

**An Analysis of the Six Dimensions of Psychological Well-Being in
Learning Reflections of Leaders. Exploring the Influence of Storytelling
on Leader Development.**

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Management at Murdoch University
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Declaration

I declare that this thesis is my own account of my research and contains, as its main content, work that has not previously been submitted for a degree at any tertiary educational institution, including Murdoch University.

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Thesis Title: An Analysis of the Six Dimensions of Psychological Well-Being in Learning Reflections of Leaders. Exploring the Influence of Storytelling on Leader Development.

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Abstract

This study aims to explore the psychological well-being (PWB) and leadership development phenomena to increase the understanding of their meaning and influence on leaders. The utilisation of the qualitative case study research strategy explored the influence of storytelling on the development of leaders participating in a leadership development program. Reflection data from 40 senior leader participants was collected from a leadership development program at which influential speakers shared their personal leadership journeys. Utilising the NVivo 12 software for computer-assisted deductive and inductive coding, evidence of the Ryff six factors of PWB (1995) was found. In addition, cross-case synthesis analysis and thematic content analysis uncovered common themes within the Ryff dimensions of PWB across the cases of participant reflection data. Common themes identified included people-perspective leadership styles, proactively connecting with followers, visionary leadership, the ability to appreciate new perspectives, a strong sense of self, staying true to your values and beliefs, and effectively managing family and work-life. The emerging themes were explored, highlighting the positive influence of storytelling on participants and the enhancement of leader PWB and leadership development. The practical implication of this study is that findings suggest that leaders who integrate the common themes identified from the learning reflections into their own leadership style will support their dimensions of PWB to become leaders with more positive psychology and thus improved leadership.

Dedication

For my Family: Past, Present and Future

Acknowledgments

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Chapter 1: Introduction

Contemporary societies face an increasing pace of change, demanding individuals and organisations to respond, develop, and adapt to these turbulent and high pressure environments. It is well established that workplace factors have the potential to significantly affect an employee's psychological health and well-being (Danna & Griffin, 1999). Additionally, there is increased awareness regarding the negative consequences and financial costs surrounding stressful workplaces (Zapf, 2002). Despite this, psychological health remains relatively neglected as a workplace indicator of performance in comparison to physical safety and performance measures (Peterson et al., 2011). Positive psychology is concerned with the enhancement of human functioning, emphasizes the positive aspects of human behaviour and well-being, and works towards optimal human functioning (Coetzee & Viviers, 2007).

Recent decades have seen the emergence of numerous studies analysing the influence of leadership on employee well-being. Leaders have the potential to directly and indirectly influence the PWB of employees over a short or long duration (van Dierendonck et al., 2004). Subsequently, followers have reported higher levels of well-being when managers had an active and supportive leadership style (van Dierendonck et al., 2004). Furthermore, positive psychology has been linked to positive leadership (Peterson & Luthans, 2003; Roche, 2013; Mayer & Oosthuizen, 2019). Leadership development and learning methods are critical aspects of leadership, as well as an avenue for effectiveness and competitive advantage (Luthans & Youssef, 2004). As the significant influence of leading figures on the organisation and employees is evident, the importance of leaders exhibiting high PWB comes to light.

This study explores the leadership, psychological well-being (PWB) and leadership development phenomena with the aim to increase the understanding of their meaning and influence on leaders. Emerging themes are explored to identify the influence of story telling on leader PWB and leadership development.

Utilising the six key dimensions of well-being as depicted by Ryff (1995a), the research questions of this study are:

1. Which factors of the Ryff model of Psychological Well Being were evident in the learning reflections of participants upon hearing the personal leadership journeys of influential speakers?

2. Which themes within the six dimensions of psychological well-being were evident in the leaders' learning reflections?

3. How does storytelling support the development of psychological well-being in leadership development program participants?

The qualitative methodology is considered most suitable for this study to identify general themes, to generate meaning and theory (Creswell, 2009) and complement due to the the descriptive nature of the research problems. Case study research is the qualitative strategy adopted to explore the influence of narratives on the development of leaders, as well as analyse the psychological well-being (PWB) dimensions in learning reflection data.

The research strategy to address the research questions started with analysis of the literature, undertaken by the researcher, which developed the theoretical foundation of the study, presented in Chapter 2. Subsequently, data collection and data analysis, presented in Chapter 3, involved word frequency and coding methods. Coded references were explored through thematic analysis and cross-case synthesis. Chapter 4 consists of the presentation and discussion of the data analysis findings, including common themes found within the learning reflection data.

Chapter 2: Literature Review

The goal of this study is to explore the influence of storytelling on leader development through analysing the psychological well-being (PWB) dimensions in learning reflection data. Review of the research to date surrounding the three core areas of this study: leadership, PWB, and learning theories, was performed to lay a theoretical foundation. First, the leadership phenomenon is discussed to present an overview of current evidence-based theories and approaches to leadership, highlighting the importance of leaders. Second, the review of current PWB theories emphasises recognising the PWB of leaders in an organisational setting. Finally, this chapter concludes with a review of primary learning methods to enhance the development and well-being of leaders.

As the participants of this study involves leaders, critical leadership theories in the literature are reviewed and will be considered during analysis of leader reflection data to provide possible explanations and links to emerging themes. The first section of this chapter starts with a review of the leadership literature to demonstrate the evolution of thinking. Fundamental theories of leadership are presented, followed by contemporary theories and their trends in the recent decade. Lastly recent findings on the relationship of leaders and work stress is presented. The second section reviews the literature surrounding the psychological well-being (PWB) to demonstrate the influence of work-related factors on an individual's PWB. In addition, revision of widely-accepted models and theories of PWB highlighting the importance of leader well-being is discussed. The third section of this chapter presents an overview of research to date surrounding leadership development and learning methods.

1. Leadership

Review of the literature aims to understand the nature of leadership and its importance to the organisational setting. A review of more significant streams of early thought in the area are first reviewed, followed by contemporary leadership theories. First, we look at the fundamental Great Man theory, Trait theory, and Contingency theory, which derive from several widely accepted leadership theories. Models, including the Leader-Member Exchange model and Transformational leadership, are presented to demonstrate the evolution in thinking that has occurred in the field. Next, contemporary theories that have been introduced to the literature in recent decades is presented to show trends in recent literature. Finally, the concept of leaders and the effect of work stress is explored.

1.1 Early Leadership Theories

The Great Man theory which dominated nineteenth-century leadership literature, accepted leaders to be few individuals in society with several unique characteristics, coupled with the belief that leaders are born, not made (Stogdill, 1975). Although, following the evolvement of leadership literature, this theory has been dismissed and considered redundant (Sethuraman & Suresh, 2014). Trait theory, one of the earliest leadership theories, held the assumption that specific individuals have unique, innate characteristics that make them a leader, differentiating them from non-leaders (Bryman, 1992). These exclusive, usually inborn traits could include an individual's physique, personality, and ability, such as height, intelligence, extroversion, and fluency (Jago, 1982). However, the mid-1900s saw a shift in leadership research from the trait perspective of leadership towards the process viewpoint. The process perspective proposes leadership to reside in and depends on the context, thus making leadership available to everyone (Northouse, 2016). This allowed leadership to be observed in leader behaviours and can be learned (Jago, 1982), hence contrasting the Great man theory.

Introduction of Fiedler's (1964) Contingency theory caused a shift from research focusing on the leader alone to the leader working in conjunction with their situation and environment. Strongly backed with extensive research, it was the first leadership theory to emphasize the effect of the situation or context on the leader and its prediction of leadership effectiveness. Contingency theory combines the situational and behavioural approach to leadership, emphasizing the importance of matching a leader's style to the demands of a situation, with the leader's effectiveness depending on the fit with the context (Fiedler & Chemers, 1974). Context factors included the leadership style, followers, and the situation (Sethuraman & Suresh, 2014). Most current leadership theories stem from or are embedded with the mentioned early leadership theories, thus forming the basis of the theories and models which lie ahead in this chapter.

1.2 The Leader-Member Exchange model

Emerging in the mid-1970s when leader-member relationship became the central point of the leadership process, the Leader-member exchange (LMX) theory describes how leaders develop different exchange relations over time with each of their followers, suggesting that these

relationships vary according to the quality of their exchange relationship (Graen et al., 1975, 1976). The LMX theory has undergone several revisions since its emergence and continues to be of interest in the leadership literature. Depending on the leader-follower relationship quality, leaders categorize followers as either *in-group* or *out-group* members based on their willingness to accept responsibilities and how well they get along with the leader (Graen et al., 1975, 1976). Out-group members concern the majority of followers and are often less compatible with the leader, and their relationship with the leader does not go beyond the role requirements (Dansereau et al., 1975). The in-group is a smaller subset of the followers whose relationship expands beyond their role, resulting in them enjoying more opportunities, influence, and rewards that go beyond the standard job benefits (Dansereau et al., 1975). The leader's selection of the followers who are part of the in-group is primarily based on personal compatibility, perceptions of subordinate competence, and dependability (Graen et al., 1976).

Research surrounding the effect of LMX on organisations has primarily analysed the effect of leader-member exchanges on organisational performance. High-quality exchanges, often experienced with in-group members, produce numerous positive outcomes such as lower employee turnover, a higher frequency of promotions, more positive work evaluations, and better job attitudes (Liden et al., 1993; Graen & Uhl-Bien, 1995; Agarwal et al., 2010; Torke et al., 2010). Unlike prior theories, LMX uniquely centres around the exchange between leaders and their followers, emphasizing the importance of effective communication in leader-member relationships. A myriad of studies has supported this theory, finding significant relationships between individual- and group-level perceptions of LMX quality with individual- and group-level outcomes (Schriesheim et al., 2001; Boies & Howell, 2006; Henderson et al., 2008). Similarly, a study by Schyns (2006) suggests that consensus with respect to LMX influences group performance outcomes, signifying that leaders should strive toward having a similar relationship with all followers. The leader-member relationship is a critical component of the leadership process, thus must be considered during this study while gaining insight into leader perspectives and development. Leader development literature is further reviewed in section 3 of this chapter.

1.3 Transformational leadership

Following the LMX model, the 1980s saw transformational leadership become the most popular leadership theory in the literature, emphasising the charismatic and affective elements of leadership. A content review found transformational or charismatic leadership to be addressed in one-third of the articles published in *Leadership Quarterly* (Lowe and Gardner, 2001). Burns (1978) initially defined leadership as a transformational process, stating that leadership occurs "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality." Bass (1985), based on Burns' work, generated a refined and expanded the definition of transformational leadership. He argues that transformational leadership highlights the potential influence leaders have to push followers to go beyond what is expected of them. Leaders do this by first increasing the level of follower's attention towards the value and importance of specified goals, secondly through getting followers to transcend their self-interest for the sake of the team or organisation, and thirdly by affecting followers to address higher-level needs (Bass, 1985). Transformational leadership attempts to change and transform the emotions, values, ethics, standards, and long-term goals of the followers, thus inspiring followers to go the extra mile. Transformational leaders are those who can articulate their clear vision, recognize the individuality of followers, empowers followers to meet higher standards, act as change agents and good role models, are trustworthy, and give meaning to organisational life (Burns, 1978; Bass, 1985). Transformational leadership is supported by substantial evidence highlighting transformational leadership as a valid form of leadership (Yukl, 1999; Judge & Piccolo, 2004). Furthermore, studies that utilised the Multifactor Leadership Questionnaire, which is used to assess transformational leadership, found transformational leadership positively associated with follower performance, motivation, and satisfaction (Bono & Judge, 2003, Bartram & Casimir, 2007).

However, this theory suffers from a lack of conceptual clarity due to the wide range of activities and characteristics are covered. For example, Bryman (1992) criticizes the literature for often treating transformational and charismatic leadership synonymously, while other scholars of leadership, such as Bass (1985), view charisma as one of the components of transformational leadership. Another point of concern is that transformational leadership idealizes the leader to be the one who moves followers to do extraordinary things, failing to give attention to shared leadership or reciprocal influence. However, followers are well known to be capable of

influencing leaders just as leaders can influence followers. For example, Ashkanasy and Paulsen (2013) explore the follower-centric perspective of leadership and found follower mood to impact a leader's mood and task performance. Despite these limitations, this theory remains to be one of the most popular and widely researched approaches in the literature. Additionally, transformational leadership has been found to positively influence organisational performance through organisational learning and innovation (García-Morales et al., 2012). This leadership theory compliments the research aim of determining effective learning methods for leader development. Learning theories and methods are further explored in section 3 of this chapter. Transformational leadership theory, which emphasises the charismatic and affective elements of leadership, will be used to gain insight on the leader reflections data of this study due to its credibility and universality of application.

1.4 Contemporary Leadership Theories

As mainstream models are recognised to have shortcomings, contemporary leadership theories offer alternative perspectives to the leadership phenomenon. The contemporary leadership approaches reviewed in this chapter include servant leadership, authentic leadership, and adaptive leadership. These three theories show a common trend of adopting a situational and behavioural approach to leadership. In addition to defining and describing the main theories, strengths, and limitations are also evaluated. Contemporary leadership theories will be considered during analysis of leader reflection data to provide possible explanations and links to emerging themes.

1.4.1 Servant Leadership

Originating in the seminal work of Greenleaf (1970), servant leadership sees the leader taking on the 'servant' role to focus on satisfying the follower's needs and prioritizing them over their own. The servant leadership model concerns the behaviours a leader should exhibit to prioritize the followers' development (Hale & Fields, 2007). Servant leaders are attentive to followers' needs and concerns, empathize with followers, and nurture them. They aid followers in their development and reach full personal capacity, are ethical, and strive to do good to the organisation, community, and society as a whole (Graham, 1991). The servant leader's authority is transferred to those being led, and the power of servant leaders is not assumed but

instead given to the individual who has proven themselves and gained the follower's trust to lead (Greenleaf, 1977). This theory holds the attitude that leaders should make a strong effort to share their power, enabling others to grow and become autonomous (Van Dierendonck, 2011). Servant leadership is a unique and contemporary leadership theory concerning a counterintuitive and proactive approach to influence followers by giving up the leader's control. The central altruistic component of servant leadership is also unique to this theory (Van Dierendonck, 2011).

Similar to authentic leadership, servant leadership lacks an overall agreed theoretical framework (Parris & Peachey, 2013). Servant leadership differs to transformational leadership primarily because of differences in focus of the leader. Transformational leader behaviours are directed towards the organisation, aiming to enrich follower commitment toward organisational objectives (Gregory Stone et al., 2004). In contrast, servant leaders focus on the followers and organisational objectives are achieved through subordinate outcomes (Van Dierendonck, 2011). The distinguishing classifier of leaders as either transformational or servant leaders, is the extent to which the leader is able to shift the primary focus of leadership from the organisation to the followers (Gregory Stone et al., 2004). This study presents evidence in reflection data of numerous leadership styles including servant leadership. Thus, comprehension of this concept is complimentary to the exploration of this study and gaining an understanding of participant perceptions.

