THE ROLE OF WISDOM IN ORGANISATIONAL LEADERSHIP

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Doctor of Philosophy

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THESIS SUMMARY

This thesis begins with a review of the literature on wisdom models, theories of wise leadership, and existing wisdom measures. It continues with a review of how the concept of wisdom may add value to existing leadership models, highlighting the need to empirically identify the characteristics of wise leaders and develop a wise leadership measure. A nomological framework for wise leadership is then presented. Based on a review of the wisdom and leadership paradigms, a mixed-methods research design is described for three studies to define the characteristics of wise leadership in organisations; identify specific leadership challenges that might require wise responses; and to develop the wise leadership measure comprising of vignettes. The first study involves critical incident interviews with 26 nominated wise leaders and 23 of their nominators, which led to the identification of nine wise leadership dimensions which include Strong Ethical Code, Strong Judgement, Optimising Positive Outcomes, Managing Uncertainty, Strong Legacy, Leading with Purpose, Humanity, Humility, and Self-Awareness. The second study includes critical incident interviews with 20 leaders about organisational challenges associated with the nine dimensions, to elucidate the wise leadership measure. The third study includes the design of 45 vignettes based on organisational challenges that measure the nine wise leadership dimensions. The measure is then administered to 250 organisational leaders to establish its construct validity, leading to the selection of 18 vignettes forming the final wise leadership measure. Theoretical, methodological and practical implications of this research are then discussed with recommendations for future research.

Keywords: wisdom, leadership, wise leadership, organisational wisdom, wise leadership measure

DEDICATION

I humbly offer this work at the Divine Lotus Feet of Bhagawan Sri Sathya Sai Baba, whose exemplary life, universal message and humanitarian mission has inspired this research.

I offer my deepest gratitude to Bhagawan Sri Sathya Sai Baba for His love, grace and blessings throughout this journey. I pray that this research is used as an instrument in His hands to serve humanity.

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CHAPTER 1: INTRODUCTION

1.1 Rationale and Thesis Background

As a result of advancing technology, financial pressures, global competition, governmental initiatives, and an ever evolving economic and ethical climate; leaders in both private and public services are facing a high degree of complexity in the environment (Linley, Govindji & West, 2007). There is competition for skills across organisations; maintaining employee engagement is difficult; leaders can no longer rely on their authority to achieve their aims. Their staff also expect to be respected, valued and supported and to see their leaders as models of integrity. At the same time, leaders have to make tough decisions which sometimes go against the views and values of their employees.

Most recently in the current economic climate, we have witnessed the downfall of some of the world's most successful leaders and organisations as a result of prioritising profits, even if adverse to the best interests of their employees, clients and customers. This was the case for once successful organisations such as Lehman Brothers, whose collapse was the largest corporate bankruptcy in US history. The pressure is exacerbated for the government to focus on tightening regulations to ensure that the investment banking industries of the UK and Wall Street in the USA are focused appropriately on their customers.

Lehman Brothers was the first of many organisations in the economic downturn, whose downfall highlighted that not just intelligent leadership is needed, but also morality and wisdom. The environment in organisations is increasingly complex and challenging, and some leaders are failing to cope within it, as evident by the number of corporate organisations that continue to experience financial failings (Lewis, Alvarezrosetc & Mays, 2006). Many leaders are struggling to develop organisations that can operate successfully within complex environments; whilst ensuring that their staff behave ethically (Nonaka & Takeuchi, 2011).

Despite the complexity of organisational environments, leaders have the capacity to enable profound change. Naumann and Bennett (2000) described leaders as being 'climate engineers'; what they convey through their personality, values, beliefs, preferences, and behaviours, leaves an imprint on those they lead (Padilla, Hogan & Kaiser, 2007). In the words of Avolio (1999, p.95), "there is no greater force for achieving good or evil than leadership". Higgs, Kempster and Twuetz (2014) also reported that the culture within an organisation is heavily influenced by leadership behaviours.

Organisations are more complex and challenging than ever before, so there is a need for a different kind of leadership (Linley, Govindji & West, 2007). There is a need for *wise* leadership which exemplifies morality and humanity towards others. Historically, the impact of wisdom in leadership has been demonstrated by figures such as Nelson Mandela, Mahatma Gandhi, Winston Churchill and Martin Luther King. Such leaders stood courageously and made the right decisions in accordance with their ideals to address the problems confronting their communities and the world at large (Luthans & Avolio, 2003). The legacies created by such leaders have withstood time, transcending political, economic, geographical and religious boundaries.

In this thesis, I propose that wisdom is critical for the leaders of organisations, particularly in the current economic climate. Such leaders are faced with decisions daily about the growth, direction, ethics, sustainability, and contributions of their organisations, which requires wisdom.

Researchers within positive psychology have sought to identify the characteristics of effective leadership (e.g. Luthans & Avolio, 2003; Srivasta & Cooperrider, 1998; Vera & Rodriguez-Lopez, 2004). In examining how effective leaders manage turbulent environments, Collins (2001, 2006) and Vera and Rodriguez-Lopez (2004) emphasised humility, courage and professional will. These characteristics enable leaders to foster a culture that reflects substance, integrity and successful outcomes. Srivasta and Cooperrider (1998) emphasised the role of wisdom and courage, which they suggested can be fostered through leveraging an organisation's strengths rather than weaknesses.

Similarly, the positive organisational behaviour movement (POB) (Luthans, 2002) is concerned with human strengths and psychological capacities that can be developed for performance improvement. In a meta-analysis of 51 independent samples, Luthans and Avolio (2003) found a positive relationship between the psychological capacities of confidence, hope, optimism and resilience; and organisational outcomes such as performance, satisfaction, commitment, and well-being.

Given these findings, wisdom is arguably a leadership characteristic that underlies all these approaches. Wisdom has functionally been defined as the balancing of one's own good, and the good of others (Baltes & Staudinger, 2000; Sternberg, 1998). This is relevant in the context of the complex challenges facing organisations today, where leaders are expected to have integrity and make tough decisions for the good of their stakeholders (Linley, Govindji & West, 2007). Nonaka and Takeuchi (2011) argued that during the economic recession, "Never did we expect more of leadership - and never have we been so disappointed" (p.59). They argued that *wise leadership* is needed in organisations, through the application of tacit knowledge, morality, and prioritising the

greater good. However, in order to develop wise leadership in organisations, we must be able to identify and measure it. This leads us to the purpose and contribution of the research described in this thesis.

1.2 Purpose and Contribution of the Research

Given the need for wise leadership in organisations, this research has one core objective, which is to develop a measure of wise leadership for use in work organisations. This measure will enable us to identify and develop wise leaders to enable them to more effectively meet the challenges they face.

This thesis describes three studies focused on developing an organisational measure of wise leadership. The first study aims to define the characteristics of wise leadership in organisations; the second study to identify specific leadership challenges that might require wise responses; and the third study focuses on developing the wise leadership measure. The purpose of these studies is further elaborated below:

Study 1. To understand the characteristics of wise leadership in organisations: There is a need to first define the characteristics of wise leadership in an organisational context, given that the empirical study of wisdom in organisations is currently limited. This involves an exploration of how wise leaders think and behave in their organisations through their values, vision and experiences; as well as an exploration of the impact that they create on their followers.

Study 2. To identify the challenges facing leaders in organisations that might require wise responses: We need to understand the kinds of challenges that leaders encounter in corporate organisations that require wise responses. These challenges will form the basis of a wise leadership measure and help to determine how wise leaders would respond to these challenges.

Study 3. To develop and validate a wise leadership measure: A measure of wise leadership in organisations will be developed, based on a combination of the characteristics of wise leaders and the challenges that they face. This measure will enable us to distinguish between wise and unwise leadership behaviours in an organisational context. The measure will then be administered to existing leaders in organisations to establish its construct validity.

Theoretically, the findings from this research will contribute to the existing empirical leadership and wisdom literatures. Whilst the existing literature related to leadership and wisdom is extensive in management journals and psychology-related journals respectively, and the theoretical literature combining wisdom and leadership is emerging; there has been little research into wise

leadership in an organisational context. An empirical understanding of the characteristics of wise leadership will further our understanding of leadership effectiveness in the context of current organisational challenges. It will also strengthen our understanding about the manifestation of wisdom in an organisational context.

Practically, understanding wise leadership will help to identify how to meet the challenges posed by today's complex organisational environment. The results of this research will have implications for leadership development programmes in terms of cultivating characteristics of wise leadership; talent management in terms the growth and development of emerging leaders in organisations; the selection and recruitment of high performing leaders that demonstrate wise leadership; and succession planning in identifying future wise leaders. Most fundamentally, this research will help leaders across organisations to develop wisdom in today's challenging environment; a way of leading that will benefit employees, stakeholders, customers, and the success of organisations.

1.3 Thesis Structure

This thesis consists of eight chapters which address the research aims discussed above. Chapter 2, entitled 'The Concept of Wisdom' provides a literature review about wisdom. It explores models of wisdom, including the Berlin Wisdom Model, the Balance Theory of Wisdom, and the Three-Dimensional Wisdom Model, followed by a theoretical exploration about the characteristics of wise individuals. It then turns to reviewing the literature about organisational wisdom, including the relationship between wisdom, knowledge, judgement, and leadership. The chapter ends with a review of existing wisdom measures.

Chapter 3 provides a literature review on leadership in general and *wise leadership* in particular. The chapter discusses how wisdom will add value to existing theories and models of leadership. It gives an overview about the evolution of leadership theories, and then presents core models of leadership including charismatic leadership, transactional leadership, transformational leadership, and the full-range leadership theory. New paradigm models of leadership are then discussed and in particular, we explore how a consideration of the concept of wisdom would add value to models of authentic, servant and virtuous leadership. Based on the parallels drawn between wisdom and existing leadership models, a nomological framework of wise leadership in organisations is then presented.

Chapter 4 describes the research methodology for developing an organisational wise leadership measure. The paradigms of wisdom and leadership are discussed in terms of positivist and interpretivist approaches, based upon which, the rationale for using a mixed methods research

design is proposed. The chapter then outlines the proposed research design for the three studies, which include defining the characteristics of wise leaders; identifying leadership challenges in the context of these wise characteristics; and developing an organisational wise leadership measure. The rationale for using an interview design and the critical incident technique in the first and second studies is given, followed by a description of the methodology that will be used to develop the wise leadership vignettes in the third study. Ethical considerations are also discussed in this chapter.

The findings from the first study will be presented in Chapter 5, describing the characteristics of wise leadership based on emerging themes from interviews with wise leaders and their nominators. The methodology used to design the leader and nominator interviews based on the critical incident technique is also described. In the discussion of this chapter, the nomological framework of wise leadership will be evaluated, outlining the specific characteristics of wise leaders in an organisational context. Further considerations will then be discussed, highlighting the strengths and limitations of this particular study.

Chapter 6 will present the findings from the second study, outlining the organisational challenges described by leaders in demonstrating the wise leadership characteristics identified in Chapter 5. The methodology for developing an interview to elicit leadership challenges will also be described. The organisational challenges described by leaders in demonstrating wise leadership will be discussed to elucidate the wise leadership measure, differentiating between wise and unwise responses.

The third study of developing an organisational wise leadership measure is described in Chapter 7. The chapter describes how the wise leadership vignettes were designed and presents the methodology for validating the wise leadership measure amongst existing leaders across private and public sectors. The results of this validation is then presented in terms of the measure's construct validity. The chapter then discusses how leaders responded to the wise leadership vignettes, relative to wise and unwise responses identified in Chapter 6, together with the wise leadership literature. The strengths and limitations of the organisational wise leadership measure are then discussed.

Finally, Chapter 8 summarises the key findings of this thesis in relation to developing a wise leadership measure in relation to the theoretical literature on wise leadership discussed in Chapters 2 and 3. In doing so, this chapter establishes the theoretical and practical contributions of this thesis to both academic and practitioner knowledge. The contributions of the findings will be discussed from the perspective of identifying and developing wise leaders in an organisational

context using the wise leadership measure. The strengths and limitations of this research are explored, before considering suggestions for future research. Finally, this chapter will present the conclusions that may be drawn from this thesis, emphasising the contribution of this research to our understanding of wise leadership in the context of current organisational challenges.

CHAPTER 2: THE CONCEPT OF WISDOM

2.1 Chapter Overview

This chapter explores the concept of wisdom. It begins with reviewing definitions of wisdom and established models of wisdom including the Berlin Wisdom Model (Baltes, Glück & Kunzmann, 2002), the Balance Theory of Wisdom (Sternberg, 1998), and the Three-Dimensional Wisdom Model (Ardelt, 1997). The characteristics of wise individuals are then discussed, followed by consideration of the relationship between wisdom, intelligence, and knowledge. The chapter then discusses organisational wisdom and reviews the literature on wisdom and leadership. Finally, measures of wisdom are reviewed, focusing on the Self-Assessed Wisdom Scale (Webster, 2003, 2007), the Three-Dimensional Wisdom Scale (Ardelt, 2003), the Adult Self-Transcendence Inventory (Levenson et al., 2005) and the Berlin Wisdom Paradigm (Baltes & Smith, 1990; Baltes & Staudinger, 2000).

2.2 Definitions of Wisdom

The concept of wisdom has evolved significantly as societies have evolved since ancient eras (Rowley, 2006). During the last thirty years, wisdom has become a significant topic of research in the social and behavioural sciences (Sternberg & Jordan, 2005). The definitions of wisdom range from early Greek and Christian to contemporary views. Established definitions of wisdom include that by Kramer (1990) who proposed that "Wisdom is the organismic integration of relativistic and dialectical modes of thinking, affect, and reflection; a perspective on reality developed within interrelationships" (p. 326). Sternberg (1990) added a 'metacognitive' aspect to wisdom, defining wisdom as a "metacognitive style plus sagacity, knowing that one does not know everything, seeking the truth to the extent that it is knowable" (Birren & Fisher, 1990. p. 325). Table 1 lists key definitions of wisdom.

Table 1: Definitions of Wisdom (Birren & Fisher, 1990, pp. 325-326)

Author	Wisdom Definition
Robinson	Three historical definitions: Greek: An intellectual, moral, practical life; a life lived in conformity with truth, beauty. Christian: A life lived in pursuit of divine, absolute truth. Contemporary: A scientific understanding of laws governing matter.
Csikszentmihalyi and Rathunde	Wisdom is a holistic cognitive process, a virtue or compelling guide for action, and a good, desirable state of being.
Labouvie-Vief	A smooth and balanced dialogue between two sets of attributes: outer, objective, logical forms of processing (logos) and inner, subjective, organismic forms (mythos).
Baltes and Smith	Wisdom is expertise in the domain of fundamental life pragmatics. It requires a rich factual knowledge about life matters, rich procedural knowledge about life problems, knowledge of different life contexts and values or priorities, and knowledge about the unpredictability of life.
Chandler and Holliday	Contemporary philosophy of science limits conceptualisation of wisdom to a technologic type of knowing. A more accurate description of wisdom may need well-defined, multidimensional, prototypically organised competence descriptors. It involves recovering age-old types of knowledge that have been forgotten.
Sternberg	Wisdom is a metacognitive style plus sagacity, knowing that one does not know everything, seeking the truth to the extent that it is knowable.
Orwoll and Perlmutter	Wisdom is a multidimensional balance or integration of cognition with affect, affiliation, and social concerns. An advanced development of personality together with cognitive skills is the essence of wisdom.
Meacham	Wisdom is an awareness of the fallibility of knowing and is a striving for a balance between knowing and doubting. Age is explicitly not a component of wisdom; in fact, one may lose it with age. Age is associated with changes in wisdom, from simple to profound manifestations.
Kitchener and Brenner	Wisdom is an intellectual ability to be aware of the limitations of knowing and how it impacts solving ill-defined problems and making judgements, characteristics of reflection judgement.
Arlin	Wisdom is closely associated with problem-finding ability, a fundamental cognitive process of reflection and judgement.
Pascual-Leone	Wisdom is a mode of symbolic processing by a highly developed will. It is a dialectical integration of all aspects of the personality, including affect, will, cognition, and life experiences.
Kramer	Wisdom is the organismic integration of relativistic and dialectical modes of thinking, affect, and reflection; a perspective on reality developed within interrelationships.
Birren and Fisher	Wisdom is the integration of the affective, conative, and cognitive aspects of human abilities in response to life's tasks and problems. Wisdom is a balance between the opposing valences of intense emotion and detachment, action and inaction, and knowledge and doubts. It tends to increase with experience and therefore age but it is not exclusively found in old age.

There is still no standard definition of wisdom (Sternberg, 1990). Instead, research on wisdom has focused on studying lay people's conceptions of wisdom and developing standardised wisdom measures, which are explored in the sections that follow.

2.3 Models of Wisdom

The most established psychological models and measurement approaches of wisdom are the Berlin Wisdom Model (Baltes, Glück & Kunzmann, 2002), the Balance Theory of Wisdom (Sternberg, 1998), and the Three-Dimensional Wisdom Model (Ardelt, 1997), each of which is discussed below.

2.3.1 The Berlin Wisdom Model

Baltes, Glück and Kunzmann (2002) amongst others (e.g. Glück & Baltes, 2006) defined wisdom as expert knowledge in the fundamental pragmatics of human life. They proposed five criteria, which include rich factual knowledge (about fundamental pragmatics of life), rich procedural knowledge (about the fundamental pragmatics of life), value relativism and tolerance (acknowledgement of differences in values), life-span contextualism (an awareness of the historical and social context of development), and the recognition and management of uncertainty and limitation (in relation to the human condition). The 'Berlin Wisdom Paradigm' is a standardised method of measuring wisdom-related knowledge based on these five criteria where participants are presented with vignettes of fictitious life problems with multiple solutions involved, and are asked to think aloud about them. Responses are on a seven-point scale using the five criteria. A response is considered 'wise' only if it is rated greater than five on all criteria (Baltes & Staudinger, 2000).

A strength of this theory is that it includes non-cognitive aspects such as personality, values and emotions (Ardelt, 2005a; Baltes & Kunzmann, 2003; Kunzmann & Baltes, 2003; Staudinger et al., 2004). The measure focuses on cognitive aspects of wisdom so that the measure is standardised and does not require personal involvement (Baltes & Kunzmann, 2003). The Berlin Wisdom Paradigm focuses on wisdom-related knowledge, rather than wisdom as a whole, which includes constructs such as intelligence, number of life events experienced, and aspects of personality such as openness to experience, creativity and certain cognitive styles (Staudinger et al., 1997, 1998). However, in an empirical review of the Berlin Wisdom Paradigm inconsistencies were found where the highest scoring participants were often younger than forty years of age, contradicting the emphasis that the model places on life-experience (Baltes et al., 1995; Staudinger, 1999).

2.3.2 The Balance Theory of Wisdom

Based on his triarchic theory of intelligence, Sternberg's (1998) Balance Theory of Wisdom highlights the importance of tacit knowledge in wisdom, which he proposed is an element of practical intelligence. Tacit knowledge guides individuals to pursue intrinsically meaningful goals, and is based on learning from one's experience; it cannot be gained through reading books or from other people's information (Kunzmann & Baltes, 2005). Sternberg (1990) defined wisdom as an attitude towards beliefs, values, knowledge, information abilities and skills. He argued that wisdom lies not in what is known, but rather in the manner in which knowledge is held and applied (Rowley, 2006). Sternberg (1998) suggests that wisdom is the application of tacit knowledge to life problems involving conflicts between different domains of life (Glück & Baltes, 2006). It is important to note that Sternberg (1998) did not propose that tacit knowledge itself is wisdom. He proposed that wisdom manifests with the application of tacit knowledge to balance various self-goals (intrapersonal) with the interests of others (interpersonal) and other aspects of one's surrounding context (extrapersonal), such as one's city, environment, or even God (Sternberg, 1998; Mitki, Shani, & Stjernberg, 2008).

Thus, Sternberg (1998) suggested that wisdom is the application of not just fulfilling one's own goals, the interests of another person, or the needs of one's external environment; but rather balancing outcomes across all three of these factors, where a wise solution takes conflicting intrapersonal, interpersonal, and extrapersonal interests into account. It is also balanced in the way that it deals with the problem context; by adapting to the context, by changing it, or by choosing a different context (Glück & Baltes, 2006). Based on this theory, Sternberg (1998) proposed a measure of wisdom in which participants rate the quality of a number of possible solutions to vignettes of difficult life problems. Their ratings are compared against ratings from experts in the field. However, is no empirical evidence about the efficiency of measuring wisdom in this way (Glück, Strasser & Bluck, 2009).

2.3.3 The Three-Dimensional Wisdom Model

Based on both lay and expert theories of wisdom, Ardelt (1997) proposed that wisdom is a personality characteristic, rather than a body of knowledge. She suggested that it has three broad components which are cognitive, reflective, and affective. The cognitive component is based on a constant desire to understand the truth about the human condition. More recently, Ardelt (2011) described the cognitive component of wisdom as the knowledge of the positive and negative aspects of human nature; an awareness that one's knowledge is limited; and of life's unpredictability and uncertain nature (Dey, 2012). The reflective component refers to the ability to take multiple perspectives, which also requires self-examination and self-insight. More

recently, Ardelt (2011) suggested that the ability to take multiple perspectives is likely to reduce one's self-centeredness and subjectivity, and broaden one's awareness to perceive reality and the motivation of others (Clayton, 1982; Csikszentmihalyi & Rathunde, 1990; Rathunde, 1995). The affective component is defined as a compassionate and empathetic attitude towards others. Other researchers have likened this to the expression of positive emotions towards others (Dey, 2012; Csikszentmihalyi & Ratunde, 1990; Levitt, 1999). Ardelt developed a self-report scale (3D-WS) to measure these three dimensions of wisdom, which is discussed in the sections that follow.

These wisdom models have focused on conceptualising wisdom and developing standardised measurement methods, which has necessitated a certain degree of detachment from real-life contexts. Growing research about wisdom in the social and behavioural sciences in real-life contexts has led to debate about the specific characteristics of wisdom, which are now discussed.

2.4 The Characteristics of Wise Individuals

Csikszentmihalyi and Rathunde (1990) argued that wisdom has three main dimensions: a cognitive process or a way of knowing something; a virtue which guides one's actions for the supreme good; and a 'personal good' which gives individuals intrinsic happiness and satisfaction. Baltes and Smith (1990) proposed that wisdom is characteristic of sound judgement in everyday situations and the application of expert knowledge, as reflected in the five characteristics within the Berlin wisdom model (Baltes, Glück & Kunzmann, 2002). Meacham (1990) suggested that wisdom is the application of one's beliefs, values, knowledge, abilities, and skills.

Meeks and Jeste (2009) conceptually identified six subcomponents of wisdom which include pro-social behaviours and attitudes; having a pragmatic knowledge of life enabling social decision making; being aware of the emotions of others; the ability to be self-aware and reflective; being aware of the limitations of one's knowledge; and being able to successfully manage uncertainty and ambiguity (Jeste et al., 2010; Fairholm, 2004).

Kekes (1995) emphasised the concept of 'moral wisdom' which is the capacity to judge right conduct in any situation. He proposed that moral wisdom is essential for living a good life, and that the presence or absence of wisdom would impact the quality of one's life (Small, 2004). Baltes and Kunzmann (2003) argued that wisdom is the peak of human excellence. They suggested that wisdom comprises expert knowledge and judgement about aspects of life that are uncertain, which influences one's conduct of life. They also highlighted the importance of emotions and values, suggesting that wisdom amongst managers in organisations would lead to a preference for the welfare of others, above one's own happiness.

Within positive psychology, Peterson and Seligman (2003) proposed twenty four universal character strengths categorised into six core virtues. One of these virtues includes wisdom and knowledge, which refer to cognitive strengths that invoke the acquisition and use of knowledge. Their model proposes creativity, curiosity, open-mindedness, love of learning, and perspective as traits that constitute wisdom and knowledge (Park & Peterson, 2003).

In identifying the relationship between wisdom, intelligence and knowledge, Kunzmann and Baltes (2005) proposed that wisdom draws upon the intellect in terms of knowledge about cognitive, motivational and emotional aspects of any specific domain. For example, these aspects are likely to be considered when dealing with issues such as growth and development, illnesses, or increasing one's quality of life (Kunzmann & Baltes, 2005). Sternberg (1998) proposed that wisdom differs from intelligence in the way that the former is oriented towards maximising a common goal rather than individual success or well-being (Kunzmann & Baltes, 2005).

Studies have explored the neuroscience of wisdom and intelligence (Hall, 2010). Jung and Hier (2007) reviewed neuroimaging studies and found several regions of the brain involved in 'parierofrontal integration' which relates to human intelligence and reasoning. Likewise, Meeks and Jeste (2009) proposed that there is partial overlap in the same brain regions that are associated with intelligence, reasoning, and wisdom. However, such studies have been criticised by those who view neuroscience as limited in enabling understanding of wisdom because it involves the study of the brain, rather than the mind or behaviour. Wisdom differs from intelligence, in that wisdom may include domains such as the practical application of knowledge for the greater good, and combining affective factors with knowledge when making decisions (Tallis, 2011; McKenna, Rooney & Kenworthy, 2013).

2.5 Organisational Wisdom

Several authors have sought to theoretically explore the nature of wisdom specifically applied in organisations (e.g. Bierly, Kessler & Christensen, 2000; Rowley, 2006; Small, 2004). The section that follows will describe theories about the relationship between wisdom and knowledge, judgement, and leadership.

2.5.1 Wisdom and Knowledge

The field of strategic management emphasises an organisation's ability to create, integrate and apply knowledge as a critical strategic resource to gain competitive advantage (Bierly, Kessler & Christensen, 2000; Nonaka, 1994). Strategic analysis has focused on determining which specific knowledge areas should be strengthened in organisations. However, successful organisations are

not necessarily those that know the most, but those that make the best use of what they know, and align this strategically to the organisation ideally extending to the social and environmental issues surrounding organisations (Hawken, 1993; Porter, 1996).

To this end, Bierly, Kessler and Christensen (2000) argued that in the Data, Information, Knowledge & Wisdom (DIKW) hierarchy (Zeleny, 1987; Ackoff, 1989), whilst academics, consultants and practitioners embrace the management of data, information, and more recently, knowledge; little attention has been focussed on the 'capstone' concept of wisdom (Small, 2004). To elaborate on these terms, 'data' is defined as raw facts and the process of accumulating facts; 'information' is defined as useful data and learning about information as the process of giving form to data; 'knowledge' as both knowing how (tacit knowledge), knowing about (explicit knowledge) and the understanding of information and their associated patterns; and 'wisdom' as the faculty of making the best use of knowledge, experience, and understanding by good judgement (Bierly, Kessler & Christensen, 2000).

Rowley (2006) suggested that there are two reasons for the limited focus on wisdom as a way of maximising knowledge. First, organisations may suspect that wisdom might be difficult to manage and cultivate due to its complex and abstract nature; second, organisations may not have explored it for pragmatic reasons, where consultants and other professionals have failed to articulate convincing strategies for profiting from the promotion of 'wisdom-based strategies' or the 'wisdom-based model of the organisation'.

Boal and Hooijberg (2001) argue that wisdom is a desirable characteristic of executive business leaders. In the context of organisations, Bierly, Kessler and Christensen (2000) proposed that wisdom is an action-oriented concept, geared to applying appropriate organisational knowledge during the planning, decision making and implementation stages of business. They defined 'wisdom' as the ability to use knowledge for establishing and achieving desired goals and 'learning about wisdom' as the process of applying knowledge to make the right judgements and decisions.

Bierly, Kessler and Christensen (2000) incorporated ethics into this theory and proposed that the relationship between knowledge and wisdom is an awareness of what kind of knowledge to apply and institutionalise in the organisation in order to ultimately 'do the right thing'. They suggested that being knowledgeable is but one component of wisdom, the other being a demonstration of sound judgement regarding the conduct of life. They proposed that a wise person not only holds 'justified true belief' but uses his or her intellectual grasp and insight to practically apply it. This wisdom is manifest in the characteristics of 'reflectiveness', or considering events and their

grounds and consequences; having foresight, taking the broad view; and 'judgement', or choosing the appropriate goals and using knowledge to achieve objectives (Bierly, Kessler & Christensen, 2000).

What is unclear from Bierly, Kessler and Christensen's (2000) theory however, is the type of knowledge that enables this organisational success. To this end, Nonaka and Takeuchi (2011) suggest that organisational leaders have a tendency to rely on explicit knowledge because it can be codified, measured and generalised, which prevents leaders from being able to cope with change. They argued that during the economic recession, organisations tried to manage risks by analysing data instead of using tacit knowledge.

Similarly, Malan and Kriger (1998) suggested that managerial wisdom is the ability to detect nuances between right and wrong; the ability to identify meaning in paradoxes or contradictory stimuli; and the ability to integrate and interpret them holistically, to learn from them and act accordingly. Bondi et al. (2011) suggested that cognitive aspects of thinking such as reason, combined with affective aspects such as intuition, form the basis for wisdom and professional judgement.

Küpers and Pauleen (2013) defined wisdom amongst leaders as a 'phronesis', which refers to practical wisdom and is the ability to be flexible and see clearly in order to practice virtues. Aristotle originally proposed 'phronesis' as one of three forms of knowledge, describing it as a reasoning capacity to distinguish good from bad, thus emphasising the role of virtues and morals as a characteristic of wisdom (Nonaka & Takeuchi, 2011).

2.5.2 Wisdom and Judgement

Many decisions that leaders make are complex and require leaders to filter much information, amplified by technological advancements (Leonard-Barton, 1995; Kogut & Zander, 1992; Pisano, 1994). Decision-making requires the simplification of information and knowledge; an ability to identify critical information; and the ability to evaluate complex information in a holistic framework. The simplification and evaluation of knowledge requires judgement, which few researchers have investigated. Bierly, Kessler and Christensen (2000) coined the judgement, selection and application of knowledge as 'organisational wisdom'. That is, wisdom is the appropriate identification and application of knowledge in a given situation. Rowley (2006) suggested that taking multiple perspectives may enable leaders to make effective strategic decisions; to demonstrate interpersonal processes that are critical for effective leadership (Kilburg, 2000, 2012); and to anticipate the reactions of others (Jacques & Clement, 1991).

Korac-Kakabadse et al. (2001) suggested that wisdom can inform leadership behaviours such as the formation of a vision, the content and way in which leaders use dialogue, and in maintaining the psychological contract between leaders and followers. In addition, Kilburg (2000) proposed that effective interactions between managers and employees depends on self-restraint and personal and interpersonal insight, which are characteristic of wise individuals.

The literature discussed so far discusses researchers' conceptual theories about the role of wisdom in an organisational context. Since the collapse of international organisations during the economic recession, the world has questioned the effectiveness of corporate leaders, leading researchers to re-examine the characteristics needed for effective leadership. Wisdom is a characteristic that is gradually gaining traction as a powerful characteristic amongst corporate leaders, which we now turn to discussing.

2.5.3 Wisdom and Leadership

McKenna, Rooney and Boal (2009) published an extensive metatheoretical framework consisting of five propositions about the manifestation of wisdom specifically amongst leaders in an organisational context. These propositions draw upon many of the characteristics of organisational wisdom hitherto described. First, they proposed that wise leaders use careful observations to establish facts and deductive explanations: when receiving information and making decisions, leaders manifest wisdom using rules of reason as well as 'soft data' such as the interplay between the intellectual, affective, motivational and intuitive aspects of human functioning. They have an insight into the social nature and incompleteness of human existence, the interchangeable nature of life goals, knowledge about oneself and the limits of one's own knowledge, and this enables them to powerfully manage uncertainty in organisations (Boal & Hooijberg, 2001).

Second, drawing on Aristotle's advocacy of the importance of ethics and virtue (Aristotle, 1984), McKenna, Rooney and Boal (2009) proposed that when making decisions, wise leaders allow for non-rational and subjective elements. They argued that values are the core of all organisations and work, and becomes particularly important where cross-cultural leadership necessitates leading across different cultures and value systems. Furthermore, they argued that leading institutions also necessitates the promotion and protection of values, particularly as the organisational attachment literature suggests that employees choose to belong, support and remain in an organisation according to their normative and moral standards (McKenna, Rooney & Boal, 2009). Thus, being guided by virtues or socially valued behaviour, as also proposed in Sternberg's Balance Theory of Wisdom (2001), is of utmost importance as a characteristic of wise leadership.

McKenna, Rooney and Boal's (2009) third and fourth propositions suggested that whilst wise leaders are aware of the 'absolute' principles of reason described above, they are adept at knowing how and when to apply them to a complex reality; their actions are practical and oriented towards day-to-day work. For this, McKenna, Rooney and Boal (2009) suggested that communication as a skill is essential for wise leadership. They argued that wise leaders should be able to impart good judgement and advice about to others about important but uncertain matters that may be impacting upon them.

In doing so, McKenna, Rooney and Boal (2009) proposed their fifth proposition that wise leaders must be able to relate to others in a way that enables them to apprehend people's often unarticulated beliefs, attitudes, values, knowledge, understanding, as well as their capacities and incapacities; capabilities that formulate wise judgement that is practical and impacts the good for all concerned. Rooney, McKenna and Liesch (2010) progressed this research further to develop a theory of practice wisdom. Combining philosophy with contemporary theories within psychology, they proposed five principles of wisdom that incorporates rational characteristics of wise individuals such as knowledge and reason; as well as non-rational characteristics such as intuition and understanding the emotions of others.

In examining the specific development of wisdom in executive leaders, Bierley, Kessler and Christensen (2000) argued that the process of becoming wise includes a 'looking within oneself' component so that a person can direct their motivation toward greater values. They proposed that this was reflected in the actions of, for example, James E. Burke, former CEO of Johnson and Johnson, after the Tylenol tragedy. His response was to first serve the public interest regardless of the costs. This illustrates the action orientation of wisdom, or knowing what is right and having the courage to do it, which also demonstrates the importance of having the judgement and courage to do the right thing (Srivastva & Cooperrider, 1998).

Whilst the above example illustrates the power of wisdom in leadership, Christensen and Kessler (1995) argued that having wise leaders in an organisation is not sustainable unless the individual's wisdom is articulated and transferred to others. For this to occur, they proposed that dissemination tools must be used to transfer values and goals to those charged with translating the vision into reality, which is the role of an organisation's leaders. Christensen and Kessler (1995) argued that one of those tools includes wise CEOs or strategists who, as transformational leaders, impart wisdom to their colleagues and motivate them to achieve their vision.

Nonaka and Takeuchi (2011) emphasised the need for wise leadership in organisations by raising an awareness that knowledge did not prevent the collapse of the global financial system. They

proposed that the uncertain climate alone did not hinder the effectiveness of CEOs; leaders need the ability to reinvent their organisations to meet the challenges posed by new technology, changing demographics, and changing consumption trends. They argued that leaders are ill-prepared to build global organisations that transcend geographical borders. Nonaka and Takeuchi (2011) argued that leaders find it challenging to ensure that employees adhere to values and ethics, and explored the possibility that individuals who do the right thing in ordinary situations may not when under pressure.

Nonaka and Takeuchi (2011) proposed that instead, leaders create cultures where employees are looking for personal gain, rather than considering what is good, right and just for everyone. Nonaka and Takeuchi (2011) built on Aristotle's original idea of 'phronesis' as previously discussed, and emphasised the idea of practical wisdom as the application of experiential knowledge, enabling leaders to determine what is good, at the right time, to the right extent, and to implement the right action to serve the common good.

Nonaka and Takeuchi (2011) argued that Japanese organisations have been successful and sustainable over time because they are in harmony with society; emphasise having a social purpose in earning profit; pursue what is right for the common good; are guided by morals in leading their organisation; and practice the concept of phronesis. They acknowledged that this has been at the expense of commercial outcomes such as returning capital to investors, immediately maximising shareholder return, making employees redundant to reduce costs, and paying compensation to top management. However, Nonaka and Takeuchi (2011) suggested that organisations such as investment banks that prioritised such commercial outcomes may have been blinded by fraud, deceit and greed with a visible lack of values and ethics in business.

Nonaka and Takeuchi (2011) proposed six core abilities of 'phronetic' or wise leaders. The first characteristic proposes that wise leaders can 'judge goodness': they are able to discriminate what is good based on their values and ethics, always acting on this awareness. 'Good' goals may indeed include making profits or yielding shareholder return, but Nonaka and Takeuchi (2011) proposed that wise leaders set their goals higher in terms of ensuring that their goals have a moral purpose and do not focus only on profits or competitive advantage.

The second characteristic Nonaka and Takeuchi (2011) proposed is an ability to 'grasp the essence'. Before making a decision, wise leaders are able to incisively understand a situation, envisage its future consequences, and quickly make a decision about the right action to realise their vision. They proposed that wise leaders are able to grasp the essence of a situation and quickly extract meaning in the interaction between people, things and events.

The third characteristic is 'creating shared contexts', for example by creating opportunities for employees and leaders to learn from each other. This applies to the sharing of knowledge, building new relationships through interactions, and understanding the viewpoints and needs of others in order to co-create powerful and meaningful solutions.

The fourth characteristic of wise leaders is 'communicating the essence'. Nonaka and Takeuchi (2011) argued that wise leaders are able to communicate challenging messages in a way that everyone understands, and suggested that wise leaders use methods such as stories, metaphors, and figurative language to enable individuals from different contexts to intuitively grasp their messages.

The fifth characteristic suggests that wise leaders 'exercise political power'. Nonaka and Takeuchi (2011) suggested that wise leaders go beyond identifying and communicating key messages; they have an ability to bring people together, synthesising everyone's knowledge, and mobilising them to pursue a common goal. Wise leaders apply their political judgement by understanding the viewpoints and emotions of others, and relate to others in the right way and at the right time. The theory proposes that wise leaders are able to understand the contradictions in human nature, but rather than seeking an optimal balance between people's differing characteristics, they engage in dialectical thinking which enables them to deal with contradictions and paradoxes at a higher level and still retain the ability to function.

The sixth characteristic proposed by Nonaka and Takeuchi (2011) relates to 'fostering practical wisdom in others'. The theory proposes that wise leaders distribute their knowledge and wisdom as much as possible within their organisations, through creating opportunities for learning and interactions with the leader, thus enabling others to develop characteristics of wisdom. This enables employees to develop greater flexibility and creativity in new situations.

Further empirical studies are needed to better understand the characteristics, dynamics, mechanisms, and outcomes of wisdom, which would enable organisations to recognise and develop wise leaders (McKenna, Rooney & Kenworthy, 2013).

2.6 Measures of Wisdom

Glück et al. (2013) compared four well-established measures of wisdom: the Self-Assessed Wisdom Scale (Webster, 2003; Webster, 2007), the Three-Dimensional Wisdom Scale (Ardelt, 2003), the Adult Self-Transcendence Inventory (Levenson et al., 2005), which fall under the category of self-report measures; and the Berlin Wisdom Paradigm (Baltes & Smith, 1990; Baltes & Staudinger, 2000), a vignette-based performance measure of wisdom.

Measures of wisdom have been further categorised into 'personal' and 'general wisdom' (Staudinger et al., 2005; Staudinger & Glück, 2011). 'Personal wisdom' is derived from one's personal experiences and insights based on one's life. Measures of personal wisdom seek to identify what individuals have learned about themselves, others, and their worlds based on their experiences. 'General wisdom' relates to one's approach to situations and is distinct from personal wisdom. Measures of general wisdom are based on complex problems that do not necessarily relate to one's self or one's concerns for others.

Glück et al. (2013) proposed a third category for wisdom measures of 'other-related wisdom'. This refers to empathy and concern for others and humankind at large and is captured in the 'affective' component of models such as the Three-Dimensional Wisdom Scale (Ardelt, 2003). Although altruism and concern for others have been associated with characteristics of wisdom (Jeste et al., 2010), it has been less emphasised in wisdom-based theories relative to cognitive and reflective aspects of wisdom (Staudinger & Glück, 2011). Table 2 shows sample items from these four measures.

Table 2: Measures of Wisdom (Compared by Glück et al., 2013, p. 4)

Measure	Sample Item
Self-Assessed Wisdom Scale	**Critical life experience (8 items)** "I have overcome many painful events in my life" "I have experienced many moral dilemmas" **Emotional regulation (8 items)** "I am good at identifying subtle emotions within myself" "It is easy for me to adjust my emotions to the situation at hand" **Reminiscence/reflectiveness (8 items)** "I often think about my personal past" "Remembering my earlier days helps me gain insight into important life matters" **Openness (8 items)** "I like being around persons whose views are strongly different from mine" "I'm very curious about other religious and/or philosophical belief systems" **Humour (8 items)** "I can chuckle at personal embarrassments" "I try and find a humorous side when coping with a major life transition"
Three Dimensional Wisdom Scale	**Cognitive (14 items)** "I try to anticipate and avoid situations where there is a likely chance I will have to think in depth about something" *(Reversed)* "It is better not to know too much about things that cannot be changed" *(Reversed)* **Affective (13 items)** "I am annoyed by unhappy people who just feel sorry for themselves" *(Reversed)* "Sometimes I feel a real compassion for everyone" **Reflective (12 items)** "I always try to look at all sides of a problem" "Before criticising somebody, I try to imagine how I would feel"
Adult Self-Transcendence Inventory	**Self-transcendence (25 items)** "I feel that my individual life is a part of a greater whole" "Whatever I do to others, I do to myself"
Berlin Wisdom Paradigm	**Factual knowledge** "'Reflecting upon their lives' can mean very different things, depending on why the person is looking back and what situation they are in…" **Procedural knowledge** "When someone feels they have not achieved what they wanted to achieve, perhaps they should instead look for things they have achieved…" **Life-span contextualism** "This is obviously dependent on the age and life phase of the person, and also on their life situation and the chances they have to change something…" **Value relativism** "What one person views as highly important goals may be totally unimportant for another, and this often leads to conflicts…" **Uncertainty** "Well, now I've been talking so much but I really don't know how any of this would work out in a real situation…"

In their study, Glück et al. (2013) administered all four measures to 47 individuals nominated as 'wise' and 123 control participants. The wisdom nominees scored higher than the control group on all four measures. A brief overview of the findings is given below.

The Self-Assessed Wisdom Scale (SAWS) (Webster, 2003; Webster, 2007) measures five subscales of personal wisdom, which include critical life experience, emotional regulation, reminiscence/reflectiveness, openness, and humour. Glück et al. (2013) argued that humour should be considered a characteristic of wisdom. Glück et al. (2013) found that the Self-Assessed Wisdom Scale had low correlations with age, inductive reasoning, and vocabulary; suggesting that wisdom is unrelated to these. However, they highlighted concerns that social desirability may confound self-report measures of wisdom.

The Three-Dimensional Wisdom Scale (3D-WS) (Ardelt, 2003) falls in the category of 'other-related wisdom' (Glück et al., 2013) and measures cognitive, affective, and reflective dimensions of wisdom. Glück et al. (2013) found high correlations with self-regulated emotions and openness to experiences.

The Adult Self-Transcendence Inventory (ASTI) (Levenson et al., 2005) focuses on self-transcendence, which refers to considering oneself an integral part of the universe; although the items measure aspects of self-knowledge, detachment, self-integration, as well as self-transcendence. There were low correlations with age, intelligence and education.

The Berlin Wisdom Paradigm (Baltes & Smith, 1990; Baltes & Staudinger, 2000) presents participants with vignettes representing day-to-day challenges, and measures the ability of participants to think wisely about challenges unrelated to their own lives. It measures factual knowledge, procedural knowledge, life-span contextualism, value relativism, and uncertainty. Participants are asked to give an open response to the vignettes, which are transcribed and then coded. There were moderate correlations with education, not surprisingly given this is a language-based measure. Glück et al. (2013) suggested that vignettes can be powerful in reducing social desirability effects, as the characteristics of wisdom being measured are not obvious to participants. However, this measure of wisdom has been criticised because of the effort required for data collection, transcription and coding of responses, and because it may not capture the affective aspect of wisdom (Redzanowski & Glück, 2013). Participants' responses may reflect their cognitive decision, but not their ability and willingness to respond in the same way if the scenario were to occur in real life (Ardelt, 2004; Glück et al. (2005).

Based on an empirical compilation of the strongest items from the four measures, Glück et al. (2013) developed the Brief Wisdom Screening Scale, comprising 20 items. The items are not

based on a theoretical perspective of wisdom, but measure a broad range of characteristics from interest in philosophy, feeling in tune with nature, and being attuned to one's emotions. The scale has not yet been compared with other constructs and warrants further research. Table 3 shows the items that comprise the measure across the four measures.

Table 3: The Brief Wisdom Screening Scale (Glück et al., 2013, p. 10)

Item	Aspect of Wisdom	Item Wording
ASTI 30	Self-transcendence	I am able to integrate the different aspects of my life
SAWS 37	Emotional regulation	It seems I have a talent for reading other people's emotions
ASTI 13	Self-transcendence	I have a good sense of humour about myself
SAWS 22	Emotional regulation	I can freely express my emotions without feeling like I might lose control
ASTI 32	Self-transcendence	I can accept the impermanence of things
3D-WS 14	Reflective dimension	Sometimes I get so charged up emotionally that I am unable to consider all ways of dealing with my problems *(Reversed)*
ASTI 33	Self-transcendence	I have grown as a result of losses I have suffered
SAWS 35	Openness	I'm very curious about other religious and/or philosophical belief systems
SAWS 24	Humour	At this point in my life, I find it easy to laugh at my mistakes
ASTI 7	Self-transcendence	My peace of mind is not easily upset
ASTI 11	Self-transcendence	My happiness is not dependent on other people and things
SAWS 36	Reminiscence/Reflectiveness	I've learned valuable life lessons from others
ASTI 3	Self-transcendence	I don't worry about other people's opinions of me
3D-WS 11	Reflective dimension	I either get very angry or depressed if things go wrong *(Reversed)*
SAWS 5	Openness	I like to read books which challenge me to think differently about issues
ASTI 2	Self-transcendence	I feel that my individual life is a part of a greater whole
3D-WS 5	Reflective dimension	I always try to look at all sides of a problem
ASTI 22	Self-transcendence	I often have a sense of oneness with nature
SAWS 12	Emotional regulation	I am "tuned in" to my own emotions
3D-WS 8	Affective dimension	There are some people I know I would never like *(Reversed)*
SAWS 11	Critical life experiences	I have dealt with a great many different kinds of people during my lifetime

In their study, Glück et al. (2013) concluded there was no single measure of wisdom suited to measure all dimensions of wisdom. The low correlations between the measures of wisdom included in their study also reflects the differences in the way that wisdom is defined (Redzanowski & Glück, 2013).

Whilst self-report measures of wisdom are conducive to efficient administration and scoring, they have been criticised because demand characteristics may lead to self-deception and impression management biases (Maercker & Zoellner, 2004). Some researchers have also questioned the validity of self-report wisdom measures because most people may not be good at judging their own wisdom (Freund & Kasten, 2012). Second, some researchers have argued that the reflective component of wisdom may mean wise leaders are more critical of themselves and thus describe themselves as less wise than others (Aldwin, 2009).

To overcome these challenges, Redzanowski and Glück (2013) proposed the use of peer ratings in self-report wisdom measures, but found no significant correlations between self and peer ratings of wisdom in their study. Moreover, peer ratings of wisdom are inconsistent (Bluck & Glück, 2005).

Both the Berlin Wisdom Paradigm and Sternberg's approach use fictitious life problems based on fictitious individuals, have been criticised for not involving participants emotionally. Any measure of wisdom must be ecologically valid in order to reliably measure wisdom (Glück & Bluck, 2006).

2.7 Chapter Summary

This chapter provides an overview of the definitions, models, and measures of wisdom; discusses the characteristics of wise individuals; and reviews the literature on organisational wisdom and wise leadership. Wisdom remains an elusive concept as reflected by its diverse definitions and models. The literature on wisdom in an organisational and leadership context provides a rich theoretical understanding, but warrants further empirical research. Moreover, wisdom measures have been successful in measuring 'personal' and 'general' wisdom, but none measure all dimensions of wisdom and do not measure organisational wisdom. The next chapter will focus on the relationship between leadership and wisdom, in terms of how wisdom may add value to existing theories and models of leadership.

CHAPTER 3: LEADERSHIP AND WISDOM

3.1 Chapter Overview

Little is known about how wisdom relates to established models of leadership, since this has not been empirically investigated. This chapter discusses how wisdom may add value to existing models and theories of leadership. It begins with an overview about the evolution of leadership theories, and then presents core leadership models of charismatic leadership, transactional leadership, transformational leadership, and the full-range leadership theory. This is followed by a discussion of how wisdom may add value to more recent theories such as authentic, servant and virtuous leadership. Based on the parallels drawn between wisdom and existing leadership models, a nomological framework of wise leadership in organisations is then presented.

3.2 The Evolution of Leadership Theories

Avolio (2004, p.95) stated that there is "no greater force for achieving good or evil than leadership". Leadership has been a widely researched topic across civilisations, cultures, and organisations (Ayman, 1993). Consequently, it is challenging to accurately identify a generalised definition of leadership that is representative of all leadership theories and models (Karmel, 1978).

In a review of leadership literature, Chemers (2000) traced the evolution of the study of leadership. Prior to 1964, the study of leadership focused on traits and character, behavioural and cognitive abilities, contingency interaction studies, and prototype and perception studies (Carlyle, 1907, 1950; Day, 2000; Hollander, 1964; Kahn, 1951; Stogdill, 1948). The mid-1960s to the mid-1970s saw the introduction of contingency models of leadership effectiveness (Fiedler, 1964, 1967). The models of leadership that were most prevalent during this period were the normative decision theory (Vroom & Yetton, 1973) and the path-goal theory (House, 1971). The normative decision theory (Vroom & Yetton, 1973) identifies five different styles of leadership that are contingent on the situation. These include autocratic, consultative, group-based decisions, and the extent to which leaders consult with colleagues and followers to make decisions. The path-goal theory (House, 1971) proposed that leadership behaviour is contingent on the satisfaction, motivation and performance of their subordinates. A later revision to the theory (House, 1996) proposed that leaders should engage in behaviours that complement the abilities of subordinates and compensates for their deficiencies.

During the mid-1970s to mid-1980s, cognitive theories of leadership became more prevalent which focused on perceptions of leadership. Attribution theory (Kelley, 1967), implicit personality theories (Hastorf, Schneider & Polefka, 1970), and the 'romance' of leadership concept (Meindl, 1990) suggest that a halo effect exists for leaders where, if they are perceived

to be an effective leader, then people value their performance more, and may overlook the leader's personal weaknesses or poor organisational performance (Lord, 1985; Lord et al., 1978; Phillips & Lord, 1981).

The 1980s and 1990s were characterised by the conception of models such as transactional leadership, charismatic leadership and transformational leadership. These models take into account leaders' personal characteristics, behaviours, and situational influences (Bass, 1985; Bass & Avolio, 1990). Cultural differences in leadership were also identified during this period (Hofstede, 1980, 1983; 1993; Markus & Kitayama, 1991). Relationship theories such as leader-member exchange theory (Graen, 1976; Graen, 2013) also became prevalent during this period. The leader-member exchange (LMX) theory focuses on the two-way relationship between leaders and subordinates. The theory proposes that leaders develop an exchange with subordinates; the quality of these leader-member exchange relationships influences subordinates' sense of responsibility, decision influence, access to resources and performance. This theory focuses on increasing organisational success by creating positive relations between leaders and subordinates, and promotes positive employment experiences.

Advances in technology, globalisation, working across cultures and global boundaries during the end of the 1990s has led to new leadership theories such as servant leadership (Greenleaf, 1970), authentic leadership (Luthans & Avolio, 2003), ethical leadership (Brown, Trevino & Harrison, 2005), shared leadership (Day, Gronn & Salas, 2004), spiritual leadership (Fry, 2003), and e-leadership (Avolio, Kahai & Dodge, 2001).

Clawson (2009) classified 26 theories and models of leadership into six categories, including trait approaches, behaviour approaches, power and influence, situational approaches, charismatic approaches, and transformational approaches. 'New paradigm' models include charismatic and transformational leadership, whereas 'old paradigm' models describe leadership as a process that involves influencing others within group contexts (Alimo-Metcalfe & Alban-Metcalfe, 2005). We turn to discussing these 'new paradigm' models of leadership which are based on current challenging organisational climates (Alimo-Metcalfe & Alban-Metcalfe, 2005).

3.3 Established Models of Leadership

In what follows, an overview of established leadership models is given, together with how wisdom may add value to these models and theories. This includes House's theory of charismatic leadership (1976), Bass's theory of transformational leadership (1985), Burns' transactional leadership theory (1978) and the integrative full-range leadership theory (FRLT) (Bass & Avolio, 1994a).

3.3.1 The Charismatic Leadership Model

House (1976) introduced the charismatic leadership model which suggests that the leader-follower relationship is based on shared ideological values (House, 1999). House (1999) identified five behaviours of a charismatic leader, known as the 'neo-charismatic leadership paradigm' (NLP), which includes goal articulation, role modelling, image modelling, high expectations, and confidence in followers. NLP enables leaders to achieve powerful results and engage their followers in critical situations (House, 1999). The concept of charisma was later applied within the transformational leadership model to explain 'idealised influence' as a predictor of leadership effectiveness (Antonakis & House, 2002).

In exploring the effectiveness of charismatic leadership, Avolio and Howell (1992) found that charismatic leaders who used control and manipulation to achieve results were less effective and satisfying to work for, relative to other types of transformational and transactional leaders. Concern has been described for the potential 'dark side' of charismatic leadership and the negative impact that narcissistic, self-serving leaders can create (Conger, 1998; Hogan et al., 1990; Kaiser, Hogan & Craig, 2008; Mintzberg, 1999). Such leaders may self-aggrandise success at the expense of others' contributions.

Wisdom may mitigate these concerns through theories suggesting that wise leaders prioritise collective goals above individual success or happiness (Baltes & Kunzmann, 2003; Kunzmann & Baltes, 2005; Sternberg, 1998). Ardelt (2011) suggested that a wise individual's ability to take multiple perspectives is likely to reduce self-centeredness and subjectivity (Clayton, 1982; Csikszentmihalyi & Rathunde, 1990; Rathunde, 1995).

For charismatic leaders to be effective, leaders need to be genuine in articulating a compelling goal or vision, show confidence, earn trust and respect, transform threats into opportunities, and maintain employees' focus on an organisation's collective mission (Avolio & Bass, 2004). The 'affective' component of the Three-Dimensional Wisdom model (Ardelt, 1997), defined as a compassionate and empathetic attitude towards others, has been associated with earning trust and respect which may benefit charismatic leaders. Additionally, Nonaka and Takeuchi (2011) suggested that wise leaders discriminate what is good based on values and ethics, and set goals with a moral purpose. Such characteristics of wisdom may enable charismatic leaders to use their charisma to pursue ethical and higher-order goals.

A limitation of the charismatic leadership model is that it is unclear how charismatic leaders achieve specific goals in their organisations. However, Fiol, Harris and House (1999) suggested

that charismatic leaders' consistent communication skills influence followers to achieve results across different challenges and contexts.

3.3.2 The Transactional Leadership Model

The transactional leadership model proposed by Burns (1978) states that the leader-follower relationship is based on performance and reward, where leaders exchange rewards and promises of rewards relative to the effort and performance of their staff (Bass, 1985; Whittington, 2004).

Bass (1985) and Bass and Avolio (1994a) proposed three dimensions of transactional leadership which include 'contingent reward leadership', 'active management by exception', and 'passive management by exception'. To elaborate, 'contingent reward leadership' is based on a constructive transaction between followers and leaders, where leaders explain the desired outcomes of a task with a view to motivating followers to achieve these outcomes contingent on a reward (Thomson, 2007). Second, 'active management by exception' is where leaders proactively assess deviations from the norm and resolve errors to progress. Third, 'passive management by exception' is where leaders act upon errors only as and when they occur (Antonakis & House, 2002).

Bass (1998b) argued that active management by exception is effective in high risk situations where the correction of errors is necessary to meet outcomes. However, an overuse of this style could create dissatisfaction and stress amongst followers (Thomson, 2007). Passive management by exception is effective where leaders have to supervise many followers (Thomson, 2007). Antonakis and House (2002) suggest that transactional leadership may be effective in organisations where tasks are routine, or in poorly structured organisations where leaders need to create policies and procedures.

Wisdom theories suggest that wise leaders are able to incisively understand a situation, envisage its future consequences, and quickly make a decision about the right action to take in a complex reality (Nonaka & Takeuchi, 2011; McKenna, Rooney & Boal, 2009). This may enable transactional leaders to identify appropriate behaviour and responses in complex situations. Through understanding multiple perspectives, wise leaders may be able to demonstrate interpersonal processes (Kilburg, 2000, 2012; Rowley, 2006); anticipate the reactions of others (Jacques & Clement, 1991); and relate to others in the right way and at the right time (Nonaka & Takeuchi, 2011), which may increase the effectiveness of transactional leaders.

A limitation of the transactional leadership model is that it does not consider how followers should be empowered, especially those that may have creative potential. Bryant (2003) suggested that although pre-determined goals help followers stay focused, it might discourage extra effort as this

may not be rewarded. In such cases, a transformational leadership style that praises creativity and outstanding performance is more suitable (Spinelli, 2005). Bass and Avolio (2004) highlighted that transactional leaders should also take individual needs into consideration. When employees are engaged, recognised and rewarded based on individual needs and differences, the relationship between leaders and employees begin to shift from transactional to transformational leadership (Avolio & Bass, 2004).

The Three-Dimensional Wisdom model (Ardelt, 1997) suggests that wise individuals have an acute awareness of the motivation of others (Ardelt, 2011; Clayton, 1982; Csikszentmihalyi & Rathunde, 1990; Rathunde, 1995), which may enable transactional leaders to take individual needs and differences into consideration. Additionally, wise leaders foster creativity in new situations by identifying opportunities for knowledge and learning to be shared (Nonaka & Takeuchi, 2011), which may enhance transactional leaders' ability to empower the talent of employees.

A further limitation is that transactional leadership may be ineffective if leaders lack the reputation or resources to deliver the anticipated rewards (Kluger & DeNisi, 1996). If transactional leaders are unable to fulfil the anticipated rewards, they are likely to lose the trust of their followers, thus impacting their effectiveness and reputation. Morality and integrity as a characteristics of wisdom (Kekes, 1995; Srivasta & Cooperrider, 1998) may enable transactional leaders to be honest with followers in such situations.

Kluger and DeNisi (1996) also highlighted the importance of giving good quality feedback for the learning potential of employees and to increase the quality of their performance, in pursuit of reward. Korac-Kakabadse et al. (2001) suggested that wisdom can inform the way in which leaders use dialogue to maintain the psychological contract with followers. Nonaka and Takeuchi (2011) suggested that wise leaders go beyond identifying and communicating key messages; they have an ability to bring people together, synthesising everyone's knowledge and learning, mobilising them to pursue a common goal. This may enable transactional leaders to increase the learning potential, engagement and performance of employees.

Ethics is also critical for transactional leadership to be effective: transactional leaders are likely to be hindered if leaders and followers engage in unethical behaviour by manipulating facts, bluff, withhold information or engage other dishonest behaviour (Bass, 1998). Being an example of morality and being able to detect fine nuances between what is right and wrong has been proposed as a key characteristic of wise leadership, which may deter followers from such unethical behaviour (Bierly, Kessler & Christensen, 2000; Kekes, 1995; Küpers & Pauleen, 2013; Luthans

& Avolio, 2003; Malan & Kriger, 1998; McKenna, Rooney & Boal, 2009; Nonaka & Takeuchi, 2011; Small, 2004; Srivastva & Cooperrider, 1998).

3.3.3 The Transformational Leadership Model

The transformational leadership model has received more research attention than other leadership models (Judge & Bono, 2000; Lowe & Gardner, 2000) and originated with the work of Burns (1978; 1985). It differs from the transactional model of leadership because it suggests that transformational leaders not only recognise the needs of their employees, but also work to develop these needs by engaging employees from lower to higher levels of maturity (Avolio & Bass, 1998). Additionally, transformational leadership is not just based on a hierarchical approach where leaders influence followers; engaging others to focus on their mission or vision can also occur between colleagues, and a bottom-up approach can also exist where followers inspire their leaders (Avolio & Bass, 1998). Transformational leadership does not override transactional leadership; the two models complement each other in their methods for achieving goals (Waldman & Bass, 1986; Howell & Avolio, 1993; Waldman, Bass & Yammarino, 1990). Bass (1985) described transformational leaders as those who support the autonomy, affiliation and achievement of employees. Bass (1985) also suggested that transformational leaders consider the success of their team, organisation, or society above themselves.

Avolio and Bass (1998) proposed five categories based on Bass (1985) that are characteristic of a transformational leader. These include idealised influence or 'attributed charisma'; idealised influence or 'behavioural charisma'; inspirational motivation; intellectual stimulation; and individualised consideration (Antonakis & House, 2002).

To elaborate, 'attributed charisma' and 'behavioural charisma' reflects leaders' ability to influence followers to identify with their mission. When followers personally identify with a leader's mission, they are more likely to exert extra effort (Shamir, 1990). Personal identification has been found to increase trust, motivation, self-efficacy, and acceptance of challenges (Shamir, 1990). Such leaders encourage the development of their followers, are willing to incorporate changes to their mission and vision, and are committed to enabling followers to achieve their potential (Kark, Shamir & Chen, 2003).

'Inspirational motivation' refers to articulating shared goals through a clear vision and strategy, creating a mutual understanding of what is important and how it will be achieved (Avolio & Bass, 2004). The behaviour of inspirational leaders moves followers from self-interest to a more global purpose.

'Intellectual stimulation' is where leaders influence the intellectual development of followers, through thinking about problems in new ways. Such leaders encourage employees to question self-beliefs, assumptions and values to solve problems. As an outcome, followers develop the capacity to anticipate unforeseen challenges and resolve problems creatively. Bass and Avolio (2004) suggested that a measure of success in transformational leadership is employees' level of performance without the involvement of their leader.

Finally, 'individualised consideration' ensures that transformational leaders treat employees as individuals and create opportunities for them to develop their potential (Avolio & Bass, 1995). Transformational leaders foster cultures supportive of individual growth, serving as mentors or coaches to their followers (Bryant, 2003). Such leaders provide continuous feedback and align the needs of employees to the organisation's collective mission (Avolio & Bass, 2004).

Transformational leadership has been observed in leaders at all organisational levels. However, leaders apply transformational and transactional behaviours in different contexts, suggesting that leadership styles are situational (Avolio & Yammarino, 2002; Avolio, Bass & Jung, 1996; Avolio & Bass, 1988; Bass & Avolio, 1993, 1994a; Boyd, 1988; Deluga, 1988; Koh, 1990).

Whittington (2004) suggested that the five transformational leadership behaviours enable followers to transcend their self-interests for the organisation. The transformational leadership construct of 'Attributed Charisma' corresponds to Sternberg's (1990) 'extrapersonal' dimension of the Balance Theory of Wisom model, with leaders moving beyond self-interest and that of their followers, shifting to a more global consideration. Bass (1998a) highlighted the effectiveness of this model when transformational leaders are needed to challenge the status quo (Antonakis & House, 2002).

Several other dimensions of the transformational leadership model correspond to Sternberg's Balance Theory of Wisdom (1990). For example, 'Inspirational Motivation' and 'Behavioural Charisma' resonate with Sternberg's 'interpersonal' dimension together with Ardelt's (1997) 'affective' dimension of the Three Dimensional Wisdom model, both in relation to understanding and instilling confidence in others.

Barling, Slater and Kelloway (2000) found that emotional intelligence is associated with the idealised influence, inspirational motivation, and individualised consideration dimensions of transformational leadership; and with contingent reward within the transactional leadership model, thus illustrating the importance of emotional intelligence in effective leadership.

