section from your proposal. State briefly and concisely the procedures for the project. (500 words)

Participation will consist of filling out a brief questionnaire to on the solicitation letter to determine eligibility. Participants will be included on the basis of two criteria. First, they will have demonstrated introversion on a Myers Briggs Type Indicator (MBTI®, a personality inventory referred to in this study to identify whether participants type within the introversion range of the introversion-extraversion continuum.) Second, they must identify as leaders. Eligible respondents will then provide additional demographic data for the purposes of case classification. Then participants will engage in an audio-recorded interview with me lasting up to an hour. In this interview, we will explore their reflections on their work lives. I will make

an audio recording of the interview and submit that recording to a transcription service professional who has agreed to confidentiality. I will share the transcript with the participant for their review and striking of any information, then I will strip the transcript of identifying data and share the final transcript with my coding team and dissertation chair during the periods of analysis.

15. Participants in research may be exposed to the possibility of harm — physiological, psychological, and/or social—please provide the following information: (Up to 500 words)

a. Identify and describe potential risks of harm to participants (including physical, emotional, financial, or social harm). NOTE: for international research or vulnerable populations, please provide information about local culture that will assist the review committee in evaluating potential risks to participants, particularly when the project raises issues related to power differentials.

Participants of this research project may be made uncomfortable by a posed interview question. They will not have to answer any discussion question that makes them feel uncomfortable. All other potential risks (of identification by readers of the dissertation, for instance) should be mitigated by the de-identifying of the data (no use of names, institutional affiliation, or locations.)

Each participant will have taken the Myers Briggs Type Indicator (MBTI®) at some point in the past and will be asked to disclose one aspect of their results (i.e., if they typed as an introvert on the introversion-extraversion continuum of the instrument.) It is possible that discussion of these results may have an impact on their sense of well-being.

It is also possible that their experiences of introversion and leadership were negative ones that are painful to recall; the consent form includes a clear opt-out provision should they not want to continue at any point in the project.

b. Identify and describe the anticipated benefits of this research (including direct benefits to participants and to society-at-large or others)

Our interview discussion may help participants more explicitly understand their own process of development as an introverted leader. Also, this research topic and study may help me develop and share with a wider audience a greater understanding of the social processes involved in introversion and leadership, an under-researched topic.

c. Explain why you believe the risks are so outweighed by the benefits described above as to warrant asking participants to accept these risks. Include a discussion of why the research method you propose is superior to alternative methods that may entail less risk.

Because participants are not from vulnerable populations and are engaging voluntarily in this study, the risks are minimal at the outset. Moreover, interviewing is not an intrusive or

experimental process. The participants will also have the opportunity to review the transcripts from the interview and strike any information they, upon reflection, would rather not include in the study. Therefore they will exercise some level of personal control over and approval of the data before it is included. Disclosing their type on the introversion-extraversion facet of the MBTI® should also pose minimal risk since the participants are reflecting on a past experience with an instrument which is neither lengthy, arduous, nor summative in its demonstration. For instance, it has no assessment value of intelligence or capability, nor does its interpretive language pathologize any of the resulting typology. These neutral qualities are one of the reasons I selected typing from the MBTI® from among other personality instruments. The other reason for choosing the MBTI® is its design for measuring introversion-extraversion on a spectrum, whereas most of the other tools measure extraversion; introversion is therefore a low extraversion score. Another significant reason why my chosen research methodology is justified is that constructivist grounded theory was developed to embrace the idea of multiple realities and to capture some of the layered experiences of participants. Constructivist grounded theory intensive interviewing in particular allows for the co-construction by participant and researcher of resulting theory through the process of gathering narrative data.

d. Explain fully how the rights and welfare of participants at risk will be protected (e.g., screening out particularly vulnerable participants, follow-up contact with participants, list of referrals, etc.) and what provisions will be made for the case of an adverse incident occurring during the study.

Again, participation is voluntary. Participants may refuse to disclose their MBTI® typology, may stop the interview at any time, may review and edit the transcript, and may withdraw from the study with no adverse effects.

16. Explain how participants' privacy is addressed by your proposed research. Specify any steps taken to safeguard the anonymity of participants and/or confidentiality of their responses. Indicate what personal identifying information will be kept, and procedures for storage and ultimate disposal of personal information. Describe how you will de-identify the data or attach the signed confidentiality agreement on the attachments tab (scan, if necessary). (Up to 500 words)

After the interview, the data will be transcribed by a professional transcriptionist who has agreed to confidentiality. I will strip the transcript of identifying data and only then share the final transcript with my coding team and dissertation chair during the periods of analysis. During the research study, the notes, transcripts, and recordings of the interviews will be kept in a locked, secure location. Please see attached the sample informed consent form which each participant will read and sign. A note here about the informed consent letter: it is written at the 11th grade reading level, and I know that such letters are recommended to be written at no more than an 8th grade reading level. I believe I can legitimately anticipate that my interviewees will fully

understand the contents of the letter, since all of them will probably have completed at least a bachelor's degree. In the unlikely event that this is not the case, I can rewrite the letter to be at a lower reading level.

17. Will electrical, mechanical (electroencephalogram, biofeedback, etc.) devices be applied to participants, or will audio-visual devices be used for recording participants? (Click one) YES

If YES, describe the devices and how they will be used: Handheld audio recorder to record interviews for transcription.

18. Type of Review Requested (Click one) EXPEDITED

Refer to the definition of review types in your paper documentation.

Please provide your reasons/justification for the level of review you are requesting.

This research could be considered exempt because it involves voluntary participants who are not in vulnerable categories (e.g., children or prisoners) and the methods are low or no risk interviews.

☑ I Agree I agree to conduct this project in accordance with Antioch University's policies and requirements involving research as outlined in the IRB Manual and supplemental materials. My research has been approved for submission by my departmental HRC representative, and by my advisor (if applicable).

Attachments

19. Informed consent and/or assent statements, if any are used, are to be included with this application. If information other than that provided on the informed consent form is provided (e.g. a cover letter), attach a copy of such information. If a consent form is not used, or if consent is to be presented orally, state your reason for this modification below. In cases when oral consent will be used, include the text to be used for the oral consent. *Oral consent is not allowed when participants are under age 18.

Some questions will be asked at time of recruitment and at time of consent (see attached INFORMED CONSENT LETTER)

20. If questionnaires, tests, or related research instruments are to be used, then you must attach a copy of the instrument at the bottom of this form (unless the instrument is copyrighted material), or submit a detailed description (with examples of items) of the research instruments, questionnaires, or tests that are to be used in the project. Copies will be retained in the permanent

IRB files. If you intend to use a copyrighted instrument, please consult with your research advisor and your IRB chair. Please clearly name and identify all attached documents when you add them on the attachments tab.

Some questions will be asked at time of recruitment and at time of consent (see attached INFORMED CONSENT FORM and RECRUITMENT COMMUNICATION)

Also attached is "OPENING QUESTIONS AND TOPICS TEMPLATE". Grounded theory interviews do not include a pre-established list of interview questions or a rigid interview guide.

Appendix B

Participation Invitation

My name is Leatrice Oram and I am a doctoral candidate in the PhD in Leadership & Change program at Antioch University. I am writing to inquire about your participation in my dissertation research study on the work lives of leaders. It is possible that you may be eligible to participate in this study. Eligibility consists of meeting two criteria:

1. You have served or are serving in some kind of leadership capacity
2. You have taken a Myers Briggs Type Indicator (MBTI®) at some point in the past and can recall that your type began with "I", demonstrating introversion on the introversion-extraversion scale.

Please be aware that, even if you are eligible, your participation in this or any research study is completely voluntary. There will be no consequences to you whatever if you choose not to participate. If you do choose to participate, the study will involve an hour long audio-taped interview with me, discussing your experiences of introversion and leadership. In order to determine your eligibility in participating, please answer these questions:

	Yes	No
I have taken the MBTI® and type as an Introvert		

	High	Moderate	Low	Don't recall
The degree to which I demonstrated introversion on the MBTI®				

	0-5	6-10	10+
I took the MBTI® _____ years ago			

I have served in the following leadership capacity:	Current	Past	Approximate Years in Role
Project leader			
Team leader			
Department / division leader			
Director			
Chief Executive			
Other (Please explain:)			

If you would prefer not pursue this research project at all, please call me at xxx.xxx.xxxx or email me at xxxx@antioch.edu so I can remove your name from my list of potential participants. Again, participation is completely voluntary.

The proposal for this study, as well as the content of this participant recruitment communication letter, have been reviewed by the Antioch University Institutional Review Board (IRB) which is a committee whose members are tasked with ensuring that research participants are protected. If you wish to find out more about the IRB or have any ethical concerns about this project, please contact Dr. Philomena Essed at xxxx@antioch.edu.

If you have any questions about the study either before you decide to supply this information or at any point, please contact me as indicated above. If you decide to participate and are eligible to do so, please read and complete the attached informed consent letter and return both these documents to me via email to xxxx@antioch.edu

Many thanks,

Leatrice Oram
Doctoral Candidate
PhD in Leadership & Change
Antioch University
xxx.xxx.xxxx
xxxx@antioch.edu

Appendix C

Informed Consent Letter

Name of Principal Investigator: Leatrice Oram
Name of Organization: Antioch University PhD in Leadership & Change Program
Name of Project: "A Grounded Theory Study of the Work Lives of Introverted Leaders"

My name is Leatrice Oram, and I am a doctoral student in the Antioch University PhD in Leadership and Change. As part of my degree program, I am conducting research on introversion and leadership. This letter contains information about the project and a description of the research process. You may talk to anyone about the project, and take time to reflect on whether you want to participate or not. You may ask questions at any time. Participation in this research project is voluntary.

Purpose of the research project: My project consists of interviewing individuals to learn more about their experiences with introversion and leadership.

Participant selection: You are eligible for inclusion in my research if you meet two criteria:

1) You report that a past administration of the Myers Briggs Type Indicator (MBTI®) typed you as an introvert on the introversion-extraversion continuum.
2) You report that you hold or have held leadership positions.

