

Thematic Analysis of Leadership Values in Apologies

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Abstract- *The aim of the study was to elicit leadership values embedded in Obama's apology speeches to have an insight of his leadership in the face of crisis. During his presidency, Obama had issued a number of successful remedial apologies as an action performed by the offender to calm the angered party, seek forgiveness and achieve reconciliation. The study found that Obama portrayed an array of values such as responsibility, accountability, determination and dedication to duty, trustworthiness and truthfulness, apologetic, regretful, appreciative of sacrifice, visionary, and to comfort and sympathise. This paper gives an insight of how the methodology for the study of leadership values in Obama's apologies was carried out. The methodology relies on positive discourse analysis and grounded theory for performing a thematic analysis through linguistic coding.*

Keywords- *Grounded theory; positive discourse analysis; thematic analysis; coding; leadership values; apology; Obama*

1. INTRODUCTION

The aim of the study was to examine apologies in order to gain insights into how leadership was portrayed through the act of apologising. The research had a triangulation of theories and approaches in pragmatics and positive discourse analysis to uncover the speech acts, apology strategies, leadership values and leadership styles in Obama's apology discourse. The methodology was straightforward with the given readymade frameworks of Searle (1969) for speech acts, Murphy (2014) for apology strategies, and both Burns (1978) and Bass (1985) for interpretation on leadership to determine Obama's leadership styles based on the values found in the apologies. Many previous studies had adopted and adapted these frameworks into their research. However, when the research stage arrived at uncovering the leadership values, the researchers experienced difficulty in sourcing for previous studies that provided a framework on how to investigate values in a right order. Values are moral principles and standards of behaviour that one believes and puts to practice to lead others by example. From his apology speeches, the study found that Obama portrayed an array of values such as responsibility, accountability, determination and dedication to duty, trustworthiness and truthfulness, apologetic, regretful, appreciative of sacrifice, visionary, and to comfort and sympathise. This paper therefore aims to give an insight of how the methodology for the study of leadership values in Obama's apology was carried out.

In the field of linguistics and discourse, values under the domain of leadership have not been given much attention. Despite alarming notions by concerned scholars given the

intricate relationship between leadership and language, there are very few studies which look at leadership performance from a linguistic perspective (Holmes 2000; Mullany 2007). Schnurr (2009: 2) for example expressed that "imagining leadership outside of language is all but impossible". Values from the apology discourse of a leader is a crucial aspect of leadership performance to examine leadership from the perspective of language use. Schnurr (2009, 2), for instance, noted that "discourse is more than simply an ancillary aspect of leadership performance – it affects leaders' effectiveness on various levels and it lies at the heart of the leadership process." Schnurr and Schroeder (2018) noted that fresh air may be brought into leadership research from potential cross-fertilisation with fields beyond disciplinary boundaries and venturing into largely ignored areas of inquiry such as applied linguistics and pragmatics. Since there was an alarming lack in this area, the researcher sourced for a few approaches and created a design that could lead from a reliable foundation of theory that arrives to valid findings in the final stage of the research. After a pilot study was conducted, the methodology was improved to carry out the requirement of the investigation.

2. RESEARCH DESIGN

The research design is portrayed in Figure 1.

The study was qualitative in nature and employed positive discourse analysis and grounded theory to perform a thematic analysis of leadership values in political apologies. In accordance with Corbin and Strauss (2008), a qualitative method is appropriate for research because it allows in-depth probing and deeper understanding. Qualitative research enables "a vivid, dense, and full

description in the natural language of the phenomenon under study” (Hill, Thompson & Williams, 1997: 518). The current study employed discourse analysis for it enabled the analysis to reach the suprasentential level, that is at the level of paragraph, text and context as a whole, in order to see “how the units of language combine together and structure the overall discourse” (Flowerdew, 2013: 1). In discourse analysis, the notion of context is a key factor that determines the approach to data analysis.

