A POSITIVE PSYCHOLOGY FRAMEWORK FOR PERSONAL AND ORGANISATIONAL LEADERSHIP BRANDING

by

SHALLAINE PADAYACHEE

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SUPERVISOR: Professor Sanchen Henning

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DECLARATION

Name: Shallaine Padayachee

Student number: 31413757

Degree: Doctor of Business Leadership

Title: A POSITIVE PSYCHOLOGY FRAMEWORK FOR PERSONAL AND ORGANISATIONAL LEADERSHIP BRANDING

I declare that this thesis titled "A positive psychology framework for personal and organisational leadership branding" is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references. I further declare that I have not previously submitted this work, or part of it, for examination at the University of South Africa for another qualification or at any other higher education institution.

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SHALLAINE PADAYACHEE

ABSTRACT

Purpose of the study: is to establish a conceptual framework for positive personal leadership branding within the context of literature reviewed as well as from the perspective of key business decision-makers and subject matter experts. To achieve this objective a comprehensive literature study was performed to determine the extent of existing knowledge on personal leadership branding underpinned by positive psychology within the organisational context.

Research design: The researcher adopted a qualitative approach while also applying Appreciative Inquiry as a methodology to collect data. In order to establish a theory, the researcher intended to observe and interpret the environment, therefore the qualitative approach was most suitable. The researcher adopted a descriptive exploratory design. In three phases, a summary of qualitative research concepts, questions and activities were used for this study: Phase 1- pilot interviews; Phase 2- focus groups and in-depth interviews; and Phase 3- assessing the face validity of the final framework with executives and high-level managers.

Research findings: The following emerging aspects were discovered and considered in the design of the conceptual framework for a positive personal leadership brand while exploring the problem in context: Two dimensions are considered where emphasis was placed on leading self and leading others, comparative views were described between the public and private sectors, critical success factors were identified and the potential influence on the organisational brand was illustrated. Leaders should make a deliberate effort to reinforce their personal brands and positively influence leadership perceptions. In commissioning their robust brands leaders can achieve an insurmountable benefit from their personal brands. The study depicts that this is most plausible through a socially intelligent, self-conscious, altruistic, authentic, passionate, motivated and progressive leader.

Conclusions: Recommendations and conclusions were derived from the information gathered from the literature review and from the participants in this study. The business environment, influenced mainly by the current pandemic confronting the nation, has

changed radically. In order to stay relevant, the process of developing your personal brand should not remain static. In addition to this evolutionary, quantum and authentic leadership theories were found to be most pertinent for the context of this study and to the development of a positive personal leadership brand.

KEY WORDS: Positive psychology, personal branding, social intelligence, relationships, self-conscious, authentic leadership theory, progressive leadership, passionate leaders, evolutionary leadership theory, quantum leadership theory.

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CHAPTER 1: INTRODUCTION

1.1 Background to the study

Individuals have been engrossed in leadership throughout human history, but lately a range of systemic theories of leadership have materialised. In the early 20th century, interest in leadership intensified (Cherry, 2019). It is imperative for leaders to have a concentrated approach to building trust and transparency in their personal brand that is aligned to the values of the entity. Personal brand development focuses on the skills, values and leadership style of the leader (Venkataiah, 2011). The ability of a leader to articulate branding leadership style is very beneficial in understanding how to best work within the organisation's brand parameters (Kerfoot, 2006).

The media depicts the private sector in an undesirable manner, highlighting malfeasance, corporate crime and negligence in upholding good corporate governance. Too much pressure on an organisation to achieve targets alone becomes a catalyst of corporate crime. Recently, the media decided upon the corrupt behaviour of leadership at McKinsey, Bain & Co and KPMG in the private sector, which had a most deleterious effect on both their personal and organisations brands. These organisations made many serious mistakes and lost the trust of the public and clients (Cameron, 2018). Private-sector organisations are required to change perceptions to attract talent (McCall, 2018).

Equally as concerning is that the public sector leadership is perceived by the media as being incompetent, legitimising excessive wastage, politicised decision making and leadership is unable to implement plans appropriately. Corsie (2018) stated that the public sector leaders have a difficult job. In addition to dealing with traditional internal pressures such as delivering strict schedules, organising their teams and maintaining pace with technical breakthroughs, public sector leaders are faced with a distinct standard of conduct (Corsie, 2018). Leaders are having an impact on the lives of citizens, so every mistake they make faces public criticism and must be corroborated (Corsie, 2018). Similarly, McKinsey and Company (2009) reported that public scrutiny is enhanced and there is added pressure for organisations to deliver quick results and avoid missteps.

In the public eye, public sector leaders lack commitment to the fundamental ideals of public service. Public utilities have experienced very high turnover in leadership structures, which has resulted in economic hardships in their service area and sustainability has become highly questionable. There is constant concern on irregular activities and leadership nonchalance in this space. There is a need to understand how leadership branding could positively influence the immense public apprehension on leadership within public and private sector and further augment the leadership development framework within the organisations.

Leaders are encouraged to position their personal brands accurately to achieve the desired perceptions. Brand placement includes generating the preferred awareness in the mind of the target user (Ghodeswar, 2008). Ghodeswar further asserts that a brand must use the correct messages resourcefully to be recognised, guarantee top-of-mind understanding and alter or highlight opinions among the target market. Likewise, Khedher (2015) borrows Dramaturgical Sociology from Goffman (1956) to clarify how individuals can handle the observer's perception of their identity (Khedher, 2015). In order to manage impressions of personal brands Khedher identifies some tactics that are used as artifactual displays: personal appearance, management of behaviour and publications on social media sites such as LinkedIn (Khedher, 2015). Leaders need to actively focus on strategies to expose their brand and develop the desired perceptions for their target audience.

As organisations have increased in size and influence, ordinary citizens gradually demand more from them to drive positive change and work for the common good, rather than working purely on the basis of their own agenda (Mohale, 2020). With the most recent pandemic (COVID 19), Mohale (2020) signals that South Africa is on a plausible path towards dealing with its most fearsome challenges. Today, society assumes that organisations now share equal responsibility for promoting positive social change with government. Mohale (2020) further asserts that as a country we have now reached the era of social media becoming the 'weapon of mass destruction' that has motivated ordinary citizens immensely to keep organisations accountable. Strong leadership is critical and perhaps there is one positive aspect, that this crisis provides an opportunity

for leaders to build more cohesion and innovation in the face of adversity and uncertainty (Mesaglio, 2020). Furthermore, it provides leadership an opportunity to demonstrate their leadership brand, conceivably generating positive perceptions and more trusting relationships.

Towler (2021) argues that the majority of the attention paid to leadership has been on the positive side, emphasizing desirable attributes and behaviors for effective leadership. However, in recent years, there has been a greater emphasis on the "dark" or detrimental side of leadership, and how toxic leaders can devalue their followers. The author further claims that organizational leadership is also frequently perceived as dark and toxic. When it comes to understanding disruptive leaders, using a characteristic approach is extremely useful. Narcissism, arrogance, and manipulativeness are common personality qualities among such leaders. There are several recommended practices for dealing with damaging leaders who exhibit these tendencies in the workplace. Identifying these individuals and ensuring they are not placed in positions of authority in the first place is best for the organizations (Towler, 2021).