Type and terms of participation: You will participate in minimum of one audio-recorded interview with me lasting up to an hour. In this interview, we will explore your reflections on your work life.

Confidentiality: I will make an audio recording when we meet for the sole purpose of generating a transcript for coding and analysis. I may also take handwritten notes. You may request during the interview to speak off the record and you may also choose to stop the interview at any time. The interview will be transcribed by a professional transcription service bound by confidentiality. I will share the transcript with you; you will have the opportunity to review the transcript and strike any information if you wish. I will then strip the transcript of identifying data and share the final transcript with my coding team and dissertation chair during the periods of analysis. During the research study, the notes, transcripts, and recordings of the interviews will be kept in a locked, secure location. Sections of the interviews may appear—with personally identifying information removed—in the dissertation and that dissertation will be published in an open access repository.

Risks: Participants of this research project may be made uncomfortable by a posed interview question. You do not have to answer any discussion question that makes you feel uncomfortable.

Benefits: Your participation may help you develop a more explicit understanding of your professional development and may help me develop a greater understanding of the social processes involved in introversion and leadership.

Reimbursements: You will not be reimbursed for participation. Because I want to accommodate your schedule when finding a time to meet, if that should happen over coffee or some other refreshment, I will cover that expense.

Questions: If you have any questions regarding this project that you have not asked as part of this informed consent process, please contact me, Leatrice Oram, at xxxx@antioch.edu or xxx.xxx.xxxx. My dissertation chair is Dr. Elizabeth Holloway; should you have additional questions, she can be reached at xxx.xxx.xxxx or xxxx@antioch.edu . The proposal for this study, as well as the content of this informed consent letter, have been reviewed by the Antioch University Institutional Review Board (IRB) which is a committee whose members are tasked with ensuring that research participants are protected. If you wish to find out more about the IRB or have any ethical concerns about this project, please contact Dr. Philomena Essed at xxxx@antioch.edu.

Thank you again for your help.
Leatrice Oram, doctoral student in Antioch University's PhD in Leadership & Change
Your signature on this consent form indicates your agreement to participate in this project. You will be given a copy of this form to keep, whether you agree to participate or not. The second signed consent form will be kept by the researcher.

I understand that I do not have to participate in this project. I have read the consent form and all of my questions about the project have been answered. **I agree to participate in this project.**

Printed Name of Participant

Signature of Participant Date

To be filled out by the researcher:
I confirm that the participant was given an opportunity to ask questions about the project and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent and the consent has been given freely and voluntarily.

Printed Name of Researcher

Signature of Researcher Date

Appendix D

Demographic Information Form

Name of Principal Investigator: Leatrice Oram
Name of Organization: Antioch University PhD in Leadership & Change Program
Name of Project: "A Grounded Theory Study of the Work Lives of Introverted Leaders"

Participant selection: You are eligible for inclusion in my research if you meet two criteria:

1) You report that a past administration of the Myers Briggs Type Indicator (MBTI®) typed you as an introvert on the introversion-extraversion continuum.
2) You report that you hold or have held leadership positions.

Because you have chosen to participate, I also ask that you provide demographic data as indicated below for reference and analytical purposes; these demographic data are otherwise not pertinent to the selection process. Participation in this research project is voluntary.

Confidentiality: This demographic information will be used solely to provide notes for data analysis. During the research study, the notes, transcripts, and recordings of the interviews will be kept in a locked, secure location. Sections of the interviews may appear—with personally identifying information removed—in the dissertation and that dissertation will be published in an open access repository.

The proposal for this study, as well as the content of this demographic questionnaire, have been reviewed by the Antioch University Institutional Review Board (IRB) which is a committee whose members are tasked with ensuring that research participants are protected. If you wish to find out more about the IRB or have any ethical concerns about this project, please contact Dr. Philomena Essed at xxxx@antioch.edu.

Age:
Gender:
Racial Identity:
Ethnicity:
Country of birth:
Domestic status:

____Single
____Partnered
____Married
____Divorced
____Widowed

Highest level of education:

____High School
____Some college
____Completed college
____Some graduate study

____Completed Master's degree
____Some doctoral / professional study
____Completed doctoral degree (PhD, EdD)
____Completed professional degree (PsyD, MD, JD)

Field(s) of work:

Years in profession:

Point in profession:

____mid-career
____late career
____retired
____other

Current work status

____full time
____part-time
____retired
____unemployed
____freelance / consultant

Appendix E

Interview Topics Template

Opening Interview Questions and Probing / Deepening Questions

Q1. Tell me about your experience being an introvert.

Q2. How has your introversion played a role in your work life?

Q3. Can you tell me more about _____?

Q4. What do you think was happening?

Q5. Before you mentioned _____. May we return to that idea to learn more about it?

Q6. What more would you like to say about _____?

Areas of Potential Interest for Exploration

Development as leader	Growth & Change
Working independently	Working in teams
Work / Life Balance	Career transitions
Career trajectory	Post-career plans
Training	Supervision
Stress	Relaxation
Self-Perception	Evaluation / Assessment of Self and Other
Identity (professional & personal)	Well-being
Supports	Family / Partner / Spouse / Children

Appendix F

Free Nodes

A Few Close Friends	Being alone
Acceptance Of Self	Being an introvert
Accepting self	Being an introvert is cool now
accomplish something	Being an organizer
acquisition work	Being authentic
Acting extraverted out of fear	Being autodidact
Acting out	Being available
Active Household	Being better in small groups
active listening	Being better one on one
Adam Grant	Being comfortable around people
Adapting behavior	Being comfortable in own skin
adopt professional behaviors	Being comfortable working alone
adopting a wing man	Being concerned with individual development
Adopting a work persona	Being contrarian
Advising introverts	Being counter-dependent
age and longevity	Being criticized for being task oriented
Allows Time For Reading	Being divorced
Always Trying to Catch Up	Being drained by performing
Anxiety Caused By Incomplete Tasks	Being eldest child
Anxiety Caused By Strangers	Being emotionally awkward
Appearing extraverted to others	Being emotionally detached
Appreciation For Introversion	Being empathic
Attaboys At the End Of A Process	Being extraverted as defense
Avoiding center of attention	Being first generation college student
Avoiding glad-handing	Being forced to interact socially
back to studying	Being gay
bad career choice	Being good at leading groups
Bad Career Choice Due To Introversion	Being good student
Balancing act	being hands-on
Balancing introversion to be leader	Being happier as member of team
Being self-reflective	Being heartbroken
Bearing down	Being impatient in school
Becoming Comfortable	Being in hierarchical system
Becoming less reliant on others	Being in the wrong career
Becoming more introverted over time	Being interested in product over process
Being a bully	Being introspective

Being a divergent thinker	Being introvert as child
Being a good writer	Being introvert with good social skills
Being a leader as child	Being intuitive
being a list person	Being Kolb diverger
Being a parent	Being labeled a nerd
Being a reader	Being little man of the house
Being a thinker	Being mentored
Being adultified	Being misjudged
Being African American	Being more introverted as older person
Being more patient	career or field
being nervous	Carrying organizational angst
Being nervous about public speaking	Carrying The Load Alone
Being Odd	Cautioning about cost to introverts
Being open to surprise	Challenging self intellectually
Being outside comfort zone	changed major
Being overqualified	Changing jobs
Being part of a work persona	choosing to say no
Being popular	Collaborating
Being present	College major
Being pushed outside by family	Comfort In Small Group Settings
Being quiet	Comfortable In My Studies
Being quiet in groups	Comforting self
Being Quiet Is Only A Partial Explanation	Complementarity
Being realistic	concern for individuals
Being recruited	Concerned for Individual Development
Being relational	Confronted About Introverted Behavior
Being required to speak in front of groups	considered a leader
Being scared	Containing
Being scolded for not speaking up	conversations waste of time
Being seen as different	Conversing about leadership
Being self-contained	corporate culture
Being self-reflective (Nodes)	Crazy Amount of Hours
Being shy as child	Creating trusting relationships
Being structured	Crunching Out The Work
Being strung out by too much time with others	Dealing with crazy people
Being surrounded by extraverts	Defining introversion
Being task oriented	Defining leadership
Being tired out by people	Describing advance and retreat
Being too convicted for own good	Describing comfort level
Being too much in isolation as child	Describing conflict in connection

Being uncomfortable	Describing disappointment
Being uncomfortable around extraverts	Describing entrepreneurship as child
Being vulnerable	Describing importance of acting
bellicosity	Describing inclusion and autonomy
birth order	Describing introversion as gift
Borderlines	Describing introverted leadership
Borderline	Describing introverted workplace
Buddhist	Describing introverts in public vs private
Buddhist Framework	Describing leadership positions
Building allegiances	Describing losing the group
Building own theory of leadership	Describing making friends
can't stand stimulus	Describing new approaches to leadership
Care For Self	describing personality
Describing politics and introversion	Facing challenges as leader
Describing professional identity	Faking it
Describing reluctance	familiar people
Describing retirement	Family Environment Was Not Social
Describing self as child	Family not being social
Describing shyness	Family Owned Business Climate
Describing value driven organizations	family priorities
Describing views on change management	family relationships
Describing working with extraverts	family run business
didn't want to be a leader	Family support
Differentiating between work and non-work	Feeling anxious
Difficult Being In Front Of People	Feeling conscious tipping point
difficult people	Feeling early leadership was not collaborative
Difficult Personalities	Feeling frustration and anger as kid
Difficult To Act Introverted	Feeling hopeless
Difficult To Be An Introverted Politician	Feeling humbled
Digging into stuff	Feeling isolated
digital environment	Feeling it is easier to be introvert today
Discovering selfless leading	Feeling leadership as isolating
Disliking doing performance reviews	Feeling not as smart as others
Disliking management role	feeling not as smart as peers
doesn't come natural	Feeling pain in social settings
Doing things oneself	Feeling panic
Doing too much	feeling physically ill
done on the QT	Feeling process is boring
don't think of myself as a leader	Feeling relieved to leave social situations
Dragging people through process	Feeling separate