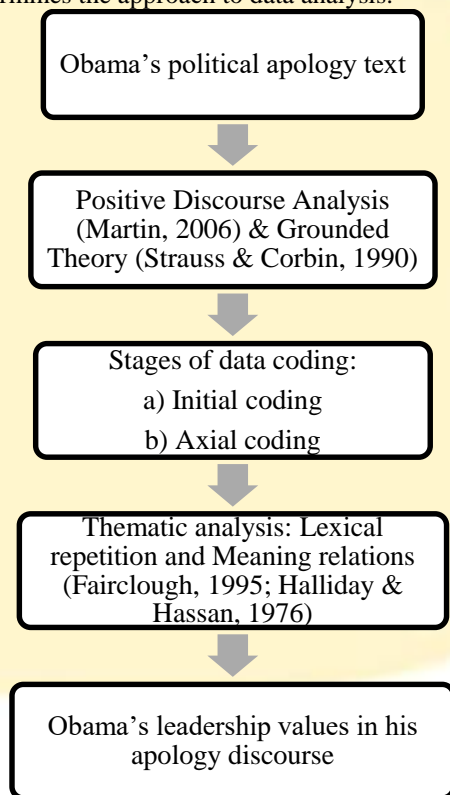


Figure 1. Research Design

For the purpose of studying leadership values in political apologies, positive discourse analysis (PDA) (Martin, 2006) was adopted as the approach to discourse analysis. PDA is an approach that constructively and optimistically views a social context through a positive perspective. PDA was developed from critical discourse analysis (CDA) as a supplement in order to suggest a complementary perspective on language use. While CDA uncovers ideologically driven discrimination and deconstruction in discourse PDA emphasizes the function of discourse construction in order to construct a harmonious and better world (Martin, 2006). Zhu (2006) explains that PDA advocates a positive attitude to the solution of social contradictions and expects to build a harmonious community by discourse analysis. The development of discourse analysis from CDA to PDA aids from being deconstructive to being constructive (Su, 2016). While PDA was the approach taken to analyse the discourse, grounded theory (Strauss & Corbin, 1990) provided the methodology needed in order to uncover the leadership values embedded in the discourse through thematic analysis, from which rigorous coding techniques took

place upon the data (Fairclough, 1995; Halliday & Hassan, 1976).

2.1 Thematic Analysis and Techniques of Identifying Themes

The grounded theory method has “specific procedures for data collection and analysis which is conducted through thematic analysis” (Strauss & Corbin, 1990: 6). It is a ‘bottom-up’ analysis which contributes a theoretical perspective that helps to explain the analysis of the texts. The researcher functions as a grounded theorist who aims to create theoretical themes from the data and then analyse relationships between the key themes. These recurrent themes help the researcher to conceptualize open-ended interpretations to explain the data flexibly. Therefore, the researcher acts as the grounded theorist for it allows interaction between the researcher and the data for discovery of emergent categories or themes. The researcher’s perspective “consists of more than philosophical stance, school of thought, and methodological strategies. It also consists of experiences, values and priorities” (Charmaz, 1990: 1165). Through the thematic analysis, the grounded theorist is able to achieve the collaboration of the researcher’s perspective and interpretation from the raw data.

The values derived are closely related to the values such as responsibility, trust, sympathy and others that a leader should uphold as a good example. The thematic analysis is used to analyse the values in the apologies. The values are the themes that emerge throughout each apology. These themes are identified through a lexical analysis that includes lexical repetition and meaning relations (Fairclough, 1995 and Halliday & Hassan, 1976) for a set of codes to be obtained as explained in the stages of data coding below (refer to Table 4 in Appendix for Coding Worksheet to see how lexical analysis was done). Encoding the information organizes the data to identify and develop themes from them. Thematic analysis is a method to gain insight and knowledge from the data gathered because it allows researchers to look into the underlying fundamental qualities of the data. This method is employed inductively through *in vivo* codes whereby themes emerge from the data that is analysed. However, in the current study, the search for values employs a template on leadership values found in apologies that was culled from the literature review in order to guide the analysis (see Table 3 in Appendix). Hence, the function of thematic analysis as a method is not only inductive but also deductive for the emergence of new values to be added upon being found in the data analysis.

The thematic analysis is a transparent form of analysis and is directly data-driven. It identifies, analyses and reports patterns (themes) through coding process. The researcher labels the repeating words/concepts and then compares them to see how they relate to one another through meaning relations. The researcher addresses the ‘why’ and ‘how’ questions to the theme to identify how the theme relates to the background of the story. An inference is then

drawn on the relevancy and purpose of the theme resonating in the text. There are many techniques that can be used to identify themes. Most studies adopt Ryan and Bernard's (2002) techniques to identify themes. Their techniques consist of: word repetition (ideas or synonyms of a word that are often repeated), indigenous categories (unfamiliar specialized vocabulary used to relate to an idea), compare and contrast (ideas are compared and contrasted to find similarities and differences of ideas), connectors (may indicate cause, comparison, process and contrast), and metaphors/analogies (figurative language is used to express an abstract idea that requires interpretation). However, most of these techniques were absent in the particular texts of analysis and therefore could not be applied to the analysis. Only one technique was relevant which was the 'word repetition' alongside with another, 'meaning relations'. These two techniques were recommended by Fairclough (1995) and Halliday and Hassan (1976). They were relevant and could be found in the text for analysis.