1.4.2 Authentic Leadership

Authentic leadership refers to the patterns of behaviour that promote genuine and honest relationships with followers built on an ethical foundation. Authentic leadership is a transparent approach that is morally grounded and responsive to other people's needs and values (Luthans & Avolio, 2003). Similar to other leadership theories such as servant leadership, there is no single definition that is agreed upon by all scholars. Instead, the literature presents multiple perspectives, conceptualizing authentic leadership as an intrapersonal, interpersonal, and developmental theory. Firstly, the *intrapersonal perspective* emphasizes the leader's life experiences as a critical component to the development of an authentic leader, focusing on what goes on within the leader and their self-knowledge, self-regulation, and self-concept (Shamir & Eilam, 2005). Authentic leaders are genuine and original leading from conviction, rather than imitating others (Shamir & Eilam, 2005). Secondly, the *interpersonal perspective* views authentic leadership as a collective process created by the relationship between leaders

and followers (Eagly, 2005). Thirdly, the *developmental perspective*, based upon the work by Avolio and his associates, views authentic leadership as something that can be nurtured in a leader, develops over a person's lifetime and can be triggered by significant life events such as severe illness or career change (Avolio & Gardner, 2005; Gardner et al., 2005; Walumbwa et al., 2008). Subsequently, Walumbwa et al. (2008) adopt the developmental approach to conceptualize authentic leadership to be a pattern of leader behaviour rooted in the leader's positive psychological qualities and moral reasoning. Authentic leadership is made up of four distinct but associated types of behaviours: self-awareness, internalized moral perspective, balanced processing, and relational transparency (Avolio et al., 2009). These four types of behaviour are developed by the leader over time. Furthermore, authentic leaders have been announced as critical components to create healthy work environments, particularly in stressful work environments such as nursing which widely suffers from burnout, disability, and high absenteeism (Shirey, 2006). The general attributes of authentic leaders include genuineness, trustworthiness, reliability, compassion, and believability (Shirey, 2006). These components will be considered during the data analysis of this study to gain further insight with the aim to identify PWB factors in learning reflections.

1.4.3 Adaptive Leadership

Adaptive leadership is the practice of encouraging followers to mobilise and adapt through confronting and solving problems, challenges, and changes (Heifetz, 1994). This theory is concerned with the adaption of followers, not the adaption of the leader. A critical component of adaptive leadership is the leader creating and maintaining a space, called the holding environment, where followers can feel secure to confront difficulties and challenges (Heifetz et al., 2009). Since Heifetz's (1994) seminal work on adaptive leadership, this leadership theory has been used to explore the underlying mechanisms behind how leaders effectively encourage change on an individual, organisational, community, and societal level. This theory encourages leader behaviours that stimulate learning, creativity, and adaptation by followers in complex situations (DeRue, 2011). The precise practical guidelines by Yulk and Mahsud (2010), which are based on the review of various streams of research, proves as a strength of the practicality of adaptive leadership. Thus, this theory provides practical guidelines for leaders to gain a more flexible and adaptive leadership style to facilitate adaptive change. In addition, adaptive leadership theory highlights the vital role a holding environment plays in the leadership process. As this study focuses on learning methods, this holding environment aspect of

adaptive leadership is considered in the data analysis process. However, empirical research surrounding adaptive leadership remains limited, and the prescribed actions can become overwhelming to the leader attempting to adopt this approach due to their breadth and wide-ranging nature.

Contemporary leadership theories offer alternative avenues of understanding when primary leadership theories fall short. Hence this study embraces contemporary leadership theories such as authentic, servant and adaptive leadership which offer renewed perspectives and promise to the literature. Modern understanding of leadership in the organisational setting is seeing trends towards adopting a situational and behavioural approach. Likewise, these emerging theories facilitate greater focus employees and consideration of employee stress and health, which comprises physical and psychological well-being.

1.5 Work Stress and Employee Health

Work consumes a large portion of most individuals' lives and hence has a tremendous impact on the physical and psychological health and well-being of those who contribute to society (Arnold et al., 2010). It is well established that workplace factors have the potential to significantly affect an employee's psychological health and well-being (Danna & Griffin, 1999; Grawitch et al., 2006; Rathi, 2009; Slep et al., 2015). Additionally, there is increased awareness regarding the negative consequences and financial costs surrounding stressful workplaces (Zapf, 2002). Stress concerns the physical and psychological reactions to any stimulus, influence, or circumstance in the individual's reality or perception (Spielberger, 1966). Stress threatens well-being and overburdens available internal and external coping resources (Thoits, 1995; Folkman, 2010; Vinothkumar et al., 2016). Work stress will result in positive or negative adaptive responses and consequences such as physical illness, behavioural reactions, emotional reactions, cognitive deficiencies, and psycho-physiological symptoms (Dewe & Cooper, 2012; Hofmann et al., 2012; Bell & Ross, 2014; Berto, 2014). Similarly, stressful work environments have been associated with reduced task performance, increased levels of turnover and absenteeism, an increase in workplace accident frequency, alcoholism, and lower commitment levels (Williams et al., 1982; Sparks et al., 1997; Paillé, 2011; Day et al., 2012).

Stressors, the causing or influencing factors that lead to stress reactions, can be internal (unique personal factors) or from external sources (Spielberger, 1966; Boyd et al., 2009; Moustaka & Constantinidis, 2010). Stress resulting from the sudden onset of an event is termed 'acute,' such as job loss or a death in the family. In contrast, stress which has accumulated over a long duration is 'chronic,' for instance frustrating personal relationships, long term issues such as driving during peak hours, or unsatisfactory work situations. Minor continual stress can lead to more severe or acute stress events (Dewe & Cooper, 2012), hence should not be overlooked in the study of work stress and individual well-being. Well-being is a complex phenomenon generally understood as the presence of optimal experience and optimal functioning (Ryan & Deci, 2001). Workplace well-being can be developed through developing professional skills, maintaining work-life balance, and finding purpose behind the work carried out (Bergh, 2011).

Leadership styles which have been found to positively influence employee psychological well-being include transformational leadership (Arnold et al., 2007; Nielsen et al., 2008; Kelloway et al., 2012; Nielsen & Daniels, 2012), ethical leadership (Ratina & Yustina, 2017; Teimouri et al., 2018) and servant leadership (Rivkin et al., 2014). Hence, leaders in organisations are encouraged to adopt these leadership styles to improve the enhancement of employee PWB. In addition, positive psychology has been linked to positive leadership (Peterson & Luthans, 2003; Roche, 2013; Mayer & Oosthuizen, 2019), suggesting that leaders' well-being is critical for both the leaders themselves in addition to their influence on employee outcomes. The psychological well-being phenomena is reviewed in the following section.

2. Psychological Well-Being

Section 2 of this chapter reviews the literature surrounding the psychological well-being (PWB) phenomenon. First, definitions of well-being and PWB in existing research are explored. Secondly, the factors proven to influence PWB are presented, with a focus on work-related factors. Finally, the revision of widely-accepted models and theories of PWB highlights the importance of leader well-being.

2.1 General Well-Being

The well-being literature is dynamic and has seen a shift in recent decades from theories based on feelings of happiness towards theories involving a sense of purpose and meaning of life (Seligman, 2012; 2014). However, criticism surrounding well-being literature and its failure to produce a universal definition of well-being remains. Dodge and colleagues (2012) argue that most studies which attempt to express the nature of well-being are doing so by focusing on its dimensions, rather than a single definition. Martin Seligman, one of the leaders of the positive psychology movement, has produced a multi-dimensional framework of well-being, proposing that building blocks for a flourishing life are: positive emotion, engagement, relationships, meaning, and accomplishment (PERMA) (Seligman, 2012). However, critics challenge Seligman's view of presenting well-being as a construct, believing it implies that well-being is not observable or objectively measurable, but rather is assumed to exist (Dodge et al., 2012). Shah and Marks (2004) consider well-being to go beyond experienced positive feelings and include the means of personal development, fulfilment, and community contribution to their definition of well-being. This literature review will adopt the most widely accepted understanding of well-being, which is that the term 'well-being,' also referred to as wellness, is a complex structure that involves the presence of optimal experience and optimal functioning (Ryan & Deci, 2001). The well-being literature involves various aspects of well-being including psychological, physical, economic, social and emotional well-being (Diener, 2009; Frey & Stutzer, 2010). Due to the extensive nature of the well-being phenomenon, this study will narrow its focus to the psychological well-being of leaders.

2.2 Psychological Well-Being

The positive psychology movement gained momentum in response to critique on the state of psychological literature and its emphasis on human unhappiness, suffering and, illness, thus neglecting psychological growth and positive functioning (Ryff, 1989a). Positive psychology theories have moved towards eudemonic well-being (Seligman, 2012; 2014), thus involving a sense of purpose and meaning of life to attain well-being (Steptoe et al., 2015). Positive psychology is concerned with the enhancement of human functioning, emphasizes the positive aspects of human behaviour and well-being, and works towards optimal human functioning (Coetzee & Viviers, 2007). Positive psychology focuses less on illness and healing, but instead

emphasizes well-being and fostering the potential, strengths, and virtues of individuals and organisations. Within the organisational context, positive psychology focuses on the development and maintenance of environments that encourage positive traits and experiences in individuals and groups (Bergh, 2011). *Psychological capital* is defined as the positive psychological state of individuals and characterized by efficacy, optimism, hope, and resilience (Luthans, 2004) and is gaining increasing recognition for the value it brings to organisations. It acts as a positive resource with the capabilities to enhance motivation, identify individual strengths, and develop their psychological capacities (Luthans et al., 2007).

Seminal work by Bradburn (1969) provides the fundamental distinction between positive and negative affect, deciding to focus on happiness as the outcome variable. Gradually, most contemporary literature surrounding well-being now focuses on life satisfaction rather than happiness alone. Diener argues that happiness and well-being is best conceptualized through "subjective well-being" (SWB) to evaluate one's quality of life (Diener, 1984). The term was introduced in 1984 (Diener, 1984) when researchers started to explore the techniques used to evaluate an individual's life positively. This approach is complementary to the positive psychology movement, which argues that the field of psychology has focused on human unhappiness and suffering and thus neglecting psychological growth and positive functioning (Ryff, 1989a; Seligman & Csikszentmihalyi, 2014). Subjective well-being concerns both emotional-affective and cognitive evaluation of life (Diener 2000; Diener et al., 2003; Xu & Roberts, 2010). The SWB approach assumes that individuals are the best evaluators of their happiness, assessing according to what the individual prioritises for their happiness (Şimşek, 2009). However, many have criticized the subjective focus that allows individuals to judge their own life, arguing that not everyone knows what is best for them and will lead to their happiness (Thaler & Sunstein, 2009). It is also well-established that single indicators of well-being are less reliable than multiple-item scales (Larsen, 1985). Furthermore, life satisfaction ratings tend to be more stable than affective aspects of well-being (Larsen, 1985). Due to these shortcomings this study will not use SWB as the sole indicator of psychological well-being.

There are two commonly used two categories of PWB in the literature; *hedonic* well-being and *eudaimonic* well-being. Hedonic well-being refers to the individual's subjective feelings of happiness, comprising of a cognitive component (satisfaction with life) and an affective component (high positive or low negative affect) (Ryan & Deci, 2011; Huta & Ryan, 2010; Disabato et al., 2016). In this model, subjective well-being would be categorised under hedonic

well-being. Eudaimonic well-being calls upon people to live their true self and occurs when individuals partake in work and activities which are most congruent to their held beliefs and values (Ryan & Deci, 2001, Huta & Ryan, 2010; Disabato et al., 2016). An individual is proposed to experience elevated psychological well-being when both life satisfaction and positive affect are high (Carruthers & Hood, 2004).

Ryff & Singer (1998) have challenged the SWB model, contesting its limited scope concerning positive functioning and its limitations as an indicator of healthy living. Falling in the eudaimonic category, Ryff and Keyes (1995) conceptualised PWB as distinct from SWB and presented a multi-dimensional approach to the measurement of PWB. Their model presents six dimensions of PWB: autonomy, personal growth, self-acceptance, life purpose, mastery, and positive relatedness. In response, Diener and colleagues (1998) argue that SWB research allows investigators to find what makes an individual's life enjoyable, while Ryff's (1989a) model is a criterion that lets experts define well-being.

Having high psychological well-being is recognised to go beyond the absence of mental problems or distress. The importance of studying PWB lies in being able to identify the missing aspects of people's lives (Ryff, 1995). It is common to focus on the two extreme ends of the spectrum, those who suffer major psychological disorders and those who possess high psychological well-being, leading to neglecting of the majority who find themselves in between - those who may not suffer from a psychological dysfunction, yet lack numerous positive psychology aspects in their life. Therefore, more insightful PWB research can provide a better understanding of what aspects are missing in an individual's life that is holding them back from reaching their highest potential level of positive psychology. This deeper insight can be provided by qualitative research which aims to find the meaning and understanding of phenomena, compared to the commonly used quantitative strategy which aims to find generalisations (Williams, 2007).

Overall, psychological well-being is a broad concept that has been conceptualized numerous ways in the literature but generally understood as experiencing positive mental states and feelings towards one's self and others. Subjective well-being is a necessary part of overall PWB, but alone it stands as insufficient to capture the multifaceted reality of well-being. PWB is generally categorized as either hedonic, the subjective feelings of happiness, or eudaimonic, the purposeful aspects of PWB. This study will employ the eudaimonic conceptualization of

PWB and the Ryff and Keyes' (1995) six-factor model will be used to define psychological well-being.

2.3 The Six Factor Model of Psychological Well-Being

The diversity of well-being categories has resulted in well-being literature lacking consistent operational definitions and measures (Deci & Ryan, 2008). Recurrent themes and points of convergence in the various perspectives surrounding positive functioning were identified by Ryff (1995a) to create the six key dimensions or factors of well-being. These dimensions, seen in the inner circle of Figure 1, represent the commonly endorsed aspects of what it means to be well, healthy, and fully functioning. The six factors are a purpose in life, environmental mastery, positive relationships with others, autonomy, personal growth, and self-acceptance (Figure 1). This model portrays wellness to include the belief that life one's life has purpose and meaning, the capacity to manage one's life and surroundings effectively, holds positive relationships with others, a sense of continued self-development and growth, and the positive evaluation of one's self and one's life (Ryff, 1995). Surrounding the inner circle dimensions are the theoretical and conceptual underpinnings that were integrated by Ryff to produce the six dimensions of PWB (Figure 1).