Bass and Avolio (2004) proposed that the ability to develop the potential of others results in employees that are autonomous, take responsibility for their actions, and behave as role models in becoming transformational themselves. Nonaka and Takeuchi's (2011) concept of 'fostering practical wisdom' suggests that wise leaders enable others to develop characteristics of wisdom through creating opportunities for learning and interactions with the leader. Christensen and Kessler (1995) also suggested that wise leaders use dissemination tools to impart wisdom to others. Such characteristics of wisdom may enable transformational leaders to develop wisdom in employees.

The five behaviours of transformational leaders have been associated with higher levels of performance, productivity, extra effort, effectiveness, satisfaction in others, and customer satisfaction (Howell & Avolio, 1993; Liao & Chuang, 2007; Lowe et al., 1996; Bass 1985; Dumdum et al., 2002). Transformational leaders also perceive employees as assets that will increase their organisational sustainability, rather than being perceived as costs (Avolio & Bass, 2004).

Creativity and innovation has also been found to increase through transformational leadership. For example, Jung, Chow and Wu (2003) found that transformational leadership had a significantly positive relationship with empowerment and developing innovative cultures. Shin and Zhou (2003) proposed that that transformational leadership was positively related to followers' demonstrating creativity.

There are a number of contingent issues impacting transformational leadership. This includes distinguishing between transformational leaders that operate from self-centred interests versus a genuine interest in others (Bass & Steidlmeier, 1999). Transformational leaders must maintain their trustworthiness (Gardner & Avolio, 1998). Turner et al. (2002) found positive correlations between higher levels of moral reasoning and transformational leadership. No significant relationship was found between levels of moral reasoning and transactional leadership.

The concept of 'phronetic' leaders in the wisdom literature may address these contingent issues, where wise leaders set higher order goals that have a moral purpose and do not focus solely on motivating others towards profit or competitive advantage (Nonaka & Takeuchi, 2011).

Many of the characteristics of wise leadership in organisations described by authors such as McKenna, Rooney and Boal (2009) and Bierly, Kessler and Christensen (2000) add either additional or deeper conceptualist dimensions to the transformational leadership model (Burns, 1978). For example, characteristics such as the application of tacit knowledge; recognising and being comfortable with uncertainty; balancing interpersonal (one's own feelings), intrapersonal

(the interests of others), and extrapersonal (external circumstances) when making decisions; demonstrating humility; having a sense of self-insight and 'reflectivity'; and being guided by a strong moral code are not characteristics encapsulated explicitly by the transformational leadership model and may increase its effectiveness.

3.3.4 The Full-Range Leadership Theory (FRLT)

Bass and Avolio (1994a) developed the Full Range Leadership Theory (FRLT) integrating nine leadership factors taken from the transformational and transactional leadership models. They highlighted the following characteristics in order of significance for optimal leadership performance: transformational, contingent reward, active management by exception, passive management by exception, and in rare cases, laissez-faire (Antonakis & House, 2002).

Whilst these dimensions of leadership have been previously discussed; the theory proposes a new dimension of 'laissez-faire'. This refers to the avoidance or absence of non-leadership. Leaders that measure highly in 'laissez-faire' avoid making decisions, hesitate in taking action, and are absent when needed (Judge & Piccolo, 2004). Since this style of leadership involves non-leadership, it is considered to be unrelated to transformational and transactional leadership (Avolio, 1999; Bass, 1998).

A fundamental aspect of the full-range leadership model is the 'augmentation effect' (Bass & Avolio, 1993). Bass (1998b) suggested that transformational leadership builds on transactional leadership by increasing employees' motivation to achieve more, increase their work ethic, and strive for the highest levels of performance (Howell & Avolio, 1993; Yammarino, Spangler & Bass, 1993). Bass (1999) suggested that "the best leaders in the world are both transformational and transactional" (p. 5).

The 'augmentation effect' may be enhanced through Sternberg's (1998) Balance Theory of Wisdom, where leaders increase their effectiveness by balancing self-goals (intrapersonal) with the interests of others (interpersonal) and other aspects of one's surrounding context (extrapersonal) (Sternberg, 1998; Mitki, Shani, & Stjernberg, 2008).

Wise leadership may also minimise 'laissez-faire' leadership because wise leaders use good judgement, self-awareness, self-restraint, interpersonal insights, and effective communication to develop high quality relationships and interactions with employees (Bierley, Kessler and Christensen, 2000; Kilburg, 2000; Korac-Kakabadse et al., 2001; McKenna, Rooney and Boal, 2009).

3.3.5 Leadership Models in the Current Organisational Climate

The four models of leadership discussed have limitations based on contemporary leadership challenges. Whilst these models were developed over 20 years ago, organisations have since been through technological, economic, social and political changes. This includes globalisation, where organisations face aggressive competition within their markets. Leaders are responsible for comparing their performance not just with their own data, but also competitors (Schein, 1990). Virtual teams require leaders that will engage employees globally. There is greater focus on corporate governance, self-awareness, and ethical issues as a result of the economic recession (Nonaka & Takeuchi, 2011).

Research has also highlighted limitations in the methodology used to develop leadership models (Alimo-Metcalfe & Alban-Metcalfe, 2005). For example, transformational leadership is seen as a process of social influence (Bass, 1985, 1990; Bass & Avolio, 1994a; Bryman, 1992, 1996; Hogan et al., 1994; Parry, 1998; Yukl, 1994), and has been based on interviews with chief executives and senior managers, rather than followers or subordinates of those leaders (Alimo-Metcalfe & Alban-Metcalfe, 2005). The need to ensure that leadership research elicits the perceptions of leaders, employees and followers across all organisational levels has been emphasised (Antonakis & Atwater, 2002; Alimo-Metcalfe & Alban-Metcalfe, 2005; De Pree, 1993; Lee, 1993; Smith & Bond, 1993; Triandis, 1993). The use of combined qualitative and quantitative methodologies has also been recommended for adding value to leadership research (Alimo-Metcalfe & Alban-Metcalfe, 2005; Bryman, 1996; Conger, 1998).

A further criticism of existing leadership models has been the imbalance of genders, where female leaders are more likely to describe themselves, and to be described by others as being transformational; whilst men are more likely to describe themselves as being transactional (Alimo-Metcalfe & Alban-Metcalfe; 2003; Bass, 1998). Additionally, established leadership models such as transformational leadership have originated from North American studies, and therefore, there are questions about the generalisability of such models (Alimo-Metcalfe & Alban-Metcalfe, 2005).

Based on these limitations, Alimo-Metcalfe and Alban-Metcalfe (2005) conducted a gender and black and minority-inclusive (BME) study of transformational leadership in the UK. Their study involved 3,477 chief executives, top, senior and middle managers from the public sector, which they argued was underrepresented in original transformational leadership studies. Participants were representative of NHS Trusts and local government organisations. The results showed key differences between the UK and USA in dimensions of transformational leadership.

One key difference was the emphasis on charisma: whilst charisma and inspirational motivation is a central component of established models, the single most important factor that emerged in a UK population was genuine concern for the well-being and development of others; charisma did not appear as a core component of leadership in a UK population. However, this may be attributed to the nature of public sector organisations. A second key difference in the UK was being attuned to the needs of multiple stakeholders, as opposed to just one particular group. A third key difference was the emphasis on inclusiveness through characteristics such as openness and humility in a UK population relative to the USA.

3.4 Contemporary Leadership Theories

Researchers within positive psychology, which is concerned with the science of human and organisational flourishing, have sought to identify characteristics of effective leadership in the current challenging organisational climate (e.g. Luthans & Avolio, 2003; Srivasta & Cooperrider, 1998; Vera & Rodriguez-Lopez, 2004). These contemporary leadership theories will now be discussed with reference to how wisdom may add value.

3.4.1 Authentic Leadership

Avolio et al. (2004) defined authentic leaders as "those individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and high on moral character" (p.4). Harter (2002) described authenticity as taking ownership of one's personal experiences, thoughts, emotions, needs, desires or beliefs. Luthans and Avolio (2003) proposed that authenticity involves being self-aware and behaving in accordance with one's true self by genuinely expressing what one thinks and believes.

George (2003) suggested that authentic leaders empower others to make a difference and are driven by compassion and a desire to serve others. May et al. (2003) proposed that authentic leaders challenge the status quo to benefit society, organisations, departments or individuals. Luthans and Avolio (2003) noted that authentic leaders value individual differences; accept their own weaknesses; and harness the strengths of followers according to an organisation's mission. Goffee and Jones (2006) suggested that revealing one's weaknesses creates self-identification and builds trust amongst followers.

Kernis (2003) and Kernis and Goldman (2006) conceptualised four characteristics of authenticity which include awareness of one's thoughts, feelings, motives and values; being objective and accepting of one's positive and negative characteristics; behaving in accordance with one's true

values and beliefs rather than favouring rewards or acting to please others; and valuing honesty and openness in close relationships. Luthans and Avolio (2003) proposed that authentic leaders demonstrate confidence, hope, optimism and resilience.

Avolio et al. (2004) proposed a model for how authentic leaders influence the attitudes and behaviours of followers through five key psychological processes of identification, hope, trust, positive emotions and optimism. 'Identification' refers to authentic leaders demonstrating transparency, honesty, openness and integrity. Followers identify with their leaders' values, beliefs, goals and instructions over time. 'Hope' provides followers with security and trust which enables them to focus on goals despite challenges (Dirks & Ferrin, 2002). 'Trust' is developed through being role models of transparency in terms of one's attributes, values, aspirations and weaknesses. This requires self-awareness and self-acceptance amongst leaders (Avolio et al., 2004; Clapp-Smith et al., 2009; Kernis, 2003). 'Positive emotions' displayed by authentic leaders are likely to broaden the intellectual, social, psychological and physical resources of followers, leading to greater creativity, decision-making, engagement and well-being (Avolio et al., 2004; Fredrickson, 1998; 2000; 2001). Finally, 'optimism' enables authentic leaders to interpret information, exchanges, and interactions with followers from a positive perspective, thereby motivating followers to work more effectively and efficiently.

Characteristics such as self-awareness and self-reflection are consistent with proposed characteristics of wisdom (Ardelt, 1997; Bierly, Kessler & Christensen, 2000; Meeks & Jeste, 2009). The notion that authentic leaders use their role to serve others is also consistent with wisdom theories that emphasise pro-social behaviour and goals (Baltes & Kunzmann, 2003; Kunzmann & Baltes, 2005; McKenna, Rooney & Boal, 2009; Meeks & Jeste, 2009; Nonaka & Takeuchi, 2011; Sternberg, 1998).

Authentic leaders may benefit from integrating self-awareness and self-reflection with wisdom. Bierly, Kessler and Christensen (2000) proposed that 'reflectiveness' enables wise individuals to consider events and their grounds and consequences; have foresight, take the broad view; and use knowledge to achieve objectives (Bierly, Kessler & Christensen, 2000). Wisdom may also enable authentic leaders to use their self-awareness to take multiple perspectives (Ardelt, 2011) thus enhancing authentic leaders' perception of reality and the motivation of others (Clayton, 1982; Csikszentmihalyi & Rathunde, 1990; Rathunde, 1995).

The notion that wise leaders relate to others using 'soft data' about intellectual, affective, motivational and intuitive aspects of human functioning (McKenna, Rooney & Boal, 2009), may enhance authentic leaders' ability to influence followers.

Wisdom may enable authentic leaders to recognise and manage uncertainty and ambiguity (Baltes, Glück & Kunzmann, 2002; Fairholm, 2004; Jeste et al., 2010; McKenna, Rooney & Boal, 2009; Meeks & Jeste, 2009). The authenticity of leaders may also be enhanced through tacit knowledge, where wisdom is the application of tacit knowledge to problems involving conflicts between different domains (Glück & Baltes, 2006; Sternberg, 1998).

Wisdom may also enhance authentic leaders' ability to behave in accordance with their beliefs, where wisdom theories emphasise moral wisdom and courage to do the right thing (Srivastva & Cooperrider, 1998).

In terms of outcomes, authentic leaders resolve challenging issues through a position of strength rather than conflict (George, 2003; Goffee & Jones, 2006; Kark & Shamir). Kark and Shamir (2002) found that authentic leadership is associated with increased employee motivation, commitment (Mayer & Allen, 1991), and job satisfaction (Judge et al., 1991). Authentic leadership is also associated with increased employee engagement (Kernis, 2003), empowerment (Walumbwa et al; 2010), productivity (Avolio et al., 2004) and well-being (Kernis & Goldman, 2006).

There are several limitations associated with the authentic leadership model. Gardner et al. (2011) argued that the model has been advanced without carefully defining, measuring and rigorously investigating the construct. Multiple conceptions of authentic leadership, and a lack of empirical research, has created ambiguity about the characteristics of authentic leaders (Yammarino et al. 2008). An example of this disagreement includes 'ethics' as a core component of authentic leadership: although there is agreement that authentic leaders are true to their beliefs, the nature of their beliefs may not be ethical (Shamir & Eilam, 2005). However, other authors argue that authentic leadership is inherently moral (Avolio and Gardner, 2005; Ladkin & Taylor, 2010; May et al., 2003; Walumbwa et al., 2008). This debate explains the rise of other leadership theories with ethics at their core such as servant and virtuous leadership (Gardner et al., 2011), which is now discussed.

3.4.2 Servant Leadership

Greenleaf (1970) developed the concept of servant leadership suggesting that "the servant-leader is servant first... it begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead... the difference manifests itself in the care taken by the servant first to make sure that other people's needs are being served" (Greenleaf, 1970, p. 13). The servant leadership model emphasises service to others and for organisations to build better futures.

Greenleaf (1970) proposed that servant leadership is a part of an individual's character and being, a modelled by leaders such as Mother Theresa, Martin Luther King, and Jesus Christ (Keith, 2008). However, this description is considered to be abstract and creates challenges in measuring servant leadership (Keith, 2008; Spears, 1998; Prosser, 2010).

Three seminal reviews of servant leadership have been conducted. First, Russell and Stone's (2002) theoretical review revealed nine core characteristics of servant leadership which include vision, honesty, integrity, trust, service, modelling, pioneering, appreciation of others, and empowerment. In addition to these nine characteristics, Russell and Stone (2002) identified eleven attributes which they proposed facilitate the manifestation of the original nine characteristics. These include communication, credibility, competence, stewardship, visibility, influence, persuasion, listening, encouragement, teaching, and delegation. Although this has prompted further research, the conceptualisation of these characteristics has been criticised because they lack an empirical basis (Parris & Peachey, 2012).

Second, Barbuto and Wheeler (2006) developed the Servant Leadership Questionnaire (SLQ) based on a literature review which revealed five characteristics of servant leaders. These include 'altruistic calling' where leaders serve others without any personal gain; 'emotional healing' in creating cultures where employees feel comfortable to discuss personal or professional concerns; 'wisdom', where leaders elicit subtle clues to inform their decisions and actions; 'persuasive mapping' where leaders influence through their focus on service; and 'organisational stewardship' which refers to creating a legacy and ensuring the well-being of communities.

Third, Van Dierendonck (2011) proposed six characteristics of servant leadership which overlap with characteristics described in the two concepts discussed above. These include empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship.

Similarities between the servant and transformational leadership models (Burns, 1978) have been drawn in terms of leaders' aligning the goals of leaders and followers (Baruto & Wheeler, 2006). However, a key difference relates to the proposition that servant leaders create serving relationships with their followers; whereas transformational leaders align their followers' self-interests towards organisational goals (Barbuto & Scholl, 1999). Bass (2000) also suggested that transformational leaders focus on transforming the organisation, and guide the commitment of followers towards organisational outcomes; whereas the focus of servant leaders is the followers. The extent to which leaders shift the primary focus of leadership from the organisation to the

follower is the distinguishing factor in classifying leaders as transformational or servant leaders. (Stone et al., 2003).

Similarities between servant and wisdom theories include a compassionate and empathetic attitude towards others (Ardelt, 1997); being guided by virtues and pro-social behaviour (Bierley, Kessler & Christensen, 2000; Meeks & Jeste, 2009; Sternberg, 2001); being aware of the emotions of others (Meeks & Jeste, 2009); and prioritising the welfare of others above one's personal happiness (Baltes & Kunzmann, 2003).

Wisdom may enable servant leaders to focus on balancing outcomes across self-goals (intrapersonal), the interest of others (interpersonal), and others aspects of one's environment (extrapersonal) thus increasing their effectiveness (Mitki, Shani, & Stjernberg, 2008; Sternberg, 1998). Wisdom may also enable servant leaders to determine the right time and the right extent to serve the common good (Nonaka & Takeuchi, 2011).

Servant leaders may be able to apply their knowledge, experience and understanding of followers to synthesise their needs, mobilise them to pursue common goals, and to understand people's often unarticulated beliefs, attitudes, values, knowledge, and capabilities; which are characteristics of wisdom (Bierly, Kessler & Christensen, 2000; Boal & Hooijberg, 2001; McKenna, Rooney & Boal, 2009; Nonaka & Takeuchi, 2011). Wisdom theories propose that wise leaders understand the contradictions in human nature and engage in dialectical thinking which enables them to deal with paradoxes (Nonaka & Takeuchi, 2011), which may support servant leaders in complex organisational environments.

The need for more extensive empirical research about servant leadership has been proposed (Barbuto & Wheeler, 2006; Bass, 2000). Furthermore, theoretical conceptualisations of servant leadership has led to complex and ambiguous understandings about the characteristics of servant leaders (Huckabee, 2008; Russell & Stone, 2002).

3.4.3 Virtues in Leadership

Following the economic recession, there has been significant emphasis on the ethics of corporate and political leaders (Liborius, 2014; Riggio et al., 2010). However, existing leadership models have not empirically specified how leadership can be virtuous in nature (Pearce, Waldman & Csikszentmihalyi, 2006). This has produced increased focus on leadership models such as ethical leadership (Brown, Trevino & Harrison, 2005), servant leadership (Greenleaf, 1977), authentic leadership (Avolio & Gardner, 2005; George, 2003) and spiritual leadership (Fry, 2000).

Pearce, Waldman and Csikszentmihalyi (2008) define virtuous leadership as "distinguishing right from wrong in one's leadership role, taking steps to ensure justice and honesty, influencing and enabling others to pursue righteous and moral goals for themselves and their organisations and helping others to connect to a higher purpose" (p. 214). Pearce, Waldman and Csikszentmihalyi (2008) suggested that virtuous leadership can establish trust and openness that are critical to the sharing of knowledge within organisations. They proposed that a leader's responsibility disposition plays a crucial part in the manifestation of virtuous leadership, where leaders can be classified according to two types of need for power: socialised and personalised.

'Socialised' leaders demonstrate characteristics of a high responsibility disposition, whereas 'personalised' leaders have a low responsibility disposition. Winter (1991) proposed that leaders with high responsibility reflect high moral standards, which include a feeling of obligation to do the right thing, concern about others, and critically evaluating one's character. They apply restraint in their use of power, and use their influence to achieve goals for the betterment of others, rather than personal gain (House & Howell, 1992).

In contrast, 'personalised' leaders seek positions of power for their personal benefit, rather than for the benefit of others (Conger, 1990; Hogan, Curphy & Hogan, 1994). Such leaders are described as narcissistic: they can become self-absorbed, have an exaggerated sense of self-importance, are adept at scheming ways to enhance their own image, have a strong desire to be admired by others, and have a tendency to subtly manipulate others (Gardner & Avolio, 1998; Hogan, 1994; Hogan, et al., 1994; Kets de Vries, 1993; Maccoby, 2004). 'Personalised' leaders raise impression management to the level of an art (Giacalone, Knouse & Pearce, 1998).

Wisdom may increase 'socialised' leadership characteristics through the 'affective' dimension of the Three-Dimensional Wisdom model (Ardelt, 1997), which emphasises compassion and concern about others; being guided by ethics and morals (Bierly, Kessler & Christensen, 2000; Kekes, 1995; Nonaka & Takeuchi, 2011; Srivasta & Cooperrider, 1998); self-awareness and self-reflection (Ardelt, 1997; Bierly, Kessler & Christensen, 2000; Meeks & Jeste, 2009); and using influence to impact others' welfare (Baltes & Kunzmann, 2003; Bierley, Kessler & Christensen, 2000; Meeks & Jeste, 2009; Sternberg, 2001).

In a review of over thirty articles, Palanski and Yammarino (2007) suggested that 'integrity' has been likened to characteristics such as wholeness, authenticity, consistency through challenges, moral and ethical behaviour, and harmony of words and actions. They defined integrity as "the consistency of an acting entity's words and actions" (Palanski & Yammarino, 2007, p. 17). Palanski and Yammarino (2007) argued that integrity cannot foster good in the absence of overall moral character in leaders. Wise leaders are likely to prioritise being role models of moral

character, enabling them to foster good in organisations (Bierly, Kessler & Christensen, 2000; Kekes, 1995; Küpers & Pauleen, 2013; Luthans & Avolio, 2003; Malan & Kriger, 1998; McKenna, Rooney & Boal, 2009; Nonaka & Takeuchi, 2011; Small, 2004; Srivastva & Cooperrider, 1998).

Palanski and Yammarino (2011) conducted three empirical studies showing a strong association between a leader's integrity and their job performance. However, their results indicated an indirect relationship between a leaders' integrity and follower job performance. This is consistent with previous theories that trust in leaders would indirectly mediate the relationship between a leaders' integrity and followers' job performance (Colquitt et al., 2007; Simons et al., 2007).

To empirically identify how a leader's character influences followers, Liborius (2014) found that integrity, humility, forgiveness, interest and gratitude towards followers positively correlated with followers' willingness to engage with their leader, and positively correlated with organisational citizenship behaviour (Podsakoff et al., 2000).

Collins (2001, 2006) and Vera and Rodriguez-Lopez (2004) suggested that the virtues of humility, courage and professional will enable leaders to manage challenging environments. Srivastva and Cooperrider (1998) emphasised the role of executive wisdom, humility and courage in organisational adversities.

In identifying similarities between virtuous leadership and existing leadership models, Kanungo (2001) and Mendonca (2001) suggested that charismatic leaders may be driven by morally altruistic principles. However, Pearce, Waldman and Csikszentmihalyi (2006) cautioned that some charismatic leaders may be motivated by personal power. Burns (1978) proposed that transformational and virtuous leaders inspire both leaders and followers to progress to the highest levels of moral development (Bass & Steidlmeier, 1999).

3.4.4 Humility in Leadership

Humility is considered an important characteristic amongst leaders in organisations (Vera & Rodriguez-Lopez, 2004). Vera and Rodriguez-Lopez (2004) challenged that humility is associated with shyness, lack of ambition, or a lack of confidence; proposing that humility creates strategic value in organisations by giving leaders a realistic perspective of themselves, their organisation, and the environment. Collins (2001) showed that organisations were not successful due to high-profile CEOs, but due to leaders that demonstrated humility, referred to as 'Level 5' leaders. Collins (2001) suggested that Level 5 leaders lack ego-centricity and self-interest, and are ambitious on behalf of their organisation rather than themselves.

In identifying the characteristics of humble leaders and how these affect business outcomes, Vera and Rodriguez-Lopez (2004) conducted interviews with 33 top executives and middle managers from seven countries. They found that humility in leaders was associated with organisational learning, high quality service, and increased resilience. First, humility in leaders enables organisational learning through being open to new paradigms, being willing to learn from others, acknowledging one's mistakes, accepting failure, seeking others' opinions, and committed to developing others. Second, humility led to high quality service through prioritising customer needs, demonstrating respect towards others, and recognising the contributions of others. Third, humility led to increased resilience through seeing success as confirmation of being on the right track, learning from setbacks instead of apportioning blame, using one's confidence and ambition to serve the organisation, being committed to continuous improvement, and demonstrating frugality to protect the organisation's financial success. Vera and Rodriguez-Lopez (2004) proposed that humility is the antithesis of narcissism, which can lead to a lack of understanding of reality. Humility enables excellence in leaders when it is balanced to the right amount, giving leaders competitive advantage.

Similarities between humble and wise leaders include focusing on the common good instead of being ego-centric (Collins, 2006; Kunzmann & Baltes, 2005; Nonaka & Takeuchi, 2011; Sternberg, 1998, 2011); being aware of one's limitations (Meeks & Jeste, 2009); and having a realistic awareness of one's capabilities (Ardelt, 1997).

Wisdom may benefit humble leaders through expanding their awareness of balancing one's goals with the interests of others and the external environment (Sternberg, 1998). Taking multiple perspectives, demonstrating interpersonal processes, and anticipating the reactions of others (Kilburg, 2000, 2012; Jacques & Clement, 1991; Rowley, 2006) may also enable humble leaders to make effective strategic decisions.

Nonaka and Takeuchi's (2011) wise leadership characteristic of 'creating shared contexts' may enable humble leaders to build on their willingness to learn from others, seek others' opinions, and commitment to continuous development by synthesising their learning with employees to co-create meaningful solutions, thus fostering practical wisdom in others.

Being comfortable with uncertainty and ambiguity (Baltes, Glück & Kunzmann, 2002; Dey, 2012; McKenna, Rooney & Boal, 2009) may enhance humble leaders' resilience and openness to new paradigms. Through being open to new paradigms, humble leaders may also benefit from wise characteristics such as being able to identify meaning in contradictory stimuli, and the ability

to integrate them, learn from them, and act accordingly (Malan & Kriger, 1998; McKenna, Rooney & Kenworthy, 2013; Tallis, 2011).

Humility in leadership has been associated with greater productivity, performance, innovation, employee engagement, customer loyalty and satisfaction, resilience, goal attainment, and well-being (Collins, 2001; Quick & Quick, 2004; Vera & Rodriguez-Lopez, 2004).

3.4.5 Wisdom in Leadership

Since the complexity of leadership is increasing with a growing awareness of ethical issues, increasing globalisation, and an increase in factors and stakeholders that need to be taken into consideration, there is a greater need for wise leadership (Courtney 2001). The discussion of how wisdom may add value to existing leadership models and theories also suggests that wisdom may increase leadership effectiveness. Wisdom has been defined as the balancing of one's own good, and the good of others (Baltes & Staudinger, 2000; Sternberg, 1998). This has great relevance to current organisational challenges, where leaders are expected to be models of integrity and have to make difficult decisions for the good of their organisations (Linley, Govindji & West, 2007).

Sternberg (2007) suggested six common leadership flaws which may be the opposite of wise leadership (Sternberg, 2002a, 2002b). The first is the 'unrealistic-optimism fallacy', which occurs when leaders become misguided in thinking that they are so successful that they can act as they wish. The second is 'egocentrism fallacy' where leaders give themselves self-importance, rather than prioritising those that they lead. The third is 'omniscience fallacy', when leaders lose sight of the limitations of their knowledge. The fourth includes the 'omnipotence fallacy', when leaders perceive themselves as all-powerful and do things as per their own wishes. The fifth is the 'invulnerability fallacy', when leaders believe that they can get away with making mistakes because of their position of authority. The sixth includes the 'moral disengagement' fallacy, where leaders ceases to view their leadership in moral terms and prioritises what is expedient (Bandura, 1999). Sternberg (2007) suggested that if leaders within organisations such as investment banks had not succumbed to such fallacies, the tragedies that impacted their organisations during the economic recession could have been prevented.

Wisdom may be necessary in organisational leadership particularly in the current economic climate. Increasing attention has been given to how leaders promote change, engage employees, and satisfy stakeholders at individual and collective levels. Leaders are required to make decisions daily about the growth, direction and sustainability of their organisations. Wisdom is a quality that may enable them to make the right decisions for their staff, stakeholders, organisations, environments and futures.

3.5 A Theoretical Framework of Wise Leadership

Although theoretical conceptualisations of organisational wise leadership have been proposed, very little is known about what constitutes wise leadership empirically. Whilst several measures of wisdom have been developed (e.g. Ardelt, 2003; Baltes & Smith, 1990; Baltes & Staudinger, 2000; Glück et al., 2013; Levenson et al., 2005; Webster, 2003, 2007), there is no measure of wise leadership in an organisational context.

The core purpose of this research is to develop an organisational measure of wise leadership. The first study will empirically identify the characteristics of wise leadership in an organisational context. Given the theoretical parallels that exist between wisdom and leadership, a nomological framework of the characteristics that wise leaders in organisations may demonstrate is developed and described below.

3.5.1 A Nomological Framework of Wise Leadership in Organisations

A nomological framework is the representation of theoretical propositions that are relevant to a subject of interest and their observable manifestations. Cronbach and Meeh (1955) proposed that a nomological framework should be developed to provide evidence for a measure's construct validity. The nomological framework helps to determine the extent to which a construct behaves as expected in the subject of interest (Liping, Chan & Dan, 2012). A nomological framework for organisational wise leadership is presented below.

Good Judgement

The importance of tacit knowledge in good judgement has been emphasised in the leadership and wisdom literature. For example, in the Berlin Wisdom model, Baltes and Smith (1990) proposed that wisdom is characteristic of sound judgement in everyday situations and the application of expert knowledge (Baltes, Glück & Kunzmann, 2002). Sternberg's (1998) Balance Theory of Wisdom also highlights the importance of tacit knowledge in wisdom, which he proposed is based on learning from one's experiences. Rowley (2006) suggested that wisdom lies not in what is known, but the manner in which knowledge is applied to make the right decisions.

Bierly, Kessler and Christensen (2000) emphasised both explicit and tacit knowledge for effective leadership, but argued that wise leaders have the ability to make the best use of their knowledge, experience, and understanding to make good judgements. They also suggested that wisdom manifests in a leaders' ability to reflect on the grounds and consequences of events, having foresight, taking a broad view, using judgement to choose appropriate goals, and applying the right knowledge to achieve one's objectives.

Nonaka and Takeuchi (2011) suggested that wise leaders use tacit knowledge to analyse new information in granular detail which requires judgement. They emphasised the importance of leaders incisively grasping the essence of a situation to make the right decisions. The judgement, selection and use of knowledge for a specific context is what Bierly, Kessler and Christensen (2000) coined as 'organisational wisdom'. Based on these views, the first proposed characteristic of wise leaders in an organisation as part of a nomological framework is as follows:

Proposed Characteristic 1: Wise leaders in organisations will effectively combine explicit and tacit knowledge to promote good judgement.

Managing Uncertainty

Baltes, Glück and Kunzmann (2002) and McKenna, Rooney and Boal (2009) suggested that wise individuals have an insight into the incompleteness of knowledge about human existence; the interchangeable nature of life goals in terms of what is meaningful in life; knowledge about oneself and the limits of one's own knowledge; which enables leaders to powerfully manage uncertainty in organisations.

In established models of wisdom, the recognition and management of uncertainty is the fifth dimension of the Berlin Wisdom model (Baltes, Glück & Kunzmann, 2002). Similarly, the 'cognitive' aspect of the Three Dimensional Wisdom model (Ardelt, 1997) reinforces wise individuals' acceptance of life's unpredictable and uncertain nature (Dey, 2012). Baltes and Kunzmann (2003) suggested that wisdom comprises expert knowledge and judgement about aspects of life that are uncertain, which influences one's meaning and conduct of life. Meeks and Jeste (2009) emphasised wise leaders' ability to manage uncertainty and ambiguity. Based on these views, the second proposed characteristic of wise leaders in an organisation as part of a nomological framework is as follows:

Proposed Characteristic 2: Wise leaders in organisations will recognise and comfortably manage uncertainty.

Balancing Outcomes

Wise leaders are likely to take multiple perspectives when making decisions. This is the premise of Sternberg's (1998) Balance Theory of Wisdom, where he proposed that wisdom manifests in the application of tacit knowledge to balance various self-goals (intrapersonal) with the interests of others (interpersonal) and other aspects of one's surrounding context (extrapersonal).

Rowley (2006) and Kilburg (2000, 2012) suggested that taking multiple perspectives may enable leaders to make decisions strategically, to demonstrate appropriate interpersonal processes that are critical for effective leadership, and to anticipate the reactions of others (Jacques & Clement, 1991). Korac-Kakabadse et al. (2001) highlighted the importance of maintaining a psychological contract between leaders and followers, emphasising the need to take multiple perspectives in order to lead effectively. In the context of resolving conflict, Glück and Baltes (2006) proposed that wisdom manifests through the application of tacit knowledge to life problems involving conflicts between different life domains and stakeholders.

Nonaka and Takeuchi (2011) proposed that the downfall of many organisations during the economic recession was the result of leaders creating cultures where employees are looking for personal gain, rather than considering what is good, right and just for everyone, which further emphasises the importance of taking multiple perspectives. As such, the third proposed characteristic of wise leaders in organisations is as follows:

Proposed Characteristic 3: Wise leaders in organisations will balance interpersonal (one's own feelings), intrapersonal (the feelings of other stakeholders), and extrapersonal (external circumstances) when making decisions.

Humility

Vera and Rodriguez-Lopez (2004) proposed that humility creates strategic value in organisations by giving leaders a realistic perspective of themselves, their organisation, and the environment. Collins (2001) suggested that humble leaders were not ego-centric; they were ambitious for the success of their organisation.

Vera and Rodriguez-Lopez (2004) suggested that humble leaders recognise the limits of their knowledge and have a strong ability to assess their personal strengths and weaknesses. They are therefore open to new paradigms and have an eagerness to learn from others. Humble leaders demonstrate respect towards others, rather than believing that they are superior to others, therefore enabling successful collaboration towards shared goals. This is consistent with Collins (2001), who described Level 5 leaders as ordinary people, quietly producing extraordinary results, as opposed to becoming unreachable figures in senior positions. Humble leaders were also described as recognising the contribution of others, without needing to be the centre of attention.

Additionally, Vera and Rodriguez-Lopez (2004) argued that humble leaders have a healthy ego which enables them to be self-assured and able to cope with change; whereas narcissistic leaders may not be receptive to challenging feedback. In a management context, they proposed that

humble managers are self-confident and ambitious, but use these two attributes to serve their organisation rather than themselves.

Humility has also been deemed an important characteristic within the wisdom literature. In the Three Dimensional Wisdom model, Ardelt (1997) suggested that wise individuals are aware that their knowledge is limited. Nonaka and Takeuchi (2011) suggested that wise leaders create opportunities for employees and leaders to learn from each other, which is a characteristic of humility. This applies to sharing knowledge, building new relationships, and understanding the viewpoints of others to create powerful and meaningful solutions. The fourth proposed characteristic of wise leaders is as follows:

Proposed Characteristic 4: Wise leaders in organisations will demonstrate humility through their ability to learn from others.

Self-Awareness

Avolio et al. (2004) defined authentic leaders as "those individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values, knowledge, and strengths; aware of the context in which they operate..." (p. 4) which suggests high self-awareness of one's character, strengths, weaknesses and environment.

Kernis (2003) and Kernis and Goldman (2006) proposed four characteristics of authentic leadership including awareness of one's thoughts, feelings, motives and values; accepting one's positive and negative characteristics; behaving according to one's values; and valuing honesty and openness in relationships. Winter (1991) proposed that a critical evaluation of one's character is associated with self-awareness.

Within the wisdom literature, Bierly, Kessler and Christensen (2000) and Ardelt (1997) emphasised the importance of reflection about oneself and surrounding events. Similarly, Meeks and Jeste (2009) proposed that a hallmark of wise individuals is the ability to be self-aware and reflective. The fifth proposed characteristic of wise leaders in organisations is:

Proposed Characteristic 5: Wise leaders in organisations will demonstrate high self-awareness through self-insight.

Ethics

A key theme inherent in the leadership and wisdom literature is the importance of being guided by morals and ethics. The transformational leadership model suggests that effective leaders make decisions based on a moral foundation (Bass & Steidlmeier, 1999; Gardner & Avolio, 1998).

Similarly, theories of authentic and virtuous leadership describe inherent morality and distinguishing right from wrong (Avolio & Gardner, 2005; Ladkin & Taylor, 2010; May et al., 2003; Pearce, Waldman & Csikszentmihalyi, 2006; Walumbwa et al., 2008). The importance of leaders having courage to influence others to pursue righteous goals for themselves and their organisations has also been emphasised (Pearce, Waldman & Csikszentmihalyi, 2006). Winter (1991) proposed that leaders with a strong sense of responsibility do the right thing and show concern about others, thus further emphasising the importance of ethics in leadership. Similarly, Palanski and Yammarino (2011) highlighted the importance of integrity in leadership.

Within the wisdom literature, Kekes (1995) emphasised the concept of 'moral wisdom' which relates to the capacity to judge what is right, and what should be done in any situation. He proposed that moral wisdom is essential for living a good life and for ensuring successful outcomes (Small, 2004).

Malan and Kriger (1998) suggested that managerial wisdom includes the ability to detect fine nuances between what is right and wrong. Aristotle proposed the term 'phronesis' as one of three forms of knowledge, describing it as a reasoning capacity to distinguish what is good from what is bad, thus emphasising virtues and morals as characteristic of wisdom. Nonaka and Takeuchi (2011) and Küpers and Pauleen (2013) refer to 'phronesis' as 'practical wisdom' and an ability to see things clearly in order to practice virtues.

Luthans and Avolio (2003), and McKenna, Rooney and Boal (2009) described how wise leaders portray integrity in the way they courageously make the right decisions in accordance with their ideals in complex situations. Srivastva and Cooperrider (1998) suggested that it is not enough for leaders to simply be aware of the right thing to do, but having the courage to do so is of paramount importance.

McKenna, Rooney and Boal (2009) proposed that wise leaders place values at the core of their work, which is particularly important in leading across different cultures and value systems. Bierly, Kessler and Christensen (2000) proposed that the relationship between knowledge and wisdom is the selection of what kind of knowledge to select, apply, and institutionalise in the organisation in order to ultimately 'do the right thing', emphasising the role of ethics in wise leadership. Being guided by values and ethics appears to be an important characteristic of wise leadership. The sixth proposed characteristic of wise leaders is:

Proposed Characteristic 6: Wise leaders in organisations will be guided by a strong ethical code.

3.6 Chapter Summary

This chapter discusses how wisdom may add value to existing models and theories of leadership with a particular focus on the charismatic, transactional, transformational, full-range, authentic, servant and virtuous leadership models. Based on the parallels drawn between wisdom and existing leadership models, a nomological framework of wise leadership in organisations has also been presented. The next chapter will focus on the research methodology that will be used to develop an organisational wise leadership measure, and will present the three studies that will be conducted to achieve this objective.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Chapter Overview

This chapter describes the methodology for each of the three studies outlined in Chapter 1. The chapter begins with an overview of the paradigms of wisdom and leadership and proposes a mixed methods approach for the current research. The chapter then discusses methodological and design considerations for developing a new measure, including an interview-based methodology, the critical incident technique, and a vignettes-based methodology. The proposed research design for the three studies is then discussed. The chapter closes with a discussion of ethical considerations relevant to the three studies.

4.2 Research Purpose and Methodology

The accurate identification of one's research purpose significantly informs the choice of research methods that are adopted (Newton et al., 2003). Newton et al. (2003) developed a typology of research purpose with nine categories which include: prediction; contribution to a knowledge base; personal, social, institutional, and/or organisational contribution; the measurement of change; understanding complex phenomena; testing new ideas; the generation of new ideas; to inform constituencies; and to examine the past.

The purpose of the current research is to develop an organisational measure of wise leadership, which will contribute to the knowledge base within the fields of wisdom and leadership. The paradigms, justification and design of the methodologies proposed for fulfilling this research purpose are discussed in the sections that follow.

4.3 The Paradigms of Wisdom and Leadership

The majority of research investigating leadership models has been quantitative, with positivism as its dominant world-view. Many of these studies have used quantitative scales that measure specific dimensions of each respective leadership model. These have been used to investigate how dimensions of leadership lead to outcomes such as follower attitudes and behaviours (Antonakis & House, 2002; Avolio et al., 2004). These are characteristic of a positivist approach, where relationships that infer cause and effect can be are studied based on hypotheses that are grounded in existing empirical research (Schwab, 2005).

Similarly, wisdom research has also been predominantly positivist using quantitative methods. Current methods of measuring wisdom can be grouped in two large categories: self-report questionnaires and vignette-based performance assessments assessing individuals' views and suggestions concerning actual life problems (Sternberg, 1998). To give an example of quantitative

research that has been conducted in this discipline, several authors have shown that challenging experiences are central to the development of wisdom (Baltes et al., 1995; Kinnier et al., 2001). After negative experiences, many people report perceptions of positive growth. Typically such growth reports include a greater appreciation of life, closer relationships to others, a greater sense of personal strength, recognition of new possibilities, increased spirituality, and wisdom (Tedeschi & Calhoun, 2004). Each of these relationships was measured quantitatively using scales such as the Three-Dimensional Wisdom Scale (3D-WS) (Ardelt, 2003) which measures the cognitive, reflective and affective components of wisdom.

Quantitative methods emphasise the precise measurement of variables and the testing of hypotheses that are linked to general causal explanations (Neuman, 2006). Empirical research can provide evidence on the veracity of expected causal relationships, through the systematic study of relationships between scores obtained from the variables being measured (Schwab, 2005). There are three activities are needed to conduct empirical research: measurement, research design and analysis (Schwab, 2005). To elaborate, measurement activities are aimed at obtaining scores on measures that correspond to the concepts being studied. Research designs obtain participants and determine how scores will be used on various measures. Finally, analyses are conducted to identify and describe relationships across various measures.

There are a number of strengths associated with a quantitative approach. First, cause and effect relationships can be identified though the statistical analyses of quantitative measures, which may provide insights into the relationship between wisdom and leadership. Second, a larger number of participants are likely to be recruited when using quantitative methods compared to qualitative methods, as questionnaires are fairly easy to distribute and less time-consuming to complete than qualitative methods. A positivist approach is important in the creation of universal laws, as results from quantitative approaches can be generalised to wider populations due to standardised and objective methods (Whittington et al., 2002). The internal and external reliability of measures can be established, which is difficult for qualitative approaches.

There are a number of limitations with this approach. First, a relatively abstract concept such as wisdom, meaningful data is often lost through standardised quantitative measures such as questionnaires. Little is currently known about the relationship between wisdom and leadership in organisations, therefore, a purely quantitative approach may not be appropriate in the early stages of understanding new phenomena.

Second, whilst self-report questionnaires are easy to administer and code, responses may be distorted in many ways: demand characteristics may produce self-deception and impression management biases (Maercker & Zoellner, 2004). If one assumes that wise individuals may be

critical of themselves (Aldwin, 2009), they may score lower in self-report wisdom measures than those that have positive self-representations. Vignettes-based performance measures do not have this problem, as they assess individuals' views concerning actual life problems (Sternberg, 1998). However, some vignettes use fictitious life problems (e.g. Sternberg, 1998), which do not involve participants emotionally. Wisdom theories suggest that wisdom manifests in difficult real-life situations which involve intense emotions, complex decisions, and unknown outcomes (Glück et al., 2005). Fictitious problems may be solved very well by individuals who may find it challenging to apply the same solutions if they were to encounter the problem in real life. Therefore, ecologically valid conditions are important in measuring wisdom using quantitative measures (Glück & Baltes, 2006).

Qualitative methods provide an alternative approach and falls within the interpretivist paradigm. This is an inductive approach where the researcher builds hypotheses and theories based on the details of exploratory research. For example, Govindji and Linley (2008) conducted a qualitative study to identify the strengths of inspirational leaders in further education through interviewing leaders and followers. Using thematic content analysis, we found core themes about the strengths of inspirational leaders, which had implications for the selection and development of leaders in further education.

Qualitative research operates within three paradigms: the first is *critical theory*, which emphasises that social realities incorporate historically situated structures. Healy and Perry (2000) suggested that knowledge is value dependent, whereby critical theory researchers aim to transform social, political, cultural, economic, ethnic and gender values; and engage in the long term ethnographic study of organisational processes and structure where assumptions are usually subjective. The second is *constructivism*, which researches ideologies and values so that reality consists of 'multiple realities' that people have in their minds. The third includes *realism,* which acknowledges that there is a 'real' world to discover even though it is imperfectly apprehensible.

An interpretivist approach is inductive where abstractions, hypotheses and theories are built through themes that emerge from interviews, whereas this is the opposite in quantitative approaches where questions asked are hypothesis driven (Creswell, 2003). A qualitative approach would enable a deeper understanding about the characteristics of wise leadership relative to a quantitative approach. It would allow individual backgrounds, beliefs, values, feelings, experiences, and contexts to be considered in understanding organisational wise leadership. Such meaningful data would be lost through quantitative methods, where coding and standardising would destroy valuable data, due to the researcher's view being imposed upon participants.

There are limitations in using a qualitative approach. First, the views shared by leaders and followers during interviews may be subjective. The themes that emerge may also depend upon the interpretation of the researcher, which may hinder the reliability of this approach. Second, conducting interviews may be quite labour intensive and time-consuming. Consequently, fewer participants may be involved in such research relative to quantitative methods. These limitations may raise concerns about the replicability and generalisability of any wise leadership themes that emerge through interviews to other contexts or cultures, which is a third limitation of the interpretivist approach. Finally, it is not possible to infer cause and effect relationships using a qualitative approach. Therefore, it would not be valid to associate outcomes such as employee engagement, performance or productivity with wise leadership using a qualitative approach.

Although the positivist and interpretivist paradigms are treated as opposing in view, they are complementary, where each approach may provide a different but partial understanding of wise leadership (Teddlie & Tshakkori, 2003; Van de Ven & Poole, 2005). Although existing research within the leadership and wisdom literature has been predominantly positivist, the current research intends to use a mixed methods approach, combining the positivist and interpretivist paradigms.

Mixed methods enables research to simultaneously answer both confirmatory and exploratory questions, and therefore allows the researcher to verify and generate theory in the same study (Tashakkori & Teddlie, 2003). This is the case with the current research, where little is known empirically about the characteristics of wise leadership in organisations in order to develop a measure. The use of both quantitative and qualitative methods are required when few constructs and little theory is available in previous literature (Hinkin, 1995). Therefore, a qualitative approach will be used initially to conduct interviews with those nominated as wise leaders, together with their nominators to help identify important constructs of wise leadership. A qualitative approach will also be used to identify current challenges that leaders encounter in organisations. These qualitative data will inform the development of a wise leadership measure, which will be validated quantitatively. The use of combined qualitative and quantitative methodologies has also been recommended to advance leadership research (Alimo-Metcalfe & Alban-Metcalfe, 2005; Bryman, 1996; Conger, 1998).

A qualitative approach, supported by a rigorous quantitative approach would not only aid a robust understanding of these two variables, but would allow a more meaningful understanding of cause and effects that may form the basis of further research. A mixed methods approach leads to multiple inferences that complement each other; inferences made at the end one phase lead to the questions and / or designs of the second phase (Greene & Caracelli, 2003).

Mixed methods design allow specific relationships to be examined objectively and therefore, the generalisability of results to other contexts and cultures is enhanced, without losing the richness of data from qualitative interviews, which is another strength of the mixed methods approach. A mixed methods approach also enables researchers to offset the limitations of one method with the use of another method so that it has complementary strengths and non-overlapping weaknesses (Johnson & Turner, 2003).

A limitation of the mixed methods approach is the time that participants may need to invest in the research in terms of first participating in an interview, and then completing various quantitative measures. This may be a concern for leaders in organisations given their hectic schedules. A balance will need to be struck to obtain the necessary data in an efficient manner to avoid a high attrition rate due to laborious procedures.

4.4 A Mixed Methods Research Design

The increasing use of mixed methods designs has led to the proposal of new research designs. For example, Greene et al. (2003) divided a mixed methods approach into two major types: 'mixed-model', which mixes qualitative and quantitative approaches within and across the stages of the research process; and 'mixed-methods', which is the inclusion of a quantitative phase and a qualitative phase in a research study. Johnson and Onwuegbuzie (2004) suggested that researchers should distinguish whether to operate largely within one dominant paradigm or not; or whether to conduct the phases concurrently or sequentially.

Combining these perspectives, Creswell et al. (2003) proposed a combination of six mixed methods designs, emphasised the importance of prior selection of one of these research methods. Table 4 overleaf summarises these six mixed methods designs.

Table 4: The Six Categories of a Mixed Methods Design (Source: Creswell et al., 2003)

Design Type	Implementation	Priority	Stage of Integration	Theoretical perspective
Sequential Explanatory	Quantitative followed by qualitative	Usually quantitative; can be qualitative or equal	Interpretation phase	May be present
Sequential Exploratory	Qualitative followed by quantitative	Usually qualitative; can be quantitative or equal	Interpretation phase	May be present
Sequential Transformative	Either quantitative followed by qualitative, or qualitative followed by quantitative	Quantitative, qualitative, or equal	Interpretation phase	Definitely present (i.e. conceptual framework, advocacy, empowerment)
Concurrent Triangulation	Concurrent collection of qualitative and quantitative data	Preferably equal; can be quantitative or qualitative	Interpretation phase or analysis phase	May be present
Concurrent Nested	Concurrent collection of qualitative and quantitative data	Quantitative or qualitative	Analysis phase	May be present
Concurrent Transformative	Concurrent collection of qualitative and quantitative data	Quantitative, qualitative, or equal	Usually analysis phase; can be during interpretation phase	Definitely present (i.e. conceptual framework, advocacy, empowerment)

The current organisational wise leadership research falls into the category termed 'sequential exploratory' by Creswell et al. (2003). In this variation, the emphasis of the design is more towards the second quantitative phase as opposed to the first qualitative phase, but the qualitative phase is needed to narrow the focus of possible variables. Hinkin (1995) reinforced the importance of inductive research prior to scale development when there is no existing theory or measure available to build from existing literature. The strategies that will be used for the collection and analysis of data using a mixed methods approach is discussed below.

4.4.1 Data Collection and Analysis Strategies Using Mixed Methods

Quantitative and qualitative methods differ in their sampling objectives and strategies: quantitative methods involve the selection of relatively large numbers of units from a population, or from specific subgroups of a population, in a random manner where the probability of inclusion for every member can be determined (Tashakkori & Teddlie, 2003). Qualitative methods use 'purposive sampling' where samples are deliberately selected for the important information that they can provide, which cannot be gained from other methods (Maxwell, 1997). In a mixed methods design, Teddlie and Yu (2007) proposed a continuum where the two polars consist of the quantitative and qualitative sampling on each end respectively. They suggested that mixed methods sampling objectives fall in the middle of this continuum; combining the two sampling orientations allows researchers to generate complementary databases that include information that has depth and breadth regarding the phenomenon of interest.

Kemper et al. (2003) suggested that in a mixed methods approach, information from the first sample (typically derived from a probability sampling procedure) is often required to draw the second sample (typically derived from a purposive sampling procedure) or vice versa. This is the case in the proposed research, where the methodology and results from the first study will inform the methodology of the second study (Teddlie & Yu, 2007).

The strategies used for analysis in a mixed methods approach should be dependent on the research purposes that have been set (Newton et al., 2003). Johnson et al. (2007) emphasised the importance of outlining and planning data analysis to ensure that the findings of combined quantitative and qualitative methods do not violate the assumptions of each method.

4.5 The Development of a Measure

Hinkin (1998) recommended six stages in the design of a new measure, which include item development, questionnaire development, initial item reduction, confirmatory factor analysis, establishment of validity, and replication. Each of these stages are discussed below.

4.5.1 Item Development

The first stage is qualitative and provides rich data to aid the development of a measure. Hinkin (1998) recommended that a sample of respondents would be asked to provide a description of the phenomenon being studied which can be approached deductively or inductively. The deductive approach requires a prior understanding of a phenomenon, leading to a definition that can be used to generate items. Hinkin (1998) proposed that this method increases the content validity of a measure. However, a disadvantage is that it is time consuming and requires researchers to possess

a working knowledge of the phenomena being investigated. It may not be appropriate to impose measures in unfamiliar or exploratory research (Hinkin, 1998; Viega, 1991).

The inductive approach is appropriate when little is known about the phenomenon of interest. In this approach, Hinkin (1998) suggested that researchers develop a measure by asking respondents, through interviews, to provide descriptions about their behaviour or feelings about a phenomenon with no *a priori* framework. Their responses would then be classified into a number of categories using thematic content analysis based on key themes that emerge from the interviews. These categories would then be used as the basis for item generation in a measure. This approach is useful in exploratory research when it is challenging to generate items that represent an abstract concept (Hinkin, 1998). However, it can be challenging to develop items by interpreting descriptions provided by respondents, and requires expertise in thematic content analysis. It may also be challenging to ensure consistency when designing items in the absence of a definition (Hinkin, 1998).

After items have been generated, Hinkin (1998) proposed that they should be assessed for their content validity, so that inconsistent items can be removed. Schriesheim et al. (1993) proposed that the first step in establishing 'content adequacy' is to administer a set of items that have been designed to measure specific constructs, together with a definition of the construct to a small sample of participants. Participants would be asked to rate on a Likert-type scale the extent to which the items correspond to each definition. A principle components analysis would then be conducted to extract the number of factors that correspond to the dimensions being investigated. This enables item reduction where retained items represent the constructs being measured.

Guidelines have been proposed about the number of items that are appropriate for a measure. Ensuring that a measure is short prevents response biases caused by participant fatigue or boredom (Schiressheim & Eisenbach, 1990). At least four items for each construct has been proposed to measure the homogeneity of items within each construct (Harvey, Billings & Nilan, 1985; Hinkin, 1998) and to ensure internal consistency reliabilities (Cortina, 1993; Hinkin, 1998; Schriesheim & Hinkin, 1990). Approximately one half of the created items should be retained to form a final measure, ideally comprising four to six items per construct. On this basis, at least twice as many items that will be needed in a final measure should be generated in the initial design phase of a measure (Hinkin, 1998).

The scale used to measure items allows the generation of sufficient variance when participants use the measure (Hinkin, 1998; Stone, 1978). Likert-type scales are most frequently used in quantitative research and are also considered the most useful in behavioural research, as they enable participants to specify their level and intensity of agreement or disagreement (Carifo &

Perla, 2007; DeVellis, 2003; Hinkin, 1998). In contemporary psychometric practice, the majority of Likert scales contain either five or seven response categories (Colman, Norris & Preston, 1997). The reliability of a measure is optimised with a seven point scale (Colman, Norris & Preston, 1997; Ghiselli, 1955; Symonds, 1924). Colman, Norris and Preston (1997) suggested that the span of the human mind in terms of judgement, memory and attention ranges between six to seven items, thus suggesting that an increase in the number of response categories beyond this number may be futile (Miller, 1956). Whilst seven point scales offer respondents greater variation in representing their opinions, both five and seven point Likert scales lead to strong Coefficient alpha reliability (Colman, Norris & Preston, 1997). Odd numbers in response categories are considered more effective than even numbers, as they allow the mid-points of the scale to represent a neutral response (Colman, Norris & Preston, 1997; Green & Rao, 1970; Neumann & Neumann, 1981).

4.5.2 Questionnaire Administration

Hinkin's (1998) second recommended stage in developing a new measure involves administering the measure to a sample of participants that represent the population of interest, to examine its psychometric properties. Hinkin (1998) proposed that other data such as performance data, or peer assessment, may also be collected to avoid relying on one source of data. Such measures can later be used to establish the convergent, discriminant and construct validity of the new measure.

There is debate about the appropriate sample size to conduct tests of statistical significance (Hinkin, 1998). The likelihood of achieving statistical significance increases as the sample size increases. Recommendations for item-to-response ratios range from 1:4 (Rummel, 1970) to at least 1:10 (Schwab, 1980) for each scale to be factor analysed. A sample size of 150 participants has been suggested as sufficient for exploratory factor analyses if intercorrelations are strong (Guadagnoli & Veliver, 1988; Hinkin, 1998). For confirmatory factor analysis, the minimum number of participants required is 200, which is more widely recommended (Hoelter, 1983; Hinkin, 1998). It is important to increase the number of respondents as the number of items increase.

4.5.3 Item Reduction, Confirmatory Factor Analysis, Validity & Replication

The remaining three to six stages in Hinkin's (1998) recommendations relates to statistical analyses to refine the new measure. The third stage involves item reduction through factor analysis. Factor analysis allowed a set of observed variables to be reduced to a smaller set of variables, resulting in items that accurately measure a phenomenon of interest (Guadagnoli & Velicer, 1988). There are a number of guidelines for using factor analysis in item reduction such

as the type of factor analysis to conduct; examining inter-item correlations between variables; determining the number of factors to be retained through item loadings; establishing the percentage of the total item variance that is explained; and to ultimately identify items that most clearly represent the content domain of the underlying construct being measured (Hinkin, 1998). Assessment of the measure's internal consistency is also important using Cronbach's alpha (Price & Mueller, 1986; Hinkin, 1998). Strong reliability is indicated by a large coefficient alpha of .70 (Nunally, 1978).

The fourth stage in developing a new measure involves confirmatory factor analysis. Once internal reliability and content validity has been established, the next stage is to assess the quality of a factor structure in order to further quantify the construct validity of the new measure (Hinkin, 1998). This involves establishing the chi-squared statistic, degrees of freedom, and the recommended goodness-of-fit indices.

The fifth stage involves establishing the new measure's convergent and discriminant validity. This identifies the extent to which the new measure correlates with other measures assessing similar constructs (convergent validity); the extent to which they do not correlate with measures that are dissimilar (discriminant validity); and identifying relationships with other variables (criterion validity) (Hinkin, 1998).

The sixth stage relates to replication (Hinkin, 1998). One may argue that the statistical properties associated with the new measure are sample specific (Hinkin, 1998), therefore, an independent sample would increase the generalisability of the new measure. When items are added or removed from a measure, the revised scale should be administered to a new independent sample and statistical analyses repeated (Anderson & Gerbing, 1991; Hinkin, 1998; Schwab, 1980).

4.6 The Proposed Research Design

The purpose of the current research is to develop an organisational wise leadership measure. The research methodology will be based on Hinkin's (1998) first *three stages* of instrument development which include item development, questionnaire administration, and item reduction. This is because the wise leadership measure will comprise of vignettes, as opposed to a scale, based on the benefits of a performance-based measure of wisdom discussed in Chapter 2.

The proposed research methodology resembles the 'sequential qualitative-quantitative' design outlined by Creswell et al. (2003): the first study will use a qualitative interview-based methodology to define the characteristics of wise leaders in a organisations; the second study will use a qualitative interview-based approach to identify organisational challenges that leaders face

to elucidate the wise leadership measure; and the third study will use a quantitative approach to develop and validate the wise leadership measure comprising vignettes.

Hinkin (1998) suggested that interviews should be used in the 'item development' stage of developing a new measure. Based on the view that the source of data should be determined by the research questions (Willig, 2008), the Critical Incident Technique (Flanagan, 1954) is considered an appropriate interview-based methodology for the current research. The critical incident technique elicits how participants respond to 'incidents' or challenges, which is relevant to the first two studies of the current research in understanding the behaviour of wise leaders in organisations, and identifying current leadership to elucidate the wise leadership measure. Prior to describing the proposed three studies, the research methodology for interviews, the critical incident technique, and vignettes is discussed.

4.6.1 Interview-Based Methodology

Interviews are a powerful method for identifying people's experience and interpretation of their social worlds (Yeo et al., 2013). Rubin and Rubin (2012, p.3) suggested that, "When using in-depth qualitative interviewing… researchers talk to those who have knowledge of or experience with the problem of interest. Through such interviews, researchers explore in detail the experiences, motives, and opinions of others and learn to see the world from perspectives other than their own". An interview has been described as a 'conversation with a purpose', although key differences between a conversation and interview include their objectives and the roles of the researcher and participant (Webb & Webb, 1932; Berg & Lune, 2012; Miller & Glassner, 2011; Rubin & Rubin, 2012; Silverman, 2010).

There is debate about whether knowledge is pre-existing or constructed during an interview (Yeo et al., 2013). Kvale and Brinkman (2009) proposed two metaphors for the role of a researcher in an interview: first, the interviewer may be likened to a 'miner' that elicits a participant's pre-existing knowledge or views; second, the interviewer may serve as a 'traveller' where knowledge is created and negotiated in the interview, with both the interviewer and participant actively participating and interpreting. Similar views suggest that knowledge is constructed during the interview through the collaboration between the researcher and participant, leading to concerns about the stability, reliability and validity of interview data (Holstein & Gubrium, 2004; Yeo et al., 2013). However, whilst it is acknowledged that interviews may involve the creation of knowledge in a specific interaction, interviews can provide meaningful access to people's experiences and interpretations of their social worlds (Kvale & Brinkman, 2009; Lofland et al., 2006; Miller & Glassner, 2011; Rubin & Rubin, 2012; Yeo et al., 2013).

The effects of the medium used to conduct an interview has been poorly researched (Yeo et al., 2013). The advantages and disadvantages of face-to-face and telephone interviewing remains inconclusive (Irvine, 2012). Irvine (2013) suggested that the appropriateness of face-to-face or telephone interviewing should be considered on their own merit. In a study of victims' attitudes towards sentencing sexual offences, some participants chose to participate in telephone interviews as a less 'personal' forum for recalling highly traumatic experiences (McNaughton Nicholls et al., 2012; Yeo, 2013). Few differences have been found in the length, depth or content of face-to-face or telephone interview (Yeo et al., 2013).

Yeo et al. (2013) summarised important interviewing features to ensure that data collected leads to robust, rigourous and meaningful analysis. The first includes, 'combining structure with flexibility' which refers to establishing key topics to be discussed. The interview should be 'semi-structured' to allow flexibility for interviewees to shape the content of the interview; to allow 'probing' into participants' responses to explore rich information; and for the order of topics to be suited to the interviewee. Second, interviews should be 'interactive', where the content is guided by what the interviewee has shared. Third, 'getting below the surface' refers to using a range of questioning techniques, listening and probing to obtain a deep understanding of factors that underpin participant responses such as their values, experiences, circumstances, reasoning, feelings, opinions and beliefs. Fourth, interviews should be 'generative' where new knowledge is likely to be created. The intensity of interviews creates space for thought and reflection, giving participants an opportunity to consider issues that they may have not previously explored (Yeo et al., 2013). Fifth, the 'importance of language' suggests that questions should be open-ended, non-leading, clear and simple to achieve breadth and depth in an interview. The language used by participants also elucidates meaning, and therefore, interviews are generally audio recorded.

The process of interviewing can be cognitively, intellectually, psychologically and emotionally demanding and therefore requires key skills (Kvale & Brinkman, 2009; Rubin & Rubin, 2012; Silverman, 2010). Yeo et al. (2013) proposed several important interviewer skills and attributes: 'active listening' refers to listening to the meaning of a participant's responses, understanding when a subject needs to be explored, thinking about what has not been said, being alert to subjects that have been mentioned but not explored in detail which need to be re-visited, and hearing nuances in the participant's description, which lead to further probing (Hammersley & Atkinson, 2007). Building rapport and being curious are considered important for showing genuine interest in the participant's views, respecting their views, building trust, and encouraging participants to openly share their views (Patton, 2002).

4.6.2 The Critical Incident Technique

The critical incident technique originated in studies of aviators in World War II (Flanagan, 1954) and is commonly used within organisational psychology (Anderson & Wilson, 1997). It was originally developed for job analysis purposes (Anderson & Wilson, 1997; Flanagan, 1954). Through examining common experiences shared by participants from the same occupations, researchers can identify important patterns that lead to selection criteria, training programmes, and evaluation tools (Kain, 2004). The critical incident technique is now used for broader purposes to examine cognitive, affective and behavioural characteristics, traits and perspectives (Chell, 1998; Kain, 2004).

The critical incident technique focuses on identifying critical events, incidents or factors that led to an effective or ineffective outcome (Kain, 2004). In describing a 'critical incident', Tripp (1993, p.27) suggested that, "The vast majority of critical incidents… are not at all dramatic or obvious: they are mostly straightforward accounts of very commonplace events that occur in routine professional practice which are critical in the rather different sense that they are indicative of underlying trends, motives and structures. These incidents appear to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis… To be critical, it has to be shown to have a more general meaning and to indicate something else of importance in a wider context. Thus one can see that critical incidents are not simply observed, they are literally created."