The dark side of leadership in an organization, according to Chung's Service Leadership Theory is like a "virus" in a computer system, which is frequently small but contagious and lethal (Chung,2011). The author further states that when there are issues with the three basic attributes that underpin effective service leadership, which are competency, personality, and caring, viruses in leadership frequently appear. Einarsen, Aasland & Skogstad (2007) argue that because of its prevalence and importance in inducing organizational failure, the scientific literature on leadership is becoming increasingly interested in the dark side of leadership. To characterize the dark side of leadership, academics have used phrases like destructive leadership, toxic leadership, and abusive supervision. The 'dark side' of leadership: unethical and immoral persons who might reside in positions of authority are a common feature in today's society, contrary to the belief that leaders contribute to positive behavior within organizations (Kurtulmus, 2019).

Although there are both positive and negative dimensions to leadership, there appears to be an insatiable demand for sensible, positive, and ethical leadership in both the public and private sectors.

1.2 The philosophical stance of the researcher

The philosophical perspective of a researcher refers to the ontology and epistemology that the researcher holds, from which the research design and methodology emerge.

Ontology is the researcher's view of the nature of reality wherein the researcher will aim to produce valid knowledge (Saunders, Lewis & Thornhill, 2009). Epistemology concentrates on how knowledge is created and what information is acceptable in a given field of study (Saunders et al., 2009). How to access what I need to know about that reality is referred to as the methodology (Guba & Lincoln, 1994). The illustration below depicts this nested approach to understand the researchers' philosophical stance in more detail:
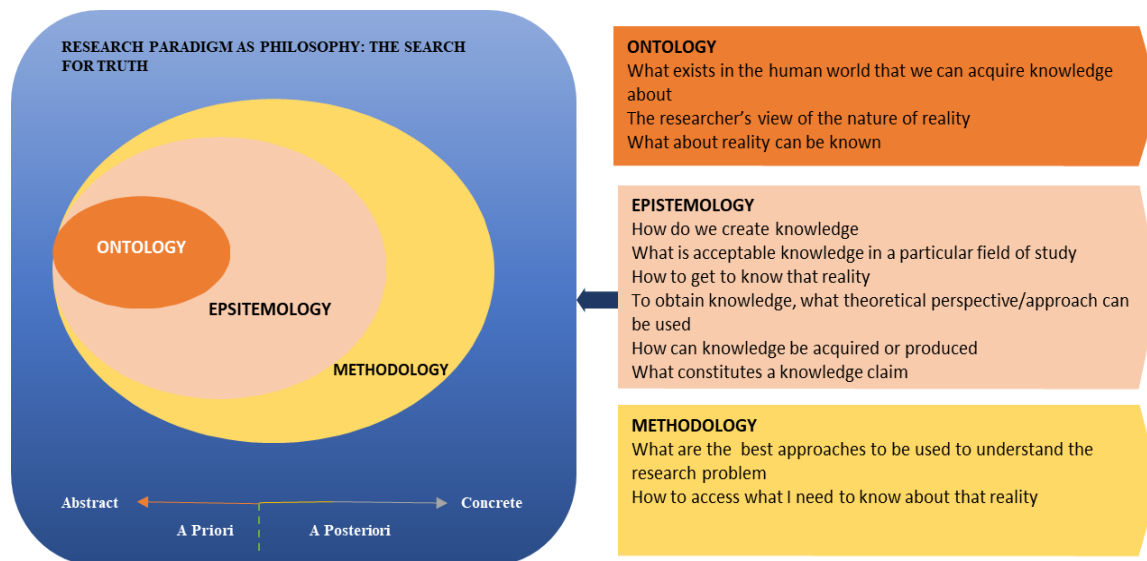
Figure 1.1 Research Paradigm Sources: **Moon & Blackman, 2017; Saunders et al., 2009; Denzin & Lincoln, 2002; Guba & Lincoln, 1994; Guba, 1990**

This model (Figure 1.1) moves from the abstract philosophical concepts, towards the concrete concepts of research design and methodologies. A Priori knowledge is independent of experience whereas A Posteriori knowledge is determined by experience (Williamson, 2013). This is further established in view of what can be known about the researcher's reality, how to get to know that reality and finally acquiring an understanding of participants experiences.

1.2.1 Ontology

Ontology relates to the 'study of being' focusing on what essentially occurs in the world through which individuals can attain knowledge (Moon & Blackman, 2017). The reseacher will focus on what is known to be true, her beliefs about reality. The research will be focusing on relativist ontology which is constructed on the viewpoint that reality is built within the human mind, such that no one 'true' reality exists. Instead, reality is 'relative' based on the manner in which humans experience it at a point in time and place (Moon & Blackman, 2017).

1.2.2 Epistemology

Epistemology deals with the creation of information and the discovery of new knowledge. Pertinent aspects that are unraveled relate to what establishes a knowledge claim; how information can be obtained or created and how the extent of its transferability can be evaluated (Moon & Blackman, 2017). Epistemology is important in determining the way researchers view their studies in their efforts to discover knowledge. In this study the researcher will go about uncovering this knowledge and learn about reality adopting the approaches highlighted in Table 1.1.

Table 1.1 Epistemological Approach Source : Moon & Blackman, 2017; Kivunja & Kuyini, 2017; Snyder & Lopez, 2005; Peterson & Seligman, 2004; Saunders et al., 2009; Serrat, 2017

Approach	Concepts
Interpretivism	Interpretations of reality are culturally derived and historically situated Understand and acquire knowledge of the participants' world and experiences
Theoretical Paradigm: Positive Psychology	Positive organisational scholarship Relationship Connection Social Intelligence Self-Awareness towards Self-Regulation Social Awareness

1.2.2.1 Social Constructivism

Social actors, which are the participants that the researcher intends to engage in the organisation, can interpret many situations differently. These participants will interpret specific circumstances in different respects as a result of their own world view (Saunders et al., 2009). These various perceptions are likely to influence their behaviour and the essence of their socialisation with others. In this sense, the participants will not only communicate directly with their environment, they will also understand the context of it by interpreting incidents and the definitions they derive from them (Saunders et al., 2009). Social constructivism is an activity of the individual mind in which one interprets reality as being socially conceived (Saunders et al., 2009).

1.2.3 Interpretive research paradigm

This study will adopt an interpretive research paradigm. With this approach, the researcher will seek to understand and acquire knowledge of the participants' world and experiences (Kivunja & Kuyini, 2017). Similarly, Rahi (2017) states that by using this approach the researcher will be delving into the profound understanding of concepts and exploring the comprehension of the world in which participants live. The subjective significance of participant's understanding towards certain things will be determined. The researcher, adopting a qualitative approach, anticipates discovering reality through capturing the experiences and perceptions of participants rather than relying on numbers

of statistics. Their experiences of leadership branding will be used to conceptualise and infer deeper insights and from collected data whilst accommodating numerous scholarly viewpoints to construct a leadership framework for personal and organisational branding within the positive psychology theoretical paradigm.