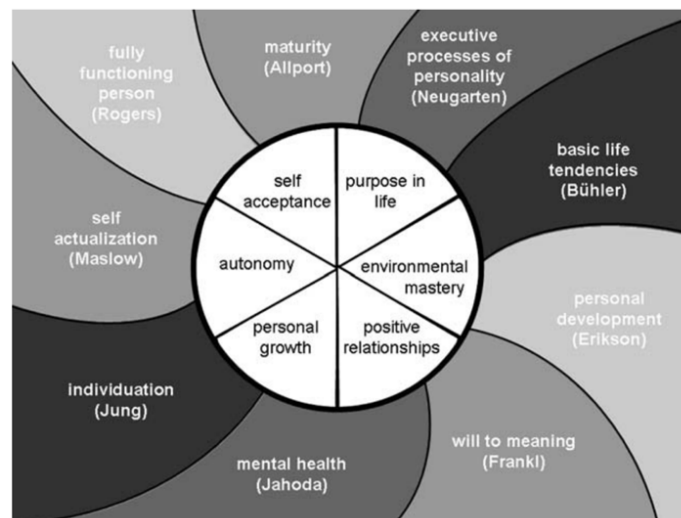


Figure 1. Core dimensions of PWB and their theoretical foundations. Adopted from Ryff & Singer (2008).

Three kinds of literature provide the theoretical foundation for this model. Firstly, the literature on developmental psychology, particularly lifespan development studies, which includes

perspectives such as Erikson's model of psychosocial development (1959), Bühler's construction of basic life tendencies (1933), and Neugarten's (1968) executive processes of personality change in adulthood and old age. Secondly, the field of clinical psychology offers various conceptualizations of well-being. For example, self-actualisation in Maslow's (1943) hierarchy of needs, Jung's individuation theory (1953), and the concept of maturity by Allport, and Rogers's perspective on the fully functioning person. Thirdly, the literature surrounding mental health, particularly Jahoda's (1958) construction of positive criteria of mental health, and the conception of positive functioning during ageing by Birren (1995), was integrated. The article by Ryff and Singer (2008) elaborates on how each of the dimensions stemmed from the integration of prior perspectives. Additionally, Ryff has published definitions of these dimensions, helping to bring operationalised definitions to well-being literature with theoretical foundations (Ryff, 1995; Ryff & Singer, 2008). These definitions are provided in Table 1.

Table 1. Definitions of theory-guided dimensions of well-being. Adopted from Ryff & Singer (2008).

Dimension	Definition
Purpose in Life	<i>High scorer:</i> Has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living <i>Low scorer:</i> Lacks a sense of meaning in life; has few goals or aims; lacks sense of direction; does not see purpose of past life; has no outlook or beliefs that give life meaning
Environmental Mastery	<i>High scorer:</i> Has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values <i>Low scorer:</i> Has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks sense of control over external world
Positive Relationships	<i>High scorer:</i> Has warm, satisfying, trusting relationships with others; is concerned about the welfare of other others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships <i>Low scorer:</i> Has few close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others
Personal Growth	<i>High scorer:</i> Has a feeling of continued development; sees self as growing and expending; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behaviour over time; is changing in ways that reflect more self-knowledge and effectiveness <i>Low scorer:</i> Has a sense of personal stagnation; lacks sense of improvement or expansion overtime; feels bored and uninterested with life; feels unable to develop new attitudes or behaviours
Autonomy	<i>High scorer:</i> Is self-determining and independent; able to resist social pressures to think and act in certain ways; regulates social pressures to think and act in certain ways; regulates behaviour from within; evaluates self by personal standards

	<i>Low scorer:</i> Is concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways
Self-Acceptance	<i>High scorer:</i> Possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self including good and bad qualities; feels positive about past life <i>Low Scorer:</i> Feels dissatisfied with self; is disappointed with what has occurred in past life; is troubled about certain personal qualities; wishes to be different than what he or she is

Ryff and Singer (1998) developed and evaluated self-report scales to measure the six dimensions' validity using a construction-oriented approach to personality assessment. Since the 1998 publication, multiple studies have examined the factorial validity of the theory-based model of the six dimensions of PWB. Five studies, which all used confirmatory factor analysis, have found the theory-guided six-factor model to be best-fitting (Cheng and Chan, 2005; Clarke et al., 2001; Ryff and Keyes, 1995; Springer and Hauser, in press; van Dierendonck, 2004). Today, Ryff's *Scales of Psychological Well-Being* is considered a widely used instrument designed to measure six dimensions of psychological well-being (Liney et al., 2009; Abbott et al., 2010).

Ryff's model bridged numerous gaps in the literature and generated clear links between theory-guided components of well-being the components evident in the empirical literature. Through both bivariate and multivariate analyses of the current literature, it was found that the dimensions' positive relation with purpose in life, autonomy, and self-acceptance were not as closely associated to empirical studies of that time (Ryff, 1989). This reinforces the shortcoming of empirical studies accurately representing positive psychological functioning. Instead, previous studies emphasised short-term affective well-being, often conceptualized as 'happiness,' rather than the more enduring, long-term features. The model by Ryff is not based on the principle of happiness alone, but rather about living virtuously (Höffe, 2010). The primary concern is the individual's life experiences and one's interpretation of these experiences, drawing extensively on social psychological theory (Ryff, 1995). A series of studies undertaken by Ryff and colleagues confirmed life experiences to be useful avenues for understanding human variations of well-being (Ryff et al., 1992; 1994; Heidrich & Ryff, 1993).

Furthermore, studies utilising scales developed from the six factors have mainly investigated age differences, gender differences, and cultural differences (Ryff, 1995). In addition, evidence of eudaimonic living, as represented by PWB, was shown to influence specific physiological systems relating to immunological functioning and health promotion (Ryff & Singer, 1998; Ryan & Deci, 2011), reinforcing the close link between PWB and physical well-being. The

close relationship between physical and psychological well-being reinforces the impact of positive psychology on an individual, hence a key factor to be explored by this study.

2.4 Factors Influencing Psychological Well-Being

When aiming to comprehend a phenomenon, the factors which influence it must also be understood. Causal and influencing factors of PWB include biological factors, psychological factors, socio-cultural factors, work stress, and external factors (Bergh, 2011). While one factor can have a dominating influence, a combination of factors that cause or trigger stress reactions, emotions, and other issues is more likely (Dewe & Cooper, 2012). Personal unique factors include the genetic endowment, life experiences, social influences, personality, physical and biological attributes, learning experiences, and various environmental factors that account for an individual's unique attributes and behaviours expressed in the workplace (Bergh, 2011). These factors determine how one will react, adapt, and cope in favourable and unfavourable situations (Bergh, 2011). External factors are often out of one's control yet could have a profound influence on an individual's physical or psychological health (Dewe & Cooper, 2012). Examples of external factors include traumatic experiences, socio-economic conditions, unrewarding or degrading work environments, unsatisfying relationships, and unfulfilling obligations (Bergh, 2011). Other external factors of influence include work setting contributors, particularly the influence of colleagues and supervising figures (Bergh, 2011). Furthermore, adverse social outcomes have a more significant influence on well-being than positive social outcomes (Rook, 1984). The factors of influence will be considered during this study during analysis of PWB in the learning reflection data.

2.5 PWB in the Organisational Context

Psychological health remains relatively neglected as a workplace indicator of performance in comparison to physical safety and performance measures (Wallace et al., 2009; Peterson et al., 2011). However, its importance as a criterion for work and organisational performance should be emphasized. Organisational health, employee's occupational health, psychological health, and the organisational environment are intertwining factors that influence and affect one another (Dewe & Cooper, 2012; Nielsen & Abildgaard; 2013). An organisation is considered unhealthy when they are ineffective in achieving their objectives, experiences internal conflicts

in their cultural values, philosophies, behaviours and management strategies, and one in which a high frequency of reported health and adjustments issues (Dewe & Cooper, 2012). Hence the status of health is a dynamic one which must consistently be maintained and evaluated to work towards a healthy organisation and high employee well-being.

Recent decades have seen the emergence of numerous studies analysing the influence of leadership on employee well-being (see Nielsen et al., 2008; Mathieu et al., 2014; Reb et al., 2014; Choi et al., 2017). Leaders have the potential to directly and indirectly influence the PWB of employees over a short or long duration (van Dierendonck et al., 2004). Subsequently, influences are more likely to occur within a short-term period than within a long-term period, with followers reporting higher levels of well-being when managers had an active and supportive leadership style over time (van Dierendonck et al., 2004). The most prevalent leadership styles found to be positively associated with employee psychological well-being include transformational leadership (Arnold et al., 2007; Nielsen et al., 2008; Kelloway et al., 2012; Nielsen & Daniels, 2012), ethical leadership (Ratina & Yustina, 2017; Teimouri et al., 2018) and servant leadership (Rivkin et al., 2014). Due to the strength and validity of findings, leaders in organisations are encouraged to adopt these leadership styles to improve the enhancement of employee PWB. Numerous mediators of the leader behaviour and employee well-being relationship have been explored including the meaning employees ascribe to their work (Arnold et al., 2007), employees' trust in leadership (Kelloway et al., 2012), psychological empowerment (Ratina & Yustina, 2017), role conflict and cohesion (Nielsen & Daniels, 2012).

Kelloway's (2012) work exploring the relationship between employee perceptions of their manager's leadership style and employee psychological well-being found the relationship to be fully mediated by trust in the leader at the individual level. Both active management-by-exception and laissez-faire leadership styles were found to be negatively related to trust in the leader and, therefore, negatively impacting employee psychological well-being (Kelloway et al., 2012). As the dominating influence supervisors and leading figures have on employees is evident, the importance of leaders exhibiting high PWB comes to light. Furthermore, positive psychology has been linked to positive leadership (Roche, 2013). Thus, the importance of leader PWB on an individual and organisational level is recognised in the literature. Accordingly, this study will explore evidence of PWB in reflection data sourced from organisational leaders.

3. Leadership Development and Learning Methods

Contemporary societies face an increasing pace of change, and individuals and organisations have to respond, develop, and evolve according to these turbulent environments. Leadership development and learning methods are critical aspects of leadership, as well as an avenue of competitive advantage. Deloitte's 2019 Global Human Capital Trends survey found 80 percent of respondents rated leadership a high priority for their organisations, yet only 30 percent said they were effectively building leaders to meet the evolving challenges (Deloitte, 2019). It is encouraged for organisations to reinvent their business models with a human focus and prioritise leadership development (Deloitte, 2019). This section will review the leadership development field, exploring storytelling and reflective learning to emphasise leadership learning and psychological enhancement.

3.1 Leadership Development and Leadership Education

Many organisations see leadership as a source of competitive advantage and thus invest in the appropriate development efforts (Day, 2000; Luthans & Youssef, 2004; Noe et al., 2017). This investment is a method of enhancing and retaining an organisation's human capital (Lepak & Snel, 1999; Noe et al., 2017), with human capital recognised as one of the primary sources of competitive advantage (Luthans & Youssef, 2004; Hejazi et al., 2016; Noe et al., 2017). There is evidence in leadership development literature that indicates the significant financial payoffs for companies which emphasise training and development (Huselid, 1995; Jacobs & Jones, 1995; Lam & White, 1998). Furthermore, effective leadership is a crucial component for gaining competitive advantage (Hall & Rowland, 2016), thus leadership development is critical not only for the development of the individual, but as a means of organisational development and competitive advantage (Petrick et al., 1999; Garavan, 2016; Komives, 2016).

However, most organisations are spending little time evaluating the effectiveness of their interventions and whether there are improvements in organisational performance (Sogunro, 1997; Dalakoura, 2010), with many organisations assuming leadership development programs guaranteeing organisational performance improvements (Collins & Holton, 2004; Dalakoura, 2010). However, leadership involves a complex interaction between people and their organisational context (Day, 2000).

Leadership development is defined as "every form of growth or stage of development in the life cycle that promotes, encourages, and assists the expansion of knowledge and expertise required to optimize one's leadership potential and performance" (Brungardt, 1996, p. 83). Leadership development should be distinguished from management development, which mainly concerns managerial training and education with a focus on gaining specific skills, abilities, and types of knowledge suited to enhance task performance of managerial roles (Baldwin & Padgett, 1994; Wexley & Baldwin, 1986). Therefore this study will focus on leadership development programs targeted to leaders rather training programs.

The terms leadership development and leadership education are often used interchangeably in the literature. Leadership development theory is used to understand how leadership develops during an individual's lifespan (Avolio, 2010; Dalakoura, 2010, Komives, 2016). Leadership development is a continuous learning process which can span across one's entire lifetime (Dalakoura, 2010, Komives, 2016). *Leadership education* refers to activities intended to enhance and foster leadership abilities, and teach particular leadership skills, taking place in an educational environment (Brungardt, 1996; Guthrie & Jones, 2012). Examples of leadership education include university courses on leadership or professional seminars designed to teach particular leadership skills. Hence, leadership education is a more defined avenue within leadership development. *Leadership training* is even narrower, considered a component of leadership education, refers to the learning activities for a specific leadership job or role (Brungardt, 1996, Beer et al., 2016). In this study reflective learning data sourced from professional leadership development seminars is analysed, which falls under the leadership education activities category. Leadership educators hold the assumption that the fundamentals which make a successful leader can be taught and learnt (Brungardt, 1996). Through focusing the research questions of this study on leadership development the author aims to highlight the importance of leadership development for the individual leader as well as organisational development and competitive advantage.

3.2 Storytelling to Enhance Leadership

Storytelling has been a vehicle for communicating important and cultural messages for thousands of years. The rich visual imagery from stories allows listeners to walk the landscape

that is created by great stories. Good stories stimulate an audience's intellect and emotion, enriching people's learning and feelings (Haigh & Hardy, 2011).

Stories are relatively open to multiple interpretations, allowing listeners to derive meanings relevant to their social context (Bruner, 1986; Gallagher, 2011). This multiplicity provided by stories acts as a source for enlightening dialogue and social negotiations between individuals, where meanings and experiences can be collaboratively shared and reflected upon (Abma, 2003; Haigh & Hardy, 2011). Ready (2002) presents five critical components required for a story to build leadership effectiveness. Compelling stories are:

1. Context-specific. Earlier research confirms that linking the experience to a company's current challenges improves the effectiveness of initiatives. Leadership is best learnt in its context of practice (Abma, 2003).
2. Level-appropriate. Tellers make stories meaningful by framing their stories around experiences they had when they were at the same level as the listener.
3. Told by respected role models. A relationship based on learning between the mentor and 'student' must form, and the executive must have the trust and respect of participants in the leadership program.
4. Have drama. Effective stories must be compelling and draw in the listener's attention.
5. Have learning value. Effective stories must stimulate learning, leaving an impact demonstrated as changes in behaviour.