drama	Feeling uncomfortable
earning credentials	Fell In Love With Accounting
Ego vs Introversion	fell in love with career
embarrassed	Find a mentor
Emerging leadership	finding energy when I'm by myself
Emotional intelligence	Finding voice
Energy Comes From Within	first generation college
Engaging others	First Generation College Student
enjoyment	first job in career of choice
excelled at math and science	first managerial role
Existing outside comfort zone	First noticing introversion
exposing vulnerability	Fitting Into New Groups
Extraversion as embedded in leadership	Follow The Lead Of Others
Extraverting	Forced Social Interactions
Extroversion Does Not Come Naturally	Forced Socialization To Work The Room
extrovert	Forcing self
Extroverted Leader	Friends In The Office
Friends Through Athletics	Great quotation on public speaking
Gaining energy by being alone	Great quotation on putting self out there
Gaining energy from isolation	Great quotation on relief after intense socializing
Getting feedback from others	Great quotation on seeking help
Getting in trouble	Great quotation on self awareness
getting out of shell	Great quotation on self care and renewal
Getting out of the way	Great quotation on shyness
Getting Out Of Your Shell	Great quotation on teaching leadership
Getting positive reviews	Great quotation on the costs of leadership
Getting things done	Great quotation on work and family
Giving people freedom	grew the department
Giving people voice	Grew To Become More Social
Goal Oriented	Growing more comfortable with self
Going against one's strength	Growing more relational
Going back to own space	Growing out of shyness
Going up in your head	Growing professionally
good at my job	Growing size of company
good social skills	Growing up in big family
Graduating college	Growing up in the south
Great quotation on how introversion feels	guidance counselor
Great man theories	Guided To Engineering
Great Man Theory	Guiding Self Reflection In Others

Great quotation about emergent leadership	gut wrenching
Great quotation about relational practice	Having narcolepsy
Great quotation on advance and retreat	Happiest When Writing
Great quotation on advising introverted leaders	Happy Dealing With People
Great quotation on agency	Happy When Absorbed In Tasks
Great quotation on being and doing	happy-go-lucky guy
Great quotation on change management	Having an escape plan
Great quotation on engagement	Having conversations about race
Great quotation on growing	Having easier time speaking to large groups vs small
Great quotation on how introversion	Having eyes opened professionally
Great quotation on how introversion feels	Having few close friends
Great quotation on impact of not using voice	Having friends at work
Great quotation on internalized processing	Having great listening skills
Great quotation on introversion	Having integrative challenge
Great quotation on introversion and leadership	Having more space in life
Great quotation on introversion and leadership (Nodes)	Having One Close Friend At Work
Great quotation on introverted leadership	Having one life to give
Great quotation on leadership as insulating	Having physical reactions
Great quotation on listening	Having regret
Great quotation on managing multiple identities	Having supportive family
Great quotation on mindfulness and leadership	Having strong relationships
Great quotation on needing to retreat	Hearing others
Great quotation on partnerships	Helping others discover leadership skills
Helping students find their leadership voice	Introversion feeling organic
Hiding Being Computer Screen	Introversion varying depending on arena
Hiding dependency	Introverted Salespeople
honing leadership skills	Introvert-extravert teams
hopeless	Introverts Don't Talk Very Much
Humbling experience	Introverts Paradise
I Come From A Place Of Quiet	Isolated From Current Coworkers
I Didn't Want to Discover People	isolation
I Didn't Want To Lead	job changes
I don't tell people	Just Didn't Like Engineering
I Feel Cut Off	Knowing what needs to be done
I Get Along With People	Lack Maturity For Social Settings
I Get More Done At Home Office	Lack of public roles
I Have An Eye On The Backdoor	large or small companies
I Just Like To Be Alone	Lead 100 People

I Really Need To Make Friends	Leadership as individual
I Think I was Well Liked	Leadership as insulating
I Wait To Speak	Leadership Is Not My Strength
I Was A Blank Screen	leadership style
I was very comfortable	Leading from the center
I was young	Learn Not To Be A Fly On The Wall
I Work From Home	Learned to Manage People
Identifying as an introvert	Learned to Manage Processes
Identity related issues	Learned to Work A Room
IE Continuum	learning from my experience
I'm A List Person	Learning from others
I'm glad that's over	Learning importance of partnerships
I'm Not A Social Person	Learning to ask for help
I'm Not On Many Teams	Learning to manage people
I'm Really Only Good At Writing	Leaving organization
I'm Self Contained	Letting be oneself
I'm Uncomfortable Around Extroverts	Listening huge amount
Imposter syndrome	Listening not seen as valuable
Inspiration From Self	Listening well
Integrating other's input	Locked Away In My Little Room
Interested In Things	Losing temper with people
Interfacing with outside world	love to work
Intrinsically Motivated	Loving his work
Introducing himself	Loving working with people
Introduction	Made An Accommodating Gesture
introspection	major or career choice in college
Introversion And Spousal Relationships	Making analytical leaps
making it a goal	New leadership being misperceived
Making lists	No Interest In Process
Making Meaning Of The Outside World	No Public Speaking Role
making money	Nonidentity
Making space for self care	non-identity
Managerial Role	Not seeking validation
Managing anxiety	Not always being vocal
Managing difficult people	Not As Smart As My Peers
Managing mentoring program	Not assuming
Managing people	Not behaving as one expects a leader would
Managing personal boundaries	Not Behaving Like A Traditional Leader
Managing team	Not being ashamed
Marriage breaking down	Not being comfortable with anger

Marshalling resources	Not being confident
Masking	Not being good at showboating
Matured Into Becoming More Comfortable	Not being interested in leadership
MBTI	Not being outgoing
MBTI classification	Not completing PhD
meeting times	NOT confident
Mentor	Not dragging people through process
Mentoring	Not expending energy
Mindful Leadership	Not feeling whole self is OK
Mindfulness	Not getting caught up in drama
Misjudged	Not liking crowds
Misjudgment By Others Due To Introversion	Not liking phone
Missing social aspects of workplace	Not One To Speak Up
Most Comfortable With Own Tasks	NOT outgoing
Motivated By Self Challenges	Not pretending
Motivating others	Not rescuing people
Name	Not Shy
Needing freedom	Not sitting at head of table
Needing not to do things	NOT social
Needing others	Not speaking out
needing outside validation	not sure what I wanted to major in
Needing quiet for work	Not taking shit
Needing renewal	not the best use of my abilities
Needing safe place to blow off steam	Not thinking of self as leader
Needing time alone	Not understanding what was happening to him
Needing to be social for work	Not using perks
Needing to retreat	Not vocalizing needs
Never Suffered Professionally	Not wanting to come off as task oriented
New leadership being misperceived	Not wanting to manage team
No Interest In Process	Not wanting to be responsible for others
No Public Speaking Role	not what I wanted to do
Nonidentity	Nurturing Parents
non-identity	office friends
Not seeking validation	office life
Not always being vocal	one-on-one
Not As Smart As My Peers	One-On-One Parenting Approach
Not assuming	Organizational consulting
Not behaving as one expects a leader would	Others' opinions mattering less
Not Behaving Like A Traditional Leader	out of comfort zone

Not being ashamed	Outside Of My Comfort Zone
Not being comfortable with anger	Outside Validation Not Required
Not being confident	Over-preparing
Not being good at showboating	Partner being more extraverted
Not being interested in leadership	Partnerships
Not being outgoing	People being amazed
Not being self promoting	People having to live it
Not completing PhD	People not understanding analytical leaps
NOT confident	People, Processes, and Products
Not dragging people through process	Performing
Not expending energy	Perspective taking
Not feeling whole self is OK	Planned Time Alone
Not getting caught up in drama	Planning Energy Usage
Not knowing what to say	Played Sports
Not liking crowds	playing catch up
Not liking phone	playing sports
NOT outgoing	Playing to strengths
Not pretending	People not knowing you're introvert
Not rescuing people	Portraying introversion as negative
Not Shy	Positioning self with bosses
Not sitting at head of table	Positions Of Authority
NOT social	Positive Job Referral
Not speaking out	Positive Sibling Relationships
not sure what I wanted to major in	presidential election
Not taking shit	Pretending to be extravert
not the best use of my abilities	process driven
Not understanding what was happening to him	product over process
Not using perks	Protecting yourself
Not vocalizing needs	prove myself
Not wanting to come off as task oriented	Providing meaningful work
Proving self	Shrinking social networks
public speaking	Shy People Marginalized
Public Speaking Not Enjoyable	shyness
Put Yourself Out There	Sitting at table
putting myself out there	social expectations
Putting self out there	Social Settings Can Round You Out
Quiet environment	Solid Reputation
quiet in groups	Solving problems
Quiet leadership	Speaking extemporaneously
Quiet The Noise	Speaking in front of groups

Rather Do Something By Myself	speaking up
Rather Produce My Own Work	Splitting work life and social life
Reaching out to make new friends	Starting first job
Realizing can't do it alone	Starting first managerial role
Realizing new perspective	Starting non-profit
Recharging	Starting with appreciation
Recognizing failures	Staying away from toxic people
recruited for a position	Staying with small organizations
reduces anxiety	Staying with the people
Reflecting on leadership	Stepping down from position
Regulating time and energy	structure
religious leader	Struggling with groups
Relying on inner resources	Struggling with people
Remarrying	Struggling as introvert
Replenishing	Struggling to be more emotional
Reprioritize My Time	Struggling to maintain organizational face
responsibility for others success	Struggling when he can't retreat
returned to banking	Struggling with groups (Nodes)
Roll Up The Sleeve Type	Struggling with leaders who aren't effective
scale between intro and extro	Struggling with meetings
Seeing introversion as liability	Struggling with socializing
Seeing introversion as positive	Struggling with work socializing
Seeing leaders who weren't relational	studious
Seeking out others' knowledge	Studying mindfulness
Seeking Quiet Pursuits	Supporting best self
self acceptance	Susan Cain
Servant Leadership	Switching codes
Set An Example	Taking heat as leader
setting an example	Taking pleasure in others' success
Setting direction	Talking about leadership theory
Shame	Talking about relationships
Sharing family history	Teaching leadership
Sharing history	Teaching self care
The Paradox Of Leadership	Wanting others to be happy
then got into a related field	Wanting people to achieve more
Thinking about humility	Wanting staff to do better
Thinking about why leaders fail	Wanting to be accommodating
Thinking critically	Wanting to escape
Thinking if only	Wanting to retreat
thrill of finding solution	Wanting to spend more time with family

