Passionate Leaders(hip) at work

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ABSTRACT

Addressing the need for a new form of leadership to fight this global leadership crisis, Passion In Leadership In Organisations (PILIO) is investigated.

Following a pragmatic research stance, this research is composed of three studies: a meta-aggregative literature review analysed with a Thematic Analysis (study 1), a mixed-methods Systematic Review (study 2), and a Grounded Theory Methodology analysed with descriptive statistics and thematic analysis (study 3).

Study 1 examined 26 studies, study 2 reviewed a sample of 13,205 individuals across 44 global studies, and study 3 interviewed 22 Chief Executive Officers, men and women from all industries and regions of the world.

The definitions of Passionate Leadership In Organisations and Passion In Leadership In Organisations are produced. A Passion In Leadership In Organisations model which identifies 4 types of leaders is revealed: Obsessive Leader, Sacrificial Leader, Managerial Leader, Passionate Leader.

The theory of passion lifecycle is proposed explaining the evolutive level of passion in leadership through time, suggesting a point of optimal conditions.
A dark side of PILIO continuum is revealed contrasting the dark side of passion versus the bright side of passion, and indicating ways to either lose to or to fight against passion in leadership.
Dual Passion-People-Energy flow exposing the relationship between passion, energy and desire to connect with people is unpacked.
The study evidences the multidimensional character of Passion In Leadership In Organisations and both the transferability and the humanistic and prosocial aspects of Passion In Leadership In Organisations are critically discussed.

This study contributes to both the leadership literature and research on motivational constructs in Positive Psychology, offering practical insights beneficial to scholars, policy makers and practitioners in their quest to address the current global leadership crisis and the lack of a type of leader who can build a better world.

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DECLARATIONS

I declare that this thesis is a record of my research and it's content has not previously been submitted for a degree at any tertiary educational institution.

I declare that all the information contained in this thesis is my own work.

Signature

Date   17th October 2021

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INTRODUCTION TO THE STUDY

Background

Research indicates how important the input of employee's well-being can be for an organisation's success assessed through results that are performance-based (Alimo-Metcalfe et al., 2008; Cotton and Hart, 2003).

Studies about the construct of passion at work suggest better performance when employees show harmonious passion (Ho, Wong and Lee, 2011). This has been explored by Vallerand (2003) who investigated various facets of passion for an activity.

In his research, Vallerand (2003) identified Harmonious Passion (HP) and Obsessive Passion (OP) as two kinds of Passion. HP is characterised by internalisation conducted autonomously resulting in an individual to want to participate in an activity which he or she likes. HP generates positive adaptation (Vallerand et al., 2003).
Obsessive Passion instead, is characterised by the absence of autonomy during the process of internalisation leading individuals to decide to obsessively engage in an activity they have a strong inclination for, leading to maladaptive outcomes.

Aligned with Vallerand's indication that HP may lead to a certain level of motivation, Zigarmi et al., (2009) investigated passion at work/work passion (WP) which they define as a person's insistent state of well-being based on positive emotion and meaning triggered by recurrent affective and cognitive assessments of diverse tasks and organisational circumstances which lead to regular, beneficial, work intentions and behaviours, indicating its contribution to the state of well-being.

Well-being attracted the attention of both scholars and practitioners resulting in an increasing number of publications on the topic of well-being at work (Jain et al., 2017; Lidiard, 2013).

Capitalising on the increasing number of research studies on well-being at work (Jain et al., 2017) further research on WP establishes an association between employees and their leaders' WP (Li, Zhang and Yang, 2017; Smith, 2018) with conclusions arguing that passion at work is passed on from leaders to their followers through emotional contagion (Li, Zhang and Yang, 2017). This relationship between WP and leadership also serves practitioners in the business world who propose that being passionate as a leader is essential to the organisation's success (Rosengarten, 2010).

References[1] are provided to illustrate practitioners' attention towards passionate leadership.

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[1] **Sources :**

- https://medium.com/@leeocarroll/are-you-a-passionate-leader-9742ef6acdb1
- https://riseperformancegroup.com/passionate-leadership/
- https://leadonpurposeblog.com/2013/07/06/are-you-a-passionate-leader/
- https://growingleaders.com/blog/passion-and-leadership/
- https://aboutleaders.com/leadership-skills-2-great-leaders-ignite-passion/#gs.8lgtq2

Problem statement

Prior to this pandemic, researchers and academics already called for a different type of leadership which shows more inclusion (Gill, 2011). Gandolfi and Stone (2016) even suggested a leadership crisis at global level.

To address the global leadership emergency (Gandolfi and Stones, 2016), more scholars researched the association between the style of leadership, the state of well-being of employees and the simultaneous effect on the business results (Keyes, Hysom and Lupo, 2000).

As we progress in the current global pandemic caused by a new Corona virus known as COVID19 (Ludorf, 2020), psychological impact and psychosocial consequences are being measured and the impact on the well-being of employees and leaders in organisations is being investigated (Ivbijaro et al., 2020; Tuzovic and Kabadayi, 2021).

Questions are raised as to the type of leaders that are needed, arguing for better leaders who do good to support people throughout this pandemic (Ludorf, 2020). This crisis redefines the concept of leadership (Barker, 2020).

Positive leadership scholars recommend leadership development which can nurture behaviours that prioritise the individuals' well-being (Adams, Meyer and Sekaja, 2020; Li, Zhang and Yang, 2017).

Trinh (2018) reveals the scarcity of research around the constructs of passion in leadership amongst organisational leaders.

Purpose of the study

This research aims to investigate Passion In Leadership In Organisations (PILIO) both through existing data published in research and through new data constructed through the lenses of organisational leaders – CEOs.

More specifically, this study will:

- Explore the perceived impact of PILIO on leaders and followers.

- Aim at defining and unpacking the mechanisms of PILIO to clarify how PILIO manifests itself.

- Clarify the way passion translates into a passionate form of leadership.

- Investigate both advantages and disadvantages of PILIO.

- Generate a PILIO model to address the need expressed by scholars and practitioners.

Contribution/significance

Addressing the concern expressed by scholars to consider a different type of leadership that brings a better world (Greenville, 2017), Trinh (2018) suggests Passionate Leadership In Organisations (PLIO) because it contains an honourable essence (Davies and Brighouse, 2010).

In order to clarify the term Passionate Leadership In Organisations, in this study, PLIO will be used specifically in the business context (Meinhardt, Junge and Weiss, 2018) which should be differentiated from passionate leadership in other settings such as passion in leadership in academia (Davies and Brighouse, 2010).

This study which explores the construct of passion as experienced by organisational leaders will contribute to the existing literature in leadership and psychology which currently is limited to studies that investigates how passion relates to leadership and to work (Forest et al., 2011; Lavigne, Forest and Crevier-Braud, 2012; Vallerand and Houlfort, 2003) without exploring how passion is experienced by leaders themselves as a phenomenon to be unpacked (Depoy and Gitlin, 2016) how it is being perceived and described by leaders, and what positive and negative outcomes passion in leadership can generate.

This research will contribute by

- Identifying the scholarly gaps in the area of leadership research, aiming at bettering the world.
- Unpacking the characteristic of passion in leadership specifically applied to an organisation setting.
- Exploring the perceived effect of PILIO on the well-being of employees and leaders' and on organisational success.
- Unpacking the advantages of PILIO and its disadvantages for the benefit of practitioners.

Henceforth, the results of the study will be of great benefit to the following:

Scholars who research in the fields of:

- Psychology: positive psychology, occupational psychology, humanistic psychology, among others.
- Leadership studies.
- Management.
- Human Resources management.
- Organisational behaviour.
- and any researcher who investigates scientific disciplines interested in 'bettering the world' (Kenkel, 2014).

Practitioners who hold positions in:

- Senior leadership such as Chief Executive Officers, start-up founders, Deans, Headmasters, among others.
- Human Resources professionals.
- Learning and Development professionals.
- Organisational Behavioural scientists.
- Talent management professionals.
- Recruitment professionals: headhunters, recruiters, among others.
- Executive coaches.

The current study

Research aim

The research aim is to investigate Passion In Leadership In Organisations (PILIO) through the lenses of organisational leaders – CEOs. This means that leaders' experiences will be examined, to understand their views and meaning of the concept of passion in leadership.

Research questions

This study will be guided by the questions below:

- How do leaders in organisations describe passion in leadership?

- How do leaders see the impact of passion in leadership on themselves, on their followers and on the organisation?

- How does passion in leadership manifest itself according to leaders in organisations?

1   LITERATURE REVIEW

1.1   Abstract

This literature review aims at:

1) Defining and unpacking the constituents of passion in passionate leadership and differentiating it from passion in other situations;

2) Examining the individual and organisational well-being and work outcome of passionate leadership both for leaders and followers; and

3) Critically assessing the state of art in the scholarship into passionate leadership, and assess where the scholarly gaps are.

These three aims will serve as means to provide solid foundation for this doctoral dissertation.

Gaps found in scholarly publications about passionate leadership are addressed. Practitioners often associate the construct of work passion with emotions (Rosengarten, 2010), with values and meaning (Malphur, Audrey, 1996), work-life balance (Goldsmith, 2008) and with success (Rosengarten, 2010; Venus, Stam and Van Knippenberg, 2013).

A qualitative meta-aggregative literature review was conducted solely by the researcher. This resulted in a total of 26 items meeting inclusion criteria, analysed through a thematic analysis which led to a proposed conceptual definition of Passionate Leadership In Organisations (PLIO).

KEY WORDS
passion   leadership   passionate leadership   positive psychology
Thematic Analysis   Work Passion

1.2   Introduction and rationale

As more scholars further explore the associations between leadership types, well-being, and their effect on business performance (Keyes, Hysom and Lupo, 2000), a pattern emerges that urges organisations to defocus from the bottom-line and refocus on the individual and their well-being (De Cuyper, Van der Heijden and De Witte, 2011). This is evidenced by research which suggests the effect of well-being as a determinant to success within an organisation (Araújo and Pestana, 2017; Rahman et al., 2016).

With this invitation to refocus on the individual and its well-being, De Cuyper, Van der Heijden and De Witte (2011) invited other scholars to investigate the concept of compassion (Dutton and Workman, 2011; Lazarus, 1991). Lazarus defined compassion (1991) as the emotion that is triggered in observing somebody else's suffering that consequently provokes a longing to help.

Further studies specifically investigate compassion in an organisational setting (Frost et al., 2000; Lilius et al., 2008). Dutton et al. (2006) and Kanov et al. (2004) posit that compassion plays a vital role within both leadership and companies. This is supported by Wei, Zhu and Li (2016) who argue that organisations present an ideal setting to investigate and apply compassion in a structured manner.

Bejou (2011) reminded organisational leaders about their responsibility and role in humanity. This scholar joined Greenberg (2012) in a call for corporate compassion, suggesting that organisations could benefit in building a compassionate culture with compassionate leaders who (1) understand and have empathy for the way people feel and what they experience; (2) who care for people; and (3) who accept how they behave based on how they empathetically feel for others.

Using Boyatzis and McKee's definition of compassion (2005), both Bejou and Greenberg praised the need for a compassionate leader in business. However, they point out that the concept of compassion may not be easily generalised in a corporate setting.

Despite their arguments in favour of compassion in leadership, Wei, Zhu, and Li (2016) also recognise that any generalisation has its research limitations, admitting that the actual restriction of applicability of compassion by leaders requires (1) situations of adversity where suffering is involved, and (2) self-recognition of personal moral standards by the individual.

In identifying the limitations of compassion as a topic of study, it would be reasonable to propose that there remains a scholarly need to find other empirical concepts which associates leadership type, individual well being and business performance.

Instead of focusing on compassion in his study on well-being, Vallerand proposed that passion at work contributes to employees' subjective well-being and psychological well-being (Philippe, Vallerand and Lavigne, 2009; Vallerand, 2012). By exploring the association between passion at work and performance, Vallerand and other scholars offered further understanding on the impact of passion has on performance (Vallerand et al., 2007), including in a work context (Vallerand and Houlfort, 2019).

1.3   Definition

1.3.1   Passion in philosophy

Vallerand (The Psychology of Passion, 2015, Oxford) argue that to arrive to a definition of passion is a difficult venture given the importance given by philosophers to passion for several millennia (Rony, 1990).

The origin of the word *passion* ('passio' in latin, which means suffering) encouraged philosophers to further examine the concept and its negative connotation with the word suffering (Miller, 2012).

The description of passion in ancient Greek inferred the notion that an individual had no control or its determinants or its development (Vallerand, 2015).

Greek philosophers Thales and Solon reinforced this negative inference by describing passion as a dysfunctional type of drive that includes some passivity out of an individual's control (Vallerand, 2015).

Passion later endorsed a religious connotation, when Christian Saint Augustine in the 4th century preached the significance of controlling one's passion through God's given free will (Hecht, 2014; Roach, 2008; Vallerand, 2015). Later on Aquinas in the 13th century suggested passion could also be beneficial if maintained under control (Miller, 2012).

In the 17th century, French philosopher Descartes proposed that passion emanated from the body and the intellect (Albuquerque, Deshauer and Grof, 2003) describing passions of the soul as emotions that could generate problems. This dualistic view of passion centuries later invited Vallerand (2003) to explore the concept offering empirical evidence.

During the 17th century, Thomas Hobbes completed the emotional view on passion and discussed its emprise on individual's movement (Vargas and Verdejo, 2008). This idea was further explored in the 18th century when Cartesian and Scholarlic philosophers attributed a kinetic quality to passion (Larlham, 2012) observing the energy that a body experiences following its movement.

Today's philosophical view on passion seems to support this observation about the body movement (Valls, 2011) which related to the concept of an an energy that motivate individuals to take actions (Vallerand, 2012).

1.3.2   Passion as a scholarly concept

Passion for an activity

Passion is described as a strong predisposition for an activity which a person likes, and deem significant, inviting him or her to invest time and energy on it. Vallerand et al., (2003) reveals two opposite passions: Harmonious (HP) and Obsessive (OP), calling it a Dualistic Model of Passion – DMP.

HP refers to the autonomy-determined self identifying love for an activity that an individual experiences leading to positive outcomes whereas OP refers to the obsessive love for an activity experienced by an individual, previously determined by a lack of automony, leading to negative outcomes.

Using the definitional elements of this definition, Vallerand (2003) created a table comparing passion versus other concepts that could be associated as equivalent. (see Table 1 below)

Table 1: Passion compared to other constructs using the Passion definitional elements

	PASSION DEFINING CHARACTERISTICS	ZEST AND GRIT	FLOW	PERSONAL INTEREST	PERSONAL, STRIVING, PERSONAL PROJECTS, CURRENT CONCERNS, AND LIFE TASKS	INTRINSIC MOTIVATION	EXTRINSIC MOTIVATION
1	Specific object	No	Yes	Yes	Yes	Yes	Yes
2	Love (or liking) of the object	No	No	No	No	Yes	No
3	Meaningful object	Yes	No	Yes	Yes	No	For some
4	Motivational construct	Yes	No	No	For some	Yes	Yes
5	Time, energy persistence	Yes	Yes	Yes	Yes	Yes	Yes
6	Part of identity	No	No	Yes	For some	No	No
7	Duality of passion	No	No	No	No	No	No

Source: The Psychology of Passion, Vallerand, 2015, Oxford University Press

Each of the Passion definitional elements listed on the left of the table above, are explained here after, and are based on Vallerand's research (Vallerand et al., 2003; Vallerand, 2015):

- **Specific object/love of the object**: this refers to the individual's object of passion, in other words, the activity that a person loves.

- **Meaningful object**: this refers to the concepts of meaning and value. The object of passion for the individual is valuable to him or to her.

- **Motivational construct**: this refers to the motivational quality of passion. A concept that engages a person in a specific activity.

- **Time, energy**: a passionate individual spends approximately 8 hours per week on the object of their passion.

- **Persistence**: this refers to the obstinate character of passion. An individual inflexibly persevering toward their passionate activity.

- **Part of identity**: a passion is part of an individual's identity, in the sense that he or she self identify through the object of his or her passion.

- **Duality of passion**: this refers to HP and OP.

It is worth noting the concepts in the comparative table focused on a specific object of passion, and do not include any leadership definitional dimensions and only focus on motivational constructs (Sessa et al., 2018; Vidic et al., 2016). Furthermore, the passion definitional elements suggest that passion should be related to an object but do not specifically refer to a type of individual or to a state of being or a trait that is innate or acquired (Bloch, 1979; Subramani, 2019).

Therefore, these definitional elements do not offer definitional characteristics for a passionate individual (Bélanger, Schumpe and Nisa, 2019; Philippe, Vallerand and Lavigne, 2009) or a passionate way of being (Halonen and Lomas, 2014).

Hence, a passionate leader cannot be fully defined using the definitional element provided by Vallerand.

Passion at work / work passion

There is a growing interest from practitioners for passion at work, in particular for those working in human resources, executive coaching, team management and in leadership, and functions which involve interaction with peers and followers (Thibault-Landry et al., 2018). To illustrate this interest for work passion, a list of practitioners' websites who praise and condemn passion at work have been added as **Appendix 7.1**.

The increasing interest in passion at work or work passion has paved the way for research into this topic (Forest et al., 2011; Gagné et al., 2014; Ho, Wong and Lee, 2011, Nimon and Zigarmi, 2011; Zigarmi et al., 2009).

Zigarmi defines employee work passion as a person's unmoved state of well-being based on positive emotions and meaning caused by cognitive and affective assessments of diverse tasks and organisational circumstances which lead to repetitive, fruitful work intentions and behaviours (Zigarmi et al., 2009).

Passion at work predominantly explains the way passion manifest amongst employee (Zigarmi et al., 2011) and it does not elucidate how it relates to leaders in organisations.

Passion in entrepreneurship

Looking at the way passion manifests itself at work, publications on entrepreneurship and passion can be found (Chen, Liu and He, 2015; Chen, Yao and Kotha, 2009; Thorgren and Wincent, 2015). Chen, Yao and Kotha (2009) define entrepreneurial passion as the extreme state of affection followed by behavioural and psychological display of strong personal value.

Supporting Vallerand et al., (2003) definitional components of passion, Bao, Zhou and Chen (2017) reveal the essential role that entrepreneurial passion (EP) plays in involving strong positive affects determined by the participation in entrepreneurial tasks and in the way entrepreneurs self-identify. This is followed by a growing interest from both practitioners (Clover, 2009) and by scholars (Cardon, 2008; Fellnhofer, 2017; Molino et al., 2017) to look at EP in the context of passion as a way of being, whereby companies founders are defined as passionate entrepreneurs and where passion influences the organisational success (Dumitrașciuc, 2019).

Not all scholars view passion as generator of positive outcomes amongst entrepreneurs. Using the concept of Obsessive Passion revealed by Vallerand (Vallerand, 2010), Thorgren and Wincent (2015) warn that the obsessive element is especially obvious among serial entrepreneurs.

This could suggest the need to further investigate the disadvantages of Passion In Leadership (Trinh, 2018).

Passionate state of being

While most existing research examine the object of passion in the context of work, relationship, or an activity (Forest et al., 2011; Vallerand, 2010, Zigarmi et al., 2009), Halonen and Lomas (2014) suggest passion to be intrinsic to people, and discuss a passionate way of being which a person has instead of passion being a strong inclination for a particular activity.

Supporting Vallerand's view (2003) about the dual impact of passion on an individual's life and well-being, Halonen and Thomas (2014) reveal the positive and negative effect of the passionate way of being in the illustration below:

Figure 1: Components of the passion spiral
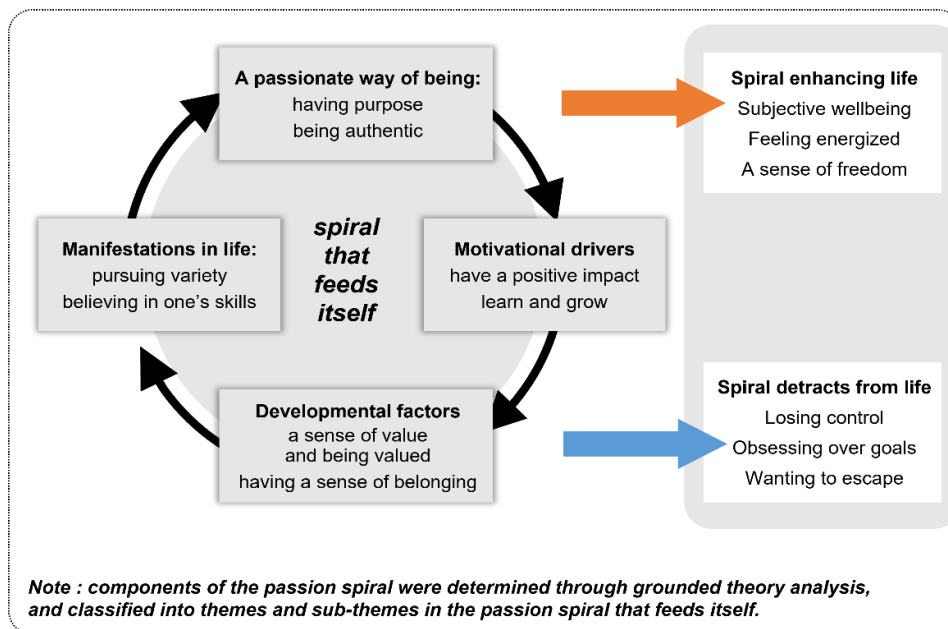
Although this model suggests that passion can intrinsically be part of an individual way of being, suggesting a passionate individual, the participants' sample was randomly chosen amongst TED talk speakers and does not specifically apply neither to leaders nor to people in organisations in leadership positions. Passion in leadership and passionate leaders are therefore not explained by Halonen's model.

Passionate leadership in education

The idea of being passionate was investigated by Davies and Brighouse in the context of leadership in education in their book Passionate Leadership (2008).

More specifically, they propose several themes to define passionate leadership, applied to educational leadership:

1 The involvement of emotion.

2 The formation of purpose and a series of values.

3 The trigger of positive emotions.

4 The association with effective leadership.

5 Moral purpose and social justice.

6 The influence of leader's passions.

7 The effect on followers experiencing delight and admiration.

This research was conducted specifically in the sector of education and does not provide clarity as to how it applies to a business organisational environment. It does not investigate how passion as a motivational construct manifests itself in leadership (Trinh, 2018) which include whether passion can be transferred, acquired, stopped, nor does it explore the leaders' mindsets, the types of leaders, or the negative impacts which passion in leadership can cause.

Furthermore, Davies and Brighouse's studies do not explore how passion in leadership impacts leaders, the followers, and the overall organisation.

Instead, Davies and Brighouse's studies look at passionate leadership as a leadership type (Oral, Kavas and Ertürk, 2019, Urick, 2020) describing the environment that passionate leadership creates at school, amongst headmasters, teachers, and also students.

1.4   Measurements of passion

1.4.1   Measuring passion for an activity

In early 2000's passion became a concept investigated scientifically in psychology with the appearance of a valid, reliable, and robust passion scale, the Dualistic Model of Passion scale – DMP (Vallerand et al., 2003).

This scale is composed of 2 subscales which contain 6 items each, looking into the duality of passion, whether it is Harmonious (Item # 1. This activity is in harmony with the other activities in my life), or Obsessive (Item # 11. This activity is so exciting that I sometimes lose control over it).

The 7 Point Likert scale is supposed to be administered as a self reported tool answering 16 questions, and chosing between 'Not agree at all' to 'Very strongly agree'.
The full scale is enclosed in the **Appendix 7.2**.

The scale contains 16 items showing psychometric qualities as it is highly reliable for Obsessive Passion (alpha= .89) and Harmonious Passion subscales (alpha= .79), producing strong evidence of psychometric properties (Vallerand, 2015).

The DMP scale was validated in different other languages (Vallerand, 2010) and adjusted to measure passion at work (Houlford et al., 2015), obsessive passion for gambling (Rousseau et al., 2002) and entrepreneurial passion (Cardon et al., 2013).

The scale allows to determine if an individual's passion for an object is harmonious or obsessive in nature (Vallerand, 2003), and it allows to determine associations between passion and other dimensions including well-being (Philippe, Vallerand and Lavigne, 2009), burnout (Kong and Ho, 2018) which helps unpack the positive or negative outcomes of passion.

However, what Vallerand and his team have not measured is the concept of passion as a way of life, a way of being (Halonen and Lomas, 2014), rather than passion being a strong desire towards a specific activity.

Furthermore, there is no measurement of passion as an innate or as a way of being (Halonen and Thomas, 2014) instead of seeing passion as an inclination towards one particular object. Scholars advocate for more research to understand the association between an individual's personality and passion (Balon, Lecoq and Rimé, 2013).

1.4.2   Measuring work passion (WP)

Scholars recognise the importance to produce theories which are practical, and from the perspective of employee's engagement (Nimon and Zigarmi, 2011).

So Vallerand further examined passion at work by adapting the DMP scale to a work setting and constructed a Passion Toward Work Scale (PTWS) which is composed of 16 items in a 7 point likert scale attached as **Appendix 7.3.**
Two subscales contained in the PTWS reflect the ones from DMP scale investigating whether it is Harmonious (Item # 1. My work is in harmony with the other activities in my life), or Obsessive (Item # 4. I have almost an obsessive feeling for my work). Reliability of the scale has also been verified and ranges between.77 and .89 (Serrano-Fernández et al., 2017).

The unpacking of the concept of passion at work serves both practitioners whose responsibility relates to motivating people and researchers who have an interest in the effect of passion at work. The unpacking of the concept of passion at work serves both practitioners whose responsibility relates to motivating people and researchers who have an interest in the effect of passion at work.

1.4.3   Measuring entrepreneurial passion

Cardon et al (2013) who called for a reliable and valid measurement of Entrepreneurial Passion (EP) produced a 13-item tool on a 5 point likert scale (see **Appendix 7.4**) which involves two dimensions: Positive Affect (Item #1. It is exciting to figure out new ways to solve unmet market needs that can be commercialised) and Identity Centrality (Items #9. Being the founder of a business is an important part of who I am). Participants are being administered the scale as a self-reported questionnaire.

Alpha reliabilities for the subscales were .85, .72 and .77 (Cardon et al., 2013). Since its construction, the EP scale has been adapted in Italian (Molino et al., 2017) but no adaption of the scale has been found (EBSCO search as of May 2018) to measure passionate leaders who self-identify as entrepreneurs (Deng, Gao and Li, 2019; Maak and Stoetter, 2012; Visser, de Coning and Smit, 2005).

1.5 Definitional comparison of passion and cognate motivational concepts

Given the number of concepts which may be associated with passion in an organisational setting, it might prove useful to compare it to other organisational constructs in the fields which are linked to leadership. This would clarify how in an organisational setting, some of these concepts connect to passion, whether any of these concepts entails passion and how they differ.

Many motivational constructs (Inceoglu and Fleck, 2010; Sessa et al., 2018) have been associated to research on leadership at work, and these include but are not limited to

- Grit (Kelly, Matthews and Bartone, 2014).
- Calling (Longman et al., 2011).
- Zest for work (Peterson et al., 2009).
- Engagement (Breevaart et al., 2014; Schmitt, Den Hartog and Belschak, 2016).
- Motivation (Fernet et al., 2015 ; Shu, 2015).
- Enthusiasm (Glassman and McAfee, 1990).

Therefore, in order to differentiate work passion to these cognate constructs, the researcher used the definitional elements of work passion (Zigarmi et al., 2009) and generated the following comparative definitional table.

Table 2: Work Passion compared to other constructs using the work passion definitional elements

	GRIT	CALLING	ZEST FOR WORK	ENGAGEMENT	MOTIVATION	ENTHUSIASM
A state of wellbeing	No	No	Yes	No	No	No
Persistence	Yes	For some	For some	For some	Yes	For some
Emotionally positive	No	Yes	Yes	Yes	Yes	Yes
Meaning based	Yes	Yes	No	No	No	No
Reoccurring cognitive appraisals	Yes	Yes	Yes	Yes	Yes	Yes
Reoccurring affective appraisals	Yes	Yes	Yes	Yes	Yes	Yes
In a job and organisational situation	Yes	Yes	Yes	Yes	Yes	Yes
Results in work intentions/behaviors	Yes	Yes	Yes	Yes	Yes	Yes

With the aim of unpacking the definitional element of PLIO, and to avoid confusion, it may prove beneficial to underline what passion at work is not. Based on the two definitions which can apply to passion in organisations, which is where the focus of this review lies, two definitions of passion are used to discuss what passion is not.

Passion was defined as a strong desire for a self-defining activity which people like, value, and where they invest time and energy. In the Dualistic Model of Passion – DMP (Vallerand et al., 2003), two types of passion were revealed: Harmonious Passion (HP) and Obsessive Passion (OP).

Work passion was defined as person's unmoved state of well-being based on positive emotions and meaning caused by cognitive and affective assessments of diverse tasks and organisational circumstances which lead to repetitive, fruitful work intentions and behaviours (Zigarmi et al., 2009).

In light of these definitions, passion is not:
● associated to activities, a job, or organisational situations,
    ○ that are not self-defining, nor part of an individual's identity.
    ○ where the individual does not invest time, energy.
    ○ which is meaningless.
    ○ where the individual does not find satisfaction.
    ○ experienced without positive emotions.
    ○ where the individual does not connect cognitively and affectively.
● a state of unhappiness, lack of well-being.

1.6 Conceptual definition of PLIO

1.6.1 Component

Following examination of the literature on entrepreneurial passion, we can posit that passionate entrepreneurs are passionate leaders of their own venture where passion is utilised as a means to turn their business into a success (P. R. Newswire, 2014).

According to a survey conducted on passionate Canadian Entrepreneurs-Leaders, 53% believe that balancing work and life commitments is one of the greatest challenges they face on a daily basis (C. Newswire, 2014).

This contradicts Goldsmith (2008) whose view is that passionate leadership leads to a work-life balance.

To arrive at a theoretical definition of Passionate Leadership In Organisations, a qualitative meta-aggregative literature review was used. Definitions which met the inclusion criteria were then analysed using a thematic analysis (Braun and Clarke, 2006: Sezgin et al., 2019).

The database search was performed using EBSCO, Scopus, Science Direct and Google Scholar databases. Research which offered definitional elements of passionate leadership, published in english from 1st January 2000 to 1 May 2018 were included. Data were extracted by the researcher for a qualitative thematic analysis qualitative meta-aggregative literature review (Braun and Clarke, 2006). Of the results, 26 met inclusion criteria, resulting in 9 themes. Subsequently a conceptual definition of PLIO was proposed.

Relevant attributes which pertain to the concept of PLIO were analysed, listed by themes, classified with labels.

First, linked to passionate leadership: we looked at the cognate areas which pertain to the definition and the qualities attributed to:

- Passion.
- Passionate state of being.
- Passionate leadership in education.

Linked to the focus on the organisational environment, we looked at cognate areas which pertain to the definition and the qualities attributed to:

- Work passion.
- Entrepreneurial passion.

Second, all attributes which pertain to PLIO have been uncovered arriving at 26 codes.

#	CODE
1	Self-defining
2	Valued
3	Emotional
4	Cognitive
5	Behavioural
6	Harmonious Passion (HP)
7	Obsessive Passion (OP)
8	With a purpose
9	Being authentic
10	Desire of a positive impact
11	Emotion driven
12	Value-based
13	Purpose-based
14	Search of positive impact
15	Longing for social justice
16	With moral purpose
17	Generate admiration and delight from Followers
18	Positive emotions
19	Meaning-based
20	Well-being driven
21	Drive consistent and constructive work intention/behaviour
22	intense affective state
23	Behavioural (action-driven)
24	Positive feelings
25	Engagement driver
26	High propensity for OP

Third, multiple sub themes were created, and classified thematically rolling up to 9 themes, with a label composed of one word for each theme as illustrated in the table below:

Table 3: PLIO Thematic Analysis

SUB THEMES	LABEL	THEME
Purpose **Meaning in life**	Purpose	Live life purposefully
Value **Self-identity**	Identity	Be your authentic self
Well-being **Social** **Moral purpose**	Better	Build a better world
Influence on followers	Power	Unleash your power
Perseverance	Perseverance	Never give up
Action-driven	Action	Make it happen
Emotional **Cognitive** **Behavioural** **Spiritual**	Life	A way of life
HP **OP**	Passion	Yin & Yang
Effective leadership	Success	Successful leadership

Fourth, the 26 items identified as pertaining to PLIO were allocated under the appropriate label as indicated below:

Table 4: 26 attributions related to PLIO

#	LABEL	
1	**Identity**	Self-defining
2	**identity**	Valued
3	**Life**	Emotional
4	**Life**	Cognitive
5	**Life**	Behavioural
6	**Passion**	Harmonious Passion (HP)
7	**Passion**	Obsessive Passion (OP)
8	**Purpose**	With a purpose
9	**Identity**	Being authentic
10	**Better**	Desire of a positive impact
11	**Life**	Emotion driven
12	**Identity**	Value based
13	**Purpose**	Purpose based
14	**Better**	Search of positive impact
15	**Better**	Longing for social justice
16	**Better**	With moral purpose
17	**Power**	Generate admiration and delight from followers
18	**Life**	Positive emotions
19	**Purpose**	Meaning-based
20	**Better**	Well-being driven
21	**Perseverance**	Drive consistent and constructive work intention/behaviour
22	**Power**	Intense affective state
23	**Action**	Behavioural (action-driven)
24	**Life**	Positive feelings
25	**Action**	Engagement driver
26	**Passion**	High propensity for OP

Fifth we assessed the prevalence of each theme covered in the 26 studies included. In parenthesis (…) are the prevalence % of theme determined from the 26 identified.

Three themes were prevalent:

- A way of life (23%).

- Be your authentic self (15%).

- Build a better world (15%).

Table 5: Thematic Analysis summary on Passionate Leadership In Organisations (PLIO)

LABEL	THEME	COUNT	PREVALENCE (%)	SUB THEMES
Purpose	Live life purposefully	3	11.5%	Purpose, meaning in life
Identity	Be your authentic self	4	15.0%	Value, self-identity
Better	Build a better world	4	15.0%	Well-being, social and moral purpose
Power	Unleash your power	2	8.0%	Influence on followers
Perseverance	Never give up	1	4.0%	Perseverance
Action	Make it happen	2	8.0%	Action-driven
Life	A way of life	6	23.0%	Emotional, cognitive, behavioural, spiritual
Passion	Yin & Yang	3	11.5%	HP, OP
Success	Successful leadership	1	4.0%	Effective leadership
		26	**100%**	

1.6.2   Proposed theoretical definition

From this analysis, a theoretical definition for passionate leadership we are proposing is: Passionate Leadership In Organisation (PLIO) is a leadership style identified as a way of life focused on bettering the world, while being authentic to oneself.

PLIO is characterised by a clear purpose in life, affected by the impact of both Harmonious and Obsessive Passions, with an influence on followers, to drive actions forward, persistently associated to success.

1.6.3 Definitional comparison

Leadership produced waves of research.

In the 1840's first research on leadership mainly invited the Great Man theory (Halaychik, 2016) with beliefs that leaders were naturally born possessing superior leader's attributes (Borgatta, Bales and Couch, 1954).

In the 1930's and 1940's, research on leadership turned to leadership traits, focussing on the innate characteristics of a leader, and on recognising the personality traits as well as other virtues of an effective leader (Benmira and Agboola, 2021).

The 1940's and 1950's mostly welcomed the idea that leaders were not born, but made, hence opening the field to behavioural theories on leadership, exploring patterns of behaviours that could be transferred, taught to individuals to form effective leaders. These were widely accepted as the study of leadership style (Benmira and Agboola, 2021). An example of this era is 'Blake and Mouton's Managerial Grid' (Islam and Bhattachar, 2019).

The 1960's embraced the idea that beyond the leader's behaviour, the environment held an important role in the leader-follower relationship, giving ways to situational theories (Thompson and Glasø, 2018). This suggests that leaders have to evaluate the surrounding situation and subsequently choose what leadership style would best adapt to the context.

The 1990's observed the emergence of transactional and transformational leadership where the leader's trait, their behaviour and the ability to adapt to the environment become one holistic focus, placing a particular emphasis on the leader and followers relationship (Kabeyi, 2018).

The year 2000's saw the appearance of contemporary leadership theories such as servant leadership or inclusive leadership which are person-centered leadership types (Gotsis and Grimani, 2016). Recent theories that appeared in the 20th century include Trait theory, Process Leadership theory, Style and Behavioral theory, Transformational, among others (Ahmed Khan, Nawaz and Khan, 2016).

With this multitude of stances to explore leaders and leadership, it might prove useful to compare PLIO with other forms of leadership, using the definitional elements of PLIO.

The most cited leadership types (Gardner et al., 2010) have been selected to be compared to PLIO and a reference publication in the field of leadership education, 'Bass & Stogdill's Handbook of Leadership' (Bass, 1990; Santora, 1992) has been used to create a comparison between PLIO and other forms of leadership.

This list includes:

Authentic leadership has been defined and investigated by scholars (Avolio and Gardner, 2005; Fusco, O'Riordan and Palmer, 2015). Authentic leadership in organisations is defined as a practice that takes inspiration from positive psychology and organisational studies, leading to increased self-awareness, self-regulation, and positive behaviours from leaders, nurturing positive self-development (Avolio and Gardner, 2005)

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterised by individual control over all decisions and little input from followers. Autocratic leaders generally decide on their own and seldom receive opinions from team members. Autocratic leadership includes unconditional, undemocratic power over a group (Lewin and Lippitt, 1938; Malos, 2012). It has attracted recent research (Harms et al., 2018)

Charismatic leadership includes an element of passion as described by Tucker (1968). Followers do not follow a charismatic leader because of fear or financial stimulus, but are motivated by love, passionate devotion (Tucker, 1968). Five personality traits are identified: self-monitoring, self-actualisation, motive to attain social power, self-enhancement, and openness to change (Jung and Sosik, 2006).

Democratic leadership is theoretically different from authoritative stances; instead, it follows three rules: sharing responsibility with the group, vesting the team members by giving them power, and encouraging the team to decide (Gastil, 1994).

Directive / participative leadership is one of the leadership styles included in transformational leadership (Bass and Riggio, 2006). Participative leadership is described as the process of holding a collective influence between a leader and their team members when making decisions (Hayes, 1999) and when taking actions, directive leadership is described as the process of giving followers instructions that favours the

leader's standpoint (Hayes, 1999; Sagie, 1997).

It is generally considered as a task-oriented behaviour, with high predisposition to dictate communications and directly provide duty commands (Cruz, Henningsen and Smith, 1999).

Distributed leadership has attracted the interest of many scholars (Tian, Risku and Collin, 2016). It is defined as a leadership that comprises distributed, democratic, disseminated and other associated types of leadership (Bolden, 2011; Harris et al., 2007).

Ethical leadership entails ethical leaders who are driven by altruism, care, and a concern for their team members and other individuals in society (Brown and Treviño, 2006; Gini and Green, 2014; Treviño, Brown and Hartman, 2003).

Inspirational leadership is defined as a subset of transformational leadership, which concentres on sharing a convincing vision to the followers, conveying conviction and motivating the team (Joshi, Lazarova and Liao, 2009). It is found that investors seek more than inspirational leadership in entrepreneurs they invest in, they look for entrepreneurs who are passionate and tenacious (Bonau, 2017; Murnieks et al., 2016).

Relational leadership is defined as a process of influence that involves social order and change exerted on behaviours, thoughts, values (Uhl-Bien, 2006).

Servant leadership originates from the ancient time (Gandolfi, Stone and Deno, 2017) and has an impact on the improvement of skills and intellect of team members allowing for more moral reasoning encouraging followers to be morally autonomous. In organisations, Servant-Leaders take into consideration the needs and desires of all stakeholders, promoting accountability (Graham, 1991).

Transactional leadership entails the allocation of valuable incentives in exchange of the demonstration of required behaviours (Lowe and Galen Kroeck, 1996; Waldman, Bass and Einstein, 1987). It has been investigated by many scholars (Bass, 1990, Wofford and Goodwin, 1994).

Transformational leadership can be directive or participative. Demanding greater moral maturity, transformational leadership is generally accepted as a concept (Bass, 1999). Over time, Bass (2008) improved its definition and introduced four major bases which are idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. This type of leader has been defined as one who shares a vision for the future that can be spread to colleagues, and team members, motivates

followers, focuses on each person's uniqueness (Bass, 1990; Lowe and Galen Kroeck, 1996; Yammarino 1954).

Vision-based leadership is associated to transformational leadership (Kantabutra, 2005) placing the concept of vision as a focus (Kantabutra, 2009).

The definitional elements used in this comparative table were extracted from the conceptual definition of PLIO (Trinh, 2018) comparing PLIO to the various types of leadership following the difference waves of definition on leadership, traits, behaviour, situational, transactional, transformational and contempory theories.

The following definitional components which can serve as subscale of PLIO serve as comparative references.

Way of life: relates to leadership as a way of living (Jay, 2012).

Bettering world: is associated to the idea of people-centered view of the world, and a pro-social attitude in leadership (Ewest, 2017).

Authenticity: refers to the ability for the leader to behave authentically while at work (Crawford et al., 2019).

Purpose in life: refers to the awareness experienced by leader for what he or she values most in life (Berg, 2015).

Impact of HP and/or OP: refers to the outcomes caused by both types of passion: Harmonious and Obsessive (Vallerand et al., 2003).

Influence: refers to the power which a leader has on his or her followers (Văcar, 2015).

Driving actions: refers to the motivational force created by passion to generate appropriate behavioral shifts from followers to get things done (Murnieks, Mosakowski and Cardon, 2014).

Lead to success: refers to positive outcomes experienced by leaders and followers and the organisation (Chang, 2004; Clark, 2017).

Table 6: PLIO definitional comparison

	LEADER-SHIP STYLE	WAY OF LIFE	BETTERING WORLD	AUTHEN-TICITY	PURPOSE IN LIFE	IMPACT OF HP and/or OP INFLUENCE	INFLUENCE	DRIVING ACTIONS	LEAD TO SUCCESS
Transformational	Yes	No	Unclear	Yes	No	No	Yes	Yes	Yes
Charismatic	Yes	No	No	For some	Yes	For some	Yes	Yes	For some
Transactional	Yes	No	No	No	No	No	Yes	Yes	For some
Inspirational	Yes	No	Unclear	Yes	No	No	Yes	Yes	For some
Authentic	Yes	No	Unclear	Yes	For some	No	Yes	Yes	For some
Distributed	Yes	No	No	Unclear	No	No	Yes	Yes	For some
Ethical	Yes	No	Yes	Yes	Unclear	No	Yes	Yes	Yes
Relational	Yes	No	Unclear	Yes	Unclear	No	Yes	Yes	For some
Vision (based)	Yes	No	Unclear	Yes	Unclear	No	Yes	Yes	Yes
Servant	Yes	No	Yes	No	Yes	No	Yes	Yes	For some
Autocratic/ authoritarian	Yes	No	No	For some	Unclear	No	Yes	Yes	For some
Democratic	Yes	No	No	Unclear	No	No	Yes	Yes	For some
Directive/participative	Yes	No	No	Unclear	No	No	Yes	Yes	For some

What can be observed from this comparison is that PLIO differs from other types of leadership in that it represents (1) a way of life and (2) is impacted by the influence of HP and/or OP.

1.7 Gaps identification

Passionate Leadership In Organisations (PLIO) regarded as a leadership style, does not explain how the construct of passion manifests itself and the implications of advantages and disadvantages for the organisational leader and their followers.

More literature could have been included as part of this review to broaden the scope of the definition. Furthermore, the analysis which led to a theoretical definition has not been corroborated with organisational leaders and their followers which leaves the definition theoretical and not applied. Cultural nuances may also impact the attributes collected which compose the theoretical definition of PLIO.

1.8 Recommendations

This review will serve for further research as part of my doctoral dissertation, and more is required to understand the concept of Passionate Leadership In Organisations (PLIO). The construct of passion should be investigated independently from the leadership style, and it should be studied through the perspective of organisational leaders themselves – Chief Executive Officers (CEOs) to understand the way Passion In Leadership In Organisations (PILIO) is perceived.

Although the theoretical definition of PLIO is based on a thorough review of existing scholarly literature, themes identified must be corroborated by interviewing organisational leaders to understand their view of the proposed definition.

A theoretical framework which explains the various components of the definition should be drawn to understand the various relationship between key factors.

A way to measure PLIO should be considered in order to validate its relevance for organisations.

2   RESEARCH METHOD

2.1   Paradigm and epistemology

A research paradigm is a group of collective beliefs and agreements between scholars on how problems should be comprehended and dealt with (Kuhn, 1962). According to Guba, there are three characteristics for a research paradigm (a) Ontology, (b) Epistemology, and (c) Methodology (Guba, 1989; Guba and Lincoln, 1994). Below, each of these three characteristics will be elaborated in the context of this study.

Ontology

Ontology in research can be defined as the science or investigation of being which refers to the type of reality (Blaikie, 2010). As such a pragmatic view of reality provides useful, more research paths, with better contexts on organisation and management (Ruwhiu and Cone, 2010), where knowledge emerges from practice and should be logical (Iaydjiev, 2013).

Ontology and this study

In light of the research aim, to explore how passion manifests itself in leadership, it will be vital to understand how passion operates in practice, and to comprehend the dynamic relationship between meaning generated by leaders and any factors that leaders deem important to discuss as part of their own experience with passion (Franke and Weber, 2012). Pragmatism is a response to the need to focus on exploring both experiences and practice which represents its main characteristic (Franke and Weber, 2012).

Epistemology

Epistemology looks into the criteria chosen by the researcher to decide what can and what cannot generate new knowledge (Hallebone and Priest, 2009).

Following the ontological reasoning that reality is generated by understanding practice, experience and unpacking the meaning, truth should be continuously renegotiated, discussed, deciphered depending on its helpfulness (Iaydjiev, 2013). The most adequate choice of research method therefore is one that best addresses the research questions, allowing meaning to be unpacked.

Epistemology and this study

Since understanding meaning shared by leaders is central to this research, the researcher should be conscious of their own thoughts, views of the world and emotions as they may affect the interpretation of the results. This is supported by Wiley (2019) who suggests that in pragmatic research, awareness of the inner speech or the dialogical self is vital, arguing that pragmatism's theory of meaning is best understood when being aware of the inner conversations and socio-cultural components. This idea of being mindful of the inner thoughts, and how they may impact one's research is core to the qualitative researcher's frame of mind and reflexivity, in particular with research methodologies that imply the interview of participants to understand a process, a phenomenon and an experience (Braun and Clarke, 2006; Macbeth, 2001).

Methodology

Methodology refers to the overall research strategy which summaries the way by which research is conducted. It refers to the study of existing methods and not only the exact techniques themselves (Campbell, 2016).

Methodology and this study

Several factors should be considered to justify the choice of research methods:
It should serve the purpose of covering the research aim by answering the research questions (Williams, 2007). This study aims at understanding the psychological construct of passion for Chief Executive Officers, its perceived effect on both the leader and the followers, and to investigate its potential dark side. It also aims at producing a model of passion in leadership which can then serve both academics and practitioners. The research method should therefore allow to interrogate CEOs and should allow to generate a theoretical model.

It should consider the scarcity of existing research (Frechette et al., 2020) on the lived experience on PILIO as per Trinh's literature review (2018). The method should include techniques that gather existing literature on PILIO.

It should include the researcher's reflexivity as part of its process (Subramani, 2019) The method should involve a form of reflexive process, journaling, notes taking where the researcher's own views, beliefs, values, and experiences can be jotted down as part of their self-reflection.

It should allow leaders' experiences and views on PILIO to emerge (Charmaz and Thornberg, 2020). The method needs to help reveal the experiential narrative of CEOs, facilitating the sharing of real-life experiences.

In light of these points, and in line with the ontological reasoning that reality is generated by understanding practice, experience and by unpacking the meaning, a qualitative research method is considered to be most appropriate.
Hammarberg (2016) specifies that 'qualitative' methods are used to answer questions about experience, meaning and perspective which is undeniably the case in this research as leaders will be discussing, narrating, and sharing their knowledge about passion in leadership in an organisational setting.

Given that passion in leadership is an emerging topic as discussed in the literature review, a qualitative approach will allow for more insights to emerge (Taylor and McAvoy, 2015).

The epistemological stance invites for reflexivity which is core to a qualitative researcher's practice and as Charmaz (2017) suggests it, pragmatism offers ways to think about critical qualitative inquiry. Charmaz posits that the pragmatist roots of constructivist Grounded Theory, a research methodology primarily associated with qualitative research (Dunne, 2011), allows the researcher to hold a reflexive position also called methodological self-consciousness.
This invites scholars to inspect their data, actions, and emerging analyses (Charmaz, 2017). Data is therefore composed by the researcher as a consequence of his or her exchanges with the research field and its participants (Charmaz, 2008; Thornberg, 2012).

2.2 Research design and rationale

2.2.1 Qualitative meta-aggregative literature review analysed with Thematic Analysis

According to Anderson (2017) there is a need for in-depth qualitative research to enhance the evidence base associated with the field of Human Resource development. A range of qualitative research strategies can include, but are not limited to, case study, ethnography, phenomenology, Grounded Theory, biographical, narrative, historical, and participatory inquiry. Qualitative research is a growing field (Anderson, 2017).

Consistent with pragmatism as the philosophical foundation of this research, the Joanna Briggs (Institute) meta-aggregative approach (JBI approach) to qualitative evidence synthesis (Hannes and Lockwood, 2011) was used in the literature review to understand Passionate Leadership In Organisations (Trinh, 2018).

Initially intended to make reviews transparent, auditable, and reliable, meta-aggregation as a methodology is grounded on the doctrines and postulations of pragmatism (Hannes and Lockwood, 2011). JBI approach acknowledges the helpfulness of alternative interpretive methods including narrative synthesis and thematic synthesis.
The main assumptions which the JBI meta-aggregative synthesis (Aromataris, Munn, 2020) follows include:

- A *priori* procedure which defines every step in the review.
- Complete and thorough searching, independent critical evaluation and standardised data extraction.
- Synthesis of results which genuinely exemplifies the collection of data from primary research.
- Presentation of a meta-aggregative representation which denotes the conclusions and the aggregation into categories, and a summary.
- Recommendations for rule or practice.

Consistent with JBI approach which acknowledges the usefulness of thematic synthesis, the meta-aggregative review led to a conceptual definition of PLIO using a thematic analysis of the key findings (Sezgin et al., 2019).

As Trinh (2018) indicates, more research is needed to understand the theory of passion and the way its manifests itself in leadership.

Kelle acknowledges (2005) that established theories and research findings may be utilised as heuristic instruments, i.e. by means of existing theories, theories and viewpoints as 'lenses' and instruments that assist the scholar to bring the focus on various phenomena, characteristics or nuances as well as seeing beyond data. Hence, finding about existing publications on PILIO can inform the researcher in his pragmatist stance where the best research method is one that solves problems and provides insight (Iaydjiev, 2013).

Nonetheless, qualitative inquiry is recognised to lack systematic guidelines, which would improve the quality of research (Dunne, 2011). Therefore, a systematic review can bring scientific rigor and generate a reliable knowledge supply and improve practice by building context-sensitive research (Tranfield, Denyer and Smart, 2003) on the topic of PILIO.

2.2.2   Systematic Review on PILIO

Systematic review (SR) is a research method which has been widely used in the social and behavioural sciences (IJzerman et al., 2020; Petticrew and Roberts, 2008), particularly in the fields of leadership (Gumus et al., 2018) and psychology studies (Dalgetty, Miller and Dombrowski, 2019; Perestelo-Perez, 2013), where systematic review can help to retrieve evidence that could be applied (IJzerman et al., 2020).

Systematic reviews aims to recognise, assess and digest the data of all pertinent studies on one specific topic or question to make the evidence easily available to decision makers (Pearson et al., 2015).

SR refers to a category of research approaches that are considered secondary research, which gathers data from primary research to address a research question, following a systematic and rigorous protocol (Newman and Gough, 2020).

Addressing the need to further investigate passion in leadership amongst organisational leaders, and to acknowledge existing research in the field before progressing with the overall study, a systematic review has been conducted concluding with the need for more empirical evidence, grounded in data to let an explanatory theory emerge (Charmaz, 2015), which can elucidate PILIO.

Hence, guided by this research's epistemological qualitative stance and by the research aim to explore PILIO through the perspectives of organisational leaders, Grounded Theory as an overall approach with systematic guidelines for collecting and examining data is utilised as it lets the researcher develop a theory from rigorous analyses of empirical data (Charmaz, 2015).

Informed by the findings from the literature review and the systematic review, and based on a pragmatist stance, the researcher enjoys the benefits of pre-established concepts and studies with sensitivity, creativity and flexibility (Thornberg, 2012).

2.2.3   Grounded Theory on PILIO

There have been demands for renewed attention to the origins of Grounded Theory (GT) in pragmatism, underscoring the significance of prior knowledge which are considered based on their pertinence, suitability, and usefulness and where the knowledgeable grounded theorists do not make applications or deductions founded on the literature but instead, they are steered by a series of data informing beliefs (Morgan, 2014; Thornberg, 2012).

This is confirmed by Charmaz, who despite self-identifying as a constructivist Grounded Theorist admits that the pragmatist origin of Grounded Theory invites scholars to build an interpretive interpretation of the universes studied instead of an external coverage of facts and declarations (Charmaz, 2014).

Consequently, the insights provided by the systematic review and the qualitative meta-aggregative literature review analysed by thematic analysis will inform the Grounded Theory to theorise the meaning of passion according to organisational leaders, shedding lights on their experiences, views and perceptions (Thornberg, 2012).

Grounded Theory is an inductive methodology that provides systematic guidelines for gathering, synthesising, analysing, and conceptualising qualitative data for the purpose of theory construction (Charmaz, 2001), and as its creator's state in 'The Discovery of Grounded Theory' (Glaser and Strauss, 1967). GT is the ideal method to study simple social and social psychological processes in their natural habitat which is the case of the psychological construct of passion in an organisational and leadership context.

2.3 Data management

Data management procedures of this study adhere to the research policies stated by the University of East London: https://www.uel.ac.uk/about/about-uel/governance/policies-regulations-corporate-documents/research-policies.

Data privacy
Data privacy and safety of interviewees were respected at all times. Anonymising of all data that pertains to interviewees was carried at the beginning of the analysis phase post collection of the interview data. Participants' contact details have only been used for interview scheduling purposes and have been deleted within two weeks of the date of the interview.

Management of the data provided
The audio recordings of the interviews have been stored on the researcher's password protected computer and will be kept for three years before being deleted. During this time, the researcher will be the sole person with access.

The conversations have been transcribed from the recording and the participants names have been anonymised at this stage, and in all future references to them.
The anonymised data can be seen by the researcher and his PhD supervisors only.

Pseudonymised data referred to the information collected about people and then pseudonymised for storage and use. This process included:

- Stripping all real-world, direct identifiers from the research dataset.

- Attributing a study specific identifier to each individual (eg P1, P2, P3, P4…P*n*).

- Using this study specific number or code to 'label' each research record.

- Maintaining a cipher or 'key' that links the study specific number or code back to the real-world identifiers and keeping the cipher or key physically separate from the pseudonymised dataset. Although in this research this key-attribution process was not needed.

The dataset became truly anonymous when participants could no longer be identified as an individual directly from the interview or previous contact made between the researcher and participants, even if information that was made available by other means or from other sources was combined. This anonymity involved consideration of the means reasonably likely to be used to identify an individual without substantial effort, cost or technological capabilities.

The Information Commissioner's Office states: "*The fact that there is a very slight hypothetical possibility that someone might be able to reconstruct the data in such a way that the individual is identified is not sufficient to make the individual identifiable*." For instance, if one pseudonymises a dataset and then sends the dataset to another university without including the identifiers, then that other university will receive anonymous data from you. You, however, will still have pseudonymised (i.e. identifiable) personal data.

In this study, no data were transferred or shared to any third party.

Extracts of the anonymised data could only be seen by the researcher, the researcher's supervisor, and university examiners, and may be published in academic journals.

Participants right to withdraw

Participants were informed about their freedom to withdraw from the research study at any time without explanation, disadvantage or consequence. If any participant withdrew within two weeks of the interview date, their conversation content would not be used, and any transcription or analysis undertaken up until this point would be deleted. However, if any participants withdrew at any time after two weeks from the interview date, the researcher would reserve the right to use any data analysed, prior to receiving the notification of withdrawal.

No participants exercised their right to withdraw from the study.

2.4   Ethics management

Grounded Theory methodology is recognised as a well-known applied qualitative research method. Scholars benefit from a relative freedom when using this research technique limited by the boundaries of their creativity decided by the number of participants and interviews, as well as by the research approach communicated in the research ethics committee application at the University of East London. A greater level of autonomy is provided to the researcher when using Grounded Theory and questions about the best way to respect ethical procedure is pondered (Potrata, 2010).

Research ethics procedures were followed based on the **Code of Practice for Research Ethics** of the University of East London (see **Appendix 7.19**).

The researcher who co-authored the French version of the 'Ethical Guidelines for Positive Psychology Practice (Lomas et al., 2020)' adhered to the guidelines published.

3 SYSTEMATIC REVIEW

3.1 Introduction

As a response to the lack of systematic guidelines and reliability of the data identified by the qualitative meta-aggregative literature review, this systematic review aims to summarise and to synthesise empirical studies which explore passion in leadership in an organisational setting, and to evaluate the varied organisational outcomes studied by the researcher.

In 2017 a special call : 'Sustainable development for a better world – contributions of leadership, management and organisations', initiated by the United Nations, invited the scientific community to investigate new forms of leadership which could contribute to a 'better world' (Grenville, 2017), meaning to reassess the role of businesses to generate sustainable development through a major transformation, which may include prosocial and societal goals that cannot be addressed satisfactorily through business as usual (Muff, Kapalka and Dyllick, 2017). See **Appendix 7.11** for the list of United Nations Sustainable Development Goals.

This call is a response to a global leadership crisis which has been identified in the past decade by scholars (Gill, 2011; Van der Putten, 2011). This refers to a structural crisis of capitalism and a crisis of market civilization as explained by Gill (2011, p25).
As a response to this leadership crisis, scholars (Aydin, 2015; Brown and Vergragt, 2016) have urged organisations to define success not only based on profits but to shift their attention to the well-being of their staff (Brown and Vergragt, 2016; De Cuyper, Van der Heijden and De Witte, 2011). Work well-being consists of a psychosocial state of cognitive and emotional joyful living, allowing individuals to positively and adaptably connect job responsibilities with personal and professional competences, resources and organisational demands (Ochoa and Blanch, 2018, Chapter 1).

Leadership is considered a major contributor to overall business performance of organisations (Frost, 2014; Phornprapha and Seebungkerd, 2007; Sharma et al., 2011; Svensson and Wood, 2006; Tourish, 2012; Xenikou and Simosi, 2006).

Therefore, a critical factor in understanding business performances is to study leaders' characteristics and behaviours and to assess how these affect their followers' performances (Avey, Avolio and Luthans, 2011; Avolio et al., 2004; Boerner, Eisenbeiss and Griesser, 2007; Dvir et al., 2002) and their well-being (Avey, Avolio and Luthans, 2011; Blickle et al., 2013).

Scholars recognise the importance of passion at work and its contribution to employees' well-being (Philippe, Vallerand and Lavigne, 2009; Vallerand, 2012) however, there is limited research on passion in leadership and its impact both on leaders and on their followers (Egan, Turner and Blackman, 2017).