The researcher will endeavour to make every effort to comprehend the perspective of the participant being observed, instead of the observer's view. Emphasis will be placed on understanding the participant and their construal of the world around them (Kivunja & Kuyini, 2017). Certain key characteristics of research located within the interpretivist paradigm will be considered, such as the acceptance that there is unescapable interface among the researcher and her participants in the research; the sureness that realities are numerous and socially created and the need to comprehend the individual rather than universal laws (Kivunja & Kuyini, 2017).

1.3 Problem description and statement

The complexity of post-COVID-19 life and its ramifications for corporations, organisations, culture and communities will play out over the remainder of 2020 and beyond (Nevins, 2020). There is definitely no blueprint on what to do in the face of a pandemic of the 21st Century. All leaders face multi-faceted risks at once: to themselves, families, employees, consumers, suppliers and business associates, governmental and financial systems and potentially our social fabric (Nevins, 2020). Leaders must be agile, resilient and ready to make tough choices in these difficult times. Nevins (2020) further argues that one of the most important roles as a leader in a time of uncertainty is making people feel safe. The brand of a leader takes the front line and should conceivably motivate employees to trust and follow their leaders as they build a calm and positive atmosphere.

In challenging times, leaders are obliged to have a 'type of holding' skill and act as 'containers' of various people dynamics. This phrase has a particular definition in psychology (Petriglieri, 2020). It explains how another individual, often a figure of authority, absorbs and interprets what happens during times of uncertainty. People never forget the way leaders handled them when faced with uncertainty and they will recall how their governments, leaders and colleagues were supporting them during the crisis or

failing to do so. Leaders are remembered, and branded, for the way they held the people and their interests in times of calamity and not just for their vision (Petriglieri, 2020).

Leaders are challenged to constantly seek out the balance between competing priorities and demands such as economic or social sustainable solutions in order to remain competitive in the 21st century (Dzwairo, Nombela & Perumal, 2017). Leadership within the public and private sector are required to keep abreast with the changes in the environment on a political, economic, social and technological level. This had an immense effect on leadership in the recent past and will continue to influence leadership in the 21st century. The recent Covid-19 epidemic, from news media to social media, has revealed that every organisation, every leader and every decision is open to public scrutiny as never before (Dyer & Renn, 2019). Because of this, it would be an indictment upon leadership, should they fail to address how they can: change behavioural aspects, transform business practices, alter perceptions in the public eye and achieve leadership sustainability.

The brand a person exudes, fortifies the decisions of customers. An individual's job title or the product or service being offered is no longer sufficient for attracting business. Decisions are now made based on the strength of your brand (Bartels, 2018). Bartels further indicated that competition is no longer the driving force in decision making, on whether one's services or skills should be acquired, but rather distinguishing oneself from their peers. Due to a limited focused emphasis on personal leadership branding within an organisation, if one had to raise a convincing view on what a leadership brand is, it is generally a challenge. This is as a result of not understanding that our actions and all that we personify at work establishes our brand (Rezvani, 2014).

Further to this is the extensive concern around the overall loss of trust and confidence among the workforce as a result of the high turnover (Zeffane & Bani Melhem, 2017). Undoubtedly, this would have an impact on the individual and organisational performance and reputation. Leadership within the public and private sector are implored to appreciate the workforce as assets that can enable their organisation to tolerate competition and the waves of globalisation (Zeffane & Bani Melhem, 2017). High employee turnover has created a general business problem for organisations because it is producing substantial

costs and organisations are losing institutional knowledge from seasoned employees (Izard-Carroll, 2016). Organisations experience an absence of strategies to augment employee retention resulting in unsustainable leadership structures. Al Afari and Elanain (2014) highlighted that leadership should consider monitoring and better managing not only their employees' job satisfaction but also their perceptions. If these perceptions are damaging, they are likely to exacerbate turnover.

Recently, personal leadership branding has gained traction amongst researchers (Bartels, 2018; Sherman, 2018; Brown, 2016; Rampersad, 2015; Zarkada, 2012; Ulrich, 2013; Ulrich & Smallwood, 2012). Professionals need to connect and integrate both their personal and organisational brand (Rampersad, 2015). Personal branding is becoming immensely valuable for today's professionals and officials within organisations. However, there is limited scholarly theoretical frameworks within a positive psychology paradigm, that integrates both personal branding and organisational branding theory that can explain, predict and master the phenomena of leadership branding within the organisation.

In a recent study conducted by Mohammed (2018), it was argued that personal branding had a substantial effect on talent board placement and that other areas such as performance evaluation and 360-degree leadership conduct were not predisposed by personal branding. Mohammed (2018) also indicated that consequentially, personal brands are managed upwards to remain in an advantageous position with top leadership, rather than downwards. The researcher in this study will argue that this statement is however speculative and should be tested in a theoretical manner. Within this rubric, the researcher intends on bridging the gap, arguing the concept of positive organisational scholarship, relationship connection, social intelligence, self-awareness towards self-regulation, social awareness and psychological aspects of leadership branding within the positive psychology paradigm, as vital elements in personal branding (Snyder & Lopez, 2005).

1.4 Contribution and rationale of the study

In a study led by Gorbatov, Khapova and Lysova (2018) 100 papers on personal branding published in journals representing various disciplines and fields of studies were assessed. The authours reviews revealed that research on personal branding is gradually transitioning from conceptualisation to empirical studies. A vast number of papers were reviewed and the limitations in the current body of knowledge were identified as follows:

i. The psychological theories discussed in relation to branding were restricted to concepts highlighting the influence of personal branding in the creation of identity and how top management transmit their identification to others to illustrate their leadership match (Gorbatov et al., 2018). Ironically, physical conditions in the working setting seem to be improving in the 21st century, while psychological conditions are worsening with work-related stress among workers continuing to rise on a global scale (Henning, 2020). The aspect of positive psychology i.e. character strengths, virtues, and the circumstances that further leads to enhanced contentment in relation to leadership and the impact this has on peronal and organisational branding were not considered.

ii. There is limited empircal studies that demonstrate that positive pyschlogy has merged with personal and organisational branding therories.

iii. The research shows that most empirical studies have been performed in European, Australian or North American settings (Gorbatov et al., 2018). The African continent has very limited exposure and therefore studies within the South African context serves as possible research direction to test the theoretical principles of personal branding in another culture. Additionally, Mohammed and Steyn (2016) reviewed 36 articles focusing on personal branding and found that not one of the 36 articles was published by a South African. The authors further advocated for the development of a conceptual/ theoretical framework within the South African context.

iv. The limited amount of industries and roles studied to date, as well as small samples in those studies were found to be restrictive (Gorbatov et al., 2018). Focusing the studies comparatively within the private and public sector will offer a proportional view on interesting parallels in different industries. Through a focused approach on key components, that is, personal leadership branding in the context of

organisational branding underpinned by positive psychological aspects, organisations can most likely remain on the cutting edge, change perceptions in the public eye and attain leadership sustainability.

v. Methodological contibuton: Appreciative inquiry has never been used with integrated theories of leadership branding and positive psychology.