The power of storytelling comprises three aspects; the story itself, the understanding of the story, and the shared meaning. Unlike reflective learning, which primarily concerns one's meaning, storytelling is a reflective act, encouraging people to share their meaning and establish cohesion (Kaye & Jacobson, 1999). In addition, stories can foster a sense of community through fostering a widespread understanding amongst people (Kaye & Jacobson, 1999). Storytelling has emerged as the preferred approach for teaching leadership effectiveness in many organisations (Ready, 2002) as it is a vivid and memorable method for passing on an organisation's values, history, and vision (Kaye & Jacobson, 1999).

Stories or narratives are vehicles for making sense of self and of experiences, as well as aiding practitioners to determine a course of action to influence others, hence theories surrounding

storytelling display attitudes and beliefs similar to various leadership. For example, transformational leadership aims to change and transform emotions, values, ethics, standards, and long-term goals of the followers, to inspire followers through inspiration. Transformational leaders articulate their clear vision, recognize the individuality of followers, empowers followers to meet higher standards, act as change agents and good role models, are trustworthy, and give meaning to organizational life (Burns, 1978; Bass, 1985). Similarly, self-disclosure through storytelling is a powerful way to engage and inspire others (Harris & Barnes, 2006; Haigh & Hardy, 2011). In his book *Leading Minds*, Gardner (2011) writes that "visionary leaders" are those who create new stories to inspire transformation, using words and symbols "to convince others of a particular view and that the story is the best way to convey their point." The strong potential of storytelling to influence and transform its audience is why this study explores the influence of storytelling on an audience of leaders participating in a leadership development program.

Likewise, authentic leadership is based on patterns of behaviour that promote genuine and honest relationships with followers built on an ethical foundation. Respected leaders who disclose stories of failure or poor decisions can build trust and encourage openness (Dolan & Naidu, 2013). High-value connections can develop when participants see a leader as fallible yet successful. Such disclosure through narratives can stimulate dialogue where reflection on what could have been done differently can be learnt from and openly discussed. Leaders, especially senior leaders, can often be viewed as distant or challenging to identify with. Sharing stories with employees, especially stories admitting one's weaknesses or failures, can build connectivity among employees and help the leader appear more approachable (Harris & Barnes, 2006, Dolan & Naidu, 2013). It can be seen that numerous connections between storytelling theory and leadership theory can be made.

Leaders can learn to use their stories to communicate important messages to others. Similarly, leaders can learn from other leaders through narratives or stories as a mechanism for learning from experiences. Storytelling can also help leaders build leadership through sharing experiences and stories with the next generation of leaders, an example of "wisdom stored forward" (Kaye & Jacobson, 1999; Haigh & Hardy, 2011; Dolan & Naidu, 2013). The storytelling learning method will be explored in this study as several speakers engage in storytelling to an audience of leaders participating in a leadership development program. The influence of storytelling on leaders is studied to identify whether hearing these stories helps

leaders reflect on their own practice and identify evidence of PWB within their learning reflections, as further discussed in Chapter 3.

3.3 Reflective Learning

Reflective learning has the potential to benefit leadership for various reasons. McCarthy (1987) suggests that human learning comprises of two dimensions of perception and processing. Human perception concerns the means which individuals take in new information, typically from experiences. Human processing refers to how individuals integrate new information, usually through reflection and action. Within the field of experiential learning, investigation of human perception has dominated extensively compared to human processing (Guthrie & Jones, 2012; Nesbit, 2012).

Seminal work for research on reflective learning was provided by Dewey (1933), who defined reflective learning as an "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it trends" (p. 118). Reflections are intended to improve one's future operation efficiency through analysis of one's past and current experiences (Helyer, 2015). Daudelin (1996) states, "Reflection is the process of stepping back from an experience to ponder, carefully and persistently, its meaning to the self through the development of inferences; learning is the creation of meaning from past or current events that serves as a guide for future behaviour" (p. 39). This aim is where reflective learning differs from other methods of mental processing of experiences such as rumination, which concerns a deep or considered thought about experiences, but does not include development of adaptive action plans (Nesbit, 2012).

Boyd and Fales (1983) emphasise the aspect of self in reflections, viewing reflective learning to be an internal examination and exploration process, triggered by an experience, which subsequently brings meaning and provides clarity of the self, resulting in a change in conceptual perspective. Reflective activities, which include reading, writing, discussing, or using case studies, can be done individually or collectively as a group. However, reflective activities undertaken individually have shown the most promise in the literature. For example, Stevens and Cooper (2009) found journaling, an unstructured method for students to reflect on experiences, to be an effective method to further student learning outside the classroom. Going

further, Bradley (1995) views reflection to be more than a learning tool, emphasising it as a life-long habit of the mind characteristic of highly skilled professionals, as well as its ability to build leadership capacity. Reflective processing aids leaders in making sense of experiences and yielding insights regarding one's areas for improvements, which aids in the development of action plans (Nesbit, 2012). However, leaders will not act on all reflection insights due to their cost-benefit analysis of these insights (Nesbit, 2012).

To help managers enhance learning from challenging work experiences, Daudelin (1996) explored the three approaches to reflection: reflecting alone, reflecting with another individual, and reflecting collectively in a group. To determine the most effective dimension of reflection, individual and dyad approaches were found to reflection to be superior concerning the number of learning insights, with reflections of this approach being primarily intrapersonal. Dissimilarly, group-level reflections mostly resulted in interpersonal reflections. This study suggests that written or spoken reflections done individually or with another individual are most productive, resulting in interpersonal learning insights. In addition, written reflections distanced the events and actions, helping reduce biases related to protecting one's self-concept (Daudelin, 1996). These factors were considered in data sourcing of this study, and individual written learning reflections are analysed.

In summary, well-being is a complex phenomenon generally understood as the presence of optimal experience and optimal functioning (Ryan & Deci, 2001). PWB is commonly broken down in the literature as either hedonic, the subjective feelings of happiness, or eudaimonic, the purposeful aspects of PWB. The latter viewpoint is adopted by this study. Numerous biological, psychological, work, socio-cultural, and external factors have the potential to influence well-being. PWB affects the individual's work behaviour and attitudes, including job satisfaction and job commitment, thus potentially resulting in personnel turnover and future health implications if at an unfavourable level. External factors of PWB, which are outside of an individual's control, include the behaviours and influence of organisational leaders. Thus, managers and supervisors are strongly encouraged to embrace a leadership style that fosters employee PWB. Leadership styles which have been found in the literature to positively influence employee psychological well-being include transformational, ethical, and servant leadership. In addition, effective leadership is a crucial component for gaining competitive advantage. Furthermore, the importance of leader PWB and its influence on employees is

increasingly recognised. Positive psychology has been linked to positive leadership, thus a leaders' well-being is critical for both leaders themselves in addition to their influence on employee outcomes and organisational performance. This dissertation utilises the Ryff & Keyes' (1995) revised conceptualisation of PWB, providing the basis of measuring PWB in leader learning reflections. The strong potential of storytelling to influence and transform its audience is why the research questions of this study were aimed at exploring the influence of storytelling on an audience of leaders participating in a leadership development program. Key leadership theories such as transformational and authentic leadership share similar influencing components to storytelling. As individual written learning reflections have been proven to be the most effective type of learning reflections, this study examined reflection data sourced from individuals participating in a recent leadership development program. Storytelling was explored through the several speakers who engaged in storytelling to an audience of leaders participating in a leadership development program. The influence of storytelling on leader development was studied to identify evidence of PWB within the learning reflections of leaders, in addition to seeing whether the stories help leaders reflect on their own practice and thus have potential to positively influence leadership. The methodology and research questions of this study are presented and further discussed in the following chapter.

Chapter 3: Methodology

Chapter 2 built the theoretical framework of this study based on review of the literature and key theories surrounding leadership, PWB and leadership development. The following chapter addresses the methodology of this study, describing the social constructivist paradigm and qualitative case study research strategy adopted by the researcher. Individual reflection data was sourced from seminars of a leadership development program. The research questions are presented, and the data collection and data analysis processes are depicted.

1. Paradigms

Paradigms also referred to as worldview or school of thought (Creswell, 2009), represent the set of common of beliefs and agreements between researchers regarding the nature of reality and the methods in which knowledge is created (Merriam, 1998). In research, paradigms shape how problems should be understood and addressed (Kuhn, 1962), thus guiding research strategies and methodological choices, shaping how the research is conducted, analysed, and presented. According to Guba (1990), research paradigms are primarily characterised by their ontological, epistemological and methodological dispositions.

Ontology refers to the nature of reality and how researchers identify a particular phenomenon's overall existence (Hudson and Ozanne, 1988). Ontology concerns research questions seeking knowledge that exist external to the researcher. Furthermore, epistemology focuses on how the researcher learns about this reality and how truth is distinguished from falsehood (Carson et al., 2001) and is usually driven by the researcher's ontological view. Epistemology provides the philosophical background for considering the kind of knowledge that is legitimate and adequate (Gray, 2013). The choice of paradigm represents the training, sensibilities and beliefs of the researcher (Merriam, 1998). Hence no worldview is superior to the other. The two prevalent paradigms in the literature, positivism and interpretivism, are presented and characterised by their ontological, epistemological and methodological dispositions. This is followed by the introduction of the closely associated social constructivist paradigm, the world view adopted by this study. While the positivist paradigm was initially considered, the researcher chose to adopt a social constructivist paradigm for this study with the aim to gain greater understanding and explore the meaning of the leadership, PWB and leadership development phenomenon.

Positivist Paradigm

Positivist ontology understands the world and reality to be independent of our knowledge. Positivist research views knowledge to be gained through scientific, and the mode of enquiry is objective and quantifiable. “Reality” is considered stable, observable and measurable, implementing a deductive research strategy. Positivist research aims to identify causal relationships, generating a testable hypothesis from theory to provide explanations. Experimental research involves a large sample size from which generalisations about the broader population can be established (Farquhar, 2013). Positivist research uses a reductionist approach, believing that research problems are best understood when reduced to the simplest elements (Annells, 1996). This paradigm was not adopted by this study due to the lack of existing theory surrounding the link between leadership, PWB, and leadership development. Thus, an inductive approach is necessary to gain greater understanding of these processes and their influence.

Interpretivist Paradigm and Social Constructivism

Interpretivist research involves in-depth holistic investigations of a phenomenon (Farquhar, 2013), using patterns, shared signs and symbols found in the data to generate theory (Maylor and Blackman, 2005). Interpretivist ontology engages the belief of multiple realities and ways of assessing these realities (Gray, 2013). In terms of epistemology, knowledge is gained through understanding the meaning of the process or experience (Farquhar, 2013). These multiple realities are believed to be constructed socially by individuals is based on traditions such social constructivism, phenomenology and hermeneutics (Merriam, 1998). Social constructivism, often combined with interpretivism (Mertens, 1998), acknowledges the subjective meanings used in social interactions (Farquhar, 2013). In line with interpretivism, social constructivism assumes that individuals seek to understand the world that they inhabit, developing subjective, varied and multiple meanings of their experiences as they engage with the world (Crotty, 1998). Constructivists believe that all knowledge and what is considered reality is created through interactions with other people and the natural world (Williams, 2016). These subjective meanings are developed by individuals seeking to make sense of their world and are often formed through historical and sociocultural norms (Creswell, 2009).

Social constructivism acknowledges how the researcher’s own experiences and background shapes their interpretation of the research (Creswell, 2009). On the contrary, the positivist

ontology deems that there is a single objective reality to any research phenomenon or situation regardless of the researcher's perspective or belief (Hudson and Ozanne, 1988). While the social constructivist researcher acts as an active agent, the positivists researcher is assumed to be separate from and not affecting the outcomes of research (Farquhar, 2013). Positivist researchers aim to identify causal relationships and is objective and quantifiable in nature. On the contrary, interpretivist researchers don't strive for objectivity, but rather view reality to be fluid and dynamic, with multiple realities assumed (Farquhar, 2013). While positivists use a deductive approach to research, researchers who adopt an inductive approach aim to understand the meaning of a process of experience. Therefore, this study utilises an inductive approach to explore leadership and psychological well-being to gain further insight into the phenomena. While the positivist paradigm was initially considered for this study, the researcher chose to adopt a social constructivist paradigm due to the lack of existing knowledge in the literature surrounding the link between leadership, PWB, and leadership development. In addition, selection of the social constructivist paradigm coupled with a qualitative research design facilitates the exploration of a phenomenon in its most natural and undisturbed setting in order to gain greater insight and meaning (Merriam, 1998).

2. Qualitative Research

The “qualitative revolution”, as described by Denzin and Lincoln (1994), has seen an exponential growth in and across various fields of the literature. Qualitative research aims to understand and explore the meaning of a phenomenon in its most natural and undisturbed setting (Merriam, 1998). The qualitative research process comprises of an inductive analysis of the data to identify general themes and emerging questions to generate meaning and theory (Creswell, 2009). A qualitative research design is flexible and evolving, using a small, purposefully selected sample (Merriam, 1998). The researcher is the primary instrument for data collection and uses an inductive mode of analysis to find holistic and richly descriptive findings (Merriam, 1998). As this study aims to interpret the perceptions and attitudes of leaders participating in a leadership development program, a qualitative inquiry appears most appropriate (McCracken, 1988). In addition, the social constructivist paradigm flatters the qualitative research approach due to their complementary assumptions and methodologies.

Creswell and Poth (2017) describe the five main qualitative methods of research to be narrative research, phenomenology, grounded theory, ethnography, and case study research. Narrative research reports on an individual's life while phenomenology aims to find the meaning of several individuals regarding their lived experience of a phenomenon (Creswell & Poth, 2017). A grounded theory research design sees the inquirer generating or discovering a theory through data sourced from a large number of participants who share the same process, action, or interaction (Creswell & Poth, 2017). Ethnography investigates the shared patterns of values, behaviours, beliefs or language of a culture—sharing group. Lastly, case study research as a qualitative approach involving the exploration of a bounded system or case, over time, through detailed, in-depth data collection involving multiple sources of information. Various researchers validate case study research as an effective methodology or strategy of inquiry (Denzin & Lincoln, 2005; Yin, 2003). The case study research method verifies the qualitative researchers' inclination towards in-depth, within-context, smaller focused samples as opposed to the larger samples sought after by positivist researchers who seek general laws (Given, 2008). This study implements an inductive mode of enquiry with a social constructivist paradigm to undertake qualitative research. The qualitative research method adopted is case study research due to its emphasis on gaining in-depth insight into a particular phenomenon.