Flanagan (1954) emphasised that the critical incident technique should be perceived as a flexible set of principles that can be adapted to meet specific research needs. Data can be collected through observation (Flanagan, 1954; Keatinge, 2002); record keeping (Arthur, 2001; Spencer-Oatey, 2002); and face-to-face or telephone interviews (Butterfield et al., 2005; Chell, 2004; Cope & Watts, 2000; Franklin, 2007).

A critical incident interview is typically semi-structured to explore the context, behaviour and consequences of a situation (Butterfield et al., 2005): the 'context' of a situation explores the participant's perception, beliefs and opinions about the critical incident; 'behaviour' in terms of participant's thoughts and feelings about how and why they responded to the incident; and the 'consequences' of their actions in terms of outcomes, and effectiveness/ineffectiveness (Butterfield et al., 2005; Cope & Watts, 2000). The use of open and non-leading questions is emphasised in using the critical incident technique (Flanagan, 1954; Schwartz, 1999).

Cope and Watts (2000) suggested that interviewers should separate the concept of criticality from negative connotations of 'crisis'. Events that are positive, exciting and extremely beneficial in terms of outcomes are just as important in the critical incident technique.

Analysis of critical incident technique data involves three stages: the first includes inductively identifying common themes of behaviour within the incidents described to form 'frames of reference' (Kain, 2004). Flanagan (1954) suggested that language in a frame of reference is determined by the context of the research, which in the current case, is wise leadership. Second, having identified frames of reference, further data analysis is conducted to categorise the frames of references into a thematic framework (Flanagan, 1954; Woolsey, 1986). This involves grouping themes to create core and sub-level categories that represent common themes of behaviour. Kain (2004) provided the example of a study which identified factors that enabled students to transition into teaching. Students were asked to recount critical incidents that enabled this shift. During data analysis, the incidents described fell into a number of categories such as experiences with children in schools, conversations with practicing teachers, and seminal moments in completing assignments (Kain, Tanner & Raines, 1997). The critical incident technique recommends concurrent data analysis to check data against an early thematic framework as interviews are being analysed (Anderson & Wilson, 1997; Flanagan, 1954; Kain, 2004). Third, reading through the data again using the thematic framework is recommended, to ensure that the thematic framework accurately represents emerging themes (Kain, 2004).

A dataset is considered to be adequate when no new critical behaviours (categories) appear in the analysis of incidents, also described as 'saturation' (Kain, 2004; Flanagan, 1954). Saturation is reached when further data do not add new insights or change emergent themes in analysis (Guest, Bunce & Johnson, 2006). Guest, Bunce and Johnson (2006) argued that with a purposive sample, saturation may be achieved after twelve interviews.

There are several advantages of the critical incident technique. First, the method is connected to real-world examples and behaviours, which minimises subjectivity and biases of the researcher (Kain, 2004). This is advantageous to the study research in understanding how wise leadership manifests in current organisations. Second, it is considered a useful technique in the early stages of understanding a phenomenon because they generate exploratory information and theory, which is relevant to the current research given that there is currently little empirical research about organisational wise leadership (Kain, 2004; Woolsey, 1986). Third, it uses a systematic approach to gathering important perspectives from a wide variety of participants through using narrative, which is more efficient than other methods such as observation (Kain, 2004).

There are also several disadvantages of the method. First, researchers that prefer a formulaic methodology may feel uncomfortable with Flanagan's (1954) suggestion of flexibility in using the critical incident methodology (Kain, 2004). However, this also serves as an advantage in enabling researchers to tailor this method to suit their research needs through, for example, the

content of the critical incident questions. Second, as with other qualitative methods, the critical incident technique relies on self-report data which may be subjective. However, the use of multiple sources of information or 'incidents' described by participants is designed to mitigate the effect of this (Schwartz, 1999). Third, the critical incident technique suffers from an 'identity crisis', where it is unclear as to whether the methodology is qualitative or quantitative (Kain, 2004). Data using the critical incident technique can be combined with scales and reports of percentages. However, such research is not based on inferential statistical analyses, and therefore, the credibility of critical incident research is increased by eliciting rich descriptive detail about a phenomenon (Kain, 2004). Fourth, similar to other qualitative methods, the researcher does not rely on a tested instrument to collect data; the researcher serves as the instrument. Therefore, as with qualitative research in general, the critical incident technique is subject to the criticism of subjectivity.

4.6.3 Vignettes-Based Methodology

There is increasing interest in the relevance and use of vignettes by qualitative researchers (Jenkins et al., 2010; Spalding & Phillips, 2007). Vignettes typically comprise short stories about a fictional scenario, set in a specific context, that refer to factors considered to be important for making a decision or judgement about the scenario (Alexander & Becker, 1978; Wason, Polonsky & Hyman, 2002). The scenario is designed to explore how participants would respond to the scenario and may elicit their views on issues arising from the situation (O'Dell et al., 2012). Vignettes can elicit perceptions, opinions, beliefs, and attitudes based on participants' response to the scenarios (Hughes, 1998).

Vignettes can be employed as ice breakers at the beginning of an interview (Hamill & Boyd, 2002); to tap into general attitudes and beliefs about a situation which often reflect ethical frameworks and moral dilemmas (Finch, 1987; Hill, 1997; Wade, 1999); in multi-method approaches to enhance methods such as observation or interviews (Barter & Renold, 1999; Hamill & Boyd, 2002; Hughes, 1998; Wade, 1999); to explore sensitive topics as a less personal way than sharing direct experiences (Hill, 1997); to compare perceptions of disparate groups (Barter & Renold, 1999); to close interviews to broaden conversations from personal experiences to more abstract issues (Rahman, 1996; Wade, 1999); and in focus groups to generate rapport amongst a group (Maclean, 1999; Wilkinson, 1998).

Vignette methodologies are considered superior to direct-question-based methodologies for numerous reasons (Wason, Polonsky & Hyman, 2002). First, vignettes provide greater realism through presenting situational factors that resemble 'real life' decision making (Barnett, Bass & Brown, 1994; Robertson, 1993; Wason & Cox, 1996). Second, they provide standardised stimuli

to all participants which increases internal validity, reliability and replicability (Hyman & Steiner, 1996; Lyonski & Gaidis, 1991; Weber, 1992). Third, construct validity is improved through focus on specific features of a research question (Weber, 1992). Fourth, logistical challenges are mitigated in terms of resources otherwise required to study real business decisions (Wason, Polonsky & Hyman, 2002). Fifth, social desirability bias is reduced (Burstin, Doughtie & Raphaeli, 1980; Kennedy & Lawton, 1996). Sixth, they engage participants thus enhancing respondent involvement (Kiselius & Sternthal, 1984; Wason, Polonsky & Hyman, 2002).

Several methodological challenges have been associated with vignettes-based studies. The first includes the unclear relationship between beliefs and actions, raising concerns about the artificiality, socially desirable responses, and lack of complexity representing 'real life' (Faia, 1979; Hughes & Huby, 2004; Parkinson & Manstead, 1993; Sleed et al., 2002; West, 1982). Some studies have found that responses to vignettes do reflect how participants may respond in reality, by comparing vignette responses to past performance (McKeganey et al., 1996; Rahman, 1996). This suggests that vignettes elicit honest, rather than socially desirable, responses (O'Dell et al., 2012). Contrastingly, in using vignettes to depict domestic violence, Carlson (1996) found that most participants suggested that they would leave the violent relationship and seek help, although other studies suggest that frequently this is not how victims of domestic violence respond. Thus, emotion plays a key part in 'real life' decision making which is difficult to depict in a vignette methodology (Hughes & Huby, 2004; Spratt, 2001). Whilst some researchers acknowledge that vignettes cannot "fully capture the elements of reality under study" (Hughes & Huby, 2004, p. 45), the method is considered useful due to the schematic nature of the materials. The lack of detail in the vignettes means that participants' interpretation of the scenario becomes valuable data rather than a weakness in the design (O'Dell et al., 2012). A second methodological concern is whether opinions stated in the research represent a consensus view of the topic (Hughes & Huby, 2004; Parkinson & Manstead, 1993). Third, responses to open-ended vignettes can be difficult to analyse due to the varied responses that may emerge; and due to difficulty in distinguishing socially desirable responses from what participants actually think (O'Dell et al., 2012). Asking participants to respond to scenarios based on multiple perspectives, or in third person, is thought to mitigate the effect of this (Hermans, 2001; Hughes & Huby, 2002; O'Dell et al., 2012).

In addressing these methodological concerns, several principles have been proposed to ensure that vignettes are designed appropriately. First, vignettes should cover the dimensions being investigated: the researcher should identify dimensions and various levels included in each dimension that might affect participants' judgement (Wason, Polonsky & Hyman, 2002). Second, scenarios in vignettes should reflect 'real life' situations based on actual experiences relevant to

the population that will use the vignettes. These experiences or situations could be provided by a sample of participants like the eventual respondents in advance of designing the vignettes (Barter & Renold, 1999; Weber, 1992). Third, scenarios should reflect 'mundane' occurrences rather than eccentric or disastrous events, although 'unusual' scenarios may be advantageous (Hughes, 1998; Finch, 1987). The manipulated variable should be clear to participants so that they can respond accordingly. Fourth, sufficient context should be provided to give participants a solid understanding about the situation, but should be non-directional enough for participants to consider how they would personally respond (Barter & Reynold, 2000; West, 1982). Fifth, vignettes should be clear, understandable, and not too complex. The wording of a vignette influences responses, and therefore should guard against framing effects (Wason, Polonsky & Hyman, 2002). Sixth, an optimal number of vignettes should be used: the number of dimensions and sub-levels determines the necessary number of vignettes, with one vignette measuring each sub-level (Weber, 1992). Too many vignettes may lead to information overload and fatigue for participants (Weber, 1992). Finally, pre-testing the vignettes with a panel of experts has been recommended to ensure that the scenarios are realistic and consistent (Fredrickson, 1986; Levy & Dubinsky, 1983; Wason, Polonsky & Hyman, 2002).

There is increasing attention to improve vignette-based methodologies (King et al., 2004; Hopkins & King, 2008; Javaras & Ripley, 2007). In a seminal paper, King et al. (2004) introduced 'anchoring vignettes' which use Likert type data in responses to vignettes to reflect attitudes (King et al., 2004; Javaras & Ripley, 2007). Anchoring vignettes present a scenario with a 'stem' question, followed by ordinal response categories to identify levels of agreement to the scenario amongst groups (King & Wand, 2007). This leads to greater response consistency, thus overcoming analytical issues associated with open-ended vignettes; and ensures that a vignette is understood by all participants in the same way, thus shifting the focus to variation in response categories; and enables problematic vignettes to be identified during analysis (King & Wand, 2007).

4.7 The Proposed Research Methodology

Based on the research designs discussed, we turn to exploring the three studies that will be conducted with the objective of developing an organisational wise leadership measure. Study 1 will focus on defining the characteristics of wise leadership in organisations; Study 2 will identify current organisational challenges that may require wisdom; and Study 3 will develop and validate the wise leadership measure. These studies are discussed in detail below.

4.7.1 Study 1: Defining the Characteristics of Wise Leadership in Organisations

The purpose of the first study will be to understand the characteristics of wise leadership in organisations, to form the basis of the wise leadership measure. Parallel to Hinkin's (1998) first stage in developing a new measure, this study will use an inductive approach to identifying the characteristics of wise leaders in an organisational context with no *a priori* framework. This is because little is known empirically about wisdom and leadership in an organisational context; an inductive approach will enable the identification of wise leadership characteristics objectively (Hinkin, 1998; Viega, 1991).

Based on Hinkin's (1998) recommendation to use interviews in inductive research, the first study will involve interviews with wise leaders about their approach to leadership. The importance of including the perceptions of employees, colleagues and followers to advance leadership research has been emphasised (Antonakis & Atwater, 2002; Alimo-Metcalfe & Alban-Metcalfe, 2005; De Pree, 1993; Lee, 1993; Smith & Bond, 1993; Triandis, 1993). Therefore, interviews with nominators of wise leaders will also be conducted in the first study as an additional source of data to understand characteristics of wise leadership.

Sample Considerations

Wise leaders and nominators will comprise of a purposive sample, which involves participants being "selected according to predetermined criteria relevant to a particular research objective" (Guest, Bunce & Johnson, 2006, p. 61). A purposive sample also comprises participants that are selected because they are knowledgeable about a phenomenon, rather than because they are available and willing, which would be characteristic of an opportunistic sample (Patton, 2002).

A 'call for nominations' for wise leaders in organisations will be distributed through the researcher's personal and professional networks to gain a purposive sample of leaders. This will include the nomological framework described in Chapter 3, to give nominators a working definition of wise leadership to guide their nominations. Nominators will be asked to provide reasons for their nomination, so that the quality of nominations can be reviewed prior to inviting leaders to an interview. Nominators will also be interviewed about the reasons for their nomination.

The call for nominations will be distributed across private and public sectors, based on recommendations that future leadership research should balance between sectors (Alimo-Metcalfe & Alban-Metcalfe, 2005).

The sample size will be determined by the point that 'saturation' has occurred where new data do not add new insights during analysis (Flanagan, 1954; Guest, Bunce & Johnson, 2006; Kain, 2004).

Design

Wise leaders and nominators will be invited to participate in an interview about their leadership/leaders' experiences. The methodology for interviews with wise leaders and nominators will be based on the critical incident technique (Flanagan, 1954). The critical incident technique is appropriate as it elicits how participants respond to 'incidents' or challenges, which is relevant in understanding the behaviour of wise leaders in organisations. Based on the design recommendations for interviews and the critical incident technique, the questions will be semi-structured to allow 'probing' into topics worthy of further exploration as guided by participants (Yeo et al., 2013).

The critical incident interview with wise leaders and nominators will be based on the context, behaviour and consequences of a situation (Butterfield et al., 2005). In the interview with wise leaders, the 'context' will identify and review challenging situations that they have dealt with using wisdom. The 'behaviour' will explore responses to the incident and key characteristics that contributed to leaders dealing with the situation wisely. The 'consequences' will identify the outcomes of the wise leader's responses in terms of effectiveness/ineffectiveness. This section will also explore a reflective aspect in terms of how wise leaders would response if a similar incident were to re-occur, to understand their thoughts and behaviour in hindsight of their actions. The interview will also include an 'opening' section to build rapport with participants (Patton, 2002) and to gain insight about wise leaders in terms of their role, values, aspirations and strengths.

In the interview with nominators, the 'context' will identify challenging situations that leaders had encountered; 'behaviour' will identify how leaders had responded to the challenge and key characteristics that contributed to nominators' viewpoint about the leader being wise; and 'consequences' will evaluate the impact of the leader's actions. An opening section will also be included to build rapport and identify nominators' perspectives of the leader.

Given that phrases such as 'critical incident', 'crisis' and 'challenges' can have connotations with negative events (Cope & Watts, 2000), wise leaders and nominators will be invited to share any positive challenges and incidents, which are of equal importance to problematic challenges in the critical incident technique.

Given that few differences have been found in the length, depth or content of face-to-face and telephone interviews (Yeo et al., 2013), the interviews with leaders and nominators will be conducted via telephone and will be recorded for subsequent transcription purposes. This will allow participants greater flexibility to participate given their potential time pressures and diverse geographical locations.

Data Analysis

As proposed by Hinkin (1998) in the development of a new measure, responses from the interviews with wise leaders and their nominators will be classified into categories using thematic content analysis, leading to the identification of specific dimensions of organisational wise leadership. The specific methodology for conducting this will be based on the critical incident technique data analysis method (Flanagan, 1954; Kain, 2004). First, common themes of behaviour described in the wise leader and nominator interviews will be identified to form 'frames of reference' (Kain, 2004). Second, the frames of reference will be categorised into an early thematic framework comprising core and sub-themes of wise leadership (Flanagan, 1954; Woolsey, 1986). Data will be analysed concurrently against this early thematic framework to ensure that data are analysed objectively. Third, all data will be read again to ensure that the final thematic framework accurately represents emerging themes. The final thematic framework will represent dimensions of wise leadership based on this study.

4.7.2 Study 2: Identification of Leadership Challenges

The purpose of the second study will be to identify the challenges facing leaders in organisations that might require wise responses. These challenges will form the basis of a wise leadership measure by identifying how leaders would respond to them.

As with the first study, this study falls within Hinkin's (1998) first stage of developing a new measure, and will use an inductive approach to identifying current organisational challenges with no *a priori* framework. The study will involve interviews with leaders about organisational challenges that they face in relation to the wise leadership dimensions identified in Study 1.

Sample Considerations

Leaders will be recruited via a purposive sampling method, due to their knowledge and experience of current organisational challenges. Since this study is about current organisational challenges, it is not relevant for participating leaders to be 'wise leaders'. However, leaders with experience of working in an organisation will be important to this study.

An invitation to leaders that hold senior positions in organisations will be distributed through the researcher's personal and professional networks. The invitation will be distributed across private and public sectors, to ensure that the organisational challenges described are representative of sectors.

The sample size will be determined by the point that 'saturation' has been reached where new data ceases to add new insights or change emergent themes in analysis (Flanagan, 1954; Guest, Bunce & Johnson, 2006; Kain, 2004).

Design

Leaders will be invited to participate in a study to identify current organisational challenges that may require wisdom, to elucidate the wise leadership measure. The critical incident technique will form the basis of interviews with leaders and will be semi-structured to allow 'probing' into topics that arise during the interviews (Flanagan, 1954; Yeo et al., 2013). Similar to the first study, the critical incident technique is appropriate as it elicits how participants respond to 'incidents' or challenges, which is relevant in identifying organisational challenges that may require wisdom.

The critical incident interview will be based on the context, behaviour and consequences of a situation (Butterfield et al., 2005). The 'context' will identify and review challenging situations that the leader has encountered in relation to the wise leadership dimension. The 'behaviour' will explore how the leader had responded to the situation. The 'consequences' will identify outcomes of the leader's responses and their reflection of how a wise leader would respond in a similar situation. The interview will include an 'opening' section to build rapport with participants in relation to their role and leadership experience (Patton, 2002).

As per the first study, leaders will be invited to share any positive challenges and incidents in relation to the wise leadership dimensions, which are of equal importance to problematic challenges in the critical incident technique (Cope & Watts, 2000). The interviews will take place via telephone, offering leaders flexibility to participate given their time pressures or geographical locations.

Data Analysis

Data will be analysed based on the critical incident technique analysis method (Flanagan, 1954; Kain, 2004). First, common themes of organisational challenges described by leaders will be identified to form 'frames of reference' (Kain, 2004). Second, the frames of reference will be categorised into an early thematic framework comprising core and sub-themes of wise leadership (Flanagan, 1954; Woolsey, 1986). The core themes will represent organisational challenges and

the sub-themes will represent common responses to these challenges, categorised into 'wise' and 'average' responses. Data will be analysed concurrently against this early thematic framework to ensure that data are analysed objectively. Third, all data will be re-read to ensure that the final thematic framework accurately represents emerging organisational challenges and corresponding responses to elucidate the wise leadership measure.

4.7.3 Study 3: Development of a Wise Leadership Measure

The purpose of the third study will be to develop and validate a wise leadership measure. This will be based on the dimensions of wise leaders identified in Study 1, and the organisational challenges that leaders face as identified in Study 2. Based on Hinkin's (1998) stages of developing a new measure, this study will complete the stages of 'item development', 'questionnaire administration' and 'initial item reduction'.

A general, vignettes-based performance measure of organisational wise leadership will be developed. 'General' wisdom measures are based on responding to complex problems, which is appropriate in the context of organisational wise leadership relative to 'personal' wisdom measures (Staudinger et al., 2005; Staudinger & Glück, 2011). A 'vignettes-based performance measure' of wisdom is considered to overcome issues of subjectivity, demand characteristics, social desirability, impression management biases and is more ecologically valid than self-report wisdom measures (Glück et al., 2013; Glück & Bluck, 2006; Maercker & Zoellner, 2004; Sternberg, 1998).

The design of the measure will be based on the Berlin Wisdom Paradigm measure (Baltes & Smith, 1990; Baltes & Staudinger, 2000), where leaders will be asked to select an appropriate response to the vignette. This design is also based on 'anchoring vignettes' (King & Wand, 2007) which are appropriate for investigating the extent to which leaders demonstrate wisdom in response to the vignettes. The study will also benefit from greater response consistency relative to open-ended vignettes, focus on participants' variation in response categories, and enabling problematic vignettes to be identified during analysis (King & Wand, 2007).

To develop a robust empirical foundation for the wise leadership measure, this study will establish construct validity by investigating the extent to which leaders agree that each response to a vignette is wise. Construct validity is defined as the degree to which a test measures what it claims, or purports, to be measuring (Cronbach & Meehl, 1955). This will provide a strong empirical foundation for selecting the highest quality vignettes that will form the final wise leadership measure, leading to 'item reduction' (Hinkin, 1998), and to develop a platform to inform future scoring of the wise leadership measure.

Sample Considerations

Leaders will be invited to participate in the wise leadership measure using an opportunistic sampling method. The target sample size will be based on an item-to-response ratio of 1:10 (Schwab, 1980). The invitation will be distributed to leaders through the researcher's personal and professional networks across private, public and third sector organisations to ensure that data collected are representative of all sectors (Alimo-Metcalfe & Alban-Metcalfe, 2005).

An important consideration related to this study was whether to recruit nominated 'wise leaders' to validate the wise leadership measure. However, due to the large sample size that is required for validation, it was decided that a general leadership sample that can relate to the organisational challenges presented in the vignettes would yield valuable data in distinguishing between wise, average and least wise responses.

Design

The design of the wise leadership vignettes will complete the 'item development' stage of Hinkin's (1998) theory. Vignettes will be designed measuring each of the wise leadership dimensions identified in Study 1. The vignettes will present leaders with a scenario representing an organisational challenge with corresponding response options.

The scenarios forming the wise leadership vignettes will be based on organisational challenges described in Study 2. This will address methodological concerns about fictional vignettes being artificial and lacking the complexity of real life (Faia, 1979; Hughes & Huby, 2004; Parkinson & Manstead, 1993; Sleed et al., 2002; West, 1982). The use of organisational challenges described in Study 2 also follows the suggestion that scenarios could be provided by a sample of participants like the eventual respondents in advance of designing the vignettes (Barter & Renold, 1999; Weber, 1992). When designing the vignettes, attention will be placed on ensuring that they accurately measure the relevant wise leadership dimension by referring to the wise leadership characteristics identified in Study 1, which is another important consideration in the design of vignettes (Wason, Polonsky & Hyman, 2002). The language used will be clear, understandable, simple, and will guard against framing effects (Barter & Reynold, 2000; Wason, Polonsky & Hyman, 2002; West, 1982).

At least four items for each construct has been proposed to ensure homogeneity of items (Harvey, Billings & Nilan, 1985; Hinkin, 1998). Approximately one half of the created items should be retained to form a final measure (Hinkin, 1998). Therefore, five vignettes will be designed per wise leadership dimension, with a view to selecting the strongest three vignettes post-validation.

The vignettes will be kept short to prevent response biases caused by participant fatigue or boredom (Schiressheim & Eisenbach, 1990).

Five response options per vignette will be designed based on three factors: how leaders described responding to the challenges in Study 2; leaders' perception of how leaders perceived wise leaders would respond in Study 2; and the thoughts, behaviour and actions of wise leaders within each of the wise leadership dimensions in Study 1. Response options to each vignette will therefore include a range of 'wise' and 'average' responses.

A seven point Likert scale will be used to measure each response with '1' = 'Not at all wise' and '7' = 'Very wise'. This is based on the view that the reliability of a measure is optimised with a seven point scale (Colman, Norris & Preston, 1997; Ghiselli, 1955; Symonds, 1924).

The vignettes will be shared with a Review Panel comprising leaders in organisations across private and public sectors. This is based on recommendations that items in a new measure should be checked for 'content adequacy' and whether they measure the intended constructs with a small sample of participants (Hinkin, 1998; Schriesheim et al., 1993). Literature on vignette-based methodologies also suggests that vignettes should be pre-tested with a panel of experts to ensure that the scenarios are realistic and consistent (Fredrickson, 1986; Levy & Dubinsky, 1983; Wason, Polonsky & Hyman, 2002).

In the 'questionnaire administration' stage (Hinkin, 1998), leaders across public and private sector organisations will be informed about the purpose of the research and invited to participate in the wise leadership measure. Leaders will be asked to rate the extent to which they consider each response option to be a wise response using the Likert scales provided. Their responses will be used for the 'item reduction' stage (Hinkin, 1998) of this research to identify vignettes that demonstrate high construct validity. The analysis for this is described in the next section.

Data Analysis

The mean and standard deviation scores for responses to each vignette across all wise leadership dimensions will be calculated to identify the extent to which participants consider the response options to be wise. The standard deviation scores will determine the level of agreement amongst participants in terms of how 'wise' they considered each response option to be. Identifying the level of agreement will address a methodological concern in the vignettes-based methodology literature, about whether opinions that emerge from vignettes represent a consensus view of the topic (Hughes & Huby, 2004; Parkinson & Manstead, 1993).

Based on the mean and standard deviation scores, the strongest three vignettes per wise leadership dimension will be selected to form the final wise leadership measure. This will be conducted by selecting vignettes that have at least one response option that represents a 'wise response' as measured by a high mean score with a high level of agreement; at least one response option that represents a 'least wise response' demonstrated by a low mean score with a high level of agreement; and at least one response option that represents an 'average' response with a moderate mean score with high level of agreement. A high level of agreement will be determined by a standard deviation score of one or less. The strongest vignettes based on this analysis will represent those with high construct validity, and will comprise the final wise leadership measure.

4.8 Ethical Considerations

There are important ethical considerations in conducting the three studies described. These were submitted to the Aston Business School Research Ethics Committee, who granted ethical approval for this research prior to conducting the studies (Appendix 13). Ethical considerations were given to risk/anticipated benefits analysis; informed consent, right to withdraw and confidentiality; the collection, storage and analysis of data; and the selection of participants. These are discussed in the sections that follow.

4.8.1 Risk/Anticipated Benefits Analysis

It is not anticipated that participants will be subject to increase risk of physical or psychological harm through taking part in the three studies discussed. However, a number of considerations will be addressed as follows:

Location of interviews: Interviews will be conducted by telephone, so that respondents will be in locations that are convenient and comfortable, minimising risks to their safety.

Disclosure of sensitive information: It is likely that the interviews will explore issues that are of a sensitive and confidential nature to leaders in organisations. In order to minimise these risks, respondents will be assured that their data will be kept confidentially and will be anonymised when the results are presented.

Benefits to organisations: The benefits that outweigh these risks is the ability to understand the characteristics of wise leaders and the challenges that they encounter, which will benefit leaders in organisations in the long term.

Benefits to respondents: Leaders in Study 1 will be informed that they have been nominated as a wise leader as a form of positive feedback about their leadership style. Participants of interviews

that comprise Studies 1 and 2 will not be offered an incentive for their participation per se, but will be informed that their contribution will enable an understanding of wise leadership in organisations. Participants that respond to the wise leadership measure in Study 3 will receive feedback about their responses once all data are collected, thus increasing their self-awareness and development as a leader.

4.8.2 Informed Consent, Right to Withdraw and Confidentiality

Consent will be collected in written form via a 'Participant Letter' before each of the studies, which participants will be required to read. This letter will contain the following information for participants:

Purpose of the research: The letter will include an explanation about the purpose of the research which is to identify characteristics of wise leaders in organisations to develop a wise leadership measure.

Participant's involvement in the research: Participants will be given detailed information about what their participation in the research will involve and the duration of their participation.

Implications of participation: Participants will be informed that it is entirely their decision as to whether or not they wish to participate in the study.

Right to withdraw: Participants will be informed that they have the right to withdraw from the respective study at any time, with their contact details removed, should they wish to do so. Any data that have been contributed to the study to that point will be withdrawn and deleted at their request. Refusal to participate will involve no penalty of loss of benefits to which the individual would otherwise be entitled.

Data protection and confidentiality: All research data (e.g., interview and wise leadership measure responses) will be anonymised and individual data will be known only to the organisations involved with the study. No individual participant will be able to be identified from their research responses. The data may be used to support external publications, but will only ever be presented as group data.

The privacy of participants will also be maintained at all stages of the research, including the recruitment of participants and debriefing them after participation. Participants will be asked questions that are relevant to the current research; personal questions will not be asked at any point during this research. This will be ensured by the supervisor of this research reviewing all participant materials.

4.8.3 Collection, Storage and Analysis of Data

The interviews with leaders and nominators will be conducted via a secure teleconference line, where both the researcher and participants will be required to enter a secure password in order to enter the conversation. This will prevent unauthorised individuals from listening in to the conversations that take place. These conversations will be recorded, with the participant's prior permission, for the purposes of analysis.

The recordings of the interviews will be downloaded immediately after the interview and will then be stored electronically, where files will be password protected. Electronic transcriptions from interviews will also be conducted and stored electronically and will be password protected so that all data remains confidential.

The contact details for participants that participate in the interviews will be recorded on a password protected electronic spreadsheet to ensure confidentiality, and will only be accessible for research purposes by the researcher.

Responses to the wise leadership measure will be collected electronically and stored in password protected files. As described above, data from the measure will be anonymised.

The analysis of responses from both the interviews and wise leadership measure will be anonymised and only presented as group data in order to protect the confidentiality of participants.

All electronic data from the interviews, electronic transcriptions, and electronic questionnaire responses will be kept for five years, in case any data needs to be referred back to for the duration of this doctoral research. Informed consent agreements will also be stored securely electronically for the same period of time.

4.8.4 Selection of Participants

Participation in all three studies will be voluntary and based on gaining informed consent from participants. The consent procedures emphasise that participants will not be disadvantaged if they choose not to participate in the research; there will be no undue influence exerted to persuade participants to take part in the research.

To ensure equality and diversity through this research, participants with learning difficulties or hearing/visual impairments will be accommodated with sound amplifiers or the option for large text in emails or the wise leadership measure.

It is not anticipated that any vulnerable populations will be involved in this research. However, on the rare occasion that participants reveal signs of concerning activity (e.g. criminal activity,

suicidal intentions) that are beyond the scope of this research; the supervisors of this research will be informed immediately for further guidance to safeguard such individuals.

4.9 Chapter Summary

This chapter has established the paradigms of wisdom and leadership, outlining the advantages and disadvantages of qualitative, quantitative and mixed methods approaches. The reasons for using a mixed methods design for the current research has been outlined exploring the design, data collection and analysis strategies using mixed methods. The chapter then outlined specific stages of developing a new measure and discussed reasons for using an interview-based methodology, the critical incident technique, and a vignettes-based methodology to develop the wise leadership measure. The methods for the three studies comprising this research has been discussed, together with ethical considerations. The next three chapters presents the methodology, results and discussion of findings for each respective study.

CHAPTER 5: STUDY 1 - DEFINING THE CHARACTERISTICS OF WISE LEADERSHIP IN ORGANISATIONS

5.1 Chapter Overview

This chapter presents the rationale, methods, data analyses, results and discussion for the first study of this research, with the objective of defining the characteristics of wise leadership in organisations. The chapter outlines the rationale for this study and then describes the methodology for recruiting wise leaders and nominators to participate in critical incident interviews. A description of the qualitative analysis conducted to identify key themes of wise leadership from these interviews is then given. The key characteristics of wise leadership that emerged from leader and nominator interviews is presented in the results section of this chapter. In the discussion section of this chapter, the key characteristics are evaluated based on previous literature and the nomological framework of wise leadership, illustrating how the findings of this study add value to existing theories of wisdom and leadership. Further considerations are then discussed, highlighting the strengths and limitations of this study.

5.2 Rationale

The purpose of this study is to identify the key dimensions of wise leadership in organisations. Based on the first stage proposed by Hinkin (1995) in developing a new measure, this study will use an inductive approach to identifying the characteristics of wise leaders in an organisational context with no *a priori* framework. An inductive approach will enable the objective identification of wise leadership characteristics (Hinkin, 1998; Viega, 1991). It will explore how wise leaders think and behave in their organisations through their values, vision and experiences; and will explore the perspectives of employees.

Based on theoretical parallels between the leadership and wisdom literature, a nomological framework of wise leadership in an organisational context was developed in Chapter 3, outlining six core characteristics of wise leaders. This nomological framework will be reviewed based on the findings of this study.

5.3 Design and Procedure

An invitation for nominations for leaders that demonstrate wisdom was distributed through the researcher's personal and organisational contacts across private and public sector organisations in the United Kingdom (see Appendix 1). This invitation included a brief description of the six characteristics of wise leaders proposed in the nomological framework described in Chapter 3, to give the potential nominators a working definition of wise leadership to help inform their nominations. Participants were selected via a purposive sampling method, where a select number

of leaders were chosen to participate based on the quality of their nomination (see Appendix 2 to view this invitation). This involved evaluating whether the reasons for a nomination reflected any of the wise leadership characteristics in the nomological framework. Nominations that stated reasons outside of the nomological framework were also considered. This enabled the research to gather high quality nominations in order to successfully achieve the current research objective (Creswell, 2007).

Using the Critical Incident Technique described in the 'Materials' section below, nominators were invited to participate in a telephone interview about why they perceived the nominated leader as wise, and were asked for the contact details of the nominated leader (Appendix 3). The nominator interviews were a first source of information about the characteristics of leaders nominated as being wise. The nominated leaders were then informed that they had been nominated as a 'wise leader' and were invited to participate in a telephone interview. This interview with leaders also followed the Critical Incident Technique (Flanagan, 1954) as described below.

It was acknowledged that participants may have questions about what the interview may involve particularly in relation to the overall purpose of the research. A participant letter was sent to leaders (Appendix 4) and nominators (Appendix 5) in advance of their interview containing details about the background of the research, their right to withdraw, informed consent, and assurance of data protection and confidentiality. After each interview, both leaders and nominators were asked to provide demographic data.

5.4 Participants

5.4.1 Leaders: The number of nominations for wise leadership received was 38, all of which were invited to participate in this study. In total, 26 leaders responded to this invitation and voluntarily participated. The sample comprised 15 males and 11 females. The mean age of participants was 49.35 years (*SD = 11.90)*. Participants were predominantly White British, with the second highest ethnicity being Asian or Asian British Indian, and the third being Chinese or Chinese British. English was the first language of all participants.

The average years of leadership experience that participants had was 18.38 years (*SD = 10.25)*. The majority of participants worked in private sector organisations. The majority of participants had a professional qualification, with the second highest level of education being at degree level, and the third being a Masters level.

5.4.2 Nominators: In total, 23 nominators responded to an invitation to participate in this study and voluntarily agreed to participate. One of these participants had nominated four different

leaders; all other nominations were in connection to one leader. The sample comprised 11 males and 12 females. The mean age of participants was 44.22 years (*SD = 12.69).* Participants were predominantly White British, with the second highest ethnicity being Asian or Asian British Indian, and the third being White Other. English was the first language of all participants.

The average number of years that nominators had known their leaders was 12.70 years (*SD = 9.55).* In terms of the capacity in which nominators had known their leaders, just over half were a colleague of the nominated leader, whilst the remaining were followers of the leader. At the time of their nomination, the majority of participants were working in private sector organisations. The majority of participants were educated with a professional qualification, with the second highest level of education being at degree level, and the third highest at a Masters level.

Tables 5 and 6 overleaf provide details about the positions of participating leaders and nominators. These tables also include a unique ID for each leader and nominator, which is referenced throughout the 'Results' section of this chapter.

Table 5: Study 1 - Nominated Wise Leaders Demographics

Participant Code	Role	Gender	Age	Ethnicity	Relationship Status	Years of Leadership Experience	Sector	Education Level
Leader 1	Co-CEO	Female	44	White British	Married	10	Private	Professional
Leader 2	Director	Male	57	White British	Married	28	Private	Professional
Leader 3	CEO	Male	34	White British	Married	8	Private	Professional
Leader 4	NHS Physiotherapy Services Manager	Female	41	White British	Married	16	Public	Degree
Leader 5	Director	Male	68	Asian Other	Married	30	Private	PhD
Leader 6	Senior Director	Male	44	White British	Married	8	Private	Degree
Leader 7	Chief Commercial Officer	Male	68	White British	Married	35	Private	Masters
Leader 8	NHS Service Manager	Female	41	White Other	Single	14	Private	Degree
Leader 9	Director	Male	52	White British	Married	25	Private	Masters
Leader 10	Educationalist	Female	36	White British	Married	6	Public	Masters
Leader 11	Managing Director	Male	66	White British	Married	24	Private	Professional
Leader 12	Former Leader	Male	37	White British	Married	20	Private	Degree
Leader 13	Head of Professional Services	Male	62	White Irish	Married	30	Private	PhD
Leader 14	Director	Female	56	Chinese or Chinese British	Married	20	Private	Professional
Leader 15	Head of Learning & Development	Male	55	White British	In a Relationship	20	Private	Professional
Leader 16	New Business Director	Female	43	White British	Single	11	Private	Professional
Leader 17	Executive Director	Female	53	White European	Married	27	Public	Professional
Leader 18	Marketing Director	Female	33	White British	Married	6	Private	Degree
Leader 19	Head of Services	Female	40	White British	Married	7	Public	Professional
Leader 20	Business Partner	Male	67	White British	Married	40	Private	PhD
Leader 21	Founder	Male	70	White British	Married	30	Private	Professional

Leader 22	Partner	Female	42	White Other	Married	16	Private	Professional
Leader 23	Head of HR	Male	45	White British	Married	10	Private	Degree
Leader 24	Director of Public Services	Male	43	White British	Married	6	Public	Degree
Leader 25	Director	Female	34	Asian or Asian British	In a Relationship	6	Private	Masters
Leader 26	HR Director	Male	52	White British	Married	25	Public	Professional

Table 6: Study 1 – Nominator Demographics

Nominator	Role	Relationship with Nominated Leader	Gender	Age	Ethnicity	Relationship Status	Length of period known leader	Sector	Education Level
Nominator 1	Business Coach	Follower	Male	42	White Other	In a relationship	8	Private	Professional
Nominator 2	Chief Executive & Chartered Occupational Psychologist	Colleague	Female	36	Asian British	Married	5	Private	Masters
Nominator 3	Research Scientist	Colleague	Female	46	White Other	Married	20	Private	Professional
Nominator 4	People, Learning & Organisation Development Director	Colleague	Male	46	White British	Married	15	Private	Professional
Nominator 5	Occupational Psychologist	Follower	Female	38	White British	Married	16	Public	Degree
Nominator 6	Management Learning Specialist	Follower	Female	37	White European	Married	4	Private	Degree
Nominator 7	Director & Business Psychologist	Follower	Female	35	White Irish	Married	7	Private	Masters
Nominator 8	Consultant Clinical Psychologist	Colleague	Female	45	White Other	Married	6	Public	Professional
Nominator 9*	Occupational Psychologist	Follower	Male	67	White British	Married	30	Private	Professional
		Follower					35		
		Colleague					35		
		Follower					46		
Nominator 10	Consulting Psychologist	Follower	Female	28	Asian British	Single	4	Private	Degree
Nominator 11	Business Analyst	Colleague	Male	29	Asian British	Single	4	Private	Degree

Nominator 12	Managing Director	Colleague	Male	34	White British	In a relationship	18	Private	Degree
Nominator 13	Director	Colleague	Female	32	White British	Married	5	Private	Masters
Nominator 14	Director	Follower	Male	35	White British	Married	2	Private	PhD
Nominator 15	Director	Colleague	Male	68	White British	Married	32	Private	Professional
Nominator 16	Managing Director	Colleague	Female	57	White British	Married	28	Public	Professional
Nominator 17	Managing Director	Follower	Male	74	White British	Married	30	Private	Professional
Nominator 18	Head of Communications	Follower	Female	35	White British	Single	11	Private	Degree
Nominator 19	Executive Coach	Colleague	Male	46	White British	Married	5	Private	Professional
Nominator 20	Field Service Manager	Follower	Male	57	Asian British	Married	17	Public	Degree
Nominator 21	Managing Partner	Colleague	Female	45	White British	Married	8	Public	Professional
Nominator 22	Program Development	Colleague	Female	48	White British	Married	7	Private	Degree
Nominator 23	Finance Manager	Colleague	Male	37	White British	Married	10	Private	Degree

Nominator 9 had nominated four different individuals as wise leaders

5.5 Materials

5.5.1 Leadership Interview: The Critical Incident Technique was used to design the interview with nominated wise leaders to identify characteristics of wisdom. A 'critical incident' can be described as one that makes a significant contribution to an activity or phenomenon, either positively or negatively (Flanagan, 1954). Using this technique, leaders were asked to describe a challenging situation that they dealt with using wisdom. The interview was divided into three parts exploring the context, behaviour and consequences of the situation (Butterfield et al., 2005). The 'context' identified and reviewed challenging situations that leaders have dealt with using wisdom; 'behaviour' explored responses to the incident and key characteristics that contributed to leaders dealing with the situation wisely; and 'consequences' identified the outcomes of the wise leader's responses in terms of effectiveness/ineffectiveness, as well as leaders' reflections about how they would respond if a similar incident were to re-occur. The interview included an 'opening' section to build rapport with the leaders (Patton, 2002) and to further understand their role, values, aspirations and strengths. Although the questions were designed based on the Critical Incident Technique, the interview was semi-structured enabling the conversations to be guided by the interviewee (Flanagan, 1954; Yeo et al., 2013). The interview questions are shown in Table 7 overleaf.

5.5.2 Nominator Interview: The Critical Incident Technique was used in the design of the interview with nominators, to understand why they consider their nominated leader as 'wise'. Participants were asked to describe experiences they had with the leaders using the recommended structure of 'context', 'behaviour' and 'consequences' (Butterfield et al., 2005). 'Context' identified challenging situations that leaders had encountered; 'behaviour' identified how leaders had responded to the challenge and key characteristics that contributed to their viewpoint about the leader being wise; and 'consequences' evaluated the impact of the leader's actions. As with the Leader Interview, an 'opening' section was included to identify nominators' perception of the role and characteristics of nominated leaders. The interview was semi-structured and is shown in Table 8.

Given the connotations that phrases such as 'critical incident', 'crisis' and 'challenges' have with negative events (Cope & Watts, 2000), wise leaders and nominators were invited to share any positive challenges and incidents, which are of equal value as problematic challenges in the critical incident technique.

Table 7: Critical Incident Interview for Leaders

Opening Questions
1. What do you think are the key characteristics for being a good leader within an organisation?
2. What do you think are the key characteristics for being a good leader within your organisation in particular?
3. What do you see as the most important tasks of your role as a leader?
4. What do you most hope to achieve through your work as a leader?
5. What do you see as your key strengths?
6. What do you see as your main areas of weakness? How did you go about identifying these?
Context
1. Can you describe a challenging incident that you have encountered in your role as a leader within the last year?
2. What was challenging about the incident?
3. What else was happening when this situation occurred? [In their surrounding context]
4. What factors led up to this incident occurring? / What caused this incident to occur?
5. Were any of the circumstances or events particularly positive or helpful to you?
6. Were any of the circumstances or events particularly negative or unhelpful to you?
7. What would have been the ideal outcome in this situation? Why?
Behaviour
1. How did you deal with this situation?
2. Why did you choose to deal with it in this way
3. What did you do that was effective?
4. What did you do that was ineffective?
5. What was the outcome or result of this action?
6. What do you see as the key characteristics that contributed to your dealing with the situation wisely?
7. Do you think this action was wise / effective? What more effective action might have been expected?
Consequences
1. What was the final outcome of your behaviour / action?
2. What were the positive consequences of your behaviour / action?
3. What were the negative consequences of your behaviour/action?
4. What resulted that led you to believe the action was effective or ineffective?
5. What would you do if you were faced with a similar situation in the future?

Table 8: Critical Incident Interview for Nominators

Opening Questions
1. Describe to me [leader] as a leader.
2. In your opinion, what characteristics does X demonstrate that makes him/her a wise leader?
3. What do you see as his/her greatest strengths?
4. What do you see as his/her greatest weaknesses?
Context
1. Can you describe a challenging incident that you have observed this leader deal with?
2. What was challenging about the incident?
3. What else was happening when this situation occurred? [In their surrounding context]
4. What factors led up to this incident occurring? / What caused this incident to occur?
5. Were any of the circumstances or events particularly positive or helpful to the leader?
6. Were any of the circumstances or events particularly negative or unhelpful to the leader?
7. What would have been the ideal outcome in this situation? Why?
Behaviour
1. How did [leader] deal with this situation?
2. What did he/she do that was effective?
3. What was the outcome or result?
4. What did he/she do that was ineffective?
5. What was the outcome or result?
6. What do you see as [leader] key characteristics that contributed to [leader] dealing with the situation wisely?
7. Why do you think this action was wise / effective?
8. In what ways was it unwise or ineffective?
9. What more effective action might have been expected?
Consequences
1. What was the final outcome of [leader's] behaviour / action?
2. What were the positive consequences of [leader's] behaviour / action?
3. What were the negative consequences of [leader's] behaviour / action?
4. What resulted that led you to believe the action was effective or ineffective?
5. What have you learned from him/her?
6. How would you describe his/her relationships with other people?

5.6 Data Analyses

5.6.1 Interview Data: All interviews, with both the leaders and the nominators, were transcribed using Express Scribe, which is a professional audio player software designed to assist the transcription of audio recordings. Express Scribe enables audio recordings to be played back using 'hotkeys' on a transcription keyboard to ensure accurate transcription of interviews. Each transcription was cross-checked against the audio recording, correcting any errors as appropriate.

Each transcript was then imported into a software package, NVivo 9, in preparation for data analysis. NVivo 9 provides a platform for analysing all forms of unstructured data by collecting, organising and analysing qualitative materials. The use of software enables researchers to use a robust and objective way in which to code data and manage emerging themes (Bazeley & Jackson, 2013; Travers, 2009). However, using software is not a sufficient substitute for the researcher's analysis of data (Bazeley & Jackson, 2013), and therefore, NVivo 9 was used as a tool to support the analysis.

The interviews were approached inductively, with no 'a priori' thematic framework, using thematic content analysis (Hinkin, 1998; Smith, 1992). All leader and nominator interviews were examined and analysed line-by-line. Coding was applied to the interviews initially using 'free nodes' which refers to the identification of themes associated with characteristics of wise leaders. The identification of themes using 'free nodes' is the equivalent of identifying 'frames of reference' as recommended in the procedure for analysing critical incident interviews (Kain, 2004). For example, multiple interviews reflected statements such as, *"It's worth pausing in times of dilemma and taking the right step discriminating between what is right and wrong..."* (Leader 17), *"I see it as my role to be a change agent by setting an ideal example through my own right conduct..."* (Leader 19), *"We have to move around not just knowing the right thing to do, but actually being courageous enough to do it..."* (Leader 3). In these examples, words and phrases such as 'right and wrong', 'taking the right step', 'right conduct', 'setting an ideal example', 'the right thing to do', 'courage to do [the right thing]' were synonyms of 'ethics' based on the Oxford English dictionary, and therefore, a free node entitled 'Ethical Code' was initially applied to codify these statements within NVivo 9.

A second example includes interviews containing statements such as *"It's really important to me that I create something that works without me..."* (Leader 12), *"There's a saying that 'People will forget what you did; but people will never forget how you made them feel'. That's what I'm committed to…"* (Leader 4), and *"Being remembered for creating a positive impact… underlies all my actions…"* (Leader 15). In these examples, phrases such as 'create something that works

without me', 'people will never forget how you made them feel' and 'creating a positive impact' were assigned a free node entitled 'Makes a Difference' within NVivo 9.

Once patterns, similarities and differences began to emerge across the interviews, the free nodes were organised into a hierarchy of 'tree nodes' which refers to a classification of 'core themes' and 'sub-themes' related to the characteristics of wise leadership. This is consistent with the second recommended stage for analysing critical incident interviews (Flanagan, 1954; Woolsey, 1986). The sub-themes represent specific behaviour of wise leaders in relation to each core theme. To illustrate using the above examples, the free node entitled 'Ethical Code' was identified as a 'core theme'. Quotations such as, *"It's worth pausing in times of dilemma and taking the right step discriminating between what is right and wrong..."* (Leader 17) and *"I was constantly asking myself, 'Am I acting in an honest way and with integrity?"* (Leader 3) refer to considering ethics before taking action, hence were assigned the sub-theme of 'Guided by Ethics'. The free node entitled 'Makes a Difference' was classified as a sub-theme under the core theme of 'Strong Legacy' due to other distinct behaviours that wise leaders demonstrated in creating a legacy.

The initial analyses of the first few interviews led to the identification and classification of an early thematic framework of core characteristics of wise leaders (Table 9). Based on the recommended stages of analysing critical incident interviews, this early framework then formed the basis for a second analysis of themes in the interviews, which involved deductive analysis (Anderson & Wilson, 1997; Flanagan, 1954; Hinkin, 1995; Kain, 2004). During this second analysis, new and refined themes emerged, and the data were also analysed for further instances of the themes that had emerged during the initial analysis. To illustrate with the above example of 'Ethical Code', the initial sub-theme of 'Guided by Ethics' was refined as 'Guides Vision, Strategy and Approach' in the second analysis of themes. This is due to interviews representing views such as, *"You have to live the vision... you have to be able to voice and articulate it. But then it has to be voiced with values"* (Leader 7) and *"Setting effective examples of behaviour and character facilitates followership, and empowers others to do the same without being evangelical about it... this can manifest through developing useful ideas, or adopting the attitude of service to our clients..."* (Leader 11). In the second example of 'Strong Legacy', the sub-theme of 'Makes a Difference' was refined to reflect specific ways in which wise leaders created a difference. For instance, quotations such as, *"...whatever I think, say or do leaves a lasting impression about us and our organisation."* (Leader 4), *"... Great leaders can engage at a micro level. If you can't talk to a person in the corridor then you shouldn't be a leader. We have to set an example one-on-one."*, and *"... create opportunities for senior executives and employees to learn from each other and vice-versa."* (Leader 13) refer to leaders' relationships with others and was therefore entitled, 'Creates through Relationships with Others' as a sub-theme of 'Strong Legacy' within

NVivo 9. The final thematic framework is shown in Table 10, and was used to re-examine all data (Kain, 2004).

Throughout these stages, a journal was maintained containing ongoing reflections about the emerging dimensions of wise leadership, to ensure thorough analysis and interpretations of the interviews. Based on this methodology, the results are presented according to the final thematic framework, rather than based on specific interview questions, so that illustrations of each theme can be drawn from the interviews.

Table 9: Early Thematic Framework of Wise Leadership from Initial Analysis

Leader Interviews	
Core Themes	**Sub-Themes**
Ethical Code	Does the right thing
	Guided by ethics
Strong Judgement	Combines intuition with experience
Optimising Outcomes	Optimises outcomes for stakeholders
Managing Uncertainty	Comfortable with ambiguity
	Centred in uncertainty
Strong Legacy	Creates through communication
	Makes a difference
Leading with Purpose	Priorities contribution to the greater good
	Underlies all decisions
Humanity	Unconditional regard towards others
	Feels responsible for the well-being of others
Humility	Not ego-centric
	Willing to learn from others and learn from mistakes
	Relates to people at all levels
Self-Awareness	Strong awareness of strengths and weaknesses
Nominator Interviews	
Strong Ethical Code	Does the right thing
	Inspires others to consider one's own values
Leading with Purpose	Emphasises the contribution of any initiative
Humility	Demonstrates humility and does not self-aggrandise
	Praises and gives credit to others
	Open to continuous learning
Strong Judgement	Takes multiple factors into account
	Creative and innovative
Humanity	Makes decisions that would strategically benefit the greater good
	Demonstrates compassion towards others

Table 10: Final Thematic Framework of Wise Leadership

Leader Interviews	
Core Themes	**Sub Themes**
Strong Ethical Code	Does the right thing
	Strong moral fibre but not evangelical
	Guides vision, strategy and approach
Strong Judgement	Acute sense of judgement
	Combines tacit knowledge with experience
	Uses insight to make strategic judgements
Optimising Positive Outcomes	Optimises outcomes in complex and pressured environments
	Optimises outcomes for themselves, stakeholders and external circumstances
	Reflects on decisions if outcomes are not optimised before taking action
Managing Uncertainty	Recognises and effectively manages uncertainty and ambiguity
	Centred in their approach
	Remains focused in complex situations
Strong Legacy	Creates through vision and decisions
	Creates through relationships with others
	Creates through resolving complex issues
Leading with Purpose	Prioritises contributing to the greater good
	Focused on positively impacting others
	Underlies all decisions
Humanity	Unconditional regard towards others
	Protects the dignity of others
	Respects others' interests and perspectives
	Feels responsible for the well-being of others
Humility	Not ego-centric
	Sees contributions as part of a bigger picture
	Willing to learn from others and learn from mistakes
	Gives credit where due
Self-Awareness	Strong awareness of strengths and weaknesses
	Acutely aware of the impact of their behaviour on others across situations
	Takes multiple perspectives

Nominator Interviews	
Strong Ethical Code	Does the right thing
	Role model of personal values
	Respect for the beliefs of others
	Inspirational impact on others to do the right thing
Leading with Purpose	Instils purpose and meaning amongst others
	Emphasises the purpose of any initiative based on its contribution
	Renews motivation and energy at work
Humility	Demonstrates humility and does not self-aggrandise
	Praises and gives credit to others
	Open to continuous learning
	Willingness to share experiences
Strong Judgement	Takes multiple factors into account successfully
	Creative and innovative
	Challenges conventional thinking
Humanity	Considers the impact of decisions on others
	Demonstrates compassion towards others
	Makes decisions that would strategically benefit the greater good

5.7 Results

This chapter will now present the leadership and nominator interview results in further detail respectively, with each theme under the final thematic framework explored in turn.

5.7.1 Leadership Interviews Results

Strong Ethical Code

An unequivocal theme that emerged in the interviews was that wise leaders were committed to being guided by values and 'doing the right thing', regardless of how challenging a situation. This is illustrated in the following quotation:

"We have to make judgements and decisions based on what is right, not just for profits or to keep ahead of the competition... If we don't do this, well, we've seen the outcome of this in the current climate... it's just not sustainable..." (Leader 12)

This highlights that wise leaders prioritise the importance of morality above judgements and decisions made for commercial outcomes such as profit and competitive advantage. It alludes to the negative impact of making unethical decisions as exemplified by the downturn of the

economic climate where it was felt that leaders placed greater emphasis on gaining profit and competitive advantage. This is further reiterated through the views of another leader as follows:

"The recession is a consequence of leaders that couldn't stop to reflect. They rated 'What's in it for me?' more importantly than asking themselves 'What's right for everyone?'..." (Leader 5)

The above quotation highlights that for wise leaders, being guided by a strong ethical code relates to thinking beyond themselves, and instead focusing on the bigger picture in terms of the 'greater good' and longer term outcomes. The view below further illustrates this and again emphasises the importance of behaving in alignment with values, which in this leader's case, were honesty and integrity.

"The investment wasn't just about financial benefits; it was about capitalising on our network and developing a positive relationship with investors and employees that would sustain over time. Yes, it was traumatic... I was constantly asking myself, 'Am I acting in an honest way and with integrity?'" (Leader 3)

However, just 'knowing' the right thing to do was not enough for leaders; there was also a strong sense of having the courage to take action in order to promote and protect ethics as illustrated thus: *"We have to move around not just knowing the right thing to do, but actually being courageous enough to do it... I felt it was really important to constantly be sensitive to this."* (Leader 3)

When asked about what leaders had specifically done that led to a challenging situation being resolved successfully, many leaders described the importance of taking time to reflect on what is the right thing to do, rather than rushing into decisions that may not be sustainable. This sense of reflection was a further key theme that emerged in relation to leading an organisation ethically.

"It's worth pausing in times of dilemma and taking the right step discriminating between what is right and wrong... Even in the small things that we do, it's like, our conscience must stand as our own witness..." (Leader 17)

Leaders were acutely aware of the impression that they set on others through their vision, strategy and approach. One such leader described their role as a 'change agent' and commented that *"I see it as my role to be a change agent by setting an ideal example through my own right conduct..."* (Leader 19) and another remarked that *"How I influence other people in terms of what 'good' means, is so important to me."* (Leader 8)

Furthermore, wise leaders felt that being committed to a strong ethical code also had an impact on followers and other stakeholders within an organisation. As such, they reinforced the importance of being guided by values. However, it was stated that this should not happen in an 'evangelical' way where ethics and values are forced upon others, but instead through ensuring that one sets a positive example by doing the right thing.

"Setting effective examples of behaviour and character facilitates followership, and empowers others to do the same without being evangelical about it... this can manifest through developing useful ideas, or adopting the attitude of service to our clients..." (Leader 11)

Several leaders spoke about the importance of embedding values within a vision. They emphasised that a vision communicated in this way has the potential to inspire others such as employees, stakeholders and customers.

"You have to live the vision; you can't have a vision that doesn't go anywhere. It's not enough just to see it; you have to be able to voice and articulate it. But then it has to be voiced with values, otherwise the vision voiced could become like a war. These have to be altruistic and give a feeling of goodness. Employees and customers can sense it; it manifests as energy, focus, purposefully with momentum." (Leader 7)

It is interesting to note that the above leader suggests that a vision voiced without values could *"become like a war"* and further reinforces the view that acting without ethics can create a negative impact in an organisation. The view expressed by this leader also highlights the implicit motivational impact that values can create on stakeholders within an organisation.

In summary, as illustrated through the above quotations, wise leaders placed great importance on having the integrity and courage to do the right thing. Wise leaders demonstrated a strong moral fibre that guided their outlook in terms of their vision, strategy and decisions. This strong sense of integrity was important to leaders in terms of inspiring others to be guided by doing the right thing.

Strong Judgement

Another core theme that emerged from the interviews was that wise leaders have an acute sense of judgement particularly in complex situations and circumstances. More specifically, a significant theme emerged where leaders described combining tacit knowledge with experience and insight, which enabled them to make strategic judgements and decisions.

"At this stage, I'm probably influenced more by my own knowledge, not just experience" (Leader 7)

As illustrated by this quotation, leaders emphasised being guided by their personal knowledge and experience to make decisions. Reinforcing this, another leader described *"having faith in your own judgement"* (Leader 9), suggesting that wise leaders have self-confidence to use their own tacit knowledge and experience to guide their judgement. This is emphasised further in the following quotation:

"We must use explicit, tacit knowledge and practical wisdom through experiential knowledge, which many leaders lack the confidence to do..." (Leader 14)

Wise leaders demonstrated an ability to seize the right time when making a decision of taking action. In doing this, they described the importance of paying attention to a wide range of strategic factors such as the economy, politics, social and environmental factors which is illustrated in the following view:

"We had a serious dip in revenues 4 or 5 years ago and it was apparent that if we didn't act we would go into cash negative. It was imperative to take a step back and look at the strategy... forecasting in a disciplined way is crucial... well, the factors we looked at was thinking about patterns in the economy... thinking about the impact that our decision would have on the services offered to customers... making the right judgement when the information was incomplete was imperative". (Leader 12)

A further key theme that emerged was the ability to remain focused in complex situations when making judgements or decisions, without affecting the delivery of other roles and responsibilities that leaders had:

"There's a continuous interaction between the subjective intuition and objective knowledge... you have to be focused and grasp the essence... ask yourself what's the reason for the vision or what the basis of the problem is whilst still doing the basics day in and day out..." (Leader 18)

This quotation also illustrates the emphasis that some wise leaders placed on the role of 'intuition'. Leaders expressed combining objective knowledge with their intuition when processing information and making judgements or decisions. When the concept of 'intuition' was explored further within the interviews, it was described as being *"a feeling based on what is right"* (Leader 18) which can also relate to tacit knowledge, experience, and being guided by an ethical code as previously discussed.

An overriding view that emerged demonstrated the importance of being able to apply specific knowledge to specific contexts, particularly when faced with complex situations or information. Indeed, one such leader commented that they *"...have a passion to take something complicated and make it simple."* (Leader 7)

When leaders were asked about how they achieve this, a common characteristic emerged in being able to quickly analyse and filter information in order to understand a situation fully and clearly, further illustrating the characteristic of strong judgement.

"You have to be able to 'see the wood for the trees'... get to the heart of a situation quickly, whilst operating within a bigger strategic framework." (Leader 6)

Furthermore, leaders indicated that it is important to not just be guided by objective data and information when using one's judgement; they expressed that it is also fundamental to apply knowledge creatively and to be able to adapt to changing circumstances. Several leaders also iterated that judgements, decisions and actions that they had taken in complex situations were often based on higher order goals.

"Some leaders don't use knowledge properly or cultivate the right kind of knowledge. They rely on explicit, codified, measured and generalised knowledge which can prevent them from coping with change... All businesses are context dependent... it's so important to also think innovatively and consider goals, values, interests and what's the best decision for the common good..." (Leader 20)

As this quotation illustrates, wise leaders described being able to take multiple perspectives into account to guide their judgement and decisions. In addition to applying both objective and tacit knowledge to guide judgements and decisions, leaders emphasised the importance of then disseminating this knowledge. Leaders described doing this by transferring their knowledge and articulating their rationale for decisions in alignment with higher order goals, thus motivating others.

"My principles are drawn from life experiences which are important to share with my teams..." (Leader 21)

Exploring this further, leaders also described the importance of collaborating with others by inviting, respecting, and integrating the views of others as appropriate, thus drawing on the knowledge and experience of others.

"What facilitated success was not being egotistical and forceful with my knowledge and views... fellow peers have valued knowledge too, so listening to their viewpoints and advice was imperative in our success..." (Leader 22)

The above quotation also highlights an important theme that emerged in terms of leaders not being egotistical with their knowledge, judgement and decisions. Instead, wise leaders indicated a sense of humility and appreciating the views of others, which is an additional theme explored in the sections that follow.

In summary, wise leaders demonstrated strong judgement through the way in which they combined tacit knowledge with experience and insight in order to make strategic judgements and act accordingly. They were adept at taking multiple strategic factors into account when making decisions, and placed importance on integrating the views and experiences of others to also guide their judgement.

Optimising Positive Outcomes

Despite multifaceted environments, complex situations and varying pressures, wise leaders demonstrated a strong ability to process complex information and apply it effectively in order to optimise outcomes for themselves, internal aspects of their organisation, stakeholders and external circumstances.

"There are various factors that should continuously be optimised when making decisions... political and economical, environmental, people, financial, and operational factors. Various behaviours have to be employed... we have to be a communicator to employees and the press; a decision maker when it comes to policy and strategy; a leader to motivate and drive change; a manager for the day-to-day operations."(Leader 24)

This quotation illustrates the multifaceted roles that leaders play, but also highlights leaders' acute awareness of the need to maximise the outcomes of strategic factors when making decisions. Related to this, leaders emphasised the need to find optimal solutions when working across geographical boundaries, remote teams, different economies and cultures, which leaders described as being common practice today, as a result of increasing technological advances.

"120 million people go through [name of organisation] solutions. I expanded our organisation in the UK and led the opening of new offices in the Middle East. It was critical to ensure the best outcomes and take into consideration the differences between our economies, faiths, geography,

culture, ways of working, demographics... there have been times where I'd been short sighted of that and decisions didn't work out successfully...” (Leader 7)

As shown in this quotation, leaders described that when they had not optimised outcomes for multiple factors, the results were often ineffective and lacked sustainability. If such factors were not in alignment, leaders described *“thinking twice”* (Leader 7) before committing to any actions in order to avoid problems.

Other factors that leaders sought to optimise were economic factors; people related factors such as employees, teams, stakeholders, clients and customers; and social factors related to wider environments and communities. The view expressed below illustrates this, and highlights the positive impact and commercial benefits that was created as a result of considering these wide ranging factors. These benefits include improved quality, increased employee engagement, greater customer satisfaction, increased growth, and greater credibility for influencing policy.