The study will contribute to the existing knowledge by elucidating how employees are able to connect with their leaders brands through relationships. This suggests that relationship connection is not limited to thoughts and feelings in a partnership but can be extended to trusting relationships in terms of behaviour towards one another in a corporate environment. Furthermore, relationship connections are managed congruently, upward and downward. Leadership branding is fluid and should not be confined to executive or senior leadership alone. Arguably, personal branding interwines with organisational branding and should not be viewed in isolation.

The business purpose of the study is to construct the leadership brand framework to be utilised as an organisation framework for management in augmenting development programs for leadership. Managers could utilise the framework to inform the process of transitioning employees from passively to actively building their brands. Leadership brands will help win trust, create legions of fans and attract new opportunities (Ulrich, 2013).

A robust personal brand can create success for an individual. By establishing a resilient personal brand that is depicted clearly, comprehensively and is appreciated by others, an individual will produce a more efficacious and satisfying life (McNally & Speak, 2002). Similarly, Ulrich, Smallwood and Zenger (1999) claim that a leadership brand occurs when leaders at all levels have a rich understanding on which results are imperative, focus on a dependable method to convey the results, and cultivate attributes that enable the attainment of those results. The research problem seeks to explore the critical concepts that will make a leader's brand identity real and keep their personal leadership brand vibrant.

This doctoral study will advance current knowledge in respect of developing a framework within a positive psychology paradigm that integrates both personal branding and organisational branding aspects. It aims to present a leadership development methodology with practical insights into leadership behavior regarding influence to change follower perceptions and behaviours, thereby driving organisational transformation and efforts to strategically reposition a business. A well-established personal brand aims to amplify organisational efficacy amidst the rampant impact of relentless change on 21st century organisations and their leaders.

1.5 Research questions

The research questions for this study are formulated as follows:
  i.   Primary research question: How may a leadership development framework within a positive psychology paradigm, that integrates both personal branding and organisational branding aspects be conceptualised?
  ii. Secondary research question: How does personal leadership branding as well as perceptions thereof differ between public and private sectors?

1.5.1 Research objectives

The aim of this research is to create a leadership development framework within a positive psychology paradigm, that integrates both personal branding and organisational branding, in the context of studied literature and from the view of important company policy/decision-makers and staff. The researcher will focus on theoretical and empirical objectives seeking to clarify phenomena and to associate learnings in different research settings without bias, anticipation and opinion from the matter in question and concentrate only on what can be empirically supported (Saunders, Lewis & Thornhill, 2009).

The researcher aims to respond the following theoretical (TO) and empirical (EO) objectives:

Theoretical objectives are formulated as follows:

TO1: To provide an overview of current leadership and branding theories that serve as a catalyst to describe personal leadership branding

TO2: To describe positive psychology as a theoretical paradigm that underpins personal branding

TO3: To introduce Appreciative Inquiry as a conceptual as well as methodological design for personal leadership branding

TO4: To construct a preliminary conceptual framework for personal leadership branding that is applicable in both private and public sectors

Empirical objectives are formulated as follows:

EO1: To describe the perceptions and understanding of leaders of their own personal brands

EO2: To explore the key concepts associated with the effectiveness of the leadership branding process in public and private sector

EO3: To assess the face validity of the framework with subject matter experts (industry leaders in the public and private sectors)

EO4: To compare personal leadership branding between public and private sectors

1.6 Research design

A methodology that can embrace the complexities and nuances of the employee/leader/brand interface relationship will be used. Therefore, at the outset, methodologies which emphasise subjective meaning is considered to be most appropriate (Charmaz, 2006; Crotty, 1998; Guba, 1990). Since the study aims at gaining a deeper understanding of personal branding in the context of organisational branding, comparatively within the public and private sector, a qualitative approach will be adopted, while also applying Appreciative Inquiry as a methodology to collect data. The researcher will adopt a descriptive exploratory design.

IECRM (2017) asserts that a primary problem in undertaking comparative empirical research is to guarantee similarities: the aptitude to correctly gather information that is indeed similar between distinct situations and to prevent sampling prejudices. A comparative research study will be conducted, given that comparable data will be available between public and private sector leadership, depicting several similarities and differences to be compared in a meaningful way. The researcher intends on presenting interesting parallels and to further establish interesting theories given that the subjects of comparison are considerably similar and the environment in which they thrive in, are significantly different. The researcher will be able to place the findings of this study within a more general context (Saunders et al., 2009).

1.6.1 Qualitative approach

The study collates in-depth literature review and empirical data to qualitatively interpret and analyse data. The researcher will adopt this approach as a quantitative method ignores the sentiments of a person which are as important to understand and this approach assumes a single person represents the group feelings (Rahi, 2017). In addition to this, the researcher will adopt the Appreciative Inquiry (AI) approach which is an organisational management strategy that underlines collaborating from strengths to discover innovative ways of development instead of concentrating on weaknesses or problems to be solved (Beattie, 2018). Exploratory research will be utilised to guide the study and question the building process to ensure that the stated research objectives are met.

1.6.1.1 Interpretive techniques

Authors Rahi (2017), Denzin and Lincoln (2002) argue that interpretivism encapsulates the understanding of the individual involvement in precise situations. Denzin and Lincoln (2002) stated that qualitative research is an interdisciplinary area that integrates research methods, a larger spectrum of epistemological viewpoints and interpretative techniques of considering the individual encounters. The interpretive paradigm will be used with the intention of exploring the profound understanding of leadership branding in participants and further discovering the knowledge of the world around them (Rahi, 2017). Similarly,

Saunders et al., (2009) indicated that interpretive techniques relates to a philosophical argument concerning the way in which individuals comprehend and interpret the world they live in.

1.6.2 Population and sample frame

The population will comprise of strategic decision makers within public and private sectors as well as leaders comprising of directors, senior managers, supervisors and team leaders. Participants will be purposively selected based on the assumption that they have the information required for this study. The researcher will have direct interaction with individuals on a one-to-one basis.

A total of ten face-to-face interviews with industry leaders (Top Management: Executives and Senior managers) within the public and private sector will be conducted. Data from the employees will be collected via focus groups. Focus groups will consist of four to eight employees and four focus groups will be conducted. Two focus groups will be held within the private sector and two within the public sector. Two mini-focus groups will be held, one in private and one in public sector, with two to four participants in each group.

1.6.2.1 Access and authorisation

Due to prior connections with the organisations being approached, the researcher will be able to obtain access to the organisations seamlessly. Participants will be notified of the intent of the study in a language suitable to their status, level of capacity and age when seeking their approval for the study (Shenton & Hayter, 2004). The researcher will be transparent in highlighting to the participating organisations the reasons for selecting coursework, the nature of work being done there and the extent of any disturbance that will be triggered and the processes for reporting the results of the study.