For the purposes of this PhD dissertation, this systematic review aims to identify the scholarly gaps in this area, and to demonstrate the ways in which this research addresses these gaps and the potential contribution it can make to the extant literature.

The research questions guiding this systematic review are

- What is the volume and scope of research on passion in leadership?
- What are the findings of empirical research regarding the outcomes of passion in leadership for organisations?
- What is the impact of passion in leadership on leaders themselves and their followers?
- Does passion in leadership have a 'dark side'?

3.2   Theoretical frame of reference

With the intention to recognise key themes in peer reviewed literature, the researcher alone conducted a thematic analysis of 44 papers published until 2020. The researcher's second supervisor, Dr Hart, provided general guidance on the process of Systematic Review. For this present study, the broad areas were passionate leadership, passion at work, and passionate as a way of being.

These areas were then further divided into specific concepts:

- Passion.
- Passionate way of being.
- Passion at work.
- Entrepreneurial passion.
- Passion in leadership.

Definition of passion

Passion has generated interest from many scholars for decades (Benedek, 1977; Hatfield and Sprecher, 1986), generating considerable research on passion in relationships (Antar et al., 1997; Carbonneau and Vallerand, 2013; Lemieux and Hale, 1999; Marston et al., 1998; Ng and Cheng, 2010). More recently, scholars also examined the object of passion as an activity (Lafrenière et al., 2011; Stenseng, Forest and Curran, 2015; Vallerand, 2010), and investigated passion at work (Forest et al., 2011; Zigarmi et al., 2009).

Passion was examined in positive psychology resulting in several research projects (Vallerand et al., 2003; Vallerand and Verner-Filion, 2013), leading to one definition, "*strong inclination toward an activity that people like, that they find important, and in which they invest time and energy*", (Vallerand, 2015, p33). Related to this same definition, two types of passion were proposed: Harmonious Passion (HP) and Obsessive Passion (OP) in a Dualistic Model of Passion – DMP.

In essence, Obsessive Passion is characterised by the individual's loss of control with the possible associated psychological maladaptive outcomes. Harmonious Passion is determined by an internal and external sense of autonomy, leading to a healthy and sane

internalisation of the object(s) of passion, generating positive outcomes in an individual's life.

Under Vallerand's definition, passion was made distinct from other motivational constructs: zest, grit, flow, personal interest, personal striving, personal project, current concerns, intrinsic motivation, or extrinsic motivation.

Vallerand (2015, p35) created a table comparing passion against other similar cognate constructs using the DMP definitional components of passion. (see Table 1)

Table 1 (repeat): Passion compared to other constructs using the passion definitional elements

	PASSION DEFINING CHARACTERISTICS	ZEST AND GRIT	FLOW	PERSONAL INTEREST	PERSONAL, STRIVING, PERSONAL PROJECTS, CURRENT CONCERNS, AND LIFE TASKS	INTRINSIC MOTIVATION	EXTRINSIC MOTIVATION
1	Specific object	No	Yes	Yes	Yes	Yes	Yes
2	Love (or liking) of the object	No	No	No	No	Yes	No
3	Meaningful object	Yes	No	Yes	Yes	No	For some
4	Motivational construct	Yes	No	No	For some	Yes	Yes
5	Time, energy persistence	Yes	Yes	Yes	Yes	Yes	Yes
6	Part of identity	No	No	Yes	For some	No	No
7	Duality of passion	No	No	No	No	No	No

Source: The Psychology of Passion, Vallerand, 2015, Oxford University Press

In this comparison, using the definitional elements of passion as defined by Vallerand, all concepts which emanate from cognate areas were compared to distinguish them.
It becomes apparent that under the remit of the definition of passion (Vallerand et al., 2003), no other psychological construct fulfils this passion's definitional criteria.
Passion is also the only motivational construct with an associated dual quality: Harmonious and Obsessive (Vallerand et al., 2003).

The fact that passion contains 'love for an object' (Vallerand, 2010; Vallerand et al., 2003), may also show the limitation that this definition offers as it would imply that the construct could not suffice on its own which is the suggested view on this comparison for most compared concepts where 'no' is indicated against 'love for an object'.
In addition, the notion of *Passionate Being* where passion is inherent to an individual (Egerton, 1988; Hatcher, 2003) as opposed to being specifically attached to an object,

seems to also be disregarded in this table.

Passionate way of being

Recent research suggests that passion can be intrinsic to an individual in his/her way of being and is characterised by two components: having a purpose and being authentic. In this study, Halonen argues that passion is defined as, "*a way of being, or a quality, that the individual holds, rather than passion being a strong desire towards a specific activity*", (Halonen and Lomas, 2014, p2).

These findings are represented in a passionate way of being model (Halonen and Lomas, 2014).

Figure 1 (repeat): Components of the passion spiral
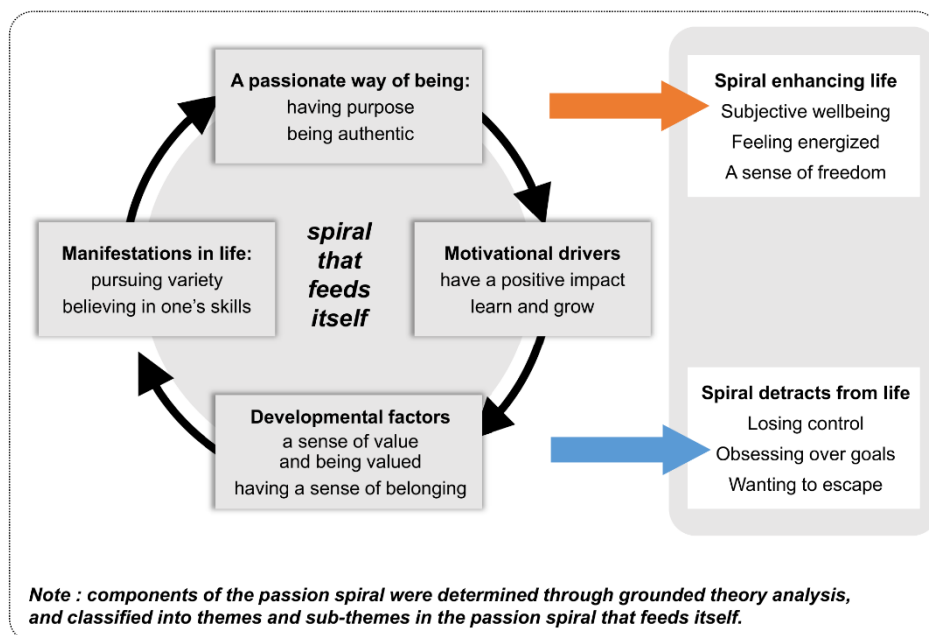
In this model, Halonen posits that both manifestations in life and motivational drivers are positive: pursuing variety, believing in one's skills, having a positive impact and learning and growing, ignoring potential negative determinants or drivers of passion. It also seems that the 'spiral' suggested by Halonen, leads to either enhancing life or detracting from life which can be interpreted as a binary view of reality which could reinforce the binary opposition paradigm in research which presents limitations on how reality is (Herdin, 2012).

This same binary opposition lies at the core of Vallerand's research on passion as he posits that passion would lead an individual to either experience adaptive outcomes such as subjective and psychological well-being and increased work performance (Vallerand, 2010; Vallerand and Houlfort, 2003; Vallerand and Verner-Filion, 2013) or to negative outcomes such as loss of control, stress and burnout (Fernet et al., 2014; Vallerand et al., 2010).

Finally, this binary opposition paradigm presented by Halonen may be explained by the limited participant sample of her research, as she pointed out the homogeneity of the sample of participants (Halonen and Lomas, 2014). For example, most of the participants had grown up in Western cultures and all were currently living in the 'western world' which can lead to a limited view of reality (Herdin, 2012).

Passion at work

Practitioners have shown an interest in the concept of passion at work, in particular professionals in Human Resources development, leadership development, coaching and other people-centric roles (Thibault-Landry et al., 2018).

This increasing interest has paved the way to research on passion at work, also found under the construct of work passion (Forest et al., 2011; Gagné et al., 2014; Ho, Wong and Lee, 2011; Nimon and Zigarmi, 2011; Zigarmi et al., 2009).

A definition of employee's work passion was proposed by Zigarmi et al (2009). defined as a person's unmoved state of well-being based on positive emotions and meaning caused by cognitive and affective assessments of diverse tasks and organisational circumstances which lead to repetitive, fruitful work intentions and behaviours.

It is worth noting the unidirectionality of this definition which may be explained by the cultural bias or preference from scholars to look at reality and truth through a limited cultural lens (Gergen, 2001).

While passion at work is defined as a state of well-being (Zigarmi et al., 2009), based on the duality of passion (Vallerand et al., 2003), it would seem essential to also investigate the disadvantages associated with passion at work.

Furthermore, as suggested by Trinh (2018), passion in leadership at work deserves further research, in particular in constructing the meaning (Charmaz, 2014) of PILIO through the perspective of organisational leaders themselves.

While exploring PILIO, it seems essential to consider how passion manifests itself amongst leaders in entrepreneurship given that entrepreneurs could either self-identify or be considered as entrepreneurial leaders (Hewitt and Janse Van Rensburg, 2017; Todorovic and Schlosser, 2007). This would therefore invite exploration of entrepreneurial passion amongst passionate leaders (Davies and Brighouse, 2008; Trinh, 2018).

Entrepreneurial passion

Furthering the understanding of work passion, scholarly publications on entrepreneurship and passion have been conducted (Chen, Liu and He, 2015; Chen, Yao and Kotha, 2009; Thorgren and Wincent, 2015), where the concept of entrepreneurial passion (EP) is defined as the strong state of affect of an entrepreneur followed by cognitive and behavioural appearances of high personal value (Chen, Yao and Kotha, 2009).

This definition is in line with the self-defining component of Vallerand's definition of passion, where entrepreneurial passion comprises the intense positive feelings which originate from engaging in entrepreneurial activities and the centrality of these activities for entrepreneurs' self-identity (Bao, Zhou and Chen, 2017). However Thorgren and Wincent (2015) warn that the obsessive constituent of passion is especially obvious among serial entrepreneurs (Thorgren and Wincent, 2015). This suggests the need for more studies on this maladaptive outcome of passion on entrepreneurs (Vallerand, 2015).

Kozlowski posits that passion in leadership in an entrepreneurial context could have different aspects, suggesting that whether passion may play an important role to the formation and development of a venture, when it is motivated by avarice and excessive pride, then it may lead to the venture's failure (Kozłowski, 2016). Furthermore, while Chen, Yao and Kotha (2009) define EP as an intense affective state accompanied by cognitive and behavioural manifestation, this does not explain the impact of EP on entrepreneurs' leadership, on their teams, and on their company.

Passion in leadership

According to Kozlowski there is an emergent body of research investigating passion in the context of leadership (Kozłowski, 2016). However, the distinction between (1) passion for leadership, (2) passion and leadership, (3) passionate leadership, remains essential. Often, the construct of passion in the context of leadership, which has been widely investigated (Vallerand, 2015) is interchangeably used.

Based on the literature review conducted by Trinh (2018), the following comparison can be inferred:

Table 7: Comparison passion in context of leadership

	LEADERSHIP AS AN OBJECT	TYPE OF LEADERSHIP	PASSIONATE WAY OF BEING	IMPACT ON LEADER	IMPACT ON FOLLOWER	IMPACT ON ORGANISATION	IMPACT ON SOCIETY
Passion for leadership	yes	no	no	yes	yes	yes	no
Passion and leadership	sometimes	no	sometimes	sometimes	sometimes	sometimes	sometimes
Passionate leadership	no	yes	yes	yes	sometimes	sometimes	no data
Passion in leadership[1]	no	no	no data	no data	no data	sometimes	no data

[1] Passion in leadership in an organisational environment.

It is worth noting from this comparative table that passion in leadership is an emerging field which has very limited data, whereas research on passion for leadership where leadership is the object of passion, and passion and leadership gather most research on passion in the context of leadership (Kozłowski, 2016; Trinh, 2018).

Passion for leadership

Several studies looked into the concepts of passion for leadership (Copolillo et al., 2010; Hader, 2012; Trivisonno et al., 2019) where leadership represents the object of passion (Vallerand, 2015). These studies however explore individuals' desire to become leaders (Copolillo et al., 2010) or to spark their passion to become leaders (Hader, 2012). The actual construct of passion in leadership itself is therefore not examined neither is its impact on leaders or their followers.

Passion and leadership

Many studies explore the relationship between passion and leadership (Afsar, Badir and Kiani, 2016; Breugst et al., 2012; Hao, He and Long, 2018; Robertson and Barling, 2013; Sirén, Patel and Wincent, 2016) where passion can be both a moderator or a mediator of leadership (Butt et al., 2019; Li, Zhang and Yang, 2017). It remains unclear how leaders perceive passion themselves, how it manifests itself and the advantages and disadvantages of passion according to leaders.

Passionate leadership

Davies and Brighouse's research explored the concept of passionate leadership, where the emphasis of the research is focused on the overall impact of passion on the type of leadership in education (Davies and Brighouse, 2008). They suggest that passionate leadership in education or passionate school leadership is a passion to improve things; passion with a moral base and where passionate leadership inaugurates a series of values and purposes that reinforces the educational system at school (Davies and Brighouse, 2010). This research however did not look at the perceived effect of passion on the leaders or their followers, nor did it explore the way passion manifests itself in a business organisational context as discussed by Trinh (2018). Also, the risks and advantages of passionate leadership are not discussed offering a unidirectional view of the reality.

Passion in leadership

Kozlowski suggests a rising number of research studies investigating passion in the context of leadership (Kozłowski, 2016). However, as posited previously the concept of passion has been used interchangeably and no empirical evidence can be provided to describe how passion manifests itself in an organisational leadership environment, as well as its impact on the leader, followers and the business organisation (Trinh, 2018).

Therefore, a systematic and empirical research method (Esser and Vliegenthart, 2017) to uncover the components of Passion In Leadership In Organisations should be used. A systematic review addresses this requisite. It is extensively used in the social and behavioural sciences (IJzerman et al., 2020; Petticrew and Roberts, 2008), especially in the fields of leadership (Gumus et al., 2018) and psychology research (Dalgetty, Miller and Dombrowski, 2019; Perestelo-Perez, 2013). The systematic review will allow us to uncover evidence (IJzerman et al., 2020) which will be essential for the rest of this study on PILIO. More specifically, the review will be a mixed-method systematic review, which integrates quantitative and qualitative findings to generate more pertinent research and to maximise the findings and the ability of those results to inform policy and practice (Harden and Thomas, 2005).

This systematic review followed an adapted version of Harden's suggested new process to analyse mixed-methods systematic reviews. Harden's sample process is illustrated in the figure below (Harden and Thomas, 2005).

Figure 2: Sample process for a mixed-methods systematic review
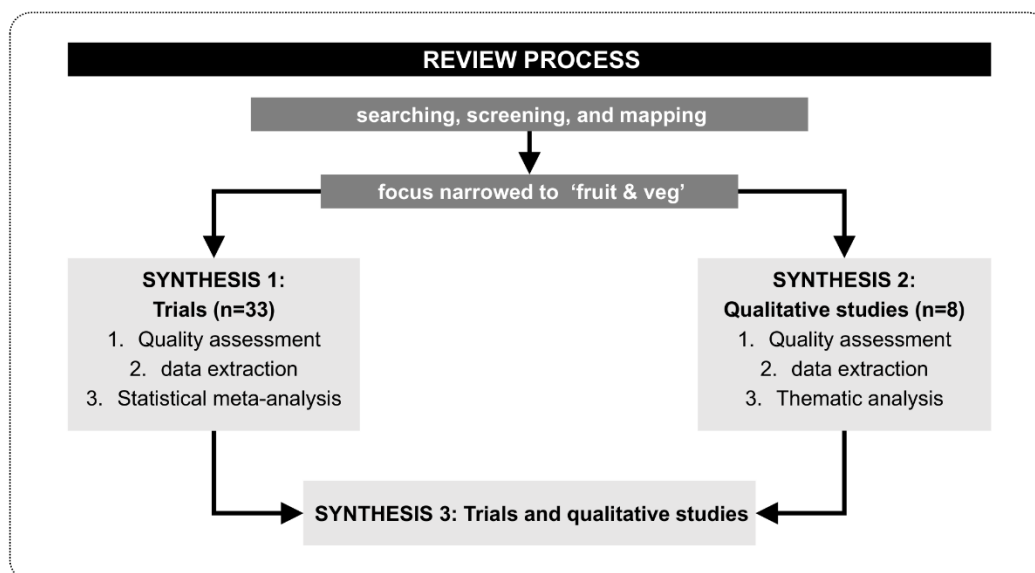
According to Harden (2005), to combine qualitative, quantitative and mixed-methods studies in this one mixed-methods systematic review, there are three means in which the studies are mixed:

1) The nature of papers included are mixed; therefore, the types of results to be synthesised are mixed.

2) The synthesis methods used in the review are mixed: quantitative descriptive statistical meta-analysis and qualitative thematic analysis.

3) The review proposes only one mode of analysis – theory building, unlike Harden who proposes two modes: theory building and theory testing.
Theory testing as suggested by Harden, will be further elaborated in the subsequent research – Grounded Theory.

3.3   Methodology

The literature search was conducted solely by the researcher using the following databases: Scopus, EBSCO Academic Search Complete, EBSCO Business source complete, EBSCO APA Psyinfo, EBSCO APA PsyArticles, Science Direct academic databases and academic search engine Google Scholar for additional sources.

The search terms were

Passion (AND) Leadership, Passion AND Leader, Passion AND Leaders

The following search fields were used

On EBSCO database:

Academic Search Complete, Business source complete, APA PsyInfo, APA PsyArticles

- Search for articles.

- Search for title, and abstract.

- Date: from the start of the database records to 31 July 2020.

On Scopus

- Search for articles.

- Search for title, abstract, and keywords.

- Date: from the start of the database records to 2020.

On Science Direct

- Search for articles.

- Search for title, abstract or author-specified keywords.

- Search in Social Sciences, Business and Management, Psychology.

- Date: from 1900 to 2020.

Search for quantitative, qualitative and mixed-methods studies.

Search for studies published (or in the press) in a peer-reviewed academic journal, and in english. The systematic review was conducted according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Moher D, Liberati A, Tetzlaff J, 2009) and the details of the inclusions and rejections at each stage of the inspecting process followed the PRISMA flow diagram illustrated below.

Figure 3: Passion in leadership systematic review's PRISMA flow diagram
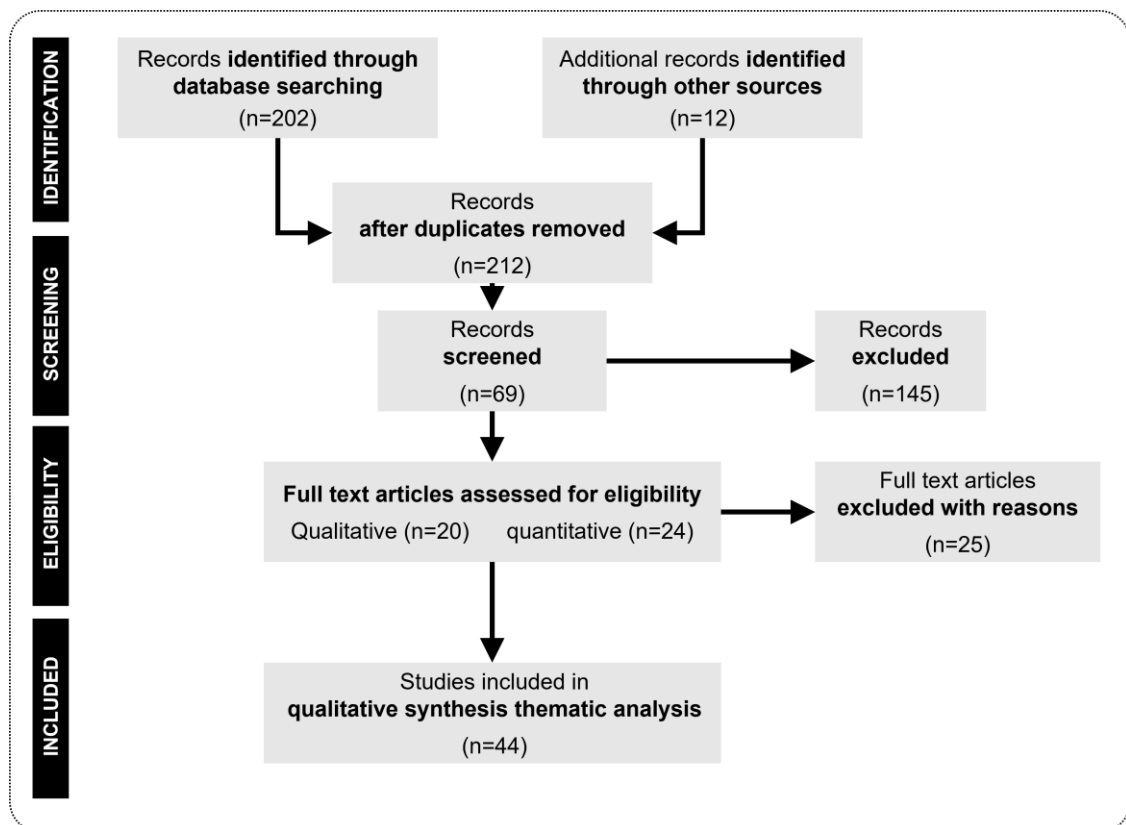
The papers, selected for inclusion by the researcher were separately checked. Inclusion criteria were:

(1) research undertaken in an occupational setting;

(2) motivational construct of passion in leadership;

(3) quantitative, qualitative, or mixed-methods analysis;

(4) published in a peer-reviewed academic journal (or in the press); and

(5) written in english.

Regarding point (4), it was deemed necessary to restrict the review in this way, e.g., instead of also investigating grey literature, to keep the review to a manageable size, as well as to ensure a certain level of quality (i.e., as provided by the peer-review process, which would not necessarily be present with grey literature). Exclusion criteria were theoretical articles or commentaries without statistical or qualitative analyses.

Papers were divided into quantitative (correlational, comparative) and qualitative ones. (1) Aim of study; (2) Participants – current employees of a company or organisation; (3) Type of study – comparative, correlational, experimental, and qualitative; (4) Scales/measures for quantitative studies, topic for qualitative studies; and (5) Findings

For quantitative studies, the scales and measurements were listed, indicating the original authors and mentioning whenever scales are adapted. The following variables were extracted: well-being, performance and other relevant outcomes, and the regression or correlation coefficients of outcomes.

To ensure statistical power, the researcher followed the criterion of Cohen's d, where $d \geq .20$ indicates a change, and small, medium, and large values of d are considered to be .2, .5 and .8, respectively (Cohen, 1992),

Secondary summary measures of interest were outcomes relating to job performance (often specific to occupation).

For qualitative studies, scales were replaced by 'topic'.

The PhD researcher's second supervisor, Dr Hart and director of studies, Dr Okoya, checked the quality of the papers included in the systematic review.
(see **Appendix 7.7**)

AMSTAR, an empirically developed instrument for documenting the quality of systematic reviews (Shea et al., 2009), was used for this review.

AMSTAR has become the most extensively used instrument for examining the methodological quality of systematic review (Pieper et al., 2018). It was established based on the Overview Quality Assessment Questionnaire (Oxman and Guyatt, 1991) as well as the checklist by Sacks (Sacks et al., 1987). It is composed of 11 items, each of which is classified into a standardised set of four potential responses: 'Yes,' 'No', 'Can't answer,' or 'Not applicable.'

The items cover a priori design, study selection and data extraction, the literature search, grey literature, the list of included and excluded studies, study characteristics, critical appraisal, formulation of conclusions, the combination of study results, publication bias, and conflicts of interest (Pieper et al., 2018).

The AMSTAR checklist (Sequeira-Byron et al., 2011) template is included in **Appendix 7.6**.

Following the process in AMSTAR, a quality check using the checklist was conducted by PhD supervisor, Dr Rona Hart, see **Appendix 7.7**.

Results were analysed both using a quantitative descriptive statistical meta-analysis (Given, 2008; Woodrow, 2014) and a qualitative thematic analysis (Braun and Clarke, 2006).

3.4   Findings

3.4.1   About the studies

4 academic databases were consulted, generating 202 records, screened through the PRISMA flow (Moher D, Liberati A, Tetzlaff J, 2009) to include 44 studies in this systematic review.

Table 8: Summary of academic reviews considered in this review

	SCOPUS	EBSCO	SCIENCE DIRECT	GOOGLE SCHOLAR	TOTAL
Record identified	148	26	16	12	202
Additional record	-	-	-	12	12
Duplicate removed	-	4	-	-	4
Record excluded	117	21	-	7	145
Record screened	31	-	1	12	69
Full text excluded	-	-	-	-	25
Full text - assess for eligibility	31	-	1	12	44
Qualitative studies	17	-	1	2	20
Quantitative studies	14	-	-	10	24

Over half of the studies included in the reviews are quantitative (24/44), with the other half, qualitative (20/44). This provides a comprehensive view of the data for further investigation on this research topic. Systematic reviews blending qualitative, quantitative, and/or mixed-methods research have the potential for tackling multifaceted interventions and phenomena (Hong, Gonzalez-Reyes and Pluye, 2018).

Figure 4: Inclusion of studies by quantity and type

20

24

■ Quantitative   ■ Qualitative
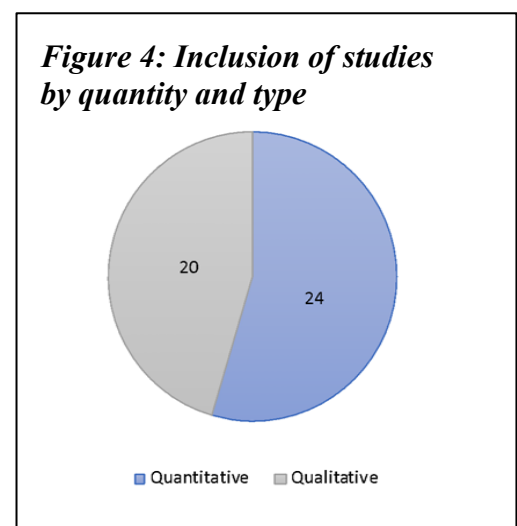
For ease of analysis, 3 studies which are mixed-methods studies, and 1 systematic review were classified under either quantitative or qualitative depending on the character of the analysis and whether the study is predominantly qualitative or quantitative.

3.4.2   About the participants from reviewed papers

Participants analysed correspond to a sample of 13,205 individuals, giving diverse, globally representative profiles (Fawn, 2009) from across all continents, from varied sectors of activity, and seniority level, including both leaders and their employees. See figures hereafter.

Figure 5: %. of participants distribution by region
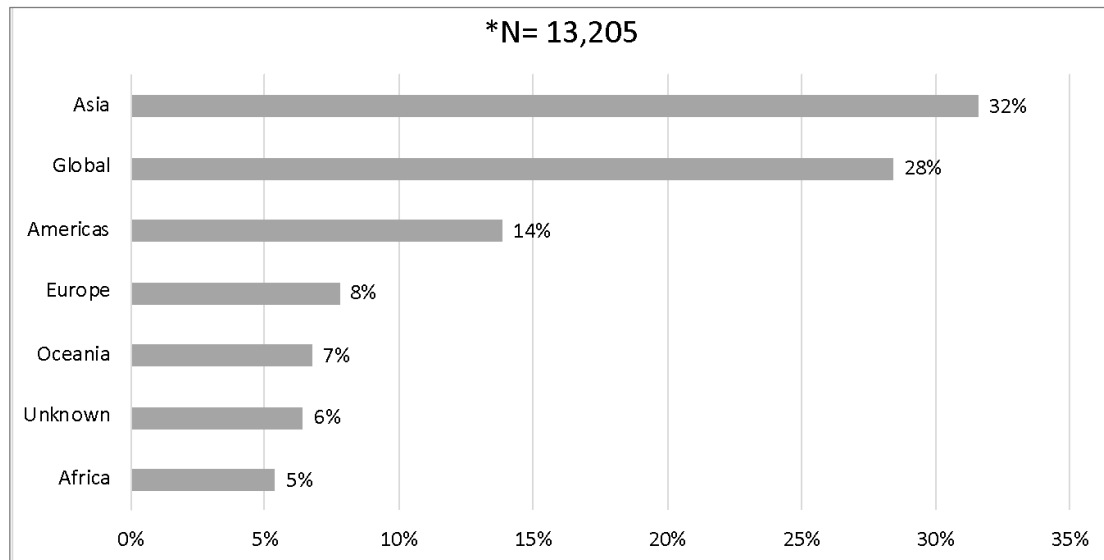
¼ of the studies representing nearly 1/3rd of the global sample analysed are participants based in Asia. Africa + Oceania represent 1/10th of the sample.

Figure 6: %. of participant studies* by origin

*Out of a total of 44 studies

Origin	%
Asia	27%
Americas	27%
Europe	20%
Unknown	7%
Global	7%
Oceania	7%
Africa	5%
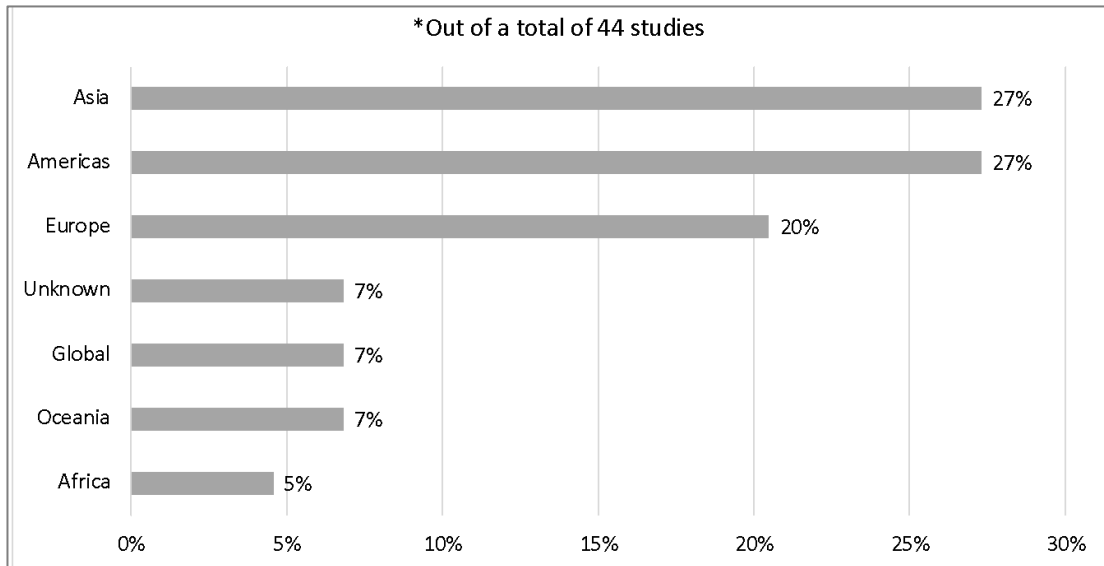
The Americas although accounting for more than ¼ of the number of studies, represent only 14% of the participants sample and Europe accounts for 8% of participants examined.

Figure 7: %. of participants by level/seniority

*Total sample of participants, N= 13,205

Level	%
Leader + employee	41%
Leader	37%
Employee	21%
Other	1%
Unknown	0%
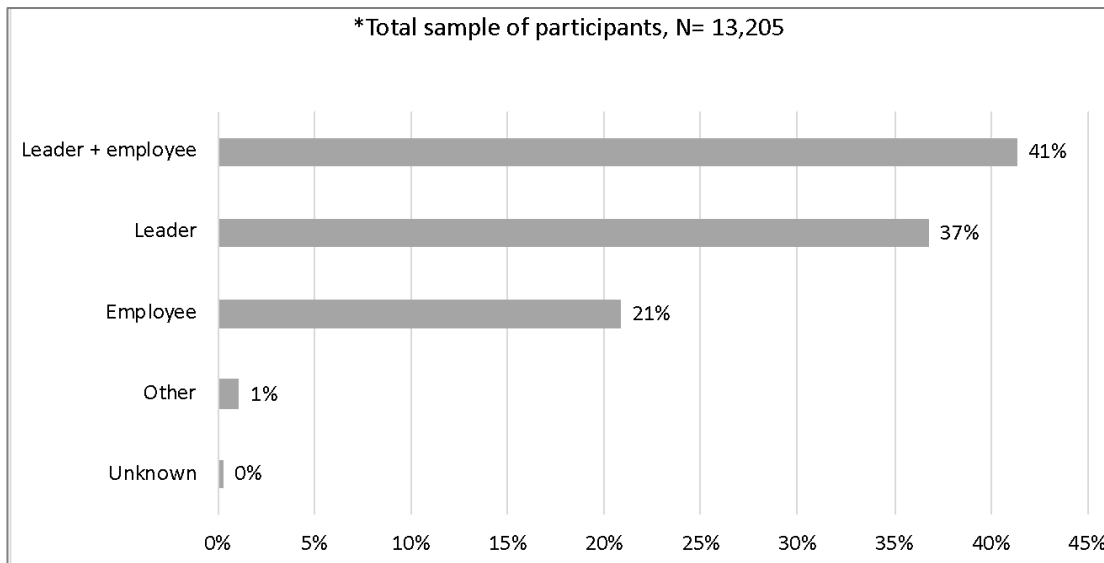
Over 1/3rd of sample included are leaders; 1/5th employee only; and 2/5th both leaders and employees which helps to understand the relationship when looking at the dyad of leader and their employees (Kong and Ho, 2018).

The remaining 1% of the sample corresponds to nurses, students and investors.
1 study (reflected by the 0%) is a review and therefore does not specifically suggest type of participants sampled.

3.4.3   About the organisations

A large and diverse sample of organisations is represented in this review.

This allows the researcher to dissect and investigate further into the specificity of each component provided by this review.

Figure 8: %. of participating organisations by size*
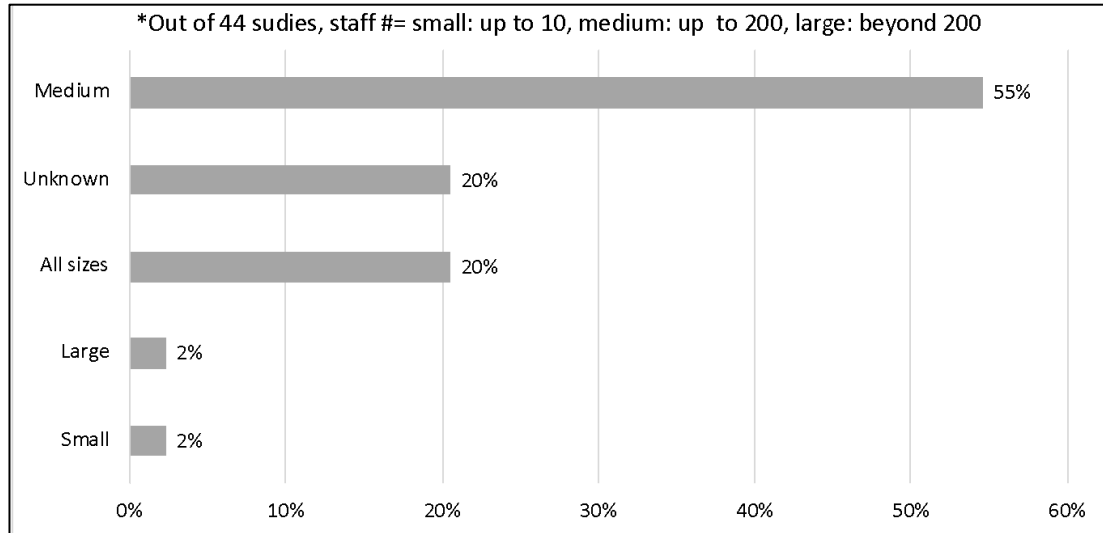
¼ of the studies include data from small, large or all size organisations,

½ medium size, and the rest is anon.

Figure 9: %. of participating organisations by sector
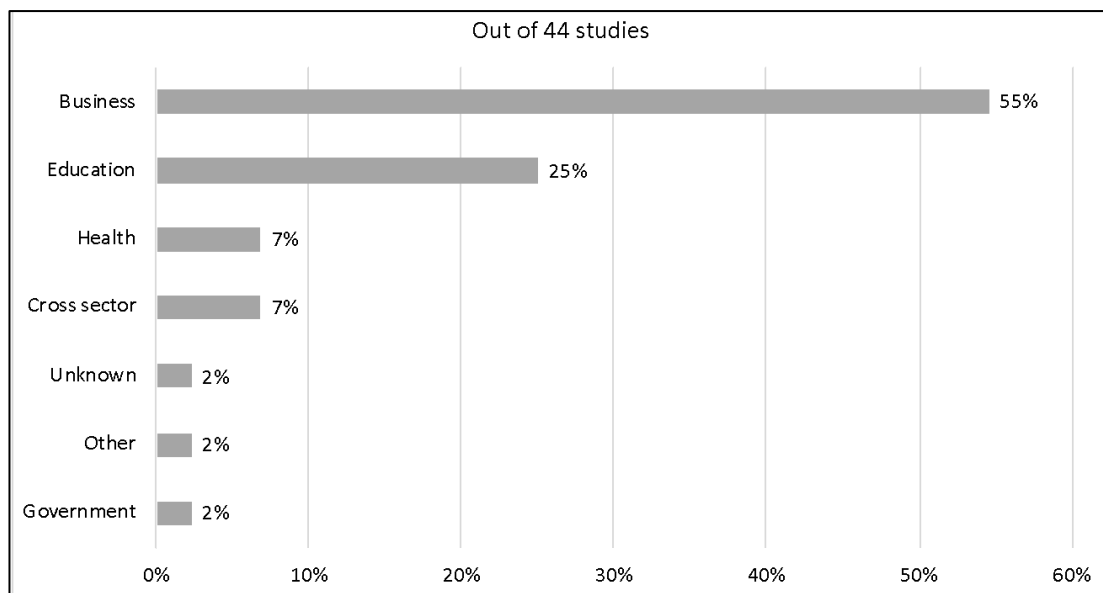
Over ½ of the studies include organisations in business and a ¼th in education.

Remaining sectors comprise health (7%) which includes nursing, medical, psychiatry, government (2%), and cross sectors studies (7%).

Figure 10: %. of participating organisations by type
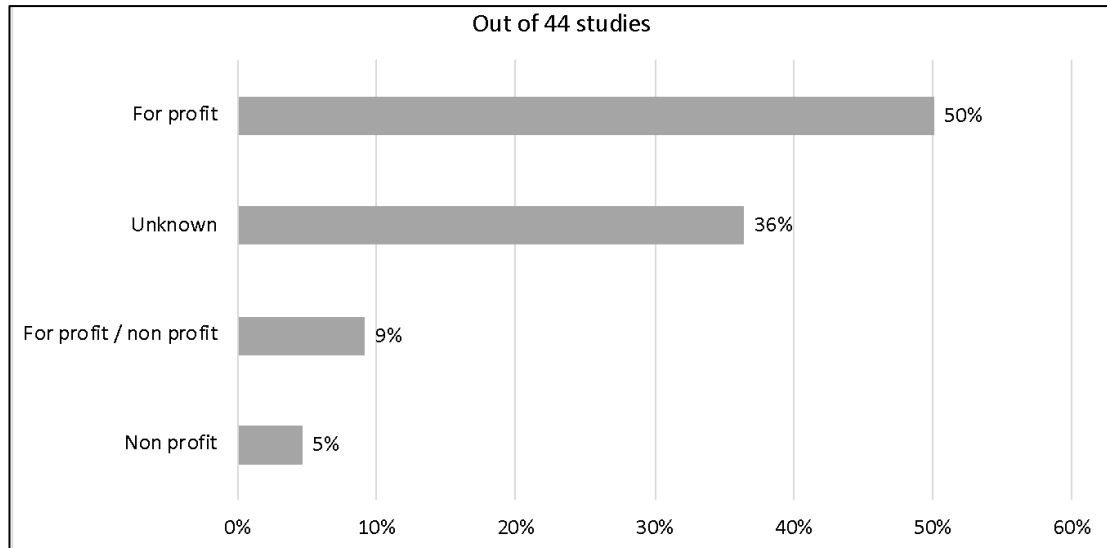
More than ½ of the studies included companies that are for profit.

Non-profit organisations are also represented and 1/3rd of the studies do not explicitly indicate the type of organisation sampled.

3.4.4   About the themes

6 main themes and 32 sub themes have been identified for Passion In Leadership (PIL).

The 6 main themes are:

1) PIL generates positive outcomes.

2) PIL generates negative outcomes.

3) PIL transfers from leader to employees.

4) PIL relates to 'doing good'.

5) PIL is a multidimensional phenomenon.

6) PIL relates to leader's and organisational success.

Passion in leadership is considered a multidimensional phenomenon in 2/3 of the studies included (72%), related to leader's individual success and the organisation's success (50%), generating positive outcomes (47%), relating to 'doing good' (25%) and PIL can be transferred to employees (22%). Negative outcomes generated by PIL are also reported (6%).

Figure 11: Systematic review of Passion In Leadership
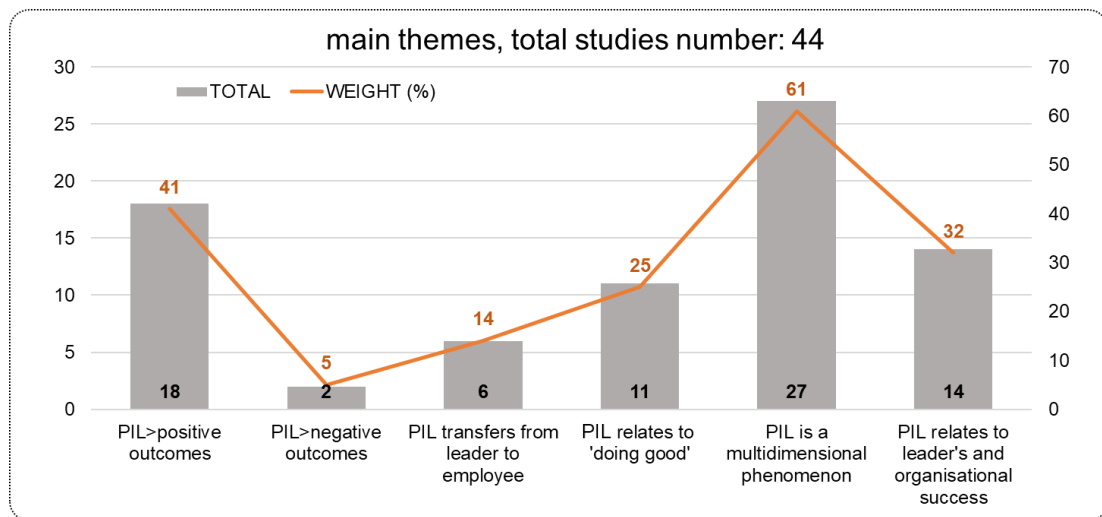
The 32 sub themes are:

1) Harmonious Passion In Leadership (HPIL) boosts organisational success
2) HPIL generates well-being
3) Obsessive Passion In Leadership (OPIL) generates organisational dysfunction
4) OPIL generates mental health issues
5) OPIL generates org. success
6) Doing good leads to PIL
7) PIL leads to doing good
8) Leaders affect employees' passion
9) PIL motivates employees
10) Passion in employees is triggered by leader
11) Passion impacts leadership
12) Passion positively relates to leader who leads by example
13) PIL can be transferred to employee
14) PIL transfers via leaders' emotions
15) PIL transfers via leaders' way of communicating
16) PIL transfers via leaders' innovation
17) PIL can be spiritual
18) PIL drives purpose
19) Gender and sexual orientation affects PIL
20) Leader's humility leads to increased employee performance.
21) Leader's passion at work generates increased employee performance.
22) PIL is found in entrepreneurs
23) Entrepreneurial passion generates success
24) Tenacity + PIL generates increased success
25) PIL relates to flourishing
26) PIL transfers through communicating a cause/vision
27) PIL is required to succeed as a leader
28) PIL relates to resilience
29) PIL can be instilled
30) Purpose, vision, and cause drive PIL
31) Passion and creativity are needed to succeed
32) Passionate way of communicating

Most prominent sub themes include:

At 67% (each) of prevalence:	At 50% (each) of prevalence:
▪ HPIL generates well-being ▪ PIL motivates employees ▪ PIL relates to resilience ▪ PIL relates to flourishing	▪ HPIL boosts organisational success ▪ OPIL generates organisational success ▪ Leaders' passion at work generates increased employee performance ▪ Entrepreneurial passion generates success ▪ Tenacity + passion generates increased success ▪ PIL drives purpose

Descriptive statistics that summarise the finding are gathered in a summary table (see **Appendix 7.12**).

Sub themes identified have been merged under the corresponding main themes as illustrated in the grouping of themes and sub themes (see **Appendix 7.13**).

This review reveals that passion in employees is triggered by leaders and can be transferred in 4 ways as indicated in 33% of the studies:
Passion is transferred to employees via (1) Leader's emotions; (2) Leader's way of communicating; (3) Leader's innovation; (4) Leader's communicating a cause or a vision. (see **Appendix 7.14).**

3.5   Discussions

What this review reveals are:

1) A global perspective on the construct of passion in the organisational setting.
2) Overarching themes which can inform further research on PIL around its effect on a leader's individual success and the organisation's success, the positive outcomes generated, how it aims at 'doing good' and how PIL can be transferred to employees.
3) A new perspective into the multidimensional impact of passion on both individual leaders, their employees and the entire organisation, suggesting that passion in the context of organisational leadership also entails physiological and spiritual dimensions.
4) The pro-social and humanistic orientation of PIL aiming at doing good.

Each one of these findings are elaborated below.

1) A global perspective

With ¼ of the studies representing nearly $1/3^{rd}$ of the global sample analysed being participants based in Asia, and Africa + Oceania representing $1/10^{th}$ of the sample, this research, therefore, offers a comprehensive global outlook into the concept of Passion In Leadership.

This addresses the recognised potential bias of the western view in research into leadership which argues that there is no unique leadership style which can address the continuously evolving culture in society, and the impact on behaviours in organisations (Blunt and Jones, 1997). Instead, this review provides some finding which may offer a cross-cultural and truly global view of passion amongst organisational leaders.

This contrasts with most studies which do not look at passion through a cross-borders lens, and therefore offers a limited global representation of the construct of passion (Phornprapha, 2015; Slemp et al., 2021). Calling for a deeper understanding of passion across culture, Stanford's Tsai argues that passion is more likely to be present in individualistic cultures and not in collectivistic cultures (Tsai, 2021) as confirmed by a recent research interrogating 1.2 million students in 59 societies to provide empirical evidence of a systematic, cross-cultural variation in the importance of passion in predicting achievement (Li et al., 2021).

This review offers a novel and unique understanding of passion in the context of leadership which can provide scholars and practitioners with a baseline foundation to further explore the topic.

One question to explore is whether there is a regional and a sectorial character to PIL affecting the way it manifests itself in leadership by looking at leaders and their employees across different regions and sectors in the world.

2) *Overarching themes*

Six main themes were revealed from this review namely:

- PIL generates positive outcomes.
- PIL generates negative outcomes.
- PIL transfers from leader to employees.
- PIL relates to 'doing good'.
- PIL is a multidimensional phenomenon.
- PIL relates to leader's and organisational success.

These 6 main themes were supported by 32 sub themes, some of which can be found overlapping between the main themes.

PIL generates positive outcomes

PIL significantly refers to positive outcomes (47% of prevalence).

The adaptive outcomes of passion and passion at work on individuals has been well investigated (Fernet et al., 2014; Tan, Song and Fu, 2011; Vallerand and Verner-Filion, 2013). Positive outcomes are revealed particularly when passion is harmonious (Vallerand et al., 2003), Vallerand calls this Harmonious Passion. HP relates not only to the organisational success but also to leader and employee well-being (Vallerand and Verner-Filion, 2013). In addition to these intrapersonal and homo economicus and behavioural economics derived outcomes, this review reveals the interpersonal and the societal outcomes of PIL indicating that HPIL positively affects employee engagement and does good for society.

Employee engagement is a motivational construct (Inceoglu and Fleck, 2010) and the understanding of HP as a motivational construct is well documented (Gustafsson, Hassmén and Hassmén, 2011; Vallerand, 2012; Vallerand, 2015).

What is novel in this review is the attachment of passion to the construct of leadership specifically related to the organisational setting (Trinh, 2018). This offers a richer understanding and insights into determinants of PIL, and suggestions about potential outcomes of PIL on the leaders, their team members and the organisation.

PIL generates negative outcomes

PIL is reported to generate negative outcomes (6% of prevalence).

2 sub themes out of 32 indicates maladaptive outcomes caused or related to passion in leadership. more specifically, they refer to the obsessive type of passion in leadership (OPIL). The 2 sub themes are OPIL and organisational dysfunction, and OPIL and mental health.

About Obsessive Passion and mental health

Consistent with research on Obsessive Passion, OPIL is related to mental health issues. OP directly and negatively predicted mental health (Forest et al., 2011) which includes emotional exhaustion (Donahue et al., 2012), burn out (Lavigne, Forest and Crevier-Braud, 2012), and other life domain outcomes (Stenseng, 2008).

Studies do not show the ways OPIL activates itself amongst leaders neither do they explain what aspects of OPIL leads to maladaptive outcomes on the leaders and on their followers.

About passion and organisational dysfunction

Very few studies indicate the relation between passion and the dysfunction of an organisation. At an individual level within the organisation, one study from Dalla Rosa and Vianello (2020) reveals that the relationship between calling and workaholism is totally mediated by obsessive passion and that obsessive passion moderates the relation between calling and workaholism, in a way that when obsessive passion is high, calling defends individuals from workaholism. Another study shows that entrepreneurs with obsessive passion showed a reduced degree of centrality (i.e., they were less likely to be approached by peers), and subsequently get less referrals and business incomes (Ho and Pollack, 2014).

Independently from its type, what these studies do not indicate is the way Passion In Leadership can have both positive and/or negative outcomes, regardless of shift in the type of passion, and the process through which passion becomes destructive to the leader, the employees and the ways it may affect the organisation.

In addition, it is important to explore whether Obsessive Passion in the context of leadership is necessarily related to negative outcomes. This aligns with the view of a few scholars who argue that obsessive work passion (OWP) is reported to have a controversial association with work performance (Kong and Ho, 2018), where there are situations when Obsessive Passion can be beneficial (Omorede, Thorgren and Wincent, 2013).

PIL transfers from leader to employees (22% of prevalence)

Although the systematic review revealed that PIL can be transferred in 4 ways.

(1) Leader's emotions; (2) Leader's way of communicating; (3) Leader's innovation;

(4) Leader's communicating a cause or a vision, the question of how passion is transferred according to CEOs themselves remain unanswered. Exploring the mechanisms of this transfer between the leader and their employees should be captured from the leader's perspective.

PIL relates to 'doing good' (25% of prevalence)

'Doing good' for society relates to humanistic and pro social values and leadership which lead to the formation of a work setting supporting autonomy as defined by the self-determination theory which in turn, eases the internalisation of social values, citizenship behaviours, and cooperation (Solomon and Collins, 1987).

This humanistic aspect of Passion In Leadership has pro social positive repercussions similarly to humanistic leadership which leans towards improvement of community as well as society, thefore not only focussed on growing profit, which is vital to build a world with sustainability and peace (Tripathi and Kumar, 2020).

This review also suggests that in doing good, HP is found to encompass elements that are found in happiness (Seligman and Csikszentmihalyi, 2000; Wong, 2011): flourishing, well-being, resilience, and purpose.

This invites further understanding of the interpersonal outcomes caused or related to PIL in organisations. This is highlighted by 27% of the studies which indicate that PIL transfers from the leader to the employees pinpointing the interpersonal relationships between leaders and their subordinates and the way passion is activated to then be passed on to members of the organisations.

PIL is a multidimensional phenomenon (72% of prevalence)

This review provides a new perspective into the multidimensional impact of Passion In Leadership. The fact that nearly ¾ of the global studies (72%) show a correlation between PIL and emotional, cognitive, behavioural, or physiological outcomes may reveal the complex nature of passion when it is applied to an organisational work environment, potentially leading to positive outcomes, and to the leader and their organisation's successes.

This is also consistent with scholars' findings that passion is related to cognitive, emotional, and behavioural intrapersonal outcomes such as well-/ill-being, motivation factors, cognitive outcomes and, behaviour and performance (Curran et al., 2015). It is positively correlated to emotional and cognitive outcomes such as an affective and cognitive experience (Gagné et al., 2014; Mageau et al., 2005; Philippe et al., 2009; Vallerand, 2015), and is also considered to relate to behavioural outcomes, in particular

when investigating its effect on work, performance and motivational behaviours, (Bureau et al., 2013; Curran et al., 2015; Zigarmi et al., 2009).

However, this systematic review reveals two additional findings which further expand on the multidimensionality of PIL. Firstly, PIL correlates with both spiritual and physiological outcomes; and secondly, outcomes do not belong only to the intrapersonal sphere, they are interpersonal, organisational and societal.

This opposes the majority of studies which look at passion as a motivational force that operates at an intrapersonal level (Curran et al., 2015) meaning within the self.
It will become essential to uncover the way passion in leadership functions in an organisational setting, exploring how it manifests itself, and the perceived impact PIL has on leaders, their employees, their organisations and society.

PIL relates to leader's and organisational success
Looking at the motivational orientations of Passion In Leadership, this review shows that the homo economicus and behavioural economics driven interests determined by PIL lead to the leader's own success and to the success of the organisation (50%).

This particularly echoes the concept of rational choice which includes self-centredness where behavioural economics underpins the psychology of individuals, their actions in society, associating economics with success in society (Haldar, 2018).

3.6   Conclusion and future recommendations

This review invites reflection on the outcomes of passion in leadership, and on the role played by regional characteristics, sectors of activity and financial attitude (for profit or non-profit).

The comprehensive character of this study gives the opportunity to deepen the learning about passion in leadership and suggests various limitations that can be addressed in future research.

- To explore whether there is a regional and a sectorial character to PIL affecting the way it manifests itself in leadership looking at leaders and their employees across different regions and sectors in the world.

- To show the ways OPIL activates itself amongst leaders.

- To explain what aspects of OPIL leads to maladaptive outcomes on leaders and on their followers.

- To indicate the way passion in leadership, independently from its type, could have both positive and negative outcomes.

- To explore whether there would be a shift in the type of passion, and the process through which passion becomes destructive to the leaders and the employees.

- The ways PIL may affect the organisation.

- To explore whether Obsessive Passion in the context of leadership is necessarily related to negative outcomes.

- To further understand the interpersonal outcomes caused or related to PIL in organisations.

- To uncover the way passion in leadership functions in on organisational setting, exploring how it manifest itself, and the perceived impact PIL has on leaders, their employees, their organisation and society.

Most of these questions are exploratory by nature and relate to a process connected to Passion In Leadership In Organisations. These can be first explored in a Grounded Theory study and could be further investigated later on with a quantitative study on a larger sample to generalise findings.

3.7   Significance statement

This review and its findings can serve organisational and motivational scholars to comprehend passion as a motivational concept in the context of organisations, to understand its potential for employees, leaders, organisations, and society exploring its determinants and outcomes.

It can equally serve practitioners, more specifically any functions that involve or interact with leadership. This includes senior management, Human Resources management functions, talent development, learning and development, organisational behaviour development, coaches, leadership development, counselling and consulting.

4   GROUNDED THEORY

4.1   Introduction

Following the systematic review on Passion In Leadership in Organisations, to address the need to further explore PILIO by addressing gaps identified in the literature, as shown in the list below, the Researcher's alone further studied PILIO using Grounded Theory methodology (GTM). GTM served as an inductive, comparative methodology, providing systematic guidelines for gathering, synthesising, analysing, and conceptualising qualitative data for the purpose of theory construction (Chamaz, 2001).

According to Charmaz, Grounded Theory invites one to ask surfacing important questions during the inquiry to question the unquestionned procedural uniqueness of qualitative research to hold a stance of deep self reflexion called self-consciousness, which lead to inspecting the data, actions, and emerging studies (Charmaz, 2017).

The various gaps identified in the systematic review include:

- The need to explore the regional and sectorial character of PIL: the way it manifests itself looking at leaders and their employees across different regions and sectors in the world.
- To understand how obsessive Passion In Leadership In Organisations activates itself amongst leaders.
- To identify the characteristics of OPIL which lead to maladaptive outcomes on leaders and employees.
- To unpack the outcomes caused by passion in leadership on leaders and their followers.
- To explore the potential movement of passion in leadership, and the process through which passion becomes destructive to the leaders and the employees.
- To explore the determinants of obsessive passion in leadership.

Most of these questions, exploratory in nature, have been investigated in a Grounded Theory, which produced a model to generalise findings beneficial to future investigations, given that in qualitative research, Grounded Theory can yield greater generalisability (Hays and McKibben, 2021).

GTM needs to have a congruence with the research questions (Agee, 2009) where the researcher shall use a purposive sampling selecting participants and/or data sources who/that can answer the research questions (Chun Tie, Birks and Francis, 2019).

The research questions guiding this GT study are

- What is Passion In Leadership In Organisations (PILIO)?

- Why should leaders care about PILIO?

- How does PILIO manifest itself?

- What is the impact of PILIO on leaders themselves and their followers?

- What are the dark side(s) of PILIO?

The table below summarises the key components of this GTM study (Sbaraini et al., 2011).

Table 9: Summary of key components of study

COMPONENT	STAGE	DESCRIPTION
Openness	Throughout the study	GTM offers an inductive stance of research. Deduction invites researcher to look from the big picture before he or she goes into the specific. In comparison, induction first look at the specific before zooming out, to allow the development of theories, empirical observations grounded in the data that the researcher is immersed into.
Analysing immediately	Analysis and data collection	In GTM analysis starts from the beginning, even before data are fully gathered. Researcher goes through repetitive and sequential loops of discoveries, this means that researcher simultaneously collects data, compares them, and analyses them to unpack new meaning, attaining theoretical sampling which is explained later.

Coding and comparing	Analysis	Analysis of data depends on coding. Charmaz (2014, p113) suggests coding to be the critical element which links the gathering of data and the development of a new theory. Coding takes place in several steps and helps describe and unpack meaning behind the data. The first step is called initial coding where the maximum number of ideas are generated from the data at early stage. The second step is called focused coding where the study is seen and analysed through a series of chosen important codes. The third step is called theoretical coding where the categories of codes are refined to address emerging theories, and these are compared with one another (Charmaz, 2014). According to Charmaz and Glaser (Sbaraini et al., 2011) actions and process are coded using gerund form labelling, i.e a verb that ends with 'ing'. In parallel to the data analysis, research constantly compares data, codes, incidents, with one another. This analysis method is called constant comparative method, and it allows to produce and to demistify theories, conceptual framework and models.
'Memo-writing/ memoing (includes mind-mapping and concept-mapping)	Analysis	Throughout GTM, memos are being written down. This is called memoing or memo-writing and it can take various forms including mind-mapping or concept mapping, diagrams drawing. According to Charmaz (2014), this memoing process invites researcher to pause, self reflect and to analyse the data, the codes, incidents, and theories in a comprehensive and free-flow fashion. This offers a space of reflexivity for researcher to have a conversation with him/herself while remaining critically engaged with the data.