Thrill of Working With Numbers	Watching confidence grow
Tolerating a lot as introvert	Wearing a mask
Transition Back to Banking	Wearing multiple hats
Transitioned Into Banking	Wondering how he is perceived
Transitioning From Leadership To Mindfulness	work boundaries
Tremendous Effort To Be Liked	Worked Harder And Harder
true to myself	Working alone
Trusting people	working at coming out of myself
Trying public speaking	working by myself
Uncomfortable Being Responsible For Others Success	working crazy amount of hours
Uncomfortable Being Social	working from home
Understanding extraverts	working harder
Understanding others	Working harder than others
Understanding what is	Working long hours
Understanding where one belongs in organization	Working long time at one place
Unfamiliar With College Life	Working on self
Unstructured Settings Were Gut Wrenching	working the room
Using one's voice	Working to come outside self
Very Good Social Skills	working with a team
wait until I have something to say	Working with complementary people
Waiting til has something to say	Working with social anxiety
walking away	Wrapping up the interview
Walking away from position'	Writing
Wanted College Education	Writing as introverted activity

Appendix G

Permissions

ANTIOCH UNIVERSITY

Leatrice Oram [redacted]@antioch.edu>

Permission
1 message

Leatrice Oram [redacted]@antioch.edu> Mon, Jul 25, 2016 at 6:49 PM
To: Leatrice Oram [redacted]@antioch.edu>

---------- Forwarded message ----------
From: **CChesson** [redacted]@antioch.edu>
Date: Wed, Jun 8, 2016 at 3:12 PM
Subject: Permission
To: Leatrice Oram [redacted]@antioch.edu>

I give Leatrice Oram permission to use my rendering of her models [Figure 5.1 and Figure 5.2]. I understand that thls dissertation will be archived in Proquest [print on demand publisher] and in two open access archives, Ohiolink ETD Center and AURA: Antioch University Repository and Archive.

Dani Chesson

References

Agle, B. R., Nagarajan, N. J., Sonnenfeld, J. A., & Srinivasan, D. (2006). Does CEO charisma matter? An empirical analysis of the relationships among organizational performance, environmental uncertainty, and top management team perceptions of CEO charisma. *Academy of Management Journal*, *49*(1), 161–174. doi:10.5465/AMJ.2006.20785800

Albert, S., Ashforth, B. E., & Dutton, J. E. (2000). Organizational identity and identification: Charting new waters and building new bridges. *Academy of Management Review, 25*(1), 13–17. doi:10.5465/AMR.2000.2791600

Allik, J., & McCrae, R. R. (2004). Toward a geography of personality traits: Patterns of profiles across 36 cultures. *Journal of Cross-Cultural Psychology, 35*(1), 13–28. doi:10.1177/0022022103260382

Alvesson, M., Lee Ashcraft, K., & Thomas, R. (2008). Identity matters: Reflections on the construction of identity scholarship in organization studies. *Organization*, *15*(1), 5–28. doi:10.1177/1350508407084426

Anderson, C. A., Spataro, S. E., & Flynn, F. J. (2008). Personality and organizational culture as determinants of influence. *Journal of Applied Psychology*, *93*(3), 702–710. doi:10.1037/0021-9010.93.3.702

Argyle, M., & Lu, L. (1990). The happiness of extraverts. *Personality and Individual Differences*, *11*(10), 1011–1017. doi:10.1016/0191-8869(90)90128-e

Ashforth, B. E. (2009). Commentary: Positive identities and the individual. In L. M. Roberts & J. E. Dutton (Eds.), *Exploring positive identities and organizations: Building a theoretical and research foundation* (pp. 171–187). New York, NY: Routledge / Taylor & Francis.

Ashforth, B. E., & Johnson, S. A. (2003). Which hat to wear? The relative salience of multiple identities in organizational contexts. In M. A. Hogg & D. J. Terry (Eds.), *Social identity processes in organizational contexts* (pp. 31–48). New York, NY: Psychology Press.

Ashforth, B. E., Kreiner, G. E., & Fugate, M. (2000). All in a day's work: Boundaries and micro role transitions. *Academy of Management Review, 25*(3), 472–491. doi:10.5465/AMR.2000.3363315

Ashton, M. C., Lee, K., & Paunonen, S. V. (2002). What is the central feature of extraversion? Social attention versus reward sensitivity. *Journal of Personality and Social Psychology*, *83*, 245–251. doi:10.1037/0022-3514.83.1.245

Asplund, J., & Blacksmith, N. (2012). Productivity through strengths. In K. S. Cameron & G. M. Spreitzer (Eds.), *The Oxford handbook of positive organizational scholarship* (pp. 353–365). Oxford, UK: Oxford University Press.

Atwater, L., Wang, M., Smither, J. W., & Fleenor, J. W. (2009). Are cultural characteristics associated with the relationship between self and others' ratings of leadership? *Journal of Applied Psychology*, *94*(4), 876–886. doi:10.1037/a0014561

Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *Leadership Quarterly, 16*(3), 315–338. doi:10.1016/j.leaqua.2005.03.001

Bagozzi, R. P. (2003). Positive and negative emotions in organizations. In K. Cameron, J. Dutton, & R. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 176–193). San Francisco, CA: Berrett-Koehler.

Barrick, M. R., Mount, M. K., & Judge, T. A. (2001). Personality and performance at the beginning of the new millennium: What do we know and where do we go next? *International Journal of Selection and Assessment*, *9*(1–2), 9–30. doi:10.1111/1468-2389.00160

Bartel, C., & Dutton, J. (2001). Ambiguous organizational memberships: Constructing organizational identities. In M. A. Hogg & D. J Terry (Eds.), *Social identity processes in organizational contexts* (pp. 115–130). Philadelphia, PA: Psychology Press.

Bauer, T. N., Erdogan, B., Liden, R. C., & Wayne, S. J. (2006). A longitudinal study of the moderating role of extraversion: Leader-member exchange, performance, and turnover during new executive development. *Journal of Applied Psychology, 91*(2), 298–310. doi:10.1037/0021-9010.91.2.298

Bendersky, C., & Shah, N. P. (2012). The downfall of extraverts and rise of neurotics: The dynamic process of status allocation in task groups. *Academy of Management Journal*, *56*(2), 387–406. doi:10.5465/amj.2011.0316

Benson, K. P., & Holloway, E. L. (2005). Achieving influence: A grounded theory of how clinical supervisors evaluate trainees. *Qualitative Research in Psychology, 2*(2), 117–140. doi:10.1191/1478088705qp033oa

Beukeboom, C. J., Tanis, M., & Vermeulen, I. E. (2012). The language of extraversion: Extraverted people talk more abstractly, introverts are more concrete. *Journal of Language and Social Psychology, 32*(2), 191–201. doi:10.1177/0261927X12460844

Blader, S. L. (2007). Let's not forget the" me" in" team": Investigating the interface of individual and collective identity. In C. A. Bartel, S. Blader, & A. Wrzesniewski (Eds.), *Identity and the modern organization* (p. 61–84). Mahwah, NJ: Lawrence Erlbaum.

Blandin, K. (2013). Temperament and typology. *Journal of Analytical Psychology*, *58*(1), 118–136. doi:10.1111/j.1468-5922.2013.02020.x

Blumer, H. (1969). *Symbolic interactionism.* Berkeley: University of California Press.

Bono, J. E., & Judge, T. A. (2004). Personality and transformational and transactional leadership: A meta-analysis. *Journal of Applied Psychology, 89*(5), 901–910. doi:10.1037/0021-9010.89.5.901

Bono, J. E., Hooper, A.C., & Yoon, D. J. (2012). Impact of rater personality on transformational and transactional leadership ratings. *Leadership Quarterly, 23*(1), 132–145. doi:10.1016/j.leaqua.2011.11.011

Boozer, R. W., & Forte, M. (2007). The relationship of psychological type to political self-perceptions, political opinions, and political party membership. *Journal of Psychological Type, 67*(3), 17–29.

Bowers, B., & Schatzman, L. (2009). Dimensional analysis. In J. Morse, P. Stern, J. Corbin, B. Bowers, K. Charmaz, & A. Clarke (Eds.), *Developing grounded theory: The second generation* (pp. 86–126). Walnut Creek, CA: Left Coast Press.

Brewer, M. B., & Gardner, W. (1996). Who is this "we"? Levels of collective identity and self-representations. *Journal of Personality and Social Psychology, 71*(1), 83–93. doi:10.1037/0022-3514.71.1.83

Brickson, S. L. (2000). The impact of identity orientation on individual and organizational outcomes in demographically diverse settings. *Academy of Management Review, 25*, 82–101. doi:10.5465/AMR.2000.2791604

Brickson, S. L. (2007). Organizational identity orientation: The genesis of the role of the firm and distinct forms of social value. *Academy of Management Review, 32*, 864–888. doi:10.5465/AMR.2007.25275679

Brickson, S. L. (2008). Re-assessing the standard: The expansive positive potential of a relational identity in diverse organizations. *Journal of Positive Psychology, 3*(1), 40–54. doi:10.1080/17439760701751053

Brown, F. W., & Reilly, M. D. (2009). The Myers-Briggs type indicator and transformational leadership. *Journal of Management Development, 28*(10), 916–932. doi:10.1108/02621710911000677

Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking.* New York, NY: Crown.