“We analysed this in a very intrinsic and meaningful way... externally I thought about the interrelationships involved in what we were launching. It was an investment leading market place, so it was beneficial to expand our offering in what we do... We shared the plans with staff, the team, and clients. This had a great impact and led to a review of investments to support quality improvements with the Quality Co-ordinator involved... The Customer Journey data showed increased engagement... our reputation was raised through the increased quality and new ideas that were generated... there was a result of desirable growth and an ability to now influence thinking. We now have expertise in community regeneration that subsidises building resilience, and we have an influence to impact change in policy.” (Leader 24)

Further to this, the need to incorporate purposeful goals, values and stakeholder needs were also thought to be imperative, illustrated as follows:

“We need to leverage in organisations the relationship between factors such as organisational values, purposeful goals, and the requirements of stakeholders...” (Leader 25)

In terms of how wise leaders described achieving optimal outcomes, leaders described applying dialectical, creative and lateral thinking to complex problems. This enabled them to consider multiple perspectives, and then as a result, make optimal decisions based on multiple factors.

“...to seek an optimal balance between contradictions, engaging in dialectical thinking enables me to deal with paradoxes by moving to a higher level.” (Leader 26)

One particular leader also made a comparison with other cultures that naturally consider optimising outcomes across various factors due to operating within collectivist societies. One such leader commented as follows:

"Japanese companies operate within a collectivist society and naturally think about the wider implications of what they do... they live in harmony with society..." (Leader 13).

Whilst the accuracy of whether this is the case for Japanese organisations is arguable, this view suggests that wise leaders take the alignment of themselves, their organisations, and their part in society into great consideration.

In summary, wise leaders demonstrated that despite the pressures and complex environments within which they operate, they were adept at considering how outcomes could be optimised for themselves, stakeholders and external environments. This guided leaders in order to make the right decisions and actions.

Managing Uncertainty

Wise leaders expressed a strong ability to recognise and effectively manage uncertain and ambiguous circumstances, regardless of whether issues are related to finance, global competition, government initiatives, or evolving economic and ethical climates.

"Trying to anticipate the changing landscape, profit, new investments... you can't always do it... we didn't always have all of the information. We just needed to accept that and the way I dealt with it is was to embody this awareness in my approach..." (Leader 6)

This quotation is illustrative of the case that leaders described both an awareness of, and being comfortable with uncertainty and ambiguity in complex situations. Leaders described finding uncertainty in a range of situations which included being able to analyse the economic climate in order to make investment decisions; considering what actions to take based on competitor data; increasing their efficiency and capability through recruiting new employees; and making global decisions that would be influenced by different countries and cultures.

"Predicting the outcomes from A-Z would have been impossible but that's okay... we still detected changing patterns internally and externally..." (Leader 2)

In terms of how leaders overcome this lack of certainty to guide their approaches, leaders described a range of methods. One such method involved capitalising on their existing knowledge,

and incorporating their awareness of uncertainty and ambiguity into their reasoning and decision making powers.

"Despite the uncertainty, I took a deliberated, considered and measured response based on strategic factors, although of course, accepting the limits of this... Yes, strategic factors such as what the need really was, what [name of competitors] were doing, and thinking about ways to innovate..." (Leader 16)

Many leaders described applying creative ways of thinking in order to manage uncertainty. They described doing this by identifying opportunities by creatively using their foresight and insight into strategic factors, whilst overall ensuring that these are in alignment with their vision. In the context of change, one leader expressed that:

"Change is generally inevitable and you don't always know how things are going to pan out. Enterprises are constantly changing and evolving... the response is determined by keeping your eye on opportunities that reinforce your vision. Internal change... there are established models but they never stay static. I'm comfortable with that. We have to be critical in what we do, learning from the past, keeping our focus on the pipeline, paying attention to the wider landscape and producing high quality products." (Leader 25)

The quotation above depicts further methods that leaders described using to manage uncertainty, such as applying learning from previous situations, being guided by their overall vision in order to make decisions, and using strategic awareness. As well as accepting and being comfortable with uncertainty, leaders described being intrinsically centred in their approach, remaining focused no matter how uncertain the challenge.

"You have to hold two opposite ideas in mind and still retain the ability to function." (Leader 21)

Leaders also demonstrated high confidence and the ability to be adaptable if outcomes had not turned out as they might have anticipated due to uncertainty or ambiguity. They described evaluating outcomes and then re-evaluating the situation to decide upon potential next steps. The view expressed below in particular suggests the leader feeling a great sense of achievement by taking this approach.

"The greatest achievement lies in refining and redefining what we do even if things haven't turned out as expected... and creating opportunities for the organisation in different ways."

This view further emphasises leaders' ability to successfully and confidently manage uncertainty, whilst remaining focused on maximising opportunities for the growth of their organisation despite operating in ambiguous circumstances.

In summary, wise leaders demonstrated a great ability to recognise and effectively manage uncertainty and ambiguity. They described numerous methods for managing uncertainty effectively such as being centred in their approach, and using their strong sense of judgement to make effective decisions during ambiguity.

Strong Legacy

Creating a long-lasting and positive impact emerged as being important to wise leaders, which was achieved through their vision, decisions, behaviour, relationships, and the outcomes that they produce. Wise leaders described an eagerness to create a positive legacy through their work, not from a self-centred perspective, but for the purpose of creating long-lasting and sustainable outcomes.

"Being remembered for creating a positive impact through my vision, values and work is something that I constantly strive towards... It underlies all my actions..." (Leader 15)

When leaders were asked to describe what kind of legacy they wished to create, several key themes emerged. Many leaders expressed a strong desire to create outcomes that are sustainable and self-sustaining, even when they are no longer directly involved in its success.

"It's really important to me that I create something that works without me... I'm always acutely aware of making sure that it has a number of people delivering in a self-sustaining way." (Leader 12)

Some leaders described a sense of pride in terms of such successful outcomes being associated with them, whereas others derived equal satisfaction from the outcome itself being in the spotlight for its own success, rather than being the person behind it, thus showing a sense of humility towards achieving successful and sustainable outcomes, which is also an emerging theme that is later discussed.

"I'm proud that it's successful even to this day and has actually gone more viral than we had anticipated... it doesn't matter to me if I'm not in the spotlight for it..." (Leader 1)

Leaders also described creating a strong legacy through their organisational vision and mission.

"Through setting a vision, you're hanging your own star in the sky..." (Leader 7)

They placed great importance on developing a vision that was positive, humanistic and inspirational. Some leaders referenced their organisation's mission statements to illustrate this such as *"Strengthening the World"* (Leader 7) in a people management consultancy and *"Restoring dignity and reviving hope"* (Leader 24) in a public services organisation.

Many leaders described the importance of ensuring that this vision is then integrated into day-to-day activities, thereby making is sustainable and giving it longevity.

"When we had the vision and it had been articulated, it was important to create motivation and enthusiasm for that vision clearly... we used it to respond to needs... I like to see it alive, keeps its spirit."(Leader 23)

Several leaders expressed a strong desire to create a strong legacy through using innovation and creativity to solve complex problems. They described taking pride in collaborating with their teams to create original value within their organisations, challenging the status quo, and developing original solutions to resolve issues.

"We noticed that other companies started to use and actually sell parts of our methodology, it was unbelievable. I'm always thinking about how to stay ahead of the 'game'... we turned our USP [unique selling point] around on its head and developed a completely new programme... We recruited new employees with specialism in coding and it took off... Consumer feedback was phenomenal, it completely exceeded their expectations... What I was also really proud of was the way in which we innovated to increase our brand perception... It was a worthwhile, important achievement to defend our reputation." (Leader 3)

The above quotation in particular further reinforces that creating a strong legacy did not always pertain to the leaders themselves. The above view illustrates that the leader valued the legacy and reputation of their organisation as a whole, thus reflecting a leaders' broad and holistic view of legacy.

An additional theme that emerged when leaders described the kind of legacy that they wish to create was related to the quality of their relationships. Leaders indicated that being authentic was of great importance to them. This manifested through interactions with colleagues, employees, internal and external events, as well as in client, customer or stakeholder meetings.

"There's a saying that 'People will forget what you did; but people will never forget how you made them feel'. That's what I'm committed to regardless of who I'm with... it sort of guides me in all my interactions because, you know, ultimately whatever I think, say or do leaves a lasting impression about us and our organisation." (Leader 4)

Despite leaders striving towards creating a positive legacy through their relationships, the above quotation also reflects leaders' strong sense of personal responsibility towards using themselves as an instrument to create a positive legacy for their organisations.

The importance of creating a legacy through one's relationships is further reinforced by an additional leader, who emphasised the equal importance of a leader's role at a strategic level, as well as 'on the ground':

"Head in the sky and feet on the ground, look at macro and micro. Great leaders can engage at a micro level. If you can't talk to a person in the corridor then you shouldn't be a leader. We have to set an example one-on-one." (Leader 7)

A further key theme that emerged in terms of creating strong legacy was through sharing knowledge. Several leaders shared the challenges that they experience in capturing, managing and maintaining knowledge and experience in organisations, and for this reason, emphasised the need to maximise opportunities in order to distribute knowledge thereby creating a legacy through the distribution of knowledge and adding value into the future.

"Knowledge and experience must be distributed as much as possible throughout the organisation, which as you can probably imagine, can be a challenge to do... but once you've cracked ways to improve this, you expand the capability of your people, teams and resources enabling them to deliver..." (Leader 11)

Leaders described that such knowledge included a complex network of facts, ideas, technical knowledge, commercial data and strategic information. They described managing knowledge through creating opportunities for employees to share knowledge and learn from each other through formal interventions such as meetings and conferences; as well as informal methods using online tools and databases.

"It's important to create shared contexts... create opportunities for senior executives and employees to learn from each other and vice-versa." (Leader 13)

As described above, leaders suggested that shared knowledge and resources would benefit employees, teams, and other resources enabling the delivery of high quality, informed, and sustainable solutions. This relates to legacy in terms of maximising knowledge so that it is long-lasting and sustainable over time.

In summary, wise leaders demonstrated a strong commitment to create a positive and long-lasting impact on others which they created through their vision, decisions, and interactions with others. Their sense of creating a legacy also emerged through applying innovation, creativity and distributing knowledge appropriately within their organisation.

Leading with Purpose

A significant theme that emerged related to leading with purpose in order to contribute to a greater good. Leaders demonstrated a strong commitment to maintaining focus on a worthwhile goal, underlying everything that they do. Many leaders described perceiving their role as much more than just a job; they perceived their role as an opportunity to serve a purpose. Although a range of different purposes were described, the overarching theme was related to making a difference in a myriad of ways.

"My role is an opportunity, not a job... there's a relentless pursuit of excellence. We've got to constantly ask ourselves, 'What's the soul of our company?' and 'What's worth pursuing?' and 'How can we make a difference?'". (Leader 10)

As the above quotation highlights, leaders suggested seeing their organisation as bigger than themselves. They perceived their organisation as one entity that co-exists within a wider environment and expressed a strong sense of responsibility towards using their organisation as a 'vehicle' enabling them to pursue purposes that would make a difference towards this wider environment.

In order to achieve this, however, leaders described a need to first of all identify what the purpose of their organisation is.

"In order to make the right decisions, leaders need to first of all understand why a company exists..." (Leader 2)

There were a range of different 'purposes' that leaders described as being important to them. The first was to always work with the spirit of corporate social responsibility at the heart of everything that their organisation does; rather than viewing corporate social responsibility as a separate stream of the organisation.

One such leader referenced the mission statement of an organisation that she had previously worked at, quoting as follows:

"Our mission is to add vitality to life. We meet every day needs for nutrition, hygiene and personal care with brands that help people feel good, look good and get more out of life. Our deep roots in local cultures and markets around the world give us our strong relationship with consumers and are the foundation for our future growth. We will bring our wealth of knowledge and international expertise to the service of local consumers—a truly multi-local multinational. Our long-term success requires a total commitment to exceptional standards of performance and productivity, to working together effectively, and to a willingness to embrace new ideas and learn continuously. To succeed also requires, we believe, the highest standards of corporate behaviour towards everyone we work with, the communities we touch, and the environment on which we have an impact. This is our road to sustainable, profitable growth, creating long-term value for our shareholders, our people, and our business partners." (Leader 4)

This particular leader highlighted that her organisation's purpose was much greater than simply providing consumer goods. The core of their mission was focused on using their products to serve the local community through fulfilling their physical, emotional and psychological well-being globally.

This view also reflects a theme previously discussed in terms of taking personal responsibility to optimise positive outcomes: the leader above emphasises high quality corporate behaviour to benefit stakeholders, communities, and the environment alike.

Other leaders described deriving a sense of purpose through influencing change in order to create a difference. Leaders were apt at identifying where processes, policies and other initiatives had ceased to add value. Through their work, leaders described a strong commitment towards challenging these initiatives in order to leverage success and benefit the community.

"We want to have a social impact and influence people's thinking... the way in which we relate to the community should influence models of policy." (Leader 26)

To further reinforce this, another leader expressed their frustration towards inefficient processes, and consequently their desire to improve the engagement and well-being of their employees. In particular, the view represented below exemplifies wise leaders' ability to always be cognisant of the bigger picture beyond their day-to-day operations. One particular leader expressed the

importance of having engaged employees for the success of their organisation, as their contributions ultimately impacts the success of their economy.

"I'm driven by that adventure and need for that challenge... I wanted to transform how businesses are run. People are devalued, demeaned and destroyed by ill-thought through processes; we are destroying economies by destroying people." (Leader 20)

The above quotation also reflects the drive and energy that leaders felt towards achieving their goals and fulfilling their purpose. Several leaders whose organisations specialised in providing professional training services to their clients expressed serving a purpose that surpassed merely the subject matter. These leaders placed great importance on using their services to contribute to the flourishing of individuals as human beings.

"*I don't want to reinforce the status quo... I define vision, think, believe, act to create a change in our society... Our organisation isn't just about trainings, it's to enable people to recover their sense of identity and how we relate to each other...*" (Leader 15)

Many leaders demonstrated a strong commitment towards the employees within their organisations. They described a strong sense of responsibility towards the growth and development of employees beyond conventional training initiatives. Several leaders described seeing it as their mission to leverage the vast potential that exists within each employee. They described doing this by recognising the strengths of individuals, appreciating the rich and diverse talent that they have, and creating opportunities that would mobilise individuals to contribute and develop at their best.

"I'm driven by altruism... inside each and every individual is a galaxy of opportunities. We always look outwards to the stars, but when you look inwards, there are just as many stars in every individual. I see it as my role to find the 'stars' inside each individual. There are 6 billion people on the planet, which means 6 billion galaxies with millions of inter-correlations and inner space within each individual. I believe that our inner space is far greater than our outer space... there is an infinity within ourselves. We are capable of so much more than we realise. You can either build on it or abuse it through social stereotypes. I have an opportunity to engage every human being whose galaxy of potential is different. It's about mobilisation, getting everyone into action. People may not realise this potential if they don't have someone to create opportunity for them. The fact that children are dying is a loss of opportunity... they could have been a successful farmer in the fields, or a leader like Nelson Mandela." (Leader 7)

The quotation above emphasises that leaders were altruistic in the ways in which they supported employees to realise their potential. Leaders demonstrated having confidence in the talent of employees and their ability to deliver high performance beyond what they think they are capable of achieving. Wise leaders expressed seeing it as an important part of their role to unleash this potential across the organisation. This is further reinforced by the views of an additional leader as follows:

"Leaders provide a vision and a sense of direction, combined with an ability to develop talent. Most people have talents that they don't use and are capable of achieving things that are greater than they know... Leaders create opportunities that enable others to do things that are beyond their skills and intelligence..." (Leader 12)

As expressed by the above leader, there was also a strong sense that leaders and managers have an opportunity to act as catalysts to unlock this potential, which may otherwise remain dormant.

Having said this, leaders were also not oblivious to poor performance. If employees were underperforming and delivering against the organisation's vision, values and strategy, then in congruence with their strong sense of purpose, leaders would not hesitate to address this either directly or through their subordinates.

"In an ideal world everyone would want to deliver their best, but that's not always the case. If someone's consistently under-performing it's going to have a knock-on effect on their team, so you've got to tackle that head on... " (Leader 18)

Regardless of the kind of purpose that leaders were committed towards, all leaders expressed that having a strong sense of purpose in an organisation is futile if employees are unaware of it. For this reason, leaders placed great emphasis on communicating and conveying their sense of purpose to employees within their organisation.

"Communication is the essence... you need to communicate in a way that everyone understands; I use stories, I use metaphors. At the end of the day, it's my role to review why the goal is important to them and the company. How is it aligned to our values and the company? What good will it do to them and the company?" (Leader 15)

As illustrated by the above quotation, leaders described communicating their vision and purpose to employees through engaging ways such as using anecdotes and metaphors. They described enthusing employees by illustrating how specific goals and outcomes serve to contribute to the fundamental purpose of the organisation, or indeed a specific task.

"The staff were proud that we had produced something that was much more than just a health service... it not only raised our reputation, but also created a positive impact on the physical and emotional well-being of our service users and that impacts their families..." (Leader 4)

As illustrated above, leaders emphasised the importance of communicating outcomes that would be achieved through pursuing purposeful goals. They described communicating how these outcomes would be optimised for employees and stakeholders; the organisation as a whole; as well the organisation's contribution to the wider environment via its products or services. This relates to the theme of wise leaders 'Optimising Outcomes' as previously discussed.

In summary, wise leaders indicated that leading with purpose underlies their vision, strategy and behaviour. Their sense of purpose was guided by contributing to the greater good and making a difference to the lives of others. Wise leaders were adept at communicating their sense of purpose to others, inspiring them within their own roles.

Humanity

A further poignant theme that emerged was that leaders demonstrated a remarkable unconditional regard towards others in their role. This strong sense of humanity was reflected in both their vision and goals as a leader; as well as the way in which they related to employees, stakeholders, customers and clients.

"I feel a huge sense of responsibility towards service with compassion. This enables me to respond very positively in thinking and shaping up our organisation, sharing, absorbing, and adding value..." (Leader 8)

Leaders described going beyond leading employees, the organisation, and the wider environment from purely a strategic perspective; they described also having a strong focus on contributing towards to the welfare of each of these from an altruistic perspective. Many such leaders described working with a humanistic mindset that governed and guided their actions, therefore creating compassionate cultures. One such leader within a healthcare organisation expressed always asking herself, and encouraging others to ask themselves, the following question:

"Does your heart beat only for yourself, or for others too?" (Leader 4)

This quotation represents the emphasis that wise leaders placed on serving others. Wise leaders described using this as a filter to guide their decisions, define their goals, and the way in which they related to others. As illustrated in the quotation below, the above leader went on to describe

how a focus on service led to the development of a compassionate culture in her team, indicating that wise leaders were a role model of demonstrating humanity through their actions:

"Our objective is to assist in relieving illnesses and financial hardship, in regions of need worldwide, through the provision of medical equipment, medicines and related services… Hospitals do more than just cure disease; they save families from destitution and bring them hope... that's the spirit that my team now works with…" (Leader 4)

The theme of using one's role to benefit others is further illustrated by the view expressed below, where a leader had worked for a social housing organisation and saw it as their role to alleviate poverty rather than simply provide housing for underprivileged communities.

"Although we're a private organisation, we're a social business. I work for [name of organisation] to alleviate poverty in housing and to not just make poor people happier..." (Leader 1)

In terms of other specific ways in which leaders demonstrated humanity, several leaders used the example of how they showed humanity in complex situations such as the recent economic recession. Many leaders explained the importance of demonstrating compassion in the way that they related to others particularly during circumstances that required downsizing as a result of the challenging economic climate.

"The administration of our company led to a massive transition... we were focussing our time on where we could make a difference. I made sure that people understood what was happening and the context for why... What I did effectively was ask myself 'What is the right thing to do?' The organisation has a personality... I followed my intuition and spoke to people personally even though I could have gone through the senior managers... I was transparent, straightforward, and was being human. It's like, when someone's having a bad day, you have to understand why they're having a bad day."(Leader 10)

The above quotation also emphasises the theme discussed previously in terms of leaders demonstrating a strong ethical code. Leaders placed significant importance on demonstrating humanity as a principle of 'doing the right thing'. Based on a similar theme of demonstrating humanity in challenging circumstances, another leader further emphasised empathising with the feelings and circumstances of their employees, quoting as follows:

"We put all our energies into winning more work but the numbers didn't add up and we had to make two redundancies within a team of sixteen... it was increasingly hard to do. Although it was

the HR Director's responsibility to do it, I put myself in the position of those two employees. After everything that they had contributed to our company and knowing that they have families, I decided to tell them personally myself." (Leader 23)

Leaders also described the importance of being a role model and an exemplar of humanity towards others through their actions. In particular, several leaders within educational institutions expressed the need to not only impart education to students; but to also develop their character and humanity towards others.

"We instinctively place our hopes for a successful future on the younger generation. But this hope is without a plan for the development of tools that will equip students as future citizens... The [name of institute] has been established not just to enable students to earn a living, but we also emphasise the application of a student's knowledge with the purpose of serving humanity... Academic excellence is supplemented with good character, noble attitudes and values, social sensitivity and spiritual awareness so that ultimately students benefit society." (Leader 10)

The above quotation emphasises not only leaders' strong sense of humanity towards developing their students; but also describes a holistic approach to education by inspiring younger generations to develop humanity towards others as well as academic excellence.

A further theme that emerged related to making products and services accessible rather than exclusive, which was also driven by leaders' overall sense of humanity. Leaders in both private and public sectors described developing pricing and promotional models so that their services would be widely accessible for a diverse range of people to benefit from, even from lower socio-economic backgrounds.

"We could easily develop a 'cash cow' process through [name of product] and make millions of pounds of profit, but that was never the vision. That's why we made [name of product] completely accessible, so that large organisations in the UK as well as someone in the third world can equally have their lives benefitted by taking [name of tool]." (Leader 7)

On an individual level, leaders described demonstrating a great deal of care and respect towards employees and customers. They demonstrated experiencing an emotional response when perceiving challenges faced by employees or customers, and often went beyond their call of duty to help and support them.

"... she was an exceptional at her job but clearly under a lot of stress and pressure in her personal life... it's important to treat people as humans and have an adult relationship based on integrity

and respect regardless of position... important to understand the viewpoints and emotions of others. Schedules and tick boxes become very 'parent-child'... I made sure that I was there as a support for her checking on her well-being, encouraging her to find more efficient ways of working that enabled her to spend more time at home..."(Leader 16)

As the above quotation illustrates, leaders highlighted the importance of understanding the emotions of others in any situation, developing relationships on the basis of integrity and respect, and taking action based on altruistic motives. When asked about what motivated leaders to behave in this way, several leaders described the importance of recognising employees as their most valuable asset in the success of their organisation:

"What is the most important resource in an organisation? I believe that there are five core factors that make an organisation successful. These are 'Man' or human resources; technology, time, finances, and materials. Among these, the most important asset or resource is 'Man', as it is Man who controls the other resources..."(Leader 9)

Leaders expressed a similar sense of humanity towards their customers. In a health care organisation, one particular leader described making key decisions based on a consideration of the feelings of patients and their relatives, as well as medical perspectives.

"Knowing patients by their name, and not just their bed numbers, is just one example of how we can create a culture of compassion into health care... Encouraging surgeons, doctors and nurses to realise the ultimate purpose of medicine, to improve the quality of life and well-being of an actual person that could be someone's husband, wife, brother, sister, friend... that just completely re-focused our mindset as an organisation..."(Leader 8)

The above quotation illustrates leaders' compassionate mindset towards employees and in the above case, patients; whilst also enabling staff to develop a spirit of humanity through their work and organisation.

Another wise leader that discussed the importance of humanity through sharing the example of an organisation that epitomised service to others. This leader gave the example of a multinational conglomerate company who used their profits to give back to their community:

"... [Name of organisation] gave back to the people, they didn't tell people about it but just gave back to the people... This created followership... Organisations ought to ask themselves what opportunities they have to learn from a company like [name of organisation' in the recession?" (Leader 1)

The example shared in the above quotation depicts the success of an organisation that genuinely demonstrated humanity towards their community without self-proposition. The leader sharing this example highlighted the positive impact that this created in inspiring others and developing followership.

Based on the same theme of demonstrating humanity towards others, several leaders described the importance of showing humanity towards others holistically. They emphasised making decisions with a humanistic focus, feeling compassion towards others, and ensuring humanity through ones actions:

"I'm guided by the principle of unity in 'head, heart and hands'... making good decisions... using our knowledge and skills to benefit society... and developing compassion to balance the decisions and actions we take..."(Leader 5)

As illustrated by this quotation, leaders emphasised developing compassion towards others, and using this to guide the decisions and actions that they take.

In summary, as illustrated above, wise leaders demonstrated unconditional regard towards others through their decisions and actions. They emphasised the importance of undertaking activities that would benefit others and encouraged others to also develop this mindset. Wise leaders demonstrated protecting the dignity of others, respecting their interests and perspectives. They placed great importance on taking responsibility for the impact of their actions on other people's well-being.

Humility

Leaders demonstrating humility was a further theme that emerged. This manifested through a myriad of ways, one of which included an overarching sense of not being egocentric despite holding senior positions.

"I was offered a large salary and all sorts of benefits... but I rejected the position. Those things don't mean anything to me. I'd rather do something that enables me to do what I love. I'm a [name of role] which gives me an even greater responsibility and duty to fulfil... every individual in this organisation has an equally important role to play in our success, not just those that are senior..."(Leader 14)

As illustrated in this quotation, leaders did not demonstrate materialistic ego or pride towards their senior position. Instead, they perceived their position with a great deal of humility and

responsibility, and placed greater importance on wholeheartedly fulfilling their duty. Equally, leaders emphasised that it was not just the leaders that contributed to the success of their organisation, but in fact, they valued the contribution of every employee in this success.

Related to the theme of humility, leaders demonstrated a strong recognition of the limitations of their knowledge, relative to the infinity of knowledge that exists in all spheres of life. As a result of this, they placed great importance on having the ability to be open to the views of others, and to learn from the knowledge and experience of others. They described numerous methods for doing this, such as acknowledging and accepting when they do not know something; inviting and listening to the viewpoints of others; and building relationships with others at all levels of an organisation internally and externally.

"At [name of organisation], we quickly realised that cashiers actually had a much better view of our future than the directors and planners... getting their perspectives based on their experiences through working on the front line was critical for our future success..."(Leader 9)

Leaders described feeling comfortable and secure about their limitations and being receptive to the ideas and talent of others. They were not concerned about how they would be perceived by other peers and employees. Importantly, although leaders demonstrated a strong sense of humility, neither were they meek or timid. They had a healthy sense of ego that gave them confidence and self-assurance, as well as the ability to distinguish between the reality of their strengths and circumstances. By taking a collaborative approach and drawing on the knowledge, experience, and talent of others, many leaders described instances where creativity, innovation and new opportunities had increased for employees and their organisation.

"In order for the [name of initiative] to go ahead, I asked senior management to come on board the strategic planning... they had a lot more knowledge and expertise than I did, so their input was really important... the [name of initiative] reached great heights only as a result of that collaboration..."(Leader 22)

Related to this, leaders also described demonstrating humility through giving credit to others where credit is due.

"... Acknowledging that our success was a direct result of his contribution was just the right thing to do... People often self-aggrandise their achievements... respect and credit should be given to others regardless of seniority or position as opposed to playing the political game..." (Leader 26)

Leaders were also adept at naturally accepting their own mistakes. This manifested internally through self-reflection, as well as acknowledging mistakes publicly. Leaders illustrated that they were not concerned about how they would be perceived by others for making a mistake, but instead focused on doing the right thing in order to progress in a situation.

"... the communication strategy turned out to have several complications which I had not anticipated. I genuinely felt disappointed that I'd missed this which could have impacted our department's reputation... I also brought in pizza for the team as a way of expressing my apology and gratitude..." (Leader 23)

A key theme within this was that of being humble and taking responsibility. When describing the importance of acknowledging mistakes, leaders further emphasised the notion of being comfortable with not always having all the solutions and showed a willingness to continuously learn from their experiences.

"... my views weren't fool proof and people appreciated the fact that I took responsibility for it... but then it's about accepting and thinking 'okay, that wasn't the best strategy, but what next?' and moving on and looking positively to the future..." (Leader 26)

Furthermore, leaders demonstrated humility through seeing their work and contributions as part of a bigger picture. They were not absorbed in placing self-importance on their own work and contributions, and worked with the awareness that all stakeholders across an organisation were contributing towards serving a bigger purpose. For many leaders this led to a sense of being grounded in this awareness, preventing self-aggrandisement.

"... the organisation has different cogs. All of the cogs need to work together in order to be successful. No one cog is more important than another, they all have a part to play in our overall success..." (Leader 19)

For other leaders, this awareness enabled a feeling of transcendence, where leaders were aware that humanity forms part of an infinite universe and described feeling humbled by this awareness.

"I'm constantly aware of my emotional and spiritual self... life connects us with a higher spirit which is a great mystery... I believe that people have vast potential within them regardless of their age, social background or whatever... I use this awareness when I'm in meetings" (Leader 17)

Overall, leaders demonstrating humility were not egocentric despite holding senior positions in organisations, confidently accepted the limitations of their knowledge and experience,

demonstrated a willingness to learn from others, gave credit without expectations of return, and worked with an awareness that their work forms part of a bigger picture.

Self-Awareness

A further dominant theme that emerged related to leaders demonstrating strong self-awareness. This self-awareness led to an acute awareness of the implications of their behaviour on others, their organisation, and the external environment. One of the ways in which this manifested was through leaders demonstrating a strong awareness of their strengths and weaknesses, which enabled them to increase their effectiveness by playing to their strengths, whilst identifying alternative strategies to compensate for their weaknesses.

"One of the characteristics which I think is important is to be clear in your organisation as to what you're good at and not good at, and being an enabler of that identification for others by also giving other people opportunities to play to their strengths..." (Leader 21)

Knowledge about one's strengths and weaknesses enabled leaders to deliver high performance by focusing on what they do best. They prevented their weaknesses from hindering their performance by identifying other talent that could compensate for their weaknesses. This approach enabled leaders to create high performing and highly engaged cultures, by creating the conditions for themselves and others, to play to their strengths.

"I know my weaknesses are around budget planning, but I have people around me that have strengths in this and take a lead role in this area..." (Leader 18)

When asked about how leaders have developed this high level of self-awareness, many of them described a range of sources such as self-introspection, learning from previous experiences, feedback from peers or superiors, and psychometric, personality and strengths tools.

"I'm a great believer in self-reflecting on what you have done well or not so well... the way you feel when you're doing something can be a huge indicator of a strength or a weakness, as well as evidence by the outcomes produced or feedback from others... it's all data about yourself..."(Leader 13)

As described within the theme 'Optimising Positive Outcomes', leaders were also acutely aware of the implications of their emotions and behaviour on others, their organisation, and their external environments. This enabled them to take multiple perspectives before making decisions or taking any action.

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"I have to be self-aware and critical... I have to be directive and consensual... knowing when and how to come across in different situation requires being aware of yourself... if you're too authoritative, that can be perceived as inappropriate and becomes demoralising for others or even external stakeholders... in other circumstances, being authoritative might be totally acceptable..."(Leader 11)

As illustrated in the above quotation, leaders emphasised a situational aspect to adapting their leadership style and behaviour. They were able to 'read' a specific situation, be aware of their emotions, and adjust their behaviour accordingly using self-insight and self-awareness whilst still remaining authentic. The following view further emphasises this in the context of when one particular leader was asked about how they applied self-awareness in a specific challenging situation:

"Emotionally I felt very disappointed about the situation because the whole thing could have been prevented. But I was just conscious that voicing my disappointment wasn't going to be helpful... I'm pretty sure the people involved had the right intentions so it was important to respect that... I took an objective and professional approach focusing our energy on solutions to resolve the situation..." (Leader 25)

As a key driver of tempering their behaviour in this way whilst still being authentic, leaders emphasised the importance of respecting people within their organisations. This relates to the theme of humanity discussed previously, where leaders perceived employees as their greatest asset.

"Organisations are made out of individuals who are instrumental in what we can achieve, so we have to think about how we lead and behave..." (Leader 6)

In addition to adapting one's leadership style and behaviour as result of being self-aware, leaders also described accepting themselves for who they are as individuals and internally being centred in their approach. This was fundamental in giving leaders the self-confidence to consistently and appropriately adapt their behaviour across different circumstances.

"I've become comfortable in myself; my emotional and spiritual side, my strengths, values and beliefs... everything integrates into my current thinking and the way that I open up, share, and add value."(Leader 17)

The above quotation in particular illustrates the various facets of self awareness that leaders demonstrated; namely their strengths, emotions, values, beliefs, and spirituality. Through

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applying awareness of these facets, whilst still being true to themselves, leaders were able to act as instruments to deliver the right outcomes for people and their organisation.

In summary, as described above, wise leaders demonstrated a strong awareness of their strengths and weaknesses and moreover, they were comfortable with their own selves. Through this awareness, wise leaders were adept at optimising their performance by playing to their strengths, whilst finding strategies to mitigate their weaknesses. Furthermore, wise leaders were acutely aware of the implications of their own behaviour on others, their organisation, and their external environment which enabled them to adapt their behaviour whilst still being authentic, and enabled them to take multiple perspectives when making decisions.

5.7.2 Nominator Interviews Results

Strong Ethical Code

A strong theme expressed by nominators was that of leaders being concerned about 'doing the right thing' in every aspect of leading in an organisation. Nominators observed this in various forums such as one-to-one conversations, meetings, decisions made that would impact internal or external stakeholders, and the behaviour of leaders more broadly. The underlying theme was that of leaders achieving business targets whilst being led by morals and ethics across each of these contexts.

"...[Name of leader] challenged our ideas on the teleconference... the team were thinking of the easiest options for communicating the changes, whereas [name of leader] focused our attention on doing it the right way even though it was more of a challenging way to go." (Nominator 12)

To illustrate further, a nominator also described a situation where a leader was signing off a proposal for a significant client, and in doing so, the leader demonstrated an ethical approach as follows:

"...the revenue we'd have got for the work we were pitching would have been amazing, but [name of leader] identified that the client didn't actually need a lot of the solutions that we'd pitched... he always puts integrity first." (Nominator 10)

Several nominators described that leaders always placed great importance on doing the right thing by customers and stakeholders, over and above financial gain or rewards. However, this does not mean that leaders lacked commercial astuteness; rather, they effectively executed organisational decisions through the lens of a strong ethical code. One nominator commented illustrated this about a partner within a law firm as follows:

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"He has differentiated this bank by attaching importance to not only the revenue generated by a trader, but also client relationships driven by the trader. This is very unique in our business and highlights that we are a very client focused bank, to help clients build their business. It's the sole reason for any initiative, product growth, or new initiative. The client does take precedence in this bank, and it the first metric that everyone is measured against… It's not just about how much money you have brought in, but also how your working style was with peers, initiatives you have taken, new relationships fostered, new business developed for allied businesses… He is in many ways a remarkable and publicly shining person with the right mindset and attitude when it comes to generating revenue as her firm formulated people values." (Nominator 19)

In terms of the kind of values, morals or ethics that were important to leaders, nominators recognised that leaders were not just focused on the perspective of an organisation's values framework, but actually their own personal values and respect for the beliefs of others. Many nominators described that some leaders pay 'lip service' to an organisation's formal values framework; but the leaders that they had nominated as being wise were guided by championing their organisation's values, as well as their own sense of an ethical code.

"There's a huge emphasis on the personal values and beliefs of an individual... and a feeling for what we are as an organisation. People attach themselves to this at different levels... she also looks at developing this in others who lead the organisation."(Nominator 22)

In terms of the impact of leaders being guided by a strong ethical code, as the above quotation illustrates, nominators described that followers felt inspired to also focus on doing the right thing by achieving their goals ethically. The above quotation also illustrates a sense of legacy that leaders demonstrated in encouraging future leaders of an organisation to be guided by ethics.

Related to this, several nominators observed that leaders set a positive example through being guided by a strong ethical code, as illustrated in the view below:

"...she has an outlook which is almost diametrically opposed to the usual hierarchical model seen here, she tends to lead by consensus and by example... she thinks seven generations into the future and uses the principles of right view and right action to make decisions." (Nominator 22)

Overall, nominators described that leaders were guided by a strong ethical code as observed by their decisions and behaviour towards delivering organisational outcomes. In this regard, leaders were described as an example of leading with values, respecting the beliefs of others, and inspiring others through this characteristic.

Leading with Purpose

A further theme that emerged in the nominator interviews was that leaders inspired others through their strong sense of purpose. Nominators described that leaders had an unwavering focus on the contribution that their organisation made to the lives of others. This was observed through new initiatives that leaders had conceptualised or launched, as well as the ways in which leaders communicated with employees and stakeholders, which are explored below.

"His mission is to create a memorable sensory experience for every customer and to actually help them feel more vitality. Many customers will never know that their entire sensory experience was taken into account when designing the product. It was amazing. The products had to look good, the quality and feel for the products had to be flawless... As sales reps we were never allowed to open the product for a customer... at that point we had to hand the box over for the customer to open themselves. This was because every product had a certain scent incorporated into the design; a scent developed to create that pleasurable sensory experience of something being brand new... no, customers have never noticed this scent, but let's say that nobody I met ever looked unhappy when opening that box for the first time..." (Nominator 18)

When communicating with employees and stakeholders, nominators observed that leaders focused on communicating much more than commercial outcomes such as profit and return on investment. They also reported on the qualitative impact of a project or initiative making a difference to others and reinforcing the underlying purpose of the work.

"He always told the story of what the future will look like... He was the person that set the path and gave a reason for why we were doing this..." (Nominator 15)

Illustrating the point of leaders making a contribution through their role and work as an organisation, one nominator recalled an experience where a leader increased the engagement of employees through reinforcing the purpose and meaning of the work that they were doing despite their challenges:

"Others were so caught up in the logistics and volume of the heart valve operations, but [name of leader] always reminded us of the reason for the venture... He said that we weren't just impacting the patients, but also the families and communities that those patients belonged to... He reminded us of the soul of our work, said something like 'With a new pacemaker, a father's health will have been improved to support his family and community'... yes, in that split moment people's energy and motivation would get renewed..." (Nominator 8)

As illustrated in the above quotation, nominators described that this resulted in employees and stakeholders also aligning themselves to this sense of meaning in the work, often renewing motivation and energy.

On the subject of giving employees and stakeholders a sense of meaning and purpose in their work, nominators indicated that leaders also took a more overt approach to doing this. In the following view expressed, nominators described that leaders served as a catalyst for inspiring others to realise the opportunity they had to contribute to their organisation's purpose and vision.

"Every time a new employee joined the organisation, [name of leader] would get a welcome card for them with a big picture of children on the front of it, and 'Our greatest contribution' written across the top. But the word 'Our' was crossed out, and in place he wrote 'Your' so that it reads 'Your greatest contribution'... it reminded employees that they could grow to make their greatest contribution." (Nominator 15)

This reinforces that leaders were adept at not only serving a purpose through their role as a leader in an organisation, but also encouraging employees to share a similar mindset through their work too.

Overall, the theme of leading with purpose was observed by nominators by the way in which leaders placed importance on making a contribution through the vehicle of their organisation, reinforcing a sense of meaning and purpose through their example and communication, and inspiring employees to focus on their personal contribution towards the organisation's purpose.

Humility

A significant theme that emerged amongst nominators was that of leaders cultivating humility through their emotional viewpoints, behaviour and actions. Leaders were described as being able to effectively lead their organisations through cultivating humility, rather than denigrating their colleagues or competitors to aggrandise themselves. Nominators described situations in which leaders praised the efforts of others and gave credit to teams and employees when credit was due, creating a positive culture of shared achievement and success.

"He is a Director and he had people crying in tears at this team away day... what he did was just so unexpected and moving. He had created an award for all 120 members of our team, and calling each person from memory by their name, gave them a handwritten note thanking them for the specific individual contribution that they had made. We were completely blown away... people, adults, were crying touched that he knew that level of detail about us..." (Nominator 17)

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Nominators also described leaders as being humble about their achievements, rather than being egotistical. As previously discussed, nominators indicated that they did not concentrate their efforts on gaining credit for their personal success, but instead focused on their role and empowering others. One nominator illustrated this through her nomination of a leader within her organisation as follows:

"I think she is a bit surprised by the nomination, she always is and yet has had so many awards bestowed her by so many organisations... she has become quite 'blasé' about it all and just focuses on her mission..." (Nominator 21)

Nominators described leaders as demonstrating confidence about their achievements, but also illustrated that they were grounded and always placed an emphasis on continuous learning in order to fulfil their mission and potential.

"At the event, they were not preaching about 'this is what you need to do to reach the stage that I have reached'. They were very humble about their journeys. They were on their toes and not complacent. Even though they have achieved so much, they always emphasised that there is so much more to do… They are very approachable and warm in sharing their knowledge and gave their personal time to have coffee. They were really open and honest about their journeys and genuinely interested in helping me out…" (Nominator 20)

As the above quotation illustrates, nominators appreciated the importance that leaders placed on building relationships with employees at all levels of an organisation. Humility was often perceived in leaders through the way in which they invested their time to support, encourage and guide others by sharing their experiences and being willing to listen to the viewpoints of others.

"He never takes advantage of his position... one of the things I respect most about [name of leaders] is his ability to listen to other people's opinions. He is open to receiving input from other people, willing to hear other perspectives. He actively invites their opinions, listens and collaborates... He is so humble yet so impactful..." (Nominator 3)

As this quotation illustrates, nominators described wise leaders as being willing to listen to, learn from, and collaborate with others. Nominators also discussed the importance that leaders placed on encouraging knowledge management and learning throughout an organisation. Nominators indicated that this encouraged employees to collaborate towards shared goals through transferring knowledge, experience, and to develop continuous learning.

"... She said it's important to create shared contexts... create opportunities for senior executives and employees to learn from each other."(Nominator 7)

Overall, nominators described leaders demonstrating humility through creating a culture of shared success, being grounded in their achievements, demonstrating a commitment to continuous learning and ambition, and a willingness to share knowledge and experiences.

Strong Judgement

A further theme that emerged amongst nominators was that of wise leaders demonstrating strong judgement. Nominators valued the way in which leaders were able to make the right decisions, through their understanding of numerous factors internally and externally to their organisation.

"From our interactions for filling the Head teacher post, I have seen a lot of wisdom in the way she thinks, the advice she gave, and the way in which she interjected and handled delicate situations."(Nominator 14)

Nominators indicated that leaders were able to take multiple factors into account before making decisions. These factors included the perspectives of themselves, employees, clients and stakeholders; strategic factors; financial factors; operational factors; and ethical factors in terms of values and doing the right thing. As the quotation above indicates, nominators discussed how leaders were adept at intervening and handling challenging situations appropriately as a result of their acute judgement.

"Speed and globalisation has significantly increased... When things around you are tight and you're surrounded by negativity, the tendency would be to think 'I can't do this' but wise leaders like [name of leader] can understand situation, read the room beyond herself, knows the current reality, and navigates to make the right decisions..."(Nominator 6)

In addition to this, nominators described the way in which leaders used their strong judgement to develop creative and innovative solutions, which would not previously have been considered by others.

"[Name of leader] has been responsible for a number of ground breaking leadership innovations and initiatives through his innovative thinking, despite the best efforts of the Civil Service to rein him in! These include a highly regarded and freely provided Summer School for over 300 managers that attracts the best speakers from across the world; the setting up of a coaching collaborative network across the Welsh Public Services; an annual Expo focussing on key issues

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for the sector and the most innovative responses to these, and various other ground breaking programmes and initiatives. He has been responsible for a groundswell of excellent leaders operating together effectively in a cross-sectoral network, and is regularly challenging the thinking of these people and other colleagues in the face of 21st century challenges. He's not in any sense a conventional thinker or doer..." (Nominator 4)

The above view expressed by a nominator emphasises the achievements of leaders as a result of using their judgement to identify new opportunities and challenge conventional thinking. It also illustrates the challenges that leaders face in cultures where innovation is resisted by other stakeholders in an organisation. This relates to another theme related to strong judgement that emerged, where nominators highlighted that leaders were confident to challenge the assumptions within an organisation.

"He tells me that we support structures that aren't valid and it's important not to undermine changes that should occur. It's most impactful when you speak to the issue, not people... important to listen to people..." (Nominator 9)

Nominators illustrated that leaders were adept at incisively using their judgement to make decisions, improve processes, and innovate to create success within their organisations. They provided leadership through guiding others using their wise judgement, providing clear direction and inspiration to employees, as expressed by one nominator's views below.

"I was so impressed with her wisdom, perspective and leadership throughout the implementation... she was a beacon for doing things the right way." (Nominator 2)

As the above quotation alludes, nominators highlighted the way in which leaders combined their wise judgement with doing the right thing. The phrase *"... she was a beacon..."* in the above quotation also suggests that nominators perceived such leaders as a role model of demonstrating good judgement with morality.

In summary, nominators described leaders as demonstrating strong judgement through making decisions based on reasoning of multiple factors; incisively identifying new opportunities to innovate; and challenging existing assumptions with an organisation in order to improve and innovate.

Humanity

A key theme that nominators shared was that of leaders demonstrating humanity towards others through the purpose of their organisation, as well as at an individual level. At an organisational

level, nominators shared that leaders considered the impact on others through their decision making process.

"All great leaders are capable of making sound decisions, but [name of leader] is something more. He focuses on more than success for the business or for himself, he makes things possible for shareholders... the decisions he makes creates greater gain for the greater good."(Nominator 9)

As this quotation illustrates, nominators illustrated that wise leaders based decisions on what would benefit the greater good in numerous ways. In terms of what this 'greater good' involved, for many nominators, this was described as demonstrating consideration towards employees and stakeholders within an organisation.

"He tries to see everyone as a whole human being and encourages people to use their feelings, thoughts, knowledge, experience... He values and cares about them through the small things that he says like 'I hope you are flourishing'..." (Nominator 16)

Nominators described that leaders appreciated employees as holistic individuals, which created a culture of respect amongst employees and a sense of feeling valued within their organisation. They also described that leaders demonstrated humanity through their character and general demeanour.

"She has a huge heart, passion, and is so encouraging... signs of a great leader... She is making the world a better place..." (Nominator 11)

Other nominators described leaders benefitting the 'greater good' through ensuring that their organisational goals were aligned to making a wider difference. The quotation below captures how a leader had launched a new service, not just to raise greater capital for the organisation, but with a focus on benefitting the lives of service users and beyond.

"What she most hopes to achieve is to raise people's quality of life... our services have had an impact on their families and their communities... individual and family transformation."(Nominator 23)

To illustrate further, in the context of a hospital providing tertiary health care free of charge, nominators described the way in which leaders had fostered a culture of compassion and service amongst medical staff towards patients, which was perceived to have led to higher quality patient care.

"...one of the most impressive and unique hospital facilities I have ever seen. It performs patient care and treatment as it should be... patients left feeling so much joy and gratitude, it is impressive beyond words. Remarkable in its concept even more remarkable in execution and daily working... an illustration of service to humanity." (Nominator 1)

Although nominators described leaders as demonstrating humanity towards others, they discussed situations where this was often a challenge for leaders, particularly in terms of balancing commercial and humanitarian outcomes.

"He's a good leader, all about quality... creating a great place to work for employees and benefits clients as much as possible. It depends if you are driven by this or just by money..." (Nominator 3)

Nominators indicated that this did not deter leaders from demonstrating humanity. In order to address this conundrum, leaders demonstrated qualities such as courage to make decisions that would benefit others, and resilience when leaders encountered challenges or setbacks in pursuing their goals.

"Courage and resilience are other characteristics that I see... it shows up in different situations... not everything was for profit." (Nominator 9)

Nominators also described leaders showing humanity through responding to current affairs. This extended beyond simply fulfilling their organisation's duty towards corporate social responsibility activities; nominators described that leaders would demonstrate strong strategic awareness, but beyond this awareness, would also take action to selflessly support others.

"[Name of leader] is aware of what happening in the world... always being aware of ripples going on the world. It's not just knowledge, but also caring about it, acting on it..." (Nominator 13)

Specific actions that nominators described extended beyond financial support. Other examples that nominators felt inspired by included applying an organisation's intellectual property to support disadvantaged communities; aligning resources to provide support for victims of national floods across the UK; and establishing medical camps in poor parts of the world.

Overall, as illustrated in the above quotations, nominators described leaders as demonstrating humanity through their relationships with peers, employees and stakeholders; the importance that they placed on benefitting 'the greater good' through organisational initiatives; and through initiating service-related activities even when beyond the scope of their duty as an organisation.

5.8 Discussion

The objective of this study was to identify key dimensions of wise leadership in organisations. The perspectives of leaders and employees were elicited to gain a holistic understanding of wise leadership. The findings of this study will be evaluated in the context of existing theories of wisdom and leadership. A nomological framework of wise leadership was developed in Chapter 3, outlining six proposed characteristics of wise leaders. This nomological framework will also be reviewed based on the findings of this study.

5.8.1 Evaluation of the Organisational Wise Leadership Dimensions

Despite being in complex or pressurised situations, wise leaders were guided by ethics and values throughout their decisions, behaviour and actions. This is also congruent with the views expressed by nominators, who suggested that wise leaders are concerned about doing the right thing in every aspect of leading an organisation. These findings are consistent with previous literature emphasising morality in leadership such as the transformational leadership model (Bass & Steidlmeier, 1999; Gardner & Avolio, 1998), authentic leadership model (Avolio & Gardner, 2005; Ladkin & Taylor, 2010; May et al., 2003; Walumbwa et al., 2008), virtuous leadership (Palanski & Yammarino, 2011; Pearce, Waldman & Csikszentmihalyi, 2006; Small, 2004; Winter, 1991) and theories of wise leadership (Kekes, 1995; Küpers & Pauleen, 2013; Malan & Kriger, 1998; Nonaka & Takeuchi, 2011).

Wise leaders prioritised ethics above commercial outcomes, suggesting that this leads to sustainable success. This was reinforced by nominators in relation to doing the right thing by customers and stakeholders, over and above financial rewards. These findings are consistent with the views of Nonaka and Takeuchi (2011), who suggested that wise leaders prioritise ethical goals above commercial gain.

Wise leaders illustrated the importance of thinking beyond themselves, focusing on the 'greater good', consistent with theories suggesting that wise leaders pursue righteous and moral goals for their organisations (Pearce, Waldman & Csikszentmihalyi, 2006). Wise leaders also placed importance on having courage to implement the right action, consistent with previous theories emphasising the role of courage in doing the right thing (Kernis, 2003; Kernis & Goldman, 2006; Luthans & Avolio, 2003; McKenna, Rooney & Boal, 2009; Pearce, Waldman & Csikszentmihalyi, 2006; Srivastva & Cooperrider, 1998).

Wise leaders described behaving in accordance with their values, embedding a moral code that nominators described attaching themselves to at different levels. This is consistent with the

authentic leadership model which proposes that leaders behave concordantly with their values (Avolio & Gardner, 2005).

The first theme of Strong Ethical Code that emerged amongst wise leaders and nominators is consistent with the proposed characteristic within the nomological framework, which stated that wise leaders in organisations will be guided by a strong ethical code. However, this study reveals several novel wise leadership characteristics in an organisational context.

First, this study illustrates *how* leaders place ethics at the core of their work in an organisational context: wise leaders do so through their vision, strategy, decisions, and application of knowledge which is not explicitly described in previous literature. Second, the finding that wise leaders take time to reflect on the right thing to do, rather than making judgements in haste, is novel to the organisational wise leadership literature. However, it relates to the 'reflective' dimension of the Three Dimensional Wisdom model (Ardelt, 1997) as a characteristic of wisdom. Third, the finding that followers attached themselves with the values of wise leaders offers a novel insight into the impact that wise leaders create. Fourth, wise leaders described being a role model of right conduct and ethics to others, albeit not in an evangelical way, which has not been discussed in previous literature. This suggests that wise leaders are aware of how they come across to others, thus reinforcing strong judgement and self-awareness as wise leadership characteristics.

In the second theme of Strong Judgement, wise leaders were confident in tacit knowledge to make judgements and decisions, which accords with previous theories emphasising tacit knowledge to guide leaders (Bierly, Kessler & Christensen, 2000; Nonaka, 1994; Rowley, 2006; Sternberg, 1998). This finding also builds on existing wisdom theories, which advocate the role of tacit knowledge amongst laypeople (Baltes, Glück & Kunzmann, 2002; Baltes & Smith, 1990; Sternberg, 1998).

The theme of applying knowledge creatively to adapt to changing circumstances amongst leaders and nominators reinforced previous literature suggesting that the way in which tacit knowledge is applied enables leaders to make the right decisions in challenging situations (Bierly, Kessler & Christensen, 2000; Nonaka, 1994; Nonaka & Takeuchi, 2011; Rowley, 2006). Wise leaders described considering multiple perspectives to guide their judgement and decisions, which is congruent with Rowley's (2006) proposition that wise individuals take multiple perspectives to make effective strategic decisions.

These findings are consistent with the nomological framework proposing that wise leaders will combine explicit and tacit knowledge to promote good judgement. However, this study identifies several differences in the way that wise leaders apply judgement.

Very few existing theories have given insight into the kind of factors that leaders consider when making decisions. First, this study revealed that wise leaders demonstrate strong judgement in seizing the right time when making decisions, paying attention to a wide range of strategic factors such as the economy, politics, social and environmental factors. Second, wise leaders remain focused and 'centred' when making decisions, enabling them to identify key factors in complex situations, which previous wise leadership research does not discuss. Third, wise leaders described using their judgement to support higher-order goals, which reinforces the theme of Strong Ethical Code. Fourth, wise leaders were not egotistical about their knowledge; they highlighted respecting, integrating, and sharing the views of others to make the right decisions, which relates to the wise leadership theme of Humility.

The third theme 'Optimising Positive Outcomes' is consistent with Sternberg's (1998) Balance Theory of Wisdom, which proposed that wise individuals balance self-goals (intrapersonal) with the interests of others (interpersonal) and other aspects of one's surrounding context (extrapersonal). It is also resonates with Alimo-Metcalfe and Alban-Metcalfe (2005), who found that leaders in the UK were more attuned to the needs of multiple stakeholders, as opposed to just one particular group, relative to leaders in the USA. This alludes to an awareness of the differing needs of stakeholders, but does not necessarily indicate that leaders would know how to optimise outcomes as a result of that awareness, in the same way that wise leaders have shown in the present study.

Whilst this finding is consistent with the nomological framework suggesting that wise leaders in organisations will balance interpersonal (one's own feelings), intrapersonal (the feelings of other stakeholders), and extrapersonal (external circumstances) when making decisions; the current study adds value to Sternberg's (1998) theory in terms of the specific intrapersonal and extrapersonal factors that wise leaders take into account in an organisational context.

Intrapersonal factors comprised employees, teams, clients and customers. Extrapersonal factors comprised geographical boundaries, economic factors, social and cultural diversity, remote teams, turbulent economies, the environment, and technological differences. This study also provides insight into *how* wise leaders optimise positive outcomes. For example, wise leaders described engaging in dialectical, creative and lateral thinking enabling them to make optimal decisions; such detail is not explicit in Sternberg's (1998) Balance Theory of Wisdom.

Wise leaders demonstrated 'Managing Uncertainty' through being able to manage uncertain and ambiguous circumstances related to financial investments, anticipating global competition, increasing their efficiency through investing in new people and resources, and making cross-

cultural, global and ethical decisions. This finding adds value in an organisational context to previous theories such as the Berlin Wisdom model (Baltes, Glück & Kunzmann, 2002); the Three Dimensional Wisdom model (Baltes, Glück & Kunzmann, 2002), which suggest that wisdom comprises knowledge and judgement about uncertain situations (Baltes & Kunzmann, 2003; Boal & Hooijberg, 2001).

The findings of the current study also accord with the nomological framework suggesting that wise leaders will recognise and manage uncertainty. However, the findings of this study contribute to our understanding of *how* wise leaders achieve this: first, leaders described managing uncertainty by maximising explicit and tacit knowledge and incorporating an awareness of ambiguity into their reasoning and decision making powers. Second, wise leaders made decisions creatively by using foresight about strategic factors and being guided by their overall vision in ambiguity. Third, wise leaders were intrinsically centred, resilient and adaptable in their approach, remaining focused no matter how uncertain or ambiguous the challenge.

The fifth theme of 'Strong Legacy' adds a novel dimension to the wise leadership literature; it has seldom been discussed within existing leadership and wisdom literature hence was not included within the nomological framework. However, a similar characteristic of 'organisational stewardship' was described in the Servant Leadership theory (Barbuto & Wheeler, 2006), proposing that servant leaders leave a positive legacy by taking responsibility for the well-being of their community.

In the current study, wise leaders emphasised the importance of creating a long-lasting and positive impact through their vision, decisions, behaviour, relationships, and the outcomes that they produce in organisations. They described creating a positive legacy through their work; not from a self-centred perspective, but for the purpose of creating long-lasting and sustainable outcomes that would outlast them. Wise leaders achieved this through ensuring that their vision and mission was focused on humanistic goals; applying creativity and innovation to new ideas and challenges; challenging the status quo to surpass achievements; setting a positive example and investing in high quality relationships with colleagues, employees, and customers; and capturing, managing, maintaining and maximising knowledge and experience in organisations. These themes highlight strong legacy awareness of wise leaders and furthers our understanding of the ways in which leaders create such legacies in organisations.

The sixth theme of 'Leading with Purpose', is a novel characteristic of wise leadership where leaders described basing decisions, behaviour and actions on purposes focused on contributing to the greater good.

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These characteristics are similar to traits such as 'inspirational motivation' within the transformational leadership model (Bass, 1985; Burns, 1978) and 'goal articulation' in the charismatic leadership model (House, 1976), albeit neither of these theories explicitly describe leading with a sense of meaning and purpose. Within the wisdom literature, this theme is similar to the theories of Bierley, Kessler and Christensen (2000), who suggested that wise individuals reflect on how they can direct their motivation toward greater values; and Nonaka and Takeuchi (2011) who, building on Aristotle's original idea of 'phronesis', suggested that wise leaders base decisions on what is right for serving the greater good.

However, the current study enables us to understand *how* wise leaders lead with purpose in an organisational context. Wise leaders described perceiving their role as an opportunity to serve a purpose that was bigger than themselves; demonstrated the ability to always be cognisant of the bigger picture beyond their day-to-day operations; recognised that their organisations are an entity that co-exists within a wider environment; and felt responsible for using their organisation as a 'vehicle' to benefit stakeholders, communities, and the environment. Decisions made to fulfil a purpose was sometimes at the expense of commercial outcomes, which is consistent with Nonaka and Takeuchi's (2011) theory that wise leaders need to ensure that their goals have a moral purpose and do not waver from this for commercial advantages.

Wise leaders emphasised communicating with purpose in order to engage others with their goals through using anecdotes and metaphors. This accords with previous wisdom theories suggesting that wise leaders bring people together, create a shared identity, and mobilise others to act towards common goals through figurative language (Bagozzi, 2003; Fredrickson, 2003; Nonaka & Takeuchi, 2011). This may also relate to the 'idealised influence' dimension of the transformational leadership model (Bass, 1997).

The seventh theme of 'Humanity' is a further novel theme within the wise leadership literature, hence not included in the nomological framework of wise leadership. In the current study, wise leaders demonstrated unconditional regard towards others in their role, which manifested at individual and organisational levels.

At an individual level, showed care and respect towards employees, colleagues, customers, patients, students and others within their roles. Wise leaders suggested experiencing an emotional response when perceiving challenges faced by employees or customers, and often went beyond their call of duty to altruistically support them without self-proposition. This was also supported by nominators, who described that leaders recognised employees as holistic individuals, creating a culture of respect and feeling valued.

These findings resemble the 'affective' dimension of the Three Dimensional Wisdom model (Ardelt, 1997), which is defined wisdom as a compassionate and empathetic attitude towards others. In the leadership literature, these findings are also similar to the 'Individualised Consideration' aspect of the transformational leadership model (Bass, 1997).

At an organisational level, leaders described leading employees, the organisation, and the wider environment beyond a commercial perspective; they described focusing on contributing towards to the welfare of others. Wise leaders described using this as a filter to guide their decisions, define their goals, and the way in which they relate to others. This was also reinforced by nominators, who observed that wise leaders based their decisions based on what would benefit the greater good.

Such characteristics are similar to the authentic leadership model (George, 2003), which suggests that authentic leaders are driven to empower their organisations to make a difference; the servant leadership model (Barbuto & Wheeler, 2006), which suggests that servant leaders experience a 'calling' to serve and benefit others without any personal gain; Alimo-Metcalfe and Alban-Metcalfe's (2005) findings, who found that leaders in a UK population were differentiated by a genuine concern for the well-being and development of others; and wisdom theories that suggest leaders should put the common good first (Baltes & Kunzmann, 2003; Hogg, 2003).

However, this study deepens our understanding of the extent to which leaders demonstrate humanity towards others. It suggests that humanity formed leaders' mindset, enabling them to create compassionate cultures. Wise leaders described the importance of being a role model of humanity towards others to build character. Nominators shared how leaders ensure commercial success by aligning organisational goals to benefitting the greater good, and demonstrated courage and resilience during challenges.

The eighth theme of 'Humility' that emerged accords with previous leadership and wisdom literature and is consistent with the nomological framework, which stated that wise leaders in organisations will demonstrate humility through their ability to learn from others. For example, the way that wise leaders perceive their positions with humility is consistent with Collins (2001) who suggested that successful organisations were characterised by humble leaders. Wise leaders in the current study were not meek or timid; they had a healthy sense of ego that gave them confidence and self-assurance. This is consistent with Vera and Rodriguez-Lopez (2004), who challenged the view that humility is associated with shyness, lack of ambition, or a lack of confidence instead proposing that humility creates strategic value in organisations by giving leaders a realistic perspective of themselves.

The current findings contribute to understanding how wise leaders create strategic value. Wise leaders described recognising the limitations of their knowledge, which created openness to the views of others, a willingness to learn from others, receptiveness to feedback, accepting when they do not know something, building relationships with others to draw upon the perspectives of other experts when needed; and increasing collaboration by creating opportunities to use other talent. This was also supported by nominators who suggested that wise leaders emphasised continuous learning to fulfil their purpose. These findings are consistent with previous theories suggesting that wise leaders recognise the limit of their knowledge, are open to new paradigms, are not averse to asking for the opinions of others, and demonstrate an eagerness to learn from others (Ardelt, 1997; Burke et al., 2007; Vera & Rodriguez-Lopez, 2004).

Wise leaders in the current study transcended self-importance and perceived their contributions as part of a larger purpose. This is consistent with nominators who suggested that wise leaders were focused on their contribution to a wider purpose, and were respected for not self-aggrandising amongst colleagues or competitors. This reinforces Collins' (2001) description of humble leaders that lacked ego-centricity and were ambitious for their organisation.

The current findings offer a deeper understanding of humility in an organisational context. First, wise leaders recognised, valued and gave credit to others without being the centre of attention. This was reinforced by nominators who described that wise leaders praised efforts and gave credit to teams and employees when credit was due, creating a positive culture of shared achievement and success. Second, wise leaders demonstrated humility in their commitment to develop others, which was also reinforced by nominators who suggested that they support, encourage, and guide others by sharing their experiences and listening to the views of others. This has previously been suggested as characteristic of wise leaders (Nonaka & Takeuchi, 2011). Third, wise leaders considered it important to build relationships with employees at all levels of an organisation rather than being ego-centric about their seniority. This is consistent with the view that humble leaders do not portray themselves as senior figures in unreachable positions (Collins, 2001; Vera & Rodriguez-Lopez, 2004). Fourth, wise leaders described accepting their mistakes without concern for how others would perceive them, which reinforces Vera and Rodriguez-Lopez's (2004) view that humble leaders acknowledge and correct their mistakes.