1.6.3 Data Collection

Data collected for this study will be grounded on primary data. Data will be collected through purposive sampling technique (also known as judgment, selective or subjective sampling) a sampling method in which the researcher focuses on her own observations when selecting the audience to contribute to the sample (Dudovskiy, 2019). Purposive sampling with a suitable focus will be adopted as it is cost and time efficient and relevant to the research questions and objectives.

The researcher has opted for homogeneous sampling among the wide range of purposive sampling techniques i.e. participants are alike, therefore this will allow the researcher to study in-depth similar leadership influence (Saunders et al., 2009).

An interview protocol or discussion guide will be developed with open-ended questions. An open-ended question is expansive and is generally more useful because the researcher is looking for responses that give an in-depth look at the consistency of the topic explored and further provides an opportunity for the researcher to collect participant perceptions within their respective environments (Indeed, 2020). Participants will be prompted to share their insights and to generate more interactions, as this creates the prospect of the researcher gaining insights relating to the research questions and objectives of the study.

Prior to conducting the interviews, a pilot study will be done by the researcher on a small-scale through seeking the advice/opinion of two work colleagues and for the focus group, five colleagues. The pilot interviews will provide insights on questions raised and will further minimise the probability of participants encountering difficulties in responding to the questions (Saunders et al., 2009).

Through networking with executives and high-level managers within the public and private sectors the researcher will be able to acquire information of key business decision makers. These leaders will be consulted telephonically to enable the researcher to source and retain participants.

The following methodologies will be implemented for data collection:
  i.   Appreciative inquiry as a methodology to collect data
  ii.   Focus Groups and

iii.   In-depth interviews

1.6.3.1 Appreciative inquiry as a data collection methodology

Appreciative Inquiry (AI) is identified as an appropriate foundation for this study as it will result in the engagement of a diverse group of leadership featured in the public and private sector (Grieten, Lambrechts, Bouwen, Huybrechts, Fry & Cooperrider, 2018). This would be appropriate as it is an effective practice to discover leadership behaviour and how to bring about change. The authors further state that an appreciative inquiry methodology (AI) invites organisation participants into a rigorous and cooperative analysis into each other's journeys about what is already giving life to their unifying efforts when they are at their best (Grieten et al., 2018).

As an approach that focuses on strengths and a 'what went well?' stance and therefore congruent with the positive psychology paradigm, the researcher will adopt an AI methodology in this study. AI will be the methodology applied to collect the data in the focus groups and interviews and refers to both an exploration for knowledge and a philosophy of thoughtful combined action which are intended to help change the will of an organisation holistically (Cooperrider & Srivastva, 2015). Similarly, it is mentioned that appreciative inquiry is an intricate science intended to improve things, where one cannot disregard problems, they just need to be approached from the other side (Cooperrider & Whitney, 2001). The study aims to use this approach to search for the best in individuals, their organisations and their respective worlds (Cooperrider & Whitney, 2001).

1.6.3.2 Focus groups

Kamberelis and Dimitriadis (2017) assert that focus groups have unique propositions in that it will allow the researcher to stay in an evidentiary middle space, gathering empirical material while engaging in conversations that will help avoid imprudent consolidations of their understandings and explanations. Focus groups will be conducted as they also provide an efficient way to allow people to speak in both united and individual voices,

generating space for groups to express their particular experience while allowing people to debate and disagree (Kamberelis & Dimitriadis, 2017).

1.6.3.3 In-depth interviews

In-depth interviews will offer the researcher the prospect to 'probe' answers, specifically where participants are required to clarify or elaborate on their responses (Saunders et al., 2009). To acquire awareness of people's perceptions, attain knowledge and understand experiences of an explicit phenomenon and to further complement in-depth data collection, individual interviews are generally the appreciated method (Ryan, Coughlan & Cronin, 2009). In-depth, semi structured interviewing allows flexibility as the conversation can go in different directions based on how participants respond to pre-established questions (Moustakas, 1994; Qu & Dumay, 2011; Yin, 2014). The exploratory nature of the research, the prerequisite of significant individual contact and that certain questions are intricate and open-ended, imposes the necessity for in-depth interviews (Saunders et al., 2009). Interviews will be conducted at a venue most convenient for the participant.

1.6.4 Discussion guides

Discussion guides are organised manuals used to facilitate face-to-face interviews and focus groups. Pertinent questions to be asked and an established time plan will be conducted in the interviews (Cooper-Wright, 2015). The discussion guide will be utilised as a starting point to initiate the discussions and thereafter the researcher will allow the conversations to evolve around the guide. The discussion guides will be structured according to three phases:

1.6.4.1 Phase 1: Pilot interviews

In a pilot test, Castillo-Montoya (2016), found that interview protocols could be improved by piloting interviews. Assessing questionnaires before using them is critical because it assists the researcher to assess the magnitude, suitability, intricacy and substance of the study inquiries (Charlesworth, Lewis, Vivien & Taylor, 2003). Similarly, Saunders et al.,

(2009) indicated that piloting is meant to enhance the discussion guide and further enable participants to answer the questions effortlessly and to record the data with ease.

The discussion guide will be pre-assessed by conducting one pilot focus group and two pilot interviews to determine if the discussion guide flow is correct; establish timing and possible ambiguity. Fink (2003) claims that the researcher should review each completed pilot test to ensure that the participants did not have any difficulties with interpretation or responding to questions and were correctly following all guidelines. The answers of the participant will give the researcher an impression of the efficacy and appropriateness of the question posed (Saunders et al., 2009). In addition, the researcher will gain experience in conducting focus groups, in-depth, semi-structured interviews and will establish relationships with collaborators. Pertinently, the pilot tests will help the researcher to learn the skills in interviewing and the interaction flow (Majid, Othman, Mohamad, Lim & Yusof, 2017).

1.6.4.2 Phase 2: Focus groups and in-depth interviews

Face-to-face interviews of one hour each will be conducted with the participants. The researcher will interview four participants in the public sector and four participants in the private sector. Key business decision makers will be interviewed to enable a more thorough collection of information and a wider comprehension from a leadership viewpoint. A pre-assessed discussion guide will be used during the interviews to elicit responses with open-ended questions. The interviews will be documented, translated and arranged for data exploration.

Typically, focus groups include between four and eight participants or maybe even twelve, the exact amount is contingent on the subject matter, the proficiency of the interviewer and the nature of the participants (Saunders et al., 2009). A small number of individuals of four to eight will be joined by a moderator to concentrate on a particular subject. Focus groups will focus on establishing a debate rather than individual reactions to formal issues and producing qualitative information that could be illustrative of the overall population. Participants will be selected based on certain shared features relating to the subject being explored and are allowed to debate and express their opinions without any obligation to

find common ground (Krueger & Casey, 2000). These debates with comparable participants will be performed several times in order to identify trends and patterns (Saunders et al., 2009).