Cameron, K. S. (2011). Effects of virtuous leadership on organizational performance. In S. I. Donaldson, M. Csikszentmihalyi, & J. Nakamura (Eds.), *Applied positive psychology: Improving everyday life, health, schools, work, and society* (pp. 171–183). New York, NY: Routledge / Taylor & Francis.

Cameron K. S., & Spreitzer, G. M. (Eds.). (2012). *The Oxford handbook of positive organizational scholarship*. Oxford, UK: Oxford University Press.

Cameron, K. S., Dutton, J. E., & Quinn, R. E. (Eds.), (2003). *Positive organizational scholarship: Foundations of a new discipline*. San Francisco, CA: Berrett-Koehler.

Campbell, F. B., Jr., & White, J. Z. (2009). Psychological type and minority student success in undergraduate social work programs. *Journal of Psychological Type, 69*(4), 50–62.

Capretz, L. (2008). Psychological types of Brazilian software engineering students. *Journal of Psychological Type, 68*(5), 37–42.

Caron, C. D., & Bowers, B. J. (2000) Methods and applications of dimensional analysis: A contribution to concept and knowledge development in nursing. In B. Rodgers & K. Knafl (Eds.), *Concept development in nursing, foundations, techniques and applications* (2nd ed.) (pp. 285–319). Philadelphia, PA: W.B. Saunders.

Casciaro, T. (1998). Seeing things clearly: Social structure, personality, and accuracy in social network perception. *Social Networks*, *20*, 331–351. doi:10.1016/S0378-8733(98)00008-2

Cattell, H. E. P., & Schuerger, J. M (2003). *Essentials of 16PF assessment*. San Francisco, CA: John Wiley & Sons.

Charmaz, K. (2009). Shifting the grounds: Constructivist grounded theory methods. In J. Morse, P. Stern, J. Corbin, B. Bowers, K. Charmaz, & A. Clarke (Eds.), *Developing grounded theory: The second generation* (pp. 127–193). Walnut Creek, CA: Left Coast Press.

Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.

Cheek, J. M., Brown, C. A., & Grimes, J. O. (2014, September). *Personality scales for four domains of introversion: Social, thinking, anxious, and restrained introversion. Preliminary Research Manual.* Department of Psychology, Wellesley College, Wellesley, MA. doi:10.13140/2.1.2173.5685

Chester, R. G. (2006). Asperger's syndrome and psychological type. *Journal of Psychological Type*, *66*(12), 114–137.

Cheung, F. M., Leung, K., Zhang, J. X., Sun, H. F., Gan, Y. Q., Song, W. Z., & Xie, D. (2001). Indigenous Chinese personality constructs: Is the Five-Factor Model complete? *Journal of Cross-Cultural Psychology*, *32*(4), 407–433. doi:10.1177/0022022101032004003

Chiaburu, D. S., Oh, I. S., Berry, C. M., Ning, L., & Gardner, R. G. (2011). The Five-Factor Model of personality traits and organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology, 96*(6), 1140–1166. doi:10.1037/a0024004

Church, A. T. (2001). Personality measurement in cross cultural perspective. *Journal of Psychology, 69*(6), 979–1006. doi:10.1111/1467-6494.696172

Church, A. T., & Lonner, W. J. (1998). The cross-cultural perspective in the study of personality: Rationale and current research. *Journal of Cross-Cultural Psychology*, *29*(1), 32–62. doi:10.1177/0022022198291003

Clarke, A. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage.

Clarke, A. (2009). From grounded theory to situational analysis: What's new? Why? How? In J. Morse, P. Stern, J. Corbin, B. Bowers, K. Charmaz, & A. Clarke (Eds.), *Developing grounded theory: The second generation* (pp. 194–235). Walnut Creek, CA: Left Coast Press.

Clifton, D. O., & Harter, J. K. (2003). Investing in strengths. In K. Cameron, J. Dutton, & R. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 111–121). San Francisco, CA: Berrett-Koehler.

Colbert, A. E., Barrick, M. R., & Bradley, B. H. (2014). Personality and leadership composition in top management teams: Implications for organizational effectiveness. *Personnel Psychology, 67*, 351–387. doi:10.1111/peps.12036

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.

Costa, P. T., & McCrae, R. R. (1980). Influence of extraversion and neuroticism on subjective well-being: Happy and unhappy people. *Journal of Personality and Social Psychology, 38*(4), 668–678. doi:10.1037/0022-3514.38.4.668

Costa, P. T., & McCrae, R. R. (1992). *Revised NEO Personality Inventory (NEO PI-R) and NEO Five-Factor Inventory (NEO FFI) professional manual.* Odessa, FL: Psychological Assessment Resources.

Csikszentmihalyi, M., & Nakamura, J. (2011). Positive psychology: Where did it come from, where is it going? In K. M. Sheldon, T. B. Kashdan, & M. F. Steger (Eds.), *Designing positive psychology: Taking stock and moving forward* (pp. 3–8). Oxford, England: Oxford University Press. doi:10.1093/acprof:oso/9780195373585.003.0001

Cunliffe, A. L. (2004). On becoming a critically reflexive practitioner. *Journal of Management Education*, *28*(4), 407–426. doi: 10.1177/1052562904264440

Curry, L., & Wergin, J. F. (1993). *Educating professionals. Responding to new expectations for competence and accountability*. San Francisco, CA: Jossey-Bass.

Day, D. V., & Harrison, M. M. (2007). A multilevel, identity-based approach to leadership development. *Human Resource Management Review*, *17*(4), 360–373. doi:10.1016/j.hrmr.2007.08.007

Dembling, S. (2012). *The introvert's way: Living a quiet life in a noisy world*. New York, NY: Penguin Group.

Den Hartog, D. (2004). Assertiveness. In R. House, P. Hanges, M. Javidan, P. Dorfman, & V. Gupta (Eds.), *Culture, leadership, and organizations* (pp. 395–436). Thousand Oaks, CA: Sage.

Den Hartog, D. N., House, R. J., Hanges, P. J., & Ruiz-Quintanilla, S. A. (1999). Culture-specific and cross-culturally generalizable implicit leadership theories: Are attributes of charismatic / transformative leadership universally endorsed? *Leadership Quarterly, 10*(2), 219–256. doi:10.1016/S1048-9843(99)00018-1

Depue, R. A., & Collins, P. F. (1999). Neurobiology of the structure of personality: Dopamine, facilitation of incentive motivation, and extraversion. *Behavioral & Brain Sciences, 22*, 491–569.

Depue, R. A., & Fu, Y. (2013). On the nature of extraversion: Variation in conditioned contextual activation of dopamine-facilitated affective, cognitive, and motor processes. *Frontiers in Human Neuroscience, 7*, 1–17. doi:10.3389/fnhum.2013.00288

DeRue, D. S. & Ashford, S. J. (2010). Who will lead and who will follow? A social process of leadership identity construction in organizations. *Academy of Management Review, 35*(4), 627–647. doi:10.5465/AMR.2010.53503267

DeRue, D. S., & Workman, K. M. (2012). Toward a positive and dynamic theory of leadership development. In K. S. Cameron & G. M. Spreitzer (Eds.), *The Oxford handbook of positive organizational scholarship* (pp. 784–797). Oxford, UK: Oxford University Press.

DeRue, D. S., Ashford, S. J., & Cotton, N. C. (2009). Assuming the mantle: Unpacking the process by which individuals internalize a leader identity. In L. M. Roberts & J. E. Dutton, (Eds.), *Exploring positive identities and organizations: Building a theoretical and research foundation* (pp. 217–236). New York, NY: Routledge / Taylor & Francis.

de Vries, R. E. (2012). Personality predictors of leadership styles and the self–other agreement problem. *Leadership Quarterly, 23*(5), 809–821. doi:10.1016/j.leaqua.2012.03.002

Digman, J. M. (1990). Personality structure: Emergence of the Five-Factor Model. *Annual Review of Psychology, 41*, 417–440. doi:10.1146/annurev.ps.41.020190.002221

Donaldson, S. I., & Ko, I. (2010). Positive organizational psychology, behavior, and scholarship: A review of the emerging literature and evidence base. *Journal of Positive Psychology, 5*(3), 177–191. doi:10.1080/17439761003790930

Douglas, D. (2003). Grounded theories of management: A methodological review. *Management Research News*, *26*(5), 44–52. doi:10.1108/01409170310783466

Dutton, J. E., & Heaphy, E. D. (2003). The power of high quality connections. In K. Cameron, J. Dutton, & R. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline*, (pp. 263–278). San Francisco, CA: Berrett-Koehler.

Dutton, J. E., Roberts, L. M., & Bednar, J. (2010). Pathways for positive identity construction at work: Four types of positive identity and the building of social resources. *Academy of Management Review, 35*(2), 265–293. doi:10.5465/amr.2010.48463334

Dutton, J. E., Roberts, L. M., & Bednar, J. (2011). Prosocial practices, positive identity, and flourishing at work. In S. I. Donaldson, M. Csikszentmihalyi, & J. Nakamura (Eds.), *Applied positive psychology: Improving everyday life, health, schools, work, and society* (pp. 155–170). New York, NY: Routledge / Taylor & Francis.

Edmondson, A. C., & McManus, S. E. (2007). Methodological fit in management field research. *Academy of Management Review, 32*(4), 1155–1179. doi:10.5465/AMR.2007.26586086

Ericsson, K. A. (2006). The influence of experience and deliberate practice on the development of superior expert performance. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 683–703). New York, NY: Cambridge University Press.

Essed, P. (1996). *Diversity: Gender, color, and culture*. Amherst: University of Massachusetts Press.

Eysenck, H. J. (1970). *The structure of human personality*. London, England: Methuen.