The ninth theme of 'Self-Awareness' offers several novel insights into how wise leaders use self-awareness in organisational contexts. First, wise leaders were aware of the implications of their behaviour on others, their organisation, and the external environment. They described being able to 'read' a specific situation, be aware of emotions, and adjust their behaviour accordingly using self-insight and self-awareness, remaining true to themselves. This suggests that self-awareness

in wise leaders has several dimensions and relates to theme of 'Optimising Positive Outcomes'. It also reinforces the authentic leadership model (Avolio et al., 2004) which suggests that authentic leaders are aware of how they think, behave and how they are perceived by others.

Second, whilst previous theories suggest that effective leaders are aware of personal strengths and weaknesses (Avolio et al., 2004; Clapp-Smith et al., 2009; Dirks & Ferrin, 2002; Vera & Rodriguez-Lopez, 2004), the current study illustrates *how* wise leaders use this awareness in an organisational context. In the current study, wise leaders described using their strengths to deliver high performance and compensating for their weaknesses by drawing on the talent of others.

Third, whilst previous theories have emphasised the importance of self-awareness and self-reflection for leadership effectiveness (Kernis & Goldman, 2006; Meeks & Jeste, 2009; Winter, 1991), the current study has identified specific *methods* that wise leaders use to achieve this organisationally. These include self-introspection, learning from previous experiences, feedback from peers or superiors, and through using psychometric, personality and strengths identification tools.

Fourth, wise leaders described accepting themselves for who they are, enabling them to be centred, confident and adaptable across situations. This extends Kernis (2003) and Kernis and Goldman's (2006) theories about the importance of leaders accepting their positive and negative characteristics.

These findings offer a richer understanding about self-awareness than originally proposed in the nomological framework, which stated that wise leaders in organisations will demonstrate high self-awareness through self-insight.

In conclusion, this study identified nine dimensions of wise leadership which include Strong Ethical Code, Strong Judgement, Optimising Positive Outcomes, Managing Uncertainty, Leading with Purpose, Strong Legacy, Humanity, Humility, and Self-Awareness. The findings within these dimensions offer novel insights into the dynamics and behaviour of wise leaders in organisations, which extend beyond the proposed nomological framework. Whilst aspects of these dimensions have been discussed in previous literature, no single model of leadership or wisdom comprise all nine characteristics of wise leadership found in the present study, thus contributing to our understanding of the attitudes, beliefs, behaviour, and actions of wise leaders in organisations.

5.8.2 Further Considerations

There are a number of important methodological considerations related to this study. First, a potential disadvantage of using nominations to recruit participants is that it may introduce biases that may influence one's nominations. These include the 'similar-to-me' bias, where one has an unconscious tendency to favour people who are physically or professionally similar to them (Standing, 2004); or the 'halo-effect' bias, where one associates success in an endeavour with an overall tendency for success in general (Standing, 2004). However, to prevent such biases from influencing the present research, the invitation for nominations included a description of wise leaders, based on the nomological framework, in order to ensure that nominations were made objectively. Furthermore, nominations were reviewed based on their quality before nominated wise leaders were invited to participate, thus ensuring an objective approach.

Second, the five themes of wise leadership that emerged amongst nominators are not solely based on the data of leaders' followers or direct reports. Just over half of nominators were colleagues of participating leaders, thus enriching our understanding of wise leadership from multiple perspectives. This was pertinent to the methodological design of this study based on literature suggesting that the effectiveness of leadership research can only increase through incorporating views across all levels of an organisation (Antonakis & Atwater, 2002; Alimo-Metcalfe & Alban-Metcalfe, 2005; Smith & Bond, 1993; Triandis, 1993).

Third, it is noteworthy that the majority of wise leaders and nominators were from private sector organisations. Similarly, the majority of participants were of a White British ethnicity based in the United Kingdom. Future research would benefit from identifying whether wise leaders in public sector organisations, and of different cultures, demonstrate the same nine characteristics of wise leadership found in this study.

5.9 Chapter Summary

Through interviews with wise leaders and nominators, nine dimensions of organisational wise leadership have been identified in this study. These include Strong Ethical Code, Strong Judgement, Optimising Positive Outcomes, Managing Uncertainty, Leading with Purpose, Strong Legacy, Humanity, Humility, and Self-Awareness. Similarities and differences between these nine dimensions and existing wisdom and leadership theories have been discussed, concluding that the nine dimensions offer several novel insights about the characteristics of wise leaders in organisations.

The nine wise leadership dimensions identified will form the basis of Study 2 described in the next chapter. The purpose of Study 2 is to identify current organisational challenges that leaders encounter in relation to these nine characteristics, to elucidate the wise leadership measure.

CHAPTER 6: STUDY 2 - IDENTIFICATION OF LEADERSHIP CHALLENGES

6.1 Chapter Overview

This chapter begins with the rationale for this study and subsequently describes the methodology used to identify leadership challenges to elucidate the wise leadership measure. The results of this study are then presented, showing common themes in leadership challenges and corresponding responses, which will form the basis of the wise leadership measure. The chapter closes with a summary of the findings and discusses further considerations related to the study.

6.2 Rationale

The purpose of this study is to identify the organisational challenges that leaders face in demonstrating each of the nine wise leadership dimensions in Study 1. The challenges described will elucidate the wise leadership measure in terms of designing the vignettes and corresponding response options.

Literature on vignette-based methodologies suggest the importance for vignettes to reflect 'real life' situations based on actual experiences relevant to the population that will use the vignettes, which in the current research, comprises leaders (Faia, 1979; Hughes & Huby, 2004; Parkinson & Manstead, 1993; Sleed et al., 2002; West, 1982). It has also been recommended that experiences or situations could be provided by a sample of participants like the eventual respondents in advance of designing the vignettes (Barter & Renold, 1999; Weber, 1992).

These methodological considerations will be addressed through interviews with leaders about organisational challenges that may require wisdom, which will form the basis of vignettes in the wise leadership measure. This study falls within Hinkin's (1998) first stage of developing a new measure, and will use an inductive approach to identifying current organisational challenges with no *a priori* framework.

6.3 Design and Procedure

An invitation to leaders that hold senior positions in organisations was distributed via e-mail through the researcher's organisational and personal contacts across private and public sector organisations in the United Kingdom (Appendix 6). The invitation included a brief description of the nine wise leadership dimensions identified in Study 1, followed by a section inviting leaders to participate in a telephone interview about the organisational challenges that they face in relation to the wise leadership dimensions.

Leaders that responded to this invitation were selected via an opportunistic sampling method. They were invited to participate in a semi-structured telephone interview about the challenges that they have personally encountered, or observed amongst others, in relation to the nine dimensions of wise leadership. The interview was based on the Critical Incident Technique described in the 'Materials' section below.

It was acknowledged that participants may have questions about what the interview may involve and about the overall purpose of the research. A participant letter was sent to leaders (Appendix 7) in advance of their interview containing details about the background of the research, their right to withdraw, informed consent, and assurance of data protection and confidentiality. After each interview, leaders were asked to provide demographic data.

6.4 Participants

6.4.1 Leaders: In total, 20 leaders voluntarily participated in this study. This sample comprised 12 males and 8 females. The mean age of participants was 43.85 years (*SD = 9.26).* Participants were predominantly White British, with the second highest ethnicity being Asian or Asian British Indian, and the third being Chinese or Chinese British. English was the first language of all participants.

The average years of leadership experience that participants had was 11.15 years (*SD = 8.63).* The majority of participants worked in private sector organisations. The majority of participants had a professional qualification, with the second highest level of education being at a Masters level, and the third highest at degree level.

Table 11 overleaf provide details about the positions of participating leaders. This table also includes a unique ID for each leader, which is referenced throughout the 'Results' section of this chapter.

Table 11: Study 2 – Leaders Demographics

Leader	Role	Gender	Age	Ethnicity	Relationship Status	Years of Experience as a Leader	Sector	Education Level
Leader 1	CEO	Male	39	White British	Married	12	Private	Professional
Leader 2	Director	Female	36	White British	Married	6	Private	Masters
Leader 3	Director	Male	65	White British	Married	40	Private	PhD
Leader 4	Head of Business Services	Male	30	Asian British	Married	3	Private	Masters
Leader 5	Head of Information Management	Male	44	Asian British	Married	8	Private	Degree
Leader 6	Consultant Rheumatologist	Male	45	White Other	Married	10	Public	Professional
Leader 7	Assistant Director	Female	55	Chinese British	Single	15	Public	Masters
Leader 8	Non-Executive Director	Female	47	White Other	In a Relationship	12	Public	Professional
Leader 9	Assistant Vice-President	Male	35	Asian British	Married	3	Private	Degree
Leader 10	Lead Consultant	Female	38	White British	Single	6	Public	Professional
Leader 11	Legal & Policy Director	Male	44	Asian British	Married	10	Private	Professional
Leader 12	National Lead	Male	31	Asian British	Married	4	Public	Degree
Leader 13	Partner	Female	40	White British	Single	5	Private	Masters
Leader 14	Head of PMO	Female	51	White British	Married	10	Private	Masters
Leader 15	Managing Director	Male	54	White British	Married	15	Private	Degree
Leader 16	Director of Services	Female	32	White British	Married	5	Public	Masters
Leader 17	Head of Finance	Male	51	White British	Married	15	Private	Professional
Leader 18	Head of Delivery	Male	41	Asian British	Married	7	Private	Professional
Leader 19	Head of Programmes	Female	44	Chinese British	Married	12	Private	Professional
Leader 20	Chairman	Female	55	White British	Married	25	Public	Professional

6.5 Materials

6.5.1 Leadership Challenges Interview: The Critical Incident Technique was used to design a 'Leadership Challenges' interview for leaders to identify organisational challenges associated with each of the nine wise leadership dimensions. As described in Chapter 6, a critical incident can be described as one that makes a significant contribution to an activity or phenomenon, either positively or negatively (Flanagan, 1954).

The Critical Incident interview was divided into three parts exploring the context, behaviour and consequences of organisational challenges associated with each wise leadership dimension (Butterfield et al., 2005). The 'context' identified and reviewed organisational challenges that leaders encountered in relation to each wise leadership dimension; 'behaviour' explored how leaders responded to the challenge; and 'consequences' identified outcomes of leaders' responses and their reflection of how a wise leader may respond in a similar situation. The interview included an 'opening' section to build rapport with participants in relation to their role and leadership experience (Patton, 2002). The interview was semi-structured enabling the interview to be guided by the interviewee (Flanagan, 1954; Yeo et al., 2013). The interview questions are shown in Table 12 overleaf.

Leaders were invited to share any positive challenges and incidents in relation to the wise leadership dimensions, which are of equal importance to problematic challenges in the critical incident technique (Cope & Watts, 2000).

Table 12: Study 2 – Leadership Challenges Interview

1. Describe some of the challenges that you face in your work as a leader (prompt for short- and long-term challenges if needed).
2. Have you encountered a moral dilemma in your role as a leader? o   What did you do? o   What enabled you to resolve this dilemma successfully? o   What do you think a 'wise leader' would do in this situation? o   Is there anything that you would do differently if the dilemma were to occur again?
3. When have you made a difficult decision that required strong judgement? o   What did you do? o   What made this a good decision? o   What do you think a 'wise leader' would do in this situation? o   Is there anything that you would do differently if the decision needed to be made again?
4. Have you encountered a situation where it was important to consider the outcomes for yourself, your organisation, as well as your wider community? o   What did you do? o   How did you optimise the outcomes for yourself, organisation, and the wider community? o   What do you think a 'wise leader' would do in this situation? o   Is there anything that you would do differently if this happened again?
5. What do you hope to be remembered for in your role as a leader? o   What challenges do you face in creating this legacy? o   Is there anything you would do differently in creating the legacy that you wish to create? o   What kind of legacy do you think a 'wise leader' would work hard to create?
6. How would you describe your purpose as a leader? o   What challenges have you faced in fulfilling this purpose in your day-to-day work? o   How have you addressed these challenges? o   What do you think a 'wise leader' would do in leading with purpose?
7. Does being aware of your emotions and behaviour help you as a leader? o   How do you regulate your emotions and behaviour as a leader? o   Are there ever situations where regulating your emotions and behaviour is difficult to do? o   What do you do in these situations? o   What do you think a 'wise leader' would do in these situations?
8. Have you encountered any situations where it was important to demonstrate humility as a leader? o   Why was humility important in this situation? o   How did you respond to this situation? o   Is there anything that you would do differently if this situation were to occur again? o   What do you think a 'wise leader' would do in this situation?
9. Describe a situation where you successfully managed uncertainty in your role as a leader. o   How did you respond to this situation? o   Why did you respond in this way? o   Is there anything you would do differently if the situation were to occur again? o   What do you think a 'wise leader' would do in this situation?
10. Are there any other significant challenges that you encounter in your role as a leader?

6.6. Data Analyses

Interview Data: As with the interviews that took place in Study 1, the interviews with leaders were transcribed using Express Scribe, which is a professional audio player software designed to assist the transcription of audio recordings. Express Scribe enables audio recordings to be played back using 'hotkeys' on a transcription keyboard to ensure accurate transcription of interviews. Each transcription was cross-checked against the audio recording, correcting any errors as appropriate.

Each transcript was then loaded into a software package, NVivo 9, in preparation for data analysis. NVivo 9 provides a platform for analysing all forms of unstructured data by collecting, organising and analysing qualitative materials. The use of software is increasingly in qualitative research as it enables researchers to use a robust and objective way in which to code data and manage emerging themes (Bazeley & Jackson, 2013; Travers, 2009). However, using software is not an adequate substitute for the researcher's analysis of data (Bazeley & Jackson, 2013). Therefore, NVivo 9 was used as a tool to support the analysis.

The analysis of interviews was approached inductively, with no 'a priori' thematic framework, using thematic content analysis (Smith, 1992). All interviews were analysed line-by-line and all data were examined. Coding was applied within NVivo 9, initially using 'free nodes' within each wise leadership dimension. 'Free nodes' refer to the identification of themes and is the equivalent of identifying 'frames of reference' as recommended in the procedure for analysing critical incident interviews (Kain, 2004). For example, when exploring challenges associated with 'Strong Legacy', several interviews included statements such as, *"I'm always mindful of succession planning in order to deliver successfully against our strategy beyond my role…"* (Leader 20) and *"…deliver the implementation of a long-term strategy with a view to leading it in the future…"* (Leader 2). In these examples, words and phrases such as 'succession planning', 'beyond my role', 'leading it in the future' relate to 'succession planning', and therefore, a free node entitled 'Succession Planning' was initially applied to codify these statements in NVivo 9 as an organisational challenge associated with Strong Legacy.

To give a second example, when exploring organisational challenges associated with the dimension of 'Humanity', interviews included statements such as *"… they were probably getting 2-3 hours' sleep… many of them had young families… what they achieved in a short space of time was unimaginable…"* (Leader 14) and *"…we have sales and the business, but life is very fragile… you need to live the life you want to…* (Leader 2). In these examples, phrases such as 'getting 2-3 hours' sleep', 'young families', 'what they achieved in a short space of time', 'life is very

fragile', 'people should feel supported by us as leaders', allude to leaders showing humanity towards employees' strong work ethic, and were therefore assigned a free node entitled 'Recognition of strong work ethic' in NVivo 9.

Leaders' responses to challenges were also analysed line-by-line, applying 'free nodes' to categorise common themes. The analysis also distinguished between leaders' responses (Average) and responses that leaders considered to be wise (Wise). To illustrate with the above examples, when asked about strategies that wise leaders would implement for succession planning, interviews included statements such as *"...a wise leader would constantly have their eye on developing pools of talent that are able to deliver... in the future"* (Leader 2). This reflects leaders' perception that a wise response to developing succession plans would be to develop others to lead in the future. This was therefore assigned a free node entitled 'Enable others to gain experience (Wise)'.

In the second example related to 'Recognition of strong work ethic', when leaders were asked how they had responded to employees demonstrating strong work ethic at the expense of their personal lives, interviews included statements such as, *"People's lives are bigger than what we do at* [Name of organisation]*... people should feel supported by us as leaders..."* (Leader 2) which indicated leaders' respect for employees' personal lives. Statements such as this were assigned a free node entitled 'Respect and empathy towards employees' personal lives (Average)' as a response to 'Succession planning'.

Once patterns, similarities and differences began to emerge across the interviews, the free nodes were organised into a hierarchy of 'tree nodes' which refers to a classification of 'core themes' and 'sub-themes' related to each wise leadership dimension. This is consistent with the second recommended stage for analysing critical incident interviews (Flanagan, 1954; Woolsey, 1986). The 'core themes' represent organisational challenges described in relation to each wise leadership dimension; and the 'sub-themes' represent responses to these challenges. Using the above examples, in the challenges associated with the wise leadership dimension of 'Strong Legacy', 'Succession planning' was identified as a 'core theme' and the response of 'Enable others to gain experience (Wise)' was classified as a 'sub-theme'. In challenges associated with the wise leadership dimension of 'Humanity', 'Recognition of strong work ethic' was identified as a 'core theme' and the response of 'Respect and empathy towards employees' personal lives (Average)' was categorised as a 'sub-theme'.

When there was alignment between leaders' responses to a challenge and their perception of how wise leaders would respond, the sub-theme was categorised as 'Wise'. For example, under the

wise leadership dimension of 'Humility' where a core theme related to 'Making errors or mistakes', leaders described, *"...I apologised and held my hands up to the mistake..."* (Leader 20) and also suggested that wise leaders would do the same, *"... he completely understood our position and took responsibility for his lack of performance..."* (Leader 4). Both views relate to 'Taking ownership' which was categorised as 'Wise'.

The initial analyses of the first few interviews led to the identification and classification of an early thematic framework showing common organisational challenges and responses associated with each wise leadership dimension (Table 13). Based on the recommended stages of analysing critical incident interviews, this early framework then formed the basis for a second analysis of themes in the interviews, which involved deductive analysis (Anderson & Wilson, 1997; Flanagan, 1954; Hinkin, 1995; Kain, 2004). This second analysis led to the emergence of new and refined themes, and the data were also analysed for further instances of the themes that emerged during the initial analysis. To illustrate using the above example of 'Recognition of strong work ethic' as a common challenge described under 'Humanity', in response to how wise leaders would respond, new interviews included descriptions such as *"wise leaders would make sure that their workload becomes more sustainable through effective resourcing..."* (Leader 18), *"It would have been wrong for me to pile on the added pressure of work...* (Leader 12), and *"...reallocated to give him some space..."* (Leader 14). These statements refer to making employees' workloads more sustainable, and was therefore categorised as a 'sub-theme' entitled 'Balance work outcomes to ensure sustainability' in the thematic framework. The final thematic framework is shown in Table 14, and was used to re-examine all data (Kain, 2004).

Throughout all stages of analysis, a journal was maintained containing ongoing reflections about the emerging leadership challenges and responses, which was used to ensure thorough interpretation of the analysis. Based on this methodology, the findings are presented according to the final thematic framework, rather than specific interview questions, so that illustrations of each theme can be drawn from all the interviews.

Table 13: Early Thematic Framework of Wise Leadership Challenges and Responses

Wise Leadership Dimension	Core Themes (Leadership Challenges)	Sub-Themes (Responses to Challenges)
Strong Ethical Code	Making decisions	Identify patterns in the market (Average)
		Prioritise ethics and values (Wise)
		Reflect on the right thing to do (Wise)
	Observing unethical behaviour	Role model ethics and morality (Wise)
		Seek advice from others (Average)
	High performing employees that lack ethics	Prioritise ethics over performance (Wise)
		Prioritise commercial success (Average)
Strong Judgement	Competing priorities	Appease selective stakeholders (Average)
		Defer responsibility (Average)
	Financial and stakeholder investments	Base decisions on 'gut' reactions (Average)
		Use objective data to inform (Wise)
	Leading change	Apply strategic awareness (Wise)
		Embed new policies and procedures (Average)
		Awareness of interpersonal issues (Wise)
Optimising Positive Outcomes	Underperformance of employees	Avoidance of dealing with underperformance (Average)
		Providing training (Average)
		Dismissal from organisation (Average)
		Balance what is right for all parties (Wise)
	Incompatibility between organisational and consumer goals	Re-evaluate organisation's strategy (Average)
	Ensuring return on investment	Prioritise commercial benefits (Average)
		Consider long-term impact (Wise)
		Ensure rewards for employees and stakeholders (Wise)
	Managing conflict	Avoidance of conflict (Average)
		Recognise competing needs of stakeholders (Wise)
		Ensure fulfilment of wider goals (Wise)
Managing Uncertainty	New investments	Observe strategic trends (Average)
		Draw on multiple sources of data (Wise)
		Strategic forecasting (Wise)
	Managing competition	Cheaper pricing (Average)
		Leverage existing services or products (Average)
		Develop innovative solutions (Wise)
	Decisions based on incomplete data	Research objective patterns in data (Average)

		Identify nuances in similar data (Wise)
	Anticipating consumer behaviour	Being comfortable with uncertainty (Wise)
Strong Legacy	Succession planning	Develop succession plans (Average)
		Enable others to gain experience (Wise)
		Recruit when need arises (Average)
	Fulfilling one's legacy	Ensure sustainability of services (Average)
		Prioritise day-to-day responsibilities (Average)
		Integrate legacy through day-to-day leadership (Wise)
	Stakeholder relationships	Create legacy through quality of relationships (Wise)
		Meaningful communication (Wise)
Leading with Purpose	Increasing employee engagement	Invest in strategies to increase motivation (Average)
		Align employees' mission to organisational mission (Wise)
	Incongruence between ones purpose and day-to-day role	Prioritise one's organisational or public responsibility (Wise)
		Align personal purpose with organisational purpose (Wise)
	Motivating others through change and adversity	Awareness of interpersonal issues (Average)
		Energise employees through meaningful communication (Wise)
Humanity	Recognition of strong work ethic	Demonstrate appreciation (Average)
		Respect and empathy towards employees' personal lives (Wise)
	Positive regard for others' well-being	Compassion towards employees (Wise)
		Provide support and flexibility (Average)
Humility	Lack of knowledge	Learn from others (Wise)
		Leverage expertise of others (Wise)
	Being superseded by others	Sense of frustration (Average)
		Feeling of respect and acceptance (Wise)
	Lack of personal recognition	Sense of despondency (Average)
		Focus on collective team success (Wise)
Self-Awareness	Meeting new challenges	Apply awareness of strengths and weaknesses (Wise)
		Adapt strengths based on situation (Wise)
		Mitigate weaknesses (Wise)
	Receptiveness to feedback	Accept feedback from others (Average)
		Enquire and learn from feedback (Wise)
		Proactively seek feedback (Wise)
	Impact of behaviour	Regulate emotions for diplomacy (Wise)
		Demonstrate professional confidence (Average)

Table 14: Final Thematic Framework of Wise Leadership Challenges and Responses

Wise Leadership Dimension	Core Themes (Leadership Challenges)	Sub-Themes (Responses to Challenges)
Strong Ethical Code	Making decisions	Identify patterns in the market (Average)
		Prioritise ethics and values (Wise)
		Reflect on the right thing to do (Wise)
		Guided by a fundamental mission (Wise)
	Ensuring integrity in data	Challenge dishonesty (Wise)
	Observing unethical behaviour	Role model ethics and morality (Wise)
		Challenge self-aggrandisement (Wise)
		Escalate to others (Average)
		Seek advice from others (Average)
	High performing employees that lack ethics	Prioritise ethics over performance (Wise)
		Prioritise commercial success (Average)
	Balancing self and organisational success	Prioritise the greater good (Wise)
		Find a balance (Average)
Strong Judgement	Competing priorities	Appease selective stakeholders (Average)
		Defer responsibility (Average)
		Optimise outcomes across all stakeholders (Wise)
	Financial investments	Base decisions on 'gut' reactions (Average)
		Use objective data to inform (Wise)
		Apply strategic awareness (Wise)
	Developing new stakeholder relationships	Consider long-term benefits (Average)
		Protect current commercial success (Wise)
	Leading change	Anticipate issues to resolve (Average)
		Apply strategic awareness (Wise)
		Embed new policies and procedures (Average)
		Awareness of interpersonal issues (Wise)
Optimising Positive Outcomes	Underperformance of employees	Avoidance of dealing with underperformance (Average)
		Providing training (Average)
		Dismissal from organisation (Average)
		Balance what is right for all parties (Wise)
	Incongruence between organisational and consumer goals	Re-evaluate organisation's strategy (Average)
		Take long-term view (Wise)
	Social and environmental consciousness	Prioritise leader's responsibility to the public and environment (Wise)
	Ensuring return on investment	Prioritise commercial benefits (Average)
		Consider long-term impact (Wise)

		Ensure rewards for employees and stakeholders (Wise)
	Managing conflict	Avoidance of conflict (Average)
		Recognise competing needs of stakeholders (Wise)
		Ensure fulfilment of wider goals (Wise)
Managing Uncertainty	Strategic investment decisions	Observe strategic trends (Average)
		Draw on multiple sources of data (Wise)
		Strategic research and forecasting (Wise)
	Gaining competitive advantage	Cheaper pricing (Average)
		Leverage existing services or products (Average)
		Develop innovative solutions (Wise)
		Leverage subtle factors (Wise)
	Decisions based on incomplete data	Research objective patterns in data (Average)
		Identify nuances in similar data (Wise)
	Anticipating consumer behaviour	Being comfortable with uncertainty (Wise)
		Research patterns (Average)
		Draw on previous experience (Average)
		Observe trends to forecast (Wise)
Strong Legacy	Succession planning	Develop succession plans (Average)
		Enable others to gain experience (Wise)
		Recruit when need arises (Average)
	Knowledge management	Retain knowledge and expertise (Average)
		Develop retention methods for future value (Wise)
	Fulfilling one's legacy	Prioritise day-to-day responsibilities (Average)
		Integrate legacy through day-to-day leadership (Wise)
	Relationships and communication	Create legacy through quality of relationships (Wise)
		Meaningful communication (Wise)
Leading with Purpose	Increasing employee engagement	Invest in strategies to increase motivation (Average)
		Align employees' mission to organisational mission (Wise)
		Communicate with purpose (Wise)
	Incongruence between ones purpose and organisational goals	Prioritise one's organisational or public responsibility (Wise)
		Accept incongruence (Average)
		Align personal purpose with organisational purpose (Wise)
	Motivating others through change and adversity	Awareness of interpersonal issues (Average)
		Energise employees through meaningful communication (Wise)

	Purpose as a guiding principle in decision making	Base decisions on organisational mission and values (Wise)
Humanity	Recognition of strong work ethic	Demonstrate appreciation (Average)
		Respect and empathy towards employees' personal lives (Wise)
		Balance work outcomes to ensure sustainability (Wise)
	Accident at work	Prioritise well-being of staff above commercial loss (Wise)
	Positive regard for others' well-being	Empathy and compassion towards employees (Wise)
		Provide support and flexibility (Average)
	Working conditions	Improving working conditions (Wise)
		Prioritise staff well-being (Wise)
Humility	Lack of knowledge	Learn from others (Wise)
		Request help (Wise)
		Leverage expertise of others (Wise)
	Being superseded by others	Sense of frustration (Average)
		Feeling of respect and acceptance (Wise)
	Lack of personal recognition	Sense of despondency (Average)
		Focus on collective team success (Wise)
		Focus on contribution to wider organisation (Wise)
	Making errors or mistakes	Take ownership (Wise)
		Accept and learn from mistakes (Wise)
		Blame others (Average)
		Use as an opportunity to grow and develop (Wise)
Self-Awareness	Meeting new challenges	Apply awareness of strengths and weaknesses (Wise)
		Mitigate weaknesses (Wise)
	Receptiveness to feedback	Accept feedback from others (Average)
		Enquire and learn from feedback (Wise)
		Proactively seek feedback (Wise)
	Managing complexity	Take multiple perspectives (Wise)
		Awareness of emotions, values and preferences of self and others (Wise)
	Impact of behaviour	Regulate emotions for diplomacy (Wise)
		Demonstrate professional confidence (Average)
		Use self-awareness and judgement to add value (Wise)

6.7 Results

We now turn to presenting the results from the Leadership Challenges interview based on the final thematic framework.

Strong Ethical Code

When leaders were asked about moral challenges they have encountered in their role, key themes emerged related to demonstrating a strong moral code when making internal or external decisions, ensuring integrity in data, responding to unethical behaviour, rewarding performance and integrity, and balancing self and organisational success. Each of these themes is discussed below.

Several moral dilemmas related to innovation and ensuring that new products and services were launched ethically to ensure high quality and to protect the organisation's reputation.

"When we developed the [name of new product], we knew we had to change the benchmark, so it was raised... We did this by finding out what was going on in the market, kept the customer informed about what was happening, and implemented it very quickly... As a Director I felt a strong sense of moral compass to make sure that our services are legitimate and producing the expected results to protect our brand and reputation..." (Leader 2)

This example illustrates the challenge that leaders face when developing new products or services in ensuring ethics throughout the design and launch, and in ensuring that the right results are delivered. Leaders described identifying patterns in the market and keeping the customer informed to ensure successful implementation.

In terms of the leaders' description of how a wise leader might respond to moral challenges in this context, leaders described taking the time to reflect on the 'right' way of implementing a new service or product, ensuring that important decisions are not made reactively or emotionally, and placing an emphasis on ethical considerations, as illustrated in the following view:

"I think a wise leader would not react too quickly or emotionally, their decision making would be logical and sensitively done... if I could do anything differently I would make sure that I know what's on the radar so that our decisions are not too quick and so that communication channels remain open..." (Leader 2)

A similar challenge that leaders described in the context of providing a service related to the clients and customers that the organisation worked with. Several leaders described situations in which they had experienced an ethical dilemma where staff felt comfortable about serving clients

from a controversial background. A leader from a management consultancy shared the following view in this respect:

"It raised a question about who are the customers or clients that we want to work with and why? Are there any that we wouldn't work with and why? Some people in the team have said they'd never work with tobacco companies for example, but then what about other organisations such as the armed forces? They may not all go and kill people in war but they are a support role to those people. Are we saying that the people that work for those organisations should not be allowed to be supported in becoming a better leader, manager, or more effective at work? And then we have to think about how far we take that; would we not work with government because they sign off wars for instance?" (Leader 1)

In terms of how leaders responded to moral challenges like these, leaders described respecting the ethics of their staff whilst identifying the right course of action that would fulfil the organisation's mission. When asked about how a wise leader might respond to a challenge like this, leaders described a similar approach of being guided by the organisation's fundamental mission, whilst respecting the values of others:

"Ultimately I have to weigh up that they are our biggest client bringing in over £120,000 worth of work. If I refuse the client then I don't know how I will pay my staff, grow my organisation, feed my children... It's important to respect the ethics of people but also bring it back to our overall mission. I took the project but didn't force staff to work on it if they felt uncomfortable to do so." (Leader 1)

A further moral challenge that the leaders described related to working with data in the context of individual or organisational performance. Several leaders described situations in which it was important to ensure the integrity of data for both internal and external purposes, even if the data reflected poor commercial outcomes. One such leader commented as follows:

"Just take the libor rate as an example in financial services... leading companies took advantage of it being a general estimate... by massaging it they were undermining the trust of other constitutions..." (Leader 3)

In terms of how participants suggested wise leaders might respond to a challenge where the integrity of data was at jeopardy, it was suggested that wise leaders would stand for doing the right thing in order to correct the data, protect its integrity, and maintain the trust of others.

"What would a good leader and a wise leader do? They'd be transparent and prioritise doing the right thing above their own personal gain... they'd get to the bottom of how and why something like that had happened and stand for integrity..." (Leader 3)

A similar challenge that was described related to leaders observing dishonest behaviour amongst their seniors, peers, or other employees; particularly in the context of the individual being widely known and respected.

"It was a shock because he [employee] is a star performer and also a good friend... when I saw the figures he'd presented, initially I didn't notice, but with further analysis I noticed they were exaggerated..." (Leader 14)

The leaders described numerous ways in which they had resolved such issues, through methods such as addressing them directly with the employee in question, escalating the issue, or speaking to others for advice. However, when asked about what a wise leader might do in a similar situation, or what they would do differently in retrospect, leaders described addressing the issue in a way that respects the relationship between the leader and employee but also acutely emphasises the consequences of unethical behaviour at work.

"A wise leader would find the right balance between their friendship but also being stern about their unethical behaviour, emphasising the importance of integrity and doing the right thing..." (Leader 10)

A further challenge in terms of moral dilemmas described by the leaders related to organisational politics. Leaders described common situations in which peers and colleagues had self-aggrandised outcomes in order to progress within their careers. Often such leaders were responsible for making decisions about career progression and succession planning, amongst such organisational politics.

"There was a sales person that shafted everyone on the team, were disliked by everyone, but brought in the most revenue than anyone else in the region. It's a great people challenge... this is where you are tested on whether you will 'walk the walk' or back down in the face of financial numbers..." (Leader 1)

In terms of how leaders described overcoming challenges like these, values took precedence over performance. However, it was suggested that some leaders may prioritise financial success above values. Leaders described that wise leaders would take a similar approach in role modelling a strong moral code throughout their decisions:

"A person like that has got to go, or try to develop a change in their behaviour and values, because if you don't do that then the only message it gives is that all that matters is revenue and everything else about teamwork, collegiality can go out of the window if you're not bringing in the revenue. Dilemmas like that forces wise leaders to consider what really matters to that organisation... People respond to behaviour, the way things are done, not the values on the wall..." (Leader 1)

Similarly, in overcoming challenges relating to people and right conduct, another leader gave the example of a framework proposed by a famous CEO that categorises performance and values to guide their decisions:

"First, if an employee doesn't perform adequately and neither demonstrates the right values, then you may consider sacking them. Second, if they have high performance and are values-oriented, then they're a keeper. Third, if they lack performance but demonstrate the right values, then you would do well by supporting them. Fourth, however, if they demonstrate high performance but lack the right values, then you're going to hit thorny issues..." (Leader 15)

This further illustrates the importance that the leaders placed on values above performance in order to resolve challenges that involve self-aggrandisement or harmful political issues within an organisation.

A further moral challenge that the leaders described related to balancing one's personal interests with that of the needs of the wider organisation or society. Several leaders described challenges where they had to make decisions based on what was best for the wider good, above and beyond their personal needs or aspirations. One such leader commented as follows:

"I was responsible for a large amount of budget and was faced with a dilemma of giving it to someone that I'd been trying to influence to get one of my projects off the ground, or with a second proposal from someone I didn't really know but whose project was really beneficial to our organisation's strategic goals." (Leader 4)

In terms of how the leaders described responding to dilemmas related to balancing one's personal interests with that of the organisation, the leaders described either finding a balance through objective means and basing one's decision on what is optimal for the needs of the wider organisation.

"We requested all parties to submit a proposal outlining the benefits of their projects and ultimately made a decision based on what was beneficial to the organisation's success..." (Leader 16)

As illustrated by the above quotation, leaders described that in moral dilemmas involving personal versus collective interests; a wise response would prioritise what is optimal for the greater good of an organisation.

In summary, leaders described a range of different ethical challenges, and described responding to them in ways that prioritises being guided by values, ensuring integrity in their work both internally and externally, rewarding performance achieved with integrity, and being a role model of right conduct to employees, customers, and other stakeholders.

Strong Judgement

When the leaders were asked about situations in which difficult decisions had to be made which required strong judgement, several key themes emerged. These ranged from situations that involved making decisions based on conflicting priorities, financial investments, managing stakeholder relationships, and successfully leading change. Each of these themes is discussed in further detail below.

A key theme emerged related to making decisions based on several competing but equally important priorities. One leader described a challenging situation where conflict arose between a high performing member of staff and a high stake client, putting the leader in a situation where both parties needed to feel trusted, respected and valued.

"It was a very challenging situation that needed delicate handling... on the one hand I knew my colleague was exceptional and a thought leader in our field, and on the other hand, we needed to respect our client's experience and position as a customer..." (Leader 10)

In terms of how leaders described how they had responded to challenges involving conflicting priorities, a range of responses were received such as automatically appeasing the client at the expense of the employee's reputation, defending the member of staff, or encouraging the parties involved to resolve the situation amongst themselves.

"The customer took precedence without a second thought, which left our colleague feeling a lack of loyalty, devalued and disengaged... after eventually hearing his side of the story and realising

that the customer continued to be problematic, we realised that we should have handled the situation a lot differently." (Leader 10)

When asked how a wise leader might respond to such a situation, emphasis was placed on demonstrating acute judgement of the situation where the views of all parties were objectively heard and the situation was resolved in a way that would leave all parties feeling respected and valued.

"A wise leader would probably seek to understand the perspectives of all the parties involved, and find an optimal solution that would leave each person feeling respected, valued and empowered..." (Leader 13)

Further challenges that leaders described in making decisions that required strong judgement related to financial investment decisions. Leaders described the need to make strategic decisions which would often involve risk and uncertainty, involving important considerations such as the questions shared by the following leader:

"When I'm making financial decisions I consider several questions such as will this give me differential return? How do I invest the funds and resources that I have? Do I borrow more funds because the rate of returns would exceed it, or should I get other investors to share the risk, but the trade-off is that they may expect more of the return. Should I spend money on a new piece of machinery or spend it on new staff and get the return you want to see. Should I keep money in sterling or put it into dollars, yen and so on. Should I invest liquid funds into the stock market or government or corporate bonds; what will give differentiated return?" (Leader 1)

In responding to important decisions about financial investments, leaders suggested that wise leaders would demonstrate strong judgement by making decisions based on objective data such as alignment to the organisation's vision and strategy, projected return on investment, and taking calculated risks. They emphasised that such decisions should not be made in haste or 'gut' reactions.

"Confidence in your judgement grows over time... initially I would do things too quickly, but now I hold up other criteria and worry less about pace or gut reaction.... I base financial decisions based on strategic factors such as what is right for the business, our strategy, the impact on individuals as well as the business, brand perception, profit and turnover, long term benefits, and what's sustainable... I think a wise leader would do the same... they would never take a gamble or invest in something based on a hunch..." (Leader 2)

A similar challenge was described by leaders in relation to investing in new relationships with stakeholders. Several leaders described situations where they had sacrificed time, resources and profit in order to build and maintain key stakeholder relationships; whilst also being aware of drawing a balance and ensuring commercial success through doing so.

"[Name of organisation] has a strong brand within the industry and having them as one of our clients would be a significant opportunity. They loved the project that we had proposed but were squeezed for budget and asked whether we could basically do it for a price that would basically negate our profit margin..." (Leader 7)

In terms of how leaders described responding to situations where relationships were prioritised above revenue, the majority of leaders described demonstrating strong judgement by investing in relationships as guided by strategic factors as opposed to being attracted to short-term gain.

"There are situations when you can't afford to be short-sighted by focusing on short-term gains... I made the right decision by investing in the new relationship and offering good will, which I'm confident will yield return on investment in the long term... I guess a wise leader would do this." (Leader 2)

Leaders also suggested that wise leaders would strike the right balance by investing in the relationship but also protecting one's commercial success by finding creative ways of creating value for the stakeholders.

"If someone asks you for an apple but really they need a pear, you don't give them an apple... you find ways to make the pear attractive for them and meet their needs, whilst building a strong foundation of trust in the new relationship by doing so..." (Leader 18)

A further theme that emerged in relation to a difficult situation that required strong judgement involved change management. Several leaders described situations where strategic organisational factors needed to be balanced delicately with people management factors. One such leader described a situation where the organisation had been through a restructure process which impacted the engagement levels of staff as follows:

"The restructure was executed successfully but as you can imagine left us in a situation where we had fewer staff with the same, if not, increased workloads...we picked up a change in motivation which started to negatively impact people's performance..." (Leader 8)

In terms of how leaders described responding to this situation, some leaders indicated that although they were aware of the issue, they waited to observe whether it might naturally change:

"I didn't step in straight away and thought people's roles might automatically become clearer once things settle after the restructure..." (Leader 15)

Other leaders described having performance-related conversations with certain employees in order to bring focus into their roles:

"We had regular one-to-one meetings to monitor and keep track of outcomes so that I could support him..." (Leader 19)

In terms of leaders' views on how they would respond differently to the situation, as well as their views on how a wise leader would demonstrate strong judgement, leaders indicated that they would seek to understand the causes of disengagement. They described recognising the link between engagement and performance and would therefore prioritise identifying strategies to increase the motivation of employees.

"On the basis that people are our greatest asset, I'd explore the reason for the change in behaviour rather than assume that I already know... I'd address the performance issue by identifying ways to increase the team's motivation after having gone through so much change... a wise leader would know that engaged employees and more productive..." (Leader 2)

As illustrated above, it was felt that wise leaders would use their awareness of multiple strategic factors to resolve complex situations, illustrating strong judgement in their decisions.

In summary, leaders described a range of different situations in which difficult decisions needed to be made which required strong judgement. Throughout these situations, leaders demonstrated strong judgement by taking multiple factors into account when making decisions; strategically maximising long-term investments related to finances, key stakeholder relationships and other organisational factors; and analysing situations beyond what is immediately visible in order to understand deeper organisational issues.

Optimising Positive Outcomes

Several key themes emerged when leaders were asked about situations where it was important to consider outcomes for themselves, their organisation, as well as their wider community. These ranged from situations that involved the underperformance of employees, incongruence between organisational and consumer goals, demonstrating social and environmental concern, establishing return on investment, and managing conflict. Each of these themes is discussed in further detail below.

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A key theme that emerged amongst several leaders was the issue of underperformance. Leaders described challenging situations where underperformance needed to be handled delicately in order to prevent adverse effects occurring amongst the individual concerned, their wider team, and the organisation.

"Underperformance is challenging because at what point, and how do you deal with this when trying to balance the interests of the organisation, other employees, managers and leaders and its emotional impact, and also the underperforming employee... it's easy to shy away, ignore, rationalise, minimise it because of the harsh reality..." (Leader 1)

In terms of how leaders described how they had responded to underperformance, some leaders described being unsure about the best course of action and avoided the issue:

"I had ducked the issue due to a nervousness of how it would affect the person concerned... they had recently started a family and were moving house..." (Leader 3)

Other leaders described providing support for the underperforming employee, in order to address the issue albeit indirectly:

"We made sure everything was done to prepare alternatives... identifying sources of support to help them develop the right skills was what we tried first...it was more of an emotional response..." (Leader 3)

Several leaders indicated that they had dismissed the underperforming employee, commenting as follows:

"I followed the correct procedures based on the view that I can't have any integrity as a leader and pay you X amount when you are consistently underperforming, when the reality is that other people are paying your salary through the work that they do, rather than the work you do yourself" (Leader 1)

When asked about how a wise leader might respond to the issue of underperformance, several leaders suggested that they would address the issue directly, incorporating their understanding of what is right for the underperforming individual, their team, as well as the wider organisation.

"A wise leader would be inclined to tackle these issues head on... as painful as it is as a leader, you have to take on the chin the fact that I chose this individual for the role and it was possibly a wrong decision, which means that I'm responsible for this issue, as well as the impact on that

individual, their family and children... However, you have to come back to the view that I am here to make the right decisions as a leader for my organisation and I am betraying everyone else in the organisation if I don't deal with this." (Leader 1)

Several leaders also discussed that wise leaders would be aware of the consequences of not dealing with underperformance to their wider team and organisation, illustrating as follows:

"If the issue is not dealt with, it becomes toxic and indicates weak leadership... others may feel that if X person is not performing then why should I bother if I'm doing the same work as X and they're getting away with it... so it's the duty of the company to protect the best interests of everyone that works with that person... the underperforming individual will be better off in a place where their strengths are better matched to the opportunities..." (Leader 2)

This illustrates that wise leaders would respond to issues such as underperforming employees in a way that optimises outcomes for the underperforming employee, their colleagues, as well as the wider organisation.

A further key theme that emerged in situations where leaders needed to consider optimising multiple outcomes involved balancing the needs of an organisation with that of customers. Several leaders described situations where significant revenue had been forecasted based on selling a new product or service in order to meet financial targets, but consumers did not engage with these new products as anticipated for various reasons.

"We had invested £50,000 to design [name of product] and needed to sell them in volume in order to see a return on investment by the end of the second quarter. Our most significant client had always been interested but knowing their current climate, I knew that it wouldn't quite meet their needs and further work would be needed well beyond our timescales..." (Leader 13)

This kind of scenario resulted in leaders having to re-consider their timescales, short-fall in revenue, and successfully meeting the needs of consumers in order to sustain their relationship.

"Due to the conflicting priorities, we had to decide whether or not we go ahead with launching the new service and re-think our strategy with the new consumer data that we were receiving..." (Leader 8)

In terms of how leaders suggested wise leaders might respond to a similar situation, several leaders suggested that they would ensure that their decision is sustainable in the long-term.

"They would probably realise that their financial forecast was wrong, but prioritise ensuring that the product meets consumers' needs so that they get return on investment and secure stakeholder relationships in the longer-term..." (Leader 4)

This illustrates the way in which wise leaders may take a long-term view in considering the right decision to make in situations where their strategy may not have yielded the anticipated outcomes.

A further key theme that emerged when leaders were asked to describe situations where outcomes needed to be optimised related to the environmental impact of an organisation's work. Leaders described situations where they had undertaken action that had an unexpected negative impact on the wider community, with one such leader giving the following example:

"The Company's Act 2006 states that Directors should have regard for multiple stakeholders and the impact on them, so we are in the public eye and have public responsibility, transparency and scrutiny... someone died as a result of poor maintenance that led to the oil spill in the recent BP disaster... wildlife in the area was detonated... [Name of CEO] was therefore subject to the scrutiny of the public and BP's stakeholders..." (Leader 1)

In terms of how leaders described wise leaders would respond to such a complex situation, it was suggested that decisions would be made on the basis of safeguarding a range of different factors, illustrated as follows:

"A wise leader would take responsibility and take into account issues related to environmental impact, political relationships, public relations, shareholders, internal and external stakeholders, as well as their own and their organisation's reputation..." (Leader 7)

This suggests that wise leaders would take a range of factors into account in order to safeguard their individual, organisational, and environmental well-being in complex situations.

A further key theme that emerged amongst the scenarios which leaders shared related to establishing return on investment. Several leaders described instances where they had to make decisions about whether profit should be invested in rewards such as staff bonuses or promotions; or whether profit should be invested in new services for customers:

"A member of our team had consistently been performing exceptionally towards a promotion but our budget for that year had been forecasted for bringing [name of product] into the market... the question was how could we fulfil both?" (Leader 18)

A range of responses were described in response to similar situations such as prioritising the investment of new products because it would generate revenue that could be used for reward and remuneration purposes; investing in all competing demands in order to satisfy staff and stakeholders; and delaying reward and remuneration so that investment in the organisation's core work takes precedence.

When asked how wise leaders may respond to a situation involving tension in the investment of resources, it was described that they would seek to maximise outcomes, but would also ensure that their decision was fair and just towards their organisation's employees.

"... pay, reward, remuneration, it's always a dilemma... there's a whole industry that advises on this. A wise leader would think about how they could invest in their services to build success, but also look at the market and a balance of what they offer as a reward package and see if that's competitive based on what people would get elsewhere... A wise leader takes more information into account and places more emphasis on nuances or different factors that a naive leader in this situation..." (Leader 20)

This further illustrates that in situations where wise leaders are faced with conflicting priorities in the investment of finances, they would anticipate how the best possible outcome for all factors could be achieved whilst ensuring that their decisions are also based on moral grounds.

A final theme that emerged when leaders were asked about a situation where it was important to consider the outcomes for themselves, their organisation, and external factors related to the resolution of conflict. Leaders described situations in which they were required to play a diplomatic role in order to resolve conflict that had arisen amongst employees or stakeholders.

"It was a project meeting attended by various head of services to discuss the strategy... it quickly became apparent that some individual had strong opposing views that was hindering the progress of not just the meeting, but the project itself!" (Leader 5)

When asked how leaders had responded to situations that involved conflict, the majority of leaders described intervening to resolve the conflict as described below:

"I basically allowed them to air their views, facilitating so that we could move forward constructively, meaningfully..." (Leader 16)

When leaders were asked how a wise leader might respond to such a situation, several leaders described the way in which they would manage the situation so that the needs of their colleagues

or stakeholders were met; whilst also ensuring that the requirements of the project at hand were also supported.

"A wise leader would find ways to transform conflict into some meaningful outcomes that leaves their stakeholders feeling enabled as well as ensuring success of the task at hand..." (Leader 11)

In summary, leaders described a range of situations where outcomes needed to be optimised for themselves, their organisation, and the wider environment. Throughout these situations, leaders made strategic decisions and took actions based on their consideration of maximising success across multiple factors such as people, strategy, operations and finances.

Managing Uncertainty

A range of key themes emerged when leaders were asked to describe a situation where they had successfully managed uncertainty in their role as a leader. These included making investment decisions in uncertain conditions, making strategic decisions based on incomplete data, managing competition, and anticipating consumer behaviour. Each of these themes is discussed in further detail below.

Several leaders spoke of the constant challenge of making strategic investment decisions with increasing globalisation, technological advances, increased competition, and an ever evolving economic climate. One such leader described this as follows:

"... there's the constant and never ending challenge of should I go into X market or Y market? What are the risks and returns? With competition increasing this becomes more and more intense... The world changes quickly, markets change, barriers to entry are eroded. There are more opportunities but one has to be agile and nimble to take opportunities and make them work... The dilemma is where do we create value to our customers and earn sufficient return?..." (Leader 1)

Leaders described that in responding to these challenges, wise leaders would draw on multiple sources of information to help them to make the right investment decisions:

"A wise leader would have a vast array of information at their fingertips, influences that would help them in their decision... for example, I wouldn't develop a [name of product] because although it's personal interest and I'd enjoy it, there's no market interest and so we can't pay for it..." (Leader 1)

Furthermore, related to the theme of undergoing change due to increasing globalisation, some leaders also described situations in which they had expanded their services to other countries, where success was uncertain due to operating in unfamiliar economic landscapes.

"I was uncertain about the climate, patterns of migration, conflict and politics, natural resources, cultural differences... it was a significant change launching from one country to another..." (Leader 3)

In response to making decisions in such uncertain and ambiguous situations, leaders indicated that they had put time into understanding the country that they were investing in, in order to overcome uncertainty.

"I learned about the culture, the language, norms, taboos so that I could really get to know the needs of customers and what's important there..." (Leader 10)

Several other leaders also described the way in which they would conduct research into similar services or products available in the market, or indeed other countries that they were investing in, in order to mitigate the uncertainty and make the right decisions.

"I felt comfortable with the uncertainty because it's to be expected, but I mitigated the risk by looking into examples of similar services that were being launched in other markets and tracking their success..." (Leader 4)

This related to a second theme that emerged where leaders described situations in which they were required to make critical decisions in the absence of complete data, thus increasing the uncertainty about their decisions.

"When the recession hit and continued, we had nothing to follow. There was not much to follow in terms of patterns, so good decisions had to be based on specific and broad decision making criteria, not gut instinct... My time as a director has been throughout times of uncertainty... We're a small growing company and there are not enough people that are specialists in HR, finance or legal matters, we can't plan everything..." (Leader 2)

When leaders were asked how they make effective decisions based on incomplete data, they described looking for nuances in other similar patterns.

"There are things out there that contain data that can inform you like spotting what we do to navigate waters in the right way... there are navigational points that can steer the way. It's about being solutions focused..." (Leader 9)

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Leaders also emphasised using certain decision making criteria and the importance of being comfortable with managing the uncertainty, indicating that wise leaders may do the same.

"Can we develop core capability to deliver the new product? You have to know where to go to research those factors and be mindful of the weighting of those decisions... It's important to know what to do in a state of incomplete evidence and uncertainty... you can't assume that your course of action is the right one or compare it with others... A wise leader will weight all that up and make a decision even with significant uncertainty. Their decisions prove over time to be successful..." (Leader 1)

This illustrates that when decisions have to be made with significant uncertainty, leaders turn to other sources of data and key decision making criteria to help make the right decision.

A further key theme that emerged when leaders were asked to describe a situation where they successfully managed uncertainty related to gaining competitive advantage through their services and products.

"There's always a challenge in terms of the services we're offering relative to what our competitors are offering within the same market... we have to pre-empt their activity so that we can defend our position as leaders in the market, but you rarely know whether the actions you take are going to be successful, or whether your competition are onto the same sort of things that you're doing..." (Leader 13)

When leaders were asked how they respond to such situations, several leaders commented on how they had *"made the competition irrelevant"* (Leader 10) either through cheaper pricing, or focusing on capitalising on other existing products and services that are successful:

"I examined how we could differentiate ourselves from the competition and tap into a different market... we differentiated our brand entirely by doing so." (Leader 15)

When discussing how a wise leader would manage uncertainty in gaining competitive advantage, the majority of leaders indicated that they would focus on innovative solutions and subtle factors that would enable their organisation to gain competitive advantage.

"A wise leader would accept the uncertainty... they'd pay attention to subtle factors that will give them competitive advantage... they'd focus on innovation so that they stay ahead of the competition within their market..." (Leader 16)

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A final theme that emerged when leaders were asked to describe a situation where they successfully managed uncertainty in their role related to anticipating the behaviour of consumers and service users. Several leaders described instances where patterns of customer spending were not as anticipated, which resulted in changes to the course of the organisation's strategy.

"It was noticeable that customers were less attracted to our [name of services] and so spending in that area had significantly decreased... we needed to act quickly to protect revenue but the outcome of our intervention was uncertain..." (Leader 7)

Leaders described a range of responses such as researching patterns of consumer behaviour, or drawing on previous experiences in order to inform the right course of action.

"I examined our customer base and spending habits... we reduced prices rapidly on over 100 products..." (Leader 16)

However, when leaders were asked how a wise leader would respond to anticipating consumer behaviour without guaranteed accuracy, they indicated that decisions would be made strategically based on observed trends and careful forecasting.

"A wise leader would be confident to strategically consider patterns in consumer behaviour that they have observed, and also anticipate future needs of the market through careful forecasting..." (Leader 17)

This further illustrates the way in which leaders would look for patterns in data to guide their decisions in uncertain or ambiguous situations, in order to confidently make the right decisions.

In summary, leaders described a range of situations when they were required to successfully manage uncertainty. Throughout these situations, leaders described conducting research as appropriate in order to increase their knowledge and understanding in order to guide their decisions and behaviour. They also described basing decisions on subtle clues in other patterns of data in order to guide them in situations where objective knowledge, information, or data were incomplete.

Strong Legacy

Several key themes emerged when leaders were asked what they hoped to be remembered for in their role as a leader. These included succession planning to ensure capability beyond one's role as a leader; protecting their organisation's legacy through effective knowledge management; and

creating a positive legacy through ones behaviour, quality of relationships, and meaningful communication.

Leaders described situations where they were acutely aware of developing new services or products that would outlast them, therefore emphasising the need to have strong successors in place for future leadership or sudden unexpected change.

"I'm always mindful of succession planning in order to deliver successfully against our strategy beyond my role... It's important to have a strong successor in case of failure or sudden unexpected change... it's important to me to develop my organisation so that it's successful even when I'm not around..." (Leader 20)

It was also suggested that leaders may not consider succession planning; they may recruit when the need arises, or try to achieve outcomes by themselves:

"Some leaders might put off the issue and wait to recruit on a per need basis, which can create great risk in the future... others that are narcissistic might just focus on doing everything they can whilst they're in their leadership role..." (Leader 8)

When leaders were asked about strategies that they would put into place to ensure the future success of their organisation, the majority of leaders described proactive succession planning, through creating the conditions for emerging leaders to gain relevant experience and take responsibility, suggesting that wise leaders would do the same.

"I suppose a wise leader would constantly have their eye on developing pools of talent that are able to deliver the implementation of a long-term strategy with a view to leading it in the future..." (Leader 2)

This emphasises the way in which wise leaders were perceived to protect the sustainability and legacy of their organisations through effective succession planning.

When leaders were asked about the challenges they face in creating a legacy for themselves and their organisations, a key theme emerged related to retaining knowledge and expertise effectively across an organisation that could be valuable for an organisation's future success. One such leader described this as follows:

"A key challenge that I face, as I'm sure other leaders do too, is around resources being passed on. This might relate to knowledge about clients or customers, the design of materials, technical knowledge and expertise, even innovative ideas that have had to be parked..." (Leader 3)

When leaders were asked how they seek to resolve this challenge, several leaders described attempting to strike a balance between applying knowledge or ideas that create strategic value, with establishing methods to effectively retain knowledge or ideas that are of less strategic importance but could be valuable in the future.

"I evaluate whether or not to take an idea forward through asking questions like what do we want to achieve? What will give us differentiated return on investment? What do we have the capability to do? Is it consistent with our values? What legacy do I want to leave? And traditional strategic questions like if we implement these ideas, is the market for it growing, sustainable, or declining?... A wise leader would ask these questions and find ways to retain ideas that are not used so that they are accessible in the future..." (Leader 1)

As illustrated in the above quotation, leaders suggested that wise leaders would identify ways to create a legacy through the retention of knowledge and resources, which can be applied in the future.

A further challenge that leaders described in creating their desired legacy related to the issue of time pressure. Many leaders indicated that the legacy they wish to create can often conflict with the day-to-day pressures of running an organisation, to the point that other priorities take precedence.

"Your legacy can conflict with the running of the company... I mean, there can be tension between creating your own legacy versus unprofitability of the organisation... at the end of the day, I also have a moral compass on the grounds that everything we do impacts people at [name of organisation] and their families... no matter what legacy I wish to create, at the end of the day, people's wages have to be paid through current projects and goals." (Leader 2)

In terms of how leaders described responding to the tension between the legacy that they wish to create relative to meeting their organisation's day-to-day needs, leaders described being aware of their legacy whilst remaining focused on their organisation's strategic needs.

"I guess average leaders would know what legacy they want to create and pay attention to it, but you have to make sure that your legacy doesn't run away with you..." (Leader 12)

In terms of how a wise leader might respond to this challenge, leaders suggested that they would have a constant awareness of their role as a leader and the legacy that they are creating, and find ways to integrate this into their vision and strategy.

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"A wise leader would probably want to create a legacy that is altruistic rather than for personal gain... they'd integrate the legacy that they want to create through projects in the strategy..." (Leader 2)

Related to the challenge leaders described in creating the legacy that they wish, several leaders described situations where they were acutely aware of creating a positive legacy and impression through their communication style and quality of relationships. Leaders described being aware of how key messages were cascaded across an organisation which would be associated with themselves as a leader, so as to inspire employees with a positive impression about their leader and organisation.

"There was an important update that all staff needed to receive about a change in strategy... it was an exciting change that would be associated with me and our organisational culture... I wanted everyone to feel inspired and motivated by it..." (Leader 19)

In terms of how leaders described communicating effectively to create a positive legacy, they described placing importance not just on the linguistics of their message, but also the semantics ensuring that their message is consistent with the legacy that they wish to create. As indicated by the following leader, it was suggested that wise leaders would also use a similar approach in such situations:

"A wise leader would make sure that the way in which they communicate as a leader is clear, motivational, and also aligned to the legacy that they wish to leave... a wise leader would be aware that their actions have a knock on effect on the quality of relationships they have with employees across the company, as well as how the company's culture is perceived..." (Leader 8)

Furthermore, as the above quotation alludes, leaders also described being aware of creating a positive legacy with employees and stakeholders:

"I work really hard to create a long-lasting and positive impression with my staff and clients... their view of me will ultimately impact their perception of [name of organisation]... I do everything possible to ensure that clients have this trust in my wider teams as well..." (Leader 11)

As indicated in the view above, leaders described being acutely aware of the legacy that they leave through their relationships with employees and stakeholders alike. Leaders suggested that wise leaders would be conscious of this in the way that they build and maintain relationships across time.

In summary, leaders described a range of challenges related to creating a positive legacy through their role as a leader. Throughout these situations, leaders indicated the importance of developing pools of talent across their organisation for succession planning; building their organisation's legacy through the retention of knowledge and ideas; and creating a positive legacy through their organisation's vision and strategy, style of communication, and quality of relationships with employees and stakeholders.

Leading with Purpose

A range of key themes emerged when leaders were asked how they would describe their purpose as a leader, and the challenges that they face in fulfilling this purpose in their day-to-day role. These challenges related to increasing the engagement of employees; feeling a sense of incongruence between ones purpose as a leader and other day-to-day pressures; inspiring others through change and adversity; and using one's sense of purpose as a guiding principle when making decisions. Each of these themes is discussed in further detail below.

A key challenge that leaders described related to increasing employee engagement during organisational change. Several leaders described instances where their organisation had downsized due to the economic downturn, which impacted the morale and engagement of employees.

"We'd had to make a lot of people redundant which was far from ideal but a necessary step... this led to a re-organisation with a new strategy and people performing slightly different roles... engagement had clearly dropped and there was initially a loss of morale..." (Leader 9)

In describing how leaders addressed this challenge, several leaders described acknowledging the impact of the re-organisation on employees and investing in strategies to motivate them.

"We held team events where we recognised the challenges that the organisation had been through, but also celebrated what we have achieved and facilitated activities to help look to the future... people enjoyed the renewed focus that this gave them..." (Leader 12)

When asked how wise leaders might re-engage employees in similar situations, leaders suggested that they would focus on aligning employees' sense of purpose to that of their organisation's purpose through methods such as effective line management and meaningful communication.

"Conversations would be invested with purpose... Profits and sales provide scores against which an organisation is managed, but there's an underlying mission as a whole... for us, this shine

through stories, narratives, heroes of the day such as who demonstrated exceptional customer service... these all relate to the values of an organisation..." (Leader 3)

This suggests that in challenging situations where employees need to be re-engaged with an organisation's goals, wise leaders would ensure that communication is invested with purpose in order to connect employees to their organisation's wider mission.

A second key theme emerged when leaders were asked what challenges they have faced in fulfilling their purpose in their role, which related to leaders feeling a sense of incongruence between their personal mission and their organisation's strategic goals. Several leaders described the challenge of fulfilling day-to-day pressures which were often unrelated to their personal mission as a leader.

"A challenge I face is doing the day job which isn't fulfilling my sense of purpose. My time can easily get filled with doing emails and reviewing work..." (Leader 11)

Other leaders described this challenge in terms of constantly evaluating whether ones actions are for oneself or the organisation:

"There come points where I think to what extent am I doing what I'm doing for me versus my company... At what point are these divergent where I need to go and do something else, or are they sufficiently aligned and we can just get on with things? There will always be movement there... but at what point do these pressures become consistently overwhelming that you need to move on?" (Leader 1)

In terms of how leaders described resolving such personal challenges, several leaders described acknowledging that they may not consistently be able to experience a sense of fulfilling their purpose, but it is important to not lose sight of it:

"An average leader might get dragged into things that take them away from their purpose... it's important that we don't lose sight of what our purpose is... it's not always going to be euphoria, but it is important to assess whether you are doing the right things..." (Leader 6)

One particular leader also commented on the public responsibility that leaders have, versus their own personal goals and aspirations. This leader gave the example of a chief executive of an oil and energy company that was responsible for the loss of lives due to an oil spillage:

"Take [name of Chief Executive] when the oil spillage occurred, sixteen people had died, and he said to the press 'I just want my life back'... as a leader it shows that he is utterly exhausted, but

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to the public it's a bad choice of words and comment to make! Say it to your wife! A leader is ultimately responsible to the public..." (Leader 1)

In terms of how a wise leader would respond to challenges where there was incongruence between their personal and organisational purpose, the majority of leaders suggested that wise leaders would accept that the organisation's goals need to be delivered and may gain a sense of purpose through focusing on this:

"A wise leader will buckle down and get on with things even though these are things not aligned to you, but what the organisation needs to have done..." (Leader 1)

Other leaders also suggested that wise leaders would reflect on how they can re-engage with their personal sense of purpose through the organisation's strategy, expressed as follows:

"A wise leader would be aware of their purpose all the time but would experience that through day-to-day things that are making a difference... they'd also reflect to explore how their personal mission can be aligned to the organisation's goals..." (Leader 6)

This suggests that in situations where wise leaders feel incongruence between their personal and organisational purpose, they would prioritise fulfilling the needs of the organisation but would also seek to re-engage with their personal mission through aligning this with their organisational goals.