Case Study Research

A case study is defined as an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context (Yin, 2009). The aim of case study research is not to make statements about the cases to a larger population but rather explore a particular phenomenon in-depth within a contemporary context (Crowe et al., 2011). Case studies differ from other types of qualitative research as they involve vivid description and analyses of a single unit or bounded system, referred to as the case (Smith, 1978). Case study research usually consists of several different data sources and methods (Yin, 2009) as considering the question from a multi-dimensional perspective gains further insight. Adopting a case study research strategy is particularly suitable for in-depth investigations to generate intensive insight. In addition, case study research offers flexibility as various data collection methods available to the case study researcher can be adapted to particular situations and conditions (Stake, 1995). These advantages of the situational approach of case study research are significant to aid in grasping the understanding of phenomena in the literature. The selection of cases for this study was primarily directed by the conceptual framework and therefore,

purposive (Yin, 2009). Case study research is ideal for research questions which are closely connected to their context or situation, a particularly appealing strength in business research (Farquhar, 2013).

Yin (2009) suggests five analytical techniques for analysis of case study data: pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis. These analytical techniques are not rigid or exclusive and can be developed according to the setting of the study (Symon & Cassell, 2012). This study will use the cross-case synthesis analytical technique to compare cases across a uniform framework, the Ryff model (1995).

Rooted by the social constructivist paradigm, this qualitative study aims to explore and gain meaning through its inductive nature and emphasis on the subjective meaning generated from social interactions. Due to case study research being appropriate for exploring, explaining, understanding and describing the research problem, this research strategy is highly suitable for this study's exploratory research questions.

3. Research Strategy

The qualitative methodology is considered most suitable for this study due to the descriptive nature of the research problems. Case study research is the qualitative strategy adopted to explore the influence of narratives on the development of leaders, as well as analyse the psychological well-being (PWB) dimensions in learning reflection data. The research process of this study began with analysis of the literature, undertaken by the researcher, to develop the theoretical foundation of the study, as presented in Chapter 2. Subsequently the research questions were finalised, as presented below. Data collection and data analysis involving word frequency and coding methods was performed. Coded references underwent thematic analysis and cross-case synthesis to explore emerging ideas within the learning reflection data, followed by their presentation and discussion in Chapter 4.

The research questions of this study are as follows:

1. Which factors of the Ryff model of Psychological Well Being were evident in the learning reflections of participants upon hearing the personal leadership journeys of influential speakers?

2. Which themes within the six dimensions of psychological well-being were evident in the leaders' learning reflections?
3. How does storytelling and individual reflection support leadership development and the psychological well-being of leaders?

These research questions were developed to explore the influence of the speaker's stories on leader development. Hence, the qualitative research process comprised of an inductive analysis of the data to identify general themes, to generate meaning and theory (Creswell, 2009).

3.1 Data Collection

Source of Learning Reflection Data

The researcher is the primary instrument for data collection and uses an inductive mode of analysis to find holistic and richly descriptive findings (Merriam, 1998). Reflection data was sourced from an existing data set from a large research project based on an Australian leadership development program which took place in 2013. The almost year-long program involved participants attending regular structured events which included guest speakers from various industries. Participants were required to complete a formal reflection exercise after each session, focussing on what they learnt about their own leadership as a result of the session. Individuals were able to write as much or as little as desired for each reflection question. Completed written reflections were collected via an online program and submitted within a week of each session. Reflection data was de-identified by a third party before being provided to the University for research purposes.

According to Suri (2011), "Selection should be based on criteria that are consistent with the research problem." Therefore, sourcing reflection data from a leadership program was considered an appropriate source of data to explore the leadership phenomenon. While the data set from this program was initially collected for a different research project, the quality, richness and longitudinal nature of the reflection data, in addition to the convenience of access made this data relatively superior given the time restriction of the honours program.

Human Ethics and Data Access

Exemption from Human Ethics approval was granted on the understanding that this study (Project No. 2019/171) will be conducted according to the standards of the Australian Code for the Responsible Conduct of Research (2007) and Murdoch University policies and as relevant the National Statement on Ethical Conduct in Human Research 2007. In accordance, access to an existing reflection data set sourced from the leadership development program was granted. Names of the leadership program, participants and speakers have been de-identified, and hence reflection data cannot be linked to an individual.

Case Selection Process

A qualitative research design uses a small, purposefully selected sample (Merriam, 1998). The initial qualitative data set was expansive and consisted of reflections from 23 events which took place during the leadership program. In order to undergo the in-depth analysis of qualitative research, reflection data had to be purposefully selected to allow sufficient time for rigorous exploration of the sample.

The first criteria of selection reflection data had to concern the full-day seminar events. The leadership development program involved a full-day of various learning activities such as guest speakers, formal question and answer sessions, discussion forums, site visits, and in-class workshop activities. Eight seminars took place across the year, each seminar being approximately one month apart. According to Suri (2011), “The cases should correspond to our theoretical framework and the variables we are studying.” To select the cases most suited for exploring the leadership phenomenon, word frequency analysis using the *NVivo 12* qualitative analysis computer software program was utilised to reveal the word frequency of the words ‘leader’, ‘leaders’, and ‘leadership’ in the seminar data sets. Seminar 1, 2, and 3 showed the most widespread use of the keywords with a total of 278, 255 and 300 counts respectively (Table 2). Hence, the personal reflection data from seminar 1, 2, and 3 were selected for further analysis.

Table 2. Frequency analysis of the words ‘leadership’, ‘leader’ and ‘leaders’ in Seminar 1, 2, 3 data set.

Seminar	‘Leadership’		‘Leader’		‘Leaders’		Total count
	Count	Weighted%	Count	Weighted%	Count	Weighted%	
1	190	0.66%	88	0.31%	0	0%	278
2	155	0.67%	52	0.23%	48	0.21%	255

3	180	0.88%	73	0.36%	47	0.23%	300
4	84	0.49%	0	0%	31	0.18%	115
5	99	1.02%	25	0.26%	27	0.28%	151
6	89	0.62%	32	0.22%	34	0.24%	155
7	10	0.28%	0	0%	0	0%	10
8	77	0.95%	40	0.49%	26	0.32%	143

Cases

This study describes a *case* as the compilation of responses to reflection questions from a single seminar during the leadership development program. Reflection data from seminar 1, 2, and 3 will be referred to in this study as Case 1, Case 2, and Case 3, respectively. Each case comprises of responses from 40 participants which had been de-identified by the development program host. The sample consists of data collected over a three-month period, with each case being approximately one month apart. Over the course of three months, participants reflected on their learnings from a total of 16 speakers. The synthesised body of data from the three cases consisted of just over 151,000 words. Each seminar reflection exercise presented a different question set to respondents (See Table A in Appendix). Coincidentally, seminar 1, 2, and 3 were the only seminars out of the eight, which asked participants to reflect on what ‘resonated’ with them. The term ‘resonate’ is defined as: ‘to evoke a feeling of shared emotion or belief’. Hence, the reflections from these seminars were expected to provide further insight into the thinking of the participants relative to the other seminars.

Based on this criterion, the selection of these cases was consistent with the research problem to explore the influence of storytelling and reflection exercises on leader development. Purposeful selection of case 1, 2 and 3 provided the insight into the leadership phenomenon and its link to psychological well-being.

Participants

While the participants are non-identifiable, it was known that the leadership program involved 40 high performing senior leaders from a variety of organisations including corporate, not-for-profit, community based organisations, and the public sector.

3.2 Data Analysis

The data analysis process of this study consisted of several steps, during which the researcher was continuously examining and identifying links and meaning. The continual analysis of data was due to qualitative data analysis being an “an all-encompassing activity that continues throughout the life of the project” (Basit, 2003, p.145). Analysis of the reflection data began with the generation of word clouds for each case to gain a preliminary understanding of the data content. After this line-by-line coding of reflection data, a crucial aspect of analysis (Basit, 2003), took place in two stages. The first deductive coding stage, and the second inductive coding stage as guided by the recommendations of Miles and Huberman (1994). Following data coding, cross-case synthesis and thematic content analysis (Yin, 2005) were conducted to explore emerging themes surrounding the PWB dimensions evident in the reflection data.

Data Analysis Software: NVivo 12

Qualitative data analysis software programs are increasingly integrated into the methodological design by researchers to assist in the data analysis process (John & Johnson, 2000; Kaczynski, 2004). Popular software used in the current qualitative research field include NVivo, MAXQDA, Quirkos, and Qualtrics. For this study NVivo 12, released June 2018, was the chosen best fit for the nature of this study due to the sophisticated data coding and search options to support comfortable examination of themes and relationships in the data. In addition, NVivo provides a free node and tree node coding structure. This freedom of moving between free nodes and tree nodes is similar to shifting between inductive and deductive paths of inquiry (Kaczynski, 2004). This characteristic is critical as both inductive and deductive coding is involved in the methodological design of this study. Nonetheless, qualitative data analysis aided by computer software programs still relies on the application of disciplinary knowledge and creative imagination to produce new theoretical insights (Coffey and Atkinson, 1996).

Word Clouds

To gain an initial understanding of the content of each case, the *NVivo 12* program was used to produce word clouds of the three cases. Word clouds, a method of exploratory qualitative data analysis (Cidell, 2010), are visualisations used to summarise the contents of a document through depicting most frequent words through the size of the word (Cidell, 2010; Heimerl et al., 2014). This was done to visualise and summarise the contents of the data to facilitate the

exploration of common topics and themes according to word frequency (DePaolo & Wilkinson, 2014). Word clouds of the 50 most frequent words of each case were produced in addition to a word cloud of the 50 most frequent words across all three cases. However, word clouds alone are insufficient and have the potential to overlook broad themes or take comments out of context. Hence, further data analysis methods are undertaken to gain greater insight into participant perspectives (Heimerl et al., 2014).

Coding

Stage 1: Deductive Coding

The first stage used a deductive coding method wherein the codebook was developed as a reference to guide through the coding process. The deductive coding method by Miles and Huberman (1994), is to create a provisional 'start list' of codes before data collection. This initial list of codes should be based on the conceptual framework, research questions, hypotheses or key areas or variables explored by the researcher (Miles & Huberman, 1994). In this study, data was initially coded line-by-line using the 6 Factor Ryff (1995) model as a coding framework to address the first research question and identify evidence of PWB in the participant learning reflections. The codebook comprised of the following codes: positive relations with others, personal growth, self-acceptance, autonomy, purpose in life, and environmental mastery. This initial deductive approach allowed expansive data to be reduced and concentrated to PWB concepts to aid further analysis. Subsequently, to gain deeper insights into participant perspectives, Stage 2 took an inductive approach to the coded data. Hence emerging themes were not reduced to a theory or limited by predetermined categories (Auerbach & Silverstein, 2003, Mihas, 2019).

Stage 2: Inductive Coding

Coded references from Stage 1 underwent further coding to identify emerging themes within each of the 6 Factors of PWB (Mihas, 2019). To facilitate exploratory research and address research question 2 and 3, an inductive approach (Auerbach & Silverstein, 2003) was used. This technique does not pre-code until data has been collected so how the codes nest in its context can be determined. In addition, inductive coding fundamentally aligns with the 'grounded' approach originally advocated by Glaser and Strauss (1967). Line-by-line inductive coding took place and codes were categorised and sorted to detect consistent and overarching

themes which emerged from the data. Broader categories were considered overarching themes, while the sub-categories represented supporting ideas (Auerbach & Silverstein, 2003).

Cross-Case Synthesis and Thematic Content Analysis

This study will use the cross-case synthesis analytical technique to compare cases using the Ryff model as a uniform framework (1995). Cross-case synthesis involves analysis of whether the different groups of cases appear to share some similarity and deserve to be considered instances of the same “type” of general case (Yin, 2005). This technique can be performed despite the individual case studies previously been conducted as independent research studies, similar to this study’s data. This analysis technique was used to analyse cross-case patterns and synthesise categories from the inductive coding procedure to link emerging themes. Through cross-case synthesis, thematic content will be carried out. *Thematic content analysis* is the most common method of data analysis used in qualitative work (Pope et al., 1999; Ritchie et al., 2004). This analysis method arose out grounded theory (Glaser & Strauss, 1967) and involves analysing data to identify themes and categories that ‘emerge from the data’ (Burnard, 2008). Cross-case analysis and thematic content analysis was undertaken to analyse the data which resulted from inductive coding. Findings and emerging themes identified within the 6 factors of PWB are presented in Chapter 4.

This chapter presented the research methodology of this study. First, research paradigms were presented to elaborate on the selection of the adopted social constructivist worldview. Following on, the case study qualitative research strategy was selected to address the exploratory natured research questions and reflection data sourced from a leadership development program was purposefully selected and analysed to gain insight into the themes within the six dimensions of PWB in the learning reflections of leaders. Data analysis involved word cloud generation, deductive coding and inductive coding. Subsequently, data was analysed through cross-case synthesis and thematic content analysis from which emerging themes arose. The succeeding chapter will describe the findings and discussion which resulted from the data analysis process.

Chapter 4: Findings & Discussion

Findings of this study are presented in order according to the data analysis process. First, the word clouds generated by the NVivo software are presented, see figure 2, followed by the prevalence of each factor of PWB from the data, coded according to the 6 factors. Visualisations of the frequency of codes are presented to easily compare the prevalence of the 6 factors within case 1, 2 and 3. Lastly, exploration of each of the 6 factors and the themes that emerged from the data analysis. Coded references were analysed and revealed prominent themes within each of the Ryff Model dimensions of PWB.

Given the importance of context in qualitative studies, Section 3 and 4 presents a more in-depth examination of the experiences of the participants to explore their perceptions. Section 3 identifies the common threads in the participant reflections that explored participants' resonance with speakers. Section 4 of this chapter presents the findings which reveal how storytelling supports the development of PWB in participants, helping tie key themes to existing theories and evidence. The three seminar events are called Case 1 for Seminar 1, Case 2 for Seminar 2 and Case 3 for Seminar 3.

1. Word Clouds

To gain an initial understanding of the content of each case word clouds of the three cases were produced using the *NVivo 12* software program. Based on visual analysis, similar words which stood out in each case included the words 'people', 'leadership', 'work', 'need,' and community are apparent (Figure 2). However, each case saw a different dominant word. For Case 1 (Figure 2, top left) the most dominant word was 'people', in the Case 2 word cloud (Figure 2, top right) the word 'need' dominated, and Case 3 saw the word 'leadership' dominating the word cloud (Figure 2, bottom). The differences in the primary dominant word for the three cases could be due to the differences in the seminars that the leader participants reflected on, thus influencing the reflection data. Seminar speakers and topics covered in the seminars of the Leadership Development Program form which reflection data was sourced varied thus a variation in dominating words of reflection data varied across the three cases. Subsequently, coding of the reflection data commenced to gain greater insight into participant perspectives on themes surrounding the 6 factors of PWB.