Feiler, D. C., & Kleinbaum, A. M. (2015). Popularity, similarity, and the network extraversion bias. *Psychological Science, 26*(5), 593–603. doi:10.1177/0956797615569580

Felfe, J., & Schyns, B. (2006). Personality and the perception of transformational leadership: The impact of extraversion, neuroticism, personal need for structure, and occupational self-efficacy. *Journal of Applied Social Psychology, 36*(3), 708–739. doi:10.1111/j.0021-9029.2006.00026.x

Fendt, J., & Sachs, W. (2008). Grounded theory method in management research users' perspectives. *Organizational Research Methods*, *11*(3), 430–455. doi:10.1177/1094428106297812

Fishman, I., Ng, R., & Bellugi, U. (2011). Do extraverts process social stimuli differently from introverts? *Cognitive Neuroscience, 2*(2), 67–73. doi:10.1080/17588928.2010.527434

Fletcher, J. K. (2007). Leadership, power, and positive relationships. In J. E. Dutton & B. R. E. Ragins (Eds.), *Exploring positive relationships at work: Building a theoretical and research foundation* (pp. 347–371). New York, NY: Psychology Press.

Fletcher, J. K., & Ragins, B. R. (2007). Stone Center relational cultural theory: A window on relational mentoring. In B.R. Ragins & K.E. Kram (Eds.), *The handbook of mentoring at work: Theory, research, and practice,* (pp. 373–399). Thousand Oaks, CA: Sage.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, *56*(3), 218–226. doi:10.1037/0003-066X.56.3.218

Frederickson, B. L. (2003). Positive emotional and upward spirals in organizations. In K. Cameron, J. Dutton, & R. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline*, (pp. 163–193). San Francisco, CA: Berrett-Koehler.

Gallagher, P., Fleeson, W., & Hoyle, R. H. (2011). A self-regulatory mechanism for personality trait stability: Contra-trait effort. *Social Psychological and Personality Science, 2,* 335–342. doi: 10.1177/1948550610390701

Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). "Can you see the real me?" A self-based model of authentic leader and follower development. *Leadership Quarterly, 16*(3), 343–372. doi: 10.1016/j.leaqua.2005.03.003

Gardner, W. L., & Martinko, M. J. (1996). Using the Myers-Briggs Type Indicator to study managers: A literature review and research agenda. *Journal of Management, 22*(1), 45–83. doi:10.1177/014920639602200103

Gelfand, M. J., Erez, M., & Aycan, Z. (2007, January).Cross-cultural organizational behavior. *Annual Review of Psychology, 58,* 479–514. doi:10.1146/annurev.psych.58.110405.085559

Gibb, C. A. (1947). The principles and traits of leadership. *The Journal of Abnormal and Social Psychology*, *42*(3), 267–284. doi:10.1037/h0061386

Glaser, B. (2002). Conceptualization: On theory and theorizing using grounded theory. *International Journal of Qualitative Methods, 1*(2), 23–38. doi:10.1177/160940690200100203

Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York, NY: Aldine de Gruyter.

Goldberg, L. R. (1990). An alternative description of personality: The Big Five Factor structure. *Journal of Personality and Social Psychology, 59,* 1216–1229. doi:10.1037/0022-3514.59.6.1216

Gough, H. (1990). Testing for leadership with the California Psychological Inventory. In K. E. Clark & M. B. Clark (Eds.), *Measures of leadership* (355–379). West Orange, NJ: Leadership Library of America.

Grant, A. M. (2013). Rethinking the extraverted sales ideal: The ambivert advantage. *Psychological Science, 24*(6), 1024–1030. doi:10.1177/0956797612463706

Grant, A. M., Gino, F., & Hofmann, D. (2010). The hidden advantages of quiet bosses. *Harvard Business Review, 88*(12), 28.

Grant, A. M., Gino, F., & Hofmann, D. (2011). Reversing the extraverted leadership advantage: The role of employee proactivity. *Academy of Management Journal, 54*(3), 528–550. doi:10.5465/AMJ.2011.61968043

Hannah, S. T., Woolfolk, R. L., & Lord, R. G. (2009). Leader self-structure: A framework for positive leadership. *Journal of Organizational Behavior, 30*, 269–290. doi:10.1002/job.586

Hansbrough, T. K., Lord, R. G., & Schyns, B. (2015). Reconsidering the accuracy of follower leadership ratings. *Leadership Quarterly, 26*, 220–237. doi:10.1016/j.leaqua.2014.11.006

Hautala, T. (2006). The relationship between personality and transformational leadership. *Journal of Management Development, 25*(8), 777–794. doi:10.1108/02621710610684259

Hautala, T. (2008). TJ leaders as transformational leaders: Followers' and leaders' appraisals. *Journal of Psychological Type, 68*(9), 78–88.

Heifetz, R. A., & Linsky, M. (1994). *Leadership on the line*. Boston, MA: Harvard Business School Press.

Helgoe, L. (2008). *Introvert power: Why your inner life is your hidden strength*. Naperville, IL: Sourcebooks.

Henwood, K., & Pidgeon, N. (2003). Grounded theory in psychological research. In P. M. Camic, J. E. Rhodes, & L.Yardley (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 131–155).Washington, DC: American Psychological Association.

Hills, P., & Argyle, M. (2001). Happiness, introversion-extraversion and happy introverts. *Personality and Individual Differences, 30*(4), 595–608. doi: 10.1016/s0191-8869(00)00058-1

Ho, D. Y. F., Peng, S., Lai, A. C., & Chan., S. F. (2001). Indigenization and beyond: Methodological relationalism in the study of personality across cultural traditions. *Journal of Psychology, 69*(6), 923–953. doi:10.1111/1467-6494.696170

Hodges, T. D., & Clifton, D. O. (2004). Strengths-based development in practice. In P. A. Linley & S. Joseph, S. (Eds.), *Positive psychology in practice* (pp. 256–268). Hoboken, NJ: Wiley.

Hogg, M. A. (2001). A social identity theory of leadership. *Personality and Social Psychology Review, 5*(3), 184–200. doi:10.1207/S15327957PSPR0503_1

Holloway, E. & Schwartz, H. (in press). Drawing from the margins: Grounded theory research and equity, diversity, and inclusion (EDI) studies. In R. Bendl, L. Booysen, & J. Pringle (Eds.), *Handbook of research methods on diversity management, equality and inclusion at work*.

Ibarra, H. (1999). Provisional selves: Experimenting with image and identity in professional adaptation. *Administrative Science Quarterly, 44*(4), 764–791. doi:10.2307/2667055

Ibarra, H. (2003). *Working identity: Unconventional strategies for reinventing your career*. Boston, MA: Harvard Business School Press.

Ibarra, H., & Barbulescu, R. (2010). Identity as narrative: Prevalence, effectiveness, and consequences of narrative identity work in macro work role transitions. *Academy of Management Review*, *35*(1), 135–154. doi: 10.5465/amr.2010.45577925

Ibarra, H., Wittman, S., Petriglieri, G., & Day, D. V. (2014). Leadership and identity: An examination of three theories and new research directions. In D. V. Day (Ed.), *The Oxford handbook of leadership and organizations* (pp. 289–305), New York, NY: Oxford University Press.

Ilies, R., Morgeson, F. P., & Nahrgang, J. D. (2005). Authentic leadership and eudaemonic well-being: Understanding leader–follower outcomes. *The Leadership Quarterly*, *16*(3), 373–394. doi:10.1016/j.leaqua.2005.03.002

Jones, R., & Noble, G. (2007). Grounded theory and management research: A lack of integrity? *Qualitative Research in Organizations and Management: An International Journal*, *2*(2), 84–103. doi: 10.1108/17465640710778502

Jordan, J., Kaplan, A., Miller, J. B., Stiver, I., & Surrey, J. (1991). *Women's growth-in-connection*. New York, NY: Guilford Press.

Judge, T. A., & Bono, J. E. (2000). Five-factor model of personality and transformational leadership. *Journal of Applied Psychology, 85*(5), 751–765. doi:10.1037/0021-9010.85.5.751

Judge, T. A., Bono, J. E., Illies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*(4), 765–780. doi:10.1037/0021-9010.87.4.765

Judge, T. A., Piccolo, R. F., & Kosalka, T. (2009). The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *Leadership Quarterly, 20*, 855–875. doi:10.1016/j.leaqua.2009.09.004

Jung, C. G. (1971). Psychological types (H. G. Baynes, Trans.). Princeton, NJ: Princeton University Press. (Original work 1921. *Psychologische Typen*. Zurich, Switzerland: Rascher Verlag.)

Jupp, V. (2006). *The Sage dictionary of social research methods*. Thousand Oaks, CA: Sage.

Kagan, J., & Snidman, N. (2009). *The long shadow of temperament*. Cambridge, MA: Harvard University Press.

Kaiser, R. B., & Overfield, D. V. (2011). Strengths, strengths overused, and lopsided leadership. *Consulting Psychology Journal, 63*(2), 89–109. doi:10.1037/a0024470

Kaiser, R. B., LeBreton, J. M., & Hogan, J. (2015). The dark side of personality and extreme leader behavior. *Applied Psychology: An International Review, 64*(1), 55–92. doi:10.1111/apps.12024

Kalshoven, K., Den Hartog, D., & De Hoogh, A. (2011). Ethical leader behavior and big five factors of personality. *Journal of Business Ethics, 100*(2), 349–366. doi:10.1007/s10551-010-0685-9

Kanitz, H. M., Henley, K., & Kramer, S. (2005). Typology of adjudicated youth in substance abuse treatment. *Journal of Psychological Type, 65*(2), 9–16.

Katz, J., Lamperti, A., & Gaughan, J. P. (2007). MBTI types, gender, and residency selection. *Journal of Psychological Type, 67*(6), 51–59.

Ko, I., & Donaldson, S. I. (2011). Applied positive organizational psychology: The state and science of the practice. In S. I. Donaldson, M. Csikszentmihalyi, & J. Nakamura (Eds.), *Applied positive psychology: Improving everyday life, health, schools, work, and society* (pp. 137–155). New York, NY: Routledge / Taylor & Francis.