Social scientists describe themes in various terms. Grounded theorists regard them as 'categories' (Glaser & Strauss, 1967), 'codes' (Miles & Huberman, 1994), 'labels' and 'data-bits' (Dey, 1993). Others regard them as 'incidents' (Glaser & Strauss, 1967), 'segments' (Tesch, 1990), 'thematic units' (Krippendorff, 1980), 'chunks' (Miles & Huberman, 1994), 'units' (Lincoln & Guba, 1985), and 'concepts' (Strauss & Corbin, 1990). A theme can either be drawn from a theoretical idea that the researcher brings to the research (termed deductive) or from the raw data itself (termed inductive). Though theoretically derived themes or predetermined themes allow researchers to replicate, extend and refute existing studies (Boyatzis, 1998), there is not much significance in conducting qualitative work if one does not want to draw on the naturalistically occurring themes from the data itself. Like other qualitative methods, thematic analysis facilitates the meaning derived of a situation phenomenon that is under scrutiny to provide the foundation for establishing valid models of human thinking, feeling and behaviour. Previously, thematic analysis was widely used in psychology for the evaluation of mental health services (Boyatzis, 1998; Braun & Clarke, 2006).

3. RELATED STUDIES

Fleischmann, Takayama, Cheng, Tomiura, Oard, and Ishita (2015) conducted a thematic analysis of words that invoke values in a net neutrality debate. Although there are certainly many factors at play, human values play an important role in explaining attitudes and behaviours. Whereas attitudes are specific to a particular issue or situation, values exceed those specific situations and apply to many aspects of everyday life. The study enabled the researchers to code values by grouping associated word lists into categories. The coding involved detecting explicit and implicit invocations of values, and included statements that expressed positive, negative, and neutral sentiment

toward those values. A sentence could reflect multiple values, or none.

Another study by Yoon, Han and Park (2017) demonstrates the value-related texts on disabled sports in Korean news articles using a semantic network. Semantic network is a representation of semantic relations between various concepts in the form of a network (Doerfel & Barnett, 1999). Semantic network analysis is a process that extracts meaning in scattered text information as a text mining method. The network is a method that extracts texts from sentences and then analyzes the meaning from the network based on relations between texts. Recently, the semantic network is suggested as a means to shed light on the meaning and value hidden in relations between texts in news articles (Sudhahar, Veltri, & Cristianini, 2015).

4. CODING

A "good code" is one that captures the qualitative richness of the phenomenon (Boyatzis, 1998:1). Codes are markers that are used to label certain units of meaning from a chunk of information. They can be words, phrases, sentences or paragraphs that connote a similar meaning. Miles and Huberman (1994) note that coding is usually performed on larger units of information such as sentences and paragraphs which denote a similar meaning. The objective of the coding process is to determine the themes that would emerge from the data. Corbin and Strauss (2008: 75) emphasize that the "literature and experience can guide and sensitize" the researcher in analysing the data. Codes should possess three main criteria:

- a) Valid; accurately reflect what is being researched.
- b) Mutually exclusive; distinct with no overlap.
- c) Exhaustive; all relevant data should fit into a code.

4.1 Stages of Data Coding

There are a few steps taken to ensure a proper coding process on the data. The procedure of coding in this study involves two stages namely initial coding and axial coding. Initial or open coding requires a close reading and interrogation of the data. The line-by-line coding goes deeper into the phenomenon and explicates it. At this stage, in-vivo codes are identified directly from the text. Line-by-line coding prompts the researcher to dispel earlier preconceived assumptions of the data (Charmaz, 2008). The researcher seeks the vocabulary, specifically lexical repetition and meaning relations, as devices to organize and shape themes in discourse (Fairclough, 1995; Halliday & Hassan, 1976) so as to uncover the underlying leadership principles and values for the present study. After the initial codes are gathered, the codes are grouped into themes. This is referred to as axial coding. According to Corbin and Strauss (2008), axial coding links lower level concepts that are parallel to one another. The linking of similar concepts outlines "meanings that are deeper and which are normally arrived at by making inferences" (Paramasivam, 2010: 150). These deeper meanings develop into higher level concepts. Corbin and Strauss