1.6.4.3 Phase 3: Assessment of the face validity of the final model

Face validity is described as an undertaking that a question or measure is reflected precisely in view of what it was envisioned to measure, and it appears rationally (Saunders et al., 2009). The researcher will adopt this approach of face validation with subject matter experts to assess if the framework designed in this research will be useful and if it could be implemented in business as a leadership development instrument. Responses obtained from the participants will afford the researcher an idea of the dependability and appropriateness of the framework and further provide confidence in the results. Executives and high-level managers will be interviewed, one in the public sector and one in the private sector. The researcher will also conduct two mini-focus groups to assess as a face validation of the leadership development framework. Each group consisting of between two to four participants. The mini-focus groups enable more robust and interactive discussions. One mini-focus group will be conducted with participants in the private sector and another group in the public sector.

1.6.4.4 Data analysis methods and techniques

Qualitative data are generally condensed by a system of coding and its evaluation usually involves the creation of subsequent topics and classifications from the information (Ryan et al., 2009). Miles and Huberman (1994) recognised three major undertakings involved in data analysis:

i. Data Inference- throughout the data collection process, data is recorded, simplified and focused
ii. Data Presentation- to reflect possible associations and similarities, data is visibly presented on graphs
iii. Verification- from the data collected, possible deductions and justifications are made

Similarly, Burnard, Gill, Stewart, Treasure and Chadwick (2008) specified that in qualitative studies, information analysis often start during or promptly following the collection of the first data, although this method endures and is altered throughout the study. Initial data analysis may also provide additional information on the subsequent compilation of data. For example, interview plans may be marginally adjusted in light of developing outcomes, where added explanation may be essential (Burnard et al., 2008).

The course of finishing a puzzle in which the puzzle parts epitomise data can be associated with qualitative data exploration (Saunders et al., 2009). The authors further state that these pieces of data and their interactions can help the researcher to generate an image and understand what the information discloses.

Regardless of whether information is analysed manually or by means of computer software, the thematic content analysis method is predominantly similar to defining themes and categories that arise from the information.

1.7 Theoretical paradigm: Positive psychology

Positive psychology will be presented as the theoretical paradigm for this study. Positive psychology became a science primarily devoted to healing after World War II (Snyder & Lopez, 2005). Authors describe positive psychology as the scientific study of regular human strengths and virtues. Positive psychology reconsiders "the average person," with a focus on establishing what works, what is accurate and what is improving (Sheldon & King, 2001: 216). Since people have traditionally been prone to growing up under hardship, psychology has a lot to say about the negative aspects (depression, racism, violence).

This research focuses on positive psychology in order to further analyse strengths, virtues and circumstances of personality that lead to elevated rates of happiness or public engagement in relation to leadership. The outcome of such should focus on, assisting all individuals to lead more dynamic and gratifying lives and ascertaining how excellent talent can be nurtured and augmented by leadership. Given that character weaknesses are inherent to the human condition, leadership should utilise positive psychology to drive

robust business results, with happier employees to achieve a more productive workplace (Sheldon & King, 2001). The following concepts within the ambit of positive psychology, relevant to this study, will be explored further: positive organisational scholarship; social intelligence, relationship connection; self-awareness towards self-regulation, social awareness and psychological aspects regarding millennials.

1.7.1 Positive organisational scholarship (POS)

Despite the continuing timeline and competition pressures, focusing on virtues and strengths enables companies and their leaders to unleash the impact of the most significant asset of an organisation, i.e. human capital (Avramchuk, 2011). POS offers a different lens through which to explore organisational phenomena offering varied alternatives to our present work-related encounters, particularly in relation to pairing performance with the wellbeing of employees (Battey, 2019).

In developing personal branding, leadership could focus on areas of POS which includes establishing flexibility, building tenacity, building positive emotions and establishing confident relationships within the workplace (Battey, 2019). Therefore, having a virtuous personal brand is indicative of positive leadership and the purpose thereof is to drive change in both perceptions and behavioural practices.

1.7.2 Social Intelligence

As a pioneer, Thorndike (1920) introduced the theory of social intelligence. Thorndike expounded on it as "the ability to understand and manage men and women and boys and girls, to act wisely in human relations" (cited in Peterson & Seligman, 2004: 340). Morin (2019) stated no one is born socially knowledgeable, but it includes a number of abilities acquired over time by a person. People with social skills can perceive other people's feelings, understand instinctively what to say in social contexts and seem confident even in a wider audience (Morin, 2019). The impression people make on others is essential for people with elevated standards of social intelligence. They continue to engage in the craftsmanship of managing impression, which is a complex balance between controlling

and influencing the appearance you depict to others and being relatively "genuine" and allowing anyone to see the true self (Riggio, 2014).

1.7.3 Relationship Connection

Relationships with leaders, executives and staff are an important driving force in how employees feel about their jobs at the organisation (Fridman, 2017). Unfortunately, many leaders misjudge the importance of these relationships. Managing from a positive psychology perspective requires leaders to become even more functional and help their employees discover their significance in their job (Fridman, 2017). Leadership should be focused not only how their personal brands are observed, perceived and experienced by followers, but also the very nature of the relationship they have with their employees and how this augments their brands. The onus is upon leaders to develop sufficient self-awareness towards self-regulatory strength to attain such goals.

1.7.4 Self-awareness towards self-regulation

Fenigstein, Scheier and Buss (1975: 523) highlighted significant rudiments of self-awareness, namely: "sensitivity to inner feelings; recognition of one's positive and negative attributes; introspective behaviour; tendency to picture or imagine oneself; awareness of one's physical appearance and presentation, and concern over the appraisal of others". Emotional intelligence involves awareness of oneself and the capacity to regulate one's own feelings, compassion for each other and the capacity to affect the feelings of others and the desire and potential to withhold gratification (Snyder & Lopez, 2002). Self-awareness encourages management of emotions, judgment-making, personal accountability, self-conception, empathy, interactions, social interactions and dispute resolution (Snyder & Lopez, 2002). If leaders can comprehend and acknowledge their own feelings, they can react to self-regulation with confidence.

Bandura (1977) used the term self-regulation to adapt behavioural theory to the complications of human behaviour. Bandura (1977) proposed that individuals should give themselves rewards and penalties, thus exercising ownership over their own conduct.

Similarly, Peterson and Seligman (2004) suggested that self-regulation relates to how an individual exercises control over his or her own ideas, feelings, desires, achievements and other behaviours in order to achieve objectives and live up to norms. Conceivably, leaders choosing to practice self-regulation will cause employees to identify strengths in their leader's personal brands, thereby positively altering perceptions.

1.7.5 Social awareness

In contrast to self-awareness, the researcher will consider the concept of social awareness, which is equally as important. Dourish and Bellotti (1992) defines social awareness as the understanding of the activity of others, which offers a context for your own activity. The authors further highlighted that in this definition, awareness is best described as a perception of the users of a system. Therefore, being socially aware may assist leaders to strengthen their personal brands as they take ownership of how they are being perceived and reinforce the essence of what makes them stand out.

1.7.6 Millennials: Psychological aspects of leadership branding

Shah (2015) indicated that pronounced leaders know how to effectively manage not only actions but also the issues that cause them. Effective leaders have a variety of abilities and characteristics, but one of the most underappreciated is a profound understanding of psychology. With less of a focus on a traditional 'career', millennials are paving the way for a work-life dynamic that is genuinely balanced and one where what they do after hours, can actually make them a better employee during office hours (Acton, 2017). If a leader can comprehend what inspires people's behavior and attitudes, for example, why staff or stakeholders react in specific ways in certain circumstances or why they procrastinate, leaders can modify their leadership style to resolve the sources of these problems, instead of dealing with the symptoms (Shah, 2015).