It prompts you to analyse your data and codes early in the research process and it keeps you involved in the analysis and keep the level of abstraction of our ideas. It creates an interactive space for conversing with yourself about your data, codes, ideas and hunches. In short, memo-writing provides a space to become actively engaged in your materials, to develop your ideas, to fine-tune your subsequent data-gathering, and to engage in critical reflexivity.

Sampling	Purposive sampling in GT	GTM is associated to theoretical sampling as one key characteristics, however this required data collection and analysis so purposive sampling strategy offers the highest chance to effectively put in place the protocols in qualitative study (Sbaraini etal., 2011) because it recruits participants who have the capacity to explain a chosen topic and questions.
Theoretical sampling	Sampling and data collection	A key concept in GTM is theoretical sampling. It relates to the gathering of data to produce theories. Practically, researcher proceeds with data collection, coding and analysis and choses what further data to gather next and where to source them to generate his or her theory (Glaser and Strauss, 1967).
		Theoretical sampling is designed to serve the developing *theory*. Analysis raises questions, suggests relationships, highlights gaps in the existing data set and reveals what the researchers do not yet know. By carefully selecting *participants* and by modifying the *questions* asked in data collection, the researchers fill gaps, clarify uncertainties, test their interpretations, and build their emerging theory.

Theoretical saturation	Sampling, data collection and analysis	Although the concept of saturation is commonly seeked by qualitative scholars, Grounded theorists seek to attain theoretical saturation which consist in reaching a good understanding and well developped conceptual theory grounded in data.
Production of a substantive theory	Analysis and interpretation	GTM's output can be communicated as a theory. This means that a series of scientific concepts which are associated with one another have become a congruent unit which depends on given contexts, may be challenged, and might require further investigations.

4.2   Criteria for selecting participants

Design

Given, the limited amount of research in passion in leadership in an organisational environment (Trinh, 2018), qualitative research allows us to explore the potential antecedents and factors about which little has been known and explored (Strauss & Corbin, 1998). The researcher is part of the world under study and the data that is collected and analysed suggests that every theory emerged provided an opportunity to interpret the world being investigated and does not give an exact representation of it (Charmaz, 2006). This approach is consistent with the pragmatic epistemological stance taken.

This study aims to address a gap in research. As per the literature review and systematic review conducted, there is a need to generate a theoretical framework or model and explore the phenomenon of passion in organisational leadership.

Grounded Theory is particularly suited to explore an under-explored or unfamiliar topic (Creswell, 2008).

Participants

Participants selected shall be able to provide information which will answer the research questions (Chun Tie, Birks and Francis, 2019). Given the nature of the questions which pertains to leadership, in a business organisational environment, unpacking the leader's own perspectives on the outcomes of PLIO, participants selected correspond to the following profile: working currently and/or up to 1 year before as a Chief Executive Officer (CEO) or Managing Directors (MD), or General Managers (GM), or Deans, and/or an equivalent job title which signifies the leader of an organisation, who manages team members, from diverse geographical and cultural regions in the world (Fawn, 2009).

22 CEOs
semi structured
interviews

Leaders
Interviews

Sampling is essential in the use of qualitative methods.

A four-point approach to sampling has been followed to ensure coherence, transparency, impact and trustworthiness (Robinson, 2014). Following Robinson's proposal, this approach includes: (1) defining a sample universe, by way of specifying inclusion and exclusion criteria for potential participation; (2) deciding upon a sample size, through the conjoint consideration of epistemological and practical concerns; (3) selecting a sampling strategy, in the case of GTM, purposive sampling is selected; and (4) sample sourcing, which includes matters of advertising, incentivising, avoidance of bias, and ethical concerns pertaining to informed consent.

Sample universe

Role of participants: title of Chief Executive Officer (CEO), Managing Director (MD), General Manager (GM), Dean, and equivalent job titles to focus on the leader of the organisation (Daily, 1996; Norburn, 1989; Peterson, 2003).

Demographics: 50% men and 50% women with possible variation, all cultural and geographic background, all sexual orientations, diverse tenure level as leader and of different ages and family composition.

Sectors: participants will be recruited from a variety of business sectors (Bedford and Morelli, 2006; Magno, 2012; Morelli, 2005), including management consulting, marketing and advertising, banking and financial services, business services, retail, FMCG, internet amongst other sectors, from various company size (Irfan and Rusdianto, 2020; Ou, 2012).

Sampling size

22 CEOs have been included in the study. Although a range between 10-15 in GTM is normally suggested, an overall average of 31 participants is given (Mason, 2010) and interview-based sample size can range between 5-50 (Dworkin, 2012). 22 therefore will allow for sub analysis to generate rich data (Charmaz, 2012) which addresses the need of a heterogenous profiles (Charmaz, 2012), aiming at being representative of the variety of leaders to address the limitation of research on passion in leadership (Trinh, 2018).

Sampling strategy (Timonen, Foley and Conlon, 2018)

GTM studies often begin by sampling for a level of heterogeneity or purposive sampling (Bryant and Charmaz, 2019; Morse, 2007), theoretical sampling then initiates in the early phase of a research study because the goal of theoretical sampling is to obtain a better understanding of the characteristics and possible disparity of categories and concepts that are surfacing from the data.

Theoretical sampling is a process whereby the researcher samples based on the concepts that emerge in the data (Bryant and Charmaz, 2019).

Recruitment of participants was done via the researcher's own connections on LinkedIn as a first or a second degree network (Holder, 2012; Savu and Militaru, 2019) and via personal connections built in other networks.

Sample sourcing

These four concerns are met and made explicit to ensure coherence, transparency, impact and trustworthiness of the sampling (Robinson, 2013).

4.3   Collecting data

Data collection and analysis occurs simultaneously in Grounded Theory (Charmaz, 2012). This sub section will briefly indicate data gathering process in this GTM, done through semi-structured interviews. In GTM, data collection, coding, and analysis of the data throught the constant comparison of the data is done simultaneously. The following sub-sections on coding strategies, memoing, and theoretical sampling will therefore illustrate this point.

Rich data gathering

Each interview online was conducted and recorded via Zoom (view Zoom).

Researcher's detailed observations were handwritten during the interview to supplement the recordings, using both notes, mind maps, and conceptual maps.

Semi-structured interviewing

The interview opened with a few prepared questions which were revised after each interview. These questions served as the starting points to direct the study initially and introduce sensitising concepts (Charmaz, 2006).

Each interview lasted on average between 30-90 minutes. The researcher explored, tested, clarified, and refined the concepts that emerged from the coding and comparison iterations described below, in each subsequent interview.

The researcher employed theoretical sampling alongside memo-writing, until no new categories emerged from the interview data (theoretical saturation).

The interview process which was concurrent to the transcription and the analysis last for up to 9 months.

A sample of one transcript can be found in **Appendix 7.16**

Writing memos

Charmaz (2006) suggests that memo-writing is an essential step in Grounded Theory data analysis as it incites researchers to analyse the data and codes immediately in the research process (Charmaz, 2006). Memo-writing or the act of memoing refers to the private conversation that the researcher had with him/herself.

These included thoughts and questions about the data which were then captured as they arised, which eased the active engagement with the data and the generating of ideas to pursue in subsequent interviews.

Memos took the form of both notes to the researcher as well as the creation of mind maps and conceptual maps.

Procedure

Pre-interview: following ethics approval from the University of East London (see **Appendix 7.15.5**), an invitation to participate in this study was posted on the researcher's social network LinkedIn page as well as directly to his personal network to recruit potential participants. The interested parties were then contacted by the researcher via email or by private messages on LinkedIn (LinkedIn.com).

Participants who complied with the sample universe were sent the information about the research as well as a formal invitation, and a consent form to complete and sign in order to participate in this study (see **Appendices 7.15.1 / 7.15.2 / 7.15.3**).

A total of 30 potential participants were shortlisted, 25 finally accepted to participate, and 22 interviews were conducted.

The participation consent included an acknowledgement and acceptance of the confidentiality and anonymity rights.

Participants were informed about their right to withdraw their interview content from the research up to 2 weeks after their interview.

Interviews were conducted and recorded via Zoom given its suitability for collection of qualitative data because of its relative ease of use, cost-effectiveness, data management features, and security options (Archibald et al., 2019; Khalil and Cowie, 2020).

The interview stage which was simultaneous with the transcription and the analysis last for up to 9 months.

The interview

Each interview was guided by a set of open-ended questions (Foley and Timonen, 2015). An interview guide with stages of the interview, topics, and questions was prepared in order to steer the findings and delve into important dimensions of the participant's experience (Foley and Timonen, 2015).

Below is the interview guide followed in this GTM study.

Table 10: Grounded Theory interview guide

STAGE	TOPIC	QUESTIONS
1 . Pre-interview (pick 2-3 from list)	**Trust and comfort**	Comment on confidentiality: this interview remains confidential.
		Clearing: Is there anything you would like to clear before we start this interview? Anything you would like to put on a 'parking lot'.
		Gratitude and contribution to science.
		Leadership and well-being: thank you for your time and for the vital contribution you are making to research.
		Participant's view is important: your view is important and so I am taking everything you share very preciously.
2. Background (pick 2 from list)	**About you**	Please tell me about yourself.
		Tell me about your role at work.
		Tell me about your journey in this company.
3. Initial, open-ended questions (pick 2-3 from list)	**About passion**	What do you love about your current role?
		What is passion to you?
		What is your passion at work?
		What is passion in leadership?
		What is passionate leadership?
		What is a passionate leader?
4. Intermediate questions (pick 2-3 from list)	**About Passion In Leadership**	How does passion in leadership manifest itself?
		What do they see when looking at you?
		What is the perceived impact of passion In leadership on - you as the leader? - your team/followers?
		Can passion in leadership be transferred?

(Pick 2-3 from list)	**Potential disadvantages of passion in leadership (OP* vs HP*)**	Does passion in leadership have a 'dark side'
		When does obsessive passion becomes an addiction
		What does your team/followers notice when you step into the dark side?
Intermediate question from Theoretical sampling		How do people see that you are passionate?
		How does passion in leadership get transferred?
		Are you able/what do you notice when you are stepping into the 'dark side' of your passion in leadership?
		What does authenticity show in your passion?
		How does PIL contribute to your/the organisation success?
		Can you fake passion?
		Does owning your company make a difference in your passion?
5. Ending question (pick 1 from list)	**Back to normal**	Thinking about the perceived impact of passion in your leadership, what advice would you give to aspiring leaders?
		Looking back at your (others) experiences: how would you have approached your passion in leadership?
6. Closing (pick 1 from list)	**Q&A**	Is there any question you would have wanted me to ask which I did not ask?
		Do you have any questions?
	Thank you	Thank you.
		Debrief sending.

* HP: Harmonious Passion, OP: Obsessive Passion (Vallerand, 2003)

The interviews were kept conversational and informal (Charmaz, 2008).

At the conclusion of the interview the participant was debriefed; thanked for their participation; and had an opportunity to ask any pertinent questions they may have

A debrief letter was included with all necessary details to contact the researcher or supervisor, if required (see **Appendix 7.15.4**).

Post-interview. After each interview, the recording was transcribed, coded and analysed, as discussed below.

4.4   Theoretical sampling and saturation

4.4.1   Definition of theoretical sampling

For the pragmatic purpose of generating a theory, the concept of theoretical sampling is used in Grounded Theory.

Theoretical sampling is a dominant precept of traditional Grounded Theory and is indispensable to the elaboration and enhancement of a theory that is 'grounded' in data (Breckenridge and Jones, 2009).

According to Glaser and Strauss (1967) it refers to the process of collecting data in order to produce theories where data collection, coding and analysis takes place simultaneously and where researchers choose which data to gather subsequently and which sources to pick from to produce the theories as they reveal themselves.

Theoretical sampling is directed by the emergent theory and is interested in where to choose the sample from next as well as for wich conceptual purpose.

In this study, theoretical sampling was reached after the 16th CEO's interview. Researcher subsequently interviewed leaders who were both entrepreneurs, founders of their own venture, as well as leaders in small and medium or multinational corporations.

Theoretical sampling is a core principle of Grounded Theory, and necessary for any Grounded Theory study which reports on the construction and development of a conceptual framework and/or theory about the phenomenon under study (Charmaz, 2014; Corbin & Strauss, 2015; Glaser, 1992). Theoretical sampling arises out of the logic of discovery underpinning the method which requires the researcher to engage in inductive as well as abductive and retroductive reasoning. Inductive reasoning involves moving from observing particular instances or cases, to developing a general abstract characterisation with reference to the particular characteristics observed. The early conceptualisation of Grounded Theory methodology as a means of discovery that generates insights and observations without engaging with any preconceived ideas, concepts or theories (Glaser, 1992) positioned it closest to inductive reasoning (Conlon et al., 2020).

Theoretical sampling guides the researcher in questioning the data and the surfacing theory to find empirical evidence. Creating a sequence of assumptions through observation of unforeseen or unusual data in the search for novel concept as well as reverting to empirical facts to test and corroborate implications are core practices of Grounded Theory. In Grounded Theory, 'all is data' which infers that all that the scholar finds when exploring the topic of interest is data.

Grounded theorists predict that data will invite the researcher past empirical reflection to be involved in an open mind with existing hypothetical generalisations of the surrounding environments, or the ones of interrogated participants motivated by empirical interpretations made available in the pursuit for novel justifications and models, what Charmaz call a retroductive logic (Charmaz, 2014; Corbin and Strauss, 2008, Oliver, 2012).

4.4.2   Theoretical saturation.

In Grounded Theory, the aim is continuously to attain theoretical saturation of the data (Charmaz, 2014; Glaser and Strauss, 1967). Theoretical saturation refers to the point when no more novel finding is retrieved, and data cannot further explain, provide a dimension, or a context to the categories that have been unpacked (Charmaz, 2014).

4.5 Data analysis

4.5.1 Coding strategy

Coding in Grounded Theory methodology is defined as the process of theoretical generalisation by allocating overall concepts (called codes) to each line of the transcribed data and/or to singular incidences in the data.

After having gathered certain (not necessarily all) data, the analysis process may begin (Vollstedt and Rezat, 2019).

Following each interview, the recording was transcribed, the researcher then categorised the transcribed data, segment by segment. Categorisations or codes indicated both a summary and an abstraction of the segment of data at the same time. The codes were based on the researcher's interpretative analysis.

To discuss code, it is essential to first address the notion of theoretical sensitivity in Grounded Theory. This refers to the capacity to produce concepts from data and to recount them based on normal models of theory in general while keeping an analytic distance, to accept confusion and regression though remaining open, with the belief to surface new concepts (Vollstedt and Rezat, 2019).

The idea of how a researcher may cope with theoretical sensitivity is contrasted between Glaser and Strauss considered the founders of GTM. Glaser argues that one must start the research with no pre-set ideas about the topic while Strauss suggests that pre-existing knowledge about the topic may influence researchers, such as existing literature and the scholar's professional and personal exposure to the subject, although he stresses the importance for researchers to always question this pre-existing knowledge and to strive for novel theoretical discoveries (Vollstedt and Rezat, 2019).

This study employs a more fully pragmatic version of Grounded Theory (Morgan, 2020) that follows a cyclical process of inquiry which evolves from beliefs to actions to consequences as illustrated.

Figure 12: Cyclic illustration
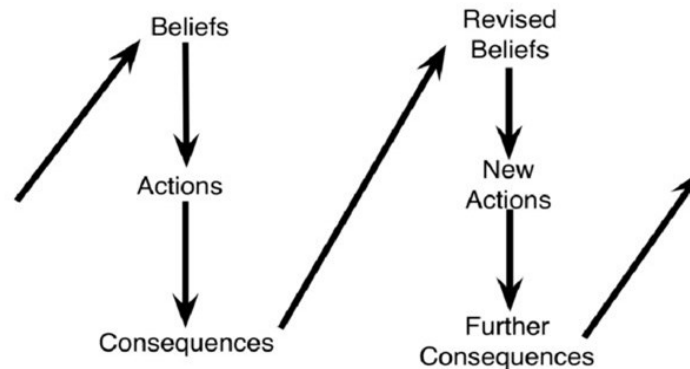
On a practical level, this also means to highlight the significance of prior beliefs as a starting point and handle theoretical sampling as action subsequent to a former inquiry; and to explain the importance of verification in developing theory (Morgan, 2014).

The systematic review conducted as part of this study on Passion In Leadership In Organisations offers insights which directed the way the interview guide was formulated (Charmaz, 2014) and it provided thoughts for profiles of participants to recruit.

Coding at a glance

- 3 levels of codings were followed: first initial coding, second focused coding, and last, theoretical coding.
- In total 22 interviews were conducted, generating 427 initial codes (see **Appendix 7.18**) > 18 focused codes > 1 Passion In Leadership In Organisations' model.
- Interview #1 to #5: line-by-line coding.
- Interview #6 to #16: incident-to-incident coding.
- Interview #17 to #22: Start of theoretical sampling at interview #17 and theoretical saturation reached at interview #22.

Initial coding

Initial coding looks for implicit, explicit meanings. In this study, labelling of actions, happenings and processes using gerund (naming the label as a verb ending in 'ing') was generated.

Initial coding was done starting with line-by-line coding, naming each line of the transcribed interviews. This allowed the researcher to remain connected to the data; helped the researcher to see processes and to examine the data with a critical and analytical eye (Charmaz, 2006).

Transcribed interviews were coded line by line coding until participants #5.

Initial coding generated 427 lines of codes (see **Appendix 7.17**).

When grounded theorists run an initial coding, we remain open to unpacking all theoretical opportunities to help understand the data. This first step in leads us to a subsequent choice of describing the main conceptual categories.

Initial coding must remain loyal to the data to identify actions in every segment of data instead of using predefined categories to the data (Charmaz, 2008).

Line-by-line coding

In initial coding, line-by-line coding is the primary stage in coding. Line-by-line coding refers to the allocation of name for each line of the transcribed interview. Line-by-line coding supports particularly well important empirical questions or processes. Line-by-line coding invites researchers to stay open to the data and to identify nuances in it.

According to Charmaz (Charmaz, 2014), This type of coding can help to identify implicit concerns as well as explicit statements. Charmaz adds that the following flexible strategies help with the coding:

- Breaking the data up into their component parts or properties.
- Defining the actions on which they rest.
- Looking for tacit assumptions.
- Explicating implicit actions and meanings.
- Crystallising the significance of the points.
- Comparing data with data.
- Identifying gaps in the data.

Line-by-line coding was done until the 5th interview; generating some initial theoretical categories, some of which defined some initial codes. Studying the data through line-by-line coding triggered new ideas to follow.

Constant analysis of the data was conducted. This was done though the constant comparisons between data to data, code to code, and initial categories to categories. Glaser and Strauss (Glaser and Strauss, 1967) encouraged coding and constantly comparing the data. For these two scholars, initial coding referred to labelling extracts of data to de-construct them but being observant of the meanings and actions implied by the data.

After seeing how the codes came together and after identifying which are the most important, line-by-line coding can be stopped (Charmaz and Thornberg, 2020). This point was reached after the 5th interview. Following that, transcriptions were coded using incident-to-incident coding (Charmaz, 2014)

Incident-to-incident coding
When ideas started to take hold, the researcher moved to incident-by-incident.
In this study, an incident refers to any meaning unpacked from an event, an activity, a process described by an interviewee.

From interview 6 until interview 22, incidents were coded and compared with incidents, then as ideas were taking shape, incidents were compared to conceptualisation of incidents coded previously. This allowed to identify properties of emerging concept (Glaser and Strauss, 1967).

According to Charmaz (2014) making comparisons between incidents likely works better than word-by-word or line-by-line coding, in part because the fieldnotes already consist of our own words. She adds that to compare incident-to-incident, concrete, behaviouristic descriptions of people's mundane actions may not be amenable to line-by-line coding, particularly when you observed a scene but do not have a sense of its context, its participants, and did not interact with them. If the people you study bring you into their world, for example, you may record all kinds of incidents in anecdotes, conversations, and observations in your fieldnotes that abound with meaning.

Focused coding

Focused coding then followed the initial coding, to extract the most noteworthy codes and/or the codes that occur the most. In focused coding, the researcher took the line-by-line codes and incident-by-incident codes and elevated them to see what larger stories the codes were saying.

In this phase of the coding, initial codes were assessed to unpack practical meaning from the codes, and to explore any potential assumptions linked to the codes.

Codes were sorted, meaning that the researcher selected relevant dominant codes which contained a higher weight of significant information.

Codes which were assigned to higher number of participants. This generated categories, where codes were regrouped under dominant codes.

Focused coding led 18 prominent codes (categories) (see **Appendix 7.18).**

Theoretical coding

Theoretical coding followed focused coding to synthesise and integrate the codes into a coherent theory or concept. Categories (focused codes) were integrated to create abstract explanation of an action, an event or a process that pertain to Passion In Leadership In Organisations. These abstract statements were considered as initial theories. The initial theories where then compared with data from the theoretical sampling, which ended up generating more than one theory in this study.

Constant comparison was conducted between the theories with categories, theories with theories, categories with theories.

A visual representation of the theories was then created. An explanation on how to read the representations was then developed.

Theoretical coding generated 5 theoretical codes which represent the foundation of theories revealed in this GTM (see **Appendix 7.19**).

4.5.2   Constant comparison

Constant comparative method was used by the researcher to generate concepts from the simulatenous coding and the analysis of the data (Taylor and Bogdan, 1998).

This constant comparative method associates systematic data gathering, coding and

analysis with theoretical sampling to produce theories which are assimilated, and loyal to the data collected (Conrad, 1982).

Following the view from Glaser and Strauss (1967), the constant comparative method was composed of four stages: (1) incidents were compared to each category; (2) categories and their properties were integrated; (3) theory was delimited; (4) theory was written. As envisaged by Glaser and Strauss (1967) using constant comparative method allowed the researcher to start with raw data and through continuous comparisons fundamental theories emerged in this study. To start with, data and data are compared to find similarities and differences (Charmaz, 2014). Through data with data comparison, was discovered what research participants' view were.

To illustrate, during initial coding, following questions were asked while comparing data: What is this data a study of? (Glaser and Strauss, 1967). What does the data suggest? Pronounce? From whose point of view? What theoretical category does this specific datum indicate? (Glaser and Strauss, 1967).

According to Glazer and Strauss (1967), no matter what unit of data is being coded in Grounded Theory, there is a constant comparative method to ascertain logical distinction and to establish comparisons at all levels of analytic work.

4.5.3   Theoretical sorting, diagramming and integrating

According to Charmaz (2014, p216), "sorting, diagramming, and integrating memos are interrelated processes… which grounded theorists use to serve the theoretical development of their analysis".

Data gathered in this GTM come from the researcher's memos and diagrams which are both mind maps and conceptual maps, and primary data were collected through semi-structured interviews of CEOs.

Interviews were transcribed then uploaded and analysed on NVivo as it facilitates the development of Grounded Theory projects (Hutchison, Johnston and Breckon, 2010).

To define PILIO

According to Braun & Clarke (2006) scholars may run thematic analyses on the transcriptions of interviewees' replies. The 6 phases below were adapted from Nowell et al. (2017) to unpack the definition of PILIO using data in NVivo.

Table 11: Adapted steps of trustworthy thematic analysis of PILIO

PHASES OF THEMATIC ANALYSIS	MEANS OF ESTABLISHING TRUSTWORTHINESS
Phase 1: Familiarising yourself with your data	Prolong engagement with data. Triangulate different data collection modes (interview, mind map, memos). Document theoretical and reflective thoughts. Document thoughts about potential codes/themes. Store raw data in well-organised archives. Keep records of all data field notes, transcripts, and reflexive journals.
Phase 2: Generating initial codes	Peer debriefing with research supervision team. Researcher triangulation reflexive journaling. Use of Nvivo to form a coding framework using line-by-line then incident-to-incident coding. Audit trail of code generation in memos.
Phase 3: Searching for themes	Researcher triangulation diagramming to make sense of theme connections. Creation of concept map. Keep detailed notes about development and hierarchies of concepts and themes.
Phase 4: Reviewing themes	Researcher triangulation. Themes and subthemes reviewed. Constant comparison to original data for referential adequacy.
Phase 5: Defining and naming themes	Researcher triangulation. Peer debriefing.
Phase 6: Producing the report	Researcher checking. Peer debriefing. Describing process of coding and analysis. Descriptions of context. Description of the audit trail. Report on reasons for theoretical, methodological, and analytical choices throughout the entire study.

Phase 1. Familiarising with the data

In order to address one of the research questions which consists in defining PILIO according to CEOs, transcription of the answers provided by leaders were analysed thematically to reveal a conceptual definition of PILIO. This analysis was done following the 6 phases introduced in the step-by-step trustworthy content analysis proposed by Nowell et al. (2017) and through constant comparative method (Glaser & Strauss, 1967; Strauss & Corbin, 1990) comparing the theoretical codes on NVivo,

In the preliminary stage, data were generated though the 22 interviews and coded in NVivo (see **Table 13**). Each leader was asked to encapsulate the 'essence' of Passion In Leadership In Organisations in 1 word (see **Table 12**).

Phase 2: Generating initial codes

In this phase, each word was regrouped under main ideas (see **Chapter 4.7, Findings, Table 14**).

Phase 3: Searching for themes

In this phase, a concept map was then created comparing the data with the researcher's own notes and reflection (see **Chapter 4.7 Findings, Figure 13**).

Phase 4: Reviewing themes

In this phase, data from Nvivo, the concept map, and memos were triangulated to generate overarching themes (Braun and Clarke, 2006). Following the spirit of Grounded Theory (Charmaz, 2014; Glaser and Strauss, 1967), "themes were constantly compared to the NVivo codes, codes were compared to the concept map, and these were compared to the memos which makes the relationships intelligible," (Charmaz, 2014, p223).

Phase 5: Defining and naming themes

In this stage, various themes identified were further connected in the concept mind to allow for a conceptual definition (Sezgin et al., 2019) (see **Chapter 4.7 Findings Figure 14**).

To theorise:

- the conceptual model of PILIO;
- the 4 types of leaders;
- Impact of PILIO;
- Dark side of PILIO;
- Passion movement cycle theory, incl. the Passion-People-Energy flow theory;

constant comparison of the codes, the categories, and the themes identified was conducted, integrating the memos and diagrams to unpack the theoretical model (see **Chapter 4.7 Findings, Figure 15**) which emerged, grounded in data (Charmaz, 2014).

4.6   Memoing

Glaser, considered as one of the founders of Grounded Theory (Charmaz, 2014; Mills, Bonner and Francis, 2006), admits that memos are overlooked as a Grounded Theory procedure although they are very essential to the origination analysis of Grounded Theory (Glaser, 2014).

It helps to support the researcher in achieving theoretical progress from raw data to those conceptualisations that elucidate research phenomena in the environment in which it is studied (Birks, Chapman and Francis, 2008).

As a response to this need to generate a concept, scholars employing Grounded Theory methodology and methods, can use visual tools such as mind mapping or concept maps which may help researchers to picture developing concepts from raw data, resourcefully show the emerging concept under construction and display advancement in the analytical thinking process (Ligita et al., 2020). These visual representations operate as visual cues which help with reflexivity core to the memoing process as they advise decision-making throughout the empirical investigation in Grounded Theory research (Jennings et al., 2010).

Reflexivity is defined by Schwandt (2007, p224) as (1) the practice of critical self-reflection on one's biases, theoretical predispositions, preferences; (2) an acceptance that the researcher forms part of the environment, the milieu and social phenomenon he or she is exploring; and (3) a way to examine with criticallity the whole research.

The memoing process in this study has incorporated the use of mind maps and concept maps. Mind maps are regarding as an instrument for empirical material collection and analysis (Wheeldon and Åhlberg, 2014).

See Appendix 7.5 for examples of memoing.

4.7 Findings

The analysis of the data carried until theoretical saturation (Charmaz, 2015) revealed the following findings:

- The definition of PILIO.

- Passion In Leadership In Organisations PILIO model and the 4 types of leaders.

- The impact of PILIO, including a passion appearance.

- The dark side of PILIO.

- A passion movement cycle, including a Passion-People-Energy cycle.

Each of these findings are further elaborated here-after.

4.7.1   The definition of PILIO

In the preliminary stage (Phase 1), data were generated through the 22 interviews. Out of 22 CEOs, 14 provided each one word as listed below.

Table 12: Interviewees one-word description of passion in leadership

PARTICIPANT #	PILIO IN 1 WORD
4	authenticity
6	connection
7	heartfelt
9	be-yourself
10	self-motivation
11	dedication
12	energy
13	meaning
16	energy
17	happiness
18	drive
20	contagious
21	fire
22	conviction

From the coding on NVivo, the following classification was obtained.

Table 13: NVivo classification

NAME MEMO LINK	FILES	REFERENCES
PILIO* MODEL (*Passion In Leadership In Organisations)	**22**	**5679**
DEFINITION OF PILIO	**13**	**81**
Seeing passion as energy and fire	12	79
Defining PILIO as conviction	1	2
DARK SIDE OF PASSION IN LEADERSHIP	**21**	**837**
Losing against dark side of PILIO	13	33
Letting guards down	10	18
Low awareness	6	15
Fighting the dark Side of PILIO	21	435
Monitoring the self	17	72
High awareness	19	363
PASSION MOVEMENT	**22**	**362**
Thriving around people	14	50
Passion from within	18	92
Gaining passion	21	154
Passion transfer	5	14
Becoming passionate	5	28
Starting without passion	1	3
Losing and finding passion	3	3
Multi-passions at work	1	1
Losing passion	4	11
Maintaining passion	3	6
IMPACT OF PILIO	**22**	**1675**
Impact of PILIO on employees	22	569
Positive impacts of PILIO on employees	22	275
Negative impacts of PILIO on employees	5	27
Determinants of impact	22	816
Self awareness	18	90
Passionate appearance	22	726
4 TYPES OF LEADERS WITH PILIO	**22**	**2724**
Humanistic mindset & Low Autonomy	22	506
SACRIFICIAL LEADER	1	2
Transactional mindset & Low Autonomy	21	178
OBSESSIVE LEADER	7	33
Humanistic mindset & High Autonomy	22	1508
PASSIONATE LEADER	22	790
Transactional mindset & High Autonomy	22	532
MANAGERIAL LEADER	19	173

In Phase 2, from the Nvivo codes, 2 main themes were identified:

- A prominent one: seeing passion as *energy* and *fire.*

- A less prominent: defining PILIO as *conviction.*

Each word was regrouped under main ideas generating the following classification.

Table 14: Regrouped one descriptive word to align with NVivo classification

PARTICIPANT #	PILIO IN 1 WORD	MAIN IDEA
12	**energy**	
16	**energy**	fire-like energy
21	**fire**	
18	**drive**	action
7	**heartfelt**	heartfelt
10	**self-motivation**	
11	**dedication**	self-motivation
22	**conviction**	
6	**connection**	transmitting PILIO
20	**contagious**	
4	**authenticity**	being authentic
9	**be-yourself**	
13	**meaning**	happiness
17	**happiness**	

In Phase 3, the following conceptual map was generated.

Figure 13: PILIO definition conceptual map: Interviews' data
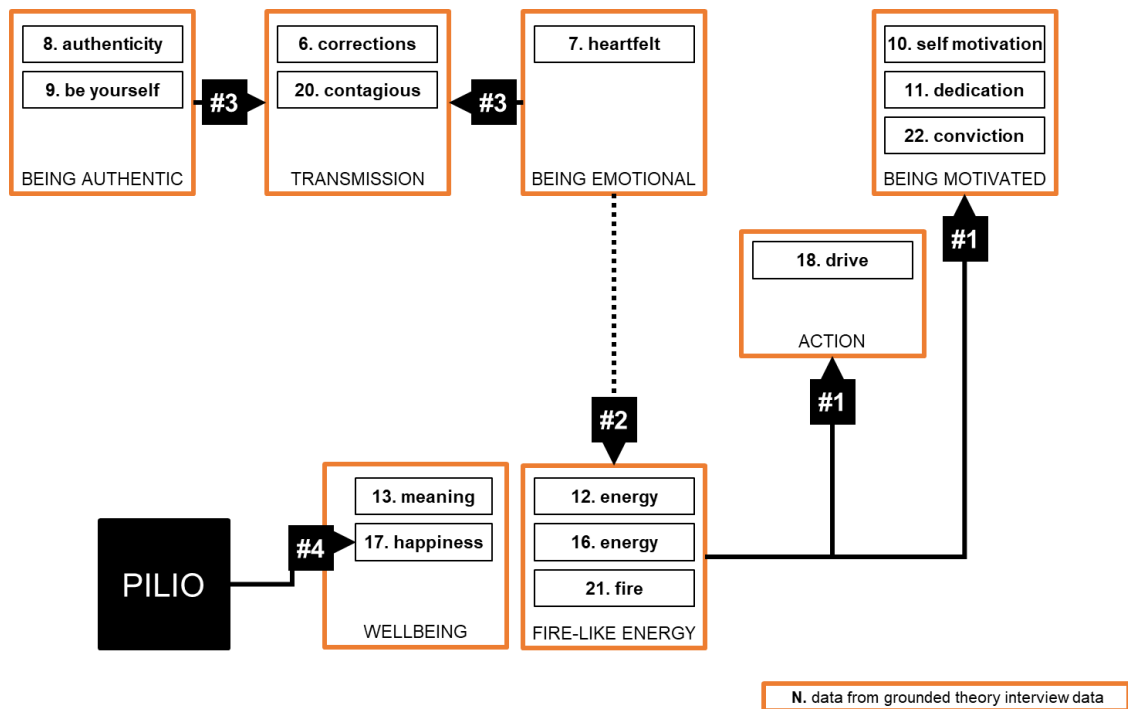
In Phase 4, overarching themes (Braun and Clarke, 2006) were generated.

In Phase 5, various themes were identified and further connected in the concept mind.

Figure 14: PILIO definition conceptual map
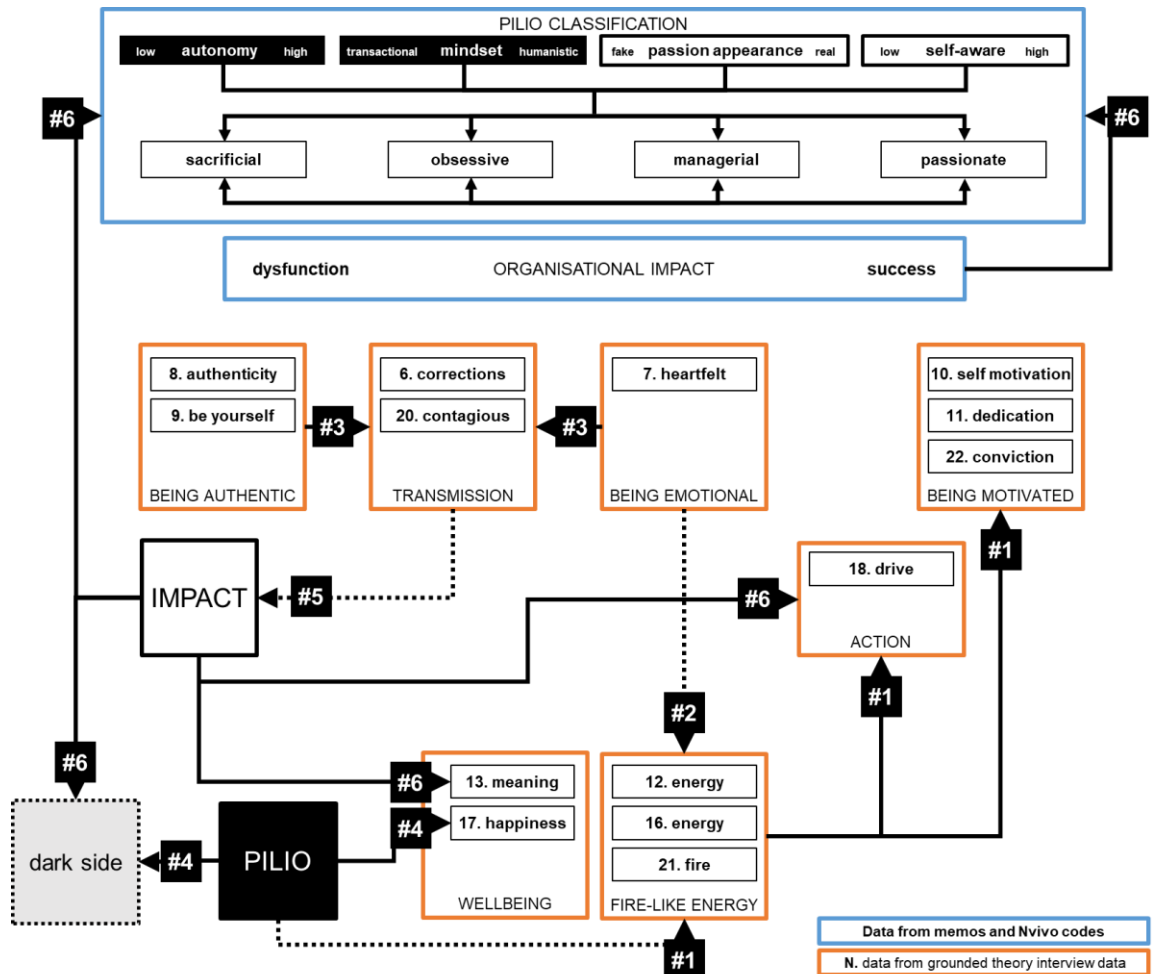
The integration of themes, diagrammes and memos allowed for a conceptual definition (Sezgin et al., 2019) of PILIO.

Definition of Passion In Leadership In Organisations (PILIO):

Passion In Leadership In Organisations (PILIO) is defined as a motivating fire-like energy that an authentic and emotional leader transmits to others, driving actions, well being or dark side.

P2: *"And my chapter is about authenticity…about being authentic"*.

P3: *"Passion is something that gives you energy"*.

P5: *"Passion sometimes can also drive people to wrong ways"*.

P6: *"Passion in leadership? I think it's, um, for me, I connect passion to energy"*.

P7: *"Passion is like some kind of energy… like warm or fire or that fuels rather than burns"*.

P8: *"A single minded approach to a passion, um, if, that's at the cost of all elf else can be a dark side"*.

P9: *"You can bring or transport the fire to others".*

P10: *"Motivating people and making things happen".*

P12: *"Just a massive energy vibrating at a high rate of speed… Fire action".*

P13: *"They're passionate about, to the detriment of their own well-being or to the detriment of things like important plus relationships…so that could, that's a dark side of passion".*

P15: *"It's got to come from a really authentic spot".*

P17: *"Passion can be transferred definitely".*

P19: *"It's just that feeling of satisfaction of happiness".*

P22: "*Coming from within and being given the power by other people would be by others to actually make it happen".*

4 types of leaders with passion were identified, depending on their mindset, and their level of autonomy: passionate leader, managerial leader, sacrificial leader and obsessive leader.

PILIO is determined by the level of autonomy and the type of mindset of the leader. 2 types of mindset are observed: humanistic (people-centric) and transactional (money-product and company centric).

PILIO creates positive or negative impacts on the leader, the employees and the overall organisation depending on the type of leader and based on the leader's passionate appearance and their level of self-awareness.

Each type of leader, their determinants and their perceived impact will be further elaborated in the following sub-sections.

4.7.2 Passion In Leadership In Organisations (PILIO) model and the 4 types of leaders

Grounded in data from the interviews, the mind maps, the concept maps and integrating the memos (Charmaz, 2014), the PILIO model and 4 types of leaders with passion was revealed.

Figure 15: Passion In Leadership In Organisations – PILIO model
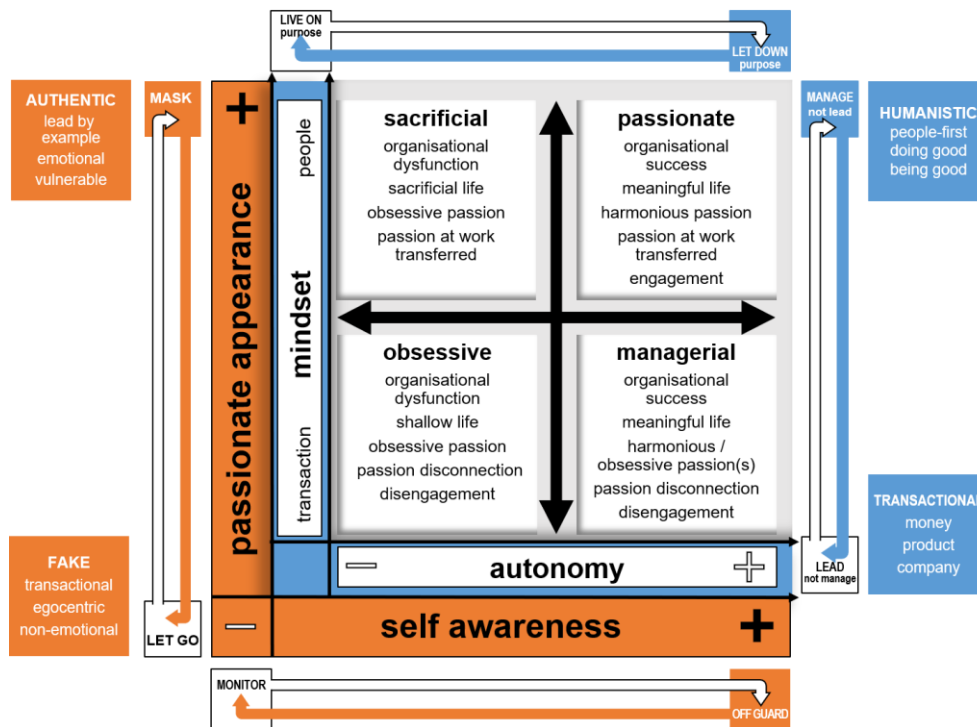
The PILIO model aims at explaining the way PILIO manifests itself, its outcomes, and ways to remediate its negative impact.

The model suggests 4 types of leaders with passion: passionate leader, managerial leader, sacrificial leader and obsessive leader. Each of these, will be further developed hereafter.

The model implies that the 4 types of leaders are determined by the level of intrinsic and extrinsic autonomy (Ryan and Deci, 2020) of the organisational leader and mindset, either humanistic, i.e. putting people first, or transactional, placing money, company and product as a focus.

Understanding the PILIO model by looking starting from the centre

#1 Level of autonomy vs mindset

The model suggests the determinant of the type of leader and the impact on the leader and on the organisation.

Figure 16: PILIO model – autonomy vs mindset
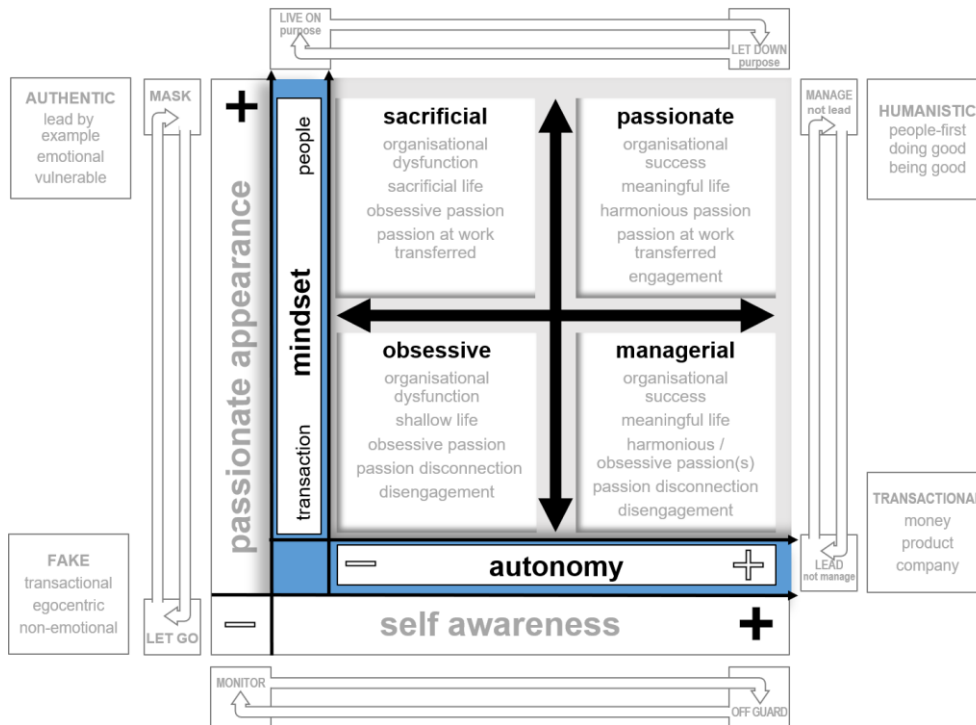
Passionate leader

Characterised by a high level of autonomy and a humanistic mindset.

He/she leads to organisational success with Harmonious Passion; and lives a meaningful life. A passionate leader is also characterised by their ability to transfer passion at work to the followers, generating engagement. Passion observed in passionate leaders is harmonious (Vallerand *et al.*, 2003).

P2: *"It's about creating engineering and organising your life to success"*.

P4: *"You can transfer it in any time"*.

P10: *"You're feel like the bloody statue of Liberty"*.

P15: *"You know, who isn't passive aggressive, um, who's, who's got very clear and, um, humanistic leadership style to start with"*.

P15: *"He excites is his team"*.

P18: *"I think it's meaningful what we do to"*.

Managerial leader

Characterised by a high level of autonomy and a transactional mindset.

He/she may lead to organisational success with Harmonious and/or with Obsessive Passions; and may live a meaningful life.

A managerial leader is also characterised by their inability to transfer passion at work to the followers, hence creating disengagement.

Both harmonious and obsessive passions can be observed in managerial leaders

P7: *"So first of all, it's about this, about autonomy"*

P11: *"People that are care a lot about making money and then, you know, generating profits…those guys are passionate about making a lot of money. Right. And they really, really want to, I have a lot, a lot of money"*.

P13: *"Meaning would be the one word"*.

P15: *"Keeping score is very, very important and it is the ultimate measure of success. And so I'm very passionate about commercial outcomes and, um, enabling my teams to be able to achieve those outcomes"*, *"It's the emotional connection and it's a bit of obsession… somebody who's extremely passionate about something, it can become overbearing"*.

Sacrificial leader

Characterised by a low level of autonomy and a humanistic mindset.

He/she may lead to organisational dysfunction with Obsessive Passion; and may live a sacrificial life.

A sacrificial leader is also characterised by their ability to transfer passion at work to the followers.

P1: *"Something that is always in your head and in your head all the time"*.

P11: *"In just the way that you described that vision, that mission. Um, so that it becomes contagious"*.

P17: *"Make sure that people are happy. It's always rewarding"*.

P15: *"I'll sacrifice an awful lot to be part of making that happen"*.

P20: *"I can have new people come in, values and culture change and a, and I'm not aligned anymore"*.

Obsessive leader

Characterised by a low level of autonomy and a transactional mindset.

He/she may lead to organisational dysfunction with Obsessive Passion; and may live a shallow life.

An obsessive leader is also characterised by their inability to transfer passion at work to followers, hence generating disengagement.

P1: *"Then you should disconnect. I want so much to do. The thing that I was dreaming about it, I was excited too. I didn't want to go to bed and I was exciting to, to be already, uh, in the next morning to start all the things I wanted to do."*.

"And they were like a depression in this… company and they were more than 1000 employees and they were all depressed.".

P3: *"I've learned that won't work necessarily with, with everybody's a passionate leadership"*.

P15: *"I'm very passionate about the financial results and implementation and all that sort of stuff. So yeah, quite passionate, but maybe about the wrong things"*.

Understanding the PILIO model by looking in the next outer layer

#2. "Live on Purpose" or "Let down Purpose" (level of autonomy) vs "Lead not Manage" or "Manage not Lead" (mindset)

The model informs situations where level of autonomy reduces vs increases and when the mindset of the leader shifts from humanistic – putting people first, to transactional – putting numbers first and vice versa.

Figure 17: PILIO model – autonomy vs mindset stage 2
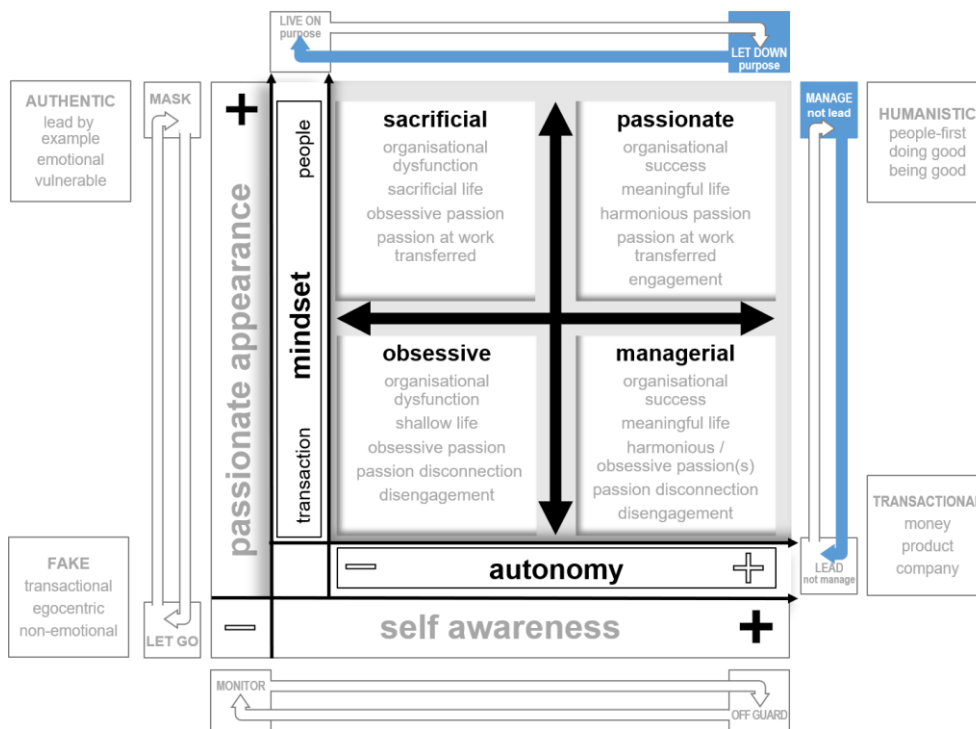
The concept of high autonomy is closely linked to the following codes

- "Choosing independence" cited by 14/22 leaders: 64% of the participants.

- "Live on Purpose" which appears as a prominent code cited by 10/22= 45% of the participants.

- "Ownership and control" cited by 4 + 3 = 7/22 leaders= 32% of the participants.

- "Starting with the self and with a belief" is cited by 5 + 5 =10/22 leaders= 45% of the participants.

Generally, participants, when asked about autonomy, referred to honouring their (life) purpose and standing up for their own beliefs, to remain independent in their decisions to lead. When asked about autonomy, leaders refer to the freedom they have to honour their life purpose when founding a company or when accepting a leader's role.

P2: *"My passion is to get things done the way I want it to. And, um, I take control of my own life. And there's a lot of me. I'm happy, I'm free spirited"*.

P3: *"Uh, I think this is something that is, you know, the essence of my mission in life"*.

P10: *"You feel like the bloody statue of Liberty"*.

CEO who self-identified as entrepreneurs also depicted their taste for ownership and control, making things happen the way they envision it.

P9: "*And that for me, my motivation and my passion is actually to bring and say that I can influence my business directly*".

P18: "*I love my work because, um, being the founder of the company, I've set the it culture and the way we work in the organisation*".

The concept of humanistic mindset is closely linked to the following codes

- "Humanistic leadership": 22 /22 participants: 100% of the participants.

- "Succeeding, putting people first": 18/22 participants: 82% of the participants.

- "Passion for people": 12/22 participants: 55% of the participants.

- "Thriving around people": 9/22 participants: 41% of the participants.

This mindset is grounded in humanistic values, where leaders thrive by managing people in a valued manner and putting people as a priority in the decision-making processes.

P3: *"Then sharing it with all the people across, which goes back to they treat other people. So, Mmm. How, uh, how they value all the peoples passions"*.

P5: *"But um, when you see, uh, things, how the way they are going, at some, you just feel a little, okay, now you're just making money, but what impact you are doing on people, how you're changing your life"*.

P15: *"It's about, so yeah, caring about your people, really being focused, having a strong people orientation"*, *"Who's got very clear and, um, humanistic leadership style to start with"*.

The concept of transactional mindset is linked closely to the following codes

- "Business success first": 13 /22 participants: 59% of the participants.

- "Leading by numbers": 9/22 participants: 41% of the participants.

Commonly, this type of mindset refers to focusing passion on money (cited by 8/22 participants, i.e. 36%) putting the transactions as a priority.

P1: *"And even if my manager is passionate or not passionate, the executive levels only think about money"*.

P8: *"Money, I think for lots of people is an absolute passion"*.

P11: *"Right. Um, but for whatever reason they wanted a lot of money and in the private equity firm was designed in a way to take advantage of that"*.

P15: *"Getting strong focus on financial outcomes and innovation that probably the things that, um, you know, get me quite excited all the time"*.

P17: *"Uh, so yeah, cash is everything about the company"*.

Applied to the 4 types of leaders, the following have been revealed.

Passionate leader

Characterised by a high level of autonomy and a humanistic mindset.

When level of autonomy is high, passionate leader is said to "Live on Purpose".

P14: "*I feel that that's, I'm on the earth just to, to improve way of working in improving, bring the kind of efficient intelligence way for humankind to, to know things better and better be more intelligence… It's my meaning*".

There may be situations when passionate leader's level of autonomy decreases. This is what we would call to "Let down Purpose".

P14: "*I haven't been feeling like working after 2001. I've been basically chasing my mission*".

Passionate leader puts people first. We would call this "Lead not Manage".

P1: "*for me the key imposing is that the team of employees, the employee is happy and that's something that is kind of, um, a Motto for me*".

In certain instances, passionate leader slides to the transactional mindset, putting numbers first. This is what we would call "Manage not Lead".

P10: "*Yes. I know, you know, when, when I don't sleep well, when, uh, um, I drag myself to a meeting or to a client or to a board meeting where you feel forced to*".

P15: "*I'm very passionate about the numbers and the outcomes. So, they'll see me get excited about how we're doing in terms of achieving our quarterlies, our half year in our financial results. That's when I get quite animated*".

Managerial leader

Characterised by a high level of autonomy and a transactional mindset.

When level of autonomy is high, managerial leader is said to "Live on Purpose".

P7 "*But also this is a sense of purpose, know of, of, of being part of something that is larger than just*".

P13: "*I love, uh, my current role, uh, running my main organisation in that I can be very creative…that sense of creativity and that freedom*".

There may be situations when managerial leader's level of autonomy decreases. This is what we would call to "Let down Purpose".

P1: "*I was not happy going to office and I couldn't be passionate… and I realised that what I liked the most is being independent*".

Managerial leader puts money first. We would call this "Manage not Lead".

P17: "*cash is everything about the company*".

In certain occasions, managerial leader may wear a humanistic mindset, putting people first. This is what we would call "Lead not Manage".

P10: "*yes people is the key to success in, in, in any businesses*".

Sacrificial leader

Characterised by a low level of autonomy and a humanistic mindset.

When level of autonomy is low, sacrificial leader is said to "Let down Purpose".

P14: "*but it's more like, like mission …it could be that I have to do this even though I don't want*".

There may be situations when sacrificial leader's level of autonomy increases. This is what we would call to "Live on Purpose".

P6: "*I think this is something that is, you know, the essence of my mission in life*".

Sacrificial leader puts people first. We would call this "Lead not Manage".

P14:"*in English, there is the term manager and then there's a leader, um, and the, the manager basically runs numbers and a leader runs, runs people*".

In certain instances, sacrificial leader holds a transactional mindset, putting numbers first. This is what we would call "Manage not Lead".

P21: "*One of the things I genuinely get excited about is scaling. And growth*".

Obsessive leader

Characterised by a low level of autonomy and a transactional mindset.

When level of autonomy is low, obsessive leader is said to "Let down Purpose".

P13: "*But they keep putting the energy in and they become very passionate about it, but they lack that awareness of...their sense of success or well-being or what they need to do in life*".

There may be situations when obsessive leader's level of autonomy increases. This is what we would call to "Live on Purpose".

P13: "*It's always about cultivating a deep sense of well-being and help people to thrive or flourish*".

Obsessive leader puts money first. We would call this "Manage not Lead".

P8 "*I think the money absolutely can be a passion and I don't think that having a desire to be a really, really successful unicorn is a dark passion*".

In certain occasions, obsessive leader may have a humanistic mindset, putting people first. This is what we would call "Lead not Manage".

P15: "*Passion in leadership. I suppose it would be from a leadership perspective, It'd be about people*".

Understanding the PILIO model by moving to the 3ʳᵈ outer layer of the model:

#3. Passionate appearance vs self awareness

Figure 18: PILIO model – passionate appearance vs self awareness
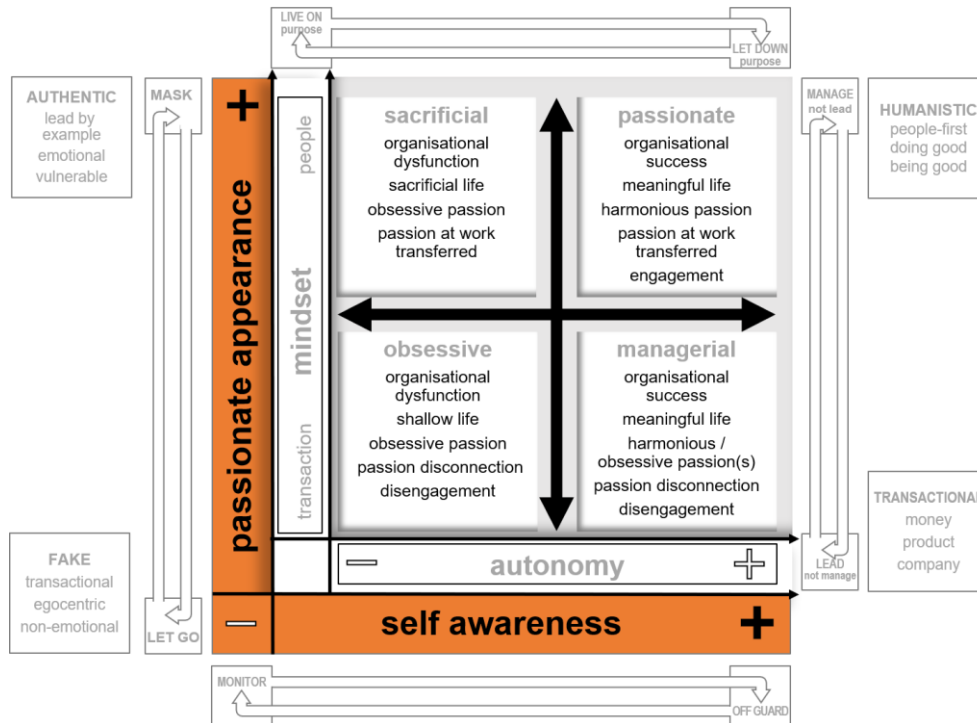
For the sake of clarity, in the previous sub-section 'Level of autonomy vs mindset' PILIO's impact on the leader and on the organisations has been observed. In this section we will only look at the impact on the employees.

The model suggests 2 ways PILIO may affect employees

1. via the passionate appearance.