(2008) provide an example: ‘flight’ is an idea of a higher-level concept stemmed from lower level concept words as ‘kite, bird, and plane’. The commonality of these three words are that they ‘fly’, which is an encompassing and broad term. This step is performed until the categories reach a saturation, whereby no more categories can emerge after detailed coding. The following is an explanation of how the coding process was carried out for values in this study:

a) The contextual background information gathered on the apology helped to form a visual mental picture and create the situation (scene) based on the contextual information that was obtained on the case. The analysis is dependent on perception. Perception is how the researcher consciously interprets and understands the environment, and it stems from his/her own individual and collective experiences. The researcher retrieves input from the environment, and through a sensory process, form ideas and beliefs not necessarily denoting true knowledge, but rather his/her own interpretation determining reality (Cachon, 2005; Choi & Rainey, 2010). Therefore, the researcher exposes and sensitizes herself/himself to the background of the case that is being studied to obtain a clear and unbiased judgement. This process took weeks to months to associate the researcher’s (first author) string of mental pictures from the news coverage to sit well with the researcher’s emotions (the researcher takes turns to imagine herself as the transgressor and the victim). The purpose of this was to enable the researcher to have an overall and in-depth view of what happened and picture the complete story as a mind map which facilitated better comprehension (subjective view of the situation) on how serious the damage was done that it required a remedial apology. (Appendix provides the text of an apology and its contextual background information.)

b) Only after obtaining an understanding of the apology case did the researcher perform an open/initial coding for various values. Refer to Table 2 in Appendix for the open codes used. Words that are repeated often or found to be synonymous were considered as important to the speaker, who in this case, is the offender. The offender will have a tendency to revolve around the same concept of words and ideas which they consider important to convey to the victims. For this reason, they would repeat the similar and synonymous words to emphasize their intentions. The analysis on speech acts and strategies were also brought into consideration on the development of potential values. The lexical analysis (refer to Table 4 Coding Worksheet in Appendix) performed on the text helped to group the open codes into firmer themes, which lead to the next step of coding; axial coding.

c) When carrying out the axial coding process (refer to Table 1 for the codes used), the researcher captured words/parallel structures that indicate to the values that exist in the literature of apology such as responsibility, accountability, forgiveness and reconciliation and so forth. The description of values culled from the literature was used as a guide (refer to Table 3 Leadership Values in

Appendix) to identify the words/parallel structures from the open/initial coding that resonated the value accurately. A sample analysis is provided in an example below. Example (elicited from apology text as shown in Appendix):

Corresponding lines:

I wanted to **respond personally** to the concerns you expressed (line 1)

Our campaign made a **mistake** (line 15)

I consider the entire campaign – and **in particular myself** – **responsible** for the **mistake** (line 17-18)

We have taken appropriate action to **prevent errors** like this (line 19)

The researcher found these sentences above to fit the criteria of the value of accountability. The researcher came across phrases with the word ‘mistake’ twice (line 15 and 18), and a synonym, ‘errors’ (line 19) which indicated that the offender was admitting and acknowledging his actions as a mistake. Then, within those phrases, the researcher found multiple usage of the first-person pronoun referring to the offender himself: ‘I’ (repeated twice), ‘myself’, ‘our’ and ‘we’ as accountable for the wrongdoing. In coincidence, these sentences also reflected the value of responsibility according to the description of responsibility (see Table 3 Appendix). Therefore, these sentences were used to analyse for responsibility as well. The phrase ‘respond personally’ (line 1) and ‘in particular myself – responsible for the mistake’ (line 17-18) depicts the offender with a sense of burden holding himself responsible for the mistake. This burden led him to want to ‘respond personally’ (line 1) to the victims with responsible efforts as pictured in the phrase, ‘taken appropriate action to prevent errors like this’ (line 19). This suggests that a sentence after being analysed through word analysis, is able to reflect multiple values such as accountability and responsibility.

d) Sarangi (2007: 580) introduces the term ‘analyst’s paradox’, which is a common blindsight in discourse research. As recommended by Gumperz (1997), one solution to overcome the ‘analyst’s paradox’ is “to refer to the activity of obtaining members’ insights to inform our interpretive practice, especially in light of tacit and layered embeddings of professional conduct” (Sarangi, 2007: 580). According to Sarangi (2007: 581), a study is deemed trustworthy and free of researcher biasness when a local assistant (peer) works with the researcher on the analysis and reports what it is in what he/she hears or perceives that leads to the interpretation. The local assistant functions as a discourse analyst reading into the analysis of values without a preconceived mindset. Agreeing with this solution is Heigham (2009: 269) who suggests the function of an intellectual ‘peer debriefer’ to see “if the interpretations are sound and grounded in the data.” Therefore, to make the study trustworthy and to test if a third person acknowledges how the data evidence presented by the researcher leads to the interpretations and conclusions put forward, a discourse analyst of the discourse community was employed for ‘member

checking' to study the interpretation of the researcher in order to verify the results gathered as reliable and objective. This is because the researcher's intuition and judgement are involved in the process of coding.