A further key theme that emerged when leaders were asked how they would describe their purpose as a leader related to motivating employees through periods of organisational change or adversity. Leaders described situations where their teams had been working at full capacity, but a change initiative meant that teams were required to quickly readjust their priorities, leading to resistance to the change amongst some employees.

"They were a team with very high work ethic and had been working all guns blazing... the new project had to delivered quickly and needed a shift in priorities... people were frustrated that it was a last minute initiative..." (Leader 18)

In describing how leaders responded to such situations, the majority of leaders described being understanding towards the employees, but also described focusing on motivating and engaging their team by reinforcing the purpose of the new initiative.

"I understood the team's frustration about the situation... I emphasised the purpose of the new project and emphasised the contribution that it would make to others... this kind of helped the

team to resonate with the project's goals... they knew my support would be there to deliver on everything successfully... This is what a wise leader would do, bring meaning back into things when the organisation is facing hardship..." (Leader 20)

As illustrated in the above view, it was suggested that wise leaders would inspire and motivate employees through change or adversity by highlighting the purpose and contribution of new initiatives.

A further theme that emerged when leaders were asked about challenges they have encountered in fulfilling their purpose related to dilemmas associated with short-term versus long-term gain. Leaders described situations in which they had sacrificed short-term gain for the sake of fulfilling their longer-term purpose.

"*I was in a client situation where we would have met our monthly sales target if we could close a deal with a client. Before the meeting, [name of client] stressed that their budget had been spent so they were unlikely to proceed with the contract... the team then had to consider how they'd facilitate the meeting... they could still try and go in with a new sort of pitch, or instead, focus on putting the client's needs first and attend from the perspective of investing in the relationship. They did the latter, because that was core to our values...*" (Leader 10)

As the view above illustrates, in responding to situations where leaders were required to distinguish between short-term versus long-term gain, leaders forewent short-term gain and based decisions on their organisation's purpose and values. This is further illustrated in the following view:

"*The question was do we go beyond the resources allocated to this client and refuse to do it because it has gone over and because they are not going to pay us anymore? Absolutely not... our core purpose and duty is to strengthen our clients and we would be wise to focus on that...*" (Leader 7)

When asked what a wise leader would do in such situations, a similar response was described, where decisions about the right course of action to take would be based on the organisation's broader purpose and goals:

"*All decisions would be led by the organisation's fundamental mission statement and core purpose, even if that meant sacrificing short-term benefits for longer-term gain... it comes down to doing the right thing based on your organisation's mission.*" (Leader 8)

This indicated that an organisation's purpose served as a guiding principle in decision making, and in situations where leaders encountered challenges about the right course of action to take.

In summary, leaders described a range of situations when asked about the challenges that they face in fulfilling their purpose as a leader in their day-to-day role. Throughout these situations, leaders described the importance of identifying opportunities to align one's personal mission with that of the organisation's purpose; being aware of one's public responsibility as a leader in fulfilling one's duty; ensuring that the way in which leaders communicate with others is saturated with meaning so as to inspire others; and using one's sense of purpose to guide complex decisions.

Humanity

A range of key themes emerged when leaders were asked whether they have encountered situations where they demonstrated humanity towards others as a leader. These themes related to recognition of strong work ethic amongst employees; accidents occurring in the workplace; positive regard for others' well-being; promoting work-life balance; and creating optimal working conditions. Each of these themes is discussed in greater detail below.

A core theme that emerged when leaders were asked whether they have encountered situations where they demonstrated humanity towards others related to recognition of when employees had demonstrated exceptional work ethic in terms of time and resources to perform successfully, sometimes at the expense of their personal and family life.

"Our headquarters was moving to [name of location] which was a massive achievement, I just can't emphasise how massive it was. The IT team needed to move our entire infrastructure and set up brand new security systems in unknown territory... they were probably getting 2-3 hours' sleep coming in early and working until late... many of them had young families... what they achieved in such a short space of time was unimaginable..." (Leader 14)

In terms of how leaders described responding to situations where they had recognised their teams going above and beyond their roles at the expense of their personal lives, the majority of leaders described feeling a great sense of empathy and appreciation, giving recognition accordingly:

"People's lives are bigger than what we do at [Name of organisation]... Yes, we have sales and the business, but life is very fragile...you need to live the life you want to and people should feel supported by us as leaders to do that..." (Leader 2)

In terms of how wise leaders would respond to similar situations, leaders suggested that they would show employees recognition in terms of appreciating their hard work and effort:

"A wise leader would recognise how much their staff had contributed and sacrificed, there's no doubt about it... they'd raise the morale of those people by showing recognition for their efforts... (Leader 18)

Leaders also indicated that wise leaders would seek to balance employees' work demands so that it is more sustainable in the long term:

"They'd probably make sure that their workload becomes more sustainable through effective resourcing..." (Leader 14)

This relates to a second theme that emerged when leaders described situations in which they demonstrated humanity towards others. Several leaders described situations in which they had become aware of certain staff members experiencing personal issues such as divorce, serving as primary carers to family members, and bereavement. Leaders indicated that such forms of pressure would often impact work routines:

"He's brilliant at what he does at work... due to his situation he'd often have to leave suddenly, things took longer for him to deliver, he was just really, really stressed due to what was going on at home..." (Leader 9)

Leaders described a range of responses to such situations, showing empathy and understanding as follows:

"I recognised that she was under pressure and genuinely felt sorry for her situation. It would have been wrong for me to pile on the added pressure of work at that time... we've all been through hardship and know what it's like..." (Leader 12)

Other leaders demonstrated humanity through being understanding, offering support, enabling the staff member to work flexibly when required, and putting contingency plans in place so that critical tasks are delivered successfully through others.

"I gave him encouragement and made sure he knew I was there for support... I had enough confidence that he takes his work seriously and would deliver it in his own time... other less important stuff I picked up or re-allocated to give him some space... a wise leader would do the same..." (Leader 14)

As indicated in the view expressed above, leaders were not stringent in their approach by demanding that work takes precedence. Instead, they showed support and understanding towards

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employees' personal circumstances and suggested that wise leaders would respond in a similar way.

A further situation that leaders described when discussing humanity towards others related to accidents occurring in the workplace. Leaders described situations that they had personally been in, or witnessed others experience, where an employee had met with an accident in the workplace and was invited by external legal entities to claim compensation.

"The whole radiator fell on her foot and immediately caused a fracture... her GP confirmed that she'd need to take long-term sick leave to help the healing process... there's loads of ads on TV about claiming compensation for accidents at work and [name of employee] was being contacted by these... we didn't really know what she would decide to do..." (Leader 2)

In terms of how leaders described responding to situations that involved the well-being of employees, which might have also involved cost to the organisation, one particular leader commented as follows:

"It could have become a very legal matter... people's lives outside of [name of organisation] is even more important, so individuals should think outside of [name of organisation] and think about their lives. It was important to take decisions that were right for her... A wise leader would ensure that the individual doesn't have regret, or cause regrets for others as a leader..." (Leader 2)

As illustrated by the above quotation, it was suggested that wise leaders would demonstrate humanity towards others by prioritising the safety and well-being of their employees, above any financial loss to their organisation as a result of accidents occurring at work or employees taking long-term sick leave.

This relates to a fourth theme that emerged when leaders were asked to describe situations in which they had demonstrated humanity towards others, which relates to demonstrating positive regard for the well-being of others. Several leaders describe situations wherein a team member or employee appeared to be unhappy for various reasons, despite this not necessarily impacting their performance or productivity.

"She's usually very positive and upbeat, but suddenly she'd gone quiet and wasn't her usual self for a number of days... yes she was still delivering as normal, but clearly something doesn't seem right with her and I was concerned..." (Leader 6)

In terms of how leaders described responding to situations where a colleague or employee appeared not to be their 'usual selves', several leaders outlined how they were genuinely concerned about the individual's well-being. They sought to understand how they could support their colleague, whilst still respecting the individual's privacy:

"I was concerned because he'd been this way for a number of weeks but putting on a brave face in the office... I just looked for ways to support him... I think it made a difference...." (Leader 19)

When asked how wise leaders would respond if a colleague or employee's general demeanour had changed, leaders indicated that they would also demonstrate compassion towards them:

"A wise leader would have empathy towards others. They'd always be aware of the fact that we are holistic human beings... they'd strike a balance between being professional but also being emotionally aware..." (Leader 8)

As the above view indicates, it was suggested that wise leaders would demonstrate humanity by being professional, but also showing emotional awareness towards others, offering their support as appropriate.

A further theme that emerged when leaders were asked about situations in which they had demonstrated humanity towards others related to investing in the right working conditions for their staff, despite regulatory requirements already being met. Several leaders shared the way in which they had invested in making workspaces more comfortable, so that employees feel a greater sense of well-being when working.

"The office used to get quite cold and people were coming to work wearing extra layers of clothes which they soon got used to doing..." (Leader 15)

Leaders described responding to this by investing in new furniture or equipment in order to address issues, with the intention of raising employees' quality of life in the workplace. Several leaders suggested that wise leaders would do the same, focusing on increasing the well-being of their staff:

"We transformed the office into a more pleasant and comfortable working environment... everyone's office chairs were replaced with better quality ones... I think wise leaders would absolutely invest in looking after their employees..." (Leader 15)

As illustrated in the above view, this emphasises that leaders would invest in creating a comfortable and positive working environment for employees in order to safeguard their well-being.

In summary, leaders described a range of situations when asked about when they have demonstrated humanity in their role as a leader. In describing these situations, leaders demonstrated empathy and compassion towards employees as holistic human beings. They recognised that the lives of employees can be complex outside of work contexts; and demonstrated a positive regard for colleagues, team members, and employees alike.

Humility

A range of key themes emerged when leaders were asked whether they have encountered situations where it was important to demonstrate humility as a leader. These themes related to learning from others; being superseded by others; receiving personal recognition; and accepting and learning from mistakes. Each of these themes is discussed in greater detail below.

A key theme that emerged when leader were asked about situations that they have encountered where it was important to demonstrate humility was that of learning from others. Leaders described situations where their knowledge was limited about a certain topic, which was crucial for the progress of a task or project.

"We needed to make an important decision about whether to accept the proposal, although the client was from a market we've never operated in before... I didn't know much about that particular market, but I knew that one of my team members had worked in that industry before..." (Leader 16)

In terms of how leaders described responding to situations where their knowledge about something was limited, the majority of leaders described how they were comfortable with asking for help from a relevant specialist whenever needed, as opposed to believing that they should be perceived as an expert in everything from an egotistical perspective.

"I asked for help at the right time... I asked someone's team leader who knew all about the area and then took a view on how to implement the case..." (Leader 3)

When leaders were asked about how a wise leader would respond in situations where their knowledge was limited, the majority of leaders also suggested that they would accept the limitations of their knowledge and identify sources through research, or through drawing on the expertise of others, in order to progress.

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"Nobody knows everything about everything... A wise leader would accept the limitations of their knowledge and identify people with the right expertise to get on board with confidence..." (Leader 12)

As the above view illustrates, it was suggested that wise leaders would be adept at identifying the right people to learn from, or to compensate for their lack of knowledge or experience in an area.

A further theme that emerged when leaders were asked about situations where it was important to demonstrate humility related to being superseded by other colleagues. Several leaders described situations where younger or less experienced colleagues had progressed further than themselves.

"I'd been coaching [name of individual] for about two years who I'd have said is more junior to me... a position opened up at a level above me which was a perfect opportunity for me, but I found out that my coachee has also applied for it... to my amazement she got the job..." (Leader 19)

In describing how leaders responded to such situations, some leaders indicated feeling a sense of frustration that they were more experienced than the successful individual:

"I felt a little demotivated that he was more junior to me yet got greater recognition..." (Leader 9)

Other leaders suggested feeling respect towards the successful individual, accepting their success with humility, and indicated that a wise leader would take a similar approach:

"I think that a wise leader would be humble about it... in the end I felt proud that she'd got the position... if I'm honest, she really deserved the success and I know she'll achieve great things in that position..." (Leader 19)

As illustrated in the above quotation, it was suggested that wise leaders would demonstrate humility in situations where they had been superseded, through their ability to objectively focus on another's merits.

A further theme that emerged when leaders were asked whether they have encountered situations where it was important to demonstrate humility involved receiving personal recognition. A common situation described related to others getting credit for one's own work or ideas.

"I had conceptualised ideas for the whole thing, although it was presented by my team... they all got recognition for how innovative it was but none of it was attributed to me... I felt disappointed,

but also felt guilty about feeling this way if you know what I mean, because I should be proud of my team..." (Leader 14)

As the above quotation suggests, several leaders described feeling despondent about not receiving personal recognition about their specific contributions. However, when asked about how they would respond differently if the situation were to occur again; or indeed how wise leaders would respond to a similar situation, leaders suggested that they would focus on their team's achievement and be less concerned about receiving specific personal recognition.

"I let them take credit if it leaves them stronger and better... this will be more beneficial rather than assessing what your role is or what you are thinking... focusing on collective success rather than my own personal recognition was the right way to go about things... a wise leader would enable the people around them to feel strong. An average leader would work in isolation, wrestling with wanting to raise their own name or be more concerned about what others think of them..." (Leader 2)

This suggests that wise leaders would demonstrate humility by focusing on the success of their collective team or organisation, and would champion the success of others, rather than seeking personal recognition for their achievements.

A similar situation related to receiving personal recognition involved demonstrating humility when one's ideas or proposals have been rejected. Some leaders described situations in which they had invested significant resources in proposing a new strategy, only for a different course of action to be chosen by higher authorities.

"I'd spent loads of time and effort in preparing a proposal to increase retention... I was pretty sure it would go ahead as I'd had several meetings with [name of Director] to go through it... when it came to decision time, the proposal was rejected in favour of someone else's solution..." (Leader 13)

When leaders were asked as to how they responded to such situations, they indicated demonstrating humility by focusing on the greater goal and therefore accepting the decision, rather than seeking recognition or validation of one's ideas.

"I could easily have got offended but why should I? The other person's idea was much better aligned to what we wanted to achieve and that was the most important thing for me... a wise leader wouldn't get wrapped up in selfishly pursuing their own agenda, they'd focus on delivering the best outcome for everyone concerned." (Leader 5)

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As the above quotation illustrates, leaders suggested that wise leaders would show humility by focusing on contributing to their organisation's collective goals, rather than seeking recognition for personal gain.

A further theme that emerged when leaders were asked whether they have encountered situations where it was important to demonstrate humility as a leader related to accepting and learning from mistakes.

"It can be hard to accept a mistake you've made publicly, but also very necessary as a leader... I was once in a situation where I'd prepared a briefing document for a revised policy. One of my team members picked up on some pretty fundamental errors which could have scuppered everything... it was embarrassing..." (Leader 11)

When leaders were asked how they responded to situations where they were responsible for a mistake, the majority of leaders described taking ownership of the error, therefore demonstrating humility.

"Some leaders might try to justify how the errors occurred. If you're crazy you might even shift the blame... I apologised and held my hands up to the mistake... I corrected it immediately." (Leader 20)

As the above quotation illustrates, it was suggested that some leaders may attempt to justify themselves or shift the blame. However, when leaders were asked what a wise leader would do in a similar situation, the majority of leaders suggested that they too would accept responsibility for the error and use it as a learning opportunity.

"I worked with a Director that was renowned for expanding business, but in his current position he just wasn't delivering what he was brought in to do. His position was no longer commercially viable... when we discussed this with him, he completely understood our position and took responsibility for his lack of performance... I've always thought that was really big of him considering what an exceptional Director he was in so many other ways. He was very humble about it and used the experience to go on to achieve bigger and better things..." (Leader 4)

As illustrated in the example shared by the above leader, it was suggested that wise leaders would accept shortcomings and use them as an opportunity to develop, thus demonstrating humility in their approach.

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In summary, leaders described a range of situations when asked about when they have demonstrated humility in their role. In describing these situations, leaders demonstrated a willingness to learn from others; humility when being superseded by others; an ability to focus on achieving an organisation's wider goals rather than being focused on receiving personal recognition; and accepting and learning from one's own shortcomings.

Self-Awareness

A range of key themes emerged when leaders were asked whether being aware of their emotions and behaviour help them as a leader. These themes related to being aware of one's own strengths and weaknesses; being able to listen to and assimilate feedback from others; using self-awareness to take multiple perspectives; and being aware of the implications of one's behaviour in challenging situations. Each of these themes is discussed in greater detail below.

Leaders described situations in which being aware of their strengths and weaknesses was key in order to deliver their responsibilities successfully. Several leaders described situations when this was important particularly when encountering new challenges:

"When I was promoted to Director, I had the title but not necessarily the capability. It would be similar for other leaders when also facing a new challenge in order to deliver strategy... I would spend a lot of time thinking about whether something was right. I kept a diary and write what happened... I'd be honest about how I need to develop and, believe me, those things change a lot... it's important not to have an illusion that there isn't anything to work on, which is why I think an awareness of your strengths and weaknesses is very important..." (Leader 2)

This suggests that leaders would consider challenges in the context of their strengths in terms of how they could meet the challenge successfully; whilst also being realistic about their weaknesses and how these may hinder them.

When asked what a wise leader would do in these situations, it was suggested that they would consistently be aware of how they needed to adapt their strengths and mitigate their weaknesses in order to meet challenges, as illustrated by the following leader:

"A wise leader would look at when the nature of their job changes, see it as a new challenge, and use knowledge of their strengths to meet the challenges... They would know when to do something and would do it at the right time. Average leaders may not notice when things have changed. They may be waiting and do the development when it's too late." (Leader 2)

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As illustrated in the above view, it was suggested that wise leaders would regularly and seek to accurately reflect on their strengths and weaknesses in order to meet challenging situations. It was suggested that they would do this in a timely way in order to not be complacent about their ability to deliver.

A further theme that emerged when leaders were asked whether being aware of their emotions and behaviour help them as a leader related to the ability to listen to, and assimilate feedback from others. Leaders described the import role that feedback plays in building one's self-awareness as a leader:

"I thought I had led the assignment really effectively, but in the review meeting I was criticised for the way that I'd led my team which really took me by surprise..." (Leader 6)

When leaders were asked how they responded to situations where they had received unexpected feedback, they suggested enquiring into the feedback and exploring how they could learn from it.

"It's a lost opportunity to be arrogant about any feedback you receive... I have always used other people's views as a source of data about my effectiveness..." (Leader 12)

When discussing how wise leaders would use positive or negative feedback, leaders indicated that they would seek feedback proactively in order to continuously ensure optimal performance. One such leader commented as follows:

"A wise leader would think about regularly getting feedback from others. They'd integrate feedback into their awareness about how to approach tasks, reflecting on the skills that they need, and where they may need support. They'd create effective feedback loops to aid their performance and development..." (Leader 2)

The above quotation illustrates leaders' view that wise leaders would highly value the role of feedback to consistently ensure high performance within their roles. It was suggested that wise leaders would also use feedback in order to reflect on the knowledge and skills they may require to meet challenges, and where they would enlist support to mitigate for any weaknesses.

A further theme that emerged when leaders were asked whether being aware of their emotions and behaviour helps them related to using their awareness to take multiple perspectives. Leaders described situations in which their self-awareness had enabled them to look at a situation from different perspectives, before deciding on an appropriate response.

"I became aware of a political situation in my team and needed to decide on the best way to handle it. I was aware of my own interpretation of it on the basis of my values and beliefs, but needed to also think about the perspectives of others involved." (Leader 15)

As illustrated in the above quotation, in situations where leaders were required to respond to a challenging situation, leaders described the way in which they would draw on their self-awareness to consider their own natural preferences, as well as the perspectives of others before taking any action.

When asked how a wise leader would use their self-awareness to respond to similar challenging situations, it was suggested that they would place utmost importance on regulating their own emotions, values and preferences; as well as that of others, before deciding on the right course of action.

"Wise leaders would be very self-aware in terms of how they respond to conflict or difficult situations... they'd be aware of other people's perspectives too... they'd make sure they don't allow their own personal values or opinions to cloud their judgement..." (Leader 7)

The approach of using one's self-awareness to take multiple perspectives is related to a further theme that emerged when leaders were asked about whether being aware of their emotions and behaviour helps them as a leader. This relates to being aware of the implications of one's behaviour across a range of different contexts.

Several leaders described situations which required them to regulate their emotions or natural reactions, in order to maintain professionalism, whilst still conveying their personal views or opinions.

"[Name of individual] had absolutely driven me crazy... he was a senior client and had wasted a significant amount of budget and all sorts... I had to be aware of my feelings about the situation but also be diplomatic..." (Leader 10)

As illustrated in the view expressed above, when leaders were asked how they responded to such situations, the majority of leaders described the importance of identifying issues, but using one's self-awareness to regulate emotions and respond in a diplomatic way.

When asked how a wise leader might respond to such a situation, leaders suggested that they would be confident in responding appropriately to a situation through a combination of acute self-awareness and an incisive judgement of key issues.

"A wise leader would be able to grasp the key issues quickly and incisively... they'd use their self-awareness to progress the situation in an inspirational way... they'd leave a positive impact on others..." (Leader 16)

The quotation above illustrates that wise leaders would not only use their self-awareness to be diplomatic, but would also use themselves as an instrument to add value to the situation and create a positive impact and impression.

In summary, leaders described a range of situations when discussing how being aware of their emotions and behaviour helps them as a leader. In describing these situations, leaders emphasised the importance of being aware of one's strengths and weaknesses in order to meet challenges; drawing on the feedback of others when approaching tasks; using one's self-awareness to take multiple perspectives in complex situations; and being aware of the implications of one's behaviour in order to create a positive impact.

6.8 Discussion

The purpose of this study was to identify organisational challenges that leaders face in relation to each of the nine wise leadership dimensions, to elucidate the wise leadership measure. This discussion will review the themes that emerged from these interviews, followed by an outline of further considerations associated with this study.

6.8.1 A Review of the Leadership Challenges and Responses

A range of common organisational challenges were described in relation to 'Strong Ethical Code', many of which related to the impact of current economic events. These related to ensuring that new products and services were launched ethically; making decisions about pursuing work that may be perceived as controversial by others; ensuring the integrity of data even if it reflected poor individual or organisational performance; observing dishonest behaviour amongst their seniors, peers or other employees; responding to self-aggrandisement amongst peers and colleagues for career progression; and making decisions based on what is best for the wider good, above and beyond one's personal needs.

Typical responses that leaders described included prioritising ethics and values, suggesting that wise leaders would do the same. This was achieved through taking the time to reflect on ethical ways of doing things; being guided by the organisation's fundamental mission to inform controversial decisions; prioritising the integrity of data by challenging manipulation; being a role model of morality at work; having the courage to address dishonest or self-aggrandising behaviour of peers or colleagues at work; prioritising values over high performance among employees; and

prioritising what is optimal for the greater good of an organisation above one's personal needs. Some leaders had also described responding to such challenges by identifying patterns in the market when making decisions, prioritising commercial success above values, and escalating issues or seeking advice during ethical dilemmas.

The views that participants shared about how wise leaders would respond to these ethical challenges is consistent with the characteristics of wise leaders found in Study 1 relating to 'Strong Ethical Code'. This is particularly the case where leaders emphasised 'doing the right thing' in challenging situations, and where wise leaders used a strong ethical code to guide their vision, strategy and approach. This may be the case due to this study being conducted during the onset of the economic recession, where the need for ethics amongst organisational leaders was emphasised by the media.

Organisational challenges associated with 'Strong Judgement' related to making decisions based on several competing, but equally important priorities in terms of stakeholders; making the right financial investment decisions that involve risk and uncertainty; investing in new relationships with stakeholders; and leading change.

Responses to these challenges included appeasing certain stakeholders in the case of managing conflicting priorities, as opposed to finding optimal outcomes; deferring personal responsibility in complex situations; making decisions based on 'gut' reactions; waiting for interpersonal issues to 'sort themselves out' during change initiatives; and embedding unnecessary policies and procedures to successfully manage change.

Leaders suggested that 'wise' responses would include managing conflicting priorities so that all parties feel respected and valued; basing decisions on objective data and one's organisational vision and strategy; being guided by strategic factors as opposed to attracted by short-term gains; protecting one's commercial success when making investments in uncertain situations; being aware of interpersonal issues to maintain employee engagement during change initiatives; and demonstrating an awareness of multiple strategic factors to resolve complex situations.

Leaders in the current study did not indicate that wise leaders might draw on 'tacit knowledge and experience' to make strong judgements which was a core characteristic of wise leaders in Study 1. This may be because leaders that participated in the current study were not identified as 'wise leaders' and therefore may not be aware of such characteristics for effective leadership. Leaders did, however, suggest that wise leaders would demonstrate strong judgement in complex situations, and would use strong judgement to make strategic decisions, which is consistent with

the characteristics of wise leaders as found in Study 1, thus providing a strong foundation for the design of wise leadership vignettes.

Organisational challenges associated with 'Optimising Positive Outcomes' included managing underperformance to minimise impact on wider factors; aligning financial targets with the needs of service users; considering the environmental impact of an organisation's work; tension in the investment of resources; and the successful resolution of conflict.

In responding to these challenges, leaders described avoiding issues such as underperformance due to being unsure about the best course of action to take, providing training, or immediately dismissing underperforming employees; adapting to shortfalls in revenue by re-considering one's strategy; prioritising commercial investments consistently without sharing success with staff and stakeholders; and avoiding conflict resolution.

When deliberating how wise leaders would respond to similar challenges, it was suggested that they would deal with issues such as underperformance by considering what is right for the underperforming individual, their team, as well as the wider organisation. It was suggested that wise leaders would always consider the long-term impact of their decisions; they would safeguard the well-being of individuals, the organisation, and the environment; make investment decisions that maximise commercial outcomes whilst ensuring fairness towards employees and stakeholders; and would resolve conflict so that the competing needs of stakeholders were met whilst achieving the broader goal.

The suggestion that wise leaders would optimise outcomes for themselves, stakeholders and external situations is consistent with the characteristics of wise leaders found in Study 1, thus forming a strong basis for the wise leadership vignettes in terms of how wise leaders may respond. However, participants did not explicitly describe the way in which wise leaders might reflect on decisions if outcomes are not optimised before taking action, which was a core characteristic of wise leaders as found in Study 1. As described previously, this may be because participants of this study were not required to be perceived as 'wise', and therefore may not naturally consider such characteristics. It may also be the case that this particular characteristic relates to a more 'reflective' or abstract approach, whereas the responses suggested by participants of this study are relatively more concrete which may be easier to recall.

Challenges associated with 'Managing Uncertainty' included making uncertain strategic investment decisions relating to globalisation, technology, competition and the economy; making critical decisions in the absence of complete data; ensuring competitive advantage through

services and products; and anticipating the behaviour of consumers and service users to inform organisational strategies.

Leaders described responding to these challenges by managing competition through cheaper pricing; leveraging existing products and services that are successful; drawing on previous experience; and researching objective patterns in data to help inform strategic decisions.

When considering how wise leaders would respond in uncertain or ambiguous situations, leaders suggested that they would draw on multiple sources of objective information and key decision making criteria to help them to make the right investment decisions; make critical decisions in the absence of data by looking for nuances in similar patterns of data; generally being comfortable with uncertainty; develop innovative solutions; build on subtle factors to gain competitive advantage; and make decisions strategically based on observed trends and forecasting.

The theme of wise leaders being comfortable with uncertainty and paying attention to subtle factors to inform strategic decisions is congruent with the findings of Study 1. However, participants did not describe the way in which wise leaders might be centred and focused during uncertainty, which was a core characteristic found in Study 1.

Organisational challenges associated with 'Strong Legacy' related to effective succession planning; developing new services or products that would outlast leaders; retaining knowledge and expertise effectively across an organisation that could be valuable for an organisation's future success; and managing conflict between the legacy that one wishes to create with the day-to-day pressures of leading an organisation.

Typical leadership responses to these challenges included proactive succession planning; recruiting when the need arises; retaining knowledge and expertise; and prioritising day-to-day operations at the expense of creating one's desired legacy.

Themes related to how wise leaders would create a strong legacy in their role included being creating solutions that would outlast them through succession planning; developing others to create future leaders; identifying methods to retain knowledge and resources that could be of strategic value in the future; integrating one's legacy into one's vision, strategy, and quality of relationships; and creating a legacy through communicating purposefully and with meaning to inspire others.

These responses are similar to the findings of Study 1, where wise leaders indicated fulfilling their legacy through the vision, decisions, and relationships with others. This suggests that such

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approaches to creating a legacy can be applied across a diverse range of challenges and situations, which may form a strong foundation for the vignettes.

In summarising organisational challenges associated with 'Leading with Purpose', the themes related to increasing employee engagement and motivation during organisational change and re-organisation; managing incongruence between one's personal mission, organisational goals, and one's responsibility to the public; and considering short-term versus long-term benefits when making complex decisions.

In responding to these challenges, the themes reflected acknowledging the impact of change on employees and investing in strategies to motivate them; prioritising one's public responsibility above one's personal sense of purpose; and foregoing short-term gain to prioritise the organisation's longer-term purpose and values.

In the context of increasing employee engagement during change, it was suggested that wise leaders would align employees' purpose with the organisation's purpose through methods such as effective line management and meaningful communication. In the context of incongruence between one's own purpose and organisational goals, it was suggested that they would prioritise the latter and may seek to re-engage with their personal mission through alignment with this. Leaders also suggested that wise leaders would use their organisation's purpose as a guiding principle to manage complex decisions.

Many of these responses are consistent with the wise leadership characteristics in Study 1, where wise leaders' purpose formed the foundation for their vision, strategy and decisions. The responses are also consistent with wise leaders prioritising the 'greater good' above their own personal needs.

Organisational challenges associated with 'Humanity' included the recognition of employees' work ethic often at the expense of their personal lives; responding to personal issues that staff may be experiencing which may impact work routines; accidents occurring in the workplace which may lead to legal action; demonstrating positive regard towards employees, despite this not necessarily impacting their performance or productivity; and investing in the right working conditions for staff.

Leaders described responding by giving employees recognition for their work ethic; showing empathy and understanding towards the personal lives of employees; and responding to improving the working conditions of offices as and when needed.

Similar responses were described in terms of how wise leaders would respond to these challenges. However, it was also suggested that wise leaders would seek to balance employees' work demands to create long-term sustainability and protect the well-being of employees. In the context of employees experiencing personal issues, it was suggested that wise leaders would professionally demonstrate compassion, understanding, support, and flexibility rather than being stringent about work routines or being ignorant of such issues. In the case of accidents occurring in the workplace, wise leaders were considered to prioritise the safety and well-being of employees above any financial loss to their organisation, thus raising their quality of life at work.

The perception that wise leaders would demonstrate positive regard towards others and their well-being is consistent with the characteristics of wise leaders found in Study 1, therefore reinforcing these characteristics as effective for the basis of vignettes measuring 'Humanity'.

Themes in organisational challenges associated with 'Humility' related to acknowledging when leaders' knowledge was limited; being superseded by colleagues that may be younger or more junior than oneself; other people receiving credit for one's work or ideas; accepting the rejection of one's ideas or proposals; and accepting and learning from one's mistakes.

Leaders described responding by being comfortable to draw upon others' expertise when needed rather than being egotistic, which was also consistent with the views of how wise leaders would respond. Many leaders described being frustrated in the case of leaders that were superseded by younger or more junior colleagues, and also described feeling despondent if they had not received personal recognition for their work or ideas. In responding to the rejection of ideas, leaders described accepting the decision and focusing on greater goals. Leaders described taking responsibility for their own mistakes, which was thought to be similar to how wise leaders would respond.

When considering how wise leaders would demonstrate humility through the challenges described, leaders suggested that they would feel respect for colleagues that had superseded them, appreciating their achievements. In the case of not receiving personal recognition, it was suggested that wise leaders would demonstrate humility by focusing on the success of their collective team or organisation. This was also the case in relation to accepting the rejection of one's ideas, where leaders suggested that wise leaders would focus on other ways of contributing to their organisation's goals. In terms of making mistakes, it was suggested that wise leaders would accept their shortcomings and use the situation as an opportunity to grow and develop.

These responses are consistent with the findings of 'Humility' in Study 1, where wise leaders demonstrated characteristics such as not being ego-centric; seeing their contributions as part of a bigger picture; a willingness to learn from mistakes; and giving credit to others where it is due.

Finally, organisational challenges associated with 'Self-Awareness' included being aware of one's strengths and weaknesses when encountering new challenges; being receptive to feedback from others; using self-awareness to understand multiple perspectives; and being aware of the implications of one's behaviour across a range of different contexts.

Typical leadership responses to these challenges included aligning one's strengths to meet new challenges whilst being realistic about the possible impact of weaknesses; accepting feedback from others; learning from others' feedback; attempting to understand the views of others in complex situations; and being professional in sensitive situations despite experiencing high emotions.

When considering how wise leaders would use their self-awareness in the challenges described, it was suggested that they would regularly assess and maximise their strengths according to new situations, whilst proactively finding strategies to mitigate their weaknesses. It was suggested that wise leaders would proactively seek feedback in order to continuously ensure optimal performance; would place importance on regulating their own emotions, values and preferences before deciding on the right course of action; and would respond confidently and diplomatically in sensitive situations through a combination of self-awareness and incisive judgement, ensuring that their presence adds value to the situation.

These responses accord with the findings of Study 1, where wise leaders highlighted the importance of knowing their strengths and weaknesses; were aware of their own behaviour in influencing certain situations; and demonstrated an awareness of the perspectives of others.

6.8.2 Further Considerations

Overall, the organisational challenges and corresponding responses identified in this study provide an authentic and strong empirical foundation for the wise leadership vignettes that will measure each of the nine wise leadership dimensions. This study fulfils the recommendation that vignettes-based methodologies should reflect 'real life' situations based on actual experiences relevant to the population that will use the vignettes which, in this context, includes leaders (Barter & Renold, 1999; Faia, 1979; Hughes & Huby, 2004; Parkinson & Manstead, 1993; Sleed et al., 2002; Weber, 1992; West, 1982). However, there are a number of further considerations associated with the findings of this study.

First, it is important to note that leaders of a general population participated in the present study as opposed to nominated wise leaders. The perception of how wise leaders may respond in various situations may differ to wise leaders' actual responses. However, within each of the nine wise leadership dimensions, there was consistency in leaders' perception of how wise leaders would respond and the characteristics of wise leadership identified in Study 1, thus increasing the reliability of data. Related to this, the findings show several instances where leaders described their responses as congruent with how wise leaders may respond. Such responses were given an overall category of being 'Wise', given that the extent to which participants in this study were 'wise' was unknown.

Second, the term 'Average' used to classify typical responses to the challenges described should not be interpreted as being less effective than 'wise' responses. Leaders in this study were representative of the general population, and therefore the term 'Average' has been used to distinguish between typical versus 'wise' responses to the challenges. These will be used to elucidate responses to the wise leadership vignettes in the third study, which will empirically determine the extent to which leaders consider each response to be 'wise'.

Third, the challenges described in this study encompassed both private and public sector organisations, as reflected in the participant demographics. However, it was noted that the majority of participants in this study were male. This is unsurprising given that current research suggests a gender imbalance in women occupying senior leadership positions in organisations (Bass & Avolio, 1994b; Eagly & Karau, 2002), which may be the reason for why male leaders were more accessible to participate in the current research. Whilst the nature of challenges described by leaders in the current study may not be gender-specific, there may be a different range of challenges that females face in relation to the nine wise leadership dimensions which have not been apparent in this study. Indeed, this may be less pertinent to the purposes of this research, where the wise leadership measure should be gender-neutral.

Fourth, as with other qualitative methods, interview-based methodologies rely on self-report data which may be subjective and lead to social desirability bias. However, according to Schwartz (1999), the critical incident technique mitigates the effect of this through the use of multiple sources of 'incidents' described by participants within each wise leadership dimension. Similarly, interview-based studies are often criticised for interviewer bias and subjectivity (Holstein & Gubrium, 2004; Yeo et al., 2013). However, the critical incident technique minimises such biases through being connected to real-world examples and behaviours (Kain, 2004). The systematic, robust and rigorous methods used for qualitative analysis in this study also increase the objectivity of these data.

Finally, an interesting observation during this study was that several leaders anecdotally described the Leadership Challenges interview as an extremely valuable 'coaching' tool. Leaders described the way in which the questions prompted them to reflect on their own leadership style in relation to the nine wise leadership characteristics. Leaders gained insight about their strengths through questions that they were able to easily answer; whereas questions that they struggled with prompted leaders to reflect on how they could develop grow in that area. This is consistent with the view that the intensity of interviews create space for participants to reflect on issues that they may not have previously explores (Yeo et al., 2013).

6.9 Chapter Summary

Through interviews with leaders in organisations, a range of authentic leadership challenges and corresponding responses have been identified in relation to the nine wise leadership dimensions identified in Study 1. The chapter discussed responses to these challenges in terms of 'average' and 'wise' responses, which will be used to elucidate the wise leadership measure. Several methodological considerations associated with this study have also been discussed.

The leadership challenges associated with the nine wise leadership dimensions will form the basis of Study 3 described in the next chapter. The purpose of Study 3 is to develop a wise leadership measure and establish its construct validity.

CHAPTER 7: STUDY 3 - DEVELOPMENT OF A WISE LEADERSHIP MEASURE

7.1 Chapter Overview

This chapter outlines the purpose of this study and describes the methodology used to design the wise leadership measure. It presents the 45 vignettes designed to measure the nine wise leadership dimensions. The chapter continues with a description of how the wise leadership measure was validated with leaders in organisations to establish its construct validity. The results of the validation are then presented, outlining the vignettes that comprise the final wise leadership measure. The chapter closes with a discussion of the findings, together with the strengths and limitations of this study.

7.2 Rationale

The purpose of this study is to develop and validate a wise leadership measure. This will be based on the nine wise leadership dimensions identified in Study 1, and the organisational challenges identified in Study 2. This measure will enable us to distinguish between wise and unwise leadership behaviours in an organisational context. The measure will be administered to existing leaders in organisations to establish its construct validity. Based on Hinkin's (1998) stages of developing a new measure, this study will complete the stages of 'item development', 'questionnaire administration' and 'initial item reduction'.

The design of the wise leadership measure will be based on a general, vignettes-based performance measure. 'General' wisdom measures are based on responding to complex problems, which is appropriate in the context of distinguish between wise and unwise leadership behaviours in an organisational context (Staudinger et al., 2005; Staudinger & Glück, 2011). A 'vignettes-based performance measure' of wisdom is considered to overcome issues of subjectivity, demand characteristics, social desirability, impression management biases and is more ecologically valid than self-report wisdom measures (Glück et al., 2013; Glück & Bluck, 2006; Maercker & Zoellner, 2004; Sternberg, 1998).

The design of the measure will be based on the Berlin Wisdom Paradigm measure (Baltes & Smith, 1990; Baltes & Staudinger, 2000), where leaders will be asked to select an appropriate response to the vignette. This design is also based on 'anchoring vignettes' (King & Wand, 2007). The Likert scale response options associated with 'anchoring vignettes' are appropriate for identifying the extent to which leaders demonstrate wisdom in response to the vignettes. The study will also benefit from greater response consistency relative to open-ended vignettes,

creating focus on participants' variation in response categories, and enabling problematic vignettes to be identified during analysis (King & Wand, 2007).

This study will establish construct validity by investigating the extent to which leaders agree that each response to a vignette is wise. This will provide a strong empirical foundation for selecting the highest quality vignettes to form the final wise leadership measure, leading to 'item reduction' as recommended in the stages of developing a new measure (Hinkin, 1998).

7.3 Design and Procedure

7.3.1 Design of the Wise Leadership Vignettes

The wise leadership measure was designed comprising five vignettes for each of the nine wise leadership dimensions of Strong Ethical Code, Strong Judgement, Managing Uncertainty, Optimising Positive Outcomes, Strong Legacy, Leading with Purpose, Humanity, Humility, and Self-Awareness; resulting in a total of 45 vignettes. Designing five vignettes per wise leadership dimension was based on the recommendation that at least four items for a construct should be designed to ensure internal consistency reliabilities and homogeneity of items, with a view to retaining at least half of these to form the final measure (Cortina, 1993; Harvey, Billings & Nilan, 1985; Hinkin, 1998; Schriesheim & Hinkin, 1990).

Each vignette was based on the organisational challenges described by leaders in Study 2 associated with each wise leadership dimension. This was to increase the ecological validity of the vignettes and to ensure that they prevent artificiality and represent the complexities of 'real life' (Faia, 1979; Hughes & Huby, 2004; Parkinson & Manstead, 1993; Sleed et al., 2002; West, 1982). This method is also based on the suggestion that scenarios for vignettes could be provided by a sample of participants like the eventual respondents in advance of designing the vignettes (Barter & Renold, 1999; Weber, 1992). The context of challenges described was changed to maintain the confidentiality of the challenges described by participants in Study 2.

When designing the vignettes, attention was given to ensure they adhere to the guidance outlined in Chapter 4. First, that the vignettes accurately measure each wise leadership dimension by referring to the wise leadership characteristics identified in Study 1 (Wason, Polonsky & Hyman, 2002). Second, the language used was clear, understandable, and guarded against framing effects (Barter & Reynold, 2000; Wason, Polonsky & Hyman, 2002; West, 1982). Third, the vignettes were kept short to prevent response biases caused by participant fatigue or boredom (Schiressheim & Eisenbach, 1990). Fourth, the manipulated variable was made clear to that leaders can respond accordingly. Fifth, sufficient context was provided to give leaders a solid understanding about the

situation, but was non-directional enough for leaders to consider how they would respond (Barter & Reynold, 2000; West, 1982).

Based on the design methodology for 'anchoring vignettes' (King et al., 2004), the vignettes presented leaders with a scenario with a 'stem' question, followed by five different response options to identify how a leader might respond to the challenge on a Likert scale (King & Wand, 2007). The design of the five response options per vignette were based on a combination of different factors. The first factor includes how leaders in Chapter 6 described typically responding to the actual challenges described in each vignette. The second factor includes leaders' perception of how wise leaders would respond to similar challenges, as discussed in Chapter 6. The third factor includes the thoughts, behaviour and actions of wise leaders as described for each wise leadership dimension in Chapter 5. Therefore, every vignette included one or more 'wise' responses and a range of 'average' and 'least wise' responses to each vignette.

To illustrate with an example, an organisational challenge associated with 'Strong Ethical Code' in Study 2 related to high performing employees that lack ethics. Leaders described situations where peers and colleagues self-aggrandised outcomes for career progression. Leaders were faced with the challenge of whether to reward performance above ethics:

"There was a sales person that shafted everyone on the team, were disliked by everyone, but brought in the most revenue than anyone else in the region. It's a great people challenge… this is where you are tested on whether you will 'walk the walk' or back down in the face of financial numbers…" (Leader 1, Study 2)

Based on this organisational challenge, the following vignette was designed to measure 'Strong Ethical Code, presenting a situation about a high performing employee whose behaviour appears to lack values at the expense of her colleagues, followed by a 'stem' question of how the leader would respond:

'An opportunity has arisen to promote one of your team members as part of succession planning into a senior role. This team member is widely regarded for her high performance and delivering high quality results. You have recently observed that this team member has been ruthless in demonstrating her capability at the expense of her colleagues in order to impress you. What should you do?' (Vignette 4, Strong Ethical Code)

Some leaders in Study 2 suggested that an appropriate response would be to prioritise commercial success and focus on the employee's high performance. However, this is contrary to the findings

in Study 1 where wise leaders prioritised ethics and what was good for all stakeholders, above commercial success.

"We have to make judgements and decisions based on what is right… if we don't do this, well, we've seen the outcome of this in the current climate… it's just not sustainable…" (Leader 12, Study 1)

"The recession is a consequence of leaders that couldn't stop to reflect. They rated 'What's in it for me?' more importantly than asking themselves, 'What's right for everyone?'… (Leader 5, Study 1)

This was therefore translated into the following response option and categorised as a 'Least Wise' response:

Response Option 1: 'Progress with the promotion: Performance is the most important factor and you have no hesitation that she will deliver results in her new role.'

Leaders in Study 2 suggested that in such a situation, *wise* leaders would prioritise values over performance:

"First, if an employee doesn't perform adequately and neither demonstrates the right values, then you may consider sacking them. Second, if they have high performance and are values-oriented, then they're a keeper. Third, if they lack performance but demonstrate the right values, then you would do well by supporting them. Fourth, however, if they demonstrate high performance but lack the right values, then you're going to hit thorny issues…" (Leader 15, Study 2)

This is consistent with the findings of Study 1, where nominated wise leaders demonstrated promoting and protecting ethics and values:

"We have to make judgements and decisions based on what is right, not just for profits or competitive advantage…" (Leader 12, Study 1)

Therefore, these were translated into the following response option, and was categorised as a 'Wise' response:

Response Option 2: 'Reconsider the promotion: Whilst this team member's performance is high, she is not demonstrating the right organisational values'.

Other leaders in Study 2 suggested that an appropriate response might be to try to develop a change in the employee's behaviour and values:

"A person like that has got to go, or try to develop a change in their behaviour and values, because if you don't do that then the only message it gives is that all that matters is revenue and everything else about teamwork, collegiality can go out of the window…" (Leader 1, Study 2)

This was translated into the following response option to the vignette, which was categorised as an 'Average' response due to leaders suggesting this as an appropriate response in Study 2:

Response Option 3: 'Speak to your team member about her behaviour and explain that although she will be promoted, it is important to always demonstrate the right values'.

When response options based on the findings of Study 2 had been exhausted, remaining response options were based on the characteristics of wise leaders identified in Study 1 or an 'Average' or 'Least Wise' response representative of the findings in Study 1 or 2. For example, wise leaders in Study 1 had indicated the importance of integrity and having courage to do the 'right thing'.

"…I was constantly asking myself, 'Am I acting in an honest way and with integrity?'… We have to move around not just knowing the right thing to do, but actually being courageous enough to do it…" (Leader 3, Study 1)

Based on these findings, a response option was designed to reflect 'doing the right thing' towards other employees that had contributed towards the individual's high performance in the vignette. This was categorised as a 'Wise' response:

Response Option 4: 'Research into the truth of your team member's performance and determine which other individuals have contributed towards her high performance.'

The final response in this example was based on a 'Least Wise' response representing the opposite of wise leaders prioritising ethics above commercial success:

Response Option 5: 'Ignore the issue because a little internal competition will increase the performance of other people in her team which is good for your department.'

A summary of which response items were categorised as a 'wise', 'average' or 'least wise' across all vignettes is shown in Appendix 8. All responses were designed to be plausible, viable and realistic in relation to the vignette, to ensure that the 'wise' response is not immediately obvious. Each response option was measured on a 1-7 point Likert scale with '1' = 'Not at all wise' and '7' = 'Very wise'. This is based on the view that the reliability of a measure is optimised with a

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seven point scale, offering participants greater variation in representing their opinions (Colman, Norris & Preston, 1997; Ghiselli, 1955; Symonds, 1924).

The vignettes designed based on this methodology to form the wise leadership measure are presented in the section that follows.

7.3.2 The Wise Leadership Vignettes

Strong Ethical Code

Vignette 1. You are responsible for communicating the annual progress against targets figures for your department to the Board of Directors. Whilst preparing the presentation to them for the next day, you realise that some of the figures have been deliberately inflated, giving a considerably more positive picture than the reality. Moreover, these figures have been circulated to everyone in the organisation. You are not sure who has inflated the figures in this way or why.

1. Identify who is responsible for the inflated figures overnight; take action and report to the Board that there is a problem with the figures (but not in detail) and that you are taking appropriate action. **(Wise)**

2. Proceed with presenting the data to the Board of Directors and consider what action you will take later, but indicating there may need to be an adjustment of the figures in due course, giving yourself time to get to the bottom of it all. **(Average)**

3. Take responsibility to inform the Board of Directors of the issue of the issue bluntly and clearly and accept any ramifications that follow. **(Average)**

4. Develop a strategy to achieve the inflated figures as quickly as possible so that the reality roughly comes to reflect the picture, so protecting the department, innocent members and you. Meanwhile deal behind the scenes with whoever inflated the figures. **(Least Wise)**

5. Inform the Board of Directors and negotiate how the issue could be dealt with in a way that protects your reputation and that of the organisation. (**Wise**)

Vignette 2: A fellow director and her team have invested considerable resources in a new service for a significant client which has now been implemented for a few weeks and used by thousands of individuals. Although the client has not noticed yet, and on the contrary, has commended the team for the service, you have observed that it is providing false information about success rates. What would you do?

1. Inform your fellow director of the issue allowing her to deal with it within her team and stay out of the situation. **(Average)**

2. Immediately take responsibility with your fellow director for finding a solution to the problem and implementing it so that client remains satisfied. **(Wise)**

3. Agree with your fellow director that she will inform the client of the problem and the misinformation and meanwhile work together to find a solution as quickly as possible. **(Wise)**

4. Inform the client of the need to modify the service but not give details of the misinformation since this could lead to your organisation losing its contract. **(Least Wise)**

5. Inform the CEO of the problem and leave it to her to deal with. **(Average)**

Vignette 3: You have discovered a member of your team has submitted three claims recently for expenses to which he clearly was not entitled, although these were approved because the subterfuge was not obvious. He is the best member of your team in terms of performance and has become a personal friend. What should you do?

1. Have a quiet word with him and ask him to explain why he made the claims and ask him to decide what to do about the issue. **(Wise)**

2. Inform HR immediately giving them all the details of the cases. **(Average)**

3. Send a note to the whole team reminding them of the need to set an example in terms of integrity around expenses to the rest of the organisation. **(Average)**

4. Tell him you know about the claims he has made and explain you will not take any action but ask him not to do anything like this again. **(Average)**

5. Inform the police that an employee has committed fraud and provide them with full details. **(Least Wise)**

Vignette 4: An opportunity has arisen to promote one of your team members as part of succession planning into a senior role. This team member is widely regarded for her high performance and delivering high quality results. You have recently observed that this team member has been ruthless in demonstrating her capability at the expense of her colleagues in order to impress you. What should you do?

1. Progress with the promotion: Performance is the most important factor and you have no hesitation that she will deliver results in her new role. **(Least Wise)**

2. Reconsider the promotion: Whilst this team member's performance is high, she is not demonstrating the right organisational values. **(Wise)**

3. Speak to your team member about her behaviour and explain that although she will be promoted, it is important to always demonstrate the right values. **(Average)**

4. Research into the truth of your team member's performance and determine which other individuals have contributed towards her high performance. **(Wise)**

5. Ignore the issue because a little internal competition will increase the performance of other people in her team which is good for your department. **(Least Wise)**

Vignette 5: A colleague and long-standing friend who helped to launch your career has recently initiated a new project that he feels very passionate about. He still has the capacity to help your career progress very fast and you want to ensure a continuing strong relationship with him for that reason. He has approached you to finance his project using your department's budget, which you need to spend over the next few weeks. However, you have also been approached by another much more junior colleague who has requested this budget for a project that is more aligned to your organisation's current objectives. How would you respond?

1. Finance your colleague/friend's project because your loyalty should come first after years of working together. (**Average**)
2. Speak to your colleague/friend with empathy and explain that you will not be able to finance this project because another project has emerged with greater priority. (**Wise**)
3. Ask both your colleague/friend and your junior colleague to formally apply for the budget setting out a clear business case so that you can make an objective decision. (**Wise**)
4. Speak to your junior colleague and explain that your friend's project will need to take precedence at this time, but direct her to someone else that could help. (**Average**)
5. Seek the support of one of your peers to make the decision on your behalf so that you are not held accountable either way. (**Least Wise**)

Strong Judgement

Vignette 1: You have received poor feedback from a customer about a member of your staff's performance. This strikes you as unusual, since this staff member has always received exceptional feedback about their performance from other customers and is quite concerned about the situation. You have also heard others comment upon how difficult this customer has been to deal with in the past.

1. Defend your staff member's reputation by assuring the customer that they usually perform exceptionally, but that you will personally intervene immediately to meet their needs. (**Average**)
2. Reassure the customer that there has been a misunderstanding because the staff member is excellent and they have nothing to worry about. (**Least Wise**)
3. Intervene immediately to meet the customer's needs and set up a meeting with your staff member to find out what went wrong. (**Wise**)
4. Speak to your member of staff to get a better understanding of the situation before taking any action. (**Wise**)

5. Ask the staff member to sort out the problem with the customer and give you a report back afterwards. **(Least Wise)**

Vignette 2: As a result of this year's financial performance, there is an opportunity to expand by offering a new service line for customers. However, this would involve a number of financial risks: In the short-term, this could be an opportunity with a high return on investment, but based on your experience, you need to make a judgement as to whether this will be sustained into the long-term.

1. Invest in the new service because you have a hunch it will earn good long term return. **(Least Wise)**
2. Invest in the new service as it will add value to customers and therefore earn customer loyalty even if it does not give a sufficient long term return. **(Average)**
3. Invest in the new service as it is consistent with the legacy of innovation that you wish to create, even though you are uncertain about the long term return. **(Average)**
4. Do not invest in the new service as you are not comfortable with the taking a gamble over the long term given the risks involved; instead consider other possible innovations. **(Wise)**
5. Do not invest in the new service and focus instead on existing services. **(Average)**

Vignette 3: An opportunity has arisen for you to increase your investment in a new employee benefits package. The employee benefits package has a number of advantages including immediate return on investment and will also be received very positively by your staff. However, it also involves a number of risks, such as whether the benefits package will be sustainable in the long term. What factors would you consider when deciding whether or not to pursue this investment?

1. An evaluation of whether the benefits outweigh the risks – if they don't then you would not proceed with the investment. **(Wise)**
2. Identify the long-term implications of the risk, despite the immediate benefits – if there is even the slightest chance that this would have an adverse impact on future financial sustainability then you would not proceed. **(Wise)**
3. Focus on the immediate benefits of the investment, as future prospects will change anyway, so you can deal with the future when it happens. **(Least Wise)**
4. Postpone the decision for as long as you can, and look into other options in the meantime. **(Average)**
5. Proceed with the investment as you can always pull out of it if your prospects change in the future. **(Average)**

Vignette 4: A new customer has refused an important proposal that you had sent in relation to a new project. When discussing this, the customer highlighted that they would happily accept this proposal if it could be significantly discounted. You know that if you do this then the profit margins will be quite small, but on the other hand, if you accept then you would have invested in a new stakeholder relationship. What would you do?

1. Provide the discount as there may greater potential of new work by investing in the relationship. **(Wise)**
2. Provide the discount because you feel uncomfortable declining a new customer. **(Average)**
3. Do not provide the discount and simply decline, because there is no guarantee of a future relationship with the customer and you may make a loss on the deal meanwhile. **(Average)**
4. Do not provide the discount and simply decline, because you are not happy that she is taking into account sufficiently the needs of your business. **(Least Wise)**
5. Attempt to persuade the stakeholder to change her view and highlight the benefits of your proposal. **(Wise)**

Vignette 5: You have noticed that your team is not producing the high quality work that it usually does. You appreciate that they have been through a lot of change recently, and that this may have impacted on them. How would you deal with this situation?

1. Speak with each of your team members individually to understand why their performance has changed and develop an intervention to increase their motivation again. **(Wise)**
2. Emphasise that the team has now undergone the change, and that there is therefore no excuse for their poor performance. **(Least Wise)**
3. Identify the individuals whose performance is most impacting on the team and take them through a performance management process. **(Average)**
4. Speak with each of your team members individually and reduce the challenge of their objectives so that they are more capable of achieving them. **(Average)**
5. Wait for a few weeks to observe whether the situation changes before addressing it, as this blip in performance could be simply a consequence of the change that your team has undergone. **(Average)**

Optimising Positive Outcomes

Vignette 1: Over the last six months one of your team members has consistently underperformed and this has been impacting upon the progress of your team. You have already spoken to this individual during one-to-one meetings and performance appraisals to address the performance problem, and provided support to help the employee improve their performance. However, six months later, it has not made a difference. What would you do?

1. Make the decision that this individual needs to leave because their poor performance is having a negative impact on the team. Manage this in a way that enables your team member to feel valued for their years of contribution. **(Wise)**
2. Try sending your team member on a training programme to address specific areas of weaknesses. **(Average)**
3. Put this issue on hold because their leaving the organisation could affect the motivation of the team. **(Least Wise)**
4. Make the decision that this individual needs to leave because of the impact it is having on the team and the organisation; let your team member know and follow the correct procedures straight away. **(Average)**
5. Explore again whether there are extenuating circumstances that explains the performance problem. **(Wise)**

Vignette 2: You are under pressure by the Board to licence a product that will enable the organisation to meet its financial targets. However, there is evidence to suggest that the product might not be the optimal solution for the customers and that taking a few more months to develop it would reap greater rewards. How would you respond in this situation?

1. Influence the Board to take a few more months to develop the product so that your customers are happy and reassure your manager that the financial benefits will be more sustainable in this way. **(Wise)**
2. Ignore the pressure from the Board and implement the actions that you deem most optimal. Seek other ways to meet the organisation's financial target. **(Least Wise)**
3. Trust in the views of your Board as they have considered all of the necessary strategic factors in order to advise this decision. Launch the product accordingly. **(Least Wise)**
4. Speak to other senior stakeholders and seek their perspective on what would be the most optimal solution. **(Average)**

5. Launch the product in order to help meet the organisation's financial targets, and continue to develop the product with subtle changes after its launch. **(Average)**

Vignette 3: An environmental risk has been uncovered during the initial excavation work for a new building that you have commissioned to be built. This environmental risk would affect local residents and harm surrounding wildlife. As a result, the building work has been stopped. You are aware that you didn't fully look into this upon commissioning the work, and so a number of stakeholders have requested a response about the situation from you. What would be your priorities in this situation?

1. Ensure that you take public responsibility for the issue but in a way that ensures you are perceived positively. **(Average)**
2. Take into account and balance issues relating to the environmental impact, public relations, political relationships and legal issues, in order to steer a cautious and skilful approach, thereby protecting your reputation and that of the organisation. **(Wise)**
3. Work on influencing internal stakeholders in order to safeguard your reputation and job. **(Least Wise)**
4. Ensure that there will be minimal impact of the situation on your organisation's profits. **(Average)**
5. Manage your reputation by apologising to all the stakeholders involved and have detailed discussions with every group about how to compensate them. **(Wise)**

Vignette 4: A member of your team has recently approached you requesting a promotion. Your team member's performance merits this, however financially, this would be costly. You have been considering investing in a project that would benefit the community that would not allow the funds for a promotion. How would you respond to this situation?

1. Invest in benefitting the community and find some other form of reward to acknowledge your team member's high performance, bearing a promotion in mind for the future. **(Wise)**
2. Promote your team member as they have always been outstanding and this is the just and fair decision. **(Average)**
3. Invest in the new project, and explain to your team member that they will need to work on other areas of performance before she can be promoted. **(Least Wise)**
4. Consider what would most benefit your organisation - the promotion or the new project. **(Wise)**
5. Explain that the pay rise is not as high as you would like it to be but there are other priorities to meet, and invest less in the community project. **(Average)**

Vignette 5: You are managing an important meeting with senior stakeholders, developing a strategy for a new project. However, despite working together on the strategy before, during this meeting it has emerged that the stakeholders have strong opposing views that is now causing conflict amongst you all. The implementation of the strategy will be jeopardised if the conflict is not resolved. How would you deal with this situation?

1. Consider how you can manage the situation in a way that meets the needs of the stakeholders as well as the requirements of the new project. **(Wise)**
2. Focus on resolving the conflict first, and agree to postpone the implementation of the new project. **(Average)**
3. Propose that the meeting should end immediately to give you time to consider alternative options for implementing the new project. **(Average)**
4. Acknowledge the opposing views of the stakeholders but move on to the next item on the meeting agenda in relation to the new project, saying you will make a decision about the disagreement and inform everyone later. **(Least Wise)**
5. Work through the conflict carefully and fully, avoiding the temptation to seek an early resolution. **(Wise)**

Managing Uncertainty

Vignette 1: You are considering launching a new product in China, but the extent of its success is uncertain especially with changes in the economic climate, new technology and globalisation. How would you feel about this uncertainty?

1. Comfortable, but look into examples of similar products being launched in China in order to mitigate the uncertainty and help you make the right decision. **(Wise)**
2. Uncomfortable, so look into examples of similar products being launched successfully in China in order to mitigate the uncertainty and help you make the right decision. **(Wise)**
3. Uncomfortable, and seek guidance from others who will advise you on what action to take. **(Average)**
4. Comfortable and confident that the launch will be successful and will earn good return on investment as a result. **(Least Wise)**
5. Unsure because you have never been in this situation before and need to spend more time thinking about it. **(Average)**

Vignette 2: You have noticed that your competitors are performing exceptionally well in an area that your organisation specialises in. You need to intervene immediately by raising your profile in this area, which will involve a high level of investment. You are not sure whether your intervention will have any impact or what action your competitors will take to dominate the market in this area. How would you respond to this uncertainty?

1. Accept the uncertainty and develop an innovative solution through paying attention to factors that will give you competitive advantage. **(Wise)**
2. Accept the uncertainty and develop a solution similar to your competitor but priced more cheaply. **(Average)**
3. Examine all the strategic factors first in order to decide whether or not you need to intervene as other products may better ensure your success. **(Wise)**
4. Take no action due to the uncertainty. Instead, observe how the market develops and act accordingly. **(Least Wise)**
5. Speak to a trusted colleague about the right course of action to take and follow their advice. **(Average)**

Vignette 3: You are reviewing sales figures in order to help you determine which service areas your team should focus on. However, in looking at these figures, you have identified some missing data about which sectors consumers were from that would have helped to inform your decision. How would you respond to this situation?

1. Accept the missing information and look at other examples of success in order to help you make the right decision. **(Wise)**
2. Avoid making any decision until you are certain that you have all the possible facts. **(Average)**
3. Accept the missing information and hesitantly make a decision based on other factors. **(Least Wise)**
4. Approach a colleague who works in this area to help you make an informed decision. **(Average)**
5. Identify why the data and missing and who is responsible for this. **(Average)**

Vignette 4: You have noticed that customer spending in your industry has gradually decreased. You are aware that you need to take action but you are uncertain as to what action will yield success. How would you respond to this situation?

1. Confidently make a strategic decision based on the trends that you have observed and forecast for the future. **(Wise)**

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2. Avoid taking any action until you have more information about how customers are spending. **(Average)**

3. Think back to similar situations that you have been in before and decide what to do, based on that. **(Average)**

4. Increase your knowledge of customer spending through gathering information from journals and articles and then decide what to do. **(Wise)**

5. Speak to some trusted colleagues about what actions they would recommend. **(Least Wise)**

Vignette 5: You have identified an opportunity to launch a new service in an area that none of your competitors is currently operating in. This will require a large investment of finances, resources and persistence. If it is successful, you will reap big rewards. However, there is no guarantee that it will be successful; if it fails you would have wasted all your efforts. How would you respond to this situation?

1. Confidently use the information you have available to inform how you will do this in order to remain a leader in this area, despite the uncertainty. **(Average)**

2. Avoid taking any action until you have conducted significant market research with potential customers, as you do not want to fail and waste resources. **(Wise)**

3. Think back to similar situations you have been in and decide what to do on this basis. **(Average)**

4. Speak to some trusted colleagues about what actions they would recommend because you do not want to fail. **(Average)**

5. Take action quickly and launch the new service so that your reputation as a leader in this area is protected. Work out the details to make your idea sustainable later. **(Least Wise)**

Strong Legacy

Vignette 1: You are developing a strategy to deliver against your organisation's long-term vision for the future. As part of forecasting towards this vision, you are aware that many of the deliverables involved are likely to take place beyond your time in this role. What action would you take to secure the organisation's future and success?