Kools, S., McCarthy, M., Durham, R., & Robrecht, L. (1996). Dimensional analysis: Broadening the conception of grounded theory. *Qualitative Health Research, 6*(3), 312–330. doi:10.1177/104973239600600302

Kreiner, G. E. & Sheep, M. L. (2009). Growing pains and gains: Framing identity dynamics as opportunities for identity growth. In L. M. Roberts & J. E. Dutton, (Eds.), *Exploring positive identities and organizations: Building a theoretical and research foundation* (pp. 23–46). New York, NY: Routledge / Taylor & Francis.

Kreiner, G. E., Hollensbe, E. C., & Sheep, M. L. (2006). Where is the "me" among the "we"? Identity work and the search for optimal balance. *Academy of Management Journal*, *49*(5), 1031–1057. doi:10.5465/AMJ.2006.22798186

Laney, M. O. (2002). *The introvert advantage: How to thrive in an extrovert world*. New York, NY: Workman.

LaRossa, R. (2005). Grounded theory methods and qualitative family research. *Journal of Marriage and Family*, *67*(4), 837–857. doi:10.1111/j.1741-3737.2005.00179.x

Lee, K., & Ashton, M. C. (2004). Psychometric properties of the HEXACO Personality Inventory. *Multivariate Behavioral Research, 39*(2), 329–358. doi:10.1207/s15327906mbr3902_8

Lee, K., & Ashton, M. C. (2015). Scale descriptions of the HEXACO Personality Inventory–Revised: A measure of the six major dimensions of personality. Retrieved from http://hexaco.org/scaledescriptions

Lincoln, Y., & Guba, 1986. But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Program Evaluation, 30,* 73–84. doi:10.1002/ev.1427

Little, B. R. (1996). Free traits, personal projects and idio-tapes: Three tiers for personality psychology. *Psychological Inquiry, 7,* 340–344. doi:10.1207/s15327965pli0704_6

Little, B. R. (2000). Free traits and personal contexts: Expanding a social ecological model of well-being. In W. B. Walsh, K. H. Craik & R. H. Price (Eds.), *Person-environment psychology: New directions and perspectives* (2nd ed.) (pp. 87–116). Mahwah, NJ: Lawrence Erlbaum.

Little, B. R. (2008). Personal projects and free traits: Personality and motivation reconsidered. *Social and Personality Psychology Compass, 2*, 1235–1254. doi:10.1111/j.1751-9004.2008.00106.x

Little, B. R. (2014). *Me, myself, and us: The science of personality and the art of well-being*. New York, NY: PublicAffairs.

Lloyd, J. B. (2012). The Myers-Briggs Type Indicator and mainstream psychology: Analysis and evaluation of an unresolved hostility. *Journal of Beliefs and Values, 33*(1), 23–34. doi:10.1080/13617672.2012.650028

Locke, K. (2001). *Grounded theory in management research*. London, England: Sage.

Lord, R. G., De Vader, C. L., & Alliger, G. M. (1986). A meta-analysis of the relation between personality traits and leadership perceptions: An application of validity generalization procedures. *Journal of Applied Psychology, 71*(3), 402. doi:10.1037/0021-9010.71.3.402

Lucas, R. E., & Donnellan, M. B. (2011). Personality development across the life span. *Journal of Personality and Social Psychology, 101*(4), 847–861. doi:10.1037/a0024298

Lucas, R. E., Diener, E., Grob, A., Suh, E. M., & Shao, L. (2000). Cross-cultural evidence for the fundamental features of extraversion. *Journal of Personality and Social Psychology, 79*(3), 452–468. doi:10.1037//0022-3514.79.3.452

Luthans, F., & Avolio, B. J. (2003). Authentic leadership development. In K. S. Cameron, J. E. Dutton, & R. E. Quinn, (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 241–258). San Francisco, CA: Berrett-Koehler.

Maynes, M. J., Laslett, B., & Pierce, J. L. (2008). *Telling stories: The use of personal narratives in the social sciences and history*. Ithaca, NY: Cornell University Press.

McCrae, R. R. (2001). Trait psychology and culture: Exploring intercultural comparisons. *Journal of Personality, 69*(6), 819–846. doi:10.1111/1467-6494.696166

McCrae, R. R., & Costa, P. T. (1997). Personality trait as a human universal. *American Psychologist, 52*(5), 509–516. doi:10.1037/0003-066X.52.5.509

McCrae, R. R., & Terracciano, A. (2005). Personality profiles of cultures: Aggregate personality traits. *Journal of Personality and Social Psychology, 89*(3), 407–425. doi:10.1037/0022-3514.89.3.40

McCrae, R. R, Yik, M. S. M., Trapnell, P. D., Bond, M. H., & Paulhus, D. L. (1998). Interpreting personality profiles across cultures: Bilingual, acculturation, and peer rating studies of Chinese undergraduates. *Journal of Personality and Social Psychology, 75*(4), 1041–1055. doi:10.1037/0022-3514.74.4.1041

Meisgeier, C., & Kellow, J. T. (2007). Type, temperament, and teacher perceptions of ideal and problem students. *Journal of Psychological Type, 67*(5), 39–49.

Meyerson, D. E. (2008). *Rocking the boat: How to effect change without making trouble*. Cambridge, MA: Harvard Business Review Press.

Mezirow, J. (1981). A critical theory of adult learning and education. *Adult Education Quarterly*, *32*(1), 3–24. doi:10.1177/074171368103200101

Miller, J.B. (1976). *Toward a new psychology of women*. Boston, MA: Beacon Press.

Milton, L. P. (2009). Creating and sustaining cooperation in interdependent groups: Positive relational identities, identity confirmation, and cooperative capacity. In L. M. Roberts & J. E. Dutton, (Eds.), *Exploring positive identities and organizations: Building a theoretical and research foundation* (pp. 289–317). New York, NY: Routledge / Taylor & Francis.

Miscenko, D., & Day, D. V. (2015). Identity and identification at work. *Organizational Psychology Review*, 1–33. doi:10.1177/2041386615584009

Mitchell, J. A. (2009). Psychological type in a forensic sample of incarcerated males. *Journal of Psychological Type, 69*(3), 43–49.

Morse, J. M. (2009). Tussles, tensions, and resolutions. In J. Morse, P. Stern, J. Corbin, B. Bowers, K. Charmaz, & A. Clarke (Eds.), *Developing grounded theory: The second generation* (pp. 13–22). Walnut Creek, CA: Left Coast Press.

Moss, S., Ritossa, D., & Ngu, S. (2006). The effect of follower regulatory focus and extraversion on leadership behavior: The role of emotional intelligence. *Journal of Individual Differences, 27*(2), 93–107. doi:10.1027/1614-0001.27.2.93

Moutafi, J., Furnham, A., & Crump, J. (2007). Is managerial level related to personality? *British Journal of Management, 18*(3), 272–280. doi:10.1111/j.1467-8551.2007.00511.x

Mumford, M. D., Zaccaro, S. J., Johnson, J. F., Diana, M., Gilbert, J. A., & Threlfall, K. V. (2000). Patterns of leader characteristics: Implications for performance and development. *The Leadership Quarterly*, *11*(1), 115–133. doi:10.1016/S1048-9843(99)00045-4

Myers, I. B. (1998). *Introduction to type* (6th ed.). Mountain View, CA: CPP.

Myers, I., & Myers, P. (1995). *Gifts differing: Understanding personality type*. Palo Alto, CA: CPP Books.

Nakamura, J. (2011). Contexts of adult development. In S. I. Donaldson, M. Csikszentmihalyi, & J. Nakamura (Eds.), *Applied positive psychology: Improving everyday life, health, schools, work, and society* (pp. 185–202). New York, NY: Routledge / Taylor & Francis.

Neubert, M. J., & Taggar, S. (2004). Pathways to informal leadership: The moderating role of gender on the relationship of individual differences and team member network centrality to informal leadership emergence. *Leadership Quarterly, 15*(2), 175–194. doi:10.1016/j.leaqua.2004.02.006

Ospina, S. (2004). Qualitative research. In G. Goethals, G. Sorensen, & J. McGregor (Eds.), *Encyclopedia of leadership*. London, UK: Sage. Retrieved from http://ualr.edu/interdisciplinary/files/2010/03/Qualitative_Research.pdf

Parry, K. W. (1998). Grounded theory and social process: A new direction for leadership research. *Leadership Quarterly*, *9*(1), 85–105. doi:10.1016/S1048-9843(98)90043-1

Parry, K., Mumford, M. D., Bower, I., Watts, L. L. (2014). Qualitative and historiometric methods in leadership research: A review of the first 25 years of *The Leadership Quarterly*. *Leadership Quarterly*, *25*, 132–151. doi:10.1016/j.leaqua.2013.11.006

Partington, D. (2000). Building grounded theories of management action. *British Journal of Management*, *11*, 91–102. doi: 10.1111/1467-8551.00153

Peterson, C. M., & Seligman, M. E. P. (2003). Positive organizational studies: Lessons from positive psychology. In K. S. Cameron, J. E. Dutton, & R. E. Quinn, (Eds.), *Positive organizational scholarship: Foundations of a new discipline,* (pp. 14–27). San Francisco, CA: Berrett-Koehler.

Pittenger, D.J. (2005). Cautionary comments regarding the Myers-Briggs Type Indicator. *Consulting Psychology Journal: Practice and Research, 57*(3), 210–221. doi: 10.1037/1065-9293.57.3.210

Poortinga, Y. H., & van Hemert, D. A. (2001). Personality and culture: Demarcating between the common and the unique. *Journal of Personality, 69*(6), 1034–1060. doi:10.1111/1467-6494.696174

Pratt, M. G., & Kraatz, M. S. (2009). E pluribus unum: Multiple identities and the organizational self. In L. M. Roberts & J. E. Dutton (Eds.), *Exploring positive identities and organizations: Building a theoretical and research foundation* (pp. 385–410). New York, NY: Routledge / Taylor & Francis.