2. via the leader's level of self-awareness.

An illustration is proposed.

Figure 19: Passion Appearance theory

PASSION APPEARANCE THEORY

PASSION authentic → lead by example
PASSION authentic → communicate emotions

MIRRORING

happy → ▲ ACTIONS
→ CONTAGIOUS
vulnerable → ▲ TRUST

PASSION APPEARANCE THEORY

PASSION fake → transactional / ego
PASSION fake → no communications

MIRRORING

obsessed → EMOTIONAL DISCONNECTION
unclear → ▼ TRUST
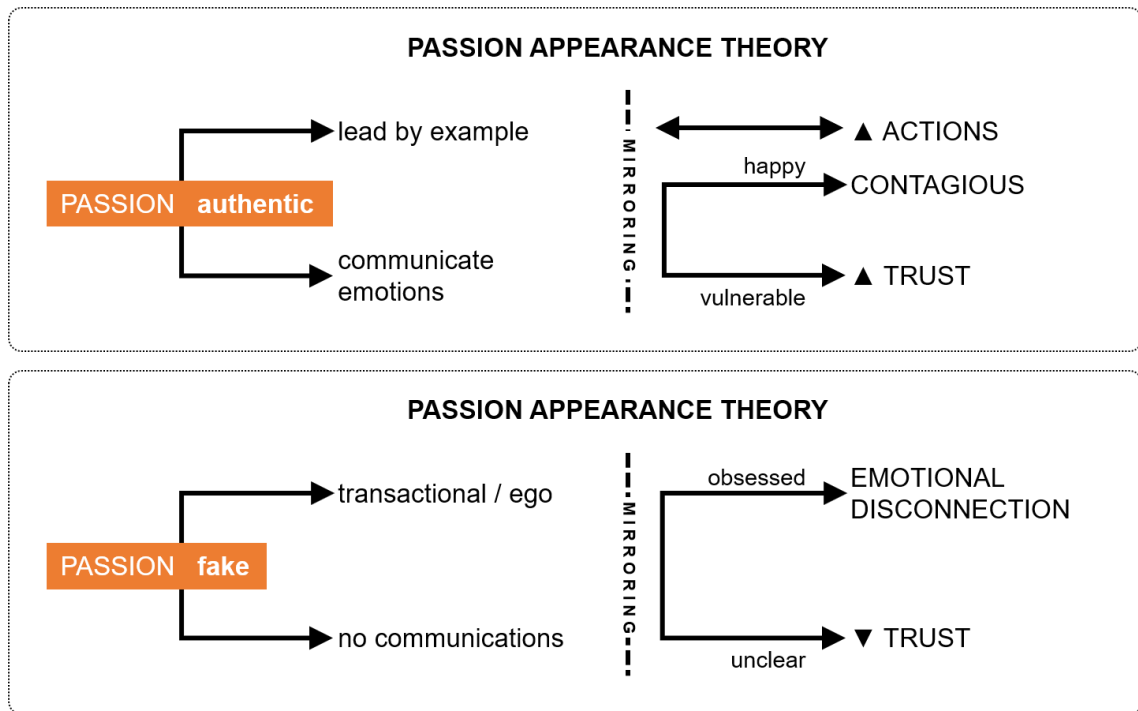
There are 2 ways a leader can appear which leads to different outcomes.

Authentic (high) passionate appearance or Fake (low) passionate appearance.

Whereas a prominent number (beyond 75%) of participants were clear in describing a passionate appearance just 9% commented on the opposite of a passionate appearance.

Authentic (high) passionate appearance

The concept of authentic (high) passionate appearance is closely linked to the following codes.

- "Showing vulnerability and emotions": 20/22 participants: 91% of the participants.

- "Leading by example": 18/22 participants: 82% of the participants.

- "Being authentic": 17/22 participants: 77% of the participants.

- "Communicating with transparency" 15/22 participants: 68% of the participants.

- "Communicating passionately" 10/22 participants: 45% of the participants.

Generally, a high passionate appearance was described as showing an authentic self, where leaders did not fear to display vulnerability and emotions, where they showed how it's done by leading by example, and communicated transparently and for some, passionately.

P2: *"You gotta be true to who you are. You gotta be authentic and you have to move on with what you want to do"*.

P13: *"Then I think people will see through that and that passion will not last. So a fake passion, uh, it doesn't work. So that's one part"*.

P15: *"You know, it's got to come from a really authentic spot and, uh, you need some of those ingredients"*.

P17: *"I mean, I think my joke as a brand, as myself, everybody is very authentic. That's how, people and get with us"*.

P18: *"I think that's more or less the, um, yeah, for me, authenticity is the transparency, being transparent about my feelings, um, and intentions."*, *"being transparent about, um, anything that does not go as I planned either because of my own fold or because of my assumptions were wrong, then I'm very transparent"*.

P9: *"Because for me actions speaks louder than words"*.

P10: *"So if I set rules, I'm the first one to follow the rules because I believe in them and it's celebrating success. Yeah, so that's what I said before. I mean, um, by example"*.

P11: *"And then again, providing the example, making decisions in a way that's consistent with, with that goal that we've set out"*.

P5: *"need to spread why you're doing what you are doing. I think the reason behind it, it should be clear"*.

P10: *"Um, communication. So you have to always tell what you expect by when do you expect it and why"*.

P4: *"Something with my body language or tone, my voice tone 'cause it doesn't necessarily need to be in front, but a, it's not necessarily the message itself, the transfer it, but something in the background of it or eh, I don't have to say it"*.

P11: *"So I think some people might say like, that guy is really, he is a, he's robotic, right?"*.

Fake (low) passionate appearance

The concept of fake (low) passionate appearance is closely linked to the following codes.

- "Looking transactional": 2/22 participants: 9% of the participants.

- "Showing ego": 2/22 participants: 9% of the participants.

Generally a low passionate appearance was described as appearing transactional, egocentric, and not communicating emotions.

P5: *"It's always difficult between your ego and you try"*.

P11: *"if I listen to my own ego like this, and that's what it's telling me to do is to, to say this or make this decision"*.

P15: *"You know, they're very linear, they're very rational. Um, they're very task orientated"*.

P18: *"You can manage by the numbers. You can be very objective. I guess objective is sort of the opposite of the passionate"*.

Applied to the 4 types of leaders, the following have been revealed.

Passionate leader

Considered to look authentically passionate and to have high level of self awareness.

By showing an authentic appearance (leading by example and showing emotions) and by keeping a high level of self awareness, they may drive engagement and may transfer their passion at work.

P3: "*Is also about communicating, uh, about sharing emotions*".

P10: "*It's lead by example. So if I set rules, I'm the first one to follow the rules because I believe in them and it's celebrating success*".

P13: "*I think a passionate leader is someone who is self-aware about what it is that makes them feel energised, alive, motivated*".

P14: "*When you are inspired and when, when you are passionate, basically it's, it moves from one one people to an other*".

Managerial leader

Characterised by a fake (looking transactional) way of looking with a high level of self-awareness.

By showing a fake appearance (not showing their authentic appearance, being transactional, looking ego-centric and by not showing emotions) and with high self-awareness, they may drive disengagement and may not be able to transfer their passion at work.

P11: "*I don't think that, um, I'm not very in a very expressive or emotional*".

P13: "*I think people will see through that and that passion will not last. So a fake passion, uh, it doesn't work*".

"*…they keep putting the energy in and they become very passionate about it, but they lack that awareness*".

P20: "*I can have new people come in, values and culture change, and I'm not aligned anymore*".

Sacrificial leader

Considered to look authentically passionate and to have low level of self-awareness.

By showing an authentic appearance (leading by example and showing emotions) and by keeping a low level of self-awareness, they can transfer their passion at work

P1: "*It's always like you have to show first uh, the mood that should be there*".

P11: "*I do think that there is an important element of, of leadership also in just the way that you described that vision, that mission. Um, so that it becomes contagious*".

P18: "*so I mean several things both with information but also with emotions*".

P19: "*Yeah, I am not really aware*".

Obsessive leader

Characterised by a fake way of looking and with a low level of self awareness.

By not showing their authentic appearance and with low self awareness, they drive disengagement and cannot transfer their passion at work.

P13: *"It's actually quite easy for me to lose my passion if I don't do what I just shared"*.

P14: "*I really need to see this dark side. It's really difficult to see us as, I don't see any option*".

P15: "*if you're faking it and you're inauthentic, people will see that very quickly. And um, you know, it's not sustainable*".

Understanding the PILIO model by moving to the 4th outer layer of the model:

#4. "Mask vs Let-Go" (passionate appearance) vs "Monitor vs Off guard" (self awareness)

The model described different situations where PILIO has certain impacts and proposes ways to responds to these impacts.

Figure 20: PILIO model – passionate appearance vs self awareness- stage 2
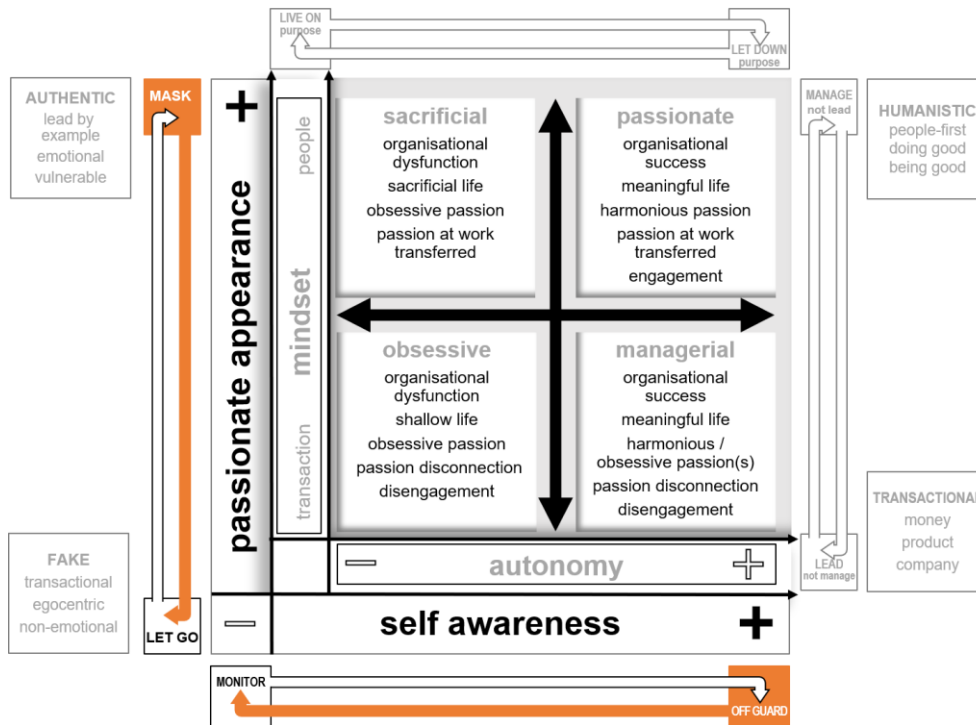
The situations are related to

- Whether leader shows an "authentic" appearance or a "fake" one.
- Whether leader has high or low level of self awareness.

Reponses include

- To "Mask" an authentic appearance and therefore to fall into a "Fake" passionate appearance, looking transactional, non-emotional.
- To "Let-Go" of the fake appearance in order to show the authentic self and to lead by example.

The concept to "Mask" (faking passion) is closely linked to the following codes.

- "Being hypocritical": 1 /22 participants= 5% of the participants.

- "Keeping a poker face": 1/22 participants= 5% of the participants.

- "Looking inauthentic": 1/22 participants= 5% of the participants.

- "Playing a game" 1/22 participants= 5% of the participants.

P1: *"It presents something that for me it's a game that perfectly represents a company".*
P15: *"It has to come from the right place. So, uh, and if you're faking it and you're inauthentic, people will see that very quickly. And um, you know, it's not sustainable".*
P18: *"Some people prefer to try to poker face the whole time. Um, so as not to be transparent, I think some people might try to stone face or poker face the feelings because they don't want to look. Uh, I don't want to express their feelings because they're afraid to feel vulnerable".*

The concept of "Let-Go" is linked closely to the following codes.

- "Avoiding toxic and negative relationships": 3/22 participants= 14% of the participants.

- "Keeping people who share the vision, letting others go": 4/22 participants= 18% of the participants.

- "Keeping a thick skin": 1 /22 participants= 5% of the participants.

- "Exploring boundaries": 1 /22 participants= 5% of the participants.

P1: "*I challenge a few, I had to remove some members of the team to be honest, uh, because I felt that they were not because they were not good, but I felt that they were in impact or they were not much in personalities".*
P7: *"Sometimes you have to fire people and when you have to, when you have to have fire your friends, that's very tough. It's very intense, all of it".*
P11: *"I think it's that kind of integrity and alignment of, of that that people want to, people say, okay, and then if they say, okay, well I'm also aligned with what the, with the vision and the mission".*

Applied to the 4 types of leaders, the following impacts have been revealed.

Figure 21: PILIO model – 4 types of leader
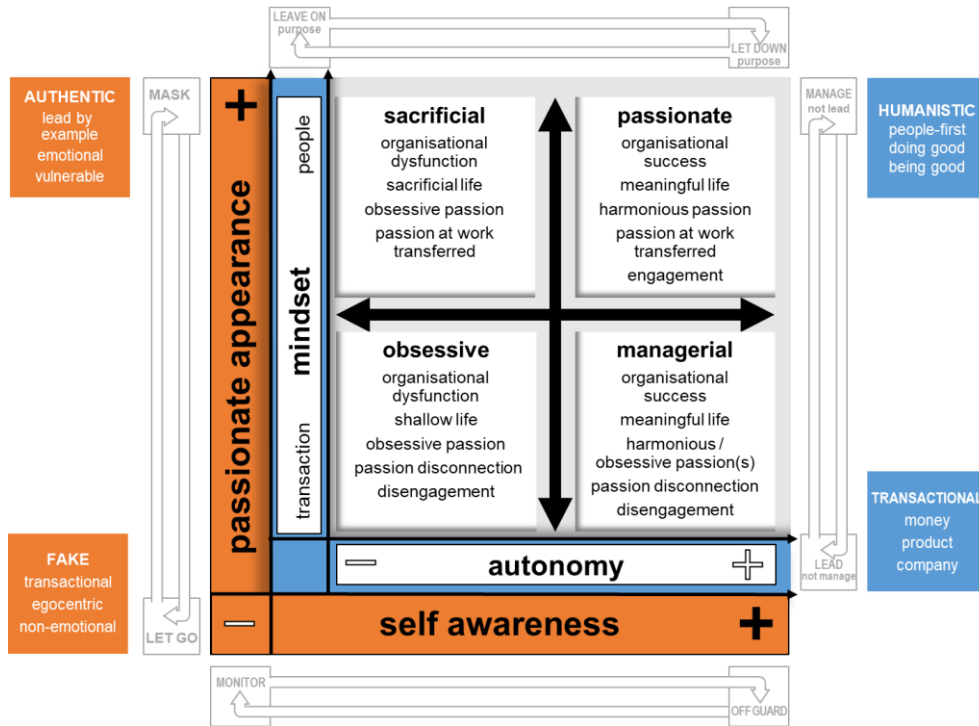
Passionate leader

A passionate leader who is perceived as authentically passionate and with a high level of self-awareness can have a less desirable impact on others when they "Mask" their authentic appearance, for instance when feeling that they need to hide their emotions, hence forced to communicate or to look transactional, moments like these are when they become less self-aware and in doing so let their internal guards down making them enter a state of being 'Off-guard'.

P11: "*If I listen to my own ego like this, and that's what it's telling me to do is to, to say this or make this decision, but actually no that it's probably like if I weren't, if I were to get rid of that voice within my head*".

P18: "*Some people might try to stone face or poker face the feelings because they don't want to look. Uh, I don't want to express their feelings because they're afraid to feel vulnerable*".

When "Masking" their passionate appearance, the passionate leader can respond to this by "Letting-go". An example of this may be achieved by being mentored, coached or being trained. When losing self-awareness, taking leaders into an "Off-guard" state, they may "(self) Monitor" their behaviour, especially in instances whereby asking peers for some feedback or asking for some executive coaching.

P11: *"I'm trying to think about what, what would be the indicator?"*.

P14: *"I really need to see this dark side. It's really difficult to see us as"*.

Managerial Leader

A managerial leader who is described as fake (transactional) looking with a high level of self awareness may have an undesirable impact on others given their "Fake" transactional appearance, lacking emotions or focused on the money, the company or the product, and they may become less self aware, hence letting their guards down.

To counter their fake (transactional) passionate appearance, managerial leader can "Let-go". For example, they may get some help from a mentor, an executive coach. When becoming "Off-guard" due to stress or any other adverse situations, they may "(self) Monitor" their behaviour, for instance by asking colleagues for some feedback or by getting some leadership development support.

P15: *"If you're faking it and you're inauthentic, people will see that very quickly. And um, you know, it's not sustainable"*.

P17: *"It's good to have somebody to check that you are on the right path"*.

Sacrificial leader

A sacrificial leader who is portrayed as authentically passionate with low level of self-awareness, may have an adverse impact on others when they have to "Mask" their appearance for instance when occulting their emotions or when asked to appear and to behave transactional, and because they are described as less self-aware, hence being 'Off-guard'.

P13: *"I actually wouldn't see so much. I wouldn't say, Oh, do you really think I'm that good at that? So I have some, I would have some doubts in my own abilities"*.

When appearing as transactional, sacrificial leader can fight this by letting go. This can be done with the support from internal or external experts. To combat their lack of self-awareness, sacrificial leader can (self) monitor themselves.

P5: *"There's a lot of people that are more talented than you, you can get advice from and okay, this is what you are doing is good"*.

Obsessive leader

An obsessive leader who is depicted as fake (transactional) looking with a low level of self-awareness, may have an unfavourable impact on others as they "Mask" their authentic appearance, for instance when they occult their emotions or when they are asked to appear and to behave transactional. They may also experience unwanted impacts on others because they are described as less self-aware, hence being "Off-guard".

P15: *"some of the leaders just don't have it. You know, they're very linear, they're very rational. Um, they're very task orientated"*.

When appearing as fake, obsessive leader can fight this by letting go, showing their emotions and allowing vulnerability to be seen. This can be done with the support from internal or external expert. To combat their lack of self-awareness, obsessive leader can (self) monitor themselves.

P18: *"I'm very excited when things are difficult, I look stressed and I talk about why I'm feeling stress"*.

4.7.3   The impact of PILIO, including a passionate appearance

Through continuous comparison of the codes vs codes, the categories vs categories, and the several theories emerging from the GTM (Charmaz, 2014), a map of the impacts generated by PILIO is proposed.

From the previous section on 'PILIO model and the 4 types of leaders', we revealed that the impact on the leader and the organisation is determined by the type of leaders (passionate, managerial, sacrificial, obsessive).

The impact from leader to employees is determined by the passionate appearance and the leader's level of self-awareness. To further develop on these impacts we need to identify the determinants of Passion In Leadership In Organisations. As proposed in the PILIO model, autonomy is a core component of PILIO as it provides the motivation for leaders to decide who to be and what to do.

PILIO model therefore suggests 2 scenarios:

a) Leader benefits from a state of independence at work: *autonomy*.

b) Leader lacks independence at work: *lack of autonomy*.

This section aims at describing the specific impacts identified in the GTM interviews. Data revealed that PILIO produces multidimensional impacts which are classified under 5 categories: Emotional, Cognitive, Behavioural, Physiological, and Spiritual.

The 5 categories of impact are illustrated in the following PILIO impact map, with one scenario where the leader has autonomy versus a second scenario whereby the leader lacks autonomy.

Figure 22: Impact of PILIO

SITUATION: state of autonomy:

Figure 23: PILIO impact map determined by autonomy
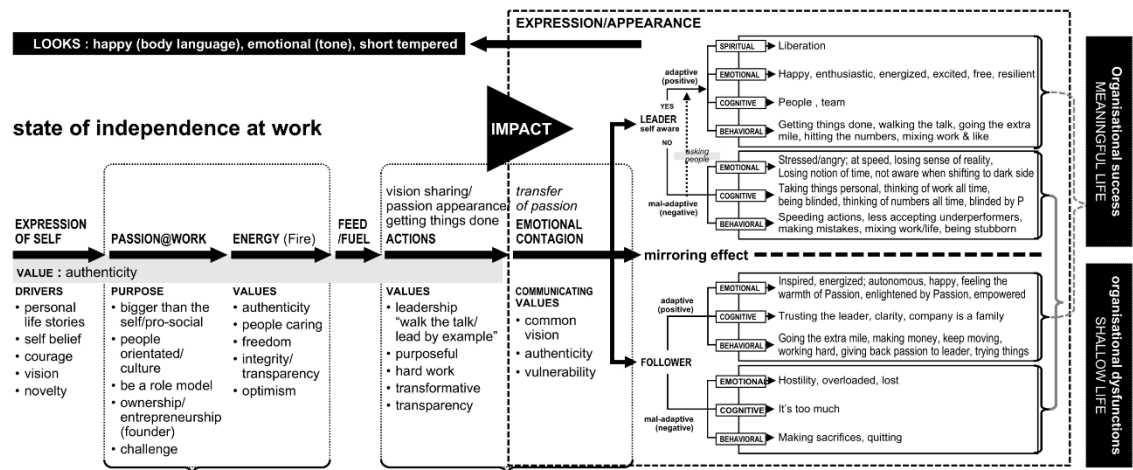
In this scenario, the leader is motivated by the expression of their authentic selves, sees work as a passion, a: fire-like energy that fuels their action and their authentic passionate appearance. This is the point where the leader's transfer of passion operates by means of communicating his/her values sharing their vision, showing authenticity and embracing vulnerability, living a meaningful life and bringing organisational success.

A phenomenon is revealed by the GTM data: a mirroring effect whereby the leader's impact affects similarly the employees. The nature of the impact depends on the state of self-awareness of the leader. Either impact is positive or negative:

▪ Adaptive (positive) outcomes are observed when the leader is self-aware resulting in experiencing a meaningful life, leading the organisation to success.

▪ Maladaptive (negative) outcomes were reported when the leader is not self-aware. This results in the leader experiencing a shallow life, leading the organisation to dysfunction.

Figure 24: Impacts revealed when the leader is in a state of self-awareness
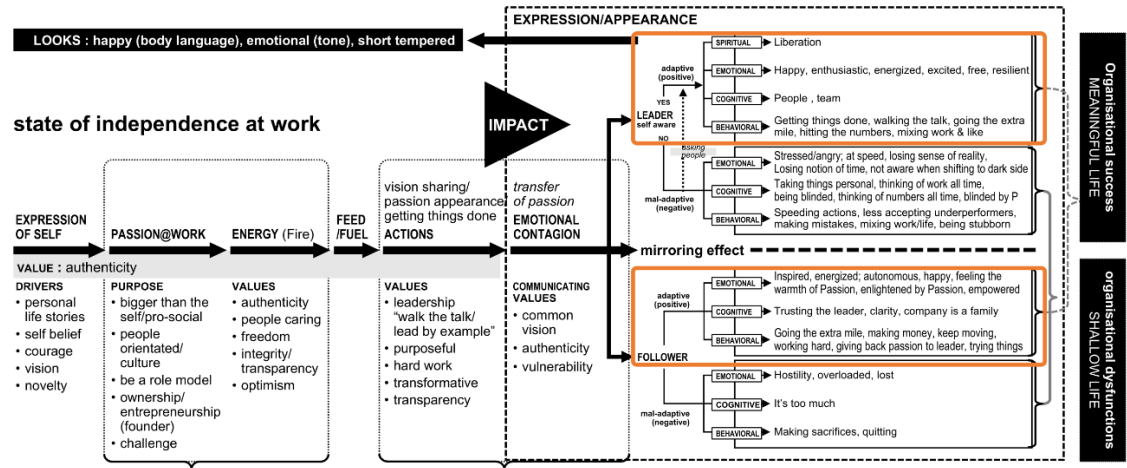
Emotional

Leader: feels happy, energised, free and resilient.

Follower: gets inspired, energise themselves, carried by the power of leader's passion.

The concept of adaptive (positive) emotional impact is closely linked to the following codes

- "Giving courage and resilience": 9 /22 participants= 41% of the participants.

- "Inspiring people": 9/22 participants= 41% of the participants.

- "Persuading through emotions": 3/22 participants= 14% of the participants.

- "Being in a state of flow": 2/22 participants= 9% of the participants.

P2: "*I have them keep moving forward. I inspire them to keep moving forward*".

P3: "*Makes you do things that you may be, you didn't think at the first, the first moment that you could even manage*". "*I mean you, you will trigger people well, emotions then*"

P4: "*I think that passion is something very, I don't want to say intellectual, but it requires a cognitive yeah. Flow in a way*".

P8: "*It's driven but it's driven with a bit of emotion*".

P10: "*The Passion In Leadership is that you constantly have a vision and are able to inspire others to see the same painting*".

P14: "*When it comes to the passion is that that's uh, the, the leader is passionate about what they do and then okay. The passion and the inspiration. It's, it's kind of a transfer transfers from, from a leader to the team*".

P19: "*When people would give up and would say, you know, now we're tired. We don't want to do this anymore. We've tried a while back for me, I would keep going and, you know, you should eat*".

P21: "*Yeah, there's like a flow. I think you get into that state of flow though. So, you know, I think about when I'm at like some peak passion, it might be something that we've just done a pitch and we know that it's gone incredibly well and we're feeling very excited that we're probably going to win that that client*", "*I think it's the ability, I mean my focused on what I've said up till now is very much the sort of the positive sides, but I think there is something about the ability to get up when you've been knocked down and keep going*".

Cognitive

Leader: keep thinking about the team and people.

Follower: Think they can trust the leader, that things are clear, and sees the company as a family.

The concept of adaptive (positive) cognitive impact is closely linked to the following codes.

- "Giving hope": 3 /22 participants= 14% of the participants.

- "Trusting a heartfelt leader": 2 /22 participants= 9% of the participants.

- "Keeping hope": 2 /22 participants= 9% of the participants.

- "Thinking critically": 1/22 participants= 5% of the participants.

- "Listening to inner voice": 1/22 participants= 5% of the participants.

P2: "*There's optimism and there's pessimism, you know, and I see a way out around*".

P8: "*I think part of the passion is yes, that transparency and the cascading of the sense of belief of the possibilities*".

P9: "*I think they feel it if it comes from heart, if it's really comes from heart and from your soul, uh, then they believe they trust into you*".

P11: "*I feel like I've been able to make more decisions more, right. The right the right way. But I definitely hear that, that other voice in my head. And, uh, the tipping point would be if I started making, listening to that and that other voice in there actually making decisions based on that*".

P16: "*Like you feel like you lost it all at some point. Right. And I would say, Mmm, yeah, I mean that, that's very dark day, but then the next day, I mean, something positive happens. Like a, a client wants a more project or, you know, yeah. So, so there's always things*".

Behavioural
Leader: get things done, lead by example by going the extra mile, bring work home.
Follower: go the extra mile, work hard, try things.

The concept of adaptive (positive) cognitive impact is linked closely to the following codes.

▪ "Passion fuels actions": 16/22 participants= 73% of the participants.

▪ "Driving actions": 10/22 participants= 45% of the participants.

▪ "Following a passionate leader": 8/22 participants= 36% of the participants.

▪ "Impacting the company's culture": 8/22 participants= 36% of the participants.

▪ "Going the extra mile": 6/22 participants=27% of the participants.

P2 "*You just want to keep going*".
P3: "*You know, the more you do it, the more it gives you energy back is, you know, the, energy. So that's, you can drive things forward more easily*", "*Passion is about also, you know, emotions that drive you and together, you know, it's a passion that drives you forward. Uh, you know, drives you forward and you might oversee some of, or the energy, well for an engine, um, um, um, that's, that drives you forward*".
P12: "*Inspired action comes from here, right? Inspired action comes from that deep seed*".
P14: "*When you are passionate, basically it's, it moves from one one people to an other*".
P20: "*I don't know. You wake up, you are just happy. You can smile. You take your breakfast, you have a time as a wife for kids and a, it's a normal day and they do that every morning. But, uh, and it's, um, your minds fills your body somehow. I don't know how to explain that and that, that is when you're not motivated*".
P21: "*It's allowed me to keep going for these years and I know a lot of people who give up and I don't give up*".

Physiological

No adaptive physiological outcome was gathered on physiological observed impacts when leader is in a state of self-awareness.

Spiritual

Leader: sense of liberation.

Follower: no adaptive spiritual outcome was collected when leader is in a state of self-awareness.

The concept of adaptive (positive) spiritual impact is closely linked to the following codes

- "Being spiritual": 1/22 participants= 5% of the participants.

- "Listening to inner voice": 1/22 participants= 5% of the participants.

- "Making the most out of life": 1/22 participants= 5% of the participants.

- "Navigating the journey": 1/22 participants= 5% of the participants.

P6: *"It feels good because it feels I feel empty and yet I feel full. Um, and so, you know, it's very liberating to sleep that way".*

P11: *"I definitely hear that, that other voice in my head. And, uh, the tipping point would be if I started making, listening to that and that other voice in there actually making decisions based on that".*

Figure 25: Impacts revealed when leader is in a state of lack of self awareness
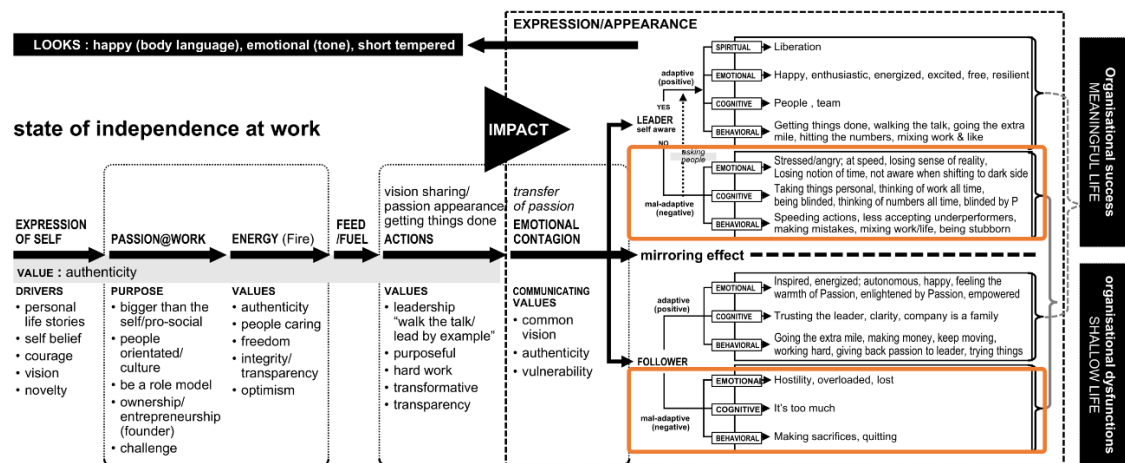
Emotional

Leader: feeling stressed, at speed, losing sense of reality.

Follower: feel hostility from the leader, overloaded and lost.

P3: *"All of a sudden because you were sort of, you know, a little bit blinded".*

P18: *"I mean this a few times in my working life, it's just not a common thing, but it has happened that I've been overstressed and over strained and not coping*".

Cognitive

Leader: think of work non-stop, taking critiques and issues personally.

Follower: think work is too much.

P1: *"Then you should disconnect. I want so much to do. The thing that I was dreaming about it, I was excited too. I didn't want to go to bed and I was exciting to, to be already, uh, in the next morning to start all the things I wanted to do*".

P10: "*If you're passionate, you tend to overload an organisation*".

Behavioural

Leader: fire people, commit mistakes, immerse themselves at work included at home, become stubborn.

Follower: quit their job, sacrifice personal lives.

P10: "*I think sometimes you leave people on the way*".

P14: "*I have really sacrificed my, I really haven't been been able to take care of myself when it comes to the health*".

Physiological

Leader: self-neglected physical health: sleep deprived and poorer diet.

Follower: no outcome gathered when leader is in a state of lack of self awareness.

P13: "*So physically they may not look after you know, what they're eating or physically exercising. So the kind of things that we need to do for our own well-being, social relationships, but all that time gets set aside to try and achieve the goals*".

Spiritual: no outcome gathered when leader is in a state of lack of self awareness.

SITUATION: state of lack of autonomy:

Figure 26: PILIO impact map determined by lack of autonomy
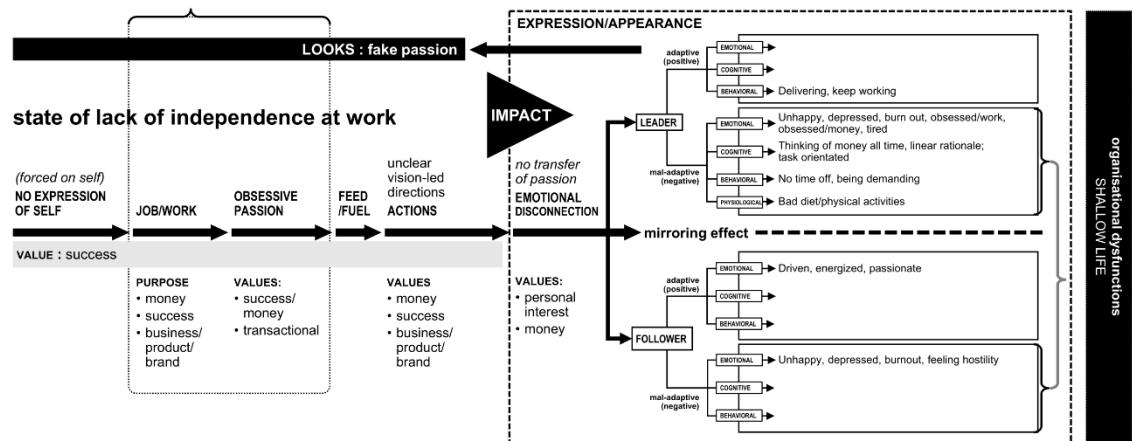
In this scenario, leader being forced by internal or external forces see work as a job, may become obsessively passionate driven by success, money and transactions, which fuels their action focussed on the business, the product and the brand to make money, generating a less or inauthentic passionate appearance, some would qualify as faking passion. This is the point where the leader emotionally disconnects from their followers, focuses on personal interest and money, living a shallow life and bringing organisational dysfunction. The phenomenon of mirroring effect whereby leader's impact affects similarly the employees seems to also operate in the situation of lack of autonomy.

Figure 27: Impacts revealed when leader is in a state of self awareness
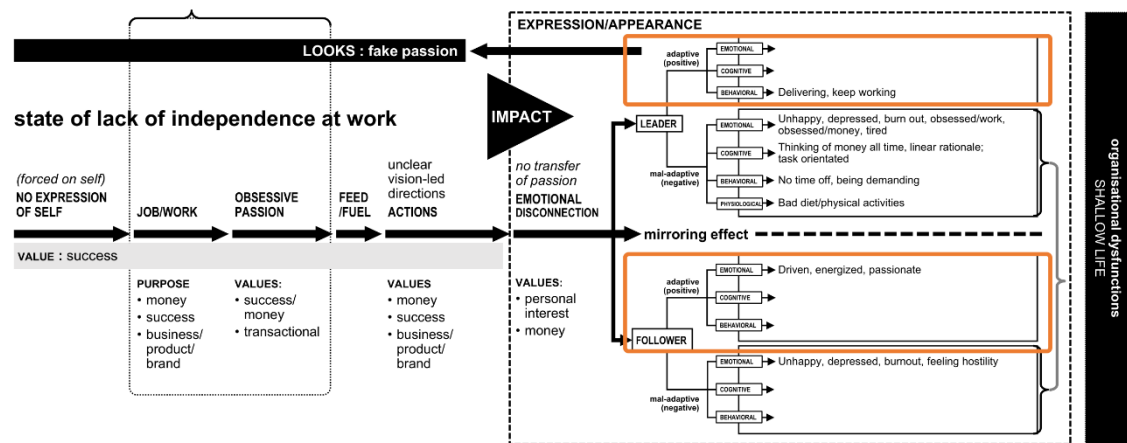
No sufficient data were generated to reveal adaptive (positive) outcomes when leader lack autonomy and is in a state of self awareness.

Figure 28: Impacts revealed when the leader is in a state of lack of self awareness
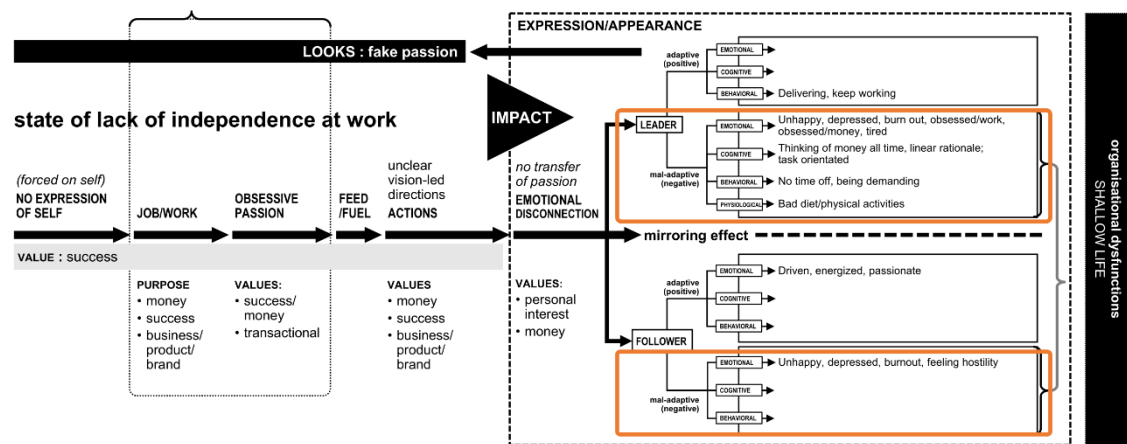
When lacking autonomy and self awareness the following impacts were discovered.

Emotional

Leader: feels unhappy, depressed, burnt out, obsessed with work and money.

Follower: are unhappy, depressed, burnout and feel some hostility from the leader.

The concept of maladaptive (negative) emotional impact is linked closely to the following codes.

- "Experiencing stress": 9/22 participants= 41% of the participants.

- "Burning oneself by Passion": 1/22 participants= 5% of the participants.

- "Feeling overwhelmed": 1/22 participants= 5% of the participants.

- "Destructing team's morale": 1/22 participants= 5% of the participants.

P1: *"And they were like a depression in this company and they were more than 1000 employees and they were all depressed even if you're passionate, it kills you when people or depressed complaining a lot".*

P2: *"They see me all stressed out and they said, stop being stressed. You're making us stress. So, you know, it backfires".*

P7: *"Recently it comes to my mind, some kind of fire metaphor in the sense that it can, you know, hit things out, but also it can burn. It can burn, This is what I, what I do like because it's like, you know, these loop that you have to close because either if it goes, uh, it can burn you, but if it goes down it can destroy you".*

P15: *"You know, somebody who's extremely passionate about something, it can become overbearing".*

P18: *"Yeah. I mean this a few times in my working life, it's just not a common thing, but it has happened that I've been overstressed and over strained and not coping".*

Cognitive

Leader: keep thinking about money, thinking about task.

Follower: no data collected.

The concept of maladaptive (negative) cognitive impact is closely linked to the following codes.

- "Being obsessed with Passion": 9/22 participants= 41% of the participants.

- "Wanting things to be perfect": 2/22 participants= 9% of the participants.

- "Being seen as hostile" : 1/22 participants= 5% of the participants.

P1: *"And I would say that passion is also about when, uh, this part of my life, like this is every time. Like even if I'm in a dinner with friends like that, I'll think about it as though there's something that I can do that's like, like I would your friends or you will tell you though, thinking about your company and, and maybe sometime talking too much about your company, um, people maybe don't want to hear that".*

P11: *"If people get passion or I'll call it maybe, maybe the, the, the negative connotation of that is obsession, right".*

P13: *"I've been spending so much time on this passion and I can feel now this passion rather than energising me is draining me or is, it's the only thing that I think about all the time".*

P15: *"Really direct approach can be seen as hostile, which is the dark side passion I suppose".*

Behavioural

Leader: not taking time off, being demanding with followers.
Follower: no data collected.

The concept of maladaptive (negative) behavioural impact is closely linked to the following codes.

- "Stepping into the dark side": 8/22 participants= 36% of the participants.

- "Sacrificing self": 7/22 participants= 32% of the participants.

- "Needing to work non-stop": 1/22 participants= 5% of the participants.

- "Becoming pushy": 1/22 participants= 5% of the participants.

- "Controlling things": 1/22 participants= 5% of the participants.

P5: *"Uh, if you are going in the wrong way, we know that Passion sometimes can also drive people to wrong ways", "For this is going to cost you some, some things and a lot of are going to come to work for your startup, you're not paying them salary, you're not the salary they get. They can get better".*

P6: *"I've given up a high paying job, Mmm. To choose".*

P8: *"I do think that a single-minded approach to a passion, um, if, that's at the cost of all elf else can be a dark side, that you can be too passionate about what you're trying to achieve and then slightly forget about some of the other bits that you need".*

P11: *"I'm just part of the team and, you know, willing to do whatever it takes to get results. Yeah. I dunno. It's so for me it's like kind of sacrificing physical comfort in order to try to achieve a mission".*

P14: *"I've obviously seen kind of downsizes of, of that. Just like what I've been sacrificing. Uh, I don't like, you know, I don't have free time, but obviously I have the friends who I've, I've always had the, the true ones. But the kind of a downside definitely is you say that I have really sacrificed my, I really haven't been been able to take care of myself when it comes to the health".*

P15: *"Well, I'll sacrifice an awful lot to be part of making that happen".*

P10: *"I know, you know, when, when I don't sleep well, when, uh, um, I drag myself to a meeting or to a client or to a board meeting where you feel forced to".*

P11: *"you know, goals or, or values or things like that that aren't in the best interest of the company are in then, then that can be really destructive".*

Physiological

Leader: self-neglected with him/herself.

Follower: feels overwhelmed.

The concept of maladaptive (negative) behavioural impact is linked closely to the following codes.

- "Self neglecting": 5/22 participants= 23% of the participants.

- "Feeling overwhelmed": 1/22 participants= 5% of the participants.

P13: *"So physically they may not look after you know, what they're eating or physically exercising"*.

P14: *"I've obviously seen kind of downsizes of, of that. Just like what I've been sacrificing. Uh, I don't like, you know, I don't have free time, but obviously I have the friends who I've, I've always had the, the true ones. But the kind of a downside definitely is you say that I have really sacrificed my, I really haven't been been able to take care of myself when it comes to the health"*.

P15: *"You know, somebody who's extremely passionate about something, it can become overbearing. If somebody's really passionate about something and they're obsessed with it and they're just on it all the time, you know, that can also be a bit exhausting I think"*.

Spiritual: *no data collected.*

4.7.4   The dark side of PILIO

Passion In Leadership In Organisations (PILIO) model suggest impacts on leaders, employees, and the organisation. Data reveal a dark side of passion. The figures in this section illustrate the way PILIO manifests its maladaptive, negative outcomes.

Data as per the NVivo codes below, reveal 2 main themes under the dark side of passion in leadership

a) A dark side of PILIO cycle continuum of 'Losing against Dark Side of PILIO' and 'Fighting the Dark Side of PILIO' are at the two opposite ends of the spectrum.

b) Multidimensional characteristics of the dark side of PILIO.

We will first explore the dark side of PILIO continuum of PILIO (the DSPC), then we will unpack the characteristics of the dark side of PILIO.

Dark side of PILIO continuum of PILIO: the DSPC

This study reveals how PILIO manifests its less adaptive side or maladaptive side (Williams et al., 2020) of passion and its impact on leadership.

PILIO operates in a continuum where the leader either stands in the dark side of PILIO, which refers to the non- or less-adaptive type of PILIO or the leader stands in the bright side, which refers to the adaptive type of passion.

This is represented hereafter to the left of the spectrum: dark referring to the dark side, or the maladaptive side of PILIO and to the right of the continuum: bright which refers to the bright side of passion, or the adaptive one.

Figure 29: Dark side of PILIO continuum of PILIO : the DSPC
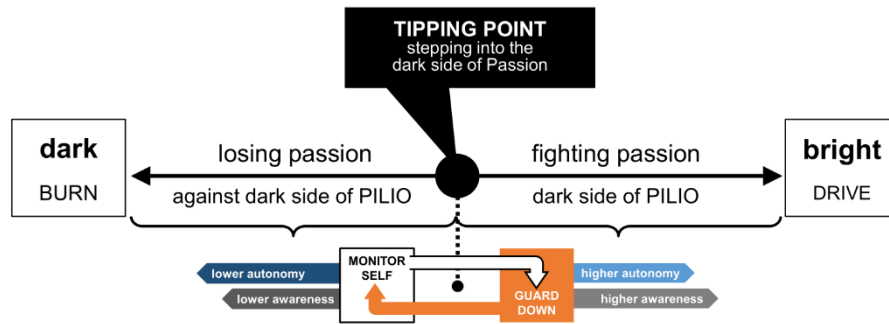
Looking at the codes on NVivo, and after comparing these with the memos and the PILIO concept map, data revealed that the leader can either fight the dark side of PILIO by monitoring themselves, or the leader loses the fight against the dark side of PILIO by letting their guards down.

The concept of maladaptive (negative) outcomes caused by the dark side of PILIO is linked closely to the following codes

- "Letting guards down": 10/22 participants= 45% of the participants.
- "Low awareness": 6/22 participants= 27% of the participants.

P7: *"Passion maybe it has some danger, which is that it also can become blind you that, you know what I mean?", "It can, it can, it can take you, uh, it is like, it, it reduces your, your, um, your awareness.", "But if you love it, your idea too much, it also is dangerous because you'll lose, um, a sense of awareness and you may be, uh, losing a lot of use of information and you may not see the, you know, the signals nah telling you that you have to um, steer that you have to move in another direction".*
P8: *"I do think that a single-minded approach to a passion, um, if, that's at the cost of all else can be a dark side. I that you can be too passionate about what you're trying to achieve and then slightly forget about some of the other bits that you need".*
P13: *"They become very passionate about it, but they lack that awareness of their, of looking after their own needs because if their attention is fully on this passion and they've connected their sense of success or well-being or what they need to do in life just with achieving, this is one goal that they're passionate about, to the detriment of their own well-being or to the detriment of things like important plus relationships".*
P14: *"Right. I really need to see this dark side. It's really difficult to see us as, I don't see any option".*

P18: *"I mean, it's particularly example I talked about that only happened once and I guess that happened because I was not aware enough in the build up up to it"*.

P19: *"I didn't know where to stop."*, *"I cant' feel it in that moment, but like now I can feel it. I can feel it in my body is run down completely. Yeah. It's forced, you know, see our bodies give us hints, which I believe in, you know, over time. But at the moment I didn't listen to it as much and it just, you know, shows me false feeling of being sick."*, *"I am not really aware. I do know. I do know, you know, I wear work, keep working. I do know I need to take a break"*.

Tipping point

This refers to the moment where the leader shifts from the right side of the continuum to the left side. It is the point where they take a 'step into the dark side of passion' where their guards are down, in a state of low attention and low awareness of the self and of others, and where no or poor monitoring is operated.

P5: *"Passion sometimes can also drive people to wrong ways"*.

P13: *"That's something that's emerged. And um, to reflect a little bit more about the fact that these passionate moments are these moments when I'm on this edge between, uh, something that's a little bit tricky or a little bit challenging, which even is on the edge of anxiety, stroke, excitement"*.

When leader steps in the dark side of PILIO, several characteristics of the dark side of PILIO are experienced. This is elaborated in the following section.

Multidimensional characteristics of the dark side of PILIO

Data reveal various negative impact caused by PILIO. The concept of maladaptive (negative) outcomes triggered by the dark side of PILIO is closely linked to the following codes represented in the figure below. The predominant ones are

"Ruminating thoughts, obsessions": 12/22 participants= 55% of the participants

P1: *"So I feel that I was losing time and then so jet lag, then you should disconnect. I want so much to do. The thing that I was dreaming about it, I was excited too. I didn't want to go to bed and I was exciting to, to be already, uh, in the next morning to start all the things I wanted to do. You, I would say I am someone that is overthinking".*

P11: *"If people get passion or I'll call it maybe, maybe the negative connotation of that is obsession".*

P12: *"It's something that gets your attention and keeps your attention".*

P13: *"I can feel now this passion rather than energising me is draining me or is, it's the only thing that I think about all the time".*

P15: *"It's the emotional connection and it's a bit of obsession".*

"Blinding judgment": 9/22 participants= 41% of the participants

P3: *"If you're passionate and, um, I sometimes you might, you know, uh, lose a little bit to the reality, uh, meaning you know, you, you, you, your passion, you know, drives you forward and you might oversee some of, you know, the, the reality challenges. Uh, um, and, and you could wake up all of a sudden because you were sort of, you know, a little bit blinded, uh, by, you know, your dreams, your, vision".*

P4: *"I'm very passionate and very emotional about it sometimes takes me a lot of time to zoom out and think cold, in a cold manner, like never rationally, eh. So I would say that the dark side of passion is that sometimes it distracts you from, from a calculated and rational thought".*

P7: *"Passion maybe it has some danger, which is that it also can become blind you that, you know what I mean? If, passion is not a, let's say in the right direction, he can make you, uh, not seeing things".*

P14: *"When it comes to seeing that it's really difficult to see".*

"Being impatient": 8/22 participants= 36% of the participants

P1: *"Because you don't have time because like you have something this book over. I don't have time to read this book because I'll And there's so many things to do where you have, uh, a kind of have time. I cannot do it, we only have two weeks. I will never".*

P4: *"It requires you to control your adrenaline, so for example when you start the run, you have a rush of adrenaline and you really feel like you want to give all, you can and run as fast as the wind. Then the challenge, the true challenge is to just slow down and not give your 100%".*

P10: *"So maybe the slow, the slow thinkers, the slow processors, they first need to look at things 10 times. So sometimes I think you might lose those team members. So think these could be some downsides of passion when, when passion is, uh, is not fulfilled or is not achieved in, in that particular time that you want to. You are, you know, you're shine and you are upright. You, uh, invincible is too much. But, um, it's, it's that you're on that, you know, um, on the race track and, and things just go fast and good".*

P15: *"I've been very outcome focused, um, and perhaps a bit impatient with lack of performance".*

P20: *"Even though we have a lot of things to build, but it feels very much more, I'm saying something, uh, and uh, and you don't see the execution as fast as you would like it to be".*

"Stepping into the dark side": 8/22 participants= 36% of the participants

P5: *"If you are going in the wrong way, we know that Passion sometimes can also drive people to wrong ways".*

P13: *"That's something that's emerged. And um, to reflect a little bit more about the fact that these passionate moments are these moments when I'm on this edge between, uh, something that's a little bit tricky or a little bit challenging, which even is on the edge of anxiety, stroke, excitement".*

"Experiencing stress": 7/22 participants= 32% of the participants

P2: *"They see me all stressed out and they said, stop being stressed. You're making us stress. So, you know, it backfires".*

P3: *"sometimes we use it, the uh, the work stress".*

P9: *"Quite exciting and challenging, uh, time. Uh, but finally I, uh, keep it there because mostly it was quite stressful".*

P13: *"And is actually on the edge of being comfortable and actually being a little bit anxious"*.

P17: *"What is it that he is like everybody as he can be stressed but at the same time"*.

P18: *"a few times in my working life, it's just not a common thing, but it has happened that I've been overstressed and over strained and not coping"*.

"Showing anger": 6/22 participants= 27% of the participants

P6: *"I also now see anger as a part of passion, anger from a, I don't know if I would want to call it negative anymore. Uh, it's an expression. But um, I see that anger rage can also be a part of passion"*.

P10: *"Passion sometimes can turn into anger. So then I definitely think that passion has turned into either anger or dissatisfaction or disillusionment"*.

P18: *"And at least once it's that it happened that that caused me to be upset and verbally expressed discontent with, uh, someone on my team, someone on the management team even. I think it's, it cut much deeper than if it would be a, could of been a common thing. So the person felt hurt, the people who saw it or were part of the conversation, they were like shocked"*.

 "Accepting suffering inflicted by Passion": 6/22 participants= 27% of the participants

P1: *"It can also bring some times when you fell to depression. Uh, it can also take huge you, um, maybe uh, your, your social lives. Maybe you can have an impact in your social life because when you finish late and then your husband or you want to see your friends or you will tell you though, thinking about your company and, and maybe sometime talking too much about your company, um, people maybe don't want to hear that. Um, and again, stress, stress, like my health was quite, uh, impacted"*.

P3: *"And then the energy that comes out from that can be negative because you suffer, you know, it's part of the passion"*.

P7: *"Recently it comes to my mind, some kind of fire metaphor in the sense that it can, you know, hit things out, but also it can burn. It can burn*
This is what I, what I do like because it's like, you know, these loop that you have to close because either if it goes, uh, it can burn you, but if it goes down it can destroy you".

Main codes were then classified together revealing a multidimensionality quality to the dark side of PILIO where perceived outcomes are reportedly behavioural, cognitive,

emotional, physiological and physical. An illustration below is proposed to see the link below NVivo codes and the five dimensions.

Figure 30: Multidimensional characteristics of the dark side of PILIO
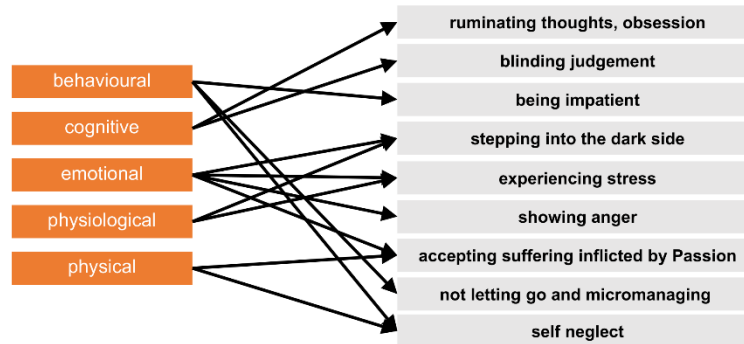
PILIO seems to affect leaders and employees at multiple levels.

At Cognitive level:

"Ruminating thoughts/obsession" "Blinding judgement" reveal the obsessive quality of passion (Vallerand et al., 2003) when leader is obsessed with work (10/22 participants, i.e 45% of respondents), working non-stop (6/22 participants, i.e 27% of respondents) and feeling overwhelmed (1/22 participants, i.e 5% of respondents).

P1: *"Then you should disconnect. I want so much to do.", "Work over nights or weekends and one is the case...member of my team is calling me, uh, sending you a whatsapp at10:00 PM on the weekend, they know that I will answer".*

P5: *"Just like running like a robot everywhere".*

P13: *"They keep working, working, working all the time to the point of, um, kind of collapsed".*

P15 *"You know, he's obsessed with great ideas, great execution".*

P18: *"In the past, uh, I work too much".*

"Blinding judgement" reveals predominantly the loss of sense of reality (4/22 participants, i.e 18% of respondents) and judgments being blinded (4/22 participants, i.e. 18% of respondents).

P3: *"You could wake up all of a sudden because you were sort of, you know, a little bit blinded ... you lose reality".*

P4: *"It sometimes takes me a lot of time to zoom out and think cold, in a cold manner, like never rationally, So I would say that the dark side of passion is that sometimes it distracts you from from a calculated and rational thought".*

At emotional level:

"Stepping into the dark side", "Experiencing stress", "Showing anger", and "Accepting suffering inflicted by Passion" reveal the emotional side of passion (Chang, 2004), (Vallerand, 2015) when leader or employee "Shows anger and jealousy" (6/22 participants, i.e 27% of respondents), "Suffers from being passionate " (2/22 participants, i.e. 9% of respondents) and "Bears aspects of work" (2/22 participants, i.e. 9% of respondents).

P6: *"It's an expression. But um, I see that anger rage can also be a part of passion".*

P9: *"If somebodies is jealous of for you're doing internally now, which means you are, you are successful internally and their jealous or what he's doing and then they thought making problem".*

P10: *"I definitely think that passion has turned into either anger or dissatisfaction".*

At behavioural level:

"Being impatient" reveals the side of the leader that 'enjoys speed and action' (2/22 participants, i.e. 9% of respondents).

P1: *"And there's so many things to do where you have, uh, a kind of have time. I cannot do it, we only have two weeks".*

P8: *"So rather than turning a tank around with big presentations and political dialogue and negotiation to get your way, this literally is you say what you want to do and you start doing it".*

P10: *"I think sometimes people must've thought, my goodness, what is this guy doing? What is this guy talking about? Because you just want to do so many things in one day".*

"Not letting go/Micromanaging" relates to the aspect of the leader "Wanting things to be perfect" (2/22 participants, i.e. 9% of respondents), "Struggling to let go" (2/22 participants, i.e. 9% of respondents) and "Controlling things" (1/22 participants, i.e. 5% of respondents).

P2: *"But I was such a perfectionist. I was very down on myself for a very long time because I want everything perfect. I'm such a perfection. I want this perfect, perfect, perfect".*

P10: *"Then passion, as I said, is also daily grind. Doing the same thing over and over again. It's like small children. You can read the same books 10 times and 20 times and they feel like it, so it's that repetitiveness that leads to perfection and perfection is another expression of passion for me"*.

P17: *"I mean the way that sometimes it's dark side because it's very hard to let people go when they are not performing well ... you really believe in people and you believe that they can do better because you know that they can do better. Sometimes I just don't want, sometimes it's the also the line to say, okay, we need to let it go"*.

At physical level:

"Self-neglecting" mentioned by 5/22 participants i.e. 23% depicts the careless attitude of leaders vis a vis their diet, their exercises, and their social lives, where priorities if given to their passion at work.

P13: *"So physically they may not look after you know, what they're eating or physically exercising. So the kind of things that we need to do for our own well-being, social relationships"*.

P14: *"The kind of a downside definitely is you say that I have really sacrificed my, I really haven't been able to take care of myself when it comes to the health, you know, um, some, um, some, uh, I would say 50 kilos heavier for example"*.

P18: *"For me, it's, it's normal to, to work a lot. But I know that it was too much because I was, um, getting ill and I could feel that I was, didn't have enough energy to take care of myself"*.

At physiological level:

"Stepping into the dark side" mentioned by 8/22 participants, i.e. 36%.

"Experiencing stress" mentioned by 7/22 participants, i.e. 32%.

P10: "Well I don't sleep well, … I drag myself to a meeting."

P18: " It has happened that I have been overstressed and overstrained."