1. Identify an emerging leader who can support you in delivering this strategy who can then lead it in the future. **(Wise)**

2. Take responsibility for delivering as much as you can whilst you are able to contribute in this role and trust to the emergence of appropriate leadership in the future. **(Average)**

3. Allocate additional resources for the strategy so that it can be implemented fully under your leadership. **(Average)**

4. Identify another younger leader instead of you, who can implement the strategy fully over time. **(Average)**

5. Continue to work on the strategy and deal with any future issues closer to the time of your departure. **(Least Wise)**

Vignette 2: You have a highly creative team that consistently develops innovative ideas that could differentiate your organisation from its competitors. It has become clear to you that these ideas could be significant for the future success and reputation of your organisation, but they are not being implemented. How would you respond to this feedback?

1. Evaluate which ideas could be useful for the organisation's current goals and secure resources for implementing them; meanwhile find ways to retain the ideas that are not used so they are a resource for the future. **(Wise)**

2. Develop a strategy for implementing all of the ideas as soon as possible so that they are not lost. **(Average)**

3. Trial all of the ideas to measure the potential success and discard the ones that receive least support. **(Average)**

4. Put the ideas on hold for now – your view is that if ideas are truly outstanding, they will get support within the organisation and none of the team's ideas have been used yet. And there are important strategic priorities to focus on. **(Least Wise)**

5. Ask senior colleagues for advice on whether and how you should deal with the problem. **(Average)**

Vignette 3: You have been in your leadership role for a number of years, which have been spent relentlessly implementing strategies and responding to organisational needs. There has been little time for reflection about your future. However, you have set aside some time to gain some control back over your work. How would you spend this time?

1. Reflect upon your role as a leader in the organisation and the legacy you are creating via your vision in order that you can adjust your strategies, priorities and goals accordingly. **(Wise)**

2. Catch up on work that you still need to complete to relieve some of your immediate workload so that you are fresher and less pressured on your return. **(Average)**

3. Contact colleagues that you have not spoken to for a long time in order to catch up with them. **(Least Wise)**

4. Generate ideas for new projects that your team could implement on your return. **(Average)**

5. Build on your success by identifying improvements to existing products and services the team is delivering. **(Average)**

Vignette 4: You have always wanted to be known as a leader who produces tangible high quality results and makes a difference. However, upon evaluating the last 12 months, you realise that due to other pressures, you have not particularly achieved this. How would you respond to this?

1. Reflect on the legacy that you wish to create as a leader and strengthen your vision and strategic priorities accordingly, ensuring that you make a long term difference to your organisation. **(Wise)**

2. Proactively identify opportunities to produce high quality results and make a difference through a new or existing project, which will help to fulfil your legacy. **(Wise)**

3. Do not feel too concerned, as you feel you have established your reputation and now need to focus on delivering other priorities. **(Least Wise)**

4. Speak with your CEO to explore whether they can give you a role and the space that give you more time to produce high quality results and make a difference. **(Average)**

5. Evaluate whether your current role enables you to achieve the legacy that you wish to create and start looking for another role if necessary. **(Average)**

Vignette 5: You have an important message to cascade across several teams concerning a new strategic objective for them to focus on. This message will be associated with you as a leader, and so you are considering the best way to deliver it. What factors would you consider in order to communicate the message effectively?

1. Check that the message is consistent with the legacy that you wish to create, ensuring that it is clear and motivational. **(Wise)**

2. Ask a trusted colleague who is good with words to craft the message for you so that it reads clearly and professionally, and creates a positive legacy. **(Average)**

3. Ensure that the message is communicated succinctly and in a way that is motivational, without being concerned about legacy. **(Average)**

4. Ask a colleague who is known as being both motivational and trusted by the teams to present the message on your behalf. **(Least Wise)**

5. Ensure that the main facts of the message are communicated and don't be side-tracked into worrying about 'dressing up' of the message. **(Average)**

Leading with Purpose

Vignette 1: Your organisation has recently been through significant change that has impacted the morale of employees. You have a sense that you need to rekindle employees' sense of engagement towards your goals for the forthcoming quarter. How would you achieve this?

1. Ensure that all conversations that take place with other people are invested with a sense of purpose. **(Wise)**
2. Show recognition for what has been achieved through the change in order to re-engage employees. **(Wise)**
3. Emphasise that the organisation's goals are imperative and drive forward everybody's efforts for achieving them. **(Least Wise)**
4. Take employees on away days in order to re-energise them. **(Average)**
5. Arrange a change management intervention to mitigate the adverse impact of the change. **(Average)**

Vignette 2: You are feeling pressured at work with numerous strategic, operational, financial and people responsibilities, to the extent that it is impacting on your performance and engagement. You need to continue delivering upon these responsibilities for your personal and professional success. How would you respond to this situation?

1. Identify and re-engage with your sense of purpose and what you wish to achieve as a leader, and reframe your priorities accordingly. **(Wise)**
2. Strive to be aware of your sense of purpose all the time and recognise how your day-to-day work contributes towards this larger purpose. **(Wise)**
3. Reflect upon whether you are in the right role and look for other jobs if appropriate. **(Least Wise)**
4. Analyse whether you are working on the right things; delegate relevant tasks to your team members. **(Average)**
5. Take a holiday in order to relax with the aim of returning with a new perspective on things. **(Average)**

Vignette 3: You are launching an innovative project for your team to implement within a relatively short space of time. You are concerned that your team has already been busy working at pace on other projects and that, as a result, this sudden change in direction may not be received well. How would you approach this situation?

1. Be reassuring and communicate the news in a way that emphasises the purpose of the new project with the aim of engaging your team. **(Wise)**
2. Apologise to your team that you had not anticipated this new project, but you will support them through it. **(Average)**
3. Don't worry about how it will be received; change is inevitable and your team needs to be adaptable. **(Least Wise)**
4. Listen to your team's views and split them into sub-teams, so that one team continues working on the existing projects and the other focuses on the new project. **(Average)**
5. Involve the team in the planning process so they are able to understand the reason for the sudden change and the larger purpose of the new project. **(Wise)**

Vignette 4: You are working with a customer who is interested in a new initiative that you are offering. You are depending on this new initiative to help reach your targets this quarter. The customer would like to meet with you to know more about the new initiative, but has strongly indicated that they are not interested in buying it. How would you approach this situation?

1. Remain confident with the potential of the new initiative and meet the customer with an open mind because their perspective may provide valuable insight for the project. **(Wise)**
2. Use this meeting as an indirect approach for selling to this customer by emphasising the benefits of the new initiative, hoping that they will change their mind. **(Average)**
3. Put the customer's needs first and support them at all costs. **(Average)**
4. Rearrange the meeting so that you have more time to think about how to approach it. **(Average)**
5. Ask a colleague to meet with this particular customer, while you focus on other prospective sales of the new initiative. **(Least Wise)**

Vignette 5: In order to safeguard the future of your organisation against competitors, you have identified that your strategic goals for the foreseeable future need to change. This needs to be communicated urgently to your staff. You anticipate that their reaction will be frustration, since they have been working hard on projects that may now be terminated or re-prioritised. How would you approach this situation?

1. Emphasise the purpose of the new strategy with clarity and reassurance to empower your staff. **(Wise)**

2. Reassure your staff that you understand the situation and that their managers will support them through it. **(Average)**

3. Don't worry about how it will be received; change is inevitable and your staff need to be adaptable. **(Least Wise)**

4. Speak to the staff one-to-one to allay any frustration that they might have. **(Average)**

5. Identify a colleague who can handle difficult situations sensitively to communicate the change. **(Average)**

Humanity

Vignette 1: Your team has demonstrated strong work ethic over the last few months in delivering work for a new client, affecting their personal lives. What would be your attitude towards this situation?

1. It is what one would expect of them because it is their responsibility to work hard and they are rewarded for doing so. **(Least Wise)**

2. Demonstrate good leadership by thanking each one individually. **(Average)**

3. Show some form of appreciation that will also benefit their families because the private lives of employees are more important than what you do as an organisation. **(Wise)**

4. Show empathy towards your employees in order to raise their morale and think about ways of balancing their work demands more effectively. **(Wise)**

5. Indifference because it is not sustainable to keep on rewarding discretionary effort as new work comes in. **(Least Wise)**

Vignette 2: A colleague has recently had an accident at work, leading to a badly fractured leg, and as a result has been advised by a GP to take long-term sick leave. You have been informed that numerous companies have been contacting the employee to see whether they would like to claim compensation from your organisation. You are concerned about this because you may not be able to afford it financially. How would you react to this situation?

1. Empathise with your colleague and try to persuade them against claiming compensation. **(Least Wise)**

2. Empathise with your colleague and enquire about their well-being, hoping that they will not claim. **(Average)**

3. Empathise with your colleague and encourage them to make the right decision for themself in the long-term without worrying about the company. **(Wise)**

4. Take no action but be patient and see what unfolds in this situation. **(Average)**

5. Prepare to seek legal advice so that you can challenge any claims that are made. **(Average)**

Vignette 3: One of your team members is generally very capable with what they do at work, but has recently experienced a loss of self-confidence. This is not impacting significantly on their work, but you notice that their general demeanour is not as positive as it used to be. How would you respond to this situation?

1. Do not interfere as it has nothing to do with you. They are still performing well which is the most important factor. **(Average)**

2. Explore how they are feeling and seek ways to support them because you are concerned for their well-being, regardless of whether it impacts their work. **(Wise)**

3. Explore how they are feeling and identify ways to support them because you do not want anything to jeopardise their performance. **(Average)**

4. Do not take any action because you are not sure how to deal with this issue. **(Least Wise)**

5. Ask another colleague to speak with them and find out how they are feeling. **(Least Wise)**

Vignette 4: A member of your team has not completed a task that is a key part of their role. You know through various interactions that this team member has a very stressful personal life as a carer and often talks about how much they are juggling outside of work. Your team member has a reputation for being good at their job. How would you respond to this situation?

1. Recognise that your team member is under pressure and give encouragement; ask how you can enable them to deliver work tasks in amongst their other commitments. **(Wise)**

2. Be patient, recognising that your team member is under pressure and allow them to complete the task in their own time. **(Average)**

3. Explain that the task is extremely important and that your team member should find a way to deliver it around her other commitments; tell her that you are there to support her if she needs it. **(Average)**

4. Explain that this task is performance critical and that you will need to discuss this situation at the next review. **(Least Wise)**

5. Illustrate the ones personal life should not impact ones professional work and give your team member an opportunity to complete the task as soon as possible. **(Least Wise)**

Vignette 5: You have noticed that your staff are working in a cold office space, which is impacting on their well-being especially in winter. They are still performing well and have not mentioned anything to you, but they are noticeably uncomfortable. How would you respond to this situation?

1. Invest in some heaters because you want to create optimal working conditions for your staff and do not want them to be uncomfortable. **(Wise)**

2. Invest in some heaters because it will be a good investment to avoid your staff being off-sick. **(Average)**

3. Take no action and request that they dress appropriately instead. **(Least Wise)**

4. Take no action as you need to consider other more strategic priorities to invest your funds. **(Least Wise)**

5. Encourage them to work from home so that the issue is avoided. **(Average)**

Humility

Vignette 1: One of your areas of focus this year is to develop a strategy for a new service which will expand your organisation into new markets. Your knowledge about this new solution is limited and you are feeling somewhat out of your depth. What would you do in this situation?

1. Approach a colleague for some help and advice, who specialises in and has years of experience in this area of business. **(Wise)**

2. Read about how to approach this situation in trade journals and apply your learning. **(Wise)**

3. Work with some colleagues who are also new to this situation, but aim to work through it together. **(Average)**

4. Develop a plan for implementing the strategy with the confidence that it will be successful. **(Average)**

5. Get started and see what happens; you will learn as you go along. **(Least Wise)**

Vignette 2: You have spent a number of years closely mentoring a young colleague that was in a more junior role to you. However, recently a position has become available a grade above yours which you have been wanting for a number of months. You have learned that your mentee had also applied for this role and was successful. How would you feel in this situation?

1. Proud that your mentee has worked hard, realised her potential and has been successful. **(Wise)**

2. Shocked and frustrated because you mentored him and therefore taught him everything that he knows. **(Least Wise)**

3. Frustrated because you have significantly more years of experience than he does and should have been successful. **(Average)**

4. Indifferent as the interview was the best judge of performance and experience. **(Average)**

5. Proud that your mentee has been successful because of your help. **(Wise)**

Vignette 3: Your team have been working very hard on a significant piece of research in order to create an innovative new product. You have been directing this research. Your superiors have recently learned about this research and have publically commended your team's efforts. However, you have noticed that your contribution has not been explicitly acknowledged. How would you react to this situation?

1. It does not matter to you if your team have received recognition under your leadership; they deserve the praise for their hard work and you are proud of them. **(Wise)**

2. Send an e-mail privately to superiors praising your team's efforts whilst making it explicit to them that it was achieved under your leadership in order to raise your profile. **(Average)**

3. Send an e-mail publicly to all concerned highlighting your efforts as well as the team's efforts to avoid any confusion. **(Least Wise)**

4. Speak to your team and inform them that their achievement was only possible due to a combination of your leadership and their hard work. **(Least Wise)**

5. Manage your feelings of disappointment for not being acknowledged but praise your team for this significant achievement. **(Wise)**

Vignette 4: You have prepared a brief for a new customer project that your team will implement. One of your team members has publicly highlighted some significant errors in the brief that you had written, which entirely changes the scope of their work. How would you respond to this?

1. Accept responsibility for the errors that you have made and rectify them immediately. **(Wise)**

2. Acknowledge your mistake but ensure that you justify the factors that caused the errors. **(Average)**

3. Communicate that the errors were not within your control and caused by other factors. **(Least Wise)**

4. Speak to the team member that raised this issue to find out why they did so publicly. **(Average)**

5. Apologise for the errors and ask a colleague to re-write the brief on your behalf. **(Average)**

Vignette 5: You have spoken to your Director about an innovative new idea that you believe will benefit your organisation's customers. Your Director has decided not to implement your idea because there are other more urgent and important priorities better aligned to your organisation's purpose. How would you respond to this situation?

1. Support the Director's decision for now because serving the organisation's mission is of greater priority that your own. **(Wise)**

2. Persuade the Director to reconsider their decision because your idea will also make a valuable contribute to your organisation's purpose. **(Average)**

3. Revise your proposal so that it is better aligned to your organisation's purpose and present it to your Director again. **(Wise)**

4. Seek advice from a trusted colleague about how to address this situation because you are very passionate about your idea. **(Average)**

5. Inform the Director that you disagree with her decision and that you have put a lot of effort into developing this idea. **(Least Wise)**

Self-Awareness

Vignette 1: A colleague has informed you that you have been recommended for a promotion. The new role is very senior and poses new challenges for you. You are unsure whether you will be able to deliver results. How would you respond to this situation?

1. Reflect on the promotion in the context of your strengths and weaknesses and be honest with yourself about the areas that will need to be developed. **(Wise)**

2. Don't take any chances because there are too many areas of development and you are aware you are not sure how you will address these. **(Average)**

3. Go for the promotion because you are confident that you have all the strengths and experience to fulfil the role. **(Average)**

4. Seek feedback from your colleagues about whether they think you are capable of this senior role because you are aware you are uncertain about your capabilities. **(Wise)**

5. Do not go for the role because the uncertainty of whether you will perform well feels too great. **(Least Wise)**

Vignette 2: You have received poor 360 leadership feedback as part of this year's annual appraisal. This has surprised you, since your superiors said that the outcomes you have produced as a leader have been very good this year. How would you respond to this situation?

1. Interpret the feedback as a mistake or lack of good judgement, because you have always been praised for your achievements. **(Least Wise)**

2. Ignore the feedback because the outcomes of your achievements speak for themselves. **(Least Wise)**

3. Enquire into the feedback and identify the strengths and weaknesses that your peers see in you. **(Wise)**

4. Consider the feedback in relation to the strengths and weaknesses that you are already aware of, and form a development plan as a result. **(Wise)**

5. Find out how your peers have been rated, to see whether others have also received poor feedback. **(Average)**

Vignette 3: You have entered into a dispute with some senior partners over a mistake that they made in an important project. You feel very annoyed about the situation as it is irreversible, but you need to consider the right way to react. How would you respond to this situation?

1. Be diplomatic with the partners and seek to understand their actions. Enable them to realise their mistake, being aware of the impression that you leave. **(Wise)**

2. Ask the partners why they have made this mistake until you understand the situation fully. **(Average)**

3. Inform the partners of your feelings, so that they do not repeat this error and ensure that they compensate your organisation for it. **(Average)**

4. Withhold from any form of reaction until you have thought about the appropriate way to deal with this issue. **(Wise)**

5. Ask a more senior colleague to speak to the partners because you do not want to deal with this. **(Least Wise)**

Vignette 4. You have been assigned an important task. Before embarking upon this task, you recall some feedback you have received on several occasions in the past about not being able to do this type of job very well. How would you proceed in this situation?

1. Interpret the feedback as a lack of good judgement, because you believe you are good at doing this task. **(Least Wise)**

2. Ignore the feedback because the results of this task will demonstrate how good you are at this task. **(Least Wise)**

3. Reflect on the skills needed to complete the task and whether you have these skills and where you might need support to be successful. **(Wise)**

4. Compensate by identifying who you could work with who is good at doing this type of task. **(Wise)**

5. Speak to your manager to find out how they view your capability on this task. **(Average)**

Vignette 5: You have been waiting for the right opportunity to share your ideas about launching some new services and confided in some trusted colleagues about your ideas. However, you have learned that one of these colleagues has shared the ideas with your superiors, claiming to be their own. Your superiors have invested in the ideas and asked your colleague to implement them, who you know is more experienced in this area than you. What would you do in this situation?

1. Spend some time thinking about the perspectives of your colleague, your superiors, and the success of the service before considering the action that you will take. **(Wise)**

2. Highlight to your colleague and the superiors that the ideas were yours and that you should lead on implementing them. **(Average)**

3. Disengage from the implementation of the ideas and leave your colleague to get on with it by themselves. **(Least Wise)**

4. Speak to your superiors and explain that the ideas originated from you and that you would like to gain experience by co-leading with your colleague. **(Average)**

5. Speak to a trusted colleague for advice on how to deal with this situation. **(Average)**

7.3.3 Review Panel for the Vignettes

According to Hinkin (1998), after items for a measure have been generated, they should be assessed for their content validity. Schriesheim et al. (1993) proposed that the first step in establishing 'content adequacy' is to administer a set of items that have been designed to measure specific constructs, together with a definition of the construct to a small sample of participants. Additionally, pre-testing the vignettes with a panel of experts has been recommended to ensure that the scenarios are realistic and consistent (Fredrickson, 1986; Levy & Dubinsky, 1983; Wason, Polonsky & Hyman, 2002).

Based on these methodological recommendations, following the design of the wise leadership vignettes, six leaders that held senior and Board level positions within the researcher's immediate network were invited to participate in a 'Review Panel' to review the vignettes. The leaders were invited to join the Review Panel based on having held leadership positions for an average of 12 years and their experience with current organisational challenges. The Review Panel comprised three females and three males. Three of the leaders were from private sector organisations, two of which had previously worked in academia; two were from public sector organisations; and one worked in academia.

The Review Panel was given the wise leadership vignettes in an electronic format, with a brief definition of each wise leadership dimension, and were asked to critically review the vignettes in relation to their content and face validity within each dimension. The definitions given to the Review Panel to contextualise the vignettes are shown in Table 15.

Table 15: Definitions of Wise Leadership Dimensions for Review Panel

Definitions of Wise Leadership Dimensions for Review Panel
Strong Ethical Code: No matter how tough the decision, wise leaders are always guided by 'doing the right thing' and have the integrity and courage to do so. They are by no means evangelical about their ethics, but a strong moral fibre guides their outlook on their vision, strategy and approach which earns them respect in the eyes of their followers.
Strong Judgement: Wise leaders have an acute sense of judgement and an ability to quickly analyse and filter complex information. They are focused and combine tacit knowledge with experience to make strategic judgements and act accordingly.
Optimise Positive Outcomes: Despite their complex environments and pressures, wise leaders ensure that they make decisions that optimise outcomes for themselves, their stakeholders, and external circumstances. If these three are not in alignment, they are likely to think twice before committing to any action in order to avoid problems.
Managing Uncertainty: Especially in today's climate of financial pressure, global competition, government initiatives, and an evolving economic and ethical climate, wise leaders recognise and comfortably manage uncertainty and ambiguity. They are centred in their approach and recognise the need to remain focused no matter what the challenge.
Strong Legacy: Creating a powerful, long-lasting and positive impact is important to wise leaders, no matter how small the task. Wise leaders create a legacy for their organisations through their vision and decisions that they make, relationships with internal and external stakeholders, and the way that they solve complex problems.
Leading with Purpose: Wise leaders have a deep sense of purpose that underlies everything that they do. For wise leaders, this purpose is related to contributing towards the greater good, focusing on positively impacting their stakeholders. They communicate with purpose and use their organisation as a 'vehicle' to achieve good.
Humanity: Wise leaders demonstrate humanity through an unconditional regard towards others. They protect the dignity of others, respect their interests and perspectives, and take responsibility for the impact of their actions on other people's well-being.
Humility: Wise leaders are not ego-centric, but neither are they meek or timid. Often their characters are robust and consistent, but wise leaders always see their contributions as part of a bigger picture. They are always willing to learn from others, accept and learn from their mistakes, and give others credit where it is due.
Self-Awareness: A strong awareness of their strengths and weaknesses enables wise leaders to lead where they need to, and work alongside others to compensate for their own weaknesses. Wise leaders are acutely aware of the implications of their behaviour on others, their organisation, and their external environments, which enables them to take multiple perspectives.

Following the Review Panel's feedback, minor linguistic and grammatical changes were made to finalise the measure. In some cases, based on the Review Panel's feedback, some vignettes were tailored to increase their face validity in alignment with the wise leadership dimension being

measured, whilst ensuring that the vignette still remains based on the leadership challenges described in Study 2.

The most common feedback received from the Review Panel related to the length of the wise leadership measure. It was felt that 45 vignettes would be a high volume of vignettes that would demand a lengthy period of time for leaders to complete in one sitting, which may adversely impact response and attrition rates upon launch of the measure. This is consistent with the view that vignette measures should be short to prevent response biases caused by participant fatigue or boredom (Schiressheim & Eisenbach, 1990)

Therefore, it was decided to divide the vignettes across 10 different surveys in order to reduce the completion time to span between 5 and 10 minutes. Five surveys comprised five vignettes, and the other five surveys comprised four vignettes, with each survey representing different dimensions of wise leadership. The distribution of vignettes across the sample is shown in Appendix 9.

7.3.4 Distribution Procedure

To establish the construct validity of the wise leadership vignettes, leaders across private, public and third sector organisations within the United Kingdom were invited to participate in the wise leadership measure (see Appendix 10) via e-mail, blogs, and social networking sites. In addition, key personal contacts with access to leadership populations across private and public sector organisations were also invited to distribute an invitation to their networks (see Appendix 11). The target sample for this study was 450 leaders based on an item-to-response ratio of 1:10 (Schwab, 1980). Both invitations included an introduction to the research, a list of the nine dimensions of wise leadership, and an invitation to participate in the wise leadership measure. The invitation included hyperlinks to each of the 10 surveys, which were hosted on Survey Monkey, an online data collection tool. Participants were given the option of participating in any one of the measures.

Participants were selected via an opportunity sampling method. Upon opening the wise leadership measure via Survey Monkey, participants were assured of the confidentiality of their responses and received further instructions on how to rate the vignettes (see Appendix 12). Participants were then informed that they would be presented with 4 to 5 scenarios relating to various leadership challenges. For each vignette, they were asked to rate the extent to which they consider each response to be a wise response, based on their own perception, using the rating scales provided. Participants were assured that there were no right or wrong answers, thus encouraging them to respond as accurately as possible. As a token of appreciation for their participation, leaders were

offered the opportunity to receive feedback about their responses to each scenario, once all data had been collected, thus enabling them to develop their leadership style.

7.4 Participants

A total of 250 leaders responded to the wise leadership measure. However, 21 participants did not submit data about their demographics. The sample comprised 83 males and 143 females. The mean age of participants was 48 years ($SD = 10.04$), ranging from 21 to 69 years of age.

Participants were predominantly White British (58%), with the second highest ethnicity being Asian or Asian British Indian (12%) and the third being White Other (8.7%). English was the first language of all participants.

In terms of educational level, the majority of participants had a Masters degree (34%), with the second highest level of education being at degree level (28%), and the third highest a professional qualification (23%).

The majority of participants were from the public sector (58%); 39% of participants were from the private sector; and 3% from the third/non-profit sector. The average years of leadership experience that participants had was 11.97 years ($SD = 8.75$) ranging from 1 to 48 years of leadership experience. Participants had an average of six direct reports, ranging from zero to sixty direct reports.

Within their organisational structures, 18% of participants indicated being in a leadership position at the highest level of their organisation, 22% were in leadership positions at the second level, 23% were in leadership positions at the third level, 21% were leaders at the fourth level, and 16% were in leadership positions from the fifth level onwards.

Job titles amongst participants included Lead/Specialist Consultant (17%), Director (15%), Manager (13%), Head (10%), Senior Manager (10%), Assistant/Deputy Director (7%), CEO (4%), Partner (3%), Non-Executive Director (1%), Vice-President (1%) and Other (19%).

7.5 Materials

7.5.1 Wise Leadership Measure: The wise leadership measure comprised 45 vignettes, where five vignettes measure each of the nine wise leadership dimensions identified in Study 1. Each vignette presented participants with a short organisational challenge, followed by the question of how they would respond to this challenge. This was then followed by five distinct response options, where in this study, participants were required to rate how wise they consider each

response to be based on a 1 to 7 point Likert scale where '1' = 'Not at all wise' and '7' = 'Very wise'.

As previously discussed, the 45 vignettes were divided across 10 different surveys in order to reduce the completion time. Five of these surveys comprised five vignettes, and the other five surveys comprised four vignettes, with each survey representing different dimensions of wise leadership (see Appendix 9).

7.6 Data Analyses

First, the mean and standard deviation scores for responses to each vignette across all nine wise leadership dimensions were calculated, to identify the extent that participants considered the response options for each vignette to be 'wise'. The standard deviation scores determined the level of agreement amongst participants in terms of how 'wise' they considered each response option to be.

Second, based on the mean and standard deviation scores, the strongest three vignettes per wise leadership dimension were selected to form the basis of the final wise leadership measure. This was conducted based on selecting vignettes that that had at least one response option that represented a 'wise response' as measured by a high mean score with a high level of agreement; at least one response option that represented an 'least wise response' which had a low mean score with a high level of agreement; and at least one response option that represented an 'average' response which had a moderate mean score with high level of agreement. A high level of agreement was determined by a standard deviation score of 1 or less. Each vignette was analysed on a case-by-case basis. Vignettes that fell outside of these criteria, or had low levels of agreement in their scores, were excluded from selection for the final wise leadership measure.

The strongest three vignettes were chosen based on the recommendation that at least half of the items designed should be retained to form the final measure (Cortina, 1993; Harvey, Billings & Nilan, 1985; Hinkin, 1998; Schriesheim & Hinkin, 1990). Therefore, five vignettes were designed per wise leadership dimension, with a view to selecting the strongest three vignettes post-validation.

7.7 Results

Table 16 shows the mean and standard deviation scores for responses to vignettes representing each of the nine wise leadership dimensions.

As described in the 'Data Analyses' section of this chapter, based on these scores, the strongest three vignettes per wise leadership dimension were identified to form the basis of the final wise leadership measure. The results of this are denoted in the table based on the following key:

*** = A 'wise response' identified by a high mean score with a high level of agreement.
** = An 'average' response identified by a moderate mean score with a high level of agreement.
* = A 'least wise' response identified by a low mean score with a high level of agreement.

All vignettes were analysed individually on a case-by-case basis. Comments in relation to each vignette are also included in Table 16.

Table 16: Mean and Standard Deviation *(SD)* **Scores for Wise Leadership Vignettes**

Strong Ethical Code					
	Vignette 1 (*n* = 37)	**Vignette 2 (*n* = 21)**	**Vignette 3 (*n* = 27)**	**Vignette 4 (*n* = 22)**	**Vignette 5 (*n* = 30)**
Response 1	5.27 (SD = 1.59)	4.57 (SD = 1.54)	5.96 (SD = 1.40)	2.43 (SD = 1.40)**	2.85 (SD = 1.49)
Response 2	3.49 (SD = 1.80)	5.67 (SD = 1.02)**	3.62 (SD = 2.06)	5.00 (SD = 1.84)	5.11 (SD = 1.40)**
Response 3	4.73 (SD = 1.50)	6.33 (SD = 0.80)***	4.42 (SD = 2.06)	5.27 (SD = 1.59)	6.06 (SD = 1.05)***
Response 4	1.89 (SD = 1.24)	2.66 (SD = 1.24)*	3.77 (SD = 2.14)	5.86 (SD = 0.85)***	2.55 (SD = 1.50)
Response 5	5.00 (SD = 1.80)	2.81 (SD = 1.29)	1.69 (SD = 1.26)	1.71 (SD = 1.27)*	2.38 (SD = 1.50)*
	Unclear wise response; agreement not strong. Decision: Exclude	Clear wise, average and least wise responses; good agreement. Decision: Include	Unclear wise response with average mean scores; weak agreement. Decision: Exclude	Clear wise, average and least wise responses; moderate agreement. Decision: Include	Clear wise, average and least wise responses; moderate agreement. Decision: Include
Strong Judgement					
	Vignette 1 (*n* = 37)	**Vignette 2 (*n* = 21)**	**Vignette 3 (*n* = 27)**	**Vignette 4 (*n* = 22)**	**Vignette 5 (*n* = 30)**
Response 1	4.73 (SD = 1.76)	3.11 (SD = 1.29)*	6.05 (SD = 0.97)	5.00 (SD = 1.26)	6.10 (SD = 0.62)
Response 2	2.81 (SD = 1.43)	4.32 (SD = 1.63)	5.50 (SD = 1.63)	2.62 (SD = 1.24)**	1.81 (SD = 0.62)
Response 3	5.37 (SD = 1.29)**	4.42 (SD = 1.39)	3.10 (SD = 1.58)	2.68 (SD = 1.36)	3.26 (SD = 1.77)
Response 4	6.27 (SD = 0.91)***	5.00 (SD = 1.25)***	3.29 (SD = 1.95)	2.29 (SD = 1.15)*	3.89 (SD = 1.58)
Response 5	2.46 (SD = 1.28)*	3.69 (SD = 1.16)**	3.52 (SD = 1.69)	6.10 (SD = 0.94)***	4.71 (SD = 1.70)
	Clear wise, average and least wise responses; strong agreement. Decision: Include	Clear wise, average and least wise responses; moderate agreement. Decision: Include	Clear wise response with high agreement, but unclear average and least wise responses with poor agreement. Decision: Exclude	Clear wise, average and least wise responses; good agreement. Decision: Include	Clear wise and least wise responses with strong agreement. Unclear average response with poor agreement. Decision: Exclude

Optimising Positive Outcomes					
	Vignette 1 (*n* = 37)	**Vignette 2 (*n* = 21)**	**Vignette 3 (*n* = 27)**	**Vignette 4 (*n* = 22)**	**Vignette 5 (*n* = 30)**
Response 1	5.55 (*SD* = 0.94)	6.58 (*SD* = 0.69)***	5.00 (*SD* = 1.67)	5.53 (*SD* = 1.47)**	6.07 (*SD* = 0.98)***
Response 2	4.86 (*SD* = 1.27)	2.89 (*SD* = 1.52)	5.90 (*SD* = 1.09)	4.10 (*SD* = 1.70)	4.89 (*SD* = 1.40)**
Response 3	1.89 (*SD* = 0.82)	3.63 (*SD* = 1.11)*	3.95 (*SD* = 1.40)	3.15 (*SD* = 1.66)*	3.30 (*SD* = 1.38)*
Response 4	4.39 (*SD* = 1.59)	5.79 (*SD* = 0.54)**	4.24 (*SD* = 1.61)	6.16 (*SD* = 0.90)***	2.97 (*SD* = 1.81)
Response 5	5.61 (*SD* = 1.42)	3.95 (*SD* = 1.61)	5.45 (*SD* = 1.41)	4.26 (*SD* = 1.94)	6.00 (*SD* = 1.04)
	Unclear wise response. Clear average and least wise responses; strong agreement. Decision: Exclude	Clear wise, average and lease wise responses; strong agreement. Decision: Include	Unclear wise, average and lease wise responses with poor agreement. Decision: Exclude	Clear wise response with strong agreement. Clear average and least wise responses with moderate agreement. Decision: Include	Clear wise response with strong agreement. Clear average and lease wise responses with moderate agreement. Decision: Include
Managing Uncertainty					
	Vignette 1 (*n* = 37)	**Vignette 2 (*n* = 21)**	**Vignette 3 (*n* = 27)**	**Vignette 4 (*n* = 22)**	**Vignette 5 (*n* = 30)**
Response 1	5.18 (*SD* = 1.40)	6.05 (*SD* = 1.08)	5.30 (*SD* = 1.75)	4.27 (*SD* = 1.79)	4.76 (*SD* = 1.48)
Response 2	5.62 (*SD* = 0.82)***	5.00 (*SD* = 0.82)**	4.71 (*SD* = 1.85)	4.95 (*SD* = 1.87)	5.48 (*SD* = 1.09)***
Response 3	5.26 (*SD* = 0.93)**	6.10 (*SD* = 0.88)***	3.10 (*SD* = 1.73)	4.63 (*SD* = 1.71)	5.04 (*SD* = 1.23)
Response 4	2.65 (*SD* = 1.07)*	2.79 (*SD* = 1.18)*	5.62 (*SD* = 1.20)	5.68 (*SD* = 0.89)	5.25 (*SD* = 1.00)**
Response 5	4.35 (*SD* = 1.51)	4.00 (*SD* = 1.53)	4.82 (*SD* = 1.74)	6.05 (*SD* = 0.94)***	2.64 (*SD* = 1.47)*
	Wise score moderately high; strong agreement. Clear average and least wise responses; strong agreement. Decision: Include	Clear wise, average and least wise responses; strong agreement. Decision: Include	No clear wise, average or least wise responses; low agreement. Decision: Exclude	Wise score moderately high; high agreement. Unclear average and least wise responses; low agreement. Decision: Exclude	Wise score moderately high; clear average and least wise responses; good agreement. Decision: Include

Strong Legacy					
	Vignette 1 (*n* = 37)	**Vignette 2 (*n* = 21)**	**Vignette 3 (*n* = 27)**	**Vignette 4 (*n* = 22)**	**Vignette 5 (*n* = 30)**
Response 1	6.68 (*SD* = 0.53)***	6.84 (*SD* = 0.37)***	6.68 (*SD* = 0.48)***	6.33 (*SD* = 0.86)***	6.00 (*SD* = 0.86)
Response 2	4.30 (*SD* = 1.24)	3.63 (*SD* = 1.80)	4.48 (*SD* = 2.09)	6.10 (*SD* = 0.78)	5.04 (*SD* = 1.23)
Response 3	4.22 (*SD* = 1.23)	4.74 (*SD* = 1.63)	5.19 (*SD* = 1.21)	2.79 (*SD* = 1.51)*	5.04 (*SD* = 1.64)
Response 4	4.57 (*SD* = 1.26)**	2.42 (*SD* = 1.12)*	5.29 (*SD* = 1.55)	5.15 (*SD* = 1.39)**	2.85 (*SD* = 1.83)
Response 5	3.19 (*SD* = 1.55)*	4.74 (*SD* = 1.41)**	5.48 (*SD* = 1.50)	4.75 (*SD* = 1.65)	4.33 (*SD* = 1.77)
	Clear wise and average responses; good agreement. Clear least wise response; moderate agreement. Decision: Include	Clear wise, average and least wise responses; moderate agreement. Decision: Include	Clear wise response with high agreement, but unclear average and least wise responses; poor agreement. Decision: Exclude	Clear wise response; high agreement. Clear average and least wise responses; moderate agreement. Decision: Include	Clear wise response; high agreement. Clear average and least wise responses; poor agreement. Decision: Exclude
Leading with Purpose					
	Vignette 1 (*n* = 25)	**Vignette 2 (*n* = 23)**	**Vignette 3 (*n* = 21)**	**Vignette 4 (*n* = 19)**	**Vignette 5 (*n* = 25)**
Response 1	5.64 (*SD* = 1.35)	6.26 (*SD* = 0.86)***	5.95 (*SD* = 1.02)**	6.61 (*SD* = 0.50)***	6.72 (*SD* = 0.54)***
Response 2	6.28 (*SD* = 0.98)***	5.45 (*SD* = 1.10)	4.14 (*SD* = 1.77)	4.83 (*SD* = 1.89)	6.12 (*SD* = 1.24)
Response 3	4.67 (*SD* = 1.34)	3.63 (*SD* = 1.33)*	1.43 (*SD* = 0.68)*	4.83 (*SD* = 1.29)**	1.80 (*SD* = 1.23)*
Response 4	5.04 (*SD* = 1.30)	6.32 (*SD* = 0.78)	4.48 (*SD* = 1.47)	3.11 (*SD* = 1.78)	5.92 (*SD* = 0.93)**
Response 5	4.32 (*SD* = 1.70)	4.14 (*SD* = 1.73)	6.38 (*SD* = 0.92)***	2.33 (*SD* = 1.08)*	4.72 (*SD* = 1.81)
	Clear wise response; high agreement. Unclear average and least wise responses; low agreement. Decision: Exclude	Clear wise, average and least wise responses; moderate agreement. Decision: Exclude	Clear wise, average and least wise responses; strong agreement. Decision: Include	Clear wise, average and least wise responses; good agreement. Decision: Include	Clear wise, average and least wise responses; strong agreement. Decision: Include

Humanity					
	Vignette 1 (*n* = 25)	**Vignette 2 (*n* = 23)**	**Vignette 3 (*n* = 21)**	**Vignette 4 (*n* = 19)**	**Vignette 5 (*n* = 25)**
Response 1	2.88 (*SD* = 1.51)	2.32 (*SD* = 1.13)*	2.14 (*SD* = 0.91)**	6.72 (*SD* = 0.46)***	6.71 (*SD* = 0.69)***
Response 2	6.68 (*SD* = 0.63)***	4.68 (*SD* = 1.91)**	6.67 (*SD* = 0.57)***	3.59 (*SD* = 1.50)	5.13 (*SD* = 1.78)**
Response 3	5.80 (*SD* = 1.11)**	5.72 (*SD* = 1.52)***	5.29 (*SD* = 0.96)	4.78 (*SD* = 1.31)**	1.75 (*SD* = 0.94)*
Response 4	6.48 (*SD* = 0.65)	3.50 (*SD* = 1.87)	1.57 (*SD* = 0.75)*	2.06 (*SD* = 1.39)*	1.75 (*SD* = 1.26)
Response 5	2.00 (*SD* = 1.11)*	5.09 (*SD* = 1.83)	2.48 (*SD* = 1.47)	2.61 (*SD* = 1.82)	1.83 (*SD* = 0.92)
	Clear wise, average and least wise responses; strong agreement. Decision: Include	Moderate wise response scores; clear average and least wise responses; low agreement. Decision: Exclude	Clear wise, average and least wise responses; strong agreement. Decision: Include	Clear wise response; strong agreement. Clear average and least wise responses; low agreement. Decision: Exclude	Clear wise and least wise responses; strong agreement. Clear average response; moderate agreement. Decision: Include
Humility					
	Vignette 1 (*n* = 25)	**Vignette 2 (*n* = 23)**	**Vignette 3 (*n* = 21)**	**Vignette 4 (*n* = 19)**	**Vignette 5 (*n* = 25)**
Response 1	6.84 (*SD* = 0.37)***	6.13 (*SD* = 1.01)***	6.50 (*SD* = 0.69)***	6.44 (*SD* = 0.70)***	5.96 (*SD* = 0.95)
Response 2	6.12 (*SD* = 1.13)	2.76 (*SD* = 1.30)*	2.75 (*SD* = 1.16)**	4.44 (*SD* = 1.54)**	4.29 (*SD* = 1.65)
Response 3	5.64 (*SD* = 1.04)**	3.09 (*SD* = 1.41)	1.60 (*SD* = 0.68)	2.39 (*SD* = 1.33)*	6.13 (*SD* = 1.15)***
Response 4	4.69 (*SD* = 1.86)	4.09 (*SD* = 1.48)	1.45 (*SD* = 0.60)*	5.00 (*SD* = 1.81)	5.29 (*SD* = 0.86)**
Response 5	3.64 (*SD* = 1.66)*	5.91 (*SD* = 1.23)**	6.35 (*SD* = 1.18)	2.83 (*SD* = 1.29)	2.62 (*SD* = 1.68)*
	Clear wise and least wise responses; strong agreement. Clear average response; moderate agreement. Decision: Include	Clear wise, average and least wise responses; moderate agreement. Decision: Exclude	Clear wise, average and least wise responses; strong agreement. Decision: Include	Clear wise response; strong agreement. Clear average and least wise responses; moderate agreement. Decision: Include	Wise score moderately high; moderate agreement. Clear average and least wise responses; variable agreement. Decision: Exclude

Self-Awareness					
	Vignette 1 (*n* = 25)	**Vignette 2 (*n* = 23)**	**Vignette 3 (*n* = 21)**	**Vignette 4 (*n* = 19)**	**Vignette 5 (*n* = 25)**
Response 1	6.64 (*SD* = 0.49)***	1.91 (*SD* = 0.87)*	6.43 (*SD* = 0.81)***	1.89 (*SD* = 1.45)	6.46 (*SD* = 0.72)***
Response 2	2.56 (*SD* = 1.04)**	2.00 (*SD* = 1.24)	3.38 (*SD* = 1.83)**	1.50 (*SD* = 0.71)*	3.29 (*SD* = 1.49)
Response 3	4.32 (*SD* = 1.57)	6.32 (*SD* = 0.57)	2.57 (*SD* = 1.53)	6.55 (*SD* = 0.51)***	2.87 (*SD* = 1.74)*
Response 4	5.08 (*SD* = 1.55)	6.45 (*SD* = 0.74)***	5.57 (*SD* = 1.25)	6.28 (*SD* = 0.67)	5.58 (*SD* = 1.10)**
Response 5	1.84 (*SD* = 0.85)*	3.50 (*SD* = 1.74)**	2.14 (*SD* = 1.15)*	5.61 (*SD* = 0.92)**	5.79 (*SD* = 1.18)
	Clear wise, average, and least wise responses; strong agreement. Decision: Include	Clear wise, average, and least wise responses; strong agreement. Decision: Include	Clear wise, average and least wise responses; variable agreement. Decision: Exclude	Clear wise, average, and least wise responses; strong agreement. Decision: Include	Clear wise, average, and least wise responses; variable agreement: Decision: Exclude

The results presented have been translated into a second table (Table 17) showing a comparison of vignette responses that were theoretically categorised as 'Wise', 'Average' and 'Least Wise', relative to the final data.

Consistent with the analysis of mean and standard deviation scores, this comparison has been conducted on a case-by-case basis. For example, in Vignette 4 of Strong Ethical Code, high mean scores relative to other scores in this vignette have been categorised as 'Wise' responses (Response 2: M = 5.00; Response 3: M = 5.27; Response 4: M = 5.86). Moderate mean scores have been categorised as an 'Average' response (Response 1: M = 2.43). The lowest mean scores in this vignette have been categorised as 'Least Wise' responses (Response 5: M = 1.71).

This comparison is shown in Table 17 overleaf. Key inconsistencies between theoretically allocated 'Wise' responses and the final data are indicated by an asterisk (*).

Table 17: Comparison of Theoretical Allocation and Results of Vignette Responses

Key inconsistencies between theoretically allocated 'Wise' responses and the final data are indicated by an asterisk (*).

Strong Ethical Code	Vignette 1		Vignette 2		Vignette 3		Vignette 4		Vignette 5	
	Theoretic	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**
Response 1	Wise	Wise	Average	Average	Wise	Wise	Least Wise	Average	Average	Average
Response 2	Average	Average	Wise	Wise	Average	Average	Wise	Wise	Wise	Wise
Response 3	Average	Average	Wise	Wise	Average	Average	Average	Wise*	Wise	Wise
Response 4	Least Wise	Least Wise	Least Wise	Least Wise	Average	Average	Wise	Wise	Average	Least Wise
Response 5	Wise	Wise	Average	Least Wise	Least Wise	Least Wise	Least Wise	Least Wise	Least Wise	Least Wise
Strong Judgement	Vignette 1		Vignette 2		Vignette 3		Vignette 4		Vignette 5	
	Theoretic	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**
Response 1	Average	Average	Least Wise	Least Wise	Wise	Wise	Wise	Wise	Wise	Wise
Response 2	Least Wise	Least Wise	Average	Average	Wise	Wise	Average	Average	Least Wise	Least Wise
Response 3	Wise	Wise	Average	Average	Least Wise	Least Wise	Average	Average	Average	Average
Response 4	Wise	Wise	Wise	Wise	Average	Average	Least Wise	Least Wise	Average	Average
Response 5	Least Wise	Least Wise	Average	Average	Average	Average	Wise	Wise	Average	Average
Optimising Positive Outcomes	Vignette 1		Vignette 2		Vignette 3		Vignette 4		Vignette 5	
	Theoretic	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**
Response 1	Wise	Wise	Wise	Wise	Average	Average	Wise	Wise	Wise	Wise
Response 2	Average	Average	Least Wise	Least Wise	Wise	Wise	Average	Average	Average	Average
Response 3	Least Wise	Least Wise	Least Wise	Least Wise	Least Wise	Least Wise	Least Wise	Least Wise	Average	Average
Response 4	Average	Average	Average	Average	Average	Average	Wise	Wise	Least Wise	Least Wise
Response 5	Wise	Wise	Average	Average	Wise	Wise	Average	Average	Wise	Wise

Managing Uncertainty	Vignette 1		Vignette 2		Vignette 3		Vignette 4		Vignette 5	
	Theoretic	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**
Response 1	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Average*	Average	Average
Response 2	Wise	Wise	Average	Average	Average	Average	Average	Average	Wise	Wise
Response 3	Average	Average	Wise	Wise	Least Wise	Lease Wise	Average	Average	Average	Average
Response 4	Least Wise	Least Wise	Least Wise	Least Wise	Average	Wise*	Wise	Wise	Average	Average
Response 5	Average	Average	Average	Average	Average	Average	Least Wise	Wise*	Least Wise	Least Wise
Strong Legacy	Vignette 1		Vignette 2		Vignette 3		Vignette 4		Vignette 5	
	Theoretic	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**
Response 1	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Wise
Response 2	Average	Average	Average	Average	Average	Average	Wise	Wise	Average	Average
Response 3	Average	Average	Average	Average	Least Wise	Wise*	Least Wise	Least Wise	Average	Average
Response 4	Average	Average	Least Wise	Least Wise	Average	Wise*	Average	Average	Least Wise	Least Wise
Response 5	Least Wise	Least Wise	Average	Average	Average	Wise*	Average	Average	Average	Average
Leading with Purpose	Vignette 1		Vignette 2		Vignette 3		Vignette 4		Vignette 5	
	Theoretic	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**	**Theoretic**	**Results**
Response 1	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Wise
Response 2	Wise	Wise	Wise	Wise	Average	Average	Average	Average	Average	Wise*
Response 3	Least Wise	Average	Least Wise	Least Wise	Least Wise	Least Wise	Average	Average	Least Wise	Least Wise
Response 4	Average	Average	Average	Wise*	Average	Average	Average	Average	Average	Average
Response 5	Average	Average	Average	Average	Wise	Wise	Least Wise	Least Wise	Average	Average

Humanity	Vignette 1		Vignette 2		Vignette 3		Vignette 4		Vignette 5	
	Theoretic	Results	Theoretic	Results	Theoretic	Results	Theoretic	Results	Theoretic	Results
Response 1	Least Wise	Least Wise	Least Wise	Least Wise	Average	Average	Wise	Wise	Wise	Wise
Response 2	Average	Wise*	Average	Average	Wise	Wise	Average	Average	Average	Average
Response 3	Wise	Wise	Wise	Wise	Average	Average	Average	Average	Least Wise	Least Wise
Response 4	Wise	Wise	Average	Average	Least Wise	Least Wise	Least Wise	Least Wise	Least Wise	Least Wise
Response 5	Least Wise	Least Wise	Average	Average	Least Wise	Least Wise	Least Wise	Least Wise	Average	Least Wise
Humility	Vignette 1		Vignette 2		Vignette 3		Vignette 4		Vignette 5	
	Theoretic	Results	Theoretic	Results	Theoretic	Results	Theoretic	Results	Theoretic	Results
Response 1	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Wise
Response 2	Wise	Wise	Least Wise	Least Wise	Average	Average	Average	Average	Average	Average
Response 3	Average	Average	Average	Average	Least Wise	Least Wise	Least Wise	Least Wise	Wise	Wise
Response 4	Average	Average	Average	Average	Least Wise	Least Wise	Average	Average	Average	Average
Response 5	Least Wise	Least Wise	Wise	Wise	Wise	Wise	Average	Average	Least Wise	Least Wise
Self-Awareness	Vignette 1		Vignette 2		Vignette 3		Vignette 4		Vignette 5	
	Theoretic	Results	Theoretic	Results	Theoretic	Results	Theoretic	Results	Theoretic	Results
Response 1	Wise	Wise	Least Wise	Least Wise	Wise	Wise	Least Wise	Least Wise	Wise	Wise
Response 2	Average	Average	Least Wise	Least Wise	Average	Average	Least Wise	Least Wise	Average	Average
Response 3	Average	Average	Wise	Wise	Average	Least Wise	Wise	Wise	Least Wise	Least Wise
Response 4	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Wise	Average	Average
Response 5	Least Wise	Least Wise	Average	Average	Least Wise	Least Wise	Average	Average	Average	Average

Based on the analysis of mean and standard deviation scores, Table 18 below shows the final set of vignettes that have been selected within each wise leadership dimension, constituting the final wise leadership measure for organisations.

Table 18: Vignettes Forming the Final Wise Leadership Measure

Wise Leadership Dimension	Selected Vignettes Based on Mean and Standard Deviation Scores
Strong Ethical Code	Vignette 2, Vignette 4, Vignette 5
Strong Judgement	Vignette 1, Vignette 2, Vignette 4
Optimising Positive Outcomes	Vignette 2, Vignette 4, Vignette 5
Managing Uncertainty	Vignette 1, Vignette 2, Vignette 5
Strong Legacy	Vignette 1, Vignette 2, Vignette 4
Leading with Purpose	Vignette 3, Vignette 4, Vignette 5
Humanity	Vignette 1, Vignette 3, Vignette 5
Humility	Vignette 1, Vignette 3, Vignette 4
Self-Awareness	Vignette 1, Vignette 2, Vignette 4

We now turn to discussing the findings of the current study in the section that follows.

7.8 Discussion

The purpose of this study was to develop a wise leadership measure for work organisations, based on the nine wise leadership dimensions identified in Study 1, and the organisational challenges identified in Study 2. The design comprised a general, vignettes-based performance measure of wise leadership, based on the Berlin Wisdom Paradigm measure (Baltes & Smith, 1990; Baltes & Staudinger, 2000) and anchoring vignettes (King & Wand, 2007). The response options reflected a range of wise, average and least wise responses to the vignettes. The present study measured the extent to which participants agreed each response was 'wise', to form the final wise leadership measure. We now turn to discussing the findings of this study, followed by further considerations.

7.8.1 Evaluating Responses to the Wise Leadership Vignettes

The findings of this study revealed that, across all vignettes within each wise leadership dimension, high mean scores were associated with responses intended to reflect a 'Wise' response. This suggests that the response options associated with 'wise' responses were accurate in terms of how wise leaders are likely to respond, suggesting strong construct validity. This was particularly evident in the wise leadership dimensions of Strong Legacy, Leading with Purpose, Humanity, Humility, and Self-Awareness where high mean scores associated with wise responses ranged between 6 and 7, reflecting 'Wise' and 'Very Wise' ratings. The ratings of leaders across all vignettes within each wise leadership dimension also accurately reflected responses that were

designed to be 'Average' and 'Least Wise' responses to each vignette, therefore also suggesting strong construct validity in the variation of response options.

However, in many cases, there was a great deal of variation in the extent to which leaders rated response options as 'wise', relative to the theoretical allocation of wise, average and least wise responses during the original design of the vignettes, which is worthy of further discussion. These inconsistencies are discussed in the section that follows, drawing on Tables 16 and 17.

Such inconsistencies was the case in Vignette 4 associated with the wise leadership dimension of Strong Ethical Code, which presented a scenario where there was an opportunity for the leader to promote a member of their team. A particular team member was known for her exceptionally high performance, but was observed to have been ruthless in demonstrating her capability in order to impress the leader, at the expense of their colleagues. The wise responses related to reconsidering the promotion due to the right organisational values being as equally as important as high performance (Response Option 2); and to look into the truth of which other team members had contributed to the individuals success (Response Option 4); both of which were rated as being 'Wise' amongst leaders with mean scores of 5.00 ($SD = 1.84$) and 5.86 ($SD = 0.85$), respectively. However, other responses such as speaking with the team member and explaining the importance of demonstrating the right values (Response Option 3), which was originally intended to be an 'Average' response was also rated as a moderately wise response amongst leaders with a mean score of 5.27 ($SD = 1.59$), albeit with low agreement. In a sense, this response may reflect a wise response in the way that it suggests having the courage to stand up for values and ethics, which is consistent with the way in which wise leaders described being guided by values in Study 1. However, it does not reflect the importance that wise leaders in Study 1 placed on ensuring the presence of both performance and values in order for an organisation to be successful. However, the overall mean score for this response option is relatively moderate, thus suggesting that it was not considered to be a highly wise response amongst leaders in this study.

This was also the case with Vignettes 3 and 4 within the wise leadership dimension of Managing Uncertainty. In Vignette 3, in the context of working with incomplete data, Response Option 4 which was originally thought to be an 'Average' response was rated as being 'Wise' with a mean score of 5.62 ($SD = 1.20$). This related to approaching a colleague to help make an informed decision. Similarly in Vignette 4, in the context of deciding how to increase customer spending, Response Option 5 which was originally thought to be a 'Least Wise' response was rated as a 'Wise' response with a mean score of 6.05 ($SD = 0.94$). This also related to speaking to some trusted colleagues about the actions that they would recommend. In both Vignettes 3 and 4, the original 'wise' responses of being confident and comfortable with uncertain situations and

eliciting strategic data were rated as being 'Wise' thus suggesting accuracy in measuring the management of uncertainty. The reason for these inconsistencies may be that seeking the advice of others may be perceived as a wise strategy for offering leaders a different perspective in uncertain situations, which may be plausible. However, these two response options were not originally considered as being 'wise' because nominated wise leaders in Study 1 described being comfortable with uncertainty and taking responsibility to make the right decisions autonomously. Leaders in Study 2 also indicated using other patterns of data to make the right investment decisions in uncertain situations, again taking responsibility for the decision autonomously.

This relates to an additional inconsistency in Vignette 4 of Managing Uncertainty, where Response Option 1 which was theoretically a 'Wise' response was rated as an 'Average' response with a mean score of 4.27 albeit low agreement ($SD = 1.79$). This response related to making a strategic decision based on observed trends and forecasting. Although wise leaders described using data to observe trends in uncertain situations, respondents in the current study may have considered the lack of certainty in this approach to be a risk in making the right decision.

Likewise, Vignette 3 in the wise leadership dimension of Strong Legacy also demonstrated inconsistencies with the original response option allocations. This vignette presented a scenario where a leader had spent their entire career responding to organisational needs with little time to think about their future, and had set aside time to gain some control back over their work. The response options related to how the leader would choose to spend this time. Whilst Response Option 1 which was originally thought to be the wisest response was indeed rated as with a mean score of 6.68 ($SD = 0.48$), there were a number of inconsistencies. Response Option 3 was originally associated with a 'Least Wise' response, but was rated as being 'Wise' amongst leaders with a mean score of 5.19 ($SD = 1.21$). This response option related to catching up with colleagues that the leader has not spoken to for a long time. In the context of Strong Legacy, this was originally thought to be the 'Least Wise' response since it does not explicitly relate to creating a legacy. However, leaders may perceive this as being of value to maintain one's networks, which is known to be challenging in one's day-to-day role amongst other pressures. Response Options 4 and 5 were theoretically categorised as 'Average' responses, but were rated as moderately 'Wise' with mean scores of 5.29 ($SD = 1.55$) and 5.48 ($SD = 1.50$) respectively. These related to generating new ideas for projects, and identifying improvements to existing products or services. Although these did not emerge as 'wise' responses in Study 2, respondents in this study may have considered such responses to be a valuable use of time to deliver against the organisation's strategy.

Vignette 2 within the wise leadership theme of Leading with Purpose was also problematic. The vignette presented a scenario where a leader is feeling pressured with numerous strategic, operational, financial and people responsibilities that is impacting on their performance and engagement. The leader is required to continue delivering upon these responsibilities. The response options related to how leaders would respond to this situation. Whilst Response Option 1 which was thought to be the wisest response was rated as such with a mean score of 6.26 (SD = 0.85), there was one inconsistency. Response Option 4 which was originally thought to be an 'Average' response was rated as slightly higher than the intended 'Wise' response in this vignette with strong agreement (M = 6.32; SD = 0.78). This related to analysing whether the leader was working on the right things and to delegate relevant tasks to their team members. This reflects a very pragmatic response that may be an outcome of reflecting on one's sense of purpose by evaluating whether one is working on the right things. However, it does not explicitly relate to identifying and re-engaging with one's purpose which is reflected in Response Option 1. Nevertheless, it may be argued that Response Option 4 does allude to considering one's purpose through an evaluation of whether one is working on the right things.

Vignette 5 of Leading with Purpose also showed an inconsistency. This vignette presented a situation where an organisation's strategic goals needed to change requiring the termination or re-prioritisation of projects, which may frustrate members of staff. Leaders were asked how they would approach this situation. Response Option 1 which was theoretically a 'Wise' response was rated as such with strong agreement and a high mean score of 6.72 (SD = 0.54). However, Response Option 2 which was theoretically categorised as an 'Average' response was rated as a 'Wise' response with a mean score of 6.12 (SD = 1.24). This related to reassuring staff that they understand the situation and that their managers would support them through the change. This may have been rated as 'Wise' as it reflects showing empathy and support, which is characteristic of the wise leadership dimension of 'Humanity'.

Similarly, Vignette 1 within the wise leadership dimension of Humanity also showed inconsistencies in ratings. This vignette presented a scenario where a team had demonstrated strong work ethic to deliver work for a client which had affected their personal lives, asking leaders what their attitude towards this situation would be. Whilst Response Option 3, which was thought to be the 'Wise' response was rated as such with a mean score of 5.80 (SD = 1.11), a different response was rated as being wiser. Response Option 2, which was originally associated with an 'Average' response was rated as the wisest response amongst leaders, with strong agreement (M = 6.68; SD = 0.63). This response option related to demonstrating good leadership by thanking each team member individually. Whilst Response Option 3 included acknowledgement of the impact on the team members' personal lives, Response Option 2 also

alludes to giving individual acknowledgement to all team members, which is a form of unconditional regard towards others. However, on reflection, the wording of this response option is quite broad and open to interpretation, which is noted for future refinement.

Overall, the mean scores for all other vignettes within each of the nine dimensions of wise leadership were reflective of 'wise', 'average', and 'least wise' responses that were originally allocated during the design of these vignettes. This suggests that the response options were accurately designed relative to measuring each vignette in the context of each dimension of wise leadership. However, the inconsistencies highlighted above reveal variations in leaders' perceptions of wise responses to organisations challenges, which is many cases reflect pragmatism and diplomacy.

Despite the mean scores corresponding to 'wise', 'average' and 'least wise' responses, there was a notable lack of strong agreement across the majority of response options as reflected by relatively high standard deviation scores with a value above 1.00. There are several reasons for why this may have been the case. First, as described in the 'Design and Procedure' section of this chapter, each response option was designed to appear as plausible responses to the vignette in order to prevent the 'wise' response from being overtly obvious. Leaders may therefore have rated the response options as 'wise' to varying degrees, based on their judgement, knowledge and experience. Second, leaders that participated in the present study may be considered as 'laypersons' of wisdom. There is currently a lack of agreement amongst laypersons as to what constitute wisdom (Meeks & Jeste, 2009), which may be reflected in instances where there is moderate to low agreement amongst leaders within responses, and also many of the inconsistencies discussed between anticipated and actual wise responses to the vignettes. Third, the sample sizes of each of the ten surveys ranged between 19 and 37 leaders, which may have led to greater variation in the standard deviation scores. To address this, future research would benefit from validating all 27 vignettes forming the final wise leadership measure with one large sample of leaders.

7.8.2 Further Considerations

This study suggests that the vignettes comprising the final wise leadership measure in organisations is effective in measuring the nine wise leadership dimensions, based on an empirical evaluation of the mean and standard deviation scores. There are numerous strengths of the wise leadership measure designed in this study.

First, it comprises the first wise leadership measure for organisations measuring nine dimensions. Previous wisdom measures are based on more limited number of dimensions in a non-

organisational context such as personal wisdom (Webster, 2003; Webster, 2007), self-transcendence (Levenson et al., 2005); cognitive, affective, and reflective aspects of wisdom (Ardelt, 2003); and factual and procedural knowledge, knowledge of different life stages, value relativism and tolerance, and living with uncertainty (Baltes & Smith, 1990; Baltes & Staudinger, 2000). Additionally, whilst it was intended to develop a 'general' measure of wisdom (Staudinger et al., 2005; Staudinger & Glück, 2011), an 'other-related' measure of wisdom has also been developed, which Glück et al. (2013) suggested was absent in existing wisdom measures, with the exception of the 'affective' component in the Three-Dimensional Wisdom Scale (Ardelt, 2003). 'Other-related' wisdom refers to concern towards others. By measuring wise leadership dimensions such as Strong Ethical Code, Leading with Purpose, Humanity, and Humility which involve positive affect towards others, the measure contributes to developing a 'general' and 'other-related' vignettes-based performance measure of wise leadership for organisations.

Second, the wise leadership measure is the first to distinguish between wise, average and least wise responses. This methodology is advantageous in being able to identify the extent to which leaders are 'wise' in organisations, which has a number of practical implications that are discussed in Chapter 8.

Third, the methodology used to develop the wise leadership measure increases the robustness of the vignettes. Whilst it is argued that vignettes cannot "fully capture the elements of reality under study" (Hughes & Huby, 2004, p. 45), the ecological validity of the vignettes was increased through being based on authentic organisational challenges and responses described by leaders in Study 2, in relation to the nine wise leadership dimensions. The vignettes therefore address methodological concerns about vignettes being artificial and lacking the complexity of real life (Faia, 1979; Hughes & Huby, 2004; Parkinson & Manstead, 1993; Sleed et al., 2002; West, 1982).

Relatedly, vignettes have been criticised for the methodological challenge of depicting emotions that play a key part in 'real life' decision making (Hughes & Huby, 2004; Spratt, 2001). The wise leadership measure addresses this through vignettes asking how leaders would *feel* in response to a scenario, with corresponding response options representing a range of emotions and behaviour rated on a Likert scale. This also helps to address the dichotomy between beliefs and actions in vignettes-based studies (Faia, 1979; Hughes & Huby, 2004; Parkinson & Manstead, 1993; Sleed et al., 2002; West, 1982) and vignettes measuring wisdom (Ardelt, 2004; Glück et al., 2005; Redzanowski & Glück, 2013).

Third, vignettes-based methods are considered to reduce social desirability biases relative to other measures (Burstin, Doughtie & Raphaeli, 1980; Kennedy & Lawton, 1996). It is unlikely that social desirability effects influenced the results of this study as leaders rated the extent that they

considered response options to be 'wise'; rather than how they would personally respond to the situation. The wise leadership measure minimises the effects of social desirability due to the response options being positively phrased and plausible in relation to each vignette. Additionally, since the vignettes and response options reflect 'real' complex challenges described by leaders in Study 2, it is likely that respondents would relate and respond to them authentically.