To facilitate member checking, the apology text, contextual background information of the apology, open and axial codes used for the analysis (Tables 1 and 2 in Appendix), the description of leadership values (Table 3 in Appendix), and the worksheet of word analysis performed on the apology text (Table 4 in Appendix) were provided to the peer debriefer. A duration of 2 weeks was given to the peer debriefer in order to familiarise with the case study and prepare necessary questions to ask the researcher for in-depth understanding of the researcher's findings. The discussions between the peer debriefer and the researcher took place ranging from 30 minutes to an hour for an apology text until a consensus was arrived about an understanding of the values portrayed in the apology.

5. RELIABILITY AND VALIDITY

One of the ultimate goals of a researcher is to design a study that has strong internal and external validity and reliability, a comprehensive multiperspective view (Boyd, 2000), and procedures to decrease potential biases within the research (Mitchell, 1986; Shih, 1998). Multiple perspectives can help rule out competing hypotheses, prevent premature acceptance of plausible explanations, and increase confidence in developing concepts or constructs in theory development (Banik, 1993). This is why the current study utilizes a triangulation of methods (a thematic analysis that is inductive as well as deductive in nature using grounded theory methodology of open and axial coding and a tabulated list of leadership values culled from the literature, as well as the use of a peer debriefer to perform a member check) as explained in the above. Methodological triangulation is the use of multiple methods when examining a phenomenon. The intent is to conduct the study with multiple lenses and questions in mind, to lend support to or refute findings (Denzin, 1970; Boyd, 2000). The benefits of triangulation can include increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, and providing a clearer understanding of the research problem (Jick, 1979). Using more than one methodical perspective can decrease alternative explanations for a phenomenon (Mitchell, 1986). According to Banik (1993) one of the greatest benefits of methodological triangulation is that it provides a broader, deeper analysis of findings. The intent of using triangulation is to decrease, negate, or counterbalance the deficiency of a single strategy, thereby increasing the ability to interpret the findings (Thurmond, 2001). Many researchers strive to design studies that will not only give a multidimensional perspective of the phenomenon (Foster, 1997) but will also provide rich, unbiased data that can be interpreted with a comfortable degree of assurance (Breitmayer, Ayres & Knafl, 1993; Jick, 1979).

6. CONCLUDING REMARKS

The paper uncovers the method employed to obtain the projection of values incorporated within an apology. This method is pertinent as a link between cross-fertilisation of fields, as a means to add value to hybrid researches. Uncovering values of leadership from a linguistics study is indeed important and can be further enhanced. In sum, it is hoped that the methodology put forth in this paper can be replicated and enhanced by other scholars in the field.

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BIONOTE

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APPENDIX

Contextual background of an apology (Obama apologizes for D'Punjab Memo)

The setting of the apology originated from the 2008 U.S. presidential election whereby Democratic candidates Senator Barack Obama and Senator Hillary Clinton were chief rivals. Both candidates and their research team were separately tending to their campaigns from state to state. During the campaign, Obama's research team secretly circulated an attack memo entitled Hillary Clinton (D-Punjab) to ridicule her as a Senator from the Indian region of Punjab. The memo referred to the former President Bill Clinton and Hillary Clinton's close ties with India, her financial investments in Indian companies, her efforts on fund-raising among Indian-Americans, and outsourcing. The memo implied that given her close Indian connections, she was better suited to represent the state of Punjab instead of America. As a result, the memo caused Obama's followers especially the Indian-Americans to doubt his pledge to run an attack-free campaign. Before long, Obama's followers posted a devastating note on the 'South Asians for Obama' fan page website saying that they were "shocked and dismayed by the memo" and "less than satisfied" with the campaign's initial responses to the crisis. To worsen the situation, the U.S.-India Political Action Committee sent a letter to Senator Obama, accusing his campaign of using racial stereotypes. As soon as Obama learned of the memo, he disavowed and criticised the memo's content. He quickly apologised in press conferences and revealed that he was unaware about the existence of the memo. Obama also released an official written apology for the Indian-Americans supporters on the website of the South Asians for Obama at <http://observer.com/2007/06/obama-apologizes-for-dpunjab/>. These efforts paid off well because the apology made its amends.