Pratt, M. G., Rockmann, K. W., & Kaufmann, J. B. (2006). Constructing professional identity: The role of work and identity learning cycles in the customization of identity among medical residents. *Academy of Management Journal*, *49*(2), 235–262. doi:10.5465/AMJ.2006.20786060

Ramarajan, L. (2014). Past, present and future research on multiple identities: Towards an intrapersonal network approach. *Academy of Management Annals, 8*(1), 589–659. doi:10.1080/19416520.2014.912379

Ramarajan, L., & Reid, E. (2013). Shattering the myth of separate worlds: Negotiating non-work identities at work. *Academy of Management Review, 38*(4), 621–644. doi:10.5465/amr.2011.0314

Roberts, L. M. (2007a). Bringing your whole self to work: Lessons in authentic engagement from women leaders. In B. Kellerman & D. L. Rhode (Eds.), *Women and leadership: The state of play and strategies for change* (pp. 329–360). San Francisco, CA: Jossey-Bass.

Roberts, L. M. (2007b). From proving to becoming: How positive relationships create a context for self-discovery and self-actualization. In J. E. Dutton & B.R.E Ragins (Eds.), *Exploring positive relationships at work: Building a theoretical and research foundation* (pp. 29–45). New York: Psychology Press.

Roberts, L. M. (2012). Reflected best self engagement at work: Positive identity, alignment, and the pursuit of vitality and value creation. *Oxford University Press Handbook of*

Happiness. New York, NY: Oxford University Press. doi:10.1093/oxfordhb/9780199557257.013.0056

Roberts, L. M., & Creary, S. J. (2012a). Navigating the self in diverse work contexts. In Q. Roberson (Ed.), *The Oxford handbook of diversity and work* (pp. 73–97). New York, NY: Oxford University Press.

Roberts, L. M., & Creary, S. J. (2012b). Positive identity construction: Insights from classical and contemporary theoretical perspectives. In K. S. Cameron & G. M. Spreitzer (Eds.), *The Oxford handbook of positive organizational scholarship* (pp. 70–83). Oxford, UK: Oxford University Press. doi:10.1093/oxfordhb/9780199734610.013.0006

Roberts, L. M., & Dutton, J. E. (Eds). (2009). *Exploring positive identities and organizations: Building a theoretical and research foundation*. New York, NY: Routledge / Taylor & Francis.

Roberts, L. M., Cha, S. E., Hewlin, P. F., & Settles, I. H. (2009). Bringing the inside out: Enhancing authenticity and positive identity in organizations. In L. M. Roberts & J. E. Dutton, (Eds.), *Exploring positive identities and organizations: Building a theoretical and research foundation* (pp. 149–169). New York, NY: Routledge / Taylor & Francis.

Roberts, L. M., Dutton, J. E, & Bednar, J. (2009). Forging ahead: Positive identities and organizations as a research frontier. In L. M. Roberts & J. E. Dutton, (Eds.), *Exploring positive identities and organizations: Building a theoretical and research foundation* (pp. 497–515). New York, NY: Routledge / Taylor & Francis.

Roberts, L. M., Dutton, J. E., Spreitzer, G. M., Heaphy, E. D., & Quinn, R. E. (2005). Composing the reflecting best-self portrait: Building pathways for becoming extraordinary in work organizations. *Academy of Management Review, 30*(4), 712–736. doi:10.5465/AMR.2005.18378874

Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. *Harvard Business Review, 83*(1), 75–80.

Rothbard, N. P., & Ramarajan, L. (2009). Checking your identities at the door? Positive relationships between nonwork and work identities. *Exploring positive identities and organizations: Building a theoretical and research foundation* (pp. 125–148). New York, NY: Routledge / Taylor & Francis.

Rothbard, N. P., Phillips, K. W., & Dumas, T. L. (2005). Managing multiple roles: Work-family policies and individuals' desires for segmentation. *Organization Science, 16*(3), 243–258. doi:10.1287/orsc.1050.0124

Roush, P. E., & Atwater, L. (1992). Using the MBTI to understand transformational leadership and self-perception accuracy. *Military Psychology*, *4*(1), 17–34. doi:10.1207/s15327876mp0401_

Rubin, R. S., Munz, D. C., & Bommer, W. H. (2005). Leading from within: The effects of emotion recognition and personality on transformational leadership behavior. *Academy of Management Journal, 48*(5), 845–858. doi:10.5465/AMJ.2005.18803926

Ryan, M. R., & Deci, E. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic wellbeing. *Annual Review of Psychology, 52*, 141–166.

Ryckman, R. M., Thornton, B., Gold, J. A., & Collier, S. (2011). Considering competition avoidant individuals via the Big Five Model. *Current Research in Psychology, 2*(1), 108–114.

Sackett, P. R., & Walmsley, P. T. (2014). Which personality attributes are most important in the workplace? *Perspectives on Psychological Science, 9*(5), 538–551. doi:10.1177/1745691614543972

Sandberg, S. (2013). *Lean in: Women, work and the will to lead*. New York, NY: Knopf.

Schatzman, L. (1991). Dimensional analysis: Notes on an alternative approach to the grounding of theory in qualitative research. In D. R. Maines (Ed.), *Social organization and social process: Essays in honor of Anselm Strauss*, 303–314. Hawthorne, NY: Aldine de Gruyter.

Schatzman, L., & Strauss, A. (1973). *Field research: Strategies for a natural sociology*. Upper Saddle River, NJ: Prentice Hall.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco, CA: Jossey Bass.

Shoemaker, P. J., Tankard Jr, J. W., & Lasorsa, D. L. (2003). *How to build social science theories*. Thousand Oaks, CA: Sage. doi:10.4135/9781412990110.

Shore, L., Randel, A., Chung, B., Dean, M., Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in workgroups: A review and model for future research. *Journal of Management, 37*(4)*,* 262–1289. doi:10.1177/0149206310385943

Segaller, S. (Producer & Director). (1957). *Jung on film*. United States: Stephen Segaller Films.

Seligman, M. E. P. (1999, August). President's address. *American Psychologist, 54*(8), 559–562. doi:10.1037/0003-066X.54.8.537

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1) 5–14. doi:10.1037//0003-066X.55.1.5

Shipilov, A., Labianca, G., Kalnysh, V., & Kalnysh, Y. (2014). Network-building behavioral tendencies, range, and promotion speed. *Social Networks*, *39*, 71–83. doi:10.1016/j.socnet.2014.03.006

Silverthorne, C. (2001). Leadership effectiveness and personality: A cross-cultural evaluation. *Personality and Individual Differences, 30*, 303–309. doi:10.1016/S0191-8869(00)00047-7

Sinclair, A. (2007). *Leadership for the disillusioned*. New South Wales, Australia: Allen & Unwin.

Sonenshein, S., Dutton, J. E., Grant, A. M., Spreitzer, G. M., & Sutcliffe, K. M. (2013). Growing at work: Employees' interpretations of progressive self-change in organizations. *Organization Science*, *24*(2), 552–570. doi:10.1287/orsc.1120.0749

Sparrowe, R. T. (2005). Authentic leadership and the narrative self. *Leadership Quarterly, 16*(3), 419–439. doi:10.1016/j.leaqua.2005.03.004

Spreitzer, G. M. (2006). Leading to grow and growing to lead: Leadership development lessons from positive organizational studies. *Organizational Dynamics, 35*(4), 305–315. doi:10.1016/j.orgdyn.2006.08.005

Spreitzer, G. M., Stephens, J. P., & Sweetman, D. (2009). The reflected best self field experiment with adolescent leaders: Exploring the psychological resources associated with feedback source and valence. *Journal of Positive Psychology, 4*(5), 331–348. doi:10.1080/17439760902992340

Spreitzer, G. M., Sutcliffe, K., Dutton, J. Sonenshein, S. & Grant, A. M. (2005). A socially embedded model of thriving at work. *Organization Science, 16*(5), 537–549. doi:10.1287/orsc.1050.0153

Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *The Journal of psychology*, *25*(1), 35–71. doi: 10.1080/00223980.1948.9917362

Strauss, A., & Corbin, J. (1990). *Basics of grounded theory methods*. Beverly Hills, CA: Sage.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). London, UK: Sage.

Stryker, S., & Burke, P. J. (2000). The past, present, and future of an identity theory. *Social Psychology Quarterly*, *63*(4), 284–297. doi: 10.2307/2695840

Tosi, H. L., Misangyi, V. F., Fanelli, A., Waldman, D. A., & Yammarino, F. J. (2004). CEO charisma, compensation, and firm performance. *The Leadership Quarterly*, *15*(3), 405–420. doi:10.1016/j.leaqua.2004.02.010

Triandis, H. C. (2001). Individualism-collectivism and personality. Journal of Personality, *69*(6), 907–924. doi:10.1111/1467-6494.696169

Van de Vijver, F. J. R., & Leung, K. (2001). Personality in cultural context: Methodological issues. *Journal of Personality, 69*(6), 1007–1031. doi:10.1111/1467-6494.696173

Watson, D., & Clark, L. A. (1997). Extraversion and its positive emotional core. In R. Hogan, J. A. Johnson, & S. R. Briggs (Eds.), *Handbook of personality psychology* (pp. 767–793). San Diego, CA: Academic Press.

Whelan, D. C. (2013). *Extraversion and counter-dispositional behaviour: Exploring consequences and the impact of situation-behaviour congruence* (Doctoral dissertation, Carleton University Ottawa, Canada). Retrieved from https://curve.carleton.ca/system/files/etd/c8b589ce-dea7-448d-96fc-e7ce0e1378f0/etd_pdf/e2d072a6c50a02650cd189c406a40bbf/whelan-extraversionandcounterdispositionalbehaviour.pdf

Yang, H., & Zhao, S. (2009). Psychological types of Chinese business managers. *Journal of Psychological Type, 69*(9), 157–163.

Zaccaro, S. J. (2007). Trait-based perspectives of leadership. *American Psychologist*, *62*(1), 6–16. doi: 10.1037/0003-066x.62.1.6

Zelenski, J. M., Santoro, M. S., & Whelan, D. C. (2012). Would introverts be better off if they acted more like extraverts? Exploring emotional and cognitive consequences of counter-dispositional behavior. *Emotion, 12*(2), 290–303. doi:10.1037/a0025169