1.8 Abbreviated literature review

In 1997, Tom Peters popularized personal branding as a notion in his article "The Brand Called You", who wrote 'We are CEO's of our own companies: Me Inc.'. Peters believes that it is largely good news that everyone is afforded an opportunity to stand out. Everybody has a chance to build up or acquire new skills, to learn and improve. Everyone is provided the prospect to be a brand worthy of remark (Peters, 2007).

Ilies (2017) states that personal branding represents an emotional response to the image of a person. However, based on coherent arguments, personal branding has several purposes, to make the individuals noticeable at work, more desirable for employers, pleasant in social groups and it enhances access to new possibilities for social and professional expansion. Similarly, authors Ulrich and Smallwood (2012) claim that the phrase 'leadership brand' is more than just generating ' excellent ' leaders, organisations should concentrate on building leaders with unique skills and powerful belief systems.

Brown (2016) asserts that you are a brand and all brands make good promises and although intangible, your reputation has a value and must be promoted. Rampersad (2015) argues that professionals need to connect and integrate both their personal and organisational brand. He further indicates that professionals need to work in organisation's whose "lived" values and behaviors are consistent with their personal brand. The personal reputation of a leader articulates what he/she wants to be known for and this underpins a leader's brand (Ulrich, 2013).

It is crucial to get an understanding of what leadership is, why it is needed and how it can be nurtured (Freifeld, 2013). Burns (1978) emphasised that one of the most recognised and least known phenomena on earth is leadership.

1.8.1 Leadership theories

Organisations globally recognise the need for robust leadership to attain results. If you have to google the term "leadership", you will receive countless entries about leadership styles, leadership characteristics, leadership coaching and leadership abilities

(Northouse, 2009). Leadership has been researched worldwide and there are numerous theoretical approaches that endeavour to clarify its complex processes (Northouse, 2009).

Yukl (2013) describes various leadership theories: multiple linkage model, path-goal theory, situational leadership theory and transformational leadership. The following three theories have gained significant traction over recent years and will be the focus of this study: Evolutionary leadership theory (Laszlo, 2014), Quantum leadership theory (Papatya & Dulupcu, 2008) and Authentic leadership theory (Swain, Cao & Gardner, 2018).

Evolutionary leadership theory is pertinent for this study because developing a great personal brand is a journey. Leaders are required to work assiduously through passage of time, with an action plan to evolve as business evolves. The quantum leadership theory is relevant for this research given that the major components of quantum leadership relate to leaders behaving with an ethical intent to make a significant difference in the lives of employees and in the social system as a whole. The environment of today gives itself to conditions and circumstances arising in volatile times when there are intense demands for transformation. Things appear extremely unpredictable, priorities are ambiguous and harmony tends to emerge in its own right and in its own time (Curtin, 2013). Authentic leadership theory is appropriate for this study because an individual's authentic personal brand is what sets them apart. The brand of a leader should originate from their personal identity, reflecting their beliefs, character and abilities and emphasising the attributes that make them distinctive (Jónsdóttir, 2017).

1.8 2 Leadership in the context of private and public sector

Public sector leaders have an unrelated emphasis in comparison to private sector leaders (Padayachee & Henning, 2018). The authors further argued that leaders of the public sector are highly focused on milestones and continue to transform from an authoritarian style of leadership. Leaders in the private sector are more people-focused and driven to build a work climate conducive to better results. Although leaders in both industries focus more on employee inclusion and empowerment, they discovered it to be more common

in the private sector. A concerted effort in developing leadership brands will alter perceptions positively within both sectors (Padayachee & Henning, 2018).

1.8.3 The development of a leadership brand

Your personal brand is what you are known for claims Sherman (2018). The author further asserts that strategies can be applied to develop a brand to reflect how an individual would like to be perceived. Authenticity is essential to the process in that personal branding is about self-packaging and how others perceive you. Also being known for something is essential therefore it is important that one is in control of who they are and what they are good at. Sherman (2018) further points out that evaluating one's internet presence is essential in view of the fact that in today's setting, others are looking to know more about you online. Managing personal leadership brands and reputation offline and online has become categorically crucial.

Managers should assist staff in creating personal brands that benefit both the person and the primary organisational brand (Rangarajan, Gelb & Vandaveer, 2017). When an organisation's leadership goes in search of tomorrow's leaders, they will search for individuals who understand what they are all about. They will concentrate on who in the group of rising talent can persuade, encourage and align their people to attain their vision (Bates, 2016). Leaders are ideally positioned through the various tiers in seniority to influence the organisation culture and climate within their teams through the manner in which they lead and arguably through their leadership brands.

1.8.4 Influence of social media

The increase of social media created the need for a thorough assessment of the formation of a personal brand. Social interaction intrinsically lends itself to the unconscious marketing of individual brands (Way, 2011). Peters (2007) states that organisations should applaud every effort individual's make to develop themselves. After all, the projects they lead, the networks they develop and the customers they delight is an attempt made to advance themselves, concurrently generating credit for the organisation (Peters,

2007). Given that individuals are actively engaged in this sphere, the researcher intends to establish a theoretical framework that outlines the development of a personal brand that can actively influence branding within the organisation context thereby augmenting the digital footprint for both the employee and the organisation.

1.8.5 Personal leadership brands and retention strategies

Retention of staff relates to policies and procedures that organisations use to avoid productive staff leaving their employment (Ansari & Bijalwan, 2018). This approach involves motivating staff to continue with the establishment for a maximum period. Ansari and Bijalwan (2018) further mention that employee retention is advantageous to both the employees and the organisation. Therefore, organisations have to adopt retention strategies to influence the preservation of employees positively. Retention strategies are used as instruments to weaken the attrition rate (Ansari & Bijalwan, 2018).

It is likely that the adoption of a theoretical framework that augments the retention strategy could become beneficial for organisations within public and private sectors wherein personal branding could be utilised as an instrument to influence the retention strategy. If employees were able to see the relationship between the leader's personal leadership brand and that of the organisation brand, it could positively influence the perceptions of the employees and ultimately reduce the turnover rate.

1.9 Preliminary conceptual framework

Scientific study incorporates, according to De Vos, Strydom, Fouche and Delport (2011), the implementation of conceptual frameworks, including models used to partly depict a specified phenomenon or practice. A framework comprises primarily of words that describe the comprehensive and principal characteristics of phenomena for the purpose of research (De Vos et al., 2011).

In a recent article, Padayachee and Henning (2018) introduced a structure in which each phase was connected to a primary theme and built on the evidence of responses to the

issue of how a leader should act, what conduct is required and what has a beneficial effect on the brand. The framework in Figure 1.2 will be used to extrapolate and build on.