2. Findings from Deductive Coding: Evidence of PWB

As the research question centred around leadership and PWB, the data underwent deductive coding to produce an assemblage of codes relevant to the focus of this study. Reflection data was coded according to the coding scheme drawn from the 6 dimensions of PWB model (Ryff, 1995). Frequency analysis of the codes was undertaken in order to address the first research question. Identification of prevalence of the 6 Factor codes within the reflection data was undertaken in response to the first research question: What factors of the Ryff model of Psychological Well Being were evident in the learning reflections participants upon hearing the personal leadership journeys of influential speakers? Whilst frequency analysis is not typical for a study qualitative in nature, this procedure was undertaken in response to the objective nature of the first research question, producing visualisations to easily grasp the overall concepts of each case.

2.1 Prevalence of the 6 Factors within each Case

The first research question of this study was: *Which factors of the Ryff model of Psychological Well Being were evident in the learning reflections of participants upon hearing the personal leadership journeys of influential speakers?* Through using the 6 Factor Ryff (1995) model as a coding framework during deductive coding, evidence of PWB was found in the participant learning reflections. Analysis of Case 1, as shown in Figure 3, revealed that positive relations was the most coded factor with 219 references. Self-acceptance was the second highest factor with 164 references, followed by Purpose in life with 131 references. Personal growth followed closely with 126 references, and Autonomy and Environmental mastery was coded for 95 and 58 times respectively.

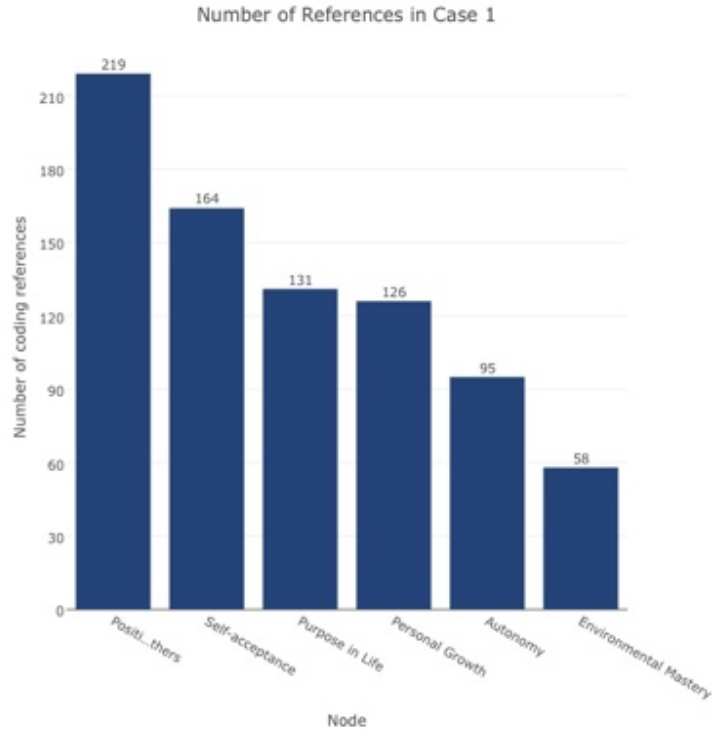


Figure 3. Number of Ryff 6-factor references in Case 1.

Case 2 saw purpose in life with 158 references, followed by Personal growth at 141 references, positive relation to others at 105 references, environmental mastery at 79 references, autonomy at 75 references and self acceptance at 53 (Figure 4).

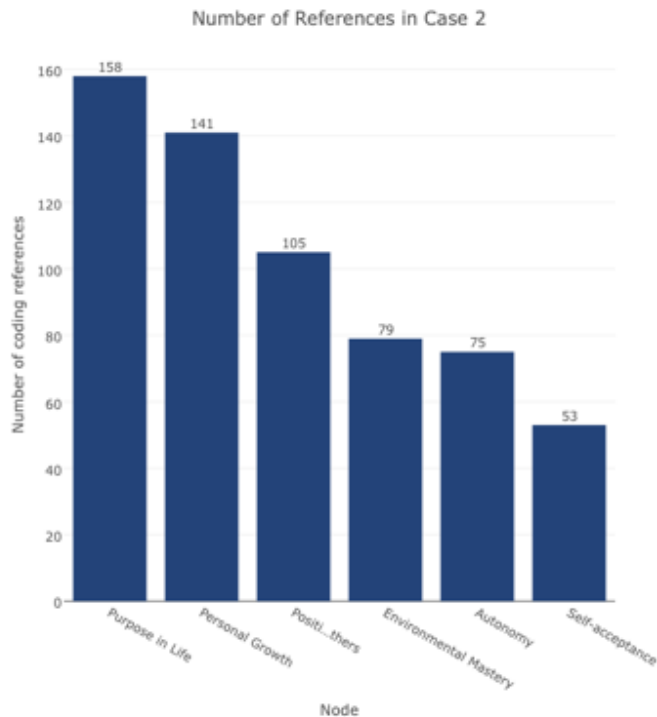


Figure 4. Number of Ryff 6-factor references in Case 2.

In Case 3, the top three most referenced codes were positive relations, environmental mastery, and personal growth at 166, 120, and 122 respectively (Figure 5). This was followed by purpose in life at 100 references, autonomy at 96 references, and self acceptance at 60 references.

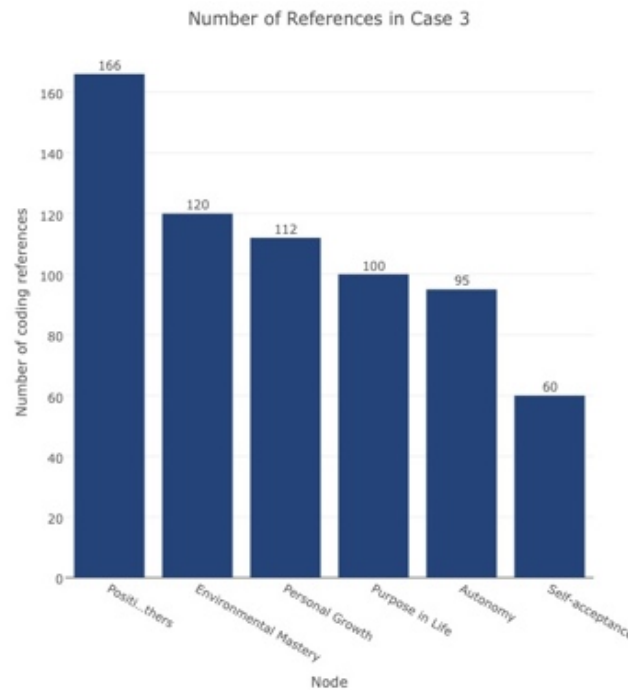


Figure 5. Number of Ryff 6-factor references in Case 3.

In both case 1 and 3, positive relations showed a distinctly higher prevalence in coded nodes relative to the other 6 factors. This suggests that positive relations with others is a critical PWB factor in leaders and leadership development. Cross case analysis of the frequency of factors is presented in the following section.

2.2 Cross Case Analysis: The Prevalence of the 6 Factors

Analysis of the data sample found, is shown in Figure 6. The 3 most prevalent dimensions for case 1 were Positive relations with others, self acceptance, and purpose in life. The top 3 for case 2 were Purpose in Life, Personal Growth, Positive Relations with Others. Lastly, the top 3 most prevalent in case 3 were positive relation to others, environmental mastery and personal growth. Data analysis revealed a total of 490 references coded under Positive Relations with Others across case 1,2 and 3, making this factor the most frequently coded factor in this data sample (Figure 6). Purpose in Life and Personal Growth are similar in frequency, being coded a total of 389 and 379 times respectively. The final 3 Factors of PWB are also in a relatively comparable/similar range to each other with Self-acceptance (277 times), Autonomy (265

times) and Environmental mastery (257 times). Positive relations with Others appears to have a distinct lead in its coding frequency compared to the other dimensions of PWB (Figure 6). Purpose in Life and Personal Growth are in a similar range with each other, while the 3 remaining factors (self acceptance, autonomy and environmental mastery) are also in a similar range to each other.

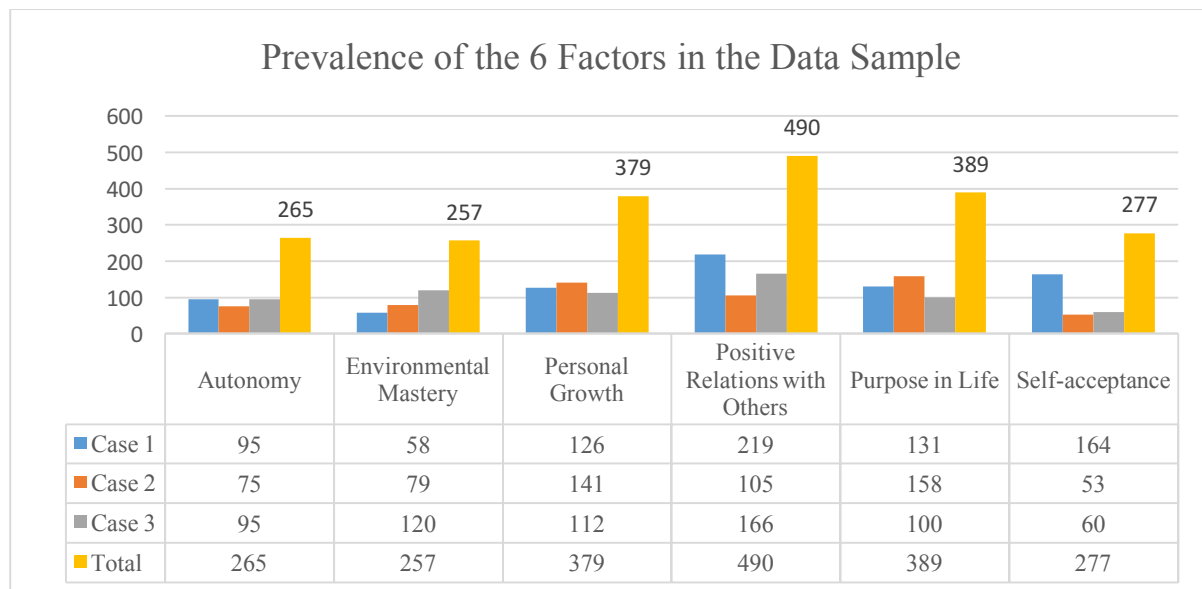


Figure 6. Number of 6-factor references in Case 1, Case 2, and Case 3.

The first research question of this study was whether there was evidence of the 6 factors of PWB in the learning reflections of participants. These findings portray the significant prevalence of the six factors, particularly positive relations with others. Positive relations with others was found to be the most prevalent across all three cases. In addition, it appeared in the top 3 most prevalent factor of all three cases. Thus alluding that positive relations with others is a critical PWB factor in leaders and leadership development. This finding is supported by the significant focus on human relationships in seminal leadership theories such as transformational leadership (Burns, 1978; Bass, 1985) and the LMX theory (Graen et al., 1975, 1976), in addition to contemporary leadership models including authentic leadership (Luthans & Avolio, 2003) and servant leadership (Greenleaf, 1977). From the analysis of the stage two inductive coding, various themes within each of the 6 Factors was found, presented in the following section.

3. Findings from Inductive Coding: Exploring the 6 Factors and Emerging Themes

Findings regarding the second and third research question of this study are presenting in this section of the chapter. Using the 6 Factor Ryff model the theoretical framework for the coding scheme, Stage 1 of coding identified evidence of PWB in the participant reflection, which was presented in the section prior. Subsequently, the coded references underwent the second stage of coding, this time with an inductive approach (Auerbach & Silverstein, 2003), to identify emerging themes within each of the 6 Factors of PWB. This section of the chapter presents and discusses the themes found in Stage 2 open coding of the learning reflection data. Findings in the format of verbatim quotes from the reflection data are presented to support emerging themes. The second question: *Which themes within the six dimensions of psychological well-being were evident in the leaders' learning reflections?* Is answered through identification of the primary themes of each dimension as seen in Figure 7.

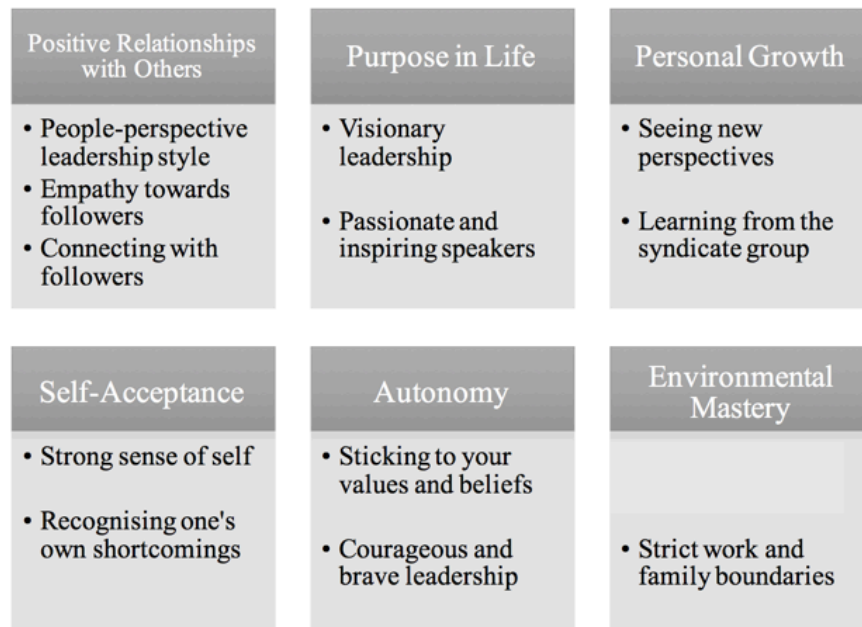


Figure 7. Primary themes of each dimension emerging from the data analysis.

The 6 Factor Ryff model presents PWB to consist of the six factors; positive relations with others, purpose in life, personal growth, self-acceptance, autonomy and environmental mastery. Inductive coding of data within these categories found reoccurring patterns and themes within each factor. Thus, the themes found in the leader learning reflections were as

follows; *Positive relations with others*: adopting a people-perspective leadership style, empathy towards followers, connecting with followers; *Purpose in life*: visionary leadership, passionate and inspiring speakers; Personal growth: seeing new perspectives, learning from other participants; Self-acceptance: a strong sense of self, recognising one's own shortcomings; Autonomy: sticking to your values and beliefs, courageous and brave leadership; *Environmental mastery*: having strict work and family boundaries.