Transcript of the Apology Text (Obama apologizes for D'Punjab memo)

Source: <http://observer.com/2007/06/obama-apologizes-for-dpunjab>

1. I wanted to respond personally to the concerns you expressed regarding
2. the recent research memo that our campaign put into circulation.
3. I believe that your concerns with the memo are justified.
4. To begin with, the memo did not reflect my own views on the importance
5. of America's relationship with India.
6. I have long believed that the best way to promote U.S. economic
7. growth and opportunity for American workers is to continually improve
8. the skills of our own workforce and invest in our own scientific research,
9. technological capacity and infrastructure, rather than to try to insulate
10. ourselves from the global economy.
11. More importantly, the memo's caustic tone, and its focus on contributions
12. by Indian-Americans to the Clinton campaign, was potentially hurtful,
13. and as such, unacceptable.
14. The memo also ignored my own long-standing relationship
15. to – and support from – the Indian-American community.
16. In sum, our campaign made a mistake.
17. Although I was not aware of the contents of the memo prior to its
18. distribution, I consider the entire

19. campaign –and in particular, myself – responsible for the mistake.
20. We have taken appropriate action to prevent errors like this from
21. happening in the future.
22. Please feel free to share this letter with other members of your
23. organization or leaders in the Indian-American community.
24. I look forward to our continued friendship and exchange of ideas –
25. during the course of this campaign, and beyond.
26. Sincerely, Barack Obama

Table 1. Axial Codes of Values

Axial codes	Description
Acc	Accountability
Res	Responsibility
App-Rel	Appreciative (relationship)
Vis	Visionary
Sym	Sympathy
Rec	Reconciliation

Table 2. Open Codes of Values

Open/Initial codes	Description
LR (Mis)	Lexical repetition: Mistake
LR (Rel)	Lexical repetition: Relationship
LR (Mem)	Lexical repetition: Memo
LR (Imp)	Lexical repetition: Important
LR (Ind-Am)	Lexical repetition: Indian-Americans
LR (ProN-I)	Lexical repetition: Pronouns for I
MR (Syn-Mis)	Meaning relation: Synonym of mistake
MR (Adj)	Meaning relation: Adjectives
MR (Syn-Fut)	Meaning relation: Synonym of future
T (Acc-Rel)	Theme: Accountable as authoritative figure/ family-man
T (Res-Rel)	Theme: Responsible for relationship repair
T (DisAgr)	Theme: Clearing the disagreement/ misinterpretation
T (RelTol)	Theme: Relationship tolerance
T (FutVis)	Theme: Future vision
T (Pas-Bhn)	Theme: Putting the past behind

Table 3. Leadership Values

Values	Description
Responsibility	Increases sympathy and forgiveness, reduces anger (Weiner, Graphm, Peter, & Zmuidinas, 1991). Eliminates anger and negative responses (Lee, 2004; Coombs & Holladay, 2008). Recovers relationship with victim and improves public perception. Shows awareness of social norms and responds with action of repair to avoid the offense in future (Scher & Darley, 1997). Exemplifies to others a moral attitude or behaviour (Patel & Reins, 2003; Robena, 2003).
Accountability	Takes ownership of the ultimate result; a pass or a fail. Responsible for an offence that was a result of his action. Admits his accountability to show that he recognizes his choices and chooses to make a decision that is morally right. Willing to answer for the outcomes of his behaviours, choices, and actions in all situations. Does not pass the blame to others. Focuses onto the end goal and not the problem (Lichtenwalner, 2012).
Sympathy	Heightened awareness of the suffering of another person as something to be alleviated (Wispe, 1986) Increases the sincerity of the statement. Two perspectives of sympathy: the first intensifies the sensitivity to the emotions of the other person's pain, the second is a feeling of compassion and the yearning to help people who suffer from the same pain. A legally reliable crisis response (Robbennolt, 2003) A morally valuable characteristic that increases the perceived sincerity of the apology (Weiner, 1986). Relieves public anger.