Table 15: Dark side of passion in leadership

DARK SIDE OF PASSION IN LEADERSHIP	21	837
A. Characteristics of dark side of PILIO	**21**	**369**
Blinding judgement	9	41
Losing sense of reality	*4*	*29*
Passion for the wrong	*1*	*1*
Ruminating thoughts, obsession	12	82
Working non stop	6	34
Needing to work non stop	*1*	*2*
Being obsessed by work	*2*	*4*
Not disconnecting from work	*1*	*13*
Feeling overwhelmed	1	2
Being obsessed with work passion	10	46
Ruminating about work, team	*2*	*2*
Being single minded with one passion at work	*1*	*2*
Playing in the head non stop	*1*	*5*
Keeping one focused	*1*	*1*
Keeping work in mind	*4*	*24*
Self neglecting	5	9
Behaving harshly	2	8
Becoming pushy	*1*	*2*
Forcing own view on people	*1*	*5*
Not letting go and micro managing	6	25
Wanting things to be perfect	*2*	*10*
Controlling things	*1*	*10*
Involving in everything	*1*	*1*
Struggling to let go	*2*	*4*
Taking risks	3	4
Risking own neck	*1*	*2*
Accepting suffering inflicted by Passion	6	108
Burning oneself by Passion	*1*	*4*
Suffering health issues	*2*	*12*
Affecting social life	*1*	*9*
Bearing pain	*2*	*4*
Bearing aspects of work	*2*	*49*
Putting up with negative impacts on self	*1*	*7*
Suffering from being passionate	*2*	*16*
Suffering from passion	*2*	*7*
Being impatient	8	42
Slowing down	*3*	*15*
Limiting time	*2*	*10*
Enjoying speed and fast actions	*2*	*13*
Showing anger	7	21
Showing anger and jealousy	*6*	*13*
Stepping into the dark side	8	12
Struggling with directness	1	4
Affecting business outcomes	2	2
Experiencing stress	7	9
Thinking on your own, alone	1	2

B. Losing against dark side of PILIO	**13**	**33**
Letting guards down	10	18
Stepping into the dark side	*8*	*12*
Taking things personally	*3*	*4*
Showing ego	*2*	*2*
Low awareness	6	15
Losing self awareness	*5*	*14*
Searching for own identity	*1*	*1*
C. Fighting the dark side of PILIO	**21**	**435**
Monitoring the self	17	72
Monitoring the self by asking others	4	11
Monitoring dark side by asking others	*2*	*2*
Asking people's feedback	*1*	*6*
Sense-checking reality with people around	*1*	*3*
Self monitoring	16	61
Monitoring oneself thru self awareness	*14*	*31*
Controlling your instincts	*1*	*8*
Reassessing Passions at work	*1*	*6*
Not taking things personally	*1*	*1*
Learning from mistakes	*5*	*7*
Bettering leadership with age	*2*	*7*
Being in the moment	*1*	*1*
High awareness	19	363
Knowing oneself	16	178
Knowing own's values	*2*	*3*
Having awareness	*8*	*29*
Going back to one's personal story	*14*	*102*
Putting things in perspective	*4*	*29*
Fighting your own demons	3	27
Controlling your instincts	*1*	*8*
Controlling your emotions	*2*	*15*
Self preservation	5	22
Self-caring	*3*	*14*
Connecting with Passion thru self caring	*1*	*11*
Taking a break	*2*	*2*
Putting oneself first	*1*	*4*
Self-loving	*1*	*2*
Reflecting on learning	15	136
Learning daily	*10*	*57*
Learning to adapt	*7*	*20*
Loving to learn	*4*	*24*
International experience	*10*	*25*

4.7.5   Passion lifecycle, incl. Passion-People-Energy flow

Passion lifecycle theory

PILIO model reveals the passion lifecycle theory illustrated by the figure below.

Figure 31: Passion lifecycle theory
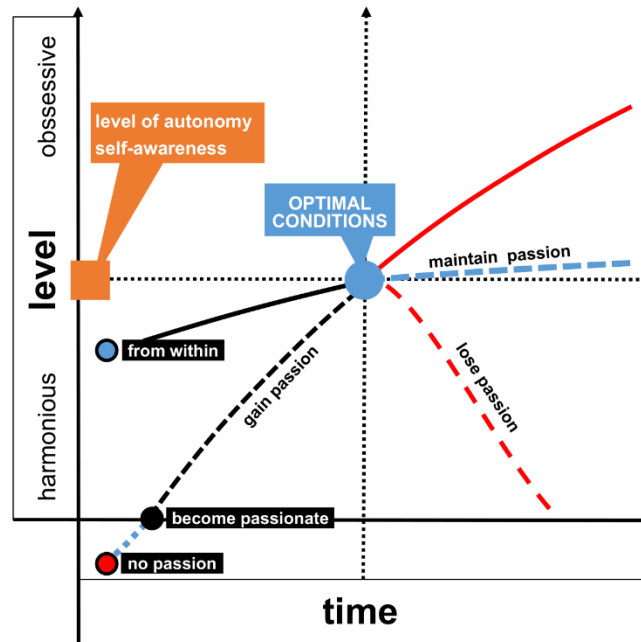
This theory would suggest a flow of PILIO through time, in function of the type of Passion: either Harmonious, or Obsessive.

Some individuals would have 'no passion' whereas some would have passion 'from within' Those without passion can 'become passionate', subsequently, they can either maintain, gain or lose their/some passion Those with passion 'from within' could either maintain, gain or lose their/some passion.

This theory indicates an optimal point where through time, passion has increased up to the point when it still remains a Harmonious Passion and not Obsessive. This is called the point of 'optimal conditions', achieved when leader looks authentically passionate and in a state of self awareness.

The concept of passion lifecycle is linked closely to the following 10 codes:

"Gaining Passion": 21/22 participants= 95% of the participants

This is mainly related to the following codes: "Valuating novelty", "Enjoying fun and challenges", "Regaining Passion through connecting with People", "Gaining Passion through positive energy", and "Increasing Passion by growing career", "Actions bring Passion".

P3: *"You know, the more you do it, the more it gives you energy back is, you know, the, you do something passionately".*

P8: *"So moving into a world that I knew nothing about has been absolutely fascinating".*

P9: *"So I could push my passion forward to a large organisation".*

P11: *"I really enjoy working, you know, around the world and different cultures and that kind of thing".*

P13: *"So for me, it's to do with, um, I quite enjoy online platforms. I really enjoy things that are kind of fun and playful".*

P14: *"It's really crazy. It's really up to challenge and renew processes and, uh, and conquer. It's quite fun".*

P19: *"Having those challenges? Having you knew it helps me to wake up in the morning. I don't really know how to explain it, but it's like, yes, I do love a good challenge".*

P21: *"So I think passion for me actually is, um, the new and, and being pioneering.", "It's about bouncing around other people. I think for me, even though I am a bit more introverted, there is this extroverted side of me that I love to be around other people".*

P22: *"And you get to touch many different parts of business. And I think that's really, really exciting. So let's say diversity, you have the role, a challenge. Uh, two things that I like the most about what I do".*

"Passion from within": 18/22 participants= 82% of the participants

This is mainly related to the following codes: "Motivating from the inside", "Ambitious drive", "Feeling a Passion inside", "Having a Passion for a vision", "Believing an idea", "Chasing dreams".

P2: *"Have my passion inside me, like when I'm dancing, I mean I, I give my 120% all my 150% off. That's where the passion lies".*

P4: *"Eh, intrinsic motivation. It's something that comes from your intestines"'*

P5: *"Courage to pursue your dream. That's the first thing."*

P8: *"I think to be passionate is to be driven from an inner belief in what you're trying to do."*

P10: *"Some people would say it's passion. Some people just say it's drive.", "The passion in leadership is that you constantly have a vision and are able to inspire others to see the same painting".*

P19: *"It's not something that you say, I've got to force myself to go and do. It's that something that you know, makes your heart beats a little faster".*

P22: *"It's not something that it is in my case. It's not something that comes from, uh, the outside because I don't know some, um, investor or shareholder or whatever like told me, you know, I do see something we needed to do. It has to come from within. I just, in my case, it has always come from within.", "I think it comes from within. Uh, yeah, it has to come from within. I mean, it's, it's, it's about believing in an idea".*

"Thriving around people": 14/22 participants= 64% of the participants

This is mainly related to the following codes: "Managing diversity", "Connecting with people".

P1: *"I was working with Portuguese, French in my team, uh, Indian, Syrian, uh, Jordan, uh, locals, uh, in your, 80 people Australian, so in the same team, every people think different based on the culture but also based on the personalities".*

P3: *"I mean, so something that goes back to my personality of, you know, actually liking to be together with people. Oh. To exchange stories, passions".*

P13: *"When you talk to people from different worlds, not just your passion but other, other people in their passion, it may trigger some idea too".*

P21: *"It's about bouncing around other people. I think for me, even though I am a bit more introverted, there is this extroverted side of me that I love to be around other people.", "It's about that sense of teamwork I think is a big passion for me as well".*

"Becoming passionate": 5/22 participants= 28% of the participants

This is mainly related to the process of becoming passionate which some CEOs call a process of 'learning to become passionate'.

P1: *"At the beginning I didn't like my job of management and I learned because how could, I could become passionate".*

P2: *"The passion leadership, if you either have it or you don't, you know, you could, you could work your way into it. Of course, everything's a learning process".*

P5: *"I think they become, we, uh, I do believe that we can learn everything. Uh, this is something that I, I, I truly believe we can learn passionate about the thing that we do"*.

"Passion transfer": 5/22 participants= 23% of the participants

This is mainly related to the following codes: "Generating Passion through positive energy", "Driving actions and transferring Passion".

P6: *"Passion is very positive actually"*.

P14: *"It's something like, you know, flow, you go with. It turn in into the topic that you are working with them and it is something that you're really keen on doing things and driving things"*.

P18: *"I think it conveys meaning to the team if they can. So this is just my hypothesis is that I think the reason why they get energy from me being in the office is because, um, reflecting in me, they can see the meaning of what is currently happening, whether that is the stress that's happening or whether that's the excitement of what is happening"*.

"Losing Passion": 4/22 participants= 18% of the participants

This is mainly related to the following codes: "Getting bored", "Avoiding people when Passion is down"

P7: *"When I'm low on passion, I don't want to be with people. At first it is like I don't want to be people I know because [inaudible] I think that I don't connect, So I tried to avoid being people, being with people"*.

P13 *"It is actually quite easy for me to lose my passion if I don't do what I just shared. It would be easy for me to live kind of like a comfortable lifestyle, not pushing my boundaries too much. And I think within a short period of time I would lose my passion"*.

P20: *"I cannot work on the same area since subjects for too long. Uh, I, I get bored and I don't think basically as you use the passion, okay, I'll use the, just talk with the, the excitement"*.

P21: *"I can't bear the thought of being bored, so I, I will always start something new. So, um, I think it can have that effect of driving that very sort of pioneering approach and perhaps more entrepreneurial approach"*.

"Maintaining Passion": 3/22 participants= 14% of the participants

This is mainly related to the following codes: "Keeping the excitement", "Staying passionate through hardship".

P16: *"So in order to stay passionate and to drive it through you, sometimes there are difficult times, fine. So I think that total overcoming like, um, like those hurdles and to make those hurdles makes an excellent base".*

P20: *"Maintaining the passion I suppose because especially in, you know, again, even the love and some, you know, question is learning how to maintain passion at a high level in a sustained way. Right? Um, so at least I, when I see that, uh, is, is, uh, disappearing these aspect to can offer really nice light and, uh, and, and, and uh, keep it going. You get excited again".*

"Losing and finding Passion": 3/22 participants= 14% of the participants
This is mainly related to the following codes: "Coming and going Passion", "Rising and Losing Passion".

P7: *"How or where do you find your passion or what do you do, you know, to, to, to spark that passion in you because you, it is like, um, because sometimes you feel that if you lose it a little bit".*

P13: *"And the passion, passion may kind of arise in certain moments and diminishing in certain moments through that journey, and the passion or the energy comes up on some days it doesn't on some days".*

P16: *"Does that come out every day? Definitely not. Like, you know, sometimes you have, I mean, I don't know if you ever had to start up, but things go like this. It's like, yeah, it's, it's, you have to start enjoying riding the roller coaster ride".*

"Starting without Passion": 1/22 participants= 5% of the participants
This is mainly related to the idea of working without passion.

P9: *"And this was a good interesting work. I, uh, but, uh, when it comes to passion, I always said, you know, I have no fire".*

"Multi-passions at work": 1/22 participants= 5% of the participants
This is mainly related to the concept of loving multiple activities.

P2: *"Personally, I like to do a lot of things and I, and I'm, I do that".*

From previous section, PILIO was defined as a fire-like energy. What data suggests is a flow where passion leads to either: an increased desire to connect to people which fuels the energy which itself feeds the passion, this is self-sufficient passionate energy; or on the other hand, Passion can lead to a reduced desire to connect with people.

Dual Passion-People-Energy flow

The concept of Energy is prominent in the definition of PILIO as well as in the way PILIO manifests itself through time. Through constant comparison of the data comparing NVivo codes against memos and against PILIO Lifecycle theory, a flow illustrating the way passion generates or depletes energy is revealed.

Figure 32: Dual Passion-People-Energy (PPE) flow theory
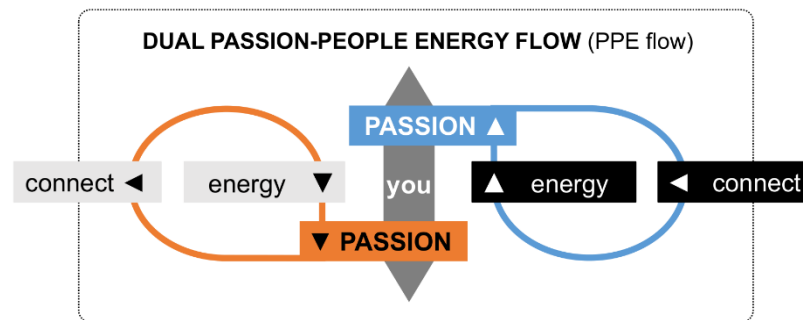
2 situations are identified:

PILIO as energy-generating (in blue): level of PILIO increases, causes an increased desire to connect with People, which itself generate energy.

PILIO as energy-depleting (in orange): level of PILIO decreases, causes a reduced desire to connect with People, which itself depletes energy.

The NVivo codes related to PILIO Lifecycle theory are shown below

Table 16: NVivo Codes – PILIO lifecyle theory

PASSION MOVEMENT	22	362
Thriving around people	**14**	**50**
Connecting with people	7	20
Managing diversity	8	29
Passion from within	**18**	**92**
Motivating from the inside	9	26
Coming from within	*1*	*3*
Self motivating	*2*	*12*
A deep feeling	*2*	*2*
Ambitious drive	8	14
Having an ambition	*1*	*2*
Chasing dreams	3	4
Feeling a passion inside	8	11
Desiring the object of Passion	2	4
Believing in an idea	4	9
Believing in what you do	*3*	*5*
Filling the body with the mind	1	1
Having a Passion for a vision	8	23
Gaining passion	**21**	**154**
Being inspired by other to inspire	1	16
Actions brings Passion	2	4
Doing gives energy	*1*	*3*
Enjoying fun and challenges	10	49
Taking on challenges	*7*	*24*
Enjoying challenges	*6*	*19*
Increasing passion thru overcoming hurdles	*1*	*4*
Increasing passion by growing career	4	4
Valuing novelty	12	42
Learning new things	*5*	*8*
Enjoying diversity	*8*	*16*
Valuing novelty	*3*	*11*
Generating passion through positive energy	4	11

Re-gaining passion thru connecting with people	5	28
Surrounding oneself with positive people	*4*	*17*
Geting energy from people	*2*	*8*
Passion transfer	**5**	**14**
Generating passion through positive energy	4	11
Driving actions and transferring Passion	1	3
Becoming passionate	**5**	**28**
Starting without passion	**1**	**3**
Working without passion	1	3
Losing and finding passion	**3**	**3**
Rising and losing passion	1	1
Coming and going passion	1	1
Multi-passions at work	**1**	**1**
Liking many things	1	1
Losing passion	**4**	**11**
Avoiding people when passion is down	1	3
Getting bored	2	3
Losing passion	2	5
Maintaining passion	**3**	**6**
Keeping the excitement	2	2
Staying passionate though hardship	1	3

5 DISCUSSION

This chapter aims at critically unpacking the several finding and putting them into a new perspective to better apprehend the value of the various studies conducted in this research on passion in leadership.

First, this chapter offers a discussion on the state-of-the-art research on passion in leadership, in an organisational environment, comparing the various findings and proposing a way to critically analyse them.

Second, an interpretation of the findings, offering new perspectives on how to look at the findings.

Third, the limitation of this research will be brought to life.

Fourth, recommendations for future research will be made in response to the limitations.

Fifth, implications of this research will be discussed.

5.1　Discussion and interpretation of the findings

The purpose of this research was to investigate Passion In Leadership In Organisations both through existing data published in research and through new data constructed through the lenses of organisational leaders – CEOs.

More specifically, this study aimed at:

- exploring the perceived impact of PILIO on leaders and followers.

- defining and unpacking the mechanisms of PILIO to clarify how PILIO manifests itself.

- investigating both advantages and disadvantaged of PILIO.

- generating a PILIO model to address the need expressed by scholars and practitioners.

The questions guiding this research were

1) How do leaders in organisations describe passion in leadership?

2) How does passion in leadership manifest itself according to leaders in organisations?

3) How do leaders see the impact of passion in leadership on themselves, on their followers and on the organisation?

This section will address each of these research questions one by one by critically evaluation the findings against each question.

This research revealed the following findings:

1) Two definitions: Passionate Leadership In Organisations (PLIO) and
   Passion In Leadership In Organisations (PILIO).

2) A PILIO model with:

   o 4 types of leaders, determined by the dyadic relationships between autonomy
     and mindset (humanistic vs transactional).

   o Cognate theories:

     ▪ Passion Appearance theory.

     ▪ Passion lifecycle theory.

     ▪ Dark side of PILIO theory.

     ▪ Dual Passion-People-Energy flow theory.

3) The impact of Passion In Leadership In Organisations (PILIO):

   o on the leader.

   o on the followers.

   o on the organisation.

4) The dark side of PILIO.

5) The multidimensionality of passion in leadership.

6) Passion In Leadership and its path to success:

   o in terms of organisational performance.

   o in terms of well-being for the employee.

   o in terms of happiness for the leader.

7) Transferability of passion in leadership

8) 'Doing-good' through passion in leadership

These findings will be critically discussed in this chapter.

5.1.1 Research question #1:

HOW DO LEADERS IN ORGANISATIONS DESCRIBE PASSION IN LEADERSHIP?

A first attempt to address this question was made through a literature review which aimed at exploring existing literature pertaining to leadership and addressed the problem statement of a new form of leadership.

Some emerging concepts such as compassion in leaders were found to contain elements that addressed the problem statement in its call for new types of leaders and form of leadership. Although compassion in leaders is reported to associate leadership type with well-being and business performance, this concept was disregarded due to its limited reach in addressing the problem statement given that the research questions suggested elements that pertain to Passionate leadership at work.

To understand how leaders in organisations describe passion in leadership, a qualitative meta-aggregative review analysed with Thematic Analysis (Chapter 1) which produced a conceptual definition of Passionate Leadership In Organisations (PLIO):

Table 6 (repeat): PLIO definitional comparison

	LEADER-SHIP STYLE	WAY OF LIFE	BETTERING WORLD	AUTHEN-TICITY	PURPOSE IN LIFE	IMPACT OF HP and/or OP INFLUENCE	INFLUENCE	DRIVING ACTIONS	LEAD TO SUCCESS
Transformational	Yes	No	Unclear	Yes	No	No	Yes	Yes	Yes
Charismatic	Yes	No	No	For some	Yes	For some	Yes	Yes	For some
Transactional	Yes	No	No	No	No	No	Yes	Yes	For some
Inspirational	Yes	No	Unclear	Yes	No	No	Yes	Yes	For some
Authentic	Yes	No	Unclear	Yes	For some	No	Yes	Yes	For some
Distributed	Yes	No	No	Unclear	No	No	Yes	Yes	For some
Ethical	Yes	No	Yes	Yes	Unclear	No	Yes	Yes	Yes
Relational	Yes	No	Unclear	Yes	Unclear	No	Yes	Yes	For some
Vision (based)	Yes	No	Unclear	Yes	Unclear	No	Yes	Yes	Yes
Servant	Yes	No	Yes	No	Yes	No	Yes	Yes	For some
Autocratic/ authoritarian	Yes	No	No	For some	Unclear	No	Yes	Yes	For some
Democratic	Yes	No	No	Unclear	No	No	Yes	Yes	For some
Directive/participative	Yes	No	No	Unclear	No	No	Yes	Yes	For some

This conceptual definition however refers to a type of leadership qualified as 'passionate' which itself is defined as 'a leadership style identified as a way of living'. Therefore, it did not immediately address the first research question which intended to clarify the concept of Passion in Leadership. Instead, Chapter 1 offers insight about PLIO as a leadership type.

The systematic review (Chapter 3) warns about how Passionate Leadership (PLIO) and Passion in the context of leadership (PILIO) are used interchangeably. The systematic review on PILIO also indicates the scarcity of research on the concept of PILIO itself. Moreover, the systematic review points out the distinction that needs to be made between (1) passion for leadership, (2) passion and leadership, and (3) passionate leadership.

This encouraged the researcher to infer the following comparative table:

Table 7 (repeat): Comparison passion in context of leadership

	LEADERSHIP AS AN OBJECT	TYPE OF LEADERSHIP	PASSIONATE WAY OF BEING	IMPACT ON LEADER	IMPACT ON FOLLOWER	IMPACT ON ORGANISATION	IMPACT ON SOCIETY
Passion for leadership	yes	no	no	yes	yes	yes	no
Passion and leadership	sometimes	no	sometimes	sometimes	sometimes	sometimes	sometimes
Passionate leadership	no	yes	yes	yes	sometimes	sometimes	no data
Passion in leadership[1]	no	no	no data	no data	no data	sometimes	no data

[1] Passion in leadership in an organisational environment.

These definitional differences play a critical role as they can either impact leadership as a discipline, in which case PLIO could be useful; or it could be used to understand the leader, in which case PILIO may be pertinent.

This research gap which calls for an empirically evidenced definition of PILIO is therefore addressed with the Grounded Theory study which reveals a conceptual definition of Passion In Leadership In Organisations described by CEOs themselves: *Passion In Leadership In Organisations (PILIO) is defined as a motivating fire-like energy which an authentic and emotional leader's transmits to others, driving actions,*

well-being or dark side. 4 types of leaders are identified: passionate, managerial, sacrificial and obsessive.

PILIO is determined by the level of autonomy and the type of mindset of the leader. 2 types of mindset are observed: humanistic (people-centric) and transactional (money-product and company centric).

PILIO creates positive or negative impacts on the leader, the employees and the overall organisation depending on the type of leader and based on the leader's passionate appearance and their level of self-awareness.

5.1.2 Research question #2:
HOW DOES PASSION IN LEADERSHIP MANIFEST ITSELF ACCORDING TO LEADERS IN ORGANISATIONS?

To explore this research question, the state of the art on passion and leadership was explored, first with a qualitative meta-aggregative review analysed with thematic analysis which confirms the need for a systematic research to further explore passion and leadership. A mixed-method systematic review analysed with descriptive analytics and with a thematic analysis was then conducted. The review concluded with new knowledge about PILIO, however it lacked the empirical evidence which therefore was gathered from interviewing CEOs themselves.

The qualitative meta-aggregative review analysed with thematic analysis led to the PLIO thematic analysis summary in Chapter 1 (see Table 5) and to the following conceptual definition of passionate leadership:

Passionate Leadership In Organisations (PLIO) is a leadership style identified as a way of life focused on bettering the world, while being authentic to oneself where PLIO is also characterised by a clear purpose in life, affected by the impact of both Harmonious and Obsessive Passions, with an influence on followers, to drive actions forward, persistently leading to success

Table 5 (repeat) Thematic analysis summary on PLIO

LABEL	THEME	COUNT	PREVALENCE (%)	SUB THEMES
Purpose	Live life purposefully	3	11.5%	Purpose, meaning in life
Identity	Be your authentic self	4	15.0%	Value, self-identity
Better	Build a better world	4	15.0%	Well-being, social and moral purpose
Power	Unleash your power	2	8.0%	Influence on followers
Perseverance	Never give up	1	4.0%	Perseverance
Action	Make it happen	2	8.0%	Action-driven
Life	A way of life	6	23.0%	Emotional, cognitive, behavioural, spiritual
Passion	Yin & Yang	3	11.5%	HP, OP
Success	Successful leadership	1	4.0%	Effective leadership
		26	100%	

As indicated while discussing research question #1, the conceptual definition of PLIO does not address the concept of passion directly but focused on the 'passionate side' of PLIO as a leadership type.

So, the mixed-method systematic review in Chapter 3, analysed with descriptive statistics and thematic analysis stands as a first attempt to explain how passion manifests itself in leadership within organisations. The review reveals that Passion In Leadership is a multidimensional phenomenon related to a leader's individual success and to the organisation's success, generating positive outcomes relating to 'doing good'. It also reveals that PIL can be transferred to employees and that it generates both positive and negative outcomes.

The research however does not fully elucidate the second research question, in particular it lacks clarity around:

- the notion of multidimensionality of PILIO.

- the journey that leads PILIO to generate success and the way success is defined.

- the mechanisms of the passion transfer.

- the negative impact of PILIO.

These gaps were addressed in the Grounded Theory methodology in Chapter 4, where the PILIO model with 4 types of leaders is revealed.

This empirical model provides a view on the way passion manifests itself in leadership, identifying 4 types of leaders with different sets of characteristics, determinants and impacts generated.

More specifically the PILIO model further addresses the second research question through:

a) The PILIO model's 4 types of leaders: passionate leader, managerial leader, sacrificial leader, and obsessive leader; and

b) 4 passion theories:

   o   Passion lifecycle theory.

   o   Dark side of PILIO theory.

   o   Dual Passion-People-Energy (PPE) flow theory.

   o   Passion appearance theory.

PILIO model's 4 types of leaders

Figure 15 (repeat): Passion In Leadership In Organisations – PILIO model
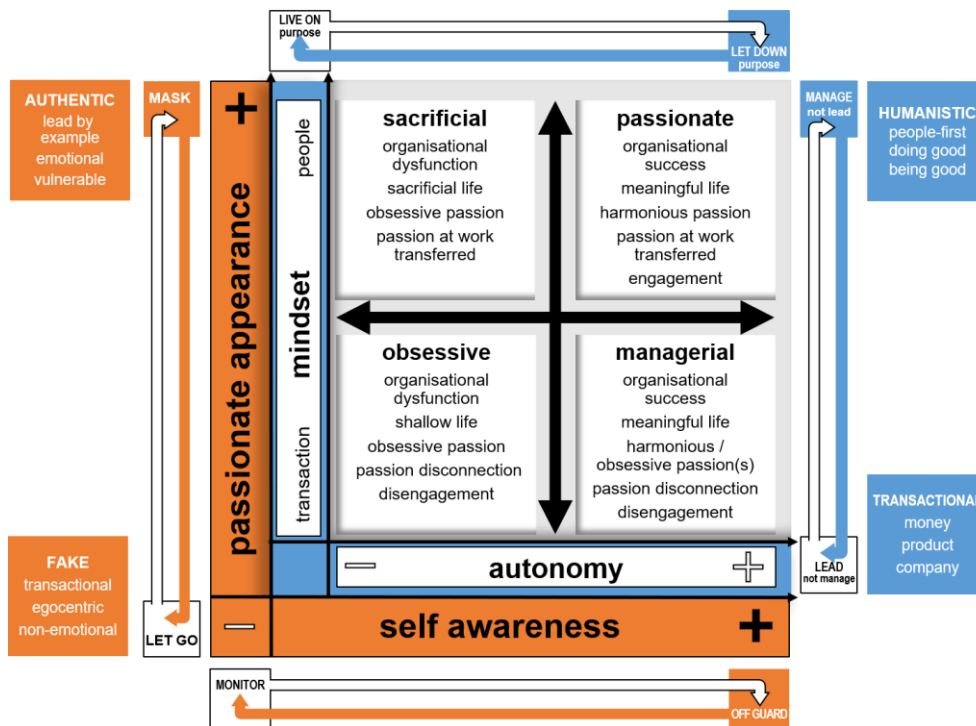
Addressing the second research question on how passion manifests itself in leadership, PILIO model reveals that the level of autonomy and the type of mindset of a leader defines the type of leader. Each type of leader generates impacts which are determined by their level of self awareness and their passionate appearance.

Type of leaders

- High autonomy and humanistic mindset define a passionate leader
  high self awareness and an authentic passionate appearance

- High autonomy and transactional mindset define a managerial leader
  high self awareness and a fake passionate appearance

- Low autonomy and humanistic mindset define a sacrificial leader
  low self awareness and an authentic passionate appearance

- Low autonomy and transactional mindset define an obsessive leader
  low self awareness and a fake passionate appearance

AUTONOMY / MINDSET

Autonomy as a determinant of the type of leader

The identification of autonomy as a major determinant of the type of leaders in the PILIO model supports fundamental research on motivation based on the Self Determination Theory (Ryan and Deci, 2020). In particular, it reinforces the essential role of autonomy as one core elements within the construct Self Determination Theory which is composed of autonomy, competence, and relatedness. This corroborates extensive research conducted by Vallerand and other scholars on the motivational character of passion (Vallerand, 2012; Vallerand, 2015).

Job crafting vs autonomy

According to the PILIO model, autonomy can either increase, or decrease, as shown with the '+' and '-' signs. This invites to explore how to create autonomy, or to understand the impact of reduced autonomy at work and in life as extensively researched by other scholars in the quest to understand what drives motivation at work and satisfaction in life (Johannsen and Zak, 2020; Saragih, 2011; Wu and Zhou, 2020).

Creating autonomy at work was explored extensively, indicating its positive effect on well-being, productivity, job satisfaction and job performance (Johannsen and Zak, 2020; Slemp et al., 2018). Also, the idea of providing autonomy at work as a determinant of motivational construct has been extensively investigated, originally based on the Self Determination Theory (Ryan and Deci, 2020). In their studies Ryan and Deci posit that autonomy is a key component to intrinsic motivation. It would

therefore be legitimate to explore the importance of the concept of job crafting as motivational concept, given that it relates to creating autonomy at work (Slemp et al., 2020).

As such, the relationship between job crafting and passion, a motivational construct (Vallerand, 2012) itself was recently explored (Slemp et al., 2021) revealing that job crafting and leader autonomy support positively predicted harmonious passion, yet exhibited disparate relations with obsessive passion, that both forms of passion positively predicted work engagement. This is consistent with the idea that employees use job crafting to internalise harmonious and obsessive passions into work identities, which have corresponding and disparate impacts on work engagement and burnout across cultures (Slemp et al., 2021).

What this study does not explore is whether job crafting is a mediator of passion in leadership.

Live on purpose to create autonomy

This study reveals a way to increase "Autonomy", and that is to "Live on Purpose". When CEOs are asked to elaborate on what makes them passionate at work, PILIO models suggest that the state of independence at work, their autonomy allows leaders to express their authentic selves. When asked to further explain about their autonomy, the notion to "Live on Purpose" emerges as a prominent determinant of autonomy, which refers to a freedom to be authentic and to express themselves, their vision and beliefs.

The concept of generating intrinsic motivation through autonomy and purpose is an emerging topic which is supported by a research in the Higher Education, examining way to motivate students (Gillard, Gillard and Pratt, 2015). This topic is also supported by behavioural scientist Pink who presented a novel motivation approach in the business world which he calls 'Motivation 3.0' which produces commitment in individuals by stimulating three basic human drives: autonomy, mastery and purpose (Azzam and Pink, 2014; Vanhoeck and Daele, 2015).

What this study does not elucidate, is the relationship between purpose and autonomy in the context of leadership.

Type of mindset: humanistic or transactional

Unlike any other research, this study reveals the sine qua non dyadic relationship between autonomy and the type of mindset which define the type of leader under the influence of passion. This study also reveals the antagonistic character of a humanistic mindset versus a transactional mindset. This finding focusing on the type of mindset of an individual is supported by recent studies that explore whether passion was found or developed opposing the fixed mindset against the growth mindset (O'Keefe, Dweck and Walton, 2018). This shows the emerging trend to investigate passion under the lens of individuals mindsets integrating research on motivation, implicit self-theories and social cognition.

Humanistic mindset*: people-first, doing good, being good*

Humanistic mindset in leadership and management has been investigated by many scholars (Hayat and Suliman, 2013; Vora and Kainzbauer, 2020). The people-first quality of the humanistic mindset identified in the PILIO model is supported by Melé who posits that humanistic management is a management type focused on increasing profits to support people whereas other forms of management mainly focus on increasing profits placing people as a means to an end (Melé, 2016**)**.

This study on PILIO presents the characteristics of a humanistic mindset which puts *people first*, focusing on *doing good*, and *being good* which are features used by various forms of leadership such as humanistic, servant, spiritual, positive, transformational, and ethical.

Humanistic values have been found in another construct: compassion (Post, 2010), where individuals are reported to connect with humanistic Buddhism to express their compassionate behaviour (Brummans and Hwang, 2010).

However, any correlations found between mindset and compassion presented no evidence, as demonstrated by a 2021 search on main academic databases, such as EBSCO; for peer reviewed articles, published in English, using keywords Compassionate AND Humanistic AND Leader. This search generated one article describing a people-centric leadership found amongst Latino leaders that could lead to the creation of a more compassionate society (Bordas, 2004). This study however did not present evidence that humanistic mindset was related to being compassionate, instead it referred to the potential impact of humanistic mindset that could create a compassionate world. Futhermore, this study reinforced the idea that passionate leaders

contributed to a better world, where passion is a quality sought by leaders, opening their thinking to, "… encouraging their heart … bringing passion to work." (Bordas, 2004, p10).

In addition, post the Grounded Theory, the NVivo codes and the constant comparisons of theories against codes and against themes, did not provide evidence to support the presence of compassionate leaders(hip) as a concept (Appendix 7.17 to 7.19).

People first has been investigated extensively in management, organisational behaviour and leadership studies, where scholars and practitioners understand the direct association between a company's financial success and its obligation to management practices which handle people as assets, hence accepting and deciding to put people first in their organisation given this represents their main asset to generate a tangible and long-term sources of competitive advantage (Pfeffer and Veiga, 1999). Generally, *people first* is investigated under the concept of *people-oriented* or *person-oriented* usually employee-centered, often opposed to *task-oriented* usually production-centered, and change-centered (Chong et al., 2018; Engelbert and Wallgren, 2016; Ha-Vikström, 2017).

Doing good has been studied in the context of ethical leadership where business ethics and firm economic performance are found to be correlated, where scholars promoted the importance of doing well by doing good (Eisenbeiss, Knippenberg and Fahrbach, 2014).

This study on PILIO provides new insights about the concept of 'doing good'. All 3 studies – the meta-aggregative literature review analysed with Thematic Analysis, the Systematic Review and the Grounded Theory discuss 'doing good' as a required and essential condition to drive impact with passion (see **Figure 34**) and to succeed (see **Figure 33**). Thematic Analysis speaks of 'build a better world', Systematic Review on passion in leadership relates to 'doing good', and Grounded Theory 'people-oriented purpose'. The study promotes a leader's trait, character and behaviour that wears a pro-social and humanistic character, where CEOs' passions are driven by a purpose which is bigger than the self, and sometimes, a purpose that goes beyond their leadership mission as CEO, which instead serves society and the world.

Research which looks into the pro-social side of 'doing good' joins the idea that a leader and a firm can do well by doing good, suggesting that leaving power and influence with

the right pro-social leader answers collective action issues and encourages collective welfare (Harrell and Simpson, 2015).

Being good sits at the core of Positive Psychology (Seligman, 2011; Seligman and Csikszentmihalyi, 2000) and Positive Leadership (Cameron, 2004; Cherkowski, Kutsyuruba and Walker, 2020). More specifically, being good refers to the well-being impact of PILIO on employees and their leader. Psychological well-being also defines happiness (Ryff, 1995) and all three studies (Thematic Analysis, Systematic Review, and Grounded Theory) point to employee and leader happiness'.
(see **Figure 33**).

Figure 33: Success produced by PILIO
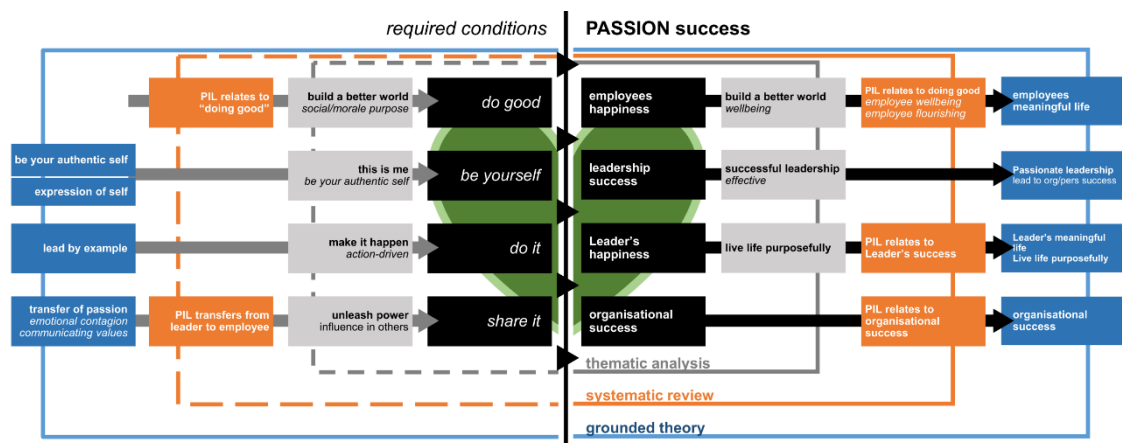
When exploring the Humanistic mindset, this study offers a useful understanding of one of the determinants of PILIO.

What it does not provide is an integrative view of humanistic mindset incorporating research from positive leadership, humanistic psychology, and other relevant disciplines which explore the definitional elements of humanistic mindset.

Transactional mindset*: money, product, company first*
Most research investigate the transactional leadership where the transactional character of leadership is explored (Asby and Mason, 2018; Shah et al., 2015; Whittington et al., 2009). This study on PILIO also discusses the transactional character of the organisational leader's mindset.

SELF AWARENESS / PASSIONATE APPEARANCE

Self awareness in leadership was extensively investigated (Ashley and Reiter-Palmon, 2012; Carden, Jones and Passmore, 2021).

The PILIO model reveals that self awareness is a determinant to the PILIO impacts.

Self awareness vs mindfulness

There is a scarcity in research revealing *how* leaders are capable to reach such self-awareness and emotion regulation, and how self-leadership may be improved (Day and Dragoni, 2015).

Nesbit argues that it is important for leaders to acquire meta-skills which help them further develop, in a self-conducted fashion. The scholar calls this a self-reflection, emotional management of feedback, and self-regulation processes in self-directed leadership development (Nesbit, 2012). In other words, it is vital to find ways for leaders to self-lead. Mindfulness training is proposed as one solution to allow leaders to self-develop using a practical approach that facilitates awareness and handles more efficiently their emotions and their followers. (Rupprecht et al., 2019).

The case of self awareness as a determinant of passionate leadership in the PILIO model requires further investigation to be able to distinguish the subtle layers of the concept of self-awareness.

Passionate appearance

PILIO model reveals a novel concept which refers to the way leaders look when they are passionate at work. This appearance takes various forms and shape as illustrated in the figure hereafter.

Figure 19 (repeat): Passion Appearance theory
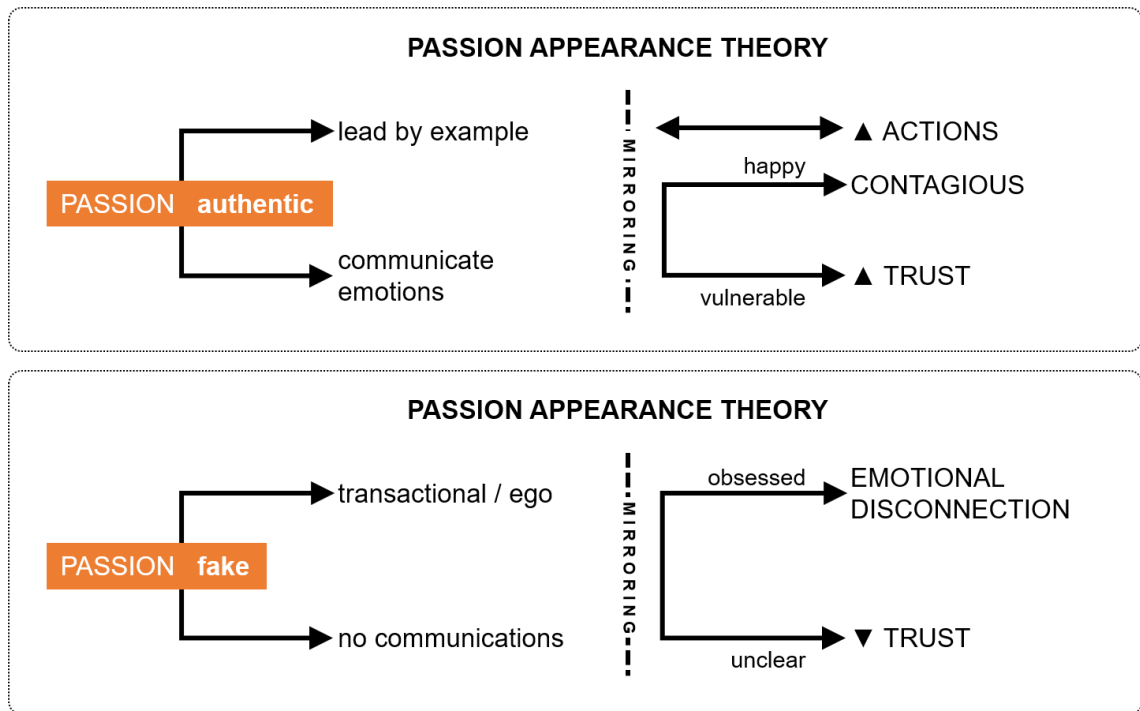
What the study reveals is a theory which explains the impact generated by a leader's passionate appearance: authentic or fake via the mirroring effect that leader has on their followers.

PILIO model suggests that authentic passionate appearance, manifested though the way leader communicates, showing emotions, and leading by examples through their behaviour, may lead to positive outcomes such as actions from employees, leader's passion transferred to followers, and increased trust.

A fake passionate appearance is characterised by a transactional look, and way of communicating: focusing on money, product and the company, not on people, and described as ego-centric or lacking clarity about leader's vision and purpose. This leads to negative outcomes, such as followers emotionally disconnecting from leader's passion, and to a lack of trust.

This theory is supported by the literature on leader's authenticity which has been well researched. Extensive literature can be found on authentic leadership defining authentic leaders who motivate their team members keeping an awareness of their actions and maintaining transparency (Avolio and Gardner, 2005; Nkwabi, 2017).

Studies on authentic leadership also indicate the positive impact it has on employees' well-being, organisational performance, and innovation (Kim, 2018; Laguna et al., 2019).

These studies on authentic leadership, contribute to the indication that PILIO finds its roots in a positive form of leadership (Avolio and Gardner, 2005).
Nevertheless, this study on PILIO offers a novel perspective on the authentic nature of a leader's appearance, motivated by their own passion. This is an invitation to think about:-

▪ The way a leader see him/herself when passionate.

▪ The way followers see their leader when PILIO is present.

What this study does not offer is a counter view from the perspective of the leaders' followers.

3 passion theories

This study produced a series of new empirical findings which include a deeper understanding of the way passion in leadership manifests itself.
The subsequent theories illustrate the complexity of the nature of passion and aim at unpacking new knowledge to better apprehend PILIO.

1) Passion lifecycle theory

PILIO model suggests a series of theories, one being the passion lifecycle, about passion that comes and goes. Practitioners and scholars have long wondered whether passion was innate, originally within people, or whether it could be acquired after a certain time and under certain given circumstances. Recent research composed of 5 major studies confirms this interest for the topic and introduces the implicit theories of interest exploring passion by focusing on individuals' mindset: fixed versus growth, arguing that growth theory causes individuals to manifest stronger interest in unexplored topics, to foresee that chasing further interest would occasionally be a challenge, and to remain interested when facing predicaments (O'Keefe, Dweck and Walton, 2018).

Philosophers and psychologists question the rise and fall of passion in an individual's life.

The following theory emanates from the PILIO model and this study reveals a passion lifecycle suggesting that some individuals have passion within, while others don't but can become passionate. Passion can then fluctuate and either increase (gain) or decreased (lose) or remain at the same level (maintain).

This theory suggests an optimal point which is at the intersection between the right level of passion through time and the type of passion experienced: from harmonious to obsessive and vice versa. The shift from one type of passion to the other may be determined by the leader's self awareness and his or her level of autonomy

The importance of the role of Autonomy as a determinant of the type of passion is supported by various research which show that Autonomy support predicts the development of passion (Mageau et al., 2009; Vallerand et al., 2003).

Figure 31 (repeat): Passion lifecycle theory
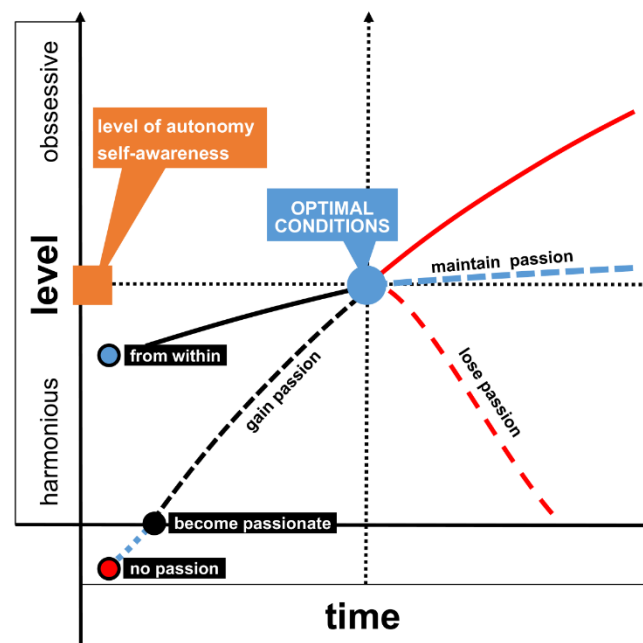
What this theory does not answer is whether there is a notion of passion intensity both in harmonious passion and in obsessive passion and to what extent self-awareness and the level of autonomy are required.

2) Dark side of PILIO theory

PILIO model reveals the below continuum where the maladaptive outcomes caused by passion in leadership are examined.

This is consistent with Vallerand's finding about the dichotomy between harmonious passion against obsessive passion (Vallerand et al., 2003).

Harmonious Passion which generates adaptive positive outcomes according to Vallerand's theory (Vallerand, 2010: Vallerand, 2012) in this PILIO study It would be assimilated to the positive type of passion, located on the 'bright side', defined as "Fire" that "Drive" actions, emotions, cognitions.

Obsessive Passion which produces malapdative negative outcomes according to Vallerand's theory (Vallerand, 2015), in this PILIO research it is assimilated to the negative type of passion, located on the 'dark side', which in this case is defined as "Fire" that "Burn".

This theory however reveals several novel elements:

a) the applicability of this continuum to leadership.

b) a tipping point between the 'bright side' of passion and the 'dark side' of passion.

c) ways to tackle the shift within the continuum.

Figure 29 (repeat): Dark side of PILIO continuum of PILIO : the DSPC
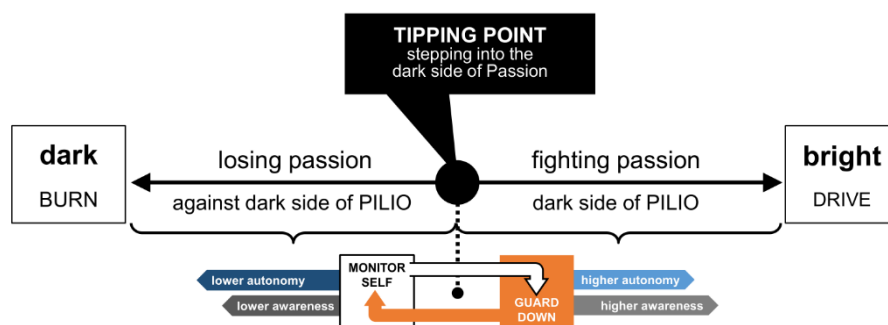
The applicability of this continuum to leadership

This study uniquely explains the way passion affects leaders in the context of organisations. As identified in **Table 7,** passion and leadership have not been investigated under the definitional lens of 'Passion In Leadership In Organisations'.

This study addresses this gap in literature.

A tipping point between the 'bright side' of passion and the 'dark side' of passion was revealed.

This research provides a novel view of the notion of "Good" positive passion becoming "Bad" and vice versa. No research so far has presented findings which offer explanation of the 'movement' between the bright and dark sides of passion. Research explores the opposing types of passion identified by Vallerand (Harmonious Passion and Obsessive Passion) and, while it supports the opposing nature of this DSPC theory (Vallerand et al., 2003), it does not discuss the changing nature of passion when Harmonious Passion becomes Obsessive or vice versa.

This study offers an important feature of passion as it suggests that PILIO can move from one side (bright) to another one (dark), and that a tipping point where the transformation operates can take place.

Ways to tackle the shift within the continuum

This study offers perspective to handle the shift of PILIO. If PILIO shifts from bright to dark: leader should monitor the self to increase self awareness and can also focus on creating autonomy.

The notion of self-awareness for a leader to combat maladaptive psychological, behavioural and cognitive outcomes have been studied at length (Ashley and Reiter-Palmon, 2012; Bonau, 2017; Wood and Vilkinas, 2007) which supports this DSPC theory.

The idea of autonomy support to gain engagement, motivation at work, and passion is also extensively studied (Ryan and Deci, 2020: Slemp et al., 2020) and this reinforces the DSPC theory.

This study however does not measure the actual effect of self awareness and autonomy on PILIO.

3) Dual Passion-People-Energy (PPE) flow theory

PILIO model suggest a PPE theory where the fluctuation of passion, either increases or decreases. When passion increases, the desire to connect with people also increases which generates energy, which itself fuels passion. On the opposite, when passion reduces, the desire to connect with people also decreases, which depletes the energy, which itself diminishes passion.

Figure 32 (repeat): Dual Passion-People-Energy (PPE) flow theory
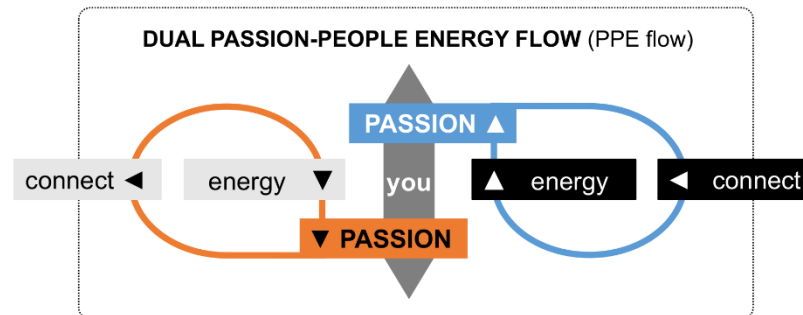
This PPE flow has elements which are supported by existing literature.

Very few studies investigate the notion of being passionate and sociability or desire to connect. However one research on 'self-expansion model' discusses the sources of engagement and underlying motivations that drive employees to completely commit to and identify with their organisations (Love, 2021).

As passion is defined as a self-identifying motivational construct (Mageau et al., 2009), this may partly explain the link between passion and desire to connect with others.

The desire to connect with others, is investigated under the concept of social connection which is is a tenet of lifestyle health. Humans are designed to connect, and this connection affects our health including our well-being and mental health generally (Martino, Pegg and Frates, 2015). Bird and Jelinek (1989) posit that passionate behaviour in the context of entrepreneurship can be full of energy.

What this PPE flow does not reveal is the nature of the relationship between passion, (desire to) connect, and (sense of) energy

5.1.3 Research question #3:

HOW DO LEADERS SEE THE IMPACT OF PASSION IN LEADERSHIP ON THEMSELVES, ON THEIR FOLLOWERS AND ON THE ORGANISATION?

A constant comparison of the data cumulated from the meta-aggregative literature review's Thematic Analysis (see Table 5);

Table 5 (repeat) Thematic analysis summary on PLIO

LABEL	THEME	COUNT	PREVALENCE (%)	SUB THEMES
Purpose	Live life purposefully	3	11.5%	Purpose, meaning in life
Identity	Be your authentic self	4	15.0%	Value, self-identity
Better	Build a better world	4	15.0%	Well-being, social and moral purpose
Power	Unleash your power	2	8.0%	Influence on followers
Perseverance	Never give up	1	4.0%	Perseverance
Action	Make it happen	2	8.0%	Action-driven
Life	A way of life	6	23.0%	Emotional, cognitive, behavioural, spiritual
Passion	Yin & Yang	3	11.5%	HP, OP
Success	Successful leadership	1	4.0%	Effective leadership
		26	**100%**	

the Systematic Review (see Figure 11);

Figure 11 (repeat): Systematic review of passion in leadership

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and the Grounded Theories (see Figure 22);

Figure 22 (repeat): Impact of PILIO

LOOKS : happy (body language), emotional (tone), short tempered

EXPRESSION/APPEARANCE

state of independence at work
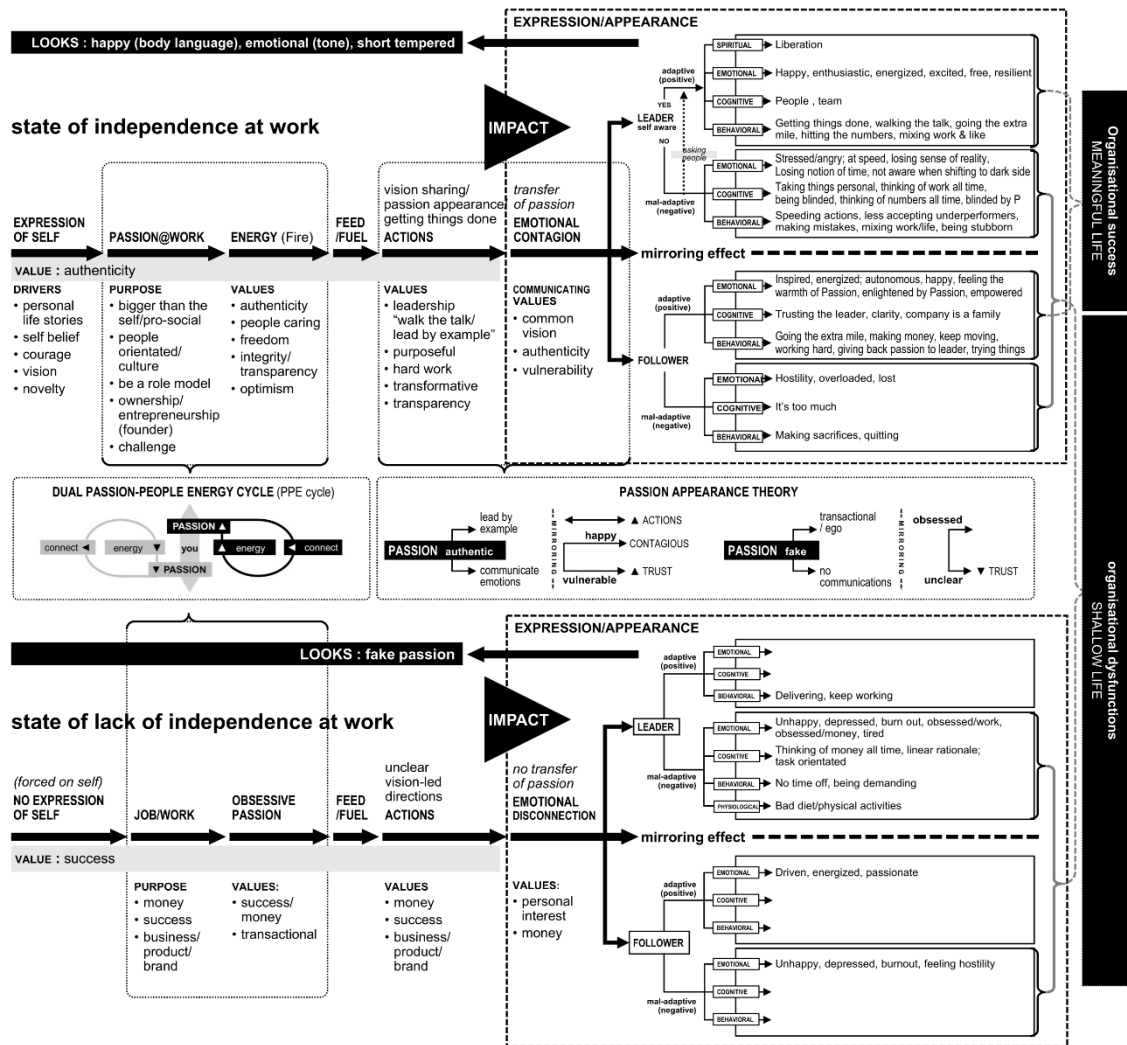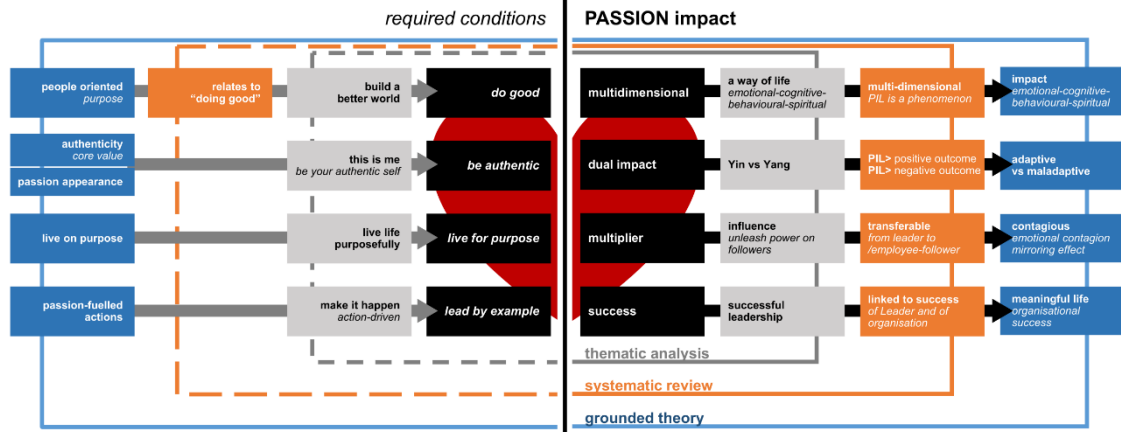
IMPACT

EXPRESSION OF SELF	PASSION@WORK	ENERGY (Fire)	FEED /FUEL	vision sharing/ passion appearance getting things done ACTIONS

VALUE : authenticity

transfer of passion EMOTIONAL CONTAGION

mirroring effect

LEADER self aware — YES / NO

adaptive (positive):
- SPIRITUAL → Liberation
- EMOTIONAL → Happy, enthusiastic, energized, excited, free, resilient
- COGNITIVE → People, team
- BEHAVIORAL → Getting things done, walking the talk, going the extra mile, hitting the numbers, mixing work & like

mal-adaptive (negative):
- EMOTIONAL → Stressed/angry; at speed, losing sense of reality, Losing notion of time, not aware when shifting to dark side
- COGNITIVE → Taking things personal, thinking of work all time, being blinded, thinking of numbers all time, blinded by P
- BEHAVIORAL → Speeding actions, less accepting underperformers, making mistakes, mixing work/life, being stubborn

FOLLOWER

adaptive (positive):
- EMOTIONAL → Inspired, energized; autonomous, happy, feeling the warmth of Passion, enlightened by Passion, empowered
- COGNITIVE → Trusting the leader, clarity, company is a family
- BEHAVIORAL → Going the extra mile, making money, keep moving, working hard, giving back passion to leader, trying things

mal-adaptive (negative):
- EMOTIONAL → Hostility, overloaded, lost
- COGNITIVE → It's too much
- BEHAVIORAL → Making sacrifices, quitting

DRIVERS
- personal life stories
- self belief
- courage
- vision
- novelty

PURPOSE
- bigger than the self/pro-social
- people orientated/ culture
- be a role model
- ownership/ entrepreneurship (founder)
- challenge

VALUES
- authenticity
- people caring
- freedom
- integrity/ transparency
- optimism

VALUES
- leadership "walk the talk/ lead by example"
- purposeful
- hard work
- transformative
- transparency

COMMUNICATING VALUES
- common vision
- authenticity
- vulnerability

Organisational success MEANINGFUL LIFE

DUAL PASSION-PEOPLE ENERGY CYCLE (PPE cycle)

connect ◄ energy ▼ you ▲ energy ◄ connect
PASSION ▲ / ▼ PASSION

PASSION APPEARANCE THEORY

PASSION authentic
- lead by example → ▲ ACTIONS
- happy → CONTAGIOUS
- communicate emotions / vulnerable → ▲ TRUST

PASSION fake
- transactional / ego → ▲ ACTIONS
- obsessed
- no communications / unclear → ▼ TRUST

LOOKS : fake passion

EXPRESSION/APPEARANCE

state of lack of independence at work

IMPACT

(forced on self)
NO EXPRESSION OF SELF

JOB/WORK	OBSESSIVE PASSION	FEED /FUEL	unclear vision-led directions ACTIONS

VALUE : success

no transfer of passion EMOTIONAL DISCONNECTION

mirroring effect

LEADER

adaptive (positive):
- EMOTIONAL
- COGNITIVE
- BEHAVIORAL → Delivering, keep working

mal-adaptive (negative):
- EMOTIONAL → Unhappy, depressed, burn out, obsessed/work, obsessed/money, tired
- COGNITIVE → Thinking of money all time, linear rationale; task orientated
- BEHAVIORAL → No time off, being demanding
- PHYSIOLOGICAL → Bad diet/physical activities

FOLLOWER

adaptive (positive):
- EMOTIONAL → Driven, energized, passionate
- COGNITIVE
- BEHAVIORAL

mal-adaptive (negative):
- EMOTIONAL → Unhappy, depressed, burnout, feeling hostility
- COGNITIVE
- BEHAVIORAL

PURPOSE
- money
- success
- business/ product/ brand

VALUES:
- success/ money
- transactional

VALUES
- money
- success
- business/ product/ brand

VALUES:
- personal interest
- money

organisational dysfunctions SHALLOW LIFE

reveal the type of impacts produced by PILIO.