The third research question *How does storytelling and individual reflection support leadership development and the psychological well-being of leaders?* Is addressed through the exploration and thematic-content analysis of the themes (section 3.1-3.6). Links between the emerging themes, the Ryff model (1995) and the existing literature have been made to increase the understanding of the leadership, PWB and leadership development phenomenon. The findings suggest that leaders who integrate the common themes identified in the participant learning reflections with their own leadership style will support their dimensions of PWB to become leaders with more positive psychology and thus improved leadership (Peterson & Luthans, 2003; Roche, 2013; Mayer & Oosthuizen, 2019).

3.1 Positive Relationships with others

According to the data analysis, the most prevalent factor or PWB evident in the reflection data was positive relationship with others. An individual is considered high in this dimension when they have warm and trusting relationships with others, are concerned about the welfare of other others, capable of strong empathy and affection, and understand the give and take of human relationships (Ryff, 1995). The preliminary themes which emerged from inductive coding of the data included leaders adopting a people-perspective leadership style, showing empathy and understanding towards followers, and proactively connecting with and getting to know followers. These emerging themes align with the 6 Factor Model description of positive relations.

3.1.1 People Perspective Leadership Style

The importance of having a people-based leadership style with particular emphasis on developing soft skills was highlighted by numerous participants in their learning reflections.

'I was particularly heartened to hear of your support for the 'softer skills' of communication and emotional intelligence as I had assumed that in order to progress in a career such as yours, these would be the first to fall by the wayside.'

Another participant noted the need for developing soft skills. Which is a challenge for all industries.

'One element that particularly resonated with me was the need for the development of soft skills in leadership. This is a challenge not just in the <organisation name> but in most organisations and it is a challenge for me on a personal level. I appreciated the way you were able to articulate it into taking an interest in the people who work for you, being able to make tough and hard decisions but being nice and pleasant in the way you do it and remembering the little things about them and their families so you can demonstrate that they mean more than just the job. I certainly hope that this is something I can put into place immediately in terms of my own leadership.'

With numerous participants endorsing the soft skills of leaders in their reflections, the importance of soft skills was a clear primary theme which emerged from the data. In addition to recognising the need for leaders to have soft skills, participants appreciated speakers who shared how they expressed their soft skills. According to the reflection data, a leader's soft skills were understood by participants to involve taking an interest in those who work for you, remaining pleasant with others despite tough situations and maintaining personal connections that shows appreciation. Two participants stated:

'The talk confirmed the teamwork, relationships, humility and the importance of little personal touches to a leader's success- something I intend to focus more on as a result of this reflection.'

Similarly, another participant stated:

'For me, your insights on leadership have encouraged me to remember to deal with people as people, rather than just employees.'

These two participants express their desire to apply these learnings maintain a personal approach with a people-perspective to leadership. The notion that adding personal touches to

your leadership is similar to authentic leadership and transformative leadership style. The high quality relationships and the ability to focus on people in a humane perspective reinforce the 6 Factor Ryff model description of positive relations with others. Hence through leaders adopting a people perspective leadership style, one can suggest the enhancement of the positive relations dimension of their PWB.

3.1.2 Empathy, understanding and consideration towards followers

According to Ryff (1995) an individual high in the positive relationship with others dimension of PWB is one who is capable of feeling and expressing strong empathy. Data analysis of this study found leaders who expressed empathy, understanding and concern for followers as a prevalent theme in reflection data of participants. This reinforces the importance of empathy, which is defined as the ability to recognise, understand and re-experience another's feelings (Kellett et al., 2002).

'Helpful reminder to be more mindful about people that I lead, as people. Whatever is happening with them at work, they are people with families and challenges going on in their personal lives which affects how they are responding and performing at work - as an effective leader, I need to take that into account.'

Another respondent stated:

'I can lead by example in the area of recognising everyone's perspectives and priorities may be different by seeking first to understand another's position before examining my own reaction to it and why they might be different.'

The participants highlight that before decisions are made, perspectives of followers should be considered, and as highlighted in the quotes, the diversity of the type and prioritization of needs differs between individuals. Upon reflection, a participant stated their intention to be more aware of other's feeling and take the effort to ask followers how they feel, recognising the time it takes to do so.

'My biggest take away was to be aware of others. Be aware of others emotions. Take the time to ask them how they feel.'

On the contrary, one participant expressed their personal struggle with being empathetic towards others, particularly during times of grieving.

'I do feel at times I am not also that empathetic to loss of others – particularly if I see it as trivial, but she is absolutely right, and this is something that I will be more mindful of in future.'

While recognising their shortcomings, the participant expresses the desire to be more mindful of others. This recognition also links to the self-acceptance dimension of PWB, which involves an individual being able to recognise their good and bad traits. The quotes presented are just various examples found in the reflection data where participants learning reflections align with how empathy is understood in the literature, defined as “the ability to comprehend another’s feelings and to re-experience them oneself” (Salovey and Mayer, 1990, p. 194). Growing work in the literature suggests that our perception of a leader is influenced by his or her emotional abilities (Kellett et al., 2002, Badea & Pană, 2010; Cornelis et al., 2013). In addition, empathetic abilities and behaviours presented by a relations-oriented leader includes friendly, supportive, and concerned approach to employees (Kellett et al., 2002). Findings which have resulted from this study reinforce the importance of empathy in leadership was evident in reflection data. Accordingly, this reinforces why a high scorer in the positive relationship dimension of the Ryff model (1995) is one who is capable of strong empathy and capable of having warm, satisfying, trusting relationships with others.

3.1.3 Proactively connecting with followers

Analysis of the learning reflection data found themes of encouraging leaders to connect with and getting to know their followers proactively. When reflecting on key learnings from the seminar, a participant stated:

'I found your leadership insights interesting and it reminded me and encouraged me to try and get out there talking to our staff more. I have set myself the challenge to get out there more and perhaps even schedule it in to make sure it gets done.'

The importance of this theme is reinforced through the participant's intention to scheduling in time to prioritise connecting with their followers. Another participant expressed the importance of meeting with followers to be a more endearing leader.

'<Speaker's name> is such a good example of effective communication crossing all delivery mediums. Personally meeting with your key staff on a frequent basis, getting to know your staff, visiting the workplace in good and bad times, making yourself available and sending broader 'heart felt' messages endears you to your staff. No, it isn't an imperative that our staff like us, or is it? I think an effective leader will be liked by their staff, as people will feel respect.'

Similarly, another stated:

'It's all about people. It's essential to be genuinely interested in those whom you work with. It's the small stuff that will make the difference. When I think about my own team I need to ask myself do I know enough about what makes them tick – who and what is important to them? What can I do more of that will make a difference to them?'

In contrast, some participants believed in leaders limiting their socialisation with followers to maintain firm personal and professional boundaries.

'The need to create and maintain boundaries between personal and professional commitments was also strongly reinforced.'

Likewise, another stated:

'Also you can't socialise with the team you are leading. It is a fine line between leadership, friendship and management.'

The three primary themes found within the data coded under positive relations with others included people-perspective leadership style and developing soft skills, having empathy and consideration for followers, and proactively connecting with and getting to know followers. These themes accurately reflect the original description of the positive relations dimensions by Ryff (1995) which states that high scorers in the positive relations dimension involves concern about others' welfare, capacity to express empathy and affection and to have warm and trusting relationships with others. Thus the findings suggest that through developing a people-perspective leadership style coupled with soft skills, empathy and proactive connection with others leaders can enhance their positive relationship with others dimension of PWB.

3.2 Purpose in Life

Enhancing one's Purpose in life dimension of PWB includes having a sense of direction and goals, believing there to be meaning to the past and present, and believing in aims and objectives for living (Ryff, 1995). Reflection data themes which emerged from this dimension include; the concept of visionary leadership, and the inspiration participants felt from seeing passionate leaders, driving the importance of having a passion for enabling success.

3.2.1 Visionary leadership

Analysis of learning reflections revealed patterns of participants perceiving the distinguished leader speakers to be visionary, thus reflecting on the importance of having a vision as a leader. Participants perceived numerous speakers to have a vision coupled with aligned actions.

'<Speaker's name> has a vision...and he has been courageous in making both small/symbolic changes but also more significant cultural changes – all of which are consistent with his vision.'

Another participant stated...

'As a leader, establish a vision of the future, and consciously make decisions or changes that are aligned to that.'

Participants were found to believe that a vision brings direction towards one's actions and decisions. Likewise, envisioning the type of leader to aim towards becoming brings direction and purpose.

'The concept of having a clear vision was my key take out and whilst it was referred to in the planning and development sense I think it equally applies to leadership. With my own leadership I need to have a clear vision of what kind of leader I want to be, I need to have it well defined so that I can monitor how I am 'staying true' to it.'

However, as a leader, vision alone is not enough to create a desired change. Visionary leadership was believed by several participants to involve communicating this vision to followers.

'The only take-out I can bring from this would be that leadership matters – not having a vision and direction for people to rally around and work towards leads to ineffective work. For my own practice, this means being able to both provide that direction (at a local level) and also to communicate and reinforce the organisation's vision so that everyone understands and works towards a common goal.'

The participant highlights the relevance of visionary leadership in different contexts.

'A future vision is important for finding, defining, and agreeing on direction. I think this applies at all levels- family, organisation, community, state and nation. This leadership experience explored ways to depict a vision and using this to start conversations.'

The pattern of communicating the vision to followers was identified several times upon analysis of data coded under 'purpose in life'. This finding suggests the importance of having a vision as a leader, as well as communicating the vision to the followers in order to provide a sense of direction, cohesion and purpose for the leader and followers unit.

3.2.2 Passion and Inspiration

Many participants expressed their admiration for passionate speakers. Those who showed distinct passion for their work inspired various participants to identify their purpose in life. When reflecting on their learnings from the speaker, one participant stated:

'Believing in what you are doing and being able to see and measure the success is a real driving force. He had such an incredible passion and I was struck by how that passion can drive such success, it reminded me why its important to find passion in what you do'

Likewise, another participant expressed feeling inspired by the speaker's passion and sense of direction, to the point that they felt comforted by the speaker's sense of purpose.

'<Speaker's name> I found your passion and enthusiasm for your work and research inspiring and comforting. Inspiring because I realise need to make myself far more aware and also I have a responsibility to share that

awareness with others. I am comforted that there are good people prepared to challenge the norms and commit to planning today for our future needs.'

Passion was understood by several participants to be a source of resilience and motivation.

'I have recognised a number of distinct leadership messages throughout Leadership WA presentations. Those that resonate most for me is firstly the need to identify your real work passion so you can be inspired. When you enjoy the work you do it motivates you to be the very best you can be.'

Similarly, another participant noted:

'Individuals who have passion can make a real difference. Leaders who show their insecurities and personal insights have more impact than a slick professional presentation. You need passion to lead as change doesn't come easily and hence where will the motivation to be resilient come from.'

Within the purpose in life dimension, analysis of reflection data was undertaken to gain further understanding into the dimensions evident in learning reflections of leaders participating in a leadership development program. The themes which emerged concerned visionary leadership along with the power of passion for what one is doing.

3.3 Personal Growth

Those considered to be high in the personal growth dimension of PWB (Ryff, 1995) individuals should feel continued development and improvement in themselves and their behaviours, see themselves growing, be open to new experiences, realise their potential, and are changing in ways which reflect more self-knowledge and effectiveness. To gain a further understanding into the data coded in this category, inductive coding of stage 2 found the theme of participants seeing new perspectives due to the leadership program, learning from the other participants, and the importance of surrounding oneself with challenging individuals who encourage expansion of the self.

3.3.1 Seeing New Perspectives

Analysis of reflection data saw participants expressing personal growth through the seminar events, opening their eyes to new knowledge and understanding which they would not have experienced outside of the leadership development program.

'You opened my eyes to a whole variety of issues that I would never have been aware of, it made me value even more what I have and puts into stark relief the nature of the problems that we face at work.'

This participant expressed relief and was able to apply the learnings to their work context. Likewise, another participant related their learnings to how they understand the world around them.

'You have opened up my eyes and have explored the nature of disadvantage with compassion, intelligence and in a way I have never considered before. I now have a better understanding of our justice system and how this relates to the world I live in.'

Interestingly, one participant recognised their lack of knowledge to answer reflection questions surrounding the application of learnings to personal leadership. However, expressed certainty that the program would challenge them to expand and fill their knowledge gap.

'I found question 18 and 19 difficult to answer as I do not think at this moment in time that I have the skills or knowledge to look at change or the steps that I would take. I acknowledge my misgivings and limited knowledge in this area. Having not being exposed to some of the confronting issues that are in our community. I feel that I'm wrapped in cotton wool and live a simple life. The <Leadership program name> is going to challenge my thinking and awareness of issues that effect people in the WA community every day.'

The expanded perspectives theme found in participant reflections highlights the development and self-improvement which took place from the leadership program, showcasing the personal growth dimension of PWB.

3.3.2 Learning from the program cohort

Another primary theme found within the data coded under the personal growth dimension was participants learning from the syndicate group itself, not just the formalised speakers.

'I was really impressed with the level of engagement across the board from the whole group and with the exceptional level of the questions that were asked from each of the syndicates. I appreciate that I was able to learn more as a result of everyone's questions. We are such a very fortunate group of people to be able to have these experiences and share it with such a wonderful group.'

Likewise, another participant expressed learning from the questions asked by participants to the speakers:

'The questions being asked of our guest presenters have really provoked my thinking. I'd like to share that each of you are having a positive influence on me and I am truly grateful for each of you sharing your thoughts and experiences with me. As hope that as the year progresses, we will experiences a whole new level of each others authentic self and I can only imagine how I will benefit from this experience. Thank you'

Learning in a group setting has been proven to enhance the learning experience, further supported by this study's findings.

'It was a great day. A special thank you to my syndicate group. We worked well together and I believe enhanced each other's learning experience as a result. The day was full of varied and different learning experiences, all of which I enjoyed.'

This study emphasises the benefits of carrying out development programs in a group setting, which encourages participants to learn from both the distinguished speakers and from the questions and experiences shared by the cohort of participants and enhancing the personal growth dimension of PWB.

3.3.3 Surround yourself with those who challenge you

Going beyond learning from the cohort, another theme which emerged from the reflection data analysis was the importance of surrounding yourself with people who challenge you and thus being exposed to new perspectives. Leaders should make an effort to create a diverse team which brings different perspectives and result in greater performance

Reflection by a participant found:

'I hope to influence some of the future project groups in order to bring in new blood and points of difference and perspective, rather than simply 'painting by numbers' to fill the places. This in turn is to encourage some new thinking and outcomes – hopefully successful and innovative!'