Fourth, the use of anchoring vignettes and ordinal response categories (King & Wand, 2007), ensures that the vignettes are understood by all leaders in the same way and leads to greater response consistency, which would not be the case in open-ended vignettes. A further methodological concern associated with vignettes is whether opinions stated in the research represent a consensus view of the topic (Hughes & Huby, 2004; Parkinson & Manstead, 1993). Analysis of the standard deviation scores addresses this concern, which identified the consensus amongst leaders in their ratings of how 'wise' they considered each response.

Fifth, based on the demographic data of this study, leaders had substantial years of leadership experience with a rounded average of 12 years, occupying senior positions as reflected by their organisational position and role titles. This provides confidence in the credibility of the findings through the data being grounded in leaders with extensive leadership experience. Additionally, there was a good representation of leaders across both public and private sector organisations, thus increasing the generalisability of the wise leadership measure across organisational contexts.

The current sample of leaders were, however, predominantly White British within the United Kingdom. Future research should therefore validate the wise leadership measure with leaders of other cultures to further increase the generalisability of this research. For example, organisational leaders in Eastern cultures or collectivist societies may be guided by different norms and values, which may influence their ratings of 'wise', 'average', and 'least wise' responses to vignettes within each dimension. This is alluded to by research suggesting that the success of Japanese organisations is sustainable because they live in harmony with society, have a social purpose in earning profit, pursue what is right for the common good; and are guided by morals in leading their organisation (Nonaka & Takeuchi, 2011).

There are a number of limitations associated with the current study. First, whilst the overall target sample for this study was 450 leaders, only 250 leaders participated in this research. There were challenges associated with engaging leaders to participate in this research, possibly due to the time pressures of leaders at senior levels. It was only when the incentive of receiving feedback about one's performance in relation to the wise leadership measure was offered, that a greater volume of leaders participated in this study. Therefore, future research would benefit from validating the wise leadership measure with a larger sample of leaders.

Second, in response to the Review Panel's feedback and methodological recommendations that vignette-based measures should be short to avoid participant fatigue (Weber, 1992), the vignettes were distributed across 10 different surveys in this study. This meant that respondents did not complete the whole measure, which is a further limitation of this study. A greater sample size rating each vignette may increase the reliability of the mean and standard deviation scores.

A third limitation relates to the long-term sustainability of the wise leadership measure. Although the vignettes are based on organisational challenges identified in Study 2 to increase the measure's ecological validity, there may be new kinds of challenges that leaders are faced with in the future as climates within organisations continues to evolve, which may require wise responses. The basis of the vignettes may therefore need to be refined as organisations undergo significant changes over time.

7.9 Chapter Summary

A wise leadership measure comprising of 45 vignettes was designed in this study, distinguishing between wise, average and least wise responses, based on the organisational challenges described by leaders in Study 2. The chapter outlined the methodology used to design the vignettes, which were validated with organisational leaders to determine the measure's construct validity. The chapter discussed the results of the validation, which led to the identification of the 18 most 'strongest' vignettes comprising the final wise leadership measure. The strengths and limitations of this study have also been discussed.

The next chapter discusses the theoretical and practical implications of this research, followed by a consideration of the contributions, limitations and suggestions for future research on wise leadership in organisations.

CHAPTER 8: DISCUSSION AND CONCLUSION

8.1 Chapter Overview

This chapter begins with a summary of the key findings across the three studies. It discusses the theoretical implications of how this research contributes to our understanding of wisdom measures, wisdom theories, and leadership theories. Practical applications of this research are then discussed, followed by an outline of the contribution that this research makes to the fields of wisdom and leadership. Limitations of this research are considered, closing with suggestions for future research and concluding remarks.

8.2 Summary of the Key Findings

The purpose of this research was to develop an organisational wise leadership measure, which did not previously exist. This purpose has been achieved through three studies to define the characteristics of wise leaders in organisations; to identify leadership challenges that may require wisdom to elucidate the wise leadership measure; and to develop and validate the wise leadership measure.

In Study 1, nine characteristics of wise leaders were identified through interviews with wise leaders and their nominators. These include 'Strong Ethical Code', which related to doing the right thing and being guided by ethics in one's vision, strategy and behaviour; serving as a role model to others. 'Strong Judgement' manifested through incisively making key decisions in complex situations, combining tacit knowledge with experience, and using insight to challenge and make strategic judgements. Wise leaders demonstrated 'Optimising Positive Outcomes' for themselves, stakeholders and external circumstances; doing so in complex and pressured situations. 'Managing Uncertainty' manifested through being comfortable with uncertainty and ambiguity, and being centred and focused in complex situations. Wise leaders created a 'Strong Legacy' through their vision, decisions, relationships, and the way that they solved complex problems. Wise leaders 'Led with Purpose' through contributing to the 'greater good', instilling purpose and meaning amongst others, and always being guided by an underlying purpose. They demonstrated 'Humanity' through an unconditional regard towards others, considering the impact of one's decisions on others, showing respect and compassion, and prioritising others' well-being. Wise leaders were characterised by 'Humility' through not being ego-centric, seeing their contribution as part of a bigger picture, an openness to continuous learning, accepting mistakes, and giving credit as appropriate. The final theme of 'Self-Awareness' was characterised by an awareness about the impact of their behaviour, knowing one's strengths and weaknesses, and taking multiple perspectives.

In Study 2, leadership challenges were identified that may require wisdom, to form the basis of the wise leadership measure. In demonstrating Strong Ethical Code, leaders described challenges related to making ethical decisions, ensuring integrity in data, observing unethical behaviour, leading high performing employees that lack ethics, and balancing one's success with organisational success. Leaders described challenges related to 'Strong Judgement' which included financial investments, managing competing priorities, developing new stakeholder relationships, and leading change. Challenges described in 'Optimising Positive Outcomes' related to underperforming employees, incongruence between organisational and consumer goals, managing responsibilities to the organisation, public and environment, making long-term investments, and managing conflict. Leaders described challenges related to 'Managing Uncertainty' which related to investment decisions, gaining competitive advantage, making decisions based on incomplete data, and anticipating consumer behaviour. Challenges described in creating a 'Strong Legacy' related to succession planning, knowledge management, fulfilling one's legacy, and the nature of one's relationships and communication style. Leaders described challenges in 'Leading with Purpose' such as increasing employee engagement, fulfilling one's purpose relative to day-to-day responsibilities, motivating others through change and adversity, and in making decisions. Challenges related to demonstrating 'Humanity' included responding to accidents at work, enabling work-life optimisation, recognising strong work ethic, caring for others' well-being, and creating positive working conditions. Situations that require 'Humility' included a lack of knowledge, lack of personal recognition, being superseded by others, and making mistakes. Finally, challenges described associated with 'Self-Awareness' included meeting new challenges, receptiveness to feedback, managing complexity, and awareness of the impact of one's behaviour.

In Study 3, the wise leadership measure was developed comprising 45 vignettes measuring each of the nine wise leadership dimensions, based on the organisational challenges identified in Study 2. The wise leadership vignettes were validated with 250 organisational leaders, who rated the extent to which they considered each response option to be 'wise'. Based on analysis of the mean and standard deviation scores, the strongest three vignettes per wise leadership dimension were selected, by identifying vignettes that showed high levels of agreement of 'wise', 'average' and 'least wise' responses. The final wise leadership measure comprised of 27 vignettes, where three vignettes measure one wise leadership dimension.

8.3 Theoretical Implications

This research advances our understanding of wise leadership in three areas: measures of wisdom, leadership models, and wisdom models. The theoretical implications in relation to these areas are now discussed.

8.3.1 Wisdom Measures

The development of an organisational wise leadership measure is a significant contribution to existing measures of wisdom. First, existing wisdom measures are categorised into 'general' or 'personal' wisdom, and 'self-report' or 'vignettes-based performance measures' (Glück et al., 2013). The wise leadership measure is the first general, vignettes-based performance measure of wisdom to exist for an organisational context. The measure addresses Glück et al.'s (2013) view that an 'other-related' wisdom measure is needed, referring to empathy and concern for others. The wise leadership measure addresses this need by measuring the dimensions of 'Humanity', and 'Self-Awareness' which relate to a positive regards towards others.

Second, self-reports measures such as the Self-Assessed Wisdom Scale (Webster, 2003; Webster, 2007), Three-Dimensional Wisdom Scale (Ardelt, 2003) and the Adult Self-Transcendence Inventory (Levenson et al., 2005) have been criticised for lacking ecological validity (Glück et al., 2013). The wise leadership measure is based on vignettes that represent real-life organisational challenges, thus increasing its ecological validity.

Third, whilst the wise leadership measure was based on the Berlin Wisdom Paradigm (Baltes & Smith, 1990; Baltes & Staudinger, 2000) as a general, vignettes-based performance measure of wisdom; the wise leadership measure is innovative through its design being based on 'anchoring vignettes' and response items being measured on a Likert scale (King et al., 2004; King & Wand, 2007). This innovative design enables wise leadership to be measured in a consistent, standardised and objective way, relative to conventional open-ended vignettes.

Fourth, the wise leadership vignettes measure a broad range of dimensions compared to existing wisdom measures. For example, the Self-Assessed Wisdom Scale (Webster, 2003; Webster, 2007) measures critical life experience, emotional regulation, reminiscence/reflectiveness, openness and humour; which relate to the 'Self-Awareness' dimension of the wise leadership measure. In the Three-Dimensional Wisdom Scale (Ardelt, 2003), the 'cognitive' dimension is represented by the wise leadership dimension of 'Strong Judgement'; the 'affective' dimension is similar to the 'Humanity' and 'Humility' wise leadership dimensions; and the 'reflective' dimension is similar to 'Self-Awareness' in the wise leadership measure. The Adult Self-

Transcendence Inventory (Levenson et al., 2005) dimension of 'Self-Transcendence' is similar to the 'Humility' and 'Self-Awareness' dimensions in the wise leadership measure. In the Berlin Wisdom Paradigm (Baltes & Smith, 1990; Baltes & Staudinger, 2000), the dimensions of 'Factual Knowledge' and 'Procedural Knowledge' are similar to the 'Strong Judgement' dimension in the wise leadership measure; 'Life-span contextualism' and 'Value Relativism' are similar to 'Humility' in terms of being part of a 'bigger picture', and 'Uncertainty' corresponds to the 'Managing Uncertainty' dimension of the wise leadership measure.

Despite these similarities, existing wisdom measures do not relate to an organisational context. The wise leadership dimensions of Strong Ethical Code, Optimising Positive Outcomes, Strong Legacy and Leading with Purpose are not explicitly measured by existing wisdom measures. Additionally, there is no single measure of wisdom that measures the nine dimensions that comprise the wise leadership measure, thus highlighting the significant contribution of the wise leadership measure developed in this research.

8.3.2 Wisdom Models

The findings of this research have important theoretical implications on existing wisdom models. We now turn to evaluate similarities and differences between the current findings and existing wisdom models.

In terms of similarities, in the Berlin Wisdom Model (Baltes, Glück & Kunzmann, 2002), the dimensions of 'rich factual knowledge' and 'rich procedural knowledge' are similar to the wise leadership dimension of 'Strong Judgement' in terms of combining tacit knowledge with experience. 'Value relativism and tolerance' corresponds with wise leaders' ability to respect others' values, interests and perspectives in the dimensions of 'Humanity' in the current research; and the limitations of one's knowledge as shown by 'Humility'. The 'recognition and management of uncertainty and limitations is consistent with the wise leadership dimension of 'Managing Uncertainty'.

The wise leadership dimensions of 'Strong Judgement' and 'Optimising Positive Outcomes' correspond to Sternberg's (1998) Balance Theory of Wisdom in terms of applying tacit knowledge; and balancing outcomes between self-goals (intrapersonal), with the interests of others (interpersonal) and other aspects of one's surrounding context (extrapersonal).

In the Three-Dimensional Wisdom model (Ardelt, 1997), the 'cognitive' component of accepting life's unpredictable and uncertain nature is similar to the 'Managing Uncertainty' wise leadership dimension. The 'reflective' component corresponds to the wise leadership dimension of 'Self-Awareness' through taking multiple perspectives and having self-insight. The 'affective'

component is similar to the wise leadership dimension of 'Humanity' through showing a compassionate and empathetic attitude towards others.

However, there are several differences between the current findings and previous wisdom models and theories. The wise leadership dimension of 'Strong Ethical Code' is similar to the notions of 'phronesis' (Küpers & Pauleen, 2013; Nonaka & Takeuchi, 2011), 'moral wisdom' (Kekes, 1995; Small, 2004), and 'doing the right thing' (Bierly, Kessler & Christensen, 2000; McKenna, Rooney & Boal, 2009) in organisational wisdom theories. The current findings add value to these theories through the emphasis that wise leaders place on embedding values within a vision; prioritising ethics above financial gain or rewards; communicating to emphasise ethics; and being role models of integrity to their employees albeit not in an evangelical way. These organisational elements of 'Strong Ethical Code' have not been described in previous theories and have useful implications for developing organisational cultures that are guided by ethics and values.

The finding that wise leaders use foresight to make the right decisions; and their ability to transfer their knowledge and wisdom to benefit others is consistent with previous organisational wisdom theories (Bierly, Kessler & Christensen, 2000; Nonaka & Takeuchi, 2011). Although the application of tacit knowledge in the 'Strong Judgement' dimension corresponds with the Berlin Wisdom Model (Baltes, Glück & Kunzmann, 2002) and the Balance Theory of Wisdom (Sternberg, 1998), the current findings offer new insights into wise leaders' judgement in an organisational context. For example, wise leaders' confidence to use tacit knowledge to meet complex challenges and gain competitive advantage may address the need for leaders to not rely on explicit knowledge that can be codified, measured and generalised (Bierly, Kessler & Christensen, 2000; Nonaka, 1994; Nonaka & Takeuchi, 2011). Wise leaders' ability to incisively analyse and filter complex information; challenge organisational assumptions; and base judgements, decisions, and actions to fulfil higher order goals add value to existing organisational wisdom theories. The current findings also deepen our understanding of factors that wise leaders balance when making decisions. These include strategic, economic, political, social and environmental factors, which have not been explicit in previous organisational wisdom literature.

The current findings are consistent with Sternberg's (1998) Balance Theory of Wisdom and organisational wisdom theories suggesting that taking multiple perspectives may enhance interpersonal processes needed for effective leadership (Jacques & Clement, 1991l Kilburg, 2000; 2012; Korac-Kakabadse et al., 2001; Rowley, 2006). However, the current research adds value to these theories by defining specific factors that wise leaders consider when optimising outcomes. Wise leaders described finding optimal solutions when working across geographical boundaries; remote teams; diverse economies and cultures; people-related factors involving employees,

colleagues and stakeholders; and through balancing purposeful goals with stakeholder needs. The current research also adds value in understanding how wise leaders create optimal solutions through applying dialectical, creative and lateral thinking, which has not been discussed in previous theories. These findings add greater breadth and depth to our understanding of how wise leaders optimise outcomes in an organisational context.

The current findings strengthen our understanding of how wise leaders manage uncertainty and ambiguity in an organisational context. Wise leaders' described building on existing knowledge; applying creative ways of thinking to align vision, strategy and foresight; applying learning from previous experiences; being centred and adaptable when things do not go as expected; and continuously maximising opportunities for organisational growth despite ambiguity. Such methods increase our understanding of how wise leaders manage uncertainty which have not been discussed in previous wisdom theories.

The similarity between 'Humanity' and the 'affective' dimension of the Three Dimensional Wisdom model (Ardelt, 1997) is a small part of understanding 'Humanity' as a wise leadership dimension. The current findings deepen our understanding of how humanity enables organisational success. Wise leaders described creating compassionate cultures through being a role model of using their influence to serve humanity; they described altruistically integrating the welfare of employees, the organisation, stakeholders, and the wider environment into the organisation's strategy whilst balancing commercial outcomes; contributed profits towards their community without the intention of doing so for self-proposition; and demonstrated unconditional regard in their relationships with others.

The wise leadership dimension of 'Humility' is congruent with previous theories suggesting that wise leaders are open to sharing learning, building new relationships, and understanding the views of others (Nonaka & Takeuchi, 2011). However, a key difference amongst wise leaders in the current research was a feeling of 'transcendence' where leaders felt humbled in their awareness that humanity forms part of an infinite universe, which increased their respect for the vast potential of employees.

The current findings offer a richer understanding of how wise leaders use self-awareness relative to existing wisdom theories. In the current research, wise leaders described leveraging their strengths to increase performance; compensating for weaknesses through drawing upon others' talent; being centred during challenges; and being aware of the implications of one's behaviour during change or conflict, adapting their behaviour accordingly. The current research also increases our understanding of how wise leaders develop high self-awareness through self-

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introspection, learning from experiences, feedback from others, and personal development tools; which is not explicit in existing wisdom literature.

This research has identified two new wise leadership dimensions that have not been discussed in existing wisdom theories: 'Strong Legacy' and 'Leading with Purpose'. 'Strong Legacy' adds value to our understanding of wise leaders in terms of their drive to create a long-lasting and positive impact through their vision, knowledge, decisions, behaviour, relationships and outcomes, often on behalf of their organisations. 'Leading with Purpose' offers insights into wise leaders' ability to transform mundane activities into purposeful contributions; saturate their communication with purpose, which is similar to the notion that wise leaders use stories and metaphors to inspire others (Nonaka & Takeuchi, 2011); and their commitment to using their role and organisation as a 'vehicle' to contribute to a larger purpose and make a difference.

Overall, the similarities described suggest that characteristics of wisdom proposed in existing theories are relevant in organisational contexts. However, the current findings have identified key differences and offer detailed insights about organisational wise leadership within each of the nine dimensions.

8.3.3 Leadership Models

The nine dimensions of wise leadership identified have several theoretical implications for existing leadership models including the Charismatic Leadership model (House, 1976); the Transactional Leadership model; the Transformational Leadership model; and leadership theories related to virtues, ethics, servant leadership, and humility which are now discussed.

The five behaviours of goal articulation, role modelling, image modelling, high expectations, and confidence in followers in the Charismatic Leadership model (House, 1976) may be enhanced by the wise leadership characteristic of 'Leading with Purpose'. Wise leaders' ability to instil purpose and meaning in employees' roles; emphasise the wider contribution of initiatives; and focus on positively impacting others is likely to increase the effectiveness of 'charisma' as a leadership characteristic.

Wise leadership characteristics are also likely to guard against the potential 'dark side' of charismatic leaders and the negative impact that narcissistic, self-serving leaders can create (Conger, 1998; Hogan et al., 1990; Kaiser, Hogan & Craig, 2008; Mintzberg, 1999). Through being guided by a strong ethical code, being a role model of ethics to others, demonstrating humility, showing humanity towards others, creating a positive legacy, leading with purpose, and being driven by higher-order goals; wise leaders are unlikely to demonstrate self-centred and narcissistic behaviours.

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In the Transactional Leadership model (Burns, 1978), the wise leadership characteristics may enable transactional leaders to distinguish when it is appropriate to apply 'contingent reward leadership', 'active management by exception', and 'passive management by exception' behaviours. The wise leadership characteristic of 'Strong Judgement' would enable transactional leaders to combine explicit and tacit knowledge to incisively understand a situation and decide on the right action to take. 'Self-Awareness' would also enable transactional leaders to take multiple perspectives helping them to relate to others in the right way and at the right time. Strong interpersonal qualities has previously been associated with wise leadership (Kilburg, 2000, 2012; Nonaka & Takeuchi, 2011; Rowley, 2006). 'Leading with Purpose' and 'Optimising Positive Outcomes' may enable transactional leaders to give inspirational and good quality feedback for the learning potential of employees, thus increasing the quality of their performance in pursuit of reward. Being a role model of ethics as a characteristic of wise leaders may also inspire followers to behave with honesty, which is essential for transactional leadership to be effective (Bass, 1998).

The nine wise leadership dimensions may also enhance the effectiveness of transformational leadership (Burns, 1978; 1985). The wise leadership dimension of 'Leading with Purpose' is similar to the transformational characteristics of 'attributed charisma', 'behavioural charisma' and 'inspirational motivation' in terms of creating personal identification with followers. However, 'Leading with Purpose' may enable transformational leaders to inspire employees beyond commercial reasons for goals, instead emphasising wider contributions of goals to benefit humanity.

The wise leadership characteristics of being creative, innovative, and challenging conventional thinking in the 'Strong Judgement' dimension may enhance the 'intellectual stimulation' dimension of the transformational leaders. The characteristics of 'Humanity', 'Legacy', and 'Humility' may enhance the transformational leadership dimension of 'individual consideration' in enabling transformational leaders to demonstrate unconditional regard towards others; create a positive legacy through the quality of their relationships; and share their experiences to support the growth of others.

The wise leadership dimension of 'Strong Ethical Code', 'Humility' and 'Leading with Purpose' may also enable transformational leaders to operate from global rather than self-centred interests (Bass & Steidlmeier, 1999), demonstrate a moral code (Turner et al., 2002), and maintain their trustworthiness (Gardner & Avolio, 1998); which have been described as contingent issues of transformational leadership.

Many of the wise leadership dimensions are not described in the transformational leadership model. For example, 'Strong Ethical Code' and using ethics to guide one's vision, strategy, and

approach is not overtly emphasised in the transformational leadership model. In 'Strong Judgement', incisively making decisions in complexity and combining tacit knowledge with experience to guide decisions are not included in the transformational leadership model. 'Optimising Positive Outcomes' for oneself, stakeholders and external circumstances in complex and pressured situations may enhance the effectiveness of transformational leadership. Other characteristics of wise leadership that are not included in the transformational leadership model include being able to comfortably manage uncertainty and ambiguity in organisations with centredness; considering one's leadership legacy; demonstrating humility through not being ego-centric, being open to continuous learning, accepting mistakes, and being aware of one's part in a 'bigger picture'; and demonstrating self-awareness in terms of using one's strengths and the impact of one's behaviour. Therefore, the nine wise leadership dimensions are likely to increase the effectiveness of transformational leaders.

In the Full-Range Leadership model (Bass & Avolio, 1994a), wise leaders' ability to use insight to act appropriately is likely to enhance the 'augmentation effect' in deciding whether to apply transformational or transactional behaviours (Bass, 1998, 1999). The wise leadership characteristics of strong judgement, optimising positive outcomes, strong legacy, leading with purpose and self-awareness are also likely to minimise 'laissez-faire' leadership.

The wise leadership characteristic of 'Self-Awareness' is similar to the notion of authentic leaders being 'self-aware' and behaving in accordance with their thoughts, feelings, beliefs, knowledge and strengths (Avolio et al., 2004; Kernis, 2003; Kernis & Goldman, 2006; Luthans & Avolio, 2003). 'Humanity' also corresponds to the suggestion that authentic leaders are driven by compassion and a desire to serve others (George, 2003). 'Strong Judgement' may increase authentic leaders' ability to challenge the status quo to benefit others (May et al., 2003).

Wise leadership may enhance authentic leaders' ability to be self-aware through an awareness of the impact that one's behaviour has on others and through looking at situations through multiple perspectives. Additional wise leadership characteristics may also enhance authentic leadership. For example, a 'Strong Ethical Code' may enable authentic leaders to behave in accordance with their ethics serving as role models to others; 'Strong Judgement' may enable authentic leaders to build on their insights to apply tacit knowledge to complex challenges; self-awareness may enable authentic leaders to reflect on decisions if outcomes are not optimised before taking action in pressured situations; the combination of 'Self-Awareness' and 'Managing Uncertainty' is likely to enable authentic leaders to manage ambiguity in a focused and centred way; 'Strong Legacy' and 'Leading with Purpose' are likely to increase authentic leaders' focus on leading employees

through higher order, purposeful goals; 'Humility' may add value to authentic leaders due to a lack of egocentricity and a willingness to learn from others.

Similarities between the Servant Leadership model (Greenleaf, 1970) and wise leadership dimensions include the themes of 'Humanity' and 'Leading with Purpose', where servant and wise leaders are guided by pro-social work (Bierley, Kessler & Christensen, 2000; Meeks & Jeste, 2009; Sternberg, 2001); and prioritise the welfare of others (Baltes & Kunzmann, 2003). However, 'Optimising Positive Outcomes' may enable servant leaders to extend their focus from followers to serving a wider range of stakeholder relationships and organisational outcomes. 'Strong Judgement' offers a cognitive dimension to servant leadership which is currently less emphasised in the model. 'Managing Uncertainty' is likely to add value to servant leaders in dealing with organisational paradoxes and ambiguity; 'Strong Legacy' may enable servant leaders to take a longer-term view about their behaviour and actions; and 'Self-Awareness' may enable servant leaders to add greater value to others based on their strengths and experience.

In virtuous leadership theories, wise leaders are likely to demonstrate 'socialised' behaviours such as high moral standards, concern about others, critically evaluating one's character, and using their position for the betterment of others (House & Howell, 1992; Pearce, Waldman & Csikszentmihalyi, 2008; Winter, 1991) through characteristics such as strong ethical code, humanity, leading with purpose, and self-awareness. Wise leaders would also demonstrate ethical leadership (Brown, Trevino & Harrison, 2005), moral character and integrity (Bierly, Kessler & Christensen, 2000; Kekes, 1995; Küpers & Pauleen, 2013; Luthans & Avolio, 2003; Malan & Kriger, 1998; McKenna, Rooney & Boal, 2009; Nonaka & Takeuchi, 2011; Palanski & Yammarino, 2007; Small, 2004; Srivastva & Cooperrider, 1998), through the wise leadership dimension of 'Strong Ethical Code'.

The wise leadership characteristic of 'Humility' is similar to previous theories (Collins, 2001; Vera & Rodriguez-Lopez, 2004; Srivastva & Cooperrider, 1998). Consistent with Vera and Rodriguez-Lopez's (2004) theory, the current research identified that wise leaders were not meek or timid by being humble; they were highly driven individuals that had a realistic perception of their circumstances; being aware of limitations; were open to learning from others and mistakes; and gave credit to others' contributions. Congruent with 'Level 5' leadership (Collins, 2001), wise leaders lacked egocentricity and through 'Humility, 'Strong Ethical Code' and 'Leading with Purpose', they prioritised the success of the organisation above themselves.

Several wise leadership dimensions may contribute to the effectiveness of humble leaders: they may use their realistic perception of circumstances to optimise positive outcomes and develop strong judgement; self-awareness may increase humble leaders' understanding about themselves

and others, enabling them to take multiple perspectives when addressing challenges; demonstrating a strong ethical code may increase the integrity of outcomes; managing uncertainty and ambiguity may strengthen humble leaders' receptiveness to new learning and contradictory information; leading with purpose may enable them to create meaning in organisational goals; and humanity may enable them to increase the well-being of employees.

8.4 Practical Applications

There are important practical applications of this research relating to leadership development, recruitment and selection, talent management, succession planning, culture and strategy, and exemplary leadership.

First, the wise leadership measure may be used for leadership development purposes, giving leaders an opportunity to assess themselves against the nine dimensions of wise leadership. The measure would give leaders insight into wise leadership dimensions that they score highly in, enabling leaders to consider how they might maximise these strengths in their organisation. Similarly, the measure will offer leaders insights into lower scoring dimensions of wise leadership, enabling them to develop their wise leadership style accordingly

Second, the nine dimensions of wise leadership has implications for leadership development coaching and programmes. Executive coaching could be conducted to foster characteristics of wise leadership amongst existing leaders. Programmes would benefit from integrating information about each of the nine wise leadership dimensions, together with practical exercises to develop wise leadership.

Third, organisations would benefit by assessing the nine dimensions of wise leadership amongst candidates in an assessment context. The nine wise leadership dimensions could be assessed through application forms, situational judgement tests, telephone or face-to-face interviews, assessment centres, and onboarding. Given that the wise leadership measure is based on a vignettes-based methodology, it could also be adapted as a situational judgement test in assessment contexts. The wise leadership measure could also be used in the context of executive assessment, enabling organisations to predict leadership success. This research would enable organisations to select leaders that demonstrate wisdom in an assessment context.

Fourth, the wise leadership measure could be used for talent management purposes. It could be administered to high performing employees to identify wise leadership potential. The talent of employees that score highly in the wise leadership measure could be harnessed for future leadership purposes in organisations, thus developing a pipeline of wise leaders. Related to this,

the wise leadership measure could inform succession planning, enabling organisations to select successors that demonstrate wisdom.

Fifth, the nine wise leadership dimensions could be used to inform reward and promotions. However, emerging wise leaders, through their humility, may not self-promote their achievements which may disadvantage them in securing higher positions. Organisations may need to guard against self-promoters when identifying emerging leaders, paying attention to characteristics of wisdom.

Sixth, organisations may include wisdom as an element of leadership culture and strategy. For example, highlighting the importance of demonstrating wise leadership would emphasise the need to deliver an organisational vision, strategy and service to stakeholders ethically. Thus, the wise leadership dimensions may enable organisations to develop exemplar leadership. Leaders exemplifying the nine characteristics of wise leadership would provide emerging leaders, key stakeholders, and other employees with a role model of wise leadership.

8.5 Contributions of this Research

This research makes several valuable theoretical and practical contributions. First, a significant contribution is the development of an organisational wise leadership measure. This is the first measure of organisational wise leadership to exist; it has the potential to benefit leaders and organisations in numerous practical ways, as discussed in the previous section. The wise leadership measure is innovative through its basis on anchoring vignettes, and reflects real-life challenges faced in organisations that require wisdom. The validation of the wise leadership measure enables us to distinguish between 'wise', 'average' and 'least wise' responses to these challenges. The measure therefore has strengths in terms of being ecologically valid and having a strong empirical foundation to further refine the measure.

Second, this is the first empirical research of organisational wise leadership; previous literature about organisational wisdom and wise leadership is only conceptual, possibly due to wisdom being an elusive concept that is difficult to measure. The nine wise leadership dimensions identified in the current research add value to existing wisdom and leadership models: the combination of Strong Ethical Code, Strong Judgement, Optimising Positive Outcomes, Managing Uncertainty, Strong Legacy, Leading with Purpose, Humility, Humanity, and Self-Awareness, are not included in any single model or theory of wisdom or leadership. These nine dimensions therefore increase our understanding of wise leadership in an organisational context.

Third, the rationale presented for investigating wise leadership at the beginning of this thesis related to increasingly complex challenges faced by leaders in current organisations. Existing

leadership models were developed over 20 years ago (Alimo-Metcalfe & Alban-Metcalfe, 2005); organisations have since been through technological, economic, social and political changes that have led to a high degree of complexity in the environment (Linley, Govindji & West, 2007; Nonaka & Takeuchi, 2011). Although organisations emphasise the need for effective leaders to demonstrate characteristics such as strong commercial acumen, a strategic mindset, and innovation to serve its markets (Vera & Rodriguez-Lopez, 2004); each of the nine wise leadership dimensions may be of equal strategic importance. They may enable organisations to meet current challenges, gain competitive advantage, better serve their markets, engage employees, and ensure success ethically, purposefully, and sustainably.

Fourth, the methodology used in this research makes a key contribution to the leadership literature. For example, existing leadership models are based on interviews with chief executives and senior managers, rather than followers or subordinates of those leaders (Alimo-Metcalfe & Alban-Metcalfe, 2005). The need to elicit the perceptions of leaders, employees and followers across all organisational levels was therefore emphasised to advance our understanding of effective leadership (Antonakis & Atwater, 2002; Alimo-Metcalfe & Alban-Metcalfe, 2005; De Pree, 1993; Lee, 1993; Smith & Bond, 1993; Triandis, 1993). This research has addressed this by incorporating the views of leaders' colleagues and followers across organisational levels in the first study; the wise leadership dimensions are therefore based on a holistic perception of wise leadership, which is a strength of this research. The use of combined qualitative and quantitative methodologies was also recommended for future leadership research (Alimo-Metcalfe & Alban-Metcalfe, 2005; Bryman, 1996; Conger, 1998). This research addressed this need by using a mixed methods approach in developing a wise leadership measure. Additionally, established leadership models such as transformational leadership have originated from North American studies, and therefore, future research with geographically diverse populations was therefore recommended to increase the generalisability of new leadership research (Alimo-Metcalfe & Alban-Metcalfe, 2005). Participants in the current research were predominantly in the United Kingdom, thus increasing our understanding of leadership based on a non-American based sample.

8.6 Limitations of this Research

Several limitations are associated with this research. First, as acknowledged in the discussion of Study 1, the nominations for wise leaders may have been subject to biases such as the 'similar-to-me' or 'halo effect' effect (Standing, 2004). This was prevented by including a description of wise leadership based on the nomological framework ensuring objectivity, and through reviewing the quality of nominations prior to inviting leaders to interviews. However, a wisdom measure to

identify the extent that nominated leaders were 'wise' may have benefitted this study. Identifying the appropriate wisdom measure may have proved challenging due to inconsistency in the dimensions being measured.

Second, it is acknowledged that informing leaders that they have been nominated as a 'wise leader' in Study 1 may have led to social desirability effects during the interviews. However, an advantage of using the critical incident technique (Flanagan, 1954) is that the method is systematic and connected to real-world examples and behaviours, which minimises subjectivity and biases due to the focus on evidence to support a view (Kain, 2004). Further, the view that the interaction between an interviewer and participant plays an active part in constructing knowledge during the interview may have impacted aspects of data (Holstein & Gubrium, 2004; Yeo et al., 2013). However it is argued that without the interviewer's active involvement in these interviews, meaningful information about wise leaders' experiences, interpretations and characteristics may not have emerged (Kvale & Brinkman, 2009; Lofland et al., 2006; Miller & Glassner, 2011; Rubin & Rubin, 2012; Yeo et al., 2013). Therefore, whilst acknowledging these limitations of an interview-based methodology, it is argued that the use of semi-structured interviews based on the critical incident technique was a valuable methodology in understanding the characteristics of wise leadership, and organisational challenges to elucidate the wise leadership measure.

Third, the majority of participants across the three studies were of a White British ethnicity based in the United Kingdom. This limits the cross-cultural generalisability of the nine wise leadership dimensions, the type of organisational challenges faced by leaders; and the ratings of 'wise', 'average' and 'least wise' responses to the vignettes. Collectivist societies of Eastern cultures may perceive characteristics of organisational wise leadership differently to those identified in this research, and may experience different types of organisational challenges that require wisdom, which would subsequently lead to a different wise leadership measure.

Fourth, a slightly greater number of participants in Study 2 were male. This may be reflective of the current gender imbalance of women occupying senior leadership positions (Bass & Avolio, 1994b; Eagly & Karau, 2002). Whilst the vignettes comprising the wise leadership measure are not gender specific and should be generalisable across gender, age, sector, ethnicity and socio-economic factors; female leaders may describe a specific range of organisational challenges that require wisdom, which would be prudent for future research to explore.

Fifth, leaders of a general population participated in Study 2 to identify organisational challenges, as opposed to nominated wise leaders. Wise leaders may suggest responding differently to the challenges relative to the leaders in this study. However, the high level of consistency in leaders' perceptions of how wise leaders would respond to the challenges, suggests that this issue is

mitigated. This issue is further negated as a result of 'wise' responses to vignettes being based on the characteristics of wisdom identified in Study 1 and the wise leadership literature.

Relatedly, leaders of a general population participated in Study 3 to rate the extent to which they considered response options as 'wise', whose opinions may differ amongst a population of wise leaders. However, the results showed consensual support in terms of responses designated to be 'wise' receiving higher ratings amongst participants, which suggests that the results are reliable. Related to this, Study 3 may have benefitted from an additional stage to identify whether the original vignettes and response options are good measures of wise leadership through establishing face, concurrent and theoretical validity. This may be a consideration for future research.

Sixth, the target sample size to validate the wise leadership measure in Study 3 was based on an item-to-response ratio of 1:10 (Schwab, 1980). Based on the design of 45 vignettes, this equated to 450 participants. However, a total of 250 leaders participated in the study, which is smaller than the target population size. A larger sample may have increased the generalisability of ratings measuring the extent to which response options to the vignettes were considered 'wise'.

Seventh, although the wise leadership vignettes are ecologically valid through their representation of 'real life' organisational challenges; the challenges described by leaders in Study 2 are situational. They are representative of organisational challenges faced by leaders in the current climate, and may evolve over the decades and centuries to come, based on the evolution of leaders and organisations. Thus, the vignettes measuring each of the nine wise leadership dimensions may need to be adapted over time.

Finally, the final wise leadership measure comprises 27 vignettes, which is a relatively lengthy measure particularly given that leaders are likely to have time constraints. Too many vignettes may lead to information overload and fatigue for participants (Schiressheim & Eisenbach, 1990; Weber, 1992). Therefore, future research would benefit from further 'item reduction' in the proposed stages of developing a new measure (Hinkin, 1998) to ensure that the wise leadership measure offers a positive and beneficial experience for leaders.

8.7 Suggestions for Future Research

The findings of this research provide a rich platform for future research on organisational wise leadership. First, the wise leadership measure can be further developed based on Hinkin's (1998) remaining stages of developing a new measure, which would involve developing scoring for the measure. This would involve setting an ideal range for each response option to the wise leadership vignettes to indicate wisdom. Using a measure of Euclidian distance, the discrepancy from this

ideal could be measured on each of the different response options, providing an overall discrepancy rating where a low score indicates high wisdom, and a high score indicates low wisdom. The discrepancy score could then be correlated with a pre-existing measure of wisdom to establish concurrent validity of the wise leadership measure.

To increase the robustness of the wise leadership measure and establish its reliability and validity (Hinkin, 1998), the discrepancy score for each individual on each vignette could be calculated, followed by factor analysis. Following factor analysis, the wise leadership measure could be tested for face and concurrent validity to establish whether the vignettes and response options are good measures of organisational wise leadership. Relatedly, the convergent and discriminant validity of the wise leadership measure could be identified through correlating it with existing leadership and wisdom measures; an approach recommended to avoid relying on one source of data to establish a measure's psychometric properties (Hinkin, 1998).

Second, it would be valuable to collect norm data for the wise leadership measure. Leaders nominated as being wise may comprise this 'norm' population, giving leaders an opportunity to compare their scores with norm data to establish the extent to which they are 'wise' on each of the nine dimensions. Related to this, the validation of the wise leadership vignettes could be repeated with a sample of nominated 'wise' leaders to identify whether the extent to which they consider each response option is 'wise' is consistent with the current findings.

Third, there would be benefit in conducting further research to identify any cross-cultural differences in the nine wise leadership dimensions. As previously discussed, the majority of participants in the current research were of a White British ethnicity based in the United Kingdom. Wise leadership may manifest differently in collectivist societies that may face unique organisational challenges. Cross-cultural differences may inform adaptations of the wise leadership measure.

Fourth, the antecedents, moderators, and outcomes of wise leadership is worthy of future research. Antecedents such as personal history, life challenges, family influences, educational and work experiences, role models, personality, strengths, and emotional intelligence may predict wise leadership. Factors such as organisational identification, organisational citizenship, and employee engagement may moderate wise leadership. The impact of wise leadership on outcomes such as profitability, performance, productivity, customer satisfaction, resilience and well-being would increase our understanding of wise leadership. Such research may have important implications for leadership development programmes.

Fifth, identifying contextual factors that may impact wise leadership is important. This may include organisational power, politics, structure, culture, climate and gender. For example, the culture of an organisation such as its values, norms and politics may impact the effectiveness of wise leadership. Such research may inform organisational strategy and development. Integrating context into our understanding of wise leadership would also provide an opportunity to control for such factors and enhance our ability to predict the circumstances in which wise leaders can be successful.

Similarly, there is a need to understand how situational factors may influence wise leadership. For example, wise leaders may apply different aspects of wisdom depending on the nature of stakeholders they are interacting with or the situation. Future research may also identify individual differences in wise leadership; the relationship between wise leaders and followers; and wise leadership cultures. The dynamics and inter-correlations between each of the nine wise leadership dimensions may also yield important insights.

Sixth, there is value in understanding the relationship between the characteristics of wise leadership and the effectiveness of such leaders. For example, it may be possible that a 'wise' leader is not 'effective'. Identifying the outcomes that wise leaders produce may provide useful insights about their effectiveness. Additionally, whilst this research has conceptually outlined how wisdom may add value to existing leadership models, further empirical research is needed to understand how wisdom may add value to existing models such as transformational, charismatic, transactional, full-range, authentic, ethical, and servant leadership.

8.8 Chapter Summary

Following a summary of the key findings of this research, this chapter has outlined how the current research adds value to the measurement of wise leadership, and existing wisdom and leadership theories. There are important practical applications of this research related to the identification and development of wise leaders in organisations. The current research is the first empirical study of its kind and makes a valuable contribution in understanding and measuring organisational wise leadership. The limitations of the current research have been acknowledged, together with a discussion of how the current findings provide a strong foundation for future research on wise leadership in organisations.

8.9 Concluding Remarks

This research is the first empirical study of organisational wise leadership. It makes a significant contribution through the development of the first organisational wise leadership measure, based

on current organisational challenges. This measure offers a rich foundation for the future identification and development of wise leaders.

This thesis strengthens our understanding of the characteristics of wise leaders in organisations through the nine wise leadership dimensions of Strong Ethical Code, Strong Judgement, Optimising Positive Outcomes, Managing Uncertainty, Strong Legacy, Leading with Purpose, Humility, Humanity, and Self-Awareness.

It is hoped that the findings of this research, together with the wise leadership measure, will enable leaders to meet the challenges of increasing organisational complexity; and ultimately develop wise leaders that contribute purposefully to individual, organisational, and global flourishing.

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Appendix 1: Study 1 - Call for Wise Leader Nominations for Interviews

'Wise' Leaders - Call for Nominations

Do you know any leaders within your organisation that you would consider 'wise'?

Do they have *any* of the following characteristics?

- An ability to make sound decisions meeting the needs of different stakeholders
- Effectively combines knowledge, experience, and insight to promote good judgement
- Recognises and comfortably manages uncertainty
- Consistently balances one's own feelings, the feelings of others, and external circumstances when making decisions
- Demonstrates humility and is willing to learn from others
- Shows high self-awareness through self-examination and self-insight
- Is guided by a strong ethical code
- Bases decisions on 'doing the right thing' and has the courage to do it

If you have answered 'yes' to any of the above characteristics, we would love to hear from you!

Aston Business School and CAPP is currently researching of wise leadership in organisations and the impact that such leaders have.

How to Nominate Someone You Know

If you would like to nominate a leader that you know and would be happy for us to contact them, please e-mail reena.govindji@cappeu.com with the following information:

- **Name of your nominated leader and reasons for nomination**
- **E-mail address of your nominated leader**
- **Length of time you have known this person**

Selected nominations will then be processed by inviting the leader to participate in a short telephone interview about their role. This will follow with an invitation to you to take part in a separate short telephone interview about the same. Please rest assured that your nomination will remain anonymous unless you specify otherwise.

This research is being conducted at Aston Business School, supervised by Prof. Michael West, Prof. Robin Martin (Aston Business School) and Prof. Alex Linley (CAPP).

Aston University

Information on this page has been removed for data protection purposes

Many thanks for your support.

With best wishes
Reena Govindji

Appendix 2: Study 1 - Invitation to Participate in Interviews – Wise Leaders

Dear [Name of Nominated Wise Leader]

I am delighted to inform you that, in response to a recent call for nominations, you have been nominated as a 'wise leader' in your work.

To offer you some background, we are currently researching wise leadership and the impact that such leaders have in their organisations. Since you have been nominated as a wise leader in your organisation, it would be our privilege to invite you to participate in this research. This doctoral research is being conducted at Aston Business School, supervised by Prof. Michael West, Prof. Robin Martin (Aston Business School), and.Prof. Alex Linley (Capp),

What Is Involved?

Short Telephone Interview: We invite you to participate in a telephone interview with myself, Reena Govindji. This would be no longer than one hour during which you will be asked various questions about your approach to leadership. If you would like to participate, please let me know your preferred date and time from the options below. I will then reserve a slot for you accordingly and send you further instructions:

[Available dates and times for interview listed here]

If neither of these dates/times are convenient, please let me know so that we can explore alternative options.

Please rest assured that all information received through your interview and questionnaire will remain completely confidential and will be used for this research purpose only.

Next Steps

Please respond as to whether you would like to participate in this research by way of this e-mail and I will send you further instructions. If you have any questions about this research or any of the above, please feel free to contact me at the details below.

I very much look forward to speaking with you soon.

With best wishes,

Reena Govindji

Appendix 3: Study 1 - Invitation to Participate in Interviews – Nominators

Dear [Name of nominator]

I hope this finds you well.

Thank you very much indeed for recently nominating [name of leader(s)] to support our research on wise leadership in organisations. We were delighted with your nominations and as a next step, it would be our privilege to invite you to participate in this research as somebody that knows these great leaders.

To offer you some further background, the Centre of Applied Positive Psychology (Capp) is currently researching wise leadership and the impact that such leaders have in their organisations. This doctoral research is being conducted at Aston Business School, supervised by Prof. Michael West, Prof. Robin Martin (Aston Business School) and Prof. Alex Linley (Capp).

What Is Involved?

Short Telephone Interview: We invite you to participate in a telephone interview with myself, Reena Govindji. This would be no longer than 1 hour during which you will be asked various questions about the leader than you nominated and how you perceive him/her. If you would like to participate, please let me know your preferred date and time from the options below. I will then reserve a slot for you accordingly and send you further instructions:

[Insert available dates here]

If neither of these dates/times are convenient, please let me know so that we can explore alternative options.

Next Steps

Please respond as to whether you would like to participate in this research by way of this e-mail and I will send you further instructions. If you have any questions about this research or any of the above, please feel free to contact me at the details below.

I very much look forward to speaking with you soon and thank you again for your most valued nomination for this research.

With best wishes,

Reena Govindji

Appendix 4: Study 1 - Participant Letter for Nominated Wise Leaders

The Role of Wisdom in Organisational Leadership

PARTICIPANT LETTER

Study background: Aston Business School and Centre of Applied Positive Psychology (Capp) is currently undertaking a number of studies to define 'wisdom' in leaders of corporate organisations. This doctoral research is being conducted at Aston Business School, supervised by Professor Michael West (Aston Business School), Professor Robin Martin (Aston Business School) and Professor Alex Linley (Capp).

How the study works: A call for nominations was circulated to Capp's network inviting individuals to nominate leaders that they knew and perceived as demonstrating attributes that would suggest various aspects of wisdom. As an individual that has been nominated, Capp contacted you to make you aware of this nomination and invited you to participate in our research.

Capp has made you aware that this study will entail participating in a short telephone interview. This would be no longer than one hour during which you will be asked various questions about your approach to leadership.

Implications of participation: It is entirely up to you whether or not you wish to participate in the study.

Your right to withdraw: You have the right to withdraw from the study at any time. Should you wish to do so, any data you have contributed to the study to that point can be withdrawn and deleted at your request. Please write to / email Reena Govindji at the address below if you wish to withdraw at any point.

Data protection and confidentiality: All research data will be anonymised and individual data will be known only to the organisations involved with the study. No individual participant will be able to be identified from their research responses. The data may be used to support external publications, but will only ever be presented as group data.

Organisations involved with the study and their roles: There are two organisations that are involved with the study –

- **Aston Business School, Aston University** are responsible for the overall study design, data analysis and reporting. The data will be securely analysed by Reena Govindji, a doctoral student at Aston Business School, for analysis and reporting.

- **Centre of Applied Positive Psychology (Capp)** are the funders of this doctoral research. Reena Govindji works as a full-time Consulting Psychologist at Capp. The final outcomes of this research will be presented to Capp.

For further information about this research, please contact:

Reena Govindji
Consulting Psychologist, Capp
Email: reena.govindji@cappeu.com

Appendix 5: Study 1 - Participant Letter for Nominators

The Role of Wisdom in Organisational Leadership

PARTICIPANT LETTER

Study background: The Centre of Applied Positive Psychology (Capp) is currently undertaking a number of studies to define 'wisdom' in leaders of corporate organisations, and to understand the impact that such leaders have in their organisations. This doctoral research is being conducted at Aston Business School, supervised by Professor Michael West, Professor Robin Martin (Aston Business School), and Professor Alex Linley (Capp),

How the study works: A call for nominations was circulated to Capp's network inviting individuals to nominate leaders that they knew and perceived as demonstrating attributes that would suggest various aspects of wisdom. As an individual that made a nomination, Capp has invited you to participate in our research. We invite you to participate in a short telephone interview. This would be no longer than 1 hour during which you will be asked various questions about the leader(s) that you nominated.

Implications of participation: It is entirely up to you whether or not you wish to participate in the study.

Your right to withdraw: You have the right to withdraw from the study at any time. Should you wish to do so, any data you have contributed to the study to that point can be withdrawn and deleted at your request. Please write to / email Reena Govindji at the address below if you wish to withdraw at any point.

Data protection and confidentiality: All research data will be anonymised and individual data will be known only to the organisations involved with the study. No individual participant will be able to be identified from their research responses. The data may be used to support external publications, but will only ever be presented as group data.

Organisations involved with the study and their roles: There are two organisations that are involved with the study:

- **Aston Business School, Aston University** are responsible for the overall study design, data analysis and reporting. The data will be securely analysed by Reena Govindji, a doctoral student at Aston Business School, for analysis and reporting.
- **Centre of Applied Positive Psychology (Capp)** are the funders of this doctoral research. Reena Govindji works as a full-time Consulting Psychologist at Capp. The final outcomes of this research will be presented to Capp.

For further information about this research, please contact:

Reena Govindji
[Contact details here]

Appendix 6: Study 2 – Invitation to Participate in Leadership Challenges Interview

Dear [Insert name/group here]

Please can you help with a small research project on 'Wise Leadership in Organisations'?

We have identified nine core characteristics of wise leaders through extensive interviewing. We are now keen to understand the challenges that leaders face in relation to these characteristics in today's organisational climate. The nine dimensions are:

- Guided by a strong ethical code
- Optimising positive outcomes
- Strong judgement
- Building a legacy
- Leading with purpose
- Humility
- High self-awareness
- Managing uncertainty
- Humanity towards others

Your Invitation to Participate

We invite you to participate in a short telephone interview. This would be no longer than 1 hour during which you will be asked various questions about the various challenges that you face as a leader. Please let me know if any of the following dates and times would suit for us to arrange a call:

[Insert available dates here]

If neither of these dates/times are convenient, please let me know so that we can explore alternative options.

Next Steps

Please respond as to whether you would like to participate in this research by way of this e-mail and I will send you further instructions. If you have any questions about this research or any of the above, please feel free to contact me at the details below.

I very much look forward to speaking with you soon and thank you again for your most valued nomination for this research.

With best wishes,

Reena Govindji
Consulting Psychologist, Capp

Appendix 7: Study 2 – Participant Letter for Leaders

PARTICIPANT LETTER

Study background: Aston Business School and Capp is currently undertaking a number of studies to define 'wisdom' in leaders of corporate organisations. This doctoral research is being conducted at Aston Business School, supervised by Professor Michael West (Aston Business School), Professor Robin Martin (Aston Business School) and Professor Alex Linley (Capp).

How the study works: We have identified nine core characteristics of wise leaders through extensive interviewing. We are now keen to understand the challenges that leaders face in relation to these characteristics in today's organisational climate. The nine dimensions are:

- Guided by a strong ethical code
- Optimising positive outcomes
- Strong judgement
- Building a legacy
- Leading with purpose
- Humility
- High self-awareness
- Managing uncertainty
- Humanity towards others

We have invited you to participate in a short telephone interview during which you will be asked questions about the various challenges that you face as a leader. This would be no longer than 1 hour.

Implications of participation: It is entirely up to you whether or not you wish to participate in the study.

Your right to withdraw: You have the right to withdraw from the study at any time. Should you wish to do so, any data you have contributed to the study to that point can be withdrawn and deleted at your request. Please write to / email Reena Govindji at the address below if you wish to withdraw at any point.

Data protection and confidentiality: All research data will be anonymised and individual data will be known only to the organisations involved with the study. No individual participant will be able to be identified from their research responses. The data may be used to support external publications, but will only ever be presented as group data.

Organisations involved with the study and their roles: There are two organisations that are involved with the study –

- **Aston Business School, Aston University** are responsible for the overall study design, data analysis and reporting. The data will be securely analysed by Reena Govindji, a doctoral student at Aston Business School, for analysis and reporting.

- **Capp** are the funders of this doctoral research. Reena Govindji works as a full-time Consulting Psychologist at Capp. The final outcomes of this research will be presented to Capp.

For further information about this research, please contact:

Reena Govindji
Consulting Psychologist
Centre of Applied Positive Psychology Ltd,
The Venture Centre,
Coventry
CV4 7EZ

Email: reena.govindji@cappeu.com

Appendix 8: Study 3 - Theoretical Allocation of 'Wise' Responses to Vignettes

Strong Ethical Code	Vignette 1	Vignette 2	Vignette 3	Vignette 4	Vignette 5
Response 1	Wise	Average	Wise	Least Wise	Average
Response 2	Average	Wise	Average	Wise	Wise
Response 3	Average	Wise	Average	Average	Wise
Response 4	Least Wise	Least Wise	Average	Wise	Average
Response 5	Wise	Average	Least Wise	Least Wise	Least Wise

Strong Judgement	Vignette 1	Vignette 2	Vignette 3	Vignette 4	Vignette 5
Response 1	Average	Least Wise	Wise	Wise	Wise
Response 2	Least Wise	Average	Wise	Average	Least Wise
Response 3	Wise	Average	Least Wise	Average	Average
Response 4	Wise	Wise	Average	Least Wise	Average
Response 5	Least Wise	Average	Average	Wise	Average

Optimising Positive Outcomes	Vignette 1	Vignette 2	Vignette 3	Vignette 4	Vignette 5
Response 1	Wise	Wise	Average	Wise	Wise
Response 2	Average	Least Wise	Wise	Average	Average
Response 3	Least Wise	Least Wise	Least Wise	Least Wise	Average
Response 4	Average	Average	Average	Wise	Least Wise
Response 5	Wise	Average	Wise	Average	Wise

Managing Uncertainty	Vignette 1	Vignette 2	Vignette 3	Vignette 4	Vignette 5
Response 1	Wise	Wise	Wise	Wise	Average
Response 2	Wise	Average	Average	Average	Wise
Response 3	Average	Wise	Least Wise	Average	Average
Response 4	Least Wise	Least Wise	Average	Wise	Average
Response 5	Average	Average	Average	Least Wise	Least Wise

Strong Legacy	Vignette 1	Vignette 2	Vignette 3	Vignette 4	Vignette 5
Response 1	Wise	Wise	Wise	Wise	Wise
Response 2	Average	Average	Average	Wise	Average
Response 3	Average	Average	Least Wise	Least Wise	Average
Response 4	Average	Least Wise	Average	Average	Least Wise
Response 5	Least Wise	Average	Average	Average	Average

Leading with Purpose	Vignette 1	Vignette 2	Vignette 3	Vignette 4	Vignette 5
Response 1	Wise	Wise	Wise	Wise	Wise
Response 2	Wise	Wise	Average	Average	Average
Response 3	Least Wise	Least Wise	Least Wise	Average	Least Wise
Response 4	Average	Average	Average	Average	Average
Response 5	Average	Average	Wise	Least Wise	Average

Humanity	Vignette 1	Vignette 2	Vignette 3	Vignette 4	Vignette 5
Response 1	Least Wise	Least Wise	Average	Wise	Wise
Response 2	Average	Average	Wise	Average	Average
Response 3	Wise	Wise	Average	Average	Least Wise
Response 4	Wise	Average	Least Wise	Least Wise	Least Wise
Response 5	Least Wise	Average	Least Wise	Least Wise	Average
Humility	Vignette 1	Vignette 2	Vignette 3	Vignette 4	Vignette 5
Response 1	Wise	Wise	Wise	Wise	Wise
Response 2	Wise	Least Wise	Average	Average	Average
Response 3	Average	Average	Least Wise	Least Wise	Wise
Response 4	Average	Average	Least Wise	Average	Average
Response 5	Least Wise	Wise	Wise	Average	Least Wise
Self-Awareness	Vignette 1	Vignette 2	Vignette 3	Vignette 4	Vignette 5
Response 1	Wise	Least Wise	Wise	Least Wise	Wise
Response 2	Average	Least Wise	Average	Least Wise	Average
Response 3	Average	Wise	Average	Wise	Least Wise
Response 4	Wise	Wise	Wise	Wise	Average
Response 5	Least Wise	Average	Least Wise	Average	Average

Appendix 9: Study 3 – Distribution of Vignettes across Surveys

Vignette Survey Set	Strong Ethical Code	Strong Judgement	Strong Legacy	Optimising Positive Outcomes	Managing Uncertainty	Leading with Purpose	Self-Awareness	Humanity	Humility
1	Vignette 1	Vignette 1	Vignette 1	Vignette 1	Vignette 1				
2	Vignette 2	Vignette 2	Vignette 2	Vignette 2	Vignette 2				
3	Vignette 3	Vignette 3	Vignette 3	Vignette 3	Vignette 3				
4	Vignette 4	Vignette 4	Vignette 4	Vignette 4	Vignette 4				
5	Vignette 5	Vignette 5	Vignette 5	Vignette 5	Vignette 5				
6						Vignette 1	Vignette 1	Vignette 1	Vignette 1
7						Vignette 2	Vignette 2	Vignette 2	Vignette 2
8						Vignette 3	Vignette 3	Vignette 3	Vignette 3
9						Vignette 4	Vignette 4	Vignette 4	Vignette 4
10						Vignette 5	Vignette 5	Vignette 5	Vignette 5

Appendix 10: Study 3 – Invitation to Participate in Wise Leadership Measure

Subject: Wise Leadership Survey

Dear Colleagues,

Please can you help with a small research project on 'Wise Leadership in Organisations'?

We have developed a Wise Leadership questionnaire which consists of some thought provoking leadership dilemmas. These dilemmas are based on nine core characteristics of wise leaders which we identified through extensive interviewing. We wish to test this questionnaire to confirm the dimensions of Wise Leadership we have identified. The nine dimensions are:

• Guided by a strong ethical code
• Optimising positive outcomes
• Strong judgement
• Building a legacy
• Acting with purpose
• Humility
• High self-awareness
• Comfortable with managing uncertainty
• Humanity towards others

Your Invitation to Participate

We invite you to help us in this research. This study involves taking an online survey which describes 4 to 5 leadership scenarios. The survey should take only 5 to 10 minutes to complete. All responses are treated as confidential.

To participate in the survey, please click on any ONE of the links below:

1. https://www.surveymonkey.com/s/wiseleaders1
2. https://www.surveymonkey.com/s/wiseleaders2
3. https://www.surveymonkey.com/s/wiseleaders3
4. https://www.surveymonkey.com/s/wiseleaders4
5. https://www.surveymonkey.com/s/wiseleaders5
6. https://www.surveymonkey.com/s/wiseleaders6
7. https://www.surveymonkey.com/s/wiseleaders7
8. https://www.surveymonkey.com/s/wiseleaders8
9. https://www.surveymonkey.com/s/wiseleaders9
10. https://www.surveymonkey.com/s/wiseleaders10

We will then give you feedback about your responses, relative to 'wise' responses, once all data have been collected.

This is a thought provoking survey and people do enjoy completing it. Here are a few comments from some leaders who have been involved in this research so far:

"Thank you for the opportunity to think about my leadership style. This has acted as a stimulus for further reflection"

"I enjoyed answering the questions - you made me think about who I am as a leader."

"The scenarios were like a self-coaching exercise, enabling me to reflect on my role and values as a leader"

This research is being supervised by Professor Michael West (Senior Fellow at The Kings Fund), Professor Robin Martin (Aston Business School) and Dr Alex Linley (CEO of Capp & Co. Ltd). For further information or questions, please do feel free to contact the lead researcher at reena.govindji@capp.co

Thank you very much in anticipation,

With best wishes,
Reena Govindji // Consulting Psychologist, Capp

reena.govindji@capp.co // www.capp.co

Appendix 11: Study 3 – Sample E-mail to Organisations to Distribute Vignettes

Dear [Name of individual]

Professor Michael West, my PhD supervisor, recommended I contact you in relation to my doctoral research on **Wise Leadership in Organisations,** to ask for your help.

Through extensive leadership interviews, we have identified nine core characteristics that wise leaders in organisations demonstrate, for which we are now developing a Wise Leadership measure. This measure consists of a number of leadership scenarios designed to assess whether leaders are guided by each of the dimensions:

- **Guided by a strong ethical code**
- **Optimising positive outcomes**
- **Strong judgement**
- **Building a legacy**
- **Acting with purpose**
- **Humility**
- **High self-awareness**
- **Comfortable with managing uncertainty**
- **Humanity towards others**

We would like to invite members of the Leadership Academy (particularly those enrolled in the programmes) to help us develop the Wise Leadership measure by completing the brief survey. **The survey should take only 5 to 10 minutes to complete and all responses will be treated as confidential.**

This online survey presents leaders with 4 to 5 scenarios representing leadership dilemmas. To view a sample survey, please click on any one of the links below:

1. https://www.surveymonkey.com/s/wiseleaders1
2. https://www.surveymonkey.com/s/wiseleaders2
3. https://www.surveymonkey.com/s/wiseleaders3
4. https://www.surveymonkey.com/s/wiseleaders4
5. https://www.surveymonkey.com/s/wiseleaders5
6. https://www.surveymonkey.com/s/wiseleaders6
7. https://www.surveymonkey.com/s/wiseleaders7
8. https://www.surveymonkey.com/s/wiseleaders8
9. https://www.surveymonkey.com/s/wiseleaders9
10. https://www.surveymonkey.com/s/wiseleaders10

We will give feedback to participants, based on their responses relative to 'wise' responses. This is a thought provoking survey and people do enjoy completing it. Here are a few comments from some leaders who have been involved in this research so far:

"Thank you for the opportunity to think about my leadership style. This has acted as a stimulus for further reflection"

"I enjoyed answering the questions - you made me think about who I am as a leader."

"The scenarios were like a self-coaching exercise, enabling me to reflect on my role and values as a leader"

This research is being supervised by Professor Michael West (Senior Fellow at The Kings Fund), Professor Robin Martin (Aston Business School) and Dr Alex Linley (CEO of Capp & Co. Ltd). For further information or questions, please do feel free to contact me at reena.govindji@capp.co

If you are able to help, I could send you an email that you might like to use as a template to send to participants and thus minimise effort on your behalf.

Thank you very much in anticipation,

With best wishes,
Reena Govindji // Consulting Psychologist, Capp

reena.govindji@capp.co // www.capp.co

Appendix 12: Study 3 - Participant Instructions for Validating Vignettes

Welcome to the Wise Leadership Survey!

As a result of financial pressures, global competition, advancing technology, and an evolving economic and ethical climate; there is an urgent need more than ever before for wise leadership.

Your responses to this survey will help us to understand what makes a wise leader in organisations.

You will be presented with 4 scenarios relating to various leadership challenges. Please rate the extent to which you consider each response option to be a 'wise' response, based on your own perception, using the rating scales provided.

This survey will take 5-10 minutes to complete.

There are no right or wrong answers, so please respond as accurately as possible. Your individual responses are confidential and will only be seen by the researchers conducting this study.

As a token of gratitude, we would be delighted to offer you feedback about your responses to each scenario once data have been collected, which we hope will enable you to develop your wise leadership style.

Please enter your email address when prompted in order to receive these benefits.

If you experience any problems or have any questions relating to the study, please contact Reena Govindji at reena.govindji@gmail.com

Thank you for your participation.

Reena Govindji
Doctoral Researcher, Aston Business School

Appendix 13: Ethical Approval Confirmation

Aston Business School

Reena Govindji

ABS Research Student

Date: 17th June 2013

Dear Reena,

I am pleased to be able to inform you that the ABS Research Ethics Committee has approved your ethics application. For future reference please quote 22:04/13.

Best wishes

Pawan Budhwar

(Associate Dean of Research)