THE PERSONAL BRANDING PROCESS

How will you foster your brand to derive benefits
Lead with actions - builds confidence

Be transparent as a leader - creates visibility

Live up to your brand creates : Job satisfaction

Job retention

5

How will you endorse your brand?
Lead by example - demonstrate your values

Remain top of mind

Building trust & acting with integrity

Communication & Feedback

4

3

How is your brand established?
Deliberate Effort

Communication

Appearance- "How you Show up"

Relationship Building

Brand Benefit **Brand Identity**

Brand Advancement **Brand Methodology** **Brand Appraisal**

1

How is your brand recognized?
Inspirational
Distinctive
Strong value system
Signature talents
Decisiveness
Reputation

2

How is your brand observed?
Enabler
Service Driven
Empathetic
Focused on Continuous Learning
Passionate
Progressive Leader
Approachable
High Emotional Intelligence

Figure 1.2 The Personal Branding Process Source: Padayachee & Henning, 2018

Padayachee and Henning (2018) identified the following steps as crucial to building a personal brand (Figure 1.2):

Step 1- Brand identity: The emphasis is on the recognition of a brand. The behaviour of the leader shapes this identity principally. The brand of a leader is viewed in relation to their conduct.

Step 2 - Brand appraisal: Leaders should always distinguish how their behaviour is to be noted.

Step 3- Brand methodology: Expresses what leadership needs to do to set up a brand. It is the responsibility of leadership to show by their conduct that they render a deliberate effort.

Step 4 - Brand advancement: Some cognitive patterns are needed to transcend their brands and beseech supporters.

Step 5 - Brand benefit: the manner in which you endorse a brand will decide the brand's advantages. Your way of living up to your credible brand determines the fulfilment of your work, creating longevity.

The study's conceptual framework reflects the framework of ideas, theories, perceptions, opinions and interpretations that advocate and inform this research (Maxwell, 2016). Maxwell argues that the principal value offered by the conceptual framework is that it provides a model of the intent of the study and what is transpiring as well as a preliminary theory of the phenomena that is being explored. The framework for this study will outline: theories and beliefs that will direct or apprise this research, suitable approaches and which individual experiences will be used to understand the people or issues studied by the researcher (Maxwell, 2016).

1.10 Trustworthiness, confirmability, dependability and credibility

These concepts describe the authenticity of qualitative data and will consequently be described in short.

1.10.1 Trustworthiness

Healey and Rawlinson (1994) advocate that the researcher must provide a reassurance to guarantee that personal data is not collected and to make participants feel confident, comfortable and transparent about the data they are prepared to discuss. In combination with anonymity assertions, this should decrease the risk for participant or response prejudice and increase the level of trust in the trustworthiness of the researcher (Saunders et al., 2009). The researcher will also illustrate her non-disclosure duty by not naming other associations involved in the studies or discussing the information collected from them.

Witness validity and touch point validity are referred to as a means to enhancing the trustworthiness of qualitative data (Fisher, 2006). The legitimacy of witness validity ensures that the viewers of the data and results concluded on are close to those of the researchers (Henning & Cilliers, 2012). Touch point validity indicates that the

results interact constructively with theory and other studies (Henning & Cilliers, 2012). The final framework will be presented to executives and high-level managers to validate the framework, which was developed from reviewed literature, focus groups and interviews; to assess if the leadership framework resonates with them.

Interview notes will be taken, which form part of the data, during the interview process. This will serve as a framework to improve the researcher's objectivity and trustworthiness (De Vos et al., 2011).

The ensuing methodology will be used and adopted to the audio-recording of the interviews. The researcher will make sure that she has a backup if the audio recording is not working, as she will create notes as the interviews proceed. This will further demonstrate to the participants that their responses are imperative to the researcher (Saunders et al., 2009). A complete interview record will be compiled promptly after the interview, including contextual information (Robson, 2002). This will be done to ensure that the meticulous aspect of the interpretations and general points of value do not disappear. Multiple interviews will be conducted in a short time period and all precautions will be taken to ensure information from each interview is not mixed (Ghauri & Gronhaug, 2005). In addition, each scenario will certainly lead to a question of the confidentiality of any information (Saunders et al., 2009).

1.10.2 Confirmability

Qualitative research undertakes to provide the study with a distinctive view for each researcher. The degree to which the outcomes could be verified or substantiated by others is determined by confirmability (Trochim, 2006). Similarly, Lani (2019) argues that confirmability is related to the point of confidence that the study results are based on, the expressions and phrases of the participants rather than prospective biases of the researchers. Confirmability is there to confirm that participants structure the outcomes more than the researcher shapes them.

There are a number of confirmability enhancement strategies. Processes for reviewing and verifying the information throughout the research will be documented, while another researcher will play a "devil's advocate" role in the outcomes. This process will be

recorded (Trochim, 2006). The researcher will vigorously explore and describe any adverse incidents that might contradict previous findings (Trochim, 2006).

The researcher will reflect on the audit trail created through the study. The information collection process, analysis of data and data translation process, will be detailed. During the information collection, the researcher will further record what topics or subjects were unique and interesting, write down her ideas on information categorisation, provide a reasoning for why she combined categories and lastly clarify what the themes mean (Lani, 2019). The researcher will clarify the choices that are being made, in the study method. Such information will help provide useful insight and help to understand how the data themes originated.

1.10.3 Dependability

Dependability in qualitative research can be defined as data consistency over a period of time and circumstances. In other words, dependability is an evaluation of the quality of cohesive procedures of data collection, analysis of data and concept generation. Dependability is essential for credibility, as it establishes the results of the research as coherent and replicable (Lani, 2019).

The researcher will use techniques to prove similar conclusions if the analysis is replicated in the same setting, using the same methodology and with the same participants (Shenton, 2004). The researcher will ensure dependability in this qualitative study, with the aim to remain diligent and thorough in conceptualising the study, gathering the data, deducing the findings and recording the results.

The processes in the study will be documented in detail, the administrative details of data collection, discussing the complexities of what was done on the ground and the design and implementation of the research, discussing what was planned and carried out (Shenton, 2004). The researcher will aim to remain consistent in this research process, which will result in more dependable results and will be achieved through the same open-ended questions being utilised. The questions posed will enable each participant to have the same questions and the same system of coding responses will be applied.

1.10.4 Credibility

Credibility is regarded as the most significant feature in creating trust. Guba and Lincoln (1994) assert that one of the most significant variables in creating trustworthiness is to ensure credibility.

The researcher will leverage her professional network through which she has established credibility. This is vital in order to gain access (Saunders et al., 2009). The researcher will make use of her professional network thereby seeking to trade on her existing level of credibility (Saunders et al., 2009). The researcher will share with each participant how she believes they will be able to assist in the study, the purpose of the research and at all times providing assurances about confidentiality and anonymity. This will be facilitated through writing to each participant and talking to them individually. With regard to the focus groups, the researcher intends to request involvement from the organisation, requesting participation together with a senior employee (Saunders et al., 2009).

The credibility of the research will be underpinned by the following endeavors (Shenton, 2004):

- The researcher will outline specific processes to be used, such as the line of questioning to be followed in the information collection sessions and