Trust	<p>Trust is honesty, forward thinking, inspiration, and competence (Mussig, 2003).</p> <p>An open, regular, and clear communication is linked with high levels of trust (Cho & Poister, 2014).</p> <p>Valued leadership characteristics include: honesty, integrity, and truthfulness (Podsakoff, Mackenzie, Moorman, & Fetter, 1990).</p> <p>Trust mediates the relationship between transformational leadership and followers' satisfaction (Zhu & Akhtar, 2014).</p> <p>Two types of trust: Cognition-based trust and Affect-based trust (McAllister, 1995).</p> <p>Decreases by betrayal and causes hurt and emotional damage (Hansson, Jones, & Fletcher, 1990).</p> <p>An ethical character trait (Newman, Kiazad, Miao & Cooper (2014).</p>
Regret	<p>Shows guilt and remorse</p> <p>Admits to responsibility prior to regret (Fraser, 1981).</p> <p>Helps to rebuild the relationship between the offender and victim (Orenstein, 1999).</p> <p>A victim is likely to forgive after hearing expressions of regret (Hareli & Eisikovits, 2006).</p>
Forgiveness	<p>Repairs damaged workplace relationships, and overcomes debilitating thoughts and emotions resulting from interpersonal injury (Kymenlaasko, 2012).</p> <p>Willingness to abandon one's right to resentment, negative judgment and indifferent behaviour toward one who unjustly hurt them, while fostering the undeserved qualities of compassion, generosity, and even love towards him or her (Saunders, 2001).</p> <p>A willed change of heart and replaces bad thoughts of bitterness and anger with compassion and affection (Petersen, 2009).</p> <p>Moves the leader to see the situation in a new light which leads to restorative measures toward reconciliation (Kidder, 2007).</p> <p>Forms a bilateral relationship; the victim releases the emotional attachment of the traumatic event and the offender acknowledges the harm, sincerely apologizes and ask forgiveness, and makes a compensation (Ferch, 2012; Worthington, 2013).</p> <p>Requires individual to release the desire of seeking revenge and harbouring bitterness. Requires victim to take a risk in trusting that the offender will not re-engage in the same wrongdoing again</p>
Reconciliation	<p>Re-establishing relationship, renewing trust, and settling differences so that cooperation and a sense of harmony is restored (Wilmot & Hocker, 2011)</p> <p>To move forward past the hurt after a betrayal of trust happens (Daicoff, 2013)</p> <p>Restoring the relationship between victim and perpetrator which then makes it possible for social healing as well as governance stabilization and economic reconstruction (Worthington, 2013).</p> <p>Reconciliation follows after forgiveness (Augsburger, 2000).</p>

Table 4. Coding Worksheet for an Apology Text (Obama apologizes for D'Punjab memo)

Axial Codes	Values	Corresponding lines	Lexical analysis	Initial/open codes
Acc	Accountability	<p>(Line 1) I wanted to respond personally to the concerns you expressed.</p> <p>(Line 15) Our campaign made a mistake.</p> <p>(Line 17-18) I consider the entire campaign – and in particular myself – responsible for the mistake.</p> <p>(Line 19) We have taken appropriate action to prevent errors like this.</p>	<p>1. Lexical repetition</p> <p>Admitting it as a mistake: mistake (lines 15 and 18),</p> <p>Takes ownership: Usage of 1st person pronoun: I (lines: 1 and 17), myself (line 17), our (line 15), we (line 19)</p> <p>2. Meaning relations</p> <p>Synonyms: mistake and errors (line 15,18 and 19)</p> <p>Themes</p> <p>1. Theme: Accountable to repair relationship</p> <p>I wanted to respond personally (line 1), I consider the entire campaign – and in particular myself responsible (line 17), we have taken appropriate action (line 19)</p>	<p>LR (Mis)</p> <p>LR (ProN-I)</p> <p>MR (Syn-Mis)</p> <p>T (Acc-Rel)</p>
Res	Responsibility	(Line 1) I wanted to respond personally to the concerns you	<p>1. Lexical repetition</p> <p>Admitting it as a mistake: mistake (lines 15</p>	LR (Mis),