This is illustrated by Figure 34 hereafter. It is worth noting that only part of the meta-aggregative literature review's Thematic Analysis and part of the Systematic Review's data address research question #3 which specifically looks at leaders' perspective. Grounded Theory study however fully captures the CEO's perspective on the impact of passion.

Figure 34: Passion In Leadership impact chart

Four main findings about the impact of PILIO are revealed

1) Multidimensionality.

2) Dual impact: negative vs positive.

3) Success produced.

4) Transferability effect.

Finding 1:

MULTIDIMENSIONALITY OF PILIO

The Thematic Analysis conducted in the meta-aggregative literature review suggest Passionate Leadership In Organisations to be identified as a way of life that is emotional, cognitive, behavioural and spiritual.

The Systematic review corroborates the idea that passion contained in passionate leadership has multiple dimensions in the way people feel, behave, think and their spiritual state.

The Passion In Leadership In Organisations model further confirms the multidimensional quality of PLIO as it highlights its emotional, cognitive, behavioural and spiritual impacts on the leader and their followers.

The emotional, cognitive and behavioural nature of passion has been extensively researched, (Cardon et al., 2013; Curran et al., 2015; François L. Rousseau et al., 2002); Thanem, 2013; Vallerand, 2015).

As discussed by Trinh (2018), little research has been conducted on passion in leadership within an organisational setting, and little to no evidence have been revealed around the spiritual and some physiological outcomes of passion.

This research offers a valid perspective on the multidimensionality which characterises PLIO.

The multidimensional impact of Passion In Leadership emenates from the data gathered in **Table 5**, **Figure 11** and **Figure 22**.

Finding 2:

DUAL IMPACT: NEGATIVE VS POSITIVE OF PILIO

The duality of the construct of passion has been revealed by Vallerand who evidenced two antagonistic types of passion observed amongst individuals – Harmonious and Obsessive (Vallerand et al., 2003).

Harmonious Passion is a self-identifying motivational concept determined by autonomy, and typically leading to adapted psychological states, and positive behavioural and physical outcomes (Forest et al., 2012; Ho, Wong and Lee, 2011; Vallerand, 2012).

Obsessive Passion is determined by lack or loss of autonomy and is characterised by a controlled internalisation of the object of passion in one's identity which produces an internal pressure to engage in the activity the person loves. This generally leads to maladaptive psychological, behavioural and physical outcomes (Ho and Pollack, 2014; Omorede, Thorgren and Wincent, 2013; Vallerand et al., 2010).

The systematic review on PLIO reveals the lack of empirical evidence explaining how the negative aspects of passion manifest themselves in leadership and potential responses to addresses these.

The PILIO model and the dark side of PILIO continuum address this lack of empirical evidence. (see Figure 29).

Figure 29 (repeat): Dark side of PILIO continuum of PILIO : the DSPC
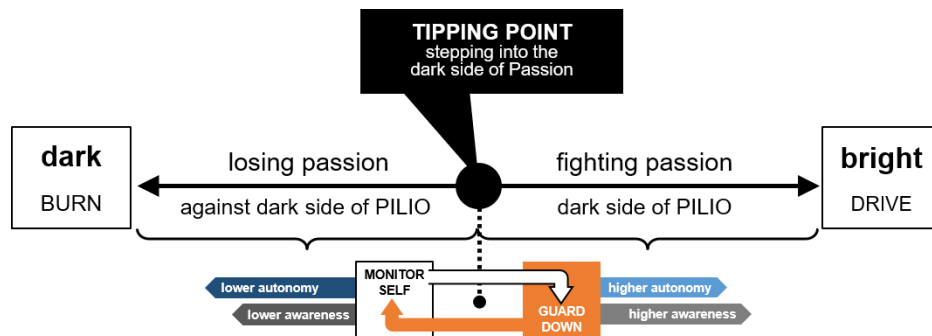
Finding #3:

SUCCESS PRODUCED BY PILIO

This study reveals how PILIO leads to success and what success looks like as described by CEOs as illustrated in the figure below.

Figure 33 (repeat): Success produced by PILIO
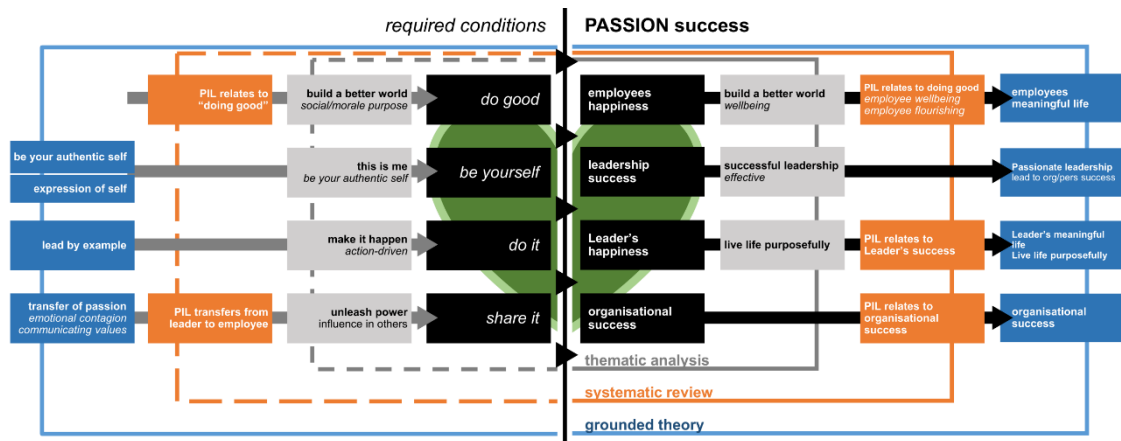
PILIO model suggests 3 levels of success:

Leader's level

At individual level, the leader experiences happiness by living a purposeful life. This is observed across the 3 studies where the leader "lives life purposefully" (Thematic Analysis), "Passion in leadership relates to leader's success" (Systematic Review), and "Leader's meaningful life" (Grounded Theory).

Leadership success is also observed through PILIO. 2 studies indicate this with 'successful leadership' defined as effective (Thematic Analysis), and 'passionate leadership' leading to organisational and personal success (Grounded Theory).

Passion leading to individual success is also investigated in numerous studies (Chang, 2004; Clark, 2017; Bronk and McLean, 2016) which supports what this study suggests.

What this research does not offer is a way to measure the success. This will be addressed in the recommendation of research in subsequent sections.

Employee level

Employees experience well-being. This is gathered in the 3 studies discussing how PILIO helps "Build a better world" for employees, especially their well-being (Thematic Analysis), "Passion in leadership relates to doing good" for employees' well-being and for employees' flourishing (Systematic Review), leading to "Employees' meaningful life" (Grounded Theory).

What this research does not offer is a way to measure employee's well-being which has been extensively studied (Adams, 2019; Johri and Misra, 2014; Pradhan, Panda and Jena, 2017).

Organisational level

This study reveals how PILIO leads to organisational success. This is mentioned in both the systematic review where "Passion in leadership relates to organisational success" and in the Grounded Theory which shows an impact map leading to "organisational success".

The relationship between passion at work and organisational success (Astakhova and Porter, 2015; Forest et al., 2012; Indriasari and Setyorini, 2018).
This supports indications that PILIO generates success at an organisational level.

This study however does not offer a measurement as to how directly or indirectly relate success generated by PILIO.

Finding #4:

TRANSFERABILITY OF PILIO

This study reveals how passion in leadership transfers from leader to employees. This transferability principle takes place when the leader benefits from autonomy (state of independence at work) and is triggered through an authentic passion appearance.

The way passion transfers from leader to followers is done through a process of emotional contagion where the leader's passion, defined as a 'Fire-like energy' is passed on to the team.

Passion and the process of emotional contagion has been investigated (Cardon, 2008; Hubner, Baum and Frese, 2019) reinforcing the multiplying effect of PILIO. as illustrated in the above section of the figure below.

Figure 22 (repeat): Impact of PILIO
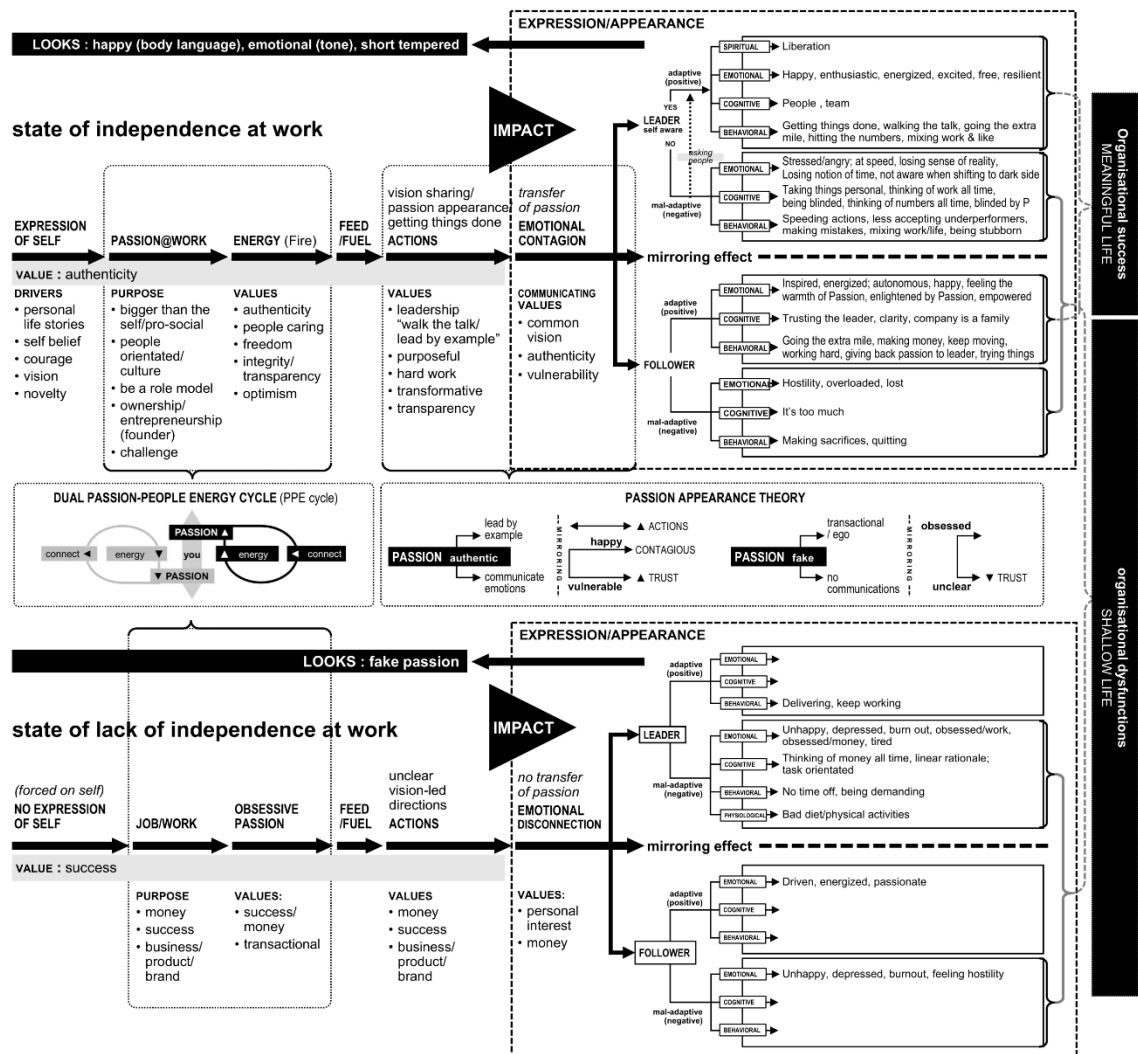
5.2   Limitation of the study

Definitional limitations

Partial view on the definition of Passionate Leadership In Organisations with no views from employees collected and non-validated against a larger sample.

Both definition of Passionate Leadership In Organisations and Passion In Leadership In Organisations were either collected from existing secondary data (Ruggiano and Perry, 2017), in the case of the qualitative meta-aggregative literature review. To provide more evidence to the generalisation of these definitions, a study involving a larger sample would be required. This would be achieved through a quantitative research method to corroborate the definitional elements of PLIO and PILIO.

Beyond the sample size, the view collected from CEOs on PILIO were not corroborated by CEO's immediate followers / team members. The case of a comprehensive view on a construct may require more than one perspective as the case in the case of investigating leadership, obtaining both the leader and the team's view are two sides of the same coin (Sohmen, 2013). The view from followers will allow to corroborate theories, behaviours and perception shared by CEO (Keck et al., 2020; Washburn, De Luque and Waldman, 2007).

Need for a measurement of PILIO and cognate theories

PILIO does not have a scale to identify the type of leader with PILIO.

Impact of the main dimensions of the PILIO model (self awareness, mindsets, autonomy and passionate appearance) on PILIO are not measured yet.

Lack of an integrated study on humanistic mindset

Humanistic mindset as revealed in the PILIO model, lacks an integrative definition, encompassing studies from positive leadership, humanistic psychology, and other relevant disciplines which explore the definitional elements of humanistic mindset.

Limited understanding of the role of job crafting and autonomy in the context of generating passion in leadership

What this study does not explore is whether job crafting is a mediator of passion in leadership.

Lack of understanding of self awareness as a determinant of passionate leadership in the PILIO

What this study lack is the ability to distinguish the subtle layers of the concept of self awareness when PILIO is in action

Lack of clarity about the dyadic relationships between key concepts in PILIO

It would be useful to understand if there is direct, indirect relationship (correlational, causal, others) between concepts presents in the PILIO model, the type of relationship (mediating, moderating or other) and whether other factors or variable are required to observe an outcome.

- Autonomy and mindset.

- Autonomy and self awareness.

- Mindset and passionate appearance.

- Purpose and autonomy in the context of leadership.

- Purpose and mindset.

- Monitoring the self and self awareness.

- Let-go and passionate appearance.

Need for a counterview on PILIO from the followers' perspectives

What this study does not offer is a counter view from the perspective of the leaders' followers.

PILIO model resulted from the interviews of CEOs. Therefore, the data only offers one perspective on how PILIO manifests itself according to leaders.

This finding can be compared to the way followers perceive their CEO's passion.

Need for clarification about the nature of the relationship between core elements of the PPE flow: passion, (desire to) connect, and (sense of) energy.

This theory emanates from the interviews with leaders and does not explain the direct or indirect relationship between each element of the PPE flow nor does it allow to see the actual applicability on actual participants.

5.3 Recommendations

Generalisation of the research on Passion In Leaderships In Organisations:
Generalisation, which involves pulling general inferences from specific observations, is commonly recognised as a quality standard in quantitative research, however it is more controversial in qualitative research (Polit and Beck, 2010)

Generalisation as in quantity: Three models of generalisation, can be followed as suggested by Firestone: classic sample-to-population (statistical) generalisation, analytic generalisation, and case-to-case transfer (transferability) (Firestone, 1993).

Generalisation as in multicultural: According to Franke and Richey (2010) beyond the challenge of a larger sample, the legitimate issue of generalisations from comparing small numbers of countries in international research can result in misleading results. This happens when sparse samples are used. It is reported that 35% of international comparative studies in leading international business journals collected up to 3 countries and showed an exploratory analysis of 123 variables which suggest moderate correlations between countries (average $r= 0.24$). Evidence recommended a minimum of 7 countries to produce reliable international generalisations when general trends are very strong. Therefore, to improve generalisation, it is preferable to use larger samples of countries, since research based on common sample and effect sizes might lead to generalisations which the findings cannot justify (Franke and Richey, 2010).

This would therefore address the limitation of lack of generalisability of the definitions of PLIO and PILIO.

Measurement of Passion In Leadership In Organisations
PILIO being a concept investigated empirically, a measurement will allow scholars and practitioners to further study the outcomes generated by this motivational theory. Scale development process is essential to creating knowledge in human and social sciences (Morgado et al., 2017).
Two measures to consider are PLIO where a leadership measure would be required and PILIO where measure of passion should be employed, adjusted or created.
To define and to measure leadership has been a cause of theoretical confusion in the leadership literature. Various measures have been established, however they all contain

limitations. Some questionnaires are neglecting key indicators of leadership, or they comprise behaviours which are not immediately pertinent.

A comprehensive measure of PILIO, taking the definitional elements of PILIO, could help identify the type of leaders and subsequently, it will help identify the corrective actions to pre-empt and to tackle potential maladaptive outcomes of PILIO. These measurements would give an understanding of the impact of PILIO on leaders, their followers and the organisation. It would also help evaluate the impact of any interventions conducted on leaders.

Experiment to activate PILIO

As discussed in the interpretation of the findings section, both autonomy and the type of mindset are determinants of PILIO. The case of creating an experiment where autonomy and either humanistic or transaction mindset can be triggered.

Passionate appearance and self awareness are determinants to the type of PILIO impacts. The case of creating an experiment where an authentic passionate appearance and higher self awareness can be produced.

This experiment would allow scholars and practitioners to observe and to evaluate the effects of the PILIO model.

Perspective from leaders' followers

To address the need to obtain employees' view about their leader's passion, are recommended.

- A qualitative research exploring followers' perspective on PILIO.
- A quantitative self-reported questionnaire administered to followers.

Job crafting and PILIO

To uncover the role played by job crafting in the context of passion in leadership and to understand its relationship with autonomy.

This would allow scholars and practitioners to use or not to use job crafting as way to create PILIO.

Testing the nature of the dyadic relationship between PILIO core definitional concepts between:

- Autonomy and mindset.
- Autonomy and self awareness.
- Mindset and passionate appearance.
- Purpose and autonomy in the context of leadership.
- Purpose and mindset.
- Monitoring the self and self awareness.
- Let-go and passionate appearance.

This will bring clarity on the nature of the dyadic relationships between these key concepts in PILIO and allow evidence-based decisions to influence core PILIO determinants to achieve desired outcomes.

Clarify the role of self awareness in PILIO

To discover the role played by self awareness when passion is influencing leadership this would allow scholars and practitioners to better distinguish the subtle layers of the concept of self awareness when exposed to passion.

Understand the nature of the relationship between core elements of the PPE flow

To unpack the way each of these elements relate with each other: passion, (desire to) connect, and (sense of) energy by conducting a validity test of the theory to amend it if required.

This would explain how energy is generated from passion in leadership and how it relates to the connection with people.

5.4   Implications

This study on PILIO addresses the need expressed by scholars and practitioners to confront a global leadership crisis.

Findings can serve practitioners, scholars and policy makers.

Practitioner

At a practical level, both the PLIO – Passionate Leadership In Organisations concept and the PILIO – Passion In Leadership In Organisations model can serve leaders, aspiring leaders, leadership development experts, and any professional in the field of people development who work with leaders, in change management and in Human Resource management, leadership development programs, talent management, executive coaching, training, mentoring and any interventions that aim at instilling a humanistic, people-oriented form of leadership, to lead to three levels of success: leaders, employees, and the organisation.

Scholars

At a research and academic level, PLIO and PILIO can be taught to students who study or have an interest in leadership development, Positive Leadership, and Positive Psychology. Current studies' findings can serve scholars in the pursuit of further research to unpack insights that pertain the field of motivational studies. Limitations and recommendations of research listed in the previous sections can be used to address the gaps in literature.

Policy makers

Policy makers who envision a better world can use PLIO and PILIO models. Policies which affect governance, the education sector and leadership can benefit from these research findings.

5.5 Conclusion

Research aim and research questions

The research aimed to investigate Passion In Leadership In Organisations (PILIO) through the lenses of organisational leaders – CEOs. Therefore, leaders' experiences were examined, to understand their views and meaning of the concept of passion in leadership.

The following question have guided this research

1) How do leaders in organisations describe passion in leadership?

2) How do leaders see the impact of passion in leadership on themselves, on their followers and on the organisation?

3) How does passion in leadership manifest itself according to leaders in organisations?

Major findings

This research revealed the following findings:

1) Two definitions: Passionate Leadership In Organisations (PLIO) and Passion In Leadership In Organisations (PILIO).

2) A PILIO model with:

   o 4 types of leaders, determined by the dyadic relationships between autonomy and mindset (humanistic vs transactional).

   o Cognate theories:

      ▪ Passion Appearance theory.

      ▪ Passion lifecycle theory.

      ▪ Dark side of PILIO theory.

      ▪ Dual Passion-People-Energy flow theory.

3) The impact of Passion In Leadership In Organisations (PILIO):-

   o on the leader.

   o on the followers.

   o on the organisation.

4) The dark side of PILIO.

5) The multidimensionality of passion in leadership.

6) Passion In Leadership and its path to success:-

    o   in terms of organisational performance.

    o   in terms of well-being for the employee.

    o   in terms of happiness for the leader.

7) Transferability of passion in leadership

8) 'Doing-good' through passion in leadership

Contributions of this research

This study contributed to advance knowledge on the motivational construct of passion, looking in particular in the context of leadership.

The findings which derived from data collected composed of 3 studies, covering data from 4 continents in the world, both quantitative and qualitative provide a good representation of the concept of passion in leadership as it is understood generally.

The practical aspect of passion will benefit both scholars and practitioners, to either conduct further research or to implement leadership solutions that can lead to positive impact on the leaders, their followers and the organisations.

Scholars, policy makers and practitioners can all use PLIO and PILIO to address the need stated in the problem statement: a global leadership crisis and the need of a leadership to build a better world.

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7   APPENDIX

7.1   Practitioners' interest for the concept of Passion at work

Websites

Practitioners in favour of, and praising the benefits of Passion at Work:

- https://www.officevibe.com/blog/passion-work-important-engagement
- https://www.changefactory.com.au/our-thinking/articles/what-is-passion-at-work/
- https://content.wisestep.com/passion-at-work/
- http://focus-1.com/passion-in-the-workplace.html
- https://www.theguardian.com/lifeandstyle/2018/apr/02/how-do-i-find-my-passion-work-sharmadean-reid
- https://www2.deloitte.com/insights/us/en/topics/talent/worker-passion-employee-behaviour.html

Practitioners against, and warning against risks associated to Passion at work

- https://www.forbes.com/sites/work-in-progress/2017/06/28/lets-get-real-about-passion-at-work/#4020613c23b3
- https://www.inc.com/todd-nordstrom/how-passion-can-destroy-your-potential-according-to-5-experts.html

Books

- Passion at Work: How to Find Work You Love and Live the Time of Your Life by Lawler Kang
- Work with Passion: How to Do What You Love for a Living by Nancy Anderson
- The Passion Plan at Work: Building a Passion-Driven Organization by Richard, Y. Chang
- Passion at Work: Six Secrets for Personal Success by Kevin Thomson
- It Starts with Passion Do What You Love and Love What You Do - Be Your Best by Keith Abahram
- How To Find Your Passion and Purpose: Four Easy Steps to Discover A Job You Want And Live the Life You Love (The Art of Living) by Cassandra Gaissford
- Getting Passion Out of Your Profession by Nina Spencer

7.2   The Dualistic Model of Passion scale
– DMP scale, (Vallerand, 2010)

Describe an activity that you love, that is important for you, and in which you spend a significant amount of time

MY FAVORITE ACTIVITY IS:

While thinking of your favorite activity and using the scale below, please indicate your level of agreement with each item

		NOT AGREE AT ALL 1	VERY SLIGHTLY AGREE 2	SLIGHTLY AGREE 3	MODERATELY AGREE 4		MOSTLY AGREE 5		STRONGLY AGREE 6		VERY STRONGLY AGREE 7	
1	This activity is in harmony with other activities in my life					1	2	3	4	5	6	7
2	I have difficulties controlling my urge to do my activity					1	2	3	4	5	6	7
3	The new things that I discover with this activity allow me to appreciate it even more					1	2	3	4	5	6	7
4	I have almost an obsessive feeling for this activity					1	2	3	4	5	6	7
5	This activity reflects the qualities I like about myself					1	2	3	4	5	6	7
6	This activity allows me to live a variety of experiences					1	2	3	4	5	6	7
7	This activity is the only thing that really turns me on					1	2	3	4	5	6	7
8	My activity is well integrated into my life					1	2	3	4	5	6	7
9	If I could, I would only do my activity					1	2	3	4	5	6	7
10	My activity is in harmony with other things that are a part of me					1	2	3	4	5	6	7
11	This activity is so exciting that I sometimes lose control over it					1	2	3	4	5	6	7
12	I have the impression that my activity controls me					1	2	3	4	5	6	7
13	I spend a lot of time doing this activity					1	2	3	4	5	6	7
14	I love this activity					1	2	3	4	5	6	7
15	This activity is important for me					1	2	3	4	5	6	7
16	This activity is a passion for me					1	2	3	4	5	6	7

7.3 The Passion At Work Scale – PTWS (Vallerand and Houlfort, 2003)

While thinking of your favorite activity and using the scale below, please indicate your level of agreement with each item. Please answer all questions.

	NOT AGREE AT ALL 1	VERY SLIGHTLY AGREE 2	SLIGHTLY AGREE 3	MODERATELY AGREE 4	MOSTLY AGREE 5	STRONGLY AGREE 6	VERY STRONGLY AGREE 7					
1	My work is in harmony with the other activities in my life				1	2	3	4	5	6	7
2	I have difficulties controlling my urge to do my work				1	2	3	4	5	6	7
3	The new things that I discover with my work allow me to appreciate it even more				1	2	3	4	5	6	7
4	I have almost an obsessive feeling for my work				1	2	3	4	5	6	7
5	My work reflects the qualities I like about myself				1	2	3	4	5	6	7
6	My work allows me to live a variety of experiences				1	2	3	4	5	6	7
7	My work is the only thing that really turns me on				1	2	3	4	5	6	7
8	My work is well integrated in my life				1	2	3	4	5	6	7
9	If I could, I would only do my work				1	2	3	4	5	6	7
10	My work is in harmony with other things that are part of me				1	2	3	4	5	6	7
11	My work is so exciting that I sometimes lose control over it.				1	2	3	4	5	6	7
12	I have the impression that my work controls me				1	2	3	4	5	6	7
13	I spend a lot of time doing my work				1	2	3	4	5	6	7
14	I like my work				1	2	3	4	5	6	7
15	My work is important for me				1	2	3	4	5	6	7
16	My work is a passion for me				1	2	3	4	5	6	7

CODIFICATION	# 2, 4, 7, 9, 11, 12	# 1, 3, 5, 6, 8, 10	# 13 to 16
	Obsessive Passion	**Harmonious Passion**	**Passion Criteria**
SCORING KEY	The determination of which type of passion is the: difference of Z-score ● z-test Obsessive Passion; z Harmonious Passion ● if: Z obsessive > Z harmonious = Obsessive Passion; Z harmonious > Z obsessive = Harmonious Passion ● aggregate of questions 13-16 indicates passion: mean score of 4		

Flexibility w/ scale

Copyright holder (Dr. Robert Vallerand). Scale shared at University of East London where the researcher is a PhD candidate. With authorisation from Dr Vallerand, the scale can be utilised permanently.

The only request was surrounding the way we communicate the feedback. In the past Dr Vallerand's lab has never told participants that they are specifically Harmoniously Passionate for example, because there is overlap with the other OP construct.

7.4 Entrepreneurial passion scale (Cardon et al., 2013)

Please indicate the extent to which you agree or disagree with each statement.

Note: we recommend that the scholars using this instrument consider using 7-point or 9-point scales to guard against issues of range restrictions

		STRONGLY DISGREE 1	DISGREE 2	NEITHER AGREE OR DISAGREE 3	AGREE 4	STRONGLY AGREE 5			
1	It is exciting to figure out new ways to solve unmet market needs that can be commercialised					1	2	3	4	5
2	Searching for new ideas for products/services to offer is enjoyable to me					1	2	3	4	5
3	I am motivated to figure out how to make existing products/services better					1	2	3	4	5
4	Scanning the environment for new opportunities really excites me					1	2	3	4	5
5	Inventing new solutions to problems is an important part of who I am					1	2	3	4	5
6	Establishing a new company excites me					1	2	3	4	5
7	Owning my own company energises me					1	2	3	4	5
8	Nurturing a new business through its emerging success is enjoyable					1	2	3	4	5
9	Being the founder of a business is an important part of who I am					1	2	3	4	5
10	I really like finding the right people to market my product/service to					1	2	3	4	5
11	Assembling the right people to work for my business is exciting					1	2	3	4	5
12	Pushing my employees and myself to make our company better motivates me					1	2	3	4	5
13	Nurturing and growing companies is an important part of who I am					1	2	3	4	5

7.5   Samples of memoing

235
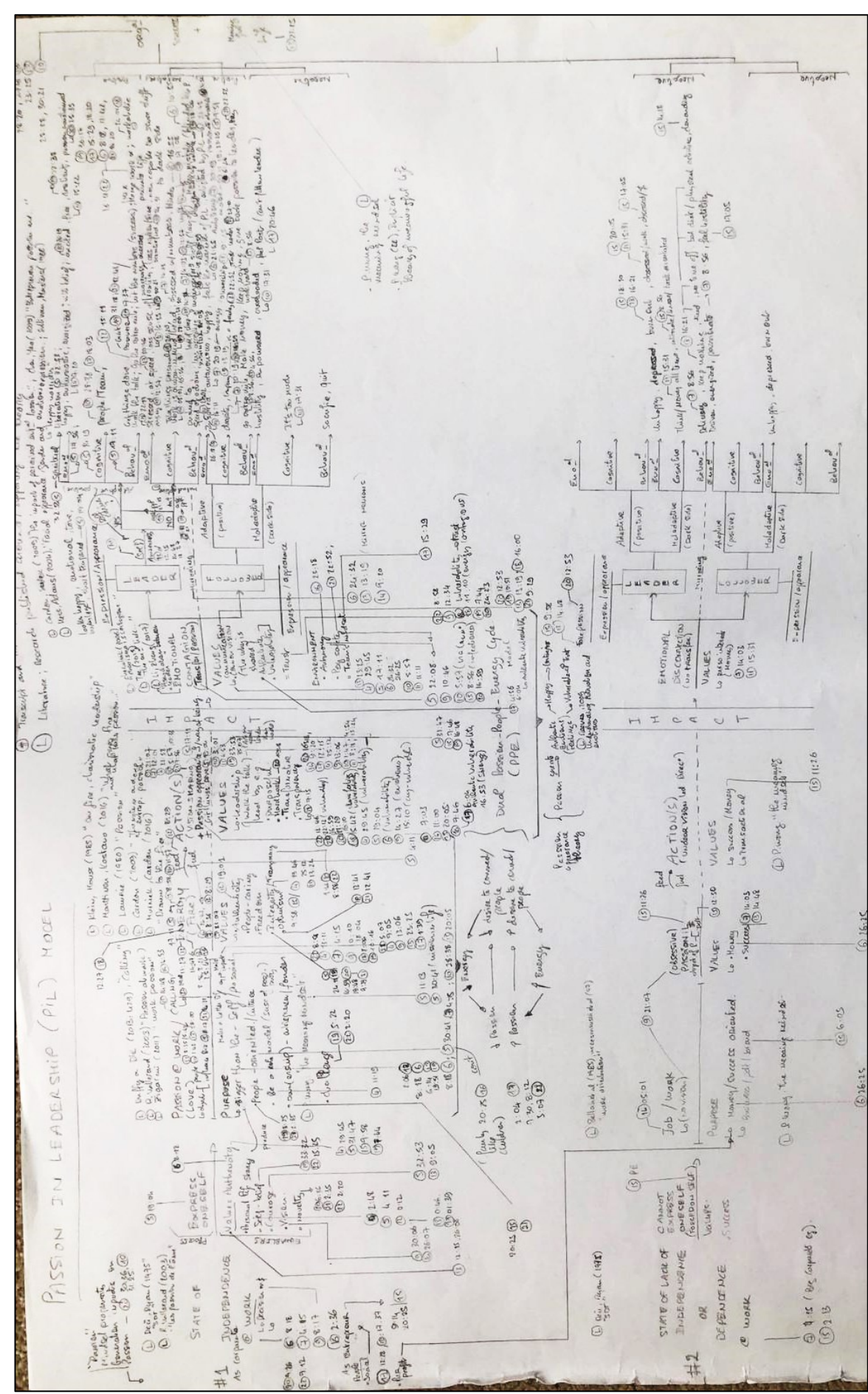
7.6   AMSTAR checklist (Sequeira-Byron et al., 2011)

1) Was an ''a priori'' design provided?

2) Was there duplicate study selection and data extraction?

3) Was a comprehensive literature search performed?

4) Was the status of publication (i.e., grey literature) used as an inclusion criterion?

5) Was a list of studies (included and excluded) provided?

6) Were the characteristics of the included studies provided?

7) Was the scientific quality of the included studies assessed and documented?

8) Was the scientific quality of the included studies used appropriately in formulating conclusions?

9) Were the methods used to combine the findings of studies appropriate?

10) Was the likelihood of publication bias assessed?

11) Were potential conflicts of interest included?

7.7   AMSTAR checklist
completed by supervisor, Dr Rona Hart.

AMSTAR – a measurement tool to assess the methodological quality of systematic reviews.

AMSTAR – a measurement tool to assess the methodological quality of systematic reviews.

1. Was an 'a priori' design provided?
The research question and inclusion criteria should be established before the conduct of the review.

Note: Need to refer to a protocol, ethics approval, or pre-determined/a priori published research objectives to score a "yes."

▪ **Yes**
▫ No
▫ Can't answer
▫ Not applicable

2. Was there duplicate study selection and data extraction?
There should be at least two independent data extractors and a consensus procedure for disagreements should be in place.

Note: 2 people do study selection, 2 people do data extraction, consensus process or one person checks the other's work.

▫ Yes
▪ **No**
▫ Can't answer
▫ Not applicable

3. Was a comprehensive literature search performed?
At least two electronic sources should be searched. The report must include years and databases used (e.g., Central, EMBASE, and MEDLINE). Key words and/or MESH terms must be stated and where feasible the search strategy should be provided. All searches should be supplemented by consulting current contents, reviews, textbooks, specialized registers, or experts in the particular field of study, and by reviewing the references in the studies found.

Note: If at least 2 sources + one supplementary strategy used, select "yes" (Cochrane register/Central counts as 2 sources; a grey literature search counts as supplementary).

▪ **Yes**
▫ No
▫ Can't answer
▫ Not applicable

4. Was the status of publication (i.e. grey literature) used as an inclusion criterion?
The authors should state that they searched for reports regardless of their publication type. The authors should state whether or not they excluded any reports (from the systematic review), based on their publication status, language etc.

Note: If review indicates that there was a search for "grey literature" or "unpublished literature," indicate "yes." SIGLE database, dissertations, conference proceedings, and trial registries are all considered grey for this purpose. If searching a source that contains both grey and non-grey, must specify that they were searching for grey/unpublished lit.

▪ **Yes**
▫ No
▫ Can't answer
▫ Not applicable

5. Was a list of studies (included and excluded) provided?
A list of included and excluded studies should be provided.

Note: Acceptable if the excluded studies are referenced. If there is an electronic link to the list but the link is dead, select "no."

▪ **Yes – only of studies included**
▫ No
▫ Can't answer
▫ Not applicable

6. Were the characteristics of the included studies provided?
In an aggregated form such as a table, data from the original studies should be provided on the participants, interventions and outcomes. The ranges of characteristics in all the studies analyzed e.g., age, race, sex, relevant socioeconomic data, disease status, duration, severity, or other diseases should be reported.

Note: Acceptable if not in table format as long as they are described as above.

▪ **Yes**
▫ No
▫ Can't answer
▫ Not applicable

7. Was the scientific quality of the included studies assessed and documented?

'A priori' methods of assessment should be provided (e.g., for effectiveness studies if the author(s) chose to include only randomized, double-blind, placebo controlled studies, or allocation concealment as inclusion criteria); for other types of studies alternative items will be relevant.

Note: Can include use of a quality scoring tool or checklist, e.g., Jadad scale, risk of bias, sensitivity analysis, etc., or a description of quality items, with some kind of result for EACH study ("low" or "high" is fine, as long as it is clear which studies scored "low" and which scored "high"; a summary score/range for all studies is not acceptable).

- □ Yes
- □ No
- □ Can't answer
- □ Not applicable

8. Was the scientific quality of the included studies used appropriately in formulating conclusions?

The results of the methodological rigor and scientific quality should be considered in the analysis and the conclusions of the review, and explicitly stated in formulating recommendations.

Note: Might say something such as "the results should be interpreted with caution due to poor quality of included studies." Cannot score "yes" for this question if scored "no" for question 7.

- □ Yes
- □ No
- □ Can't answer
- □ Not applicable

9. Were the methods used to combine the findings of studies appropriate?

For the pooled results, a test should be done to ensure the studies were combinable, to assess their homogeneity (i.e., Chi-squared test for homogeneity, I^2). If heterogeneity exists a random effects model should be used and/or the clinical appropriateness of combining should be taken into consideration (i.e., is it sensible to combine?).

Note: Indicate "yes" if they mention or describe heterogeneity, i.e., if they explain that they cannot pool because of heterogeneity/variability between interventions.

- □ Yes
- □ No
- □ Can't answer
- □ Not applicable

10. Was the likelihood of publication bias assessed?

An assessment of publication bias should include a combination of graphical aids (e.g., funnel plot, other available tests) and/or statistical tests (e.g., Egger regression test, Hedges-Olken).

Note: If no test values or funnel plot included, score "no". Score "yes" if mentions that publication bias could not be assessed because there were fewer than 10 included studies.

- □ Yes
- □ No
- □ Can't answer
- □ Not applicable

11. Was the conflict of interest included?

Potential sources of support should be clearly acknowledged in both the systematic review and the included studies.

Note: To get a "yes," must indicate source of funding or support for the systematic review AND for each of the included studies.

- □ Yes
- □ No
- □ Can't answer
- □ Not applicabl

Additional notes (in italics) made by Michelle Weir, Julia Worswick, and Carolyn Wayne based on conversations with
Bev Shea and/or Jeremy Grimshaw in June and October 2008 and July and September 2010.

Reviewed by Dr Rona Hart

7.8   Quantitative studies

REFERENCE	PAPER TITLE	AIM OF STUDY	PARTICIPANTS	TYPE OF STUDIES	SCALES/MEASURES	FINDINGS
Egan, Zigarmi and Richardson, 2019	Leadership behaviour: a partial test of the employee work passion model	To investigate Leadership as a key boundary condition to the formulation of employee work passion in organisations,	409 employees within the private sector in Australia	Correlational	Leader Action Profile (LAP) : composed of 7 sub scales, 6 point anchored scale to rate perceive frequency. Self concern and other orientation scales (De Dreu & Nauta, 2009) International Positive and Negative Affect Schedule-Short form (I-PANAS-SF) (E.R. Thompson, 2007). Work intention Inventory-Short Form (WII-SF) (Nimon & Zigarmi, 2015b)	EWPA (Employee Work Passion) model provides a basis for investigating relations among hypothesized latent constructs (cognition, affect, and work intentions) in a "statistical sense". Out of a total of 18 hypothesized structural paths, 11 were significant and in the expected direction. significant relationship at $*p < .05$, $**p < .01$, $***p < .001$. Nonsignificant relationship at $p > .05$. However, findings do not imply that the measured variables are causally related. Employee positive affect was a stronger predictor of employee work intentions than was employee negative affect.

| Sirén et al., 2016 | How do harmonious passion and obsessive passion moderate the influence of a CEO's change-oriented Leadership on company performance? | This study tests the proposition that harmoniously passionate CEOs, would conduct change-oriented Leadership more effectively than their obsessively passionate counterparts. | 80 CEOs, and 163 Followers working closely with the CEO | Correlational | Leader Passion: adaption of the 14-item Passion Scale (Vallerand et al.'s, (2003), replacing the words "this activity" in the original with the phrase "running a business". Change-oriented Leadership: eight items representing the change-oriented domain items from Rafferty and Griffin's (2004) short version of Podsakoff et al.'s (1990) Transformational Leadership Scale, | Harmonious passion strengthens the relationship between CEOs' change-oriented Leadership and firm performance in terms of both sales and profit growth. The effect of change-oriented Leadership on sales growth is contingent on the level of harmonious passion. For Leaders with high levels of harmonious passion, the relationship between change-oriented Leadership and sales growth is positive. In contrast, when obsessive passion is low and change-oriented Leadership is increasing, the effect of Leadership on sales growth is positive and significant. Harmonious passion exhibited by CEOs does not affect firm sales or profit growth. Furthermore, the analysis did not reveal a direct relationship between obsessive passion and either sales or profit growth. CEOs' passion should be considered an indirect predictor of firm performance instead of a direct one. Passion is not a universally positive characteristic for a Leader to possess: in contrast to firms led by harmoniously passionate CEOs, firms led because of their persistence and over-escalation of |

						commitment, obsessively passionate change-oriented CEOs may not be capable of conducting change activities in as flexible a manner as is required, potentially leading to reduced firm performance. Obsessively passionate change-oriented CEOs may not experience increased firm performance.

Patel et al.,2015	Leadership, Passion and Performance: A Study of Job Creation Projects during the Recession	To contribute to a growing body of inquiry exploring passion in the Leadership context proposes that a Leader's type of passion could explain why some project Leaders who receive government funding succeed in creating jobs whereas others do not.	105 Project Leaders leading projects funded by the EU	Correlational	Shorter version of the passion scale as applied in Vallerand et al. (2008b).	Obsessive passion increased the number of jobs created (B = 252.671, p < 0.001). Harmonious passion also increased the number of jobs created (B = 138.316, p < 0.05). Obsessive passion leads to higher job creation under increasing environmental dynamism (B = 172.666, p < 0.001). Harmonious passion under increasing environmental complexity (B = 119.438, p < 0.05) leads to job creation increased at higher levels of environmental complexity.

| Robertson and Barling, 2013 | Greening organisations through Leaders' influence on employees' pro-environmental behaviours | To develop and test a model that links environmentally-specific transformational Leadership and Leaders' workplace pro-environmental behaviours to employees' pro-environmental passion and behaviours | 139 Leaders (61.6 % men) was 40.17 years, and the average age of the 139 subordinates (52.5 % men) was 37.42 years | Correlational | Environmental descriptive norms, harmonious environmental passion, and workplace pro-environmental behaviours scales | Subordinates' workplace pro-environmental behaviours were predicted by their own harmonious environmental passion (b = .66, p<.01) and by Leaders' workplace pro-environmental behaviours (b = .31, p<.01). In turn, subordinates harmonious environmental passion was predicted by Leaders'environmentally-specific transformational Leadership (b = .32, p<.01) and Leaders' workplace pro-environmental behaviours (b = .31, p<.01). Leaders' workplace pro-environmental behaviours and environmentally-specific transformational Leadership were significantly related (b = .56, p<.01); and Leaders' environmentally-specific transformational Leadership and their workplace pro-environmental behaviours were predicted by Leaders' environmental descriptive norms (b = .36, p<.01 and b = .42, p<.01, respectively). |

Kantabutra and Vimolratana, 2010	Vision-based Leaders and their Followers in retail stores: Relationships and consequences in Australia	To test the relationship between store manager passion for vision, motivation of staff and use of vision among staff and Leadership outcomes of staff and customer satisfaction in Australian apparel stores	11 store managers, 148 staffs, 214 customers in Australian apparel stores	Correlational	Separated sets of questionnaires for store managers, staff, and customers. 9 points ordinal scale underlay all questionnaire items measuring 5 domains. Staff responded to 6 components of job satisfaction; customer questionnaire collected data on 14 items and customer satisfaction. Correlational analysis.	Correlation analysis indicates that store manager passion is directly predictive of motivation of staff (P=0.46), store manager passion is also predictive for enhanced vision guiding while motivation of staff is indirectly predictive of vision guiding. Store managers with higher levels of passion tend to engage in behaviours that motivate staff such as role modelling, rewarding, and encouraging and bring about improvement in staff satisfaction in Australian stores.

Nguyen, Mai and Huynh, 2019	The role of transformational Leadership toward work performance through intrinsic motivation: A study in the pharmaceutical field in Vietnam	The study aims to identify the role of transformational Leadership toward work performance through intrinsic motivation in pharmaceutical field by a survey of 220 pharmacists in Vietnam.	3 Leaders + 7 peoples and 5 people working in pharma + 220 pharmacists	Quantitative/mixed	Interview + group observation adding 11 observed variables. Subsequently, survey conducted with 220 pharmacists working in pharmaceutical field in Vietnam; using Likert five-point scale. Reliability verification by Cronbach's Alpha coefficient, with factors being analysed by EFA before conducting multivariate regression analysis	Transformational Leadership creates a proactive, positive attitude, passion, interest or an increase in intrinsic motivation of employees, thereby affecting work performance. Leaders have outstanding qualities such as good ability, passion and enthusiasm for work that will inspire their employees. The pharmacists under these Leaders will have the love, be passionate about their work, thereby increasing intrinsic motivation for themselves. Idealised influence (attributed) has a positive effect on intrinsic motivation. Factor "Idealised influence (attributed)" with sig.=0.003, has a significant at the 1% level and $\beta 1 = 0.117 > 0$.

Schimschal and Lomas, 2019	Gritty Leaders: The Impact of Grit on Positive Leadership Capacity	To explore the relationship between a Leader's level of grit and their capacity to implement positive Leadership strategies and practices taking grit subfactors into consideration as well as three dimensions of positive Leadership	100 Leaders across a range of industries.	Correlational	Grit Scale and 18 questions from the Positive Leadership Practices Self-Assessment.	Grit positively correlated with positive Leadership, and perseverance exhibited a stronger relationship than passion. small positive correlation between passion and positive Leadership, rs(100)¼.21, p<.041, and a medium positive correlation between perseverance and positive Leadership, rs(100)¼.35, p<.001. These results indicate perseverance has a stronger impact on global positive Leadership capacity than passion.

| Caza and Posner, 2019 | How and when does grit influence Leaders' behaviour? | To examine the influence of grit, which is the tendency to pursue long-term goals with perseverance and continuing passion, on Leaders' self-reported behaviour in terms of role modelling and innovating, as well as inspiring, empowering and supporting Followers | International sample of 3,702 Leaders in work and non-work contexts. | Correlational | Leadership Practices Inventory (LPI; Posner and Kouzes, 1988), Duckworth et al.'s (2007) grit measure. Correlational analysis | Grit (one's continuing passion and perseverance in pursuit of long-term goals) makes individuals more likely to lead by example and to support others in challenging the status quo. These relationships make intuitive sense, as grit's dogged perseverance and passionate pursuit of long-term goals should make individuals more willing to stick with, stand up for and live by their principles, as well as making them more accepting of taking risks and learning from experience. |

Makino et al., 2020	Passion transfer across national borders	To investigate the practice of cross-border Leader's passion transfer	418 senior managers, including top executives (e.g., chairmen, presidents, CEOs, family owners, representatives), senior executives (e.g., executive officers, directors, board members), and other general managers and officers.	Correlational	29 items to measure the dependent and independent variables for analysis. They included seven variables: innovation, passion transfer, passion (self-enhancing and self-transcending), mutual communication, and organisational barriers (to incentives and behaviour). Correlational analysis	Successful transfer of a Leader's passion from headquarters to local staff is significantly and positively associated with innovation. Passion transfer is positively affected by both types of Leaders' passion and mutual communication, and negatively affected by incentive-based organisational barriers. We also find that self-enhancing passion affects innovation both directly and indirectly through passion transfer, whereas self-transcending passion affects innovation only through passion transfer.

Lee, 202	How does openness about sexual and gender identities influence self-perceptions of teacher Leader authenticity?	To explore the extent to which openness about personal sexual and gender identities influence teacher Leaders' self-perceptions of authenticity in the workplace	23 teacher Leaders self identifying as either lesbian, gay, bisexual or transgender were compared with those of 20 teacher Leaders self-identifying as heterosexual and cis gendered	Correlational	George's authentic Leadership self-assessment tool, descriptive analysis	Authentic Leaders understand their purpose, which is driven by passion that emanates from their narrative. Heterosexual/cis male and female Leaders were clearer on their purpose and assessed themselves as highly passionate about their Leadership roles, scoring an average of 19/20. Lesbian and gay male Leaders rated themselves lower at an average of 16/20, whilst non-binary/trans Leaders assessed themselves as only 15/20 overall

Luu, 2020	Can sales Leaders with humility create adaptive retail salespersons?	To unfold how and when sales managers' Leadership humility nurtures retail salespersons' adaptive selling behaviour	529 sales employees (response rate: 62.8%) and 82 sales managers (84.5%), belonging to 82 retail shops (84.5%).	Correlational	Leaders's humility Nine items from Owens and Hekman, Adaptive selling was assessed through five items from Robinson, Marshall, Moncrief, and Lassk, Customer knowledge was measured using Bettencourt et al.'s, Potosky and Ramakrishna's (2002) five-item instrument was used to estimate adaptive self-efficacy, Customer-oriented harmonious passion was gauged through seven items adapted from Vallerand et al. (2003). Correlational analysis	Role of retail salespersons' customer knowledge, adaptive self-efficacy, and customer-oriented harmonious passion acts as the mediation paths for the linkage between sales Leader humility and retail salespeople's adaptive selling behaviour. Leader humility demonstrated the significant positive association with salespeople's customer-oriented harmonious passion (B = 0.42, p < .001), which was significantly and positively related to adaptive selling (B = 0.38, p < .001).
Akparobore and Omosekejimi, 2020	Leadership qualities and style: a panacea for job productivity and effective service delivery among library staff in academic libraries in	To examine Leadership qualities and style as panacea for job productivity and effective service delivery among library staff members in academic libraries in Nigeria	672 library staff members from 23 university libraries across the South region of Nigeria	Correlational	Structured questionnaire, descriptive analysis	Commitment and passion for their job, excellent communication skills, good decision-making skills, delegation of authority/subordinate empowerment among others are qualities of a good Leader. (100%) agree passion for their job should be possessed by a Leader to make the subordinates more productive and effective in their job

	Southern, Nigeria					
Ho and Astakhova, 2020	The passion bug: How and when do Leaders inspire work passion?	To empirically disentangle the mechanisms through which passion transfers from Leaders to employees.	201 supervisor –employee dyads from the health-care industry	Correlational	Vallerand's Passion scale, Multifactor Leadership Questionnaire, Importance of Performance to Self Esteem (IPSE) measured via 7-point agreement scale using the five items from Ferris et al.'s (2010). Correlational analysis	Leaders' harmonious passion led to employees' harmonious passion through charismatic Leadership (B = .16, p < .01), whereas contingent reward Leadership accounted for the transfer of obsessive passion (B = .21, p < .001), IPSE did not play a moderating role for either form of passion. link between Leadership and employee passion operated through employees' perception of Leader passion and that employees' IPSE accentuated for the relationship between perceived Leader obsessive passion and employees' obsessive passion

| Butt et al., 2019 | I see you in me and me in you: the moderated mediation crossover model of work passion | To explore the limited but growing body of research on positive crossover, wherein the authors investigated the direct and indirect crossover of work passion between the dyadic setting of Leader and Followers | A large trade multinational company (n=77 supervisor and 373 subordinates) and a large manufacturing multinational company (n=89 supervisor and 411 subordinates) situated in Anhui province of China | Correlational | Vallerand and Houlfort (2003) Passion Toward Work scale, Graen and Scandura's Supervisor–subordinate relationship quality scale. Correlational analysis | Support for the notion of direct and indirect crossover of work passion within Leader–Follower dyads. Moreover, the authors' findings also support the moderated mediation model of direct and indirect crossover of work passion. |

Zigarmi and Roberts, 2012	Leader values as predictors of employee Affect and work passion intentions	To examine the empirical connection between employee perceptions of their Leaders' values orientation, employee job-specific affect, and the resultant impact these two constructs have on employee work passion intentions.	747 participants, 39.9% were male. Approximately 70% were managers, and the prominent age group was Gen Xers (1961-1981 = 61%),	Correlational	Work Cognition Inventory (WCI), Leader Self-Concern and Other-Orientation questionnaire adapted from by De Dreu and Nauta (2009), Affect Intensity Measure (AIM-J), Work Intention Inventory (WII), Correlational analysis	Leader other-orientation showed sizeable, direct, significant correlations with employee positive job-specific affect and resultant work passion intentions such as intent to endorse, intent to perform, intent to stay, intention to use discretionary effort, and intention to be an organisational citizen. All environmental factors indicating healthy connectedness to others at work were significantly related to Affect Intensity Measure positive ($\beta = .183$, $\beta = .130$, and $\beta = .243$, respectively, all ps<.05).

Omorede, Thorgren and Wincent, 2013	Obsessive passion, competence, and performance in a project management context	To nuance the picture that obsessive passion typically brings several negative consequences to show that there are indeed conditions when obsessive passion can be beneficial and that it has an important role for project management.	134 project Leaders	Correlational	Abridged version of Vallerand et al.'s (2003) Passion Scale, and hierarchical ordinary-least-squares (OLS) and the recommendations by Baron and Kenny (1986), which suggested using a series of hierarchical regression equations. Correlational analysis	Obsessive passion plays an important role in linking the benefits of competence through challenging goals to successful goal attainment. Interaction between project Leaders' obsessive passion and goal challenge is significantly related to attaining goals (β=.20, pb.05). controls of harmonious passion (β=.27, pb.01), the project approval (β=.17, pb.05), and project board size (β=.18, pb.05) significantly influence project Leaders' obsessive passion for the project.

De Clercq and Belausteguig oitia, 2017	Overcoming the Dark Side of task conflict: Buffering roles of transformation al Leadership, tenacity, and passion for work	To consider how task conflict reduces employees' job satisfaction, as well as how the negative task conflicted job satisfaction relationship might be buffered by supervisors' transformational Leadership and employees' personal resources	746 employees, average 34 years of age, 78% men	Correlational	Job satisfaction with five items used in previous research (Hochwarter, Kacmar, Perrewe, & Johnson, 2003), task conflict with four items based on prior literature on intra-firm conflict (De Clercq et al., 2009), transformational Leadership with four items used by Chen et al. (2012), tenacity four items used in previous research (Baum & Locke, 2004), passion for work with five items based on previous studies (Baum & Locke, 2004; De Clercq et al., 2013), correlational analysis	Task conflict reduces job satisfaction, but this effect is weaker at higher levels of transformational Leadership, tenacity, and passion for work. The buffering roles of the two personal resources (tenacity and passion for work) are particularly salient when transformational Leadership is low. Direct positive effects of transformational Leadership (b ¼ 0.149, p < 0.001) and passion for work (b ¼ 0.154, p < 0.001) on job satisfaction; buffering effects of transformational Leadership (b ¼ 0.020, p < 0.05), tenacity (b ¼ 0.036, p < 0.05), and passion for work (b ¼ 0.053, p < 0.01) on the negative task conflict of job satisfaction relationship; buffering effect of passion for work on the task conflict of job satisfaction relationship was stronger at low levels of transformational Leadership (β=-.017, p < 0.05).

Murnieks et al., 2016	Drawn to the fire: The role of passion, tenacity and inspirational Leadership in angel investing	To extend the knowledge surrounding entrepreneurial passion in new venture investing	66 investors	Mixed qualitative/quantitative (correlational)	Qual: analysis inspired by Grounded theory Quant: Conjoint decision study. Correlational analysis.	Angels value passion in addition to tenacity, as well as both together, when evaluating entrepreneurs for investment. Entrepreneurial experience of angels positively moderates the value provided by passion and tenacity. Tenacity and inspirational Leadership are two of the significant reasons passion is valued by investors. Angels strongly preferred obsessive to harmonious passion ($\beta = 0.80$, S.E. $= 0.14$, p b 0.01), Higher levels of tenacity ($\beta = 0.830$, SE $= 0.160$, p b 0.01) and entrepreneurial passion ($\beta = 0.887$, SE $= 0.194$, p b 0.01) led to increased probabilities of investment. Inspirational Leadership did not exhibit a significant effect ($\beta = 0.208$, SE $= 0.156$, p $= 0.19$). Tenacity is the most prominent factor associated with passion in our qualitative study. Defined as the sustainment of action and energy despite obstacles (Baum and Locke, 2004). inspirational Leadership, with respect to the ability of passionate individuals to inspire stakeholders to support the venture. Passion is closely related to the commitment construct by virtue of its origins in central identities.