Participants reflected on their tendency to hire those similar to themselves. For example, one participant noted:

'<Speaker's name> stated that we have to fight the temptation to hire people who are just like us, who we like and would be friends with and who would agree with our perspective. We need to hire people who will challenge us and who bring differing views.'

Findings expose the human tendency to hire individuals similar to ourselves. Thus, leaders should be aware of this trend in behaviour and be educated on the benefits diverse work team brings to the organisation, such as increased innovation levels.

3.4 Self-Acceptance

The two primary themes which emerged within the self-acceptance dimension of PWB were the importance of leaders having a strong sense of self, coupled with the ability to recognize one's shortcomings. As these two themes were greatly intertwined in the reflections, the themes will be presented under a combined subheading.

3.4.1 A Strong Sense of Self & Recognizing Shortcomings

A strong sense of self-acceptance is understood by Ryff (1995) as positive attitudes towards the self, acknowledging the good and the bad aspects of self, and feeling positive towards what has occurred in past life. A strong sense of self was a reoccurring theme found in the learning reflections of participants.

'The benefits of a strong sense of self (self awareness) cannot be overstated. The reflective process must be a part of my day to ensure I really am aware of my strengths and weaknesses, not just what I think they are. This also flowed onto the need for greater work on my profile / brand if I am to achieve the influence I want.'

Similarly, the following quote is sourced from a reflection question asking the participant to share any comments with the speaker. Their comment reinforces participants recognizing the importance of a sense of self.

'...your emphasis on developing and having a strong sense of self is something that resonated with me and is something that I am going to continue to work on.'

Upon reflection, many participants recognized and accepted their personal shortcomings and spontaneity in reaction to non-ideal situations.

'I definitely have to work on my emotional regulation when my own personal values and beliefs are challenged. I need to find a way of challenging the speaker's comments that is respectful to me, the speaker and the audience. As a passionate person I do tend to react when my buttons are pushed and I must find ways to not allow this to happen. I need to find ways to be bold and courageous whilst maintaining my position so I can keep the audience and speaker informed based on facts not reactions.'

Another participant emphasises their desire to see their followers becoming great leaders of their own, an attitude resonating with contemporary leadership styles, particularly servant leadership, which prioritizes the needs and development of the followers.

'I must start to consciously be more true to myself and recognise at the earliest opportunity (ID my triggers) when my impatience is going to adversely impact the development of my staff and managers as leaders. I want them to be great leaders, not great followers.'

The reflection exercise undertaken by participants resulted in the recognition of their own shortcomings as well as setting intentions to address the shortcomings according to the situation.

'I would like to take these learnings and continue to reflect on them and put into practice aspects of them. I think I can put unrealistic expectations on myself at times to be doing everything all at once and be perfect at them all, but this is impossible, and I need to learn to set realistic expectations of myself at different times, depending on all things going on in my life. I also need to develop my sense of self and be true to myself as I progress through my career and the different roles that I may take on.'

The primary themes within the self-acceptance dimension of PWB were found to be advocacy of leaders having a strong sense of self, combined with recognizing one's weaknesses through self-reflection.

3.5 Autonomy

According to Ryff (1995), an individual with high autonomy is one who is self-determining and independent, able to resist social pressures to be a certain way, uses personal standards for self-evaluation, and internally regulates their behaviour. Resulting from the analysis to identify key themes within the Autonomy dimension, the theme of sticking true to one's values and being brave and courageous leaders shone through.

3.5.1 Staying True to Your Values and Beliefs

The theme of staying true to one's values and beliefs was presented through admiration by participants for speakers who showed high autonomy in this regard. In addition, participants expressed on their desire to channel these behaviours.

'As a leader I think there is great value in being able to recognise, and accept those areas within which you have influence and those you do not – and in being confident that you are able to work towards your desired influence without jeopardising your position or values.'

Similarly, another stated,

'Your humanitarian values are inspirational and the way in which you articulated these demonstrated how your values-based approach has influenced the way in which you live and work and make tough decisions.'

The following quotes from the reflection data show numerous respondents believing that sticking to one's values will lead to doing what is morally right

'I reflected on the conflicts that arise in leadership and that when faced with tough decision making, it is staying true to my values that will always lead me to do the right thing, even though it may not always be the most popular decision.'

'As a Leader how does one deal with the emotional or personal side of been [sic] a Leader when an opposing idea may challenge yours .and I realise operating within my personal values is the only way I can take and maintain a position. I am trying to make a commitment that I constantly check in with myself and ask am I operating within my personal value framework. How might others be experiencing me and what do I need to change or improve on.'

'I took this to not worry what others think as long as your values and behaviours are strong, fair and consistent.'

The ideas found in the data endorsing sticking to one's beliefs emerged from the data and aligns with Ryff's (1989a) depiction of a high score of autonomy which includes the ability to resist social pressures to be a certain way, uses personal standards for self-evaluation.

3.5.2 Brave and Courageous Leadership

Another primary theme in this dimension within the learning reflections is regarding the necessity of being a bold leader who shows courage.

'They all spoke about the importance of having leaders who aren't afraid to make bold decisions and the need for reform when it comes to local and state government. Despite their varied roles they were all so aligned and their leadership messages were remarkably similar in that we need to be prepared to advocate and stand up for the vision. What really resonated with me was how clear they were with their own vision, their own values and beliefs and that they weren't afraid to share this. It showed me why they have all been successful leaders and will continue to be.'

Having the courage to push through the noise and resist social pressures was endorsed by various speakers and thus represented in the reflections of participants.

'The idea of being a bold, brave and fortnight leader was raised throughout the day. I liked <Speaker's name> comment about "pushing on in the face of noise.'

Another participant admitted to recognising their lack of autonomy, yet recognised the need to be more courageous to improve their leadership, echoing the Ryff (1995) definition of the autonomy dimension of PWB.

'There are some enormous similarities to the characteristics of great leaders. Having courage, clarity of vision, great communication around this vision, empowering staff, listening to feedback and an ability to bat away the noise and focus resources on those things that will really make the difference.'

3.6 Environmental mastery

According to Ryff (1995), high environmental mastery involves a sense of competence in managing one's environment and being able to choose or create contexts suitable to personal needs. Analysis of references coded under environmental mastery found the primary theme

within this dimension of PWB to be the importance of setting firm work and family life boundaries.

3.6.1 Effectively Managing Family and Work-Life

Participants expressed admiration in the learning reflections for speakers who effectively managed their work and family lives.

'I found <Speaker's name> humble approach and his ability to ensure some work life balance by being clear about what he will and won't commit to after hours interesting. He is obviously a man that works relentlessly but still manages to prioritize family.'

Likewise, another participant reinforced that the speaker was perceived by participants to be competent in managing one's environment, having found a balance between the two aspects of life.

'I admired his reservation of family time by limiting night work to 3 nights a week. Maintaining this approach is challenging and he appears to have nailed it.'

The ability to effectively manage work and family was understood by participants as a characteristic of good leaders.

'The challenge is to make the time that we do have with our families meaningful and fun. The achievement of this work/life balance or something close to it is the mark of a great leader.'

Further exploring this theme, some participants endorsed the idea that when it came to family time, quality preceded quantity.

'Work-life balance is about how you prioritise. Rather aim for quality time (with family, friends and colleagues) than quantity.'

On the contrary, other participants disagreed with this notion, contending that quality family time should not be at the expense of quantity.

'The quality over quantity family time was an interesting one. While this seems fine on the surface, I am sure most of our families want both, the challenge is to achieve the right balance, which probably differs from family to family and also at various stages of our lives.'

These findings echo the work by Bergh (2011) which states workplace well-being can be developed through maintaining work-life balance and finding purpose behind the work carried out (Bergh, 2011).

This chapter presented the findings generated from the data analysis. The word clouds, coding of data and exploration of themes were used to address the research questions. Evidence of the six factors of the Ryff (1998a) model were evident in the findings, and themes within each of the dimensions have been explored and summarized in Figure A (see Appendix). The positive influence of story telling on participants is evident through the in depth learning reflections and prevalent examples of PWB in the leader reflections.

Chapter 5: Limitations and Future Directions, and Conclusion

The main limitations of this study included the dependency of the coding process on the researcher's interpretation and understanding of the six dimensions and the reflection data, as well as the reduced theme and theory development that results from deductive coding. However, these limitations are known shortcomings of the qualitative research method and thus anticipated by the researcher. A follow-up mixed-method study which combines the 6 dimensions of PWB with the Scale instrument of PWB is recommended. In the conclusion section research questions are addressed and final remarks are presented.

Limitations and Future Directions

The first limitation of this study relates to the use of secondary data which was at the time of collection intended for a study with different research questions. However, the quality, richness and longitudinal nature of the reflection data made this data set relatively superior compared to primary data sourced within the honours program period.

Secondly, while data coding was guided by the Ryff (1995) model as the coding framework, the coding process was dependent on the researcher's interpretation and understanding of the six dimensions and the reflection data, which might have changed over the duration of this study. While this would have had little effect on identifying emerging themes, the frequency analysis of codes could have been influenced. Future studies could address this by going through the data several times to ensure their perceptions and coding of data remains consistent. Alternatively, another researcher could code the data and analyse emerging themes, thus findings would be reinforced by another's perspective. However, this was not carried out in this study due to the time and scope limitations of the honours program.

Stage 1 of data coding involved a deductive approach to limit the extensive data to references regarding the six dimensions of PWB. This was done purposefully, however, deductive coding does limit theme and theory development. However, this data is very rich and could be analysed for many different areas of the literature such as motivation, leadership development programs, persistence, influence of family relations, speaker characteristics and presentation styles. In addition, sub-themes which fell under the 6 Factors but remained unexamined in study could be explored in future analyses.

This study uses the 6 Factor Ryff model to gain an understanding of PWB in the analysis of personal reflections. However, this study does generalise an individual's PWB to be determined via this method, thus this statement would contradict the nature of qualitative studies. Scales which measure PWB could be paired in future mixed-method studies to support the reflection data. The Ryff scales of psychological well-being (1989) is a recommended measurement tool to analyse PWB quantitatively. A mixed-method study which combines the 6 dimensions of PWB with the Scale instrument of PWB is recommended as a follow up to this study. The limitations are known shortcomings of the qualitative research method and thus were anticipated by the researcher. However, the in-depth exploratory nature of qualitative research made this methodology favourable for this study. Additional subsequent research questions include whether the PWB of leaders is enhanced when the common themes identified in this study are integrated into their leadership style, and whether leadership is improved through the support of leaders' PWB dimensions.

Conclusion

This study explored the leadership, psychological well-being (PWB), and leadership development phenomena through learning reflections made by leaders participating in a leadership development program at which influential speakers shared their personal leadership journeys. The research questions aimed to identify the factors of PWB evident in learning reflections of participants, in addition to exploring emerging themes within the six dimensions. Findings were consistent with the research questions and offered a greater understanding of storytelling and individual reflection learning methods concerning leadership psychological well-being and leadership development. Data analysis of the reflection data confirmed that there was evidence of the Ryff dimensions of PWB. Furthermore, exploratory data analysis uncovered emerging themes within the six dimensions. Links between the emerging themes, the Ryff model (1995) and the existing literature were found, increasing the understanding of the leadership, PWB and leadership development phenomenon. Themes within each of the dimensions were explored, highlighting the positive influence of story telling on participants is evident through the in depth learning reflections and prevalent examples of PWB in the leader reflections. The outcomes of this study give rise to further questions concerning the

effect of integrating the identified themes into the leadership style of leaders. Exploring the influence of this integration on leader's dimensions of PWB, and thus its potential to promote positive psychology and improved leadership, is yet to be explored.

Appendix

Table A. Online reflection questions of each Case. Speakers de-identified and named according to order of appearance using alphabetical letters. Location names have been replaced with 'X'. Name of the hosting organisation has been changed to 'program organisers.'

Personal Reflection Questions

<i>Case 1</i>	<ul style="list-style-type: none"> - What did you learn/observe/reflect about from the session with Speaker A? - What does that mean to your own leadership practice; and what would you do more of / less of / differently? - What comments would you like to share with Speaker A? - In listening to Speaker B what resonated with you? - What provoked you? - What does that mean to your own leadership practice; and what would you do more of / less of / differently? - What comments would you like to share with Speaker B? - What were your key learnings from the session with Speaker C and what what do you intend to do with this observation/reflection? - -What comments would you like to share with Speaker C? - -What did you learn from the tour of the Police Academy and what aspects of this could you apply to your own leadership? - -What comments would you like to share with the Police Academy staff you met through the interactive tour? - In thinking about the challenges and opportunities that were discussed during the seminar day, what would you, as a leader, like to see changed? - What are the steps necessary to make those changes? Who is supposed to do it and how can you influence them? What can YOU do? - Do you have any other comments or feedback to share with each other? - Do you have any other comments or feedback to share with the program organisers?
<i>Case 2</i>	<ul style="list-style-type: none"> - Do you have any specific feedback to share with our hosts, University of X? - What did you learn from the session with Speaker D? - What comments would you like to share with Speaker D? - What did you learn from the session with Speaker E? - What comments would you like to share with Speaker E? - In listening to the panel speakers what resonated with you? - What provoked you? - What does that mean to your own leadership practice; and what would you do more of / less of / differently? - What comments would you like to share with Speaker F? - What comments would you like to share with Speaker G? - What comments would you like to share with Speaker H? - What comments would you like to share with Speaker I? - What did you learn from the tour of the X with Speaker J? - What did you learn from the cultural tour with Speaker K? - What did you learn from the tour of the Electric Vehicle project with Speaker L? - In thinking about the challenges and opportunities that were discussed during this seminar day what other questions do you hold and/or what does this mean for our families, organisations and communities? - Do you have any other comments or feedback to share with each other? - Do you have any other comments or feedback to share with the program organisers?
<i>Case 3</i>	<ul style="list-style-type: none"> - What learning did you take from the session with Speaker M? - What comments would you like to share with Speaker M? - What did you learn from the session with Speaker N? - In thinking about this session with Speaker N and the other leadership experiences which touched on similar topics, what other insights or perspectives are you gaining? - What comments would you like to share with Speaker N? - What learning or insights did you gain from the session with Speaker O?

- What comments would you like to share with Speaker O?
- In listening to Speaker P, what resonated with you? What provoked you?
- What comments would you like to share with Speaker P?
- As you reflect on the speaker sessions and prepare for the visit to the X region, what is resonating with you and what else could you explore or consider further?
- Do you have any other comments or feedback to share with each other?

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