		expressed. (Line 15) Our campaign made a mistake. (Line 17-18) I consider the entire campaign – and in particular myself – responsible for the mistake. (Line 19) We have taken appropriate action to prevent errors like this.	and 18), Takes ownership: Usage of 1 st person pronoun: I (lines: 1 and 17), myself (line 17), our (line 15), we (line 19) 2. Meaning relations Synonyms: mistake and errors (line 15,18 and 19) Themes 1. Theme: Responsible for relationship repair I wanted to respond personally (line 1), I consider the entire campaign – and in particular myself responsible (line 17), we have taken appropriate action (line 19)	LR (ProN-I) MR (Syn-Mis) T (Res-Rel)
App-Rel	Relationship (Appreciative)	(Line 4-5) The memo did not reflect my own views on the importance of America's relationship with India. (Line 10-12) The memo's caustic tone, and its focus on contributions by Indian-Americans to the Clinton campaign, was potentially hurtful, and as such, unacceptable. (Line 13-14) The memo also ignored my own long-standing relationship to – and support from – the Indian-American community. (Line 20-21) Share this letter with other members of your organization or leaders in the Indian-American community. (Line 22) I look forward to our continued friendship and exchange of ideas.	1. Lexical repetition Relationship (line 5 and 13), memo (line 4, 10 and 13), 1 st person emphasis: my own views (line 4), my own long-standing relationship (line 13), I look forward (line 22) 2. Meaning relations Adjectives/descriptors: Caustic tone (line 10), potentially hurtful (line 11), unacceptable (line 12) Themes 1. Theme: Clearing the disagreement/misinterpretation Phrases: The memo did not reflect my own views (line 4), unacceptable (line 12), the memo also ignored my own long-standing relationship to – and support from – the Indian-American community (line 13-14) 2. Theme: Relationship tolerance Phrases: Importance of America's relationship with India (line 4-5), contributions by Indian-Americans to the Clinton campaign (line 11), my own long-standing relationship to – and support from – the Indian-American community (line 13-14), our continued friendship and exchange of ideas (line 22), share this letter with other members of your organization or leaders in the Indian-American community (line 20-21)	LR (Rel), LR (Mem), LR (ProN-I), MR (Adj) T (DisAgr) T (RelTol)
Vis	Visionary	(Line 19) Prevent errors like this from happening in the future. (Line 22-23) I look forward to our continued friendship and exchange of ideas – during the	1. Lexical repetition Usage of 1 st person pronoun: I (line 22), our (line 22) 2. Meaning relations Synonyms: in the future (line 19), I look	LR (ProN-I) MR (Syn-Fut)

		course of this campaign, and beyond.	forward (line 22), and beyond (line 23) Themes 1. Theme: Future vision Phrases: Prevent errors like this from happening in the future (line 19), I look forward to our continued friendship and exchange of ideas– during the course of this campaign, and beyond (line 22-23)	T (FutVis)
Sym	Sympathy	(Line 10-12) The memo's caustic tone, and its focus on contributions by Indian-Americans to the Clinton campaign, was potentially hurtful, and as such, unacceptable.	1. Meaning relations Adjectives/descriptors: Caustic tone (line 10), potentially hurtful (line 11), unacceptable (line 12)	MR (Adj)
Rec	Reconciliation	(Line 4-15) To begin with, the memo did not reflect my own views on the importance of America's relationship with India. I have long believed that the best way to promote U.S. economic growth and opportunity for American workers is to continually improve the skills of our own workforce and invest in our own scientific research, technological capacity and infrastructure, rather than to try to insulate ourselves from the global economy. More importantly, the memo's caustic tone, and its focus on contributions by Indian-Americans to the Clinton campaign, was potentially hurtful, and as such, unacceptable. The memo also ignored my own long-standing relationship to – and support from – the Indian-American community. (Line 22-25) Please feel free to share this letter with other members of your organization or leaders in the Indian-American community. I look forward to our continued friendship and exchange of ideas – during the course of this campaign, and beyond.	1. Lexical repetition Relationship (line 5 and 14), important (line 4 and 11), Indian-Americans (line 12, 15 and 23) 2. Meaning relations Adjectives/descriptors: Caustic tone (line 10), potentially hurtful (line 11), unacceptable (line 12) Themes 1. Theme: Clearing the disagreement/ misinterpretation Phrases: The memo did not reflect my own views (line 4), unacceptable (line 12), the memo also ignored my own long-standing relationship to – and support from – the Indian-American community (line 13-14) 2. Theme: Relationship tolerance Phrases: Importance of America's relationship with India (line 4-5), contributions by Indian-Americans to the Clinton campaign (line 12), my own long-standing relationship to – and support from – the Indian-American community (line 14-15), our continued friendship and exchange of ideas (line 24), share this letter with other members of your organization or leaders in the Indian-American community (line 22-23) 3. Theme: Putting the past behind Phrases: I look forward to our continued friendship and exchange of ideas– during the course of this campaign, and beyond (line 22-23)	LR (Rel) LR (Imp) LR (Ind-Am) MR (Adj) T (DisAgr) T (RelTol) T (Pas-Bhn)