Afsar, Badir and Kiani, 2016	Linking spiritual Leadership and employee pro-environmental behaviour: The influence of workplace spirituality, intrinsic motivation, and environmental passion	To build and test a theoretical model linking spiritual Leadership with employee pro-environmental behaviour via several intervening variables.	637 subordinate. average age of the participants was 29.6 years. The average organisational tenure was 3.21 years. 61.3 % were male; 77 % held bachelor's degrees.	Correlational	Spiritual Leadership scale, Fry, Vitucci, and Cedillo (2005); workplace spirituality scale, Milliman et al. (2003);environmental awareness scale, Gatersleben, Steg, and Vlek (2002); environmental passion scale, Robertson and Barling (2013); pro-environmental behaviour scale, Robertson and Barling (2013); Perceived organisational support 8 items adapted from Lynch, Eisenberger, and Armeli (1999); intrinsic motivation 4 items adapted from Guay, Vallerand, and Blanchard (2000); Correlational analysis	Workplace spirituality leads to increase in an employee's intrinsic motivation as well as environmental passion; greater level of environmental awareness has been found to strengthen the relationship between workplace spirituality and environmental passion. Both, intrinsic motivation and environmental passion, in turn, increases display of pro environmental behaviour by the employees. The effects of workplace spirituality on intrinsic motivation (β= .26, p < .05) and environmental passion (β= .14, p < .001)were positive and significant, supporting hypotheses 3 and 4. Finally, the effect of environmental passion on pro-environmental behaviour (β= .51, p < .05) and intrinsic motivation on pro-environmental behaviour (β= .28, p < .01).

Castillo et al., 2017	Passion for teaching, transformational Leadership and burnout among physical education teachers	To examine the associations between physical education (PE) teachers' passion and their perception of burnout, testing the mediating role of teachers' transformational teaching behaviours in this relationship as a coping resource.	161 PE teachers (108 males, 53 females) between 24 and 63 years old (M = 40.59; SD = 8.36) from 75 high schools in the Valencian Community (Spain).	Correlational	Passion Scale (Vallerand et al., 2003); adapted version (Alvarez et al., 2017) of the transformational teaching questionnaire (Beauchamp et al., 2010); emotional exhaustion subscale from the Spanish version (Gil-Monte, 2002) of the Maslach Burnout Inventory (Maslach et al., 1996); descriptive and correlational analysis	Lower levels of burnout in PE teachers appear to be related to whether they feel in control of their passion for teaching. Harmonious passion and transformational teaching were negative predictors of burnout (β= -0.20, p < .01)

| Li, Zhang and Yang, 2017 | Associations between a Leader's work passion and an employee's work passion: A moderated mediation model | To explore the positive associations between a Leader's work passion and employees' work passion. | 364 employees and their 364 immediate Leaders from China | Correlational | Work passion scale Vallerand and Houlfort (2003); Leader–Employee Goal Content Congruence using 35-item scale of the aspiration index , Kasser and Ryan (1996); emotional contagion based on Doherty (1997). Correlational analysis | A Leader's work passion was transferred to employees via emotional contagion, and the contagion process was moderated by Leader–employee goal content congruence. Leader's work passion is positive related to his or her gender ($r = 0.146$, $p < 0.01$) and job position ($r = 0.095+$, $p < 0.1$), is negative related to his or her age ($r = -0.105$, $p < 0.05$), and it is not significantly related to his or her tenure ($r = -0.084$, $p > 0.05$) and education ($r = 0.088$, $p > 0.05$). Leader's work passion is positively related to employee's work passion ($r = 0.152$, $p < 0.01$) and positively related to emotional contagion ($r = 0.152$, $p < 0.01$). Emotional contagion is positively related to employee's work passion ($r = 0.308$, $p < 0.01$). |

| Kong and Ho, 2018 | The performance implication of obsessive work passion: unpacking the moderating and mediating mechanisms from a conservation of resources perspective | To explore the relationship between obsessive work passion (OWP) and work performance. | 262 US employees, 32% were female and 82% were White/Cau casian | Correlational | Work passion adapted from Vallerand et al.'s (2003) context general passion scales, Field, Giles, and Walker (2007) eight-item Leader-member social exchange scale; Maslach and Jackson's (1981) eight items of emotional exhaustion; Burris et al. (2008) 3 items in psychological detachment; work performance using Podsakoff and MacKenzie's (1989) 5 items; Co-worker tie strengths using 2 questions from (Umphress, Labianca, Brass, Kass, & Scholten, 2003). | Obsessive Work Passion determines emotional exhaustion, whose relationship with work performance is attenuated by Leader-member exchange (LMX). OWP was positively related to emotional exhaustion (b = .28, SE = .08, p < .001); interaction of emotional exhaustion and LMX was positively related to work performance (b = .09, SE = .04, p < .05); negative relationship between emotional exhaustion and work performance was stronger when LMX was low (−1 SD; simple slope = −.29, SE = .05, z = −5.62, p < .001) versus high (+1 SD; simple slope = −.12, SE = .05, z = −2.67, p < .01). |

| Tan, Song and Fu, 2011 | The impact of Leaders' passion at work on Leader effectiveness: The mediating role of transformational Leadership | To examine the relationships among Leaders' passion at work, transformational Leadership and Leader effectiveness using structural equation modelling. | 126 Leaders with 73.30% of average age 40.89, 42.90% were female and 6.35 years of average company tenure, and 388 subordinates with 85.3% of average age was 34.90, 36.90% were female and 5.24 years of average company tenure. | Correlational | Leader effectiveness adapted from 7-item scale from Douglas and Ammeter (2004); Leaders' passion at work adapted from 4-item scale adapted from Vallerand et al. (2003); MLQ Form 5X to measure transformational Leadership (Bass & Avolio, 1995). Correlational analysis" | Leaders' passion at work relates positively to perceived Leader effectiveness ($\beta = 0.345$, $p < 0.01$), Leaders' passion at work relates positively to transformational Leadership ($\beta = 0.443$, $p < 0.001$), Transformational Leadership mediates the relationship between Leaders' passion at work and Leader effectiveness as Transformational Leadership ($\beta = 0.839$, $p < 0.001$) relates positively to Leader effectiveness. |

| Breugst et al., 2012 | Perceptions of Entrepreneurial Passion and Employees' Commitment to Entrepreneurial Ventures | Investigating whether the perceptions of the entrepreneurs' passion for inventing, founding, and developing a venture can have different impacts on employees' positive affect at work and their goal clarity, thereby affecting their commitment to entrepreneurial ventures. | 124 employees from 102 German ventures | Correlational | Affective commitment and was measured with a 9-item scale (Mowday, Porter, & Steers, 1982); adaptation of entrepreneurs' self-reported passion (Cardon, Stevens, & Gregoire, 2009); Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988); Goal clarity adapted from 5-item scale by Sawyer (1992); | Perceived passion for inventing has a positive influence on employees' positive affect at work and, in turn, on employees' affective commitment. Second, perceived passion for founding has a negative influence on employees' positive affect and an indirect influence on their affective commitment. Third, perceived passion for developing has a positive effect on the employees' positive affect and goal clarity and thus has an indirect positive effect on their commitment. All types of perceived entrepreneurial passion show a significant positive (passion for inventing, b = .13, p < .05, and developing, b = .33, p < .001) or negative (passion for founding, b = -.14, p < .05) relationship with employees' positive affect at work; perceived passion for inventing (b = .13, ns) and perceived passion for founding (b = -.09, ns) did not have a significant influence on goal clarity; positive relationship between perceived passion for developing and goal clarity (b = .64, p < .001). Indirect effects of perceived passion for developing on commitment via positive affect and goal clarity were both positive and significant (indirect effect = .29, 95% CI = .16–.46 and indirect effect = .23, 95% CI = .10–.41, respectively). |

7.9   Qualitative studies

REFERENCE	PAPER TITLE	AIM OF STUDY	PARTICIPANTS	TYPE OF STUDIES	METHOD	FINDINGS
Cherkowski, 2016	Purpose, passion and play: Exploring the construct of flourishing from the perspective of school principals	To identify and elaborate on the construct of flourishing in schools through school Leaders' view	12 school Leaders (principal) from elementary and secondary schools in Canada responded in first round, and 6 in the second round	Qualitative	Electronic Delphi survey giving written narrative responses thematically analyses through constant comparative method	Flourishing environments host strong sense of working together toward common purpose with strong passion for helping students learn. 3 emerging themes: 1. Towards a common purpose, 2. creating a safe spaces, 3. play laughter and joy.
Thorgren et al.,2018	Passionate Leaders in Social Entrepreneurship: Exploring an African Context	To understand the role of Leaders' passion in social enterprises acknowledging contextual challenges in	37 Leaders (7 women, 30 men) of Nigerian social enterprises in arenas such as health, women's rights, children's rights, AIDS/HIV care and	Qualitative	Semi-structured interviews and analysed though a Grounded Theory method	Leaders who are passionate about engaging in a social enterprise and have internalised social enterprising as part of who they are can spread that passion to the organisation. The leading individual's passion may create organisational benefits by leading to three outcomes that strengthen the organisational power of the social enterprise: (a) mobilising

			Sub Saharan Africa	education, and sustainable development. Drawing on 100 semi-structured interviews.			resources, (b) generating in-house commitment, and (c) being perceived as attractive.
Wilkes et al., 2015	A repertoire of Leadership attributes: An international study of deans of nursing	To determine which characteristics of academic Leadership are perceived to be necessary for nursing deans to be successful	30 deans (academics in universities who headed a nursing faculty and degree programmes) was conducted in three countries – Canada, England and Australia.	Qualitative	Semi-structured interviews and analysed though a thematic analysis		Sixty personal and positional attributes were nominated by the participants for nursing deans to be successful. Of these, the most frequent attribute was 'having vision'. Personal attributes included: passion, patience, courage, facilitating, sharing and being supportive.
McCarthy, 2014	Leading During Uncertainty and Economic Turbulence: An Investigation of Leadership Strengths and	To explore the Leadership strengths and development needs of the top three public sector	148 Leaders (Secretary General, Assistant Sec. General, Principal Officer)	Qualitative	Constant comparative method		Five competencies (communication, character and integrity, personal energy and passion, delivering results, and engaging the organisation in developing strategy) account for 75% of all comments relating to senior public sector Leadership strengths

	Development Needs in the Senior Irish Public Sector	management grades in the Irish public sector using a 360-degree assessment process.				
Anonson et al., 2014	Qualities of exemplary nurse Leaders: perspectives of frontline nurses	To reports on a study that looked at the characteristics of exemplary nurse Leaders in times of change from the perspective of frontline nurses	6 nurses	Qualitative	Interpretive data analysis	Several common characteristics of exemplary nurse Leaders, including: a passion for nursing; a sense of optimism; the ability to form personal connections with their staff; excellent role modelling and mentorship; and the ability to manage crisis while guided by a set of moral principles.
Parylo, Zepeda and Bengtson, 2013	Career paths in educational Leadership: Examining principals' narratives	To better understand sitting Leaders' paths that led them to Leadership positions through the in-	11 Leaders: 6 males, 5 females	Qualitative	Structural narrative analysis was supplemented with sociolinguistic theory and	Thematic analysis of these narratives revealed four major themes relevant to becoming a principal (1) passion for teaching and education; (2) external motivation to become a principal; (3) importance of the experience as an assistant principal; and (4) recent changes in the principalship

		depth analysis of the small number of participants			thematic narrative analysis	
Hallet, 2013	We all share a common vision and passion': Early years professionals reflect upon their Leadership of practice role	To understand and identify the Early Years Professionals Leadership role	6 female Early Years Professionals	Qualitative	Mixed-methods approach to data collection was used, the majority being qualitative with some quantitative data collected, analysed with Grounded Theory	Early Years Professionals had a defined role as Leaders of Learning, a specialist group within the Early Years workforce. Their experience of working in settings, continuing professional learning in higher education, reflective practice, emotional passion and enthusiasm for working with young children enabled them to lead change in pedagogy and shape and improve professional practice through a collaborative Leadership style.
Thanem, 2013	More passion than the job requires? Monstrously transgressive Leadership in the promotion of health at work	To extend the still small Leadership literature on embodiment by showing how Leadership is informed by embodied passions and exercised	1 manager and 11 staff	Qualitative	Interviews and onsite observation, analysed with inductive form of thematic template analysis with constant comparative method	Leaders' pursuit of health was driven by their own embodied passions as well as by organisational rationales, but that their passions were expressed in largely non-charismatic ways that de-motivated rather than motivated employees.

		through bodily practices				
Searle and Hanrahan, 2011	Leading to inspire others: Charismatic influence or hard work?	To analyse personal and lived experiences of inspiring Leaders to investigate the phenomenon of inspiration and inspiring others in a real-world context	7 Leaders ranging in age from 21 to over 60, with most participants (3 in 7) in the 40-45 year age group and from an Anglo-European background	Qualitative	Phenomenologica l design	For inspiration to manifest within inspirees, participants highlighted the need for inspirees to have a burning desire or passion, believe that their desire or passion is attainable, be open to new possibilities, and identify or connect with Leaders.
Karakas, 2010	Exploring Value Compasses of Leaders in Organisations: Introducing Nine Spiritual Anchors	To develop an integral framework for analysing and capturing diverse forms of value compasses of Leaders in	32 Leaders professionals, and managers from a variety of industries and civil initiatives in Istanbul, Turkey. They all had an Anatolian	Qualitative	Grounded Theory method	Nine spiritual anchors as the underlying basis of Leadership values and team roles in organisations: perfection, compassion, passion, inspiration, investigation, dedication, appreciation, determination, and cooperation are introduced. Thru Passion as 3rd spiritual anchor, respondant report that work gives meaning to their lives and contributes to their spiritual wellbeing

		organisations. Building on the concept of ''career anchors''	background, so they were familiar with Anatolian spiritual values and traditions.			
Fernando, Beale and Geroy, 2009	The spiritual dimension in Leadership at Dilmah Tea	To report an exploratory study intended to capture the elements of a Leader's spirituality; and second to examine these elements against the current discussion of spiritual Leadership in general, and the transcendental Leadership	1 Leader in Sri Lanka	Qualitative	Grounded Theory method	A spiritually driven Leader's high internal locus, a strong passion for giving and caring for his Followers, and spirituality epitomise the concept of transcendental Leadership

		model in particular				
Goertz, 2000	Creativity: An essential component for effective Leadership in today's schools	To determine the presence of passion for work, independence, goal setting, originality, flexibility, wide range of interest, intelligence and motivation as indicators of Leadership	4 principals	Qualitative/ mixed	Questionnaire containing 47 items distributed, and in depth interview analysed with descriptive and inferential statistical analysis and qualitative data matrix to summarise	Effective principals perceive themselves as having passion for work, independence, goal setting, originality, flexibility, wide range of interest, intelligence and motivation as indicators of Leadership which suggests the need to consider creativity for preparation programs that train future Leader to develop their creative potential to the fullest
Mansor et al., 2020	Challenges and strategies in managing small schools: A case	To explore the challenges encountered by experienced head teachers of	5 excellent head teachers, 3 males and 2 females, from 5 small	Qualitative	Semi-structured interviews and analysed though a thematic analysis using a	Creativity and passion helped school Leaders overcame complex challenges such as financial constraints, a dilapidated infrastructure, lack of human resources, and competence-related issues among teacher

	study in Perak, Malaysia	such schools and, more importantly, to identify the strategies head teachers employed to overcome these challenges	schools in Perak State		framework analysis	
Arquisola et al., 2019	Academic Leaders' double bind: challenges from an Indonesian perspective	To examine the mechanisms that explain the complexities Indonesian higher education (HE) academic Leaders (ALs) experience in performing Leadership roles	35 academic leaders from six Indonesian universities	Qualitative	Semi-structured interviews and analysed though a thematic analysis	The religious principles of amanah (the "altruistic calling" of their functions needing dedication, commitment, and passion) unique to the Indonesian cultural experience influence ALs views of Leadership. Findings suggest that differences appear to exist in the core values between what the institution expects from ALs (to manage and lead), and what the ALs value as their core passion – teaching

Leahy and Shore, 2019	Changing roles in sustaining successful charter school Leadership in high poverty schools: Voices from the field	To investigate what contributes to the success of Leaders for charter schools.	2 Leaders	Qualitative	Semi-structured interviews analysed though a Grounded Theory method	Founding a charter school and seeing it through to success over time may more closely resemble missionary work than traditional school Leadership. Leaders must be able to share these responsibilities with team members who are as dedicated and passionate about the mission as they are.
Harte and McGlade, 2018	Developing excellent Leaders - the role of Executive Coaching for GP specialty trainees	To determine general practice (GP) specialty trainee (ST3) knowledge of coaching, views on Leadership training, and reflections on the experience of receiving coaching	46 GP students	Qualitative/quasi experimental	Coaching intervention followed by semi structured analysed with a thematic analysis	Executive coaching appeared to result in a shift in Leadership mind-set in four key areas: courage, passion, impact, and vision. A new enthusiasm was apparent, as well as a willingness and desire to increase Leadership responsibilities
Sinclair and Phillips, 2018	International animal protection society Leadership: The	To investigate how Leaders in the animal welfare advocacy	15 Leaders of major international animal welfare organisations	Qualitative	Semi-structured interviews and analysed though a thematic analysis	Good Leaders were believed to have passion for their cause, not just for animals, and an ability to build and lead good teams, hence good interpersonal human skills were also perceived as essential.

	right people for the right issues	movement choose which issues to focus on				
Cherkowski, Kutsyuruba and Walker, 2020	Positive Leadership: animating purpose, presence, passion and play for flourishing in schools	To examine Leadership in K-12 schools using a positive organisational perspective to understand how to foster, support and encourage flourishing in schools.	7 principals and 2 vice-principals	Qualitative	Interviews analysed with phenomenological data analysis	School administrators feel a sense of flourishing when they focus on their work from the values of purpose, passion and play,
(Fond et al., 2013)	Charisma and Leadership: New challenges for psychiatry	To offer some reflections on charisma and Leadership and the ways to develop them in three situations	-	Systematic review	Systematic review, using PRISMA criteria, and thematic analysis of findings	The Leader must first ask himself/herself about his/her vision of the future, so as to share it with passion with his/her mental health team.

		common in clinical practice.				
Marques, 2007	Leadership: Emotional intelligence, passion and... What else?	To present the outcome of a business and management cohort's contemplations on Leadership qualities that can be considered applicable under practically all circumstances.	20 students, 7 Leadership thinkers	Qualitative	Written and non-written interviews, clustering / thematic analysis	Leadership, emotional intelligence, and passion are, indeed, interconnected; charismatic Leaders have a special grip on their Followers. Charisma helps one's emotional intelligence, Leadership skills and passion.

7.10   AMSTAR quality assessment tool

AMSTAR – a measurement tool to assess the methodological quality of systematic reviews.

1. Was an 'a priori' design provided?
The research question and inclusion criteria should be established before the conduct of the review.

Note: Need to refer to a protocol, ethics approval, or pre-determined/a priori published research objectives to score a "yes."

□ Yes
□ No
□ Can't answer
□ Not applicable

2. Was there duplicate study selection and data extraction?
There should be at least two independent data extractors and a consensus procedure for disagreements should be in place.

Note: 2 people do study selection, 2 people do data extraction, consensus process or one person checks the other's work.

□ Yes
□ No
□ Can't answer
□ Not applicable

3. Was a comprehensive literature search performed?
At least two electronic sources should be searched. The report must include years and databases used (e.g., Central, EMBASE, and MEDLINE). Key words and/or MESH terms must be stated and where feasible the search strategy should be provided. All searches should be supplemented by consulting current contents, reviews, textbooks, specialized registers, or experts in the particular field of study, and by reviewing the references in the studies found.

Note: If at least 2 sources + one supplementary strategy used, select "yes" (Cochrane register/Central counts as 2 sources; a grey literature search counts as supplementary).

□ Yes
□ No
□ Can't answer
□ Not applicable

4. Was the status of publication (i.e. grey literature) used as an inclusion criterion?
The authors should state that they searched for reports regardless of their publication type. The authors should state whether or not they excluded any reports (from the systematic review), based on their publication status, language etc.

Note: If review indicates that there was a search for "grey literature" or "unpublished literature," indicate "yes." SIGLE database, dissertations, conference proceedings, and trial registries are all considered grey for this purpose. If searching a source that contains both grey and non-grey, must specify that they were searching for grey/unpublished lit.

□ Yes
□ No
□ Can't answer
□ Not applicable

5. Was a list of studies (included and excluded) provided?
A list of included and excluded studies should be provided.

Note: Acceptable if the excluded studies are referenced. If there is an electronic link to the list but the link is dead, select "no."

□ Yes
□ No
□ Can't answer
□ Not applicable

6. Were the characteristics of the included studies provided?
In an aggregated form such as a table, data from the original studies should be provided on the participants, interventions and outcomes. The ranges of characteristics in all the studies analyzed e.g., age, race, sex, relevant socioeconomic data, disease status, duration, severity, or other diseases should be reported.

Note: Acceptable if not in table format as long as they are described as above.

□ Yes
□ No
□ Can't answer
□ Not applicable

7. Was the scientific quality of the included studies assessed and documented?

'A priori' methods of assessment should be provided (e.g., for effectiveness studies if the author(s) chose to include only randomized, double-blind, placebo controlled studies, or allocation concealment as inclusion criteria); for other types of studies alternative items will be relevant.

□ Yes
□ No
□ Can't answer
□ Not applicable

Note: Can include use of a quality scoring tool or checklist, e.g., Jadad scale, risk of bias, sensitivity analysis, etc., or a description of quality items, with some kind of result for EACH study ("low" or "high" is fine, as long as it is clear which studies scored "low" and which scored "high"; a summary score/range for all studies is not acceptable).

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8. Was the scientific quality of the included studies used appropriately in formulating conclusions?

The results of the methodological rigor and scientific quality should be considered in the analysis and the conclusions of the review, and explicitly stated in formulating recommendations.

□ Yes
□ No
□ Can't answer
□ Not applicable

Note: Might say something such as "the results should be interpreted with caution due to poor quality of included studies." Cannot score "yes" for this question if scored "no" for question 7.

---

9. Were the methods used to combine the findings of studies appropriate?

For the pooled results, a test should be done to ensure the studies were combinable, to assess their homogeneity (i.e., Chi-squared test for homogeneity, I^2). If heterogeneity exists a random effects model should be used and/or the clinical appropriateness of combining should be taken into consideration (i.e., is it sensible to combine?).

□ Yes
□ No
□ Can't answer
□ Not applicable

Note: Indicate "yes" if they mention or describe heterogeneity, i.e., if they explain that they cannot pool because of heterogeneity/variability between interventions.

---

10. Was the likelihood of publication bias assessed?

An assessment of publication bias should include a combination of graphical aids (e.g., funnel plot, other available tests) and/or statistical tests (e.g., Egger regression test, Hedges-Olken).

□ Yes
□ No
□ Can't answer
□ Not applicable

Note: If no test values or funnel plot included, score "no". Score "yes" if mentions that publication bias could not be assessed because there were fewer than 10 included studies.

---

11. Was the conflict of interest included?

Potential sources of support should be clearly acknowledged in both the systematic review and the included studies.

□ Yes
□ No
□ Can't answer
□ Not applicable

Note: To get a "yes," must indicate source of funding or support for the systematic review AND for each of the included studies.

Additional notes (in italics) made by Michelle Weir, Julia Worswick, and Carolyn Wayne based on conversations with Bev Shea and/or Jeremy Grimshaw in June and October 2008 and July and September 2010.

7.11 United Nations Sustainable Development Goals

Goal 1:   End poverty in all its forms everywhere

Goal 2:   End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3:   Ensure healthy lives and promote well-being for all at all ages

Goal 4:   Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5:   Achieve gender equality and empower all women and girls

Goal 6:   Ensure availability and sustainable management of water and sanitation for all

Goal 7:   Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8:   Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9:   Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10:   Reduce inequality within and among countries

Goal 11:   Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12:   Ensure sustainable consumption and production patterns

Goal 13:   Take urgent action to combat climate change and its impacts*

Goal 14:   Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15:   Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16:   Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17:   Strengthen the means of implementation and revitalize the global partnership for sustainable development

7.12 Summary of descriptive statistics

	MAIN THEMES *	PIL generates positive outcomes	PIL generates negative outcomes	PIL transfers from leader to employee	PIL relates to doing good	PIL is a multi dimensional phenomenon **	PIL relates to leader / org success	COUNT (#)	PREVALENCE (%)
SUB THEMES *		1	1	1	1	1	1	**6**	**100**
1	HPIL boosts organisational success	1				1	1	**3**	50
1	HPIL generates wellbeing	1			1	1	1	**4**	67
1	OPIL generates organisational dysfunction		1			1		**2**	33
1	OPIL generates mental health issues		1			1		**2**	33
1	OPIL generates to organisational success	1				1	1	**3**	50
1	Doing Good leads to PIL				1			**1**	17
1	PIL leads doing good	1			1			**2**	33
1	Leaders affect employees' passion					1	1	**2**	33
1	PIL motivates employees	1			1	1	1	**4**	67
1	Passion in employees is triggered by leader			1				**1**	17
1	Passion impacts leadership					1	1	**2**	33
1	Passion positively relates to leader who leads by example					1	1	**2**	33
1	PIL can transfer to employee			1				**1**	17
1	PIL transfers via leader's emotions			1		1		**2**	33
1	PIL transfers via leader's way of communicating			1		1		**2**	33
1	PIL transfers via leader's innovation			1		1		**2**	33
1	PIL can be spiritual					1			17
1	PIL drives purpose	1			1	1		**3**	50
1	Gender and sexual orientation affects PIL	1				1		**2**	33
1	Leader's humility leads to increased employee performance	1							17
1	Leader's Passion at work generates increased employee performance	1				1	1	**3**	50
1	PIL is found in entrepreneurs						1	**1**	17
1	Entrepreneurial Passion generates success	1				1	1	**3**	50
1	Tenacity + PIL generates increased success	1				1	1	**3**	50
1	PIL relates to flourishing	1			1	1	1	**4**	67
1	PIL transfers through communicating a cause/vision			1		1		**2**	33
1	PIL is required to succeed as a leader	1				1	1	**3**	50
1	PIL relates to resilience	1			1	1	1	**4**	67
1	PIL can be instilled			1				**1**	17
1	Purpose, vision, and cause drive PIL				1		1	**2**	33
1	Passion and creativity are needed to succeed	1					1	**2**	33
1	Passionate way of communicating					1		**1**	17
32	COUNT **(#)**	**15**	**2**	**7**	**8**	**23**	**16**		
	PREVALENCE **(%)**	47	6	22	25	72	50		

*   PIL=*Passion in Leadership* ; HPIL=*Harmonious Passion in Leadership*; OPIL=*Obsessive Passion in Leadership*;
     org. = *organisational*; perf.=*performance*

**   multidimension includes emotional, cognitive, physiological, spiritual

7.13   Grouping of themes and sub themes

PIL > positive outcomes	HPIL boots org success
	HPIL > well-being
	OPIL > to organisational success
	PIL > does good / society
	PIL motivates employees
	PIL drives purpose
	Gender and Sex orientation affects PIL
	Leader's humility > inc. employee performance
	Leader's Passion at work > increased employee performance
	Entrepreneurial Passion > success
	Tenacity + PIL > increased success
	PIL relates to flourishing
	PIL is required to succeed as a leader
	PIL relates to resilience
	Passion and creativity are needed to succeed
PIL > negative outcomes	OPIL > to organisational dysfunction
	OPIL > MH issues
PIL transfers from leader to employees	Passion in employees is triggered by leader
	PIL can transfer to employee
	PIL transfers via leader's emotions
	PIL transfers via leader's way of communicating
	PIL transfers via leader's innovation
	PIL transfers through common cause/vision
	PIL can be instilled
PIL relates to 'doing good'	HPIL > well-being
	Doing good > PIL
	PIL > does good/society
	PIL motivates employees
	PIL drives purpose
	PIL relates to flourishing
	PIL relates to resilience
	Purpose, vision and cause drive PIL

PIL is a multidimensional phenomenon	HPIL booest org success
	HPIL > well-being
	OPIL > to organisations dystfunction
	OPIL > MH issues
	OPIL > organisastional success
	Leaders affect employees' passion
	PIL motivates employees
	Passion impacts leadership
	Passion > leaders to lead by example
	PIL transfer via leader's emotions
	PIL transfers via leader's way of communicating
	PIL transfers vi leader's innovation
	PIL can be spitirual
	PIL drives purpose
	Gender and Sex orientation affects PIL
	Leader's Passion at work > increase employee performance
	Entrepreneurial Passion > success
	Tenacity + PIL > increased success
	PIL relates to flourishing
	PIL transfers through common cause/vision
	PIL is required to succeed as a leader
	PIL relates to resilience
	Passionate way of communicating
PIL relates to leader's and organisational success	HPIL boosts organisational success
	HPIL > well-being
	PIL > to organisational success
	Leaders affect employee's passion
	PIL motivates employees
	Passion impacts leadership
	Passion > leaders to lead by example
	Leader's Passion at work > increased employee performance
	PIL is found in entrepreneurs
	Entrepreneurial Passion > success
	Tenacity + PIL > increased success
	PIL relates to flourishing
	PIL is required to succeed as a leader
	PIL relates to resilience
	Purpose, vision and cause drive PIL
	Passion and creativity are needed to succeed

Multidimensional include dimensions which are emotional, cognitive, behavioural, and physiological

7.14   Passion transfers thematic analysis

PIL transfers from leader to employees	Passion in employees is triggered by leader
	PIL can transfer to employee
	PIL transfers via leader's emotions
	PIL transfers via leader's way of communicating
	PIL transfers via leader's innovation
	PIL transfers through common cause/vision
	PIL can be instilled

7.15 Ethics applications

Ethics application composed of

7.15.1 Invitation letter for participants

7.15.2 Information to participants

7.15.3 Consent form

7.15.4 Post interview study debrief letter

7.15.5 University Research Ethics Committee (UREC) approval letter

7.15.1 : Invitation letter for participants

You are invited to participate in a research study. Before you agree, it is important that you understand what your participation would involve. Please take time to read the following information carefully.

Who am I?

I am a postgraduate student in the School of Business at the University of East London where I am . As part of my PhD, I am conducting the research you are invited to participate in.

What is the research?

I am conducting research into the concept of Passion In Leadership, in organisations.

This research will produce further understanding into the importance of Passion for Chief Executive Officers.

My research has been approved by the Research Ethics Committee. This means that my research follows the standard of research ethics set by the University of East London.

Why have you been invited to participate?

I am looking for willing participants to help me explore my research topic. These participants should be Chief Executive Officers in any types of organisations, independently from the size, the location, the industry or the sector of activity.

You have been invited to participate in my research as someone who has expressed interest.

I emphasise that I am not looking for 'experts' on the topic I am exploring. You will not be judged, or personally analysed in any way, and I will treat you with respect.

You are free to decide whether or not to participate and should not feel coerced.

What will your participation involve?

If you agree to participate, I will contact you via email to schedule a Skype (skype.com), Zoom (zoom.com) chat, or another suitable video chat app, that will last between 45-60 minutes. If it is possible, we can meet in person for the interview. Our conversation will be audio-recorded and will be informal and relaxed.

I will not be able to pay you for participating in my research, but your participation would be very valuable in helping to develop knowledge and understanding of my research topic.

Your participation will be safe and confidential

As mentioned above, I will be adhering to the ethics standards set by the University of East London (https://www.uel.ac.uk/about/about-uel/governance/policies-regulations-corporate-documents/research-policies).

Your privacy and safety will be respected at all times. I will be anonymising all data that pertains to you. Your contact details will be only be used for interview scheduling purposes and will be deleted within two weeks of the date of the interview.

What will happen to the information that you provide?

The audio recording of our conversation will be stored on a password protected computer and will be kept for three years before being deleted. During this time, I will be the sole person who can access it.

The conversation will be transcribed from the recording and your name will be anonymised at this stage, and in all future references to it.

The anonymised data will be seen by myself and my PhD supervisors.

Extracts of the anonymised data will be seen by myself, my supervisor, and university examiners, and may be published in academic journals.

What if you want to withdraw?

You are free to withdraw from the research study at any time without explanation, disadvantage or consequence. If you withdraw within two weeks of the interview date, none of the conversation content will be used, and any transcription or analysis undertaken up until this point will be deleted. However, if you withdraw any time after two weeks from the interview date, I would reserve the right to use any data analysed, prior to receiving your notification of withdraw.

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.

Warmly,

Sok-ho Trinh

Contact details

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me on u1619690@uel.ac.uk

If you have any questions or concerns about how the research has been conducted please contact my research supervisor Dr Jummy Olajumoke Okoya at the School of Business, University of East London, Water Lane, London E15 4LZ,

Email: o.j.okoya@uel.ac.uk

University of East London
Pioneering Futures Since 1898

University of East London
Royal Docks School of Business and Law
1 Salway Road, London E15 1NF, United Kingdom

Research Integrity
The University adheres to its responsibility to promote and support the highest standard of rigour and integrity in all aspects of research; observing the appropriate ethical, legal and professional frameworks.

The University is committed to preserving your dignity, rights, safety and wellbeing and as such it is a mandatory requirement of the University that formal ethical approval, from the appropriate Research Ethics Committee, is granted before research with human participants or human data commences.

The Principal Investigator/Director of Studies
Dr Jummy Okoya
University of East London
Royal Docks School of Business and Law
1 Salway Road, London E15 1NF, United Kingdom o.j.okoya@uel.ac.uk

Student researcher
Mr Sok-ho Trinh
University of East London
School of Psychology
Room AE.2.05, Arthur Edwards Building
u1619690@uel.ac.uk

Consent to Participate in a Research Study
The purpose of this letter is to provide you with the information that you need to consider in deciding whether to participate in this study.

Project Title
Passion In Leadership

Project Description

This research aims at further understanding the psychological construct of Passion for Chief Executive Officers. To understand its perceived effect on both the Leader and the Followers, and to investigate its potential dark side. It also aims at producing a model of Passion In Leadership which can then serve both academics and practitioners.

I am looking for willing participants to help me explore my research topic. These participants should be Chief Executive Officers in any types of organisations, independently from the size, the location, the industry or the sector of activity.

As a participant you will only be interviewed during 60 minutes either face to face or online using Skype (www.skype.com) or Zoom (www.zoom.com).

No hazards, risks, after-effects or discomfort are expected, however should any challenging material surface during the interview we would encourage you to follow this up with outside agencies as discussed during the verbal debrief such as MIND https://www.mind.org.uk/ , or Samaritan: https://www.samaritans.org/.

Should you have a dependent relationship with the researcher, participation in the research should not and will have no impact on assessment / treatment / service-use or support.

Confidentiality of the Data

Where possible, participants' confidentiality will be maintained unless a disclosure is made that indicates that the participant or someone else is at serious risk of harm. Such disclosures may be reported to the relevant authority.

Your privacy and safety will be respected at all times. Researcher will be anonymizing all data that pertains to you.

The audio recording of our conversation will be stored on a password protected computer and will be kept for three years before being deleted. During this time, researcher will be the sole person who can access it.

The interview will be recorded and later transcribed with any names being omitted or changed to preserve your anonymity.

The audio files and transcripts for the study will be securely stored on a private, password protected computer which only the researcher has access to.

Data will be stored for up to 3 years, if the research is to be published.

Extracts of the data will be paraphrased and anonymised and will only be seen by myself, my supervisor, and university examiners, and may be published in academic journals.

Your contact details will only be used for interview scheduling purposes and will be deleted within two weeks of the date of the interview.

Data generated in the course of the research will be retained in accordance with the University of East London's Data Protection Policy.

Location
Research will take place in London, United Kingdom either at researcher's home in London or at the University of East London.

Remuneration
Participation will not be remunerated.

Disclaimer
Your participation in this study is entirely voluntary, and you are free to withdraw at any time during the research. Should you choose to withdraw from the programme you may do so without disadvantage to yourself and without any obligation to give a reason. Please note that your data can be withdrawn up to the point of data analysis – after this point it may not be possible.

University Research Ethics Committee
If you have any concerns regarding the conduct of the research in which you are being asked to participate, please contact:

Catherine Hitchens, Research Integrity and Ethics Manager, Graduate School, EB 1.43 University of East London, Docklands Campus, London E16 2RD (Telephone: 020 8223 6683, Email: researchethics@uel.ac.uk)

For general enquiries about the research please contact the Principal Investigator on the contact details at the top of this sheet.

7.15.3 : Consent to Participate in a Programme Involving the Use of Human Participants.

UNIVERSITY OF EAST LONDON

PhD programme, University of East London

MR SOK-HO TRINH

Please tick as appropriate:	YES	NO
I have read the information leaflet relating to the above programme of research in which I have been asked to participate and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what is being proposed and the procedures in which I will be involved have been explained to me.		
I am aware that participation is to be audio or video recorded, which I consent to		
I understand that my involvement in this study, and particular data from this research, will remain strictly confidential as far as possible. Only the researchers involved in the study will have access to the data. *(Please see below)*		
I understand that maintaining strict confidentiality is subject to the following limitations:		
[If the sample size is small, or focus groups are used state that that this may have implications for confidentiality / anonymity, if applicable]		
[A clear statement that, where possible, participants' confidentiality will be maintained unless a disclosure is made that indicates that the participant or someone else is at serious risk of harm. Such disclosures may be reported to the relevant authority]		
I understand that quotes will be paraphrased should they are used in publications.		
I understand that participants will be given a pseudonym to preserve anonymity.		
I understand that research finding may be disseminated through publication of articles, book chapters, talks, conferences among other events.		
I understand that I may be contacted for future research studies by researcher.		
It has been explained to me what will happen once the programme has been completed.		

I understand that my participation in this study is entirely voluntary, and I am free to withdraw at any time during the research without disadvantage to myself and without being obliged to give any reason. I understand that my data can be withdrawn up to the point of data analysis and that after this point it may not be possible.		

I hereby freely and fully consent to participate in the study which has been fully explained to me and for the information obtained to be used in relevant research publications.

Participant's Name (BLOCK CAPITALS)

………………………………………………….…………….

Participant's Signature

………………………………………………….…………………………..

Investigator's Name (BLOCK CAPITALS)
SOK-HO TRINH

Investigator's Signature

Date:

7.15.4 :. Research study debrief

Title of research: Passion In Leadership

Principal researcher: Sok-ho Trinh (u1619690@uel.ac.uk)

Research Supervisor: Dr Jummy Olajumoke Okoya (o.j.okoya@uel.ac.uk)

Dear ………

Thank you kindly for participating in this study and sharing your thoughts with me. I enjoyed hearing your views, opinions, and experiences.

The phenomenon of Passion In Leadership in an organisation context is particularly dear to me as it may come as a response to a global Leadership crisis which has been identified in the past decade by scholars. This investigation might contribute to a better world.

Should you wish to withdraw, you can contact me or Dr Jummy Olajumoke Okoya on the email addresses above. Please don't hesitate to contact either of us if you have any questions or concerns with regards to the study.

Thank you very much for your input.

_____

Sok-ho Trinh

ResearchUEL

Dear Sok-Ho
Application ID: ETH1819-0202
Project title: Passionate leaders(hip) at work
Lead researcher: Mr Sok-Ho Trinh
Your application to Research, Research Degrees and Ethics Sub-Committee meeting was considered on the 10th of September 2019.
The decision is: **Approved**
The Committee's response is based on the protocol described in the application form and supporting documentation.
Your project has received ethical approval for 2 years from the approval date.
If you have any questions regarding this application please contact the Research, Research Degrees and Ethics Sub-Committee meeting.
Approval has been given for the submitted application only and the research must be conducted accordingly.
Should you wish to make any changes in connection with this research project you must complete 'An application for approval of an amendment to an existing application'.

The approval of the proposed research applies to the following research site.
Research site: Interviews will be conducted either in public areas (external meeting room, cafes) or conducted online via the online meeting platform Zoom (Zoom.com) or Skype (skype.com). Online social media data will be collected from public-figure-CEO's Twitter and LinkedIn accounts and when applicable from publicly available websites, forums, and blogs.
Principal Investigator / Local Collaborator: Mr Sok-Ho Trinh
Approval is given on the understanding that the UEL Code of Practice for Research and the Code of Practice for Research Ethics is adhered to. SEP SEP
Any adverse events or reactions that occur in connection with this research project should be reported using the University's form for Reporting an Adverse/Serious Adverse Event/Reaction.
The University will periodically audit a random sample of approved applications for ethical approval, to ensure that the research projects are conducted in compliance with the consent given by the Research Ethics Committee and to the highest standards of rigour and integrity.
Please note, it is your responsibility to retain this letter for your records.
With the Committee's best wishes for the success of the project
Yours sincerely
Fernanda Silva
Research, Research Degrees and Ethics Sub-Committee

Ethics ETH1819-0202: Mr Sok-Ho Trinh (Medium risk)

7.16   Transcript sample

Sok-ho: 00:00   Record. And now you are in a box right now. I need to go through a couple of things to start with saying that. Um, so this is confidential. Obviously everything that you're showing here, uh, no matter what is being shared, um, it's all confidential. Um, the other thing is I received the consent form. Thanks so much. So, uh, oops. Oh, there is actually better. That is better know great. You look great. And um, this is a project that is really dear to my heart. Um, uh, since we spoke the last time, I think, um, quite a few things have changed and one of made thing is, um, I decided to go full on, um, in research, scientific research and I started a PhD. in 2017 January, uh, on the topic of passion, passion in leadership. And that's a, that's my main big thing. And the main reason being that, um, it's a long story, but the short version is my mother has an, has a lot of influence in who I am and how I am, uh, my life decisions. Uh, she, she survived Cambodia. She survived incurable diseases. She's still, she's still alive. And when she told me about the story, I saw in her so much passion and purpose and so I decided to actually dedicate my life to a, it's going to sound very cliche, but it's really true and how I feel, um, a live too, help people leave a purposeful and passionate life. Um, tapping into research the science really. So I left the corporate world back in 2016 and here yam. So this is part of, to contextualize, uh, although I'm going to kind of make an academic at the university of East London that is very prominent in terms of research and positive psychology. So that's the research. This research and this interview falls within my PhD and doctoral research. Yeah. And I'm now in the last step where I'm conducting a global CEO research through interviews on the one hand and through social media data scrapping, on the other hand, sometimes a lot of data online. So it's quite exciting. Um, and that's the bit that I prefer. It's connecting with people just listening to stories and I love it. I hear that you're going to talk about maybe stories about beer, which is even better. So it's going to be less than, um, like questions, probably less than 45 minutes. And they, we'll have at the end some time to do some closing. Uh, if you're happy with that, yeah. You don't have to answer all questions. If there are questions that you feel, I don't know, you feel uncomfortable about, they feel awkward or if you like, I don't want, if I don't feel like answering, that's completely fine. That's cool. This is a chat, it's like more a conversation really. Okay. So I'm going to start with a basic one. Uh, although have part of the answers I'm going to have to ask you, tell people about you who are you.

P3:   03:36   Yeah, I'm happy to do that. So, um, my name is P3. Um, actually, yeah, born in Switzerland, uh, stills in Switzerland. Um, background originally in economics. So I studied economic sciences at the university of Basel and then, uh, I did a second Master degree, um, in, uh, digital marketing, um, back in 2010 to 2011 at the IE business school. Um, the, yeah, I mean, I spent my entire career up to last year in, in the banking industry. Um, so working for a large, um, okay. Um, one of the two large Swiss banks, um, mostly in the communication and, um, marketing, uh, services, functions, uh, at the corporate level. Um, always, um, in a, you know, between the, the, the communication, marketing, technology, worlds, the technology, it's also something that, um, I feel passionate about, um, which always, uh, you know, accompany me in, in all my roles that took over. So the 20 years, um, passed quickly, surprisingly quickly, um, as I have had, a variety of different roles and um, yeah, I mean technology, I mean I worked in it seven years and I worked close to it for the rest of my roles, which are, which was part of all the group functions. And um, yeah, the um, well that was, can I tell you? Uh, yeah, my, my family, um, um, it's very multicultural. So, um, my mother's originally from Italy, she moved to Switzerland in the 60s. Father's space. Mmm. My wife, she's from Germany, half Indian. So you have a nice, a nice mix of a variety of cultures and actually always enjoyed working in that multicultural, diverse environment.

Sok-ho: 05:58   So tell me more about your current role. That's great. That is really setting a nice, very nice background. So tell me more about right now, what, what do you do for a living?

P3:   06:09   Yeah, so basically basically, um, what happened, um, uh, two, it's the end of 2017 was that I realized [inaudible] that yeah. I mean, uh, a certain age, mid forties, um, I've been working always for the same company, always in their, in their large, uh, you know, for the environment. Um, the, I just fell, now I have to change something. Um, well I'm going to, what am I going to do with the next 20 years of my life, so to say. And, um, so I decided actually to, to quit, um, to take the time to, to, uh, you know, Mmm. Basically do something that the I feel really passionate about and with the freedom, Mmm. Complete independence to then decide on how I'm gonna do it, uh, on was home. So that's basically, um, what triggered my idea and decision to launch my own company. So I created a smal start up. Okay. Last year. And then they went through the, um, entire bureaucratic process to get everything up and running and registered, uh, as I had some facilities, uh, that I could use for the production. Um, so,

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but in all that, that I could, you know, uh, officially use them. No, it was a commercial enterprise. I had to go through a number of bureaucratic steps to get it, uh, approved. So that will, most than last year. And while I was doing this bureaucratic process, I also started overseeing sourcing the entire equipment that are used to create, you know, the brand, to think about the, uh, the electronic presence, digital presence, uh, of this company venture. Um, the, yeah, so I'm still working on that. It's not finished. Um, I would say it's, it's, uh, uh, I'm doing it with [inaudible] with, uh, with a commercial goal, but at the same time, knowing that it's not commercially, I mean, it's not a commercial venture where, uh, I'm doing this because I will earn a life with it up the scale, a dime, producing is very small. Um, but it's, I do this on purpose. I keep it small on purpose because, um, I feel, I feel, you know, passionate entity the way you, how it's going. Uh, no. Mmm. Whenever, you know, people ask me on, so how are you gonna scale? How are you not going to scale? Don't want to scale. I want to keep it, you know, small, beautiful, um, um, you know, do, do it in a way, you know, I like it. How are you? No, I mean I enjoy it because um, yeah. And I become maybe discuss a little bit further, um, you know, what triggers motivation, Mmm. In, in people's lives. Uh, you know, the, this, this, at different personalities. So I mean, my, my motivation is not to, you know, make a lot of money and become rich as an underlying, you know, factor. Maybe if I wanted to, you know, if, if a wanted this then I would think early about, you know, appropriate business case. My, my break even, um, how far, so when I reached that, yeah, they may be, I don't know, sell it to an older company when I'm big enough, but I want to keep it actually small and run it that at the pace that I feel like going. That's a, that's a very important aspect of what i am doing.

Sok-ho: 10:39   So. What do you love? Yeah, please go ahead. You had something you wanted to add just now?

P3:   10:47   No, no. So, you know, I keep on talking.

Sok-ho: 10:53   Thanks so much. It's so generous in terms of pouring out your heart and I'm loving it. I was curious, tell me, about what you love about your current role now.

P3:   11:04   So I mean, what I really love is, um, when, when I was part of this large bank, um, I felt that, you know, the well they could contribute was a very, uh, small

piece of the entire wheel. So, um, you know, the, the, the, the influence that I could really have on, on what they could do what they could change or they could impact, well, is very small, um, that realized that even, you know, at, at the highest ranks that infants remains very small because, you know, it's a chain in a large, large enterprise. Well, what I love about this venture here, it's, you know, I can, I mean, first all, what is different is to have real product, something tangible you for, um, something where I know, from the entire value chain. What has been done, who's consuming yeah. Um, you know, um, on the, on, on who would consume it actually, because I really owned the entire chain. So I do everything itself basically. Um, of course I have a few partners in crime, but that's just, you know, they do it, you know, basic during the spare time. And I dedicate actually a good, the amount of my, my time to it. And, uh, so I, you know, this, this feeling of, of owning everything that, uh, that makes me proud. And, um, it's also something where, you know, the whole, story behind behind this venture, these,is that basically what I've tried to do is to, uh, re to put life back into adventure that my grandfather started back in the early 19 hundreds who had his own business and my father took that over. Um, um, my brother and I didn't actually, uh, we were told we should go and study and enter the corporate world. Um, when, when I think back actually, um, of course back then, uh, it was seemed more important to have an academic career, large international corporations. But if I think about they've accomplished, in their small world where, you know, a number of employees. So, uh, actually I think it's beautiful, the smallest beautiful. And I wanted to give back a life back to this face where my grandfather unfold. Uh, you know, we're all need their operations. Um, okay. Uh, for your, no, I would say nearly half a century. I mean, yeah, that's actually the space where I produce. It's a small office space where that that took over, which was basically, yeah. sleeping since my father retired in 2000 and I gave life back to that space. And I always, when I, when I work and not, uh, I feel sort of this, uh, emotional, um, connectivity to my ancestors. Um, the, um, and it's also something that I basically use us as a personality of the brand. So I have a brand that I developed around this is a craft beer. Yeah. which honours my legacy, my roots and um, and uh, yeah. Sort of this old fits nice together. yeah. Yeah. Um, and it's, it's, you know, gives me a lot of, of, uh, rewards. Mmm Mmm Mmm energy that I can use to, uh, to push that forward at my pace.

Sok-ho: 15:21   You speak about just a legacy that you're leaving, so what are you leaving?

P3:   15:28   Um, well, well did the legacy, I don't know yet. And the next generation, we will see if they feel the same about it, but it's sort of, you know, it's like continuing stories. Something that sort of stopped and I picked it up again. And um, um, you know, one of the people, uh, as partner in crime is my brother who also works for large corporations and multinationals, all the industry. And um, and he also felt intrigued by the idea just to, to, to uh, give life back into this into into this space.

Sok-ho: 16:08   It's interesting, I'm noticing that you said to live, give life back to the space three times. So first of all, what is that space?

P3:   16:18   So the, the space is basically my father and grandfather uh, used to be a chimney sweeps. So chimney sweep Um, um, I mean it's a, it's a very traditional, um, profession who I would say nowadays is losing a little bit of, of its, you know, importance. The job changed very much. It's not anymore the images that you would have in your, in, in, in front of you about the chimney sweeps that were basically days, you know, it did all in black, the black cats, you know, cleaning those chimneys back. Uh, you know, during the industrial time when also I'm in London for instance, the UK has a problem with the fog because no, everybody was using coal. The chimneys, you know, basically polluting everything and they were basically cleaning it. Right. Um, so nowadays it's, it's a profession which is about energy management. It's a lot about how you use, how you utilize, how you, you know, you manage, uh, you, you buildings, how you, you know, how you used to heat those buildings. And, uh, the basic, in my fault or, um, he decided, uh, w we should not take this profession over because he was sort of seeing it coming to an end. It's not, it's still out there. It just changed very much. Mmm you know, in, in the german speaking, countries the chimney sweep is still a sign of luck. So, you know, if you have a chimney sweeps, the older two, what's the end of the year? It always this, this, this black man is basically bringing you lock, right? It's a symbol of luck. And I like this is idea of, you know, this also the cylinder that aware it's something elegant. Ah, that you would also, I don't know. So there's a story around that. Um, the, I, I just like to continue with the story in a, in a different setting. So I use this office face where my ancestors conducted their business. You know, it was a storage space. The on, it was also space where there were a few employees who, you know, after work washed himself clean them up, you know, and, um, and I use this entire, based on, it's not big, but I can use it, you know, for my production. So I brew my , I, I

use the, um, the wall displays for cleaning my equipment and I use is a symbol of luck or this is a cylinder of the chimney sweeps as an element of my, of my brand. Uh, you know, proposition, which is something artisanal, craft in their own, just a craft Mmm. Produce, uh, beer, Oh, beverages, which are, uh, elegant. They're a little bit rough, elegant, that bring you luck. Um, so that's basically the story, uh, And the passion I feel about it cause it's a product. Okay. That, uh, that that com, no, I, I produced myself on, it's, it's, um, I can market myself, I'll say like, and it's also, you know, basically something where I want it to, to implement an idea with, with know except the way you, how I wanted to do it with the freedom without any, any boundaries, without any, I mean I have a little bit of obviously also regulatory constraints from a, from a more bureaucratic point of view have to do that. The authorities, they wanted its food in the end. It's food production. So you have also some rules that you have to stick to. That's okay. But the older than that, I have a product that they can, you know, market the way how i like. I do that a lot, uh, by uh, interacting with people. So it's directly now, uh, through events, through, um, demonstrations, through tasting, um, things like that. That's also something that's I, I enjoy, I mean, so something that goes back to my personality of, you know, actually liking to be together with people. Oh. To exchange stories, passions, uh, yeah. In a social or social setting.

Sok-ho: 21:21   So what's passion for you? What does passion mean to you? You've used this quite a few times. I'm curious.

P3:   21:32   Passion is something that gives you energy. Yeah. And the tree can be, uh, it can, you know, it can be positive or negative. So, um, obviously the best is if it's, if it's positive. So, you know, first of all, if you have the energy to do something, Mmm. You know, the more you do it, the more it gives you energy back is, you know, the, let's say the positive side of passion, but passion can also be negative when it's around maybe more love. But, you know, it can be law of relationships also where you feel passionate about someone on then someone, somehow you lose the relationship due to different reasons. And then the energy that comes out from that can be negative because you suffer, you know, it's part of the passion you sell for about something that I'm not sure. Maybe also something that when you feel very passionate about something now also regardless or let's put the relationship because those would be the relationship to product something that you produce. If something that you offer, maybe if, if it doesn't work out as you feel, it could also track you down. I mean haven't thought about that but

I think passion, it's actually an amplifier that's coal is an amplifier. Something that boosts you into one or the other direction. So I delay you. You manage it in a way that you towards, you know, positive energy. So that's, you can drive things forward more easily. It's also maybe it's a little bit also a related to when we talk about, or sometimes we use it, the uh, the work stress. Um, um, um, stress can be positive or negative and I think it has, I think if you do something passionately, um, uh, and on, um, you get positive energy, positive stress side of it, then it's a good thing. You know, it's something that, uh, basically makes you much strong or makes you do things that you may be, you didn't think at the first, the first moment that you could even even manage by yourself. Right on, on, on the, I feel also that, um, I mean now you can look back at where I am now. I'm the last like 12 months or so. Um, it, it helped me to learn a great deal of new things to, to, you know, take into new topics too, learn about things that I didn't know or maybe that 20 years back that didn't feel passionate about. Well, not interested because I didn't really know what a could use it for. But, I mean, give you a concrete example. No physics, uh, chemistry. That was not at my, my, my most favorite topic back at school because I didn't really know what to was. But nowadays, if I think about, you know, the, the production of, of beverages, it is so important a lot of it and then I sometimes think, why didn't I pay more attention back then? But the good thing is, you know, um, it's still possible to learn, you know, and I think that's sort of what also, I mean it's also one of the drive is learning new things. It's also something that that gives me a lot of energy. Could be part of this [inaudible] feeling passionate about something passionate, interested, open to learn new things. So I mean I'm brainstorming here on the definition of passion and I have no, uh, psychological background, but uh, you can tell me.

Sok-ho: 25:53   I'm curious, do you have anyone working with you in your, in your company that you've created?

P3:   26:02   I mean I have, I have a lot of, of people, um, as a, as I mentioned, I have a few people who are, you know, part part of this is a venture but not as involved as I am obviously. But, um, I have my brother, yeah. Who is that in a similar situation, you know, a similar age who is also thinking about the next step. Uh, but I have also, um, through my interactions with older people who share the same passion I go to know, you know, people from all ages, from young to old or old even. Mmm. Who shared the same passion about, you know, doing, producing something themselves. Mmm. You're

monitoring the entire process and then sharing it with all the people across, which goes back to thousands of years in a way. I mean, obviously the way how we do it today is very sophisticated. But if you think about, you know, be a production and how, how it got invented, you know, originally goes back a couple thousand years

Sok-ho: 27:20   and so, so would you, I guess when I feel like asking is, do you see yourself as a, um, do you see yourself as a passionate leader

P3:   27:36   Um, yes. I mean, I mean what now? Like go back to, at the moment I don't have to lead many, many people because it's a small company as I mentioned. But you know, if, if I'm preparing, you know, for a project for an event or something, I see myself, ah, putting a lot of Passion into it. When I think about back to my, uh, man, that's your roles, uh, as, as, as a senior manager in this large company I worked for 19 years. Um, I always try to bring passion into, into the game in your way. How, okay. I interacted with people, but you know, more from an emotional point of view, more from, you know, that I actually, um, I believe, you know, in empathy, um, in, in, in managing teams people well in a, in a very, uh, communicative, participative style. So for me, okay. [inaudible] is also about communicating, uh, about sharing emotions, about, uh, you know, listening about, um, feeling old is all, you know, how the older people are thinking about, uh, you know, solutions for problems. Um, um, so in that way I would say yes. I think passion is, is important. Um, when I also think about the leaders that I have, um, um, why work for best? [inaudible] um, I felt that those leaders who were passionate about things who could, you know, convey their, their, their idea, their vision, their feelings about, you know, their, their goals. Um, those I felt most intrigued and motivated it by, because they were really able to, to, to share. They're their ideas, their thoughts. Whereas, you know, when, when I think about I'm also senior executives, managers who, okay, we're completely sort of emotionless dry, um, where basically nothing comes out directly. Uh, or it's just, it's, it's, I kind of say, I mean dry in a way. Yeah. If the communication is sort of like learn by heart. Um, you don't know, do they really believe that what they're saying? So you can't really read into the mind to, can really feel any emotions with it, or feelings, it never intrigued me. And I know there are different personalities. You know, there's some people they, they function by the numbers. Um, the don't show emotions necessarily. I mean, you know,

Sok-ho: 31:00   so how would somebody see that you, a passionate leader, let's say, you know, previously team members or currently people that you work with. How can you see that, how P3 is passionate, he's a passionate leader. What do they say?

P3:   31:16   I think I'm D w my concept of a passionate leader is also someone who, uh, you know, rolls the sleeves all, how do we say, operate on and then, you know, dig into the work. So basically it's also leading setting an example. Mmm. Mmm. Um, that so that you can see, you know, the passion about something, uh, and that you feel intrigued and that you can, you know, sort of take it over, absorb it, and then, and then follow. Mmm. So that, that's, uh, I think that's very important if, if you can still have someone who just communicates passionately about something, but in the end you think, okay, but that was just good marketing or, you know, good, good, good salesperson. You know, that this is part of it. I mean, you, you need to, but in the end, it's also setting the example. So, or a how you can say, um, walk the talk in a way, right? No, just talk.

Sok-ho: 32:34   How do they walk that talk that,

P3:   32:39   I mean it's, it's, it's really, uh, I think it's, it's, it's, it's a, it's, it's showing it demonstrate in the passion through examples. The way you, how they interact with [inaudible] [inaudible] cool. Mmm. No, it's okay. It's maybe also about how, how, yeah. It's about how to listen to people, how they involve all the people well, how they treat other people. So, Mmm. How, uh, how they communicate their ideas, how they share the ideas, how they value all the peoples passions. No. Mmm. I think this just all comes together. I mean, in the end you will find out if people follow you or, no. And again, I know that there are different personalities. You know, I've learned that won't work necessarily with, with everybody's a passionate leadership. It is, it might intrigue people blue. Also, you know, [inaudible] passionate about all the things. If you're passionate and, um, I don't know if you, maybe the extreme case, if you work okay, if you have an entire organisation, you say things in numbers. So the [inaudible] you know, you're thinking numbers [inaudible] I'm not sure if the concept of how maybe then you have to feel passionate about the numbers, but you have to somehow adapt your communication style that you can trigger people passion about, you know, interest about a certain topic. Okay. So my way of feeling, I have certainly older passions than numbers and know numbers are important. It's sort of a necessary evil, but, um, you need those who may be

defined as a, as a leader, you need to find, you know, okay. Uh, of, of, of topics that you feel passionate and interested and motivated about. It's very difficult for a leader if I'm, you know, the one that they want to be passionate about something that is not really, you know, close to their heart and you kind of feel that, you know, if you have maybe a, someone coming from, from a, from a more, uh, a number related discipline, you know, taking over and let's say you have a CFO taking over a large organization When you say that background is really, you know, numerical the numbers for those people that might be quiet difficult then to communicate and to lead people from all the discipline, or if you are, you know,an IT guy on you, you become, you know, the, the CEO of a larger organization than most it guys. Then you need to find out what are, what do I do people feel passionate about and the need to learn to communicate in the way how they, you know, kind of feel intrigued by. So it's very, I think, and it's not easy at all. I mean, I don't think that, but there are elements, uh, you know, that are, that's that's uh, that defined, you know, this, this [inaudible] passion and the way you, how you can communicate about passion with older people. Oh Mmm. That might be important then to, uh, at least trying to apply such a leadership style. But the difference, you notice a variety of leadership style. Of course. I don't say that passionate, late passionate leadership it is on, they must be, there might be as the other leadership style which you know, leads to the goal that you want to achieve depending on the environment. Uh, the situation, uh, you know, often organisation. Mmm. Yeah. The culture is also very important. I mean, right.

Sok-ho: 37:11   I'm curious, you do spend quite a few minutes and talking about, um, yeah, there's different personalities about passionate leaders and you branched out and talk about, for example, people that think about numbers and then it felt like, well, personality a, those that feel about numbers. And then there were everything you were describing. So, so can you tell me more about, is there like those think about numbers and that's not really good. And then there's the others. And so what about the others? Okay.

P3:   37:48   I, I, I'm not saying it's good or not good. I mean, I'm saying just stopped, you know, um, passion, it's always about a certain, you know, interest or you know, intrinsic motivation of people's, um, you need to find out what that motivation is. I mean, first of all, you need to have yourself an idea of what drives you, what motivates you. And then you have to find out, you know, your, your counterparts, the people you

deal with, you know, well these stair well, just their interests, what motivates them, how do they, because communication is always, I mean, it's part of leadership. It's a very important element. Um, you know, Mmm. You, you cannot just communicate. You have to talk to communication styles. So depending on who you are dealing with in the end. But I believe in general and I've seen many different leaders, um, that the ones that are, you know, purely, number three, when I say are not empathic or, or lack of empathy, um, emotional intelligence, um, they will have a more difficult time to win people's hearts. The question is, do they really want to win people's hearts. You know, there's situation where as an executive you have goal a and you don't care. I mean basically you don't have to really care about people's hearts. It's just you have to execute something. It might be numbers related, you know, gold coast. Um, you'd do it, you know, in the most efficient way. And um, I'm da on, you can do that. I mean you, you will trigger people well, emotions then you can do that without any passion. You know, can just do it by, by the book, by, by the numbers in a way. Um, that's what I'm saying. But that's not something that is, um, in a way, I don't think, I don't think it's sustainable to be honest. I think it's something that when you destroy something, it might be efficient. But if you want, if you want to go into certain direct and it's a more, it's a more long term goal that you're trying to achieve. I mean, sort of also you've thought of a vision, you want to go from a to B. Mmm. Then it's, it's a lot about, you know, this passion. And if I think about just, you know, some, some great leaders I think is that we have, um, you know, I mean current example, if I think about Elon Musk the way how he shares his vision, his ID. I mean he's super passionate about it. You know, he's, he's idea he's, um, he, he, he persuades quite a lot of people to follow him on that journey. Even if, if you look at the numbers, it's maybe not that sound, you know, but that's what I'm saying, trying to say, you know, he, and of course you could say, yeah, he's good at marketing. Uh, but I don't think it's, it's, it can be reduced this to marketing. It's the personality that's come through or a Richard Branson to thinking about how he communicates. Um, I think passing is also about sharing. You know, what we'll, we'll, we'll drives you well, what motivates you?

Sok-ho: 41:46   Do you think there's a dark side to passion? Leaderships.

P3:   41:50   Okay. The dark side, um, E there is, there is a side where I think, you know, from a pure rational point of view where, um, if, if, if the definition of passion is about also, you know, emotions that drive you and together, you know, it's a passion

that drives you forward. Uh, sometimes you might, you know, uh, lose a little bit to the reality, uh, meaning you know, you, you, you, your passion, you know, drives you forward and you might oversee some of, you know, the, the reality challenges. Uh, um, and, and you could wake up all of a sudden because you were sort of, you know, a little bit blinded, uh, by, by, you know, your dreams, your, your vision. Mmm. So I think that's a little bit the risk. Yeah, of course.

Sok-ho: 42:59   So it makes you lose sense of reality. Any other, any other dark side that you can think of from your own experience?

P3:   43:07   Other, dark side? Um, no, not really. I mean, I think it's really this, I mean, for me, the reality, it's always, it's important to keep a, a balance. Uh, you know, um, if I think about myself, you know, I'm, I'm, those are some of the personality checks, uh, assessments that date. I'm, I'm quite in the middle, so I'm sort of rational, have a good portion of, of, of, of, of, you know, being, and thinking rational. Um, then you know, these, this emotional, um, um, passion, more passionate personalities. So it's, it's been a good balance. But I see, you know, if you want extreme sides then, then you might do things or my move into a direction which, you know, doesn't really make sense.

Sok-ho: 44:05   What's the extreme side? What's the extreme side according to you? Let's go to the extreme. What's that?

P3:   44:12   Well, the extreme side is if, if, if I'm, you know, you, you lose, you know, you lose, you lose D, D, D reality. I mean, you, you, your passion, um, makes you no dream about things that are not real, that are not possible. So you fly somewhere very high and, you lose a, you know, grounds control in the ways that you might like the balloons somewhere on. You might also, you know, if, if, if people well who, who share the same passion Mmm. On the stand off the certain name, that it was an illusion that it followed, then it might backfire. Mm, that's right. I think it's important to have both civil, a balance or at least to have all the people around you that give you a little bit of reality checks now and then. No, that can challenge yours and some of your, your passions and dreams.

Sok-ho: 45:28   So you personally, in the previous the current job work, what sort of impact do you think you have on people around you, you as a passionate leader, what sort of impact do you have on people?

P3:   45:42   I mean, I believe from, from the feedback that I received, um. Dot. Uh, I was always, uh, an I am able to, you know, share my, my vision, my passion with people. Oh. So that's they know what I feel about what I care about. Mmm. Mmm. Mmm. So they know who I am, what motivates me, what would I want to do? Um, uh, then by also leading by example, by, you know, rolling the sleeves up, getting my hands dirty and do the things that, uh, that they follow me, not sure in a way. Um, so that worked most of the times, of course there always personalities where it doesn't work. But, uh, if I think back about my, my, uh, 19 years into the large corporation, I would say worked 80% of the times it works. Does he know [inaudible] leadership style? You know, communicating, being transparent or um, I'm just, no, not watching, but no, carrying the wagon forwards. So, so the impact collaborate.

Sok-ho: 47:07   So the impact you had an 80% of the time on people was the sort of impact that you had on that?

P3:   47:16   Basically I'm motivating them [inaudible] with me on my, on my, on my venture to, you know, to fulfill the goals, uh, to even, you know, develop, join, did the goals, uh, on, on where we want to move together too. Right. I think that that's important. Sort of his, the vision of court of course. I mean the vision is more long term or strategy, but then it needs souls. No, you need some also tangible goals. You need to break it down into little bits and pieces that you then can also achieve within a reasonable

Sok-ho: 47:54   What impact did you have on the other remaining 20% of the time?

P3:   48:00   Uh, I, I think I had also some cases where were cool they, they serve, but they didn't really join the journey. So, um, I guess that they did not feel intrigued. Bye. By the way. Or maybe my leadership style was not suited for the The situation for the personality that was dealing with where maybe, um, eh, an older leadership style would

have been more effective. Do you know where he would have been more command and control type of leadership that was required? But I never believed in that and never, you know, I always, um, my, my, my philosophy was always to empower people. Okay. empowering of people goes in my view by working with people, by, uh, communicating, by being open and transparent and by basically joining together forces to try things forward.

Sok-ho: 49:11   So what advice would you give a, we're getting to the end of the interview. What advice would you give to an aspiring leader? When you think about passion in leadership? What advice would you give people?

P3:   49:22   I mean, if passionately to save us. I think, um, I meant that, uh, at the beginning, I mean, first of all, you need to know exactly, well, do you feel passionate about to need to have a certain idea? Um, yeah, maybe you need to learn that because there are also personalities that because of different circumstances there were never allowed to, to, uh, to, to live their passions. You know, it was always a little bit, yeah. Limited a pushback. So first of all, you need to define the areas, the, the topics, the, the people, also the environment that, yeah. Mmm. You know, motivated e you that said, you know, positive energy on the positive energies. That's the passion in my view. The more positive energy you feel, the more, um, multifaceted and passionate you can feel about something. So it's sort of like a, it's like the fuel or the energy, well for an engine, um, um, um, that's, that drives you forward. And then once you know that, I mean basically knowing what, what drives you forward then you need to learn to communicate about it, how to communicate about it. Um, uh, uh, so that's, it's natural to you. Um, um, then, you know, I think the last step isn't really also is about if you really want to manage it, if it's supposed to believe to manage it in a more rational way to think about your environment and how it resonates with the environment. I'm thinking about, you know, all the, all the people I'm their personalities, Mmm. and also the common, you know, the common ground is the culture for an organization that, you know, you might even have to develop in a certain way that it resonates. Then when, when you try to lead things forward in a passionate way, if people are not used to it or there were always, you know, told that there's no, no space, no room for passion, but you have to think in numbers, then it's very difficult. So you have to prepare that ground as well as, as a leader, it will not happen magically. And It will take times are the people also, they start to trust you that they may even, you know, O open up themselves and

share their passions with you. I mean, it's also opening up in the end, you know, sharing the stories, telling the stories, having a, a vision, meaning, you know, w where do you want to get [inaudible] you know, what you want to create.

Sok-ho: 52:30   So is there any questions you would have loved me to ask you, which I did not ask you?

P3:   52:38   Mmm. I think, you know, in, in general, I think it's a very, uh, interesting topic. Um, uh huh. Nope. Not necessarily questions right now, but I might have questions when I read them more about the research. I want you, you know, we're able to collect in terms of views. Mmm. Yeah. Um, maybe you could just tell me a little bit more about, you know, uh, how you will move forward now. We'll the what the outcome will be, how you're going to share it.

Sok-ho: 53:26   Absolutely. I'd be very happy to do so. First of all, I want to say that this is a, this is fascinating, there is so much that you, there's so much that you've been sharing. You've been very, very generous. So I wanted to acknowledge your generosity and, and how self-managed you are. Literally I was asking one question and you suddenly elaborated it so much. There was a lot of for them was amazing. So thanks so much for that.

P3:   53:49   Yeah, you're welcome.

Sok-ho: 53:50   And you'll input equally with every other, uh, uh, leaders that I interview is very, very important because it's really going to contribute to, um, ultimately the purpose of that specific research here. So this interview, uh, which is to aim at, um, developing a model of passion in leadership. So I, I aim at developing a model, a theoretical framework or model, what we call it. And then obviously this model can then be used as any model by, uh, practitioners. It could be people that are training the next generation of business people, business call. It could be used by human resource directors, could be used by chief people, officers, people that really would understand tech the knowledge and use that to drive and generate, uh, passionate leaders. And actually though could have been a question I could have asked you, which is, do you think that you can trust their passion and leadership? Do you think that you can transfer?

P3:   54:52   I mean, I, I think trust needs to be earned. So it's, it's a, it depends again about the personality. Um, you know, the experiences that you've had in the past. If you're used to, you know, a, an open, a honest environment where, you know, people share the visions, their ideas, um, you know, I'm, I'm just being rewarded. Then I would say yes. But with my experience, I would say, you know, I'm, because I have my good 50% of rational thinking, you know, um, in, in myself. Um, I would say I first, well not want to, you know, get to know what person more I'm than it's a me person. It's important that by the actions of a person, you know. Okay. Kinda really trough the person and all. So I would not, I would say not per se, automatically. Uh, it needs to be the, the, the trust needs to be earned.

Sok-ho: 56:00   Mm.

P3:   56:02   And it's easier in an environment where it's, it's part of, you know, of the culture or Oh, how people collaborate together versus you know, environments where, you know, maybe people have half, they've pro, they've sort of promise you things you saw, you know, they've shared the passions. You felt that, yeah, we are going to achieve that. It's sort of like a problem is it will get. Yeah, I know, but in the end then it's sort of, you realize, Oh no, this were all like nice pictures. But no, no, Nope. Actually possible. So I say, you know, um, or the trust, um, then people will follow you.

Sok-ho: 56:53   I'm going to stop recording now.

7.17 Initial coding

Name	Files	References
1 Understanding gender difference	1	6
2 Longing for a purpose	9	30
3 Resisting a Leader's passion	1	1
4 Slowing down	3	15
5 Winning people's heart	3	5
6 Passion for People	12	44
7 Affecting social life	1	9
8 Industry experience	1	4
9 Sharing the same passion	1	4
10 Building pro success by succeeding at home	1	2
11 Aligning with own values	3	4
12 Turning energy into actions	7	16
13 Enjoying fun	2	2
14 Crafting a positive work environment	1	2
15 Running numbers	1	1
16 Taking things personally	3	4
17 Experiencing stress	7	9
18 Describing oneself	1	5
19 Showing emotions	8	33
20 Enjoying speed and fast actions	2	13
21 Managing diversity	8	29
22 Creating a culture of autonomy	4	9
23 Self identifying as a passionate Leader	8	9
24 Fighting your own demons	1	4
25 Knowing own's values	2	3
26 Enjoying creativity	2	5
27 Connecting life story with purpose	6	16
28 Bearing pain	2	4
29 Having a Passion for a vision	8	23

30	Becoming pushy	1	2
31	Changing roles	1	3
32	Not giving up	1	4
33	Giving your all	1	2
34	Looking up to someone	1	2
35	Untitled (2)	1	1
36	Looking authentic	2	3
37	Affecting teams negatively	2	10
38	Understanding people	9	22
39	French background	1	3
40	Sparking passion in employees	1	7
41	Suffering from being Passionate	2	16
42	Managing people	18	70
43	Asking people's feedback	1	6
44	Reflecting on learning	5	10
45	Getting energy from people	2	8
46	Manifesting dedication as Passion	2	2
47	Coping with the environment	1	1
48	Longing for success	2	3
49	Struggling with directness	1	4
50	Differentiating entrepreneurs to corporates	2	2
51	Dealing with disagreements	1	3
52	Doing what makes you happy	3	11
53	Re-gaining passion thru connecting with people	2	3
54	Having an interest in a job	2	9
55	Defining passion	5	6
56	Bettering Leadership with age	2	7
57	Taking a break	2	2
58	Bringing passion to what I do	1	5
59	Being bold & blunt	1	2
60	Respecting the team	1	2
61	Filling the body with the mind	1	1
62	Wanting autonomy freedom over money	6	24

63	Disliking not doing	1	2
64	Bonding through hard work	2	7
65	Keeping work in mind	4	24
66	Looking inauthentic	1	1
67	Desiring the object of Passion	2	4
68	Keeping things real	1	4
69	Self identifying as manager	1	2
70	Enjoying business	1	2
71	Controlling things	1	10
72	Leading through Passion	4	4
73	Keeping hope	1	2
74	Receiving and transferring passion	1	7
75	Walking the talk	2	3
76	Connecting with Passion	7	16
77	International experience	10	25
78	Accepting a Leader's passion	1	1
79	Accepting vulnerability	9	26
80	Generating passion through positive energy	4	11
81	Reassessing Passions at work	1	6
82	Gaining trust through authentic vulnerability	3	6
83	Chasing passions	1	1
84	Being curious	1	1
85	Firing to preserve Passion	1	7
86	Intimidating someone with your Passion	1	4
87	Having a passion for the product	3	12
88	Mirroring someone's passion	4	10
89	Building a CEO's strengths based culture	2	4
90	Living life with Passion	1	1
91	Honouring the purpose	7	13
92	Communicating consistently	3	4
93	Cascading Passion	1	2
94	Being hypocritical	1	14
95	Thinking critically	1	1

96	Needing Passion in the world	2	6
97	Recruiting passionate people	2	3
98	Going the extra mile to succeed	1	2
99	Facing mid life crisis	1	11
100	Self identifying as CEO	8	13
101	Starting with a belief	1	2
102	Aligning with one's belief	3	4
103	Mixing work and private life	7	22
104	Being sincere	1	6
105	Transferring action driven energy	1	1
106	Communicating with emotions	1	1
107	Learning from people	1	2
108	Following a passionate Leader	8	15
109	Becoming Passionate Leader expressing oneself	4	9
110	Avoiding people when passion is down	1	3
111	avoiding conflicts	1	1
112	Showing a charismatic side	1	1
113	Communicating the why	6	24
114	Driving actions through Passion	1	3
115	Navigating the journey	1	1
116	Looking happy	4	6
117	Connecting and transferring passion thru vulnerability	5	9
118	Working hard to succeed	5	20
119	Forcing own view on people	1	5
120	Respecting tradition	1	4
121	Being positive	3	5
122	Prioritising people over money	6	51
123	Wanting things to be perfect	2	10
124	Ruminating about work, team	2	2
125	Suffering from passion	2	7
126	Expressing oneself	1	7
127	Living a calling	5	19
128	Giving back Passion	1	1

129	Keep going	2	13
130	Feeling alive thru vulnerability	1	2
131	Sense-checking reality with people around	1	3
132	Doing gives energy	1	3
133	Planning to lead	1	2
134	Showing vulnerability	10	34
135	Passion for a cause	7	17
136	Leading by example	15	89
137	Connecting with emotions	2	2
138	Creating ambition	2	2
139	Adapting Leadership style	3	13
140	Respecting people	2	4
141	Sparking passion	1	1
142	Educating people on Passion In Leadership	1	2
143	Enjoying diversity	8	16
144	Being spiritual	1	4
145	Having awareness	8	29
146	Choosing Passion over money	4	7
147	Doing what one is passionate about	4	7
148	Living one's truth	1	1
149	Looking transactional	2	4
150	Looking passionate	9	26
151	Limiting time	2	10
152	Going back to one's personal story	14	102
153	Having a not for profit culture	1	2
154	Succeeding though passion	6	15
155	Learning to adapt	7	20
156	Keeping a poker face	1	2
157	Being authentic	12	62
158	Contaging people with Passion	8	14
159	Transferring passion thru example actions	2	3
160	Keeping people who share the vision, letting others go	4	11
161	Maintaining passion	1	1

162	Investing in oneself	1	4
163	Self defining Passion	2	4
164	Burning oneself by Passion	1	4
165	Honouring a legacy	1	72
166	Changing from corporate to being entrepreneur	3	33
167	Feeling a passion inside	8	11
168	Fuelling one's passion	4	8
169	Putting company as a priority	2	11
170	Being inspired to inspire	1	16
171	Driving through emotions	4	6
172	Generating Passion thru actions	1	1
173	Involving in everything	1	1
174	Learning from mistakes	5	7
175	Standing up for own beliefs	2	2
176	Monitoring oneself thru self awareness	14	31
177	Honouring a commitment	2	6
178	Considering company as a family	2	21
179	Self motivating	2	12
180	Competing with self	1	1
181	Loving power	1	1
182	Leading people differently	1	1
183	Driving Passion thru purpose	8	15
184	Untitled (7)	1	1
185	Becoming Passionate	5	28
186	Climbing the corporate ladders	3	4
187	Transferring Passion	11	43
188	Growing through Passion	3	3
189	Believing in what you do	3	5
190	Defining Passionate Leader	6	7
191	Remaining humble	1	2
192	Providing clarity	2	2
193	Motivating trough emotions	2	4
194	Living on purpose	4	18

195	Connecting with and living the values	7	12
196	Needing freedom	8	40
197	Sacrificing self	7	10
198	Appearing as Human thru vulnerability	6	12
199	Making a difference	1	10
200	Demystifying concept of Passion	1	1
201	Being resilient	4	9
202	Creating Jealousy	2	6
203	Controlling your emotions	2	15
204	Not taking things personally	1	1
205	Managing a company	4	7
206	Having a for profit culture	1	1
207	Being corporate minded with a vision	2	4
208	Creating own thing	2	3
209	Being part of a community	1	1
210	Sharing happiness	1	1
211	Putting oneself first	1	4
212	Doubting about the future	1	1
213	Influencing people to move forward	4	8
214	Showing ego	2	2
215	Thinking differently	2	5
216	Making things happen	8	68
217	Killing happiness with money	2	15
218	Letting go	2	4
219	Loving the ownership	1	5
220	Playing a game	1	3
221	Keeping a thick skin	1	2
222	Having a real product	3	6
223	Activating Passion to create trust	4	4
224	Being grateful	1	3
225	Doing something good	1	1
226	Giving hope	3	5
227	Putting people first	10	33

228	Keeping a vision in mind	13	95
229	Coming and going passion	1	1
230	Losing passion	2	5
231	Showing the dark side	6	13
232	Self-caring	2	3
233	Lighting up someone	1	1
234	Self identifying as an entrepreneur	2	2
235	Being impatient	3	4
236	Untitled (6)	1	1
237	Joining the Leader's vision	2	5
238	Putting personal interest first	4	13
239	Balancing whole life - work and private	5	12
240	Being honest	2	3
241	Bonding through Passion	1	2
242	Ambitious drive	8	12
243	Building a team	2	2
244	Keeping one focused	1	1
245	Moving forward with Passion	4	12
246	Driving a positive impact	10	94
247	Leading with judgment	1	1
248	Education impact	2	2
249	Planning for success	1	1
250	Untitled (3)	1	1
251	Triggering people's emotions	3	5
252	Making people feel ownership	1	1
253	Being here for the team	2	2
254	Coming from within	1	3
255	Succeeding by doing	1	1
256	Behaving harshly	1	1
257	Valuing novelty	3	11
258	Being obsessed by work	2	4
259	Defining PILIO as conviction	1	2
260	Putting things in perspective	4	29

261	Inspiring people	9	30
262	Speaking from the heart	1	1
263	Identifying as a business man	1	38
264	Self-loving	1	2
265	Motivating from the inside	5	9
266	Having an ambition	1	2
267	Searching for own identity	1	1
268	Being obsessed with passion	5	12
269	Leading your own success	4	14
270	Stepping into the dark side	8	12
271	Chasing dreams	3	4
272	Taking risks	2	2
273	Affecting business outcomes	2	2
274	Communicating to transfer passion	6	8
275	Transferring Passion with a focus	2	16
276	Destructing team's morale	1	16
277	Having autonomy through ownership	4	6
278	Feeling pressured	1	2
279	Losing control	1	2
280	Defining passion as meaning	1	1
281	Being naturally passionate	5	11
282	Transferring meaningful energy	1	1
283	Surrounding oneself with positive people	4	17
284	Losing sense of reality	4	29
285	Untitled (5)	1	1
286	Losing self awareness	5	14
287	Trusting a heartfelt Leader	2	3
288	Feeling good	1	1
289	Perceiving hostility	1	5
290	Showing anger	4	8
291	Being held accountable	2	9
292	A deep feeling	2	2
293	Self motivating through passion	1	1

294	Transferring passion to non passionate people	2	6
295	Spending time with the team	1	1
296	Staying passionate though hardship	1	3
297	chasing a mission	3	6
298	Enjoying challenges	6	19
299	Listening to inner voice	1	1
300	Making the most out of life	1	3
301	Monitoring dark side by asking others	2	2
302	Putting transactions first	5	18
303	Loving one's family	1	6
304	Receiving energy from Passion	6	22
305	Balancing emotions with rationale	4	16
306	Creating an identity	1	3
307	Wanting people to follow	1	1
308	Faking passion	2	2
309	Identifying one self as family man	1	2
	Bringing Passion In Leadership when growing		
310	careerwise	4	4
311	Bringing vision to life	3	6
312	Doing good	2	2
313	Moving on	2	8
314	Being in a state of flow	2	4
315	Feeling trusted	5	6
316	Being multi-passionate	1	1
317	Playing in the head non stop	1	5
318	Defining Passionate Leadership as way of being	1	1
319	Living in the moment	1	12
320	Transferring optimistic energy	2	4
321	Thriving around people	1	1
322	Keeping the excitement	2	2
323	Leading one's own destiny	1	6
324	Thinking humanistically	1	3
325	Working with friends and family	2	7

326	Communicating passionately	10	45
327	Taking on challenges	7	24
328	Not calling it a job	3	8
329	Focusing Passion on money	8	31
330	Motivating work factors	4	6
331	Getting things done	2	3
332	Communicating a vision	11	49
333	Doing too much	1	2
334	Caring for people	9	31
335	Increasing passion thru overcoming hurdles	1	4
336	Being real	2	2
337	Following one's intuition	1	3
338	Listening to others	8	30
339	Leading by numbers	1	1
340	Creating a happy workplace	1	2
341	Keeping an open mind	2	9
342	Telling a story	3	15
343	Treating people equally	2	12
344	Growing the business	5	11
345	Leading with communication	6	30
346	Acknowledging money is key	5	14
347	Not disconnecting from work	1	13
348	Sustaining impact on people with a vision	5	14
349	Thinking about oneself	1	2
350	Becoming resilient thru Passion	5	6
351	Not putting personal interest as first	1	1
352	Impacting through Leadership	5	16
353	Being in the moment	1	1
354	Self neglecting	5	9
355	Communicating transparently	10	41
356	Transferring passion thru energy	6	24
357	Being determined	5	15
358	Choosing independence	3	6

359	Having various persona	1	6
360	Trusting people	7	9
361	Learning from the corporate world	1	4
362	Having self believe thru passion	1	1
363	Bouncing back	3	6
364	Following one's Passion	1	1
365	Being intentional	1	7
366	Connecting with people	7	20
367	Z last sentences coded	0	0
368	Instilling passion in company culture	3	6
369	Experienced Leader	4	7
370	Putting up with negative impacts on self	1	7
371	Loving being the Leader	3	4
372	Going the extra mile	6	18
373	Living a meaningful life	2	3
374	Bringing motivation	1	1
375	Disengaging from company	1	1
376	Embracing vulnerability	6	18
377	Loving to learn	4	24
378	Coping with Passionate Leader	1	4
379	Trialling and error	2	5
380	Bearing aspects of work	2	49
381	Affecting the company culture	7	20
382	Working non stop	5	15
383	Being happy	2	5
384	Succeeding putting people first	5	6
385	Overcoming challenges	2	4
386	Creating team engagement	1	2
387	Seeing passion as energy and fire	9	19
388	Manifesting your passion	4	18
389	Having passion for work	1	2
390	Controlling your instincts	1	8
391	Passion for the wrong	1	1

392	Hiring the right people	1	1
393	Multi-tasking	1	1
394	Looking energetic	3	4
395	Enlightening people with Passion	1	3
396	Passion for a field	3	10
397	Knowing oneself	3	15
398	Generating energy	8	38
399	Untitled (4)	1	1
400	Influencing people	3	5
401	Admiring role models	2	6
402	Showing integrity	5	24
403	Becoming an entrepreneur	10	44
404	Blinding judgement	6	11
405	Feeling overwhelmed	1	2
406	Empowering people	4	5
407	Doing what others want you to do	1	2
408	Being single minded with one passion at work	1	2
409	Suffering health issues	2	12
410	Getting bored	2	3
411	Putting clients first	3	5
412	Putting family first	1	5
413	Merging work and life	5	43
414	Learning new things	5	8
415	Pulling motivation	1	1
416	Creating a safe space to embrace and transfer passion	3	22
417	Loving what I do	12	26
418	Valuing changes	1	7
419	Transferring passion fire	1	1
420	Living your passion	3	10
421	Learning daily	10	57
422	Working without passion	1	3
423	Wanting recognition	3	16
424	Connecting with Passion thru self caring	1	11

425	Coping with management	1	2
426	Doing what one wants to do	1	3
427	Risking own neck	1	2

7.18 Focused coding

Name	Files	Reference
1 TRANSACTION FIRST MINDSET	**19**	**133**
Negative physiological outcomes	0	0
Negative behavioural outcomes	0	0
Communicating values	0	0
Positive physiological outcomes	0	0
OBSESSIVE LEADER	0	0
SACRIFICIAL LEADER	0	0
Motivating and succeeding through passion	1	1
Leading by numbers	1	1
Running numbers	1	1
Leading with judgment	1	1
Wanting people to follow	1	1
Transferring action driven energy	1	1
Planning for success	1	1
Giving back Passion	1	1
Accepting a Leader's passion	1	1
Lighting up someone	1	1
Misunderstanding Passion	1	1
Resisting a Leader's passion	1	1
Competing with self	1	1
Internal stressors	1	1
Competing with self	1	1
Not putting personal interest as first	1	1
Transferring action driven energy	1	1
Spending time with the team	1	1
Succeeding by doing	1	1
Speaking from the heart	1	1
Transferring meaningful energy	1	1
Wanting people to follow	1	1

Making people feel ownership	1	1
Bringing motivation	1	1
Feeling good	1	1
Listening to inner voice	1	1
Navigating the journey	1	1
Thinking critically	1	1
Listening to inner voice	1	1
Keeping hope despite doubt	1	1
avoiding conflicts	1	1
Coping with the environment	1	1
Disengaging from company	1	1
avoiding conflicts	1	1
Coping with the environment	1	1
Involving in everything	1	1
Keeping one focused	1	1
Passion for the wrong	1	1
Defining Passionate Leadership as way of	1	1
Defining passion as meaning	1	1
Doing something good	1	1
Listening to inner voice	1	1
Being in the moment	1	1
Not taking things personally	1	1
Coming and going passion	1	1
Rising and losing passion	1	1
Filling the body with the mind	1	1
Muli-passions at work	1	1
Liking many things	1	1
Searching for own identity	1	1
Chasing passions	1	1
Being part of a community	1	1
Living a calling	1	1

Living one's truth	1	1
Loving power	1	1
Being multipassionate	1	1
Following one's Passion	1	1
Living life with Passion	1	1
Defining passion as meaning	1	1
Having self belief thru passion	1	1
Being curious	1	1
Looking inauthentic	1	1
Enjoying business	1	2
Cascading Passion	1	2
Crafting a positive work environment	1	2
Going the extra mile to succeed	1	2
Looking up to someone	1	2
Creating a happy workplace	1	2
Being seen as hostile	1	2
Doing too much	1	2
Feeling pressured	1	2
Coping with management	1	2
Doing what others want you to do	1	2
Manifesting dedication as Passion	2	2
Giving your all	1	2
Being human and authentic	2	2
Transferring action driven energy	1	2
Communicating happiness and building team	2	2
Connecting with emotions	2	2
Feeling alive thru vulnerability	1	2
Respecting the team	1	2
Being here for the team	2	2
Remaining humble	1	2
Doing good	2	2
Identifying one self as family man	1	2

Building pro success by succeeding at home	1	2
Being human and authentic	2	2
Education impact	2	2
Learning from people	1	2
Taking a break	2	2
Self-loving	1	2
Keeping hope	1	2
Planning ahead	1	2
Feeling overwhelmed	1	2
Needing to work non stop	1	2
Feeling overwhelmed	1	2
Feeling overwhelmed	1	2
RIsking own neck	1	2
Keeping a thick skin	1	2
Exploring boundaries	1	2
Needing to work non stop	1	2
Feeling overwhelmed	1	2
Ruminating about work, team	2	2
Being single minded with one passion at work	1	2
RIsking own neck	1	2
Becoming pushy	1	2
Thinking on your own, alone	1	2
Affecting business outcomes	2	2
Defining PILIO as conviction	1	2
Standing up for own beliefs	2	2
Having a not for profit culture	1	2
Self identifying as manager	1	2
Differentiating entrepreneurs to corporates	2	2
Monitoring Dark Side by asking others	2	2
Showing ego	2	2
Showing ego	2	2
A deep feeling	2	2

Having an ambition	1	2
Keeping the excitement	2	2
Standing up for own beliefs	2	2
Keeping a poker face	1	2
Having a for profit culture	2	3
Longing for success	2	3
Positive spiritual outcomes	1	3
Enlightening people with Passion	1	3
Trusting a heartfelt Leader	2	3
Driving actions and transferring Passion	1	3
Dealing with disagreements	1	3
Being honest to self and showing integrity	2	3
Walking the talk	2	3
Transfering passion thru example actions	2	3
Looking authentic	2	3
Recruiting passionate people	2	3
Being grateful	1	3
Knowing own's values	2	3
Making the most out of life	1	3
Growing through Passion	3	3
Avoiding people when passion is down	1	3
Following one's intuition	1	3
Living a meaningful life	2	3
Sense-checking reality with people around	1	3
Losing and finding passion	3	3
Starting without passion	1	3
Working without passion	1	3
Driving actions and transferring Passion	1	3
Doing gives energy	1	3
Getting bored	2	3
Avoiding people when passion is down	1	3
Coming from within	1	3

Staying passionate though hardship	1	3
Creating an identity	1	3
Changing roles	1	3
French background	1	3
Creating own thing	2	3
Playing a game	1	3
Sharing the same passion	1	4
Creating team engagement	2	4
Motivating trough emotions	2	4
Looking energetic	3	4
Intimidating someone with your Passion	1	4
Coping with Passionate Leader	1	4
Communicating consistently	3	4
Activating authentic passion to create trust	4	4
Keeping things real	1	4
Looking energetic	3	4
Showing gratitude	1	4
Motivating trough emotions	2	4
Motivating trough emotions	2	4
Hiring the right people	3	4
Aligning with own values	3	4
Putting oneself first	1	4
Not giving up	1	4
Being in a state of flow	2	4
Being spiritual	1	4
Burning oneself by Passion	1	4
Bearing pain	2	4
Burning oneself by Passion	1	4
Struggling to let go	2	4
Being obsessed by work	2	4
Taking risks	3	4
Struggling with directness	1	4

Climbing the corporate ladders	3	4
Leading through Passion	4	4
Industry experience	1	4
Learning from the corporate world	1	4
Being corporate minded with a vision	2	4
Taking things personally	3	4
Looking transactional	2	4
Increasing passion thru overcoming hurdles	1	4
Actions brings Passion	2	4
Increasing passion by growing career	4	4
Chasing dreams	3	4
Desiring the object of Passion	2	4
Investing in inner self	1	4
Self defining Passion	2	4
Loving being the Leader	3	4
Putting clients first	3	5
Influencing people	3	5
Giving hope	3	5
Persuading through emotions	3	5
Perceiving hostility	1	5
Being positive	3	5
Being happy	2	5
Winning people's heart	3	5
Putting family first	1	5
Enjoying creativity	2	5
Playing in the head non stop	1	5
Forcing own view on people	1	5
Influencing people	3	5
Empowering people	4	5
Losing passion	2	5
Believing in what you do	3	5
Describing oneself	1	5

Bringing passion to what I do		1	5
Love for control and impact		3	5
Thinking differently		2	5
Trialling and error		2	5
Enjoying creativity		2	5
Having a real product		3	6
Instilling passion in company culture		3	6
Instilling passion in company culture		3	6
Transfering passion to non passionate people		2	6
Creating Jealousy		2	6
Admiring and following role models		2	6
Hornouring a commitment		2	6
Being sincere		1	6
Looking happy		4	6
Driving through emotions		4	6
Feeling trusted		5	6
Gaining trust through authentic vulnerability		3	6
Understanding gender difference		1	6
Loving one's family		1	6
Needing Passion in the world		2	6
Educating people on Passion In Leadership		4	6
Bouncing back		3	6
Becoming resilient thru Passion		5	6
Bringing vision to life		3	6
Having various persona		1	6
chasing a mission		3	6
Hornouring a commitment		2	6
Reassessing Passions at work		1	6
Asking people's feedback		1	6
1	**LOW AUTHENTIC PASSIONATE APPEARANCE**	**4**	**6**
Maintaining passion		3	6
Leading one's own destiny		1	6

Motivating work factors	4	6
Having autonomy through ownership	4	6
Defining passion	5	6
Managing a company	4	7
Bonding through hard work	2	7
Sparking passion in employees	1	7
Receiving and transfering passion	1	7
Negative cognitive outcomes	3	7
Expressing oneself	1	7
Positive cognitive outcomes	5	7
Working with friends and family	2	7
Firing to preserve Passion	1	7
Suffering from passion	2	7
Putting up with negative impacts on self	1	7
Experienced Leader	4	7
Being intentional	1	7
Learning from mistakes	5	7
Bettering Leadership with age	2	7
Doing what one is passionate about	4	7
Choosing Passion over money	4	7
Influencing people to move forward	4	8
Joining the Leader's vision	4	8
Positive cognitive outcomes	5	8
Communicating to transfer passion	6	8
Controlling your instincts	1	8
Moving on	2	8
Behaving harshly	2	8
Not calling it a job	3	8
Challenging corporations	2	8
Controlling your instincts	1	8
Learning new things	5	8
Geting energy from people	2	8

Starting with a belief	5	8
Having an interest in a job	2	9
Creating a culture of autonomy	4	9
Being held accountable	2	9
Being real	5	9
Keeping an open mind	2	9
Being resilient	4	9
Positive spiritual outcomes	2	9
Getting things done	5	9
Experiencing stress	7	9
Self neglecting	5	9
Affecting social life	1	9
Affecting social life	1	9
Affecting social life	1	9
Self neglecting	5	9
Experiencing stress	7	9
Self identifying as a passionate Leader	8	9
Becoming Passionate Leader expressing :	4	9
Believing in an idea	4	9
Mirroring someone's passion	4	10
Affecting teams negatively	2	10
Making a difference	1	10
Wanting things to be perfect	2	10
Sacrificing self	7	10
Controlling things	1	10
Controlling things	1	10
Wanting things to be perfect	2	10
Limiting time	2	10
Making a difference	1	10
Passion for a field	3	10
Loving to create	5	10

7.19   Theoretical coding

	Name	Memo Link	Files	References
	PILIO* MODEL (*Passion In Leadership In Organisations)		22	5679
1	**DEFINITION OF PILIO**		13	81
	Seeing passion as energy and fire		12	79
	Receiving energy from Passion		6	22
	Generating energy		8	38
	Defining PILIO as conviction		1	2
1	**DARK SIDE OF PASSION IN LEADERSHIP**		21	837
	Characteristics of Dark Side of PILIO		21	369
	Blinding judgement		9	41
	Losing sense of reality		4	29
	Passion for the wrong		1	1
	Ruminating thoughts, obsession		12	82
	Working non stop		6	34
	Needing to work non stop		1	2
	Being obsessed by work		2	4
	Not disconnecting from work		1	13
	Feeling overwhelmed		1	2
	Being obsessed with work passion		10	46
	Ruminating about work, team		2	2
	Being single minded with one passion at work		1	2
	Playing in the head non stop		1	5
	Keeping one focused		1	1
	Keeping work in mind		4	24
	Self neglecting		5	9
	Behaving harshly		2	8
	Becoming pushy		1	2
	Forcing own view on people		1	5
	Not letting go and micro managing		6	25
	Wanting things to be perfect		2	10
	Controlling things		1	10

Involving in everything	1	1
Struggling to let go	2	4
Taking risks	3	4
RIsking own neck	1	2
Accepting suffering inflicted by Passion	6	108
Burning oneself by Passion	1	4
Suffering health issues	2	12
Affecting social life	1	9
Bearing pain	2	4
Bearing aspects of work	2	49
Putting up with negative impacts on self	1	7
Suffering from being Passionate	2	16
Suffering from passion	2	7
Being impatient	8	42
Slowing down	3	15
Limiting time	2	10
Enjoying speed and fast actions	2	13
Showing anger	7	21
Showing anger and jealousy	6	13
Stepping into the Dark Side	8	12
Struggling with directness	1	4
Affecting business outcomes	2	2
Experiencing stress	7	9
Thinking on your own, alone	1	2
Losing against Dark Side of PILIO	13	33
LETTING GUARDS DOWN	10	18
Stepping into the Dark Side	8	12
Taking things personally	3	4
Showing ego	2	2
LOW AWARENESS	6	15
Losing self awareness	5	14
Searching for own identity	1	1
Fighting the Dark Side of PILIO	21	435
MONITORING THE SELF	17	72
Monitoring the self by asking others	4	11

Monitoring Dark Side by asking others	2	2
Asking people's feedback	1	6
Sense-checking reality with people around	1	3
Self monitoring	16	61
Monitoring oneself thru self awareness	14	31
Controlling your instincts	1	8
Reassessing Passions at work	1	6
Not taking things personally	1	1
Learning from mistakes	5	7
Bettering Leadership with age	2	7
Being in the moment	1	1
HIGH AWARENESS	19	363
Knowing oneself	16	178
Knowing own's values	2	3
Having awareness	8	29
Going back to one's personal story	14	102
Putting things in perspective	4	29
Fighting your own demons	3	27
Controlling your instincts	1	8
Controlling your emotions	2	15
Self preservation	5	22
Self-caring	3	14
Connecting with Passion thru self caring	1	11
Taking a break	2	2
Putting oneself first	1	4
Self-loving	1	2
Reflecting on learning	15	136
Learning daily	10	57
Learning to adapt	7	20
Loving to learn	4	24
International experience	10	25
PASSION MOVEMENT	22	362
Thriving around people	14	50
Connecting with people	7	20
Managing diversity	8	29

Passion from within	18	92
Motivating from the inside	9	26
Coming from within	1	3
Self motivating	2	12
A deep feeling	2	2
Ambitious drive	8	14
Having an ambition	1	2
Chasing dreams	3	4
Feeling a passion inside	8	11
Desiring the object of Passion	2	4
Believing in an idea	4	9
Believing in what you do	3	5
Filling the body with the mind	1	1
Having a Passion for a vision	8	23
Gaining passion	21	154
Being inspired by other to inspire	1	16
Actions brings Passion	2	4
Doing gives energy	1	3
Enjoying fun and challenges	10	49
Taking on challenges	7	24
Enjoying challenges	6	19
Increasing passion thru overcoming hurdles	1	4
Increasing passion by growing career	4	4
Valuing novelty	12	42
Learning new things	5	8
Enjoying diversity	8	16
Valuing novelty	3	11
Generating passion through positive energy	4	11
Re-gaining passion thru connecting with people	5	28
Surrounding oneself with positive people	4	17
Geting energy from people	2	8
PASSION TRANSFER	5	14
Generating passion through positive energy	4	11
Driving actions and transferring Passion	1	3
Becoming Passionate	5	28

Driving actions and transferring Passion	1	3
POSITIVE IMPACTS OF PILIO ON EMPLOYEES	22	275
Positive behavioural outcomes	22	219
Bonding through Passion	8	25
Bonding through hard work	2	7
Connecting with Passion	7	16
Driving actions	10	76
Influencing people to move forward	4	8
Making things happen	8	68
Going the extra mile	6	20
Going the extra mile to succeed	1	2
Following a passionate Leader	8	15
Influencing people	3	5
Impacting the company's culture	8	39
Affecting the company culture	7	20
Creating a culture of autonomy	4	9
Instilling passion in company culture	3	6
Impacting through Leadership	5	16
Succeeding though passion	6	15
Motivating trough emotions	2	4
Creating team engagement	2	4
Crafting a positive work environment	1	2
Positive spiritual outcomes	1	3
Enlightening people with Passion	1	3
Positive cognitive outcomes	5	8
Trusting a heartfelt Leader	2	3
Giving hope	3	5
Positive psychological outcomes	10	37
Inspiring people	9	30
Persuading through emotions	3	5
Creating a happy workplace	1	2
Joining the Leader's vision	4	8
Accepting a Leader's passion	1	1
Looking up to someone	1	2
Mirroring effect	7	17

Giving back Passion	1	1
Sharing the same passion	1	4
Cascading Passion	1	2
Mirroring someone's passion	4	10
NEGATIVE IMPACTS OF PILIO ON EMPLOYEES	5	27
Negative cognitive outcomes	3	7
Being seen as hostile	1	2
Perceiving hostility	1	5
Intimidating someone with your Passion	1	4
Misunderstanding Passion	1	1
Negative behavioural outcomes	0	0
Creating Jealousy	2	6
Resisting a Leader's passion	1	1
Dealing with disagreements	1	3
Coping with Passionate Leader	1	4
Negative physiological outcomes	0	0
Negative psychological outcomes	3	20
Destructing team's morale	1	16
Doing too much	1	2
Feeling pressured	1	2
Being held accountable	2	9
Affecting teams negatively	2	10
DETERMINANTS OF IMPACT	22	816
SELF AWARENESS	18	90
MONITORING THE SELF	17	72
Monitoring the self by asking others	4	11
Asking people's feedback	1	6
Sense-checking reality with people around	1	3
Monitoring Dark Side by asking others	2	2
Self monitoring	16	61
Monitoring oneself thru self awareness	14	31
Controlling your instincts	1	8
Learning from mistakes	5	7
Not taking things personally	1	1
Being in the moment	1	1

Bettering Leadership with age	2	7
Reassessing Passions at work	1	6
LETTING GUARDS DOWN	10	18
Stepping into the Dark Side	8	12
Showing ego	2	2
Taking things personally	3	4
PASSIONATE APPEARANCE	22	726
FAKING PASSION	4	20
Looking inauthentic	1	1
Keeping a poker face	1	2
Playing a game	1	3
Being hypocritical	1	14
LETTING GO	6	29
Keeping people who share the vision, letting others go	4	11
Avoiding toxic and negative relationships	3	14
Firing to preserve Passion	1	7
Working with friends and family	2	7
Keeping a thick skin	1	2
Exploring boundaries	1	2
LOW AUTHENTIC PASSIONATE APPEARANCE	4	6
Showing ego	2	2
Looking transactional	2	4
HIGH AUTHENTIC PASSIONATE APPEARANCE	22	671
Story telling	3	15
Sharing happiness	9	17
Being positive	3	5
Looking happy	4	6
Being happy	2	5
Communicating values	0	0
Showing gratitude	1	4
Showing Integrity	8	33
Hornouring a commitment	2	6
Being honest to self and showing integrity	2	3
Showing integrity	5	24

Communicating with transparency	15	115
Communicating the why	6	24
Leading with communication	6	30
Providing clarity	7	16
Impacting people and self with a vision	5	14
Communicating transparently	10	41
Communicating consistently	3	4
Looking passionate	9	26
Being authentic	17	91
Being honest and authentic	12	62
Speaking from the heart	1	1
Activating authentic passion to create trust	4	4
Being real	5	9
Keeping things real	1	4
Looking authentic	2	3
Being human and authentic	2	2
Being sincere	1	6
Expressing oneself	1	7
Showing a charismatic side	4	19
Manifesting your passion	4	18
Communicating passionately	10	45
Showing vulnerability and emotions	20	181
Trusting a heartfelt Leader	10	18
Motivating trough emotions	2	4
Feeling trusted	5	6
Winning people's heart	3	5
Appearing as Human thru vulnerability	6	12
Embracing vulnerability	11	78
Accepting vulnerability	9	26
Showing vulnerability	10	34
Communicating with emotions	15	56
Communicating happiness and building team	2	2
Motivating trough emotions	2	4
Showing emotions	8	33

Connecting with emotions	2	2
Communicating to transfer passion	6	8
Driving through emotions	4	6
Connecting and transfering passion thru vulnerabiliy	6	17
Feeling alive thru vulnerability	1	2
Gaining trust through authentic vulnerabiliy	3	6
Transferring action driven energy	1	2
Transferring meaningful energy	1	1
LEADING BY EXAMPLES	18	123
Manifesting dedication as Passion	2	2
Leading by example	15	89
Working hard to succeed	5	20
Succeeding by doing	1	1
Giving your all	1	2
Spending time with the team	1	1
Transferring action driven energy	1	1
Walking the talk	2	3
Transfering passion thru example actions	2	3
Not putting personal interest as first	1	1
Looking energetic	3	4
IMPACT OF PILIO ON LEADER	21	290
ADAPTIVE OUTCOME	19	136
Positive cognitive outcomes	5	7
Listening to inner voice	1	1
Thinking critically	1	1
Keeping hope	1	2
Planning ahead	1	2
Keeping hope despite doubt	1	1
Positive spiritual outcomes	2	9
Listening to inner voice	1	1
Navigating the journey	1	1
Making the most out of life	1	3
Being spiritual	1	4

Positive behavioural outcomes	19	77
Growing through Passion	3	3
Passion fuels actions	16	58
Keep going	2	13
Turning energy into actions	7	16
Moving forward with Passion	4	12
Getting things done	5	9
Bringing vision to life	3	6
Being determined	5	15
avoiding conflicts	1	1
Positive psychological outcomes	12	43
Giving courage and resilience	9	33
Moving on	2	8
Becoming resilient thru Passion	5	6
Bouncing back	3	6
Being resilient	4	9
Not giving up	1	4
Feeling good	1	1
Being in a state of flow	2	4
Bringing motivation	1	1
Positive physiological outcomes	0	0
MALADAPTIVE OUTCOME	20	154
Negative behavioural outcomes	16	61
RIsking own neck	1	2
Controlling things	1	10
Avoiding people when passion is down	1	3
avoiding conflicts	1	1
Needing to work non stop	1	11
Affecting social life	1	9
Coping with the environment	1	1
Stepping into the Dark Side	8	12
Becoming pushy	1	11
Affecting social life	1	9
Sacrificing self	7	10
Negative psychological outcomes	9	15

Experiencing stress		7	9
Burning oneself by Passion		1	4
Feeling overwhelmed		1	2
Negative cognitive outcomes		12	67
Disengaging from company		1	1
Being obsessed with passion		9	55
Ruminating about work, team		6	43
Feeling overwhelmed		1	2
Not disconnecting from work		1	13
Keeping work in mind		4	24
Needing to work non stop		1	2
Wanting things to be perfect		2	10
Coping with the environment		1	1
Negative physiological outcomes		6	11
Feeling overwhelmed		1	2
Self neglecting		5	9
Suffering health issues		2	12
4 TYPES OF LEADERS WITH PILIO	1	22	2724
Humanistic mindset & Low Autonomy		22	506
LOW AUTONOMY		5	12
Admiring and following role models		2	6
Competing with self		1	1
Doing what others want you to do		1	2
Internal stressors		1	1
Competing with self		1	1
Coping with management		1	2
SACRIFICIAL LEADER		1	2
Having a not for profit culture		1	2
Humanistic mindset		22	492
Remaining humble		1	2
Succeeding putting people first		18	203
Respecting people		7	26
Being here for the team		2	2
Understanding gender difference		1	6
Respecting the team		1	2

Treating people equally	2	12
Putting people first	10	33
Killing happiness with money	2	15
Priotising people over money	6	51
Leading people differently	4	15
Adapting Leadership style	3	13
Making people feel ownership	1	1
Understanding people	9	22
Caring for people	9	31
Hiring the right people	3	4
Recruiting passionate people	2	3
Passion for People	12	44
Wanting people to follow	1	1
Considering company as a family	2	21
Thriving around people	9	30
Managing diversity	8	29
HUMANISTIC LEADERSHIP	22	191
Listening to others	8	30
Humanistic values	11	42
Aligning with own values	3	4
Passion for a cause	7	17
Being grateful	1	3
Enjoying creativity	2	5
Making a difference	1	10
Trusting people	7	18
Keeping an open mind	2	9
Being human and authentic	2	2
Managing people	18	70
Loving own family	2	15
Loving one's family	1	6
Building pro success by succeeding at home	1	2
Identifying one self as family man	1	2
Putting family first	1	5
Doing good	2	2
Educating people on Passion In Leadership	4	6

Learning from people		1	2
Education impact		2	2
Needing Passion in the world		2	6
Transactional mindset & Low Autonomy		21	178
Transactional mindset		19	133
Transferring action driven energy		1	1
Business success first		13	82
Focusing Passion on money		8	31
Managing a company		4	7
Putting company as a priority		2	11
Putting transactions first		5	18
Having passion for work		3	11
Having an interest in a job		2	9
Longing for success		2	3
Planning for success		1	1
Putting clients first		3	5
LEADING BY NUMBERS		9	31
Leading with judgment		1	1
Having a for profit culture		2	3
Enjoying business		1	2
Running numbers		1	1
Acknowledging money is key		5	14
Growing the business		5	11
Leading by numbers		1	1
Motivating and succeeding through passion		1	1
Having a passion for the product		3	12
Having a real product		3	6
Wanting people to follow		1	1
OBSESSIVE LEADER		7	33
Putting personal interest first		5	29
Wanting recognition		3	16
Climbing the corporate ladders		3	4
LOW AUTONOMY		5	12
Internal stressors		1	1
Competing with self		1	1

Doing what others want you to do	1	2
Coping with management	1	2
Admiring and following role models	2	6
Competing with self	1	1
Humanistic mindset & High Autonomy	22	1508
Humanistic mindset	22	492
Passion for People	12	44
Thriving around people	9	30
Managing diversity	8	29
Succeeding putting people first	18	203
Priotising people over money	6	51
Leading people differently	4	15
Making people feel ownership	1	1
Adapting Leadership style	3	13
Caring for people	9	31
Respecting people	7	26
Treating people equally	2	12
Respecting the team	1	2
Being here for the team	2	2
Understanding gender difference	1	6
Hiring the right people	3	4
Recruiting passionate people	2	3
Understanding people	9	22
Killing happiness with money	2	15
Putting people first	10	33
Considering company as a family	2	21
Wanting people to follow	1	1
HUMANISTIC LEADERSHIP	22	191
Listening to others	8	30
Humanistic values	11	42
Making a difference	1	10
Passion for a cause	7	17
Being grateful	1	3
Enjoying creativity	2	5
Aligning with own values	3	4

Trusting people	7	18
Keeping an open mind	2	9
Loving own family	2	15
Putting family first	1	5
Building pro success by succeeding at home	1	2
Identifying one self as family man	1	2
Loving one's family	1	6
Managing people	18	70
Needing Passion in the world	2	6
Being human and authentic	2	2
Educating people on Passion In Leadership	4	6
Education impact	2	2
Learning from people	1	2
Doing good	2	2
Remaining humble	1	2
PASSIONATE LEADER	22	790
Becoming Passionate Leader expressing oneself	4	9
Having a Passion for a vision	16	167
Communicating a vision	11	49
Keeping a vision in mind	13	95
Succeeding though passion	6	15
Leading through Passion	4	4
Challenging corporations	2	8
Learning from the corporate world	1	4
Being corporate minded with a vision	2	4
Experienced Leader	4	7
Industry experience	1	4
Defining Passionate Leader	10	16
Self identifying as a passionate Leader	8	9
Influencing people	3	5
Living your passion	13	63
Loving what I do	12	26
Living a calling	5	19
Not calling it a job	3	8

Passion for People	12	44
Meaningful life	2	11
Making a difference	1	10
Defining passion as meaning	1	1
Defining Passionate Leadership as way of being	1	1
Empowering people	4	5
Being multipassionate	6	18
Having various persona	1	6
Being naturally passionate	5	11
Balancing emotions with rationale	4	16
Being in the moment	2	13
Living in the moment	1	12
Work and life becomes one	10	83
Hornouring a commitment	2	6
Balancing whole life - work and private	10	77
Mixing work and private life	7	22
Merging work and life	5	43
Humanistic traits and values	10	16
Listening to inner voice	1	1
Doing good	9	15
Doing something good	1	1
Connecting with and living the values	7	12
Following one's intuition	1	3
Living on purpose	18	293
Passion for a cause	7	17
Honouring a legacy	1	72
Living a meaningful life	2	3
Driving a positive impact	10	94
Standing up for own beliefs	2	2
Driving Passion thru purpose	15	87
chasing a mission	3	6
Connecting life story with purpose	6	16
Being intentional	1	7
Longing for a purpose	9	30

Honouring the purpose	7	13
HIGH AUTONOMY	21	226
Living life with Passion	6	15
Following one's Passion	1	1
Choosing Passion over money	4	7
Doing what makes you happy	3	11
Being multipassionate	1	1
Living life with Passion	1	1
Defining passion as meaning	1	1
Having self belief thru passion	1	1
Living on purpose	10	33
Honouring the purpose	7	13
Standing up for own beliefs	2	2
Loving to create	5	10
Creating own thing	2	3
Enjoying creativity	2	5
Being part of a community	1	1
Starting with a belief	5	8
Defining passion	5	6
Chosing independence	14	97
Leading one's own destiny	1	6
Needing freedom	8	40
Doing what one wants to do	6	21
Motivating work factors	4	6
Doing what one is passionate about	4	7
Bringing passion to what I do	1	5
Wanting autonomy freedom over money	6	24
Living a calling	1	1
Living one's truth	1	1
Love for control and impact	3	5
Loving power	1	1
Loving being the Leader	3	4
Loving the ownership	4	11
Having autonomy through ownership	4	6
Starting with the self	5	22

Changing roles	1	3
Creating an identity	1	3
Investing in inner self	1	4
French background	1	3
Self defining Passion	2	4
Describing oneself	1	5
Giving it a try	5	22
Being curious	1	1
Trialling and error	2	5
Facing mid life crisis	1	11
Thinking differently	2	5
Chasing passions	1	1
Transactional mindset & High Autonomy	22	532
MANAGERIAL LEADER	19	173
Self identifying as an entrepreneur	14	81
Differentiating entrepreneurs to corporates	2	2
Changing from corporate to being entrepreneur	3	33
Becoming an entrepreneur	10	44
Passion for a field	3	10
Succeeding though passion	10	29
Succeeding thru passion	4	14
Self identifying as manager	1	2
Self identifying as CEO	9	51
Identifying as a business man	1	38
HIGH AUTONOMY	21	226
Starting with a belief	5	8
Defining passion	5	6
Living on purpose	10	33
Standing up for own beliefs	2	2
Honouring the purpose	7	13
Loving the ownership	4	11
Having autonomy through ownership	4	6
Starting with the self	5	22
Changing roles	1	3

French background	1	3
Self defining Passion	2	4
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Thinking differently	2	5
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Facing mid life crisis	1	11
Trialling and error	2	5
Chasing passions	1	1
Love for control and impact	3	5
Loving being the Leader	3	4
Loving power	1	1
Living life with Passion	6	15
Following one's Passion	1	1
Choosing Passion over money	4	7
Living life with Passion	1	1
Defining passion as meaning	1	1
Being multipassionate	1	1
Doing what makes you happy	3	11

Having self belief thru passion		1	1
Transactional mindset		19	133
Motivating and succeeding through passion		1	1
Having a passion for the product		3	12
Having a real product		3	6
LEADING BY NUMBERS		9	31
Having a for profit culture		2	3
Enjoying business		1	2
Growing the business		5	11
Acknowledging money is key		5	14
Running numbers		1	1
Leading with judgment		1	1
Leading by numbers		1	1
Transferring action driven energy		1	1
Wanting people to follow		1	1
Business success first		13	82
Planning for success		1	1
Longing for success		2	3
Focusing Passion on money		8	31
Managing a company		4	7
Putting company as a priority		2	11
Putting transactions first		5	18
Having passion for work		3	11
Having an interest in a job		2	9
Putting clients first		3	5

7.20   Code of Practice

https://www.uel.ac.uk/wwwmedia/schools/graduate/documents/UEL-Code-of-Practice-for-Research-Ethics-2015-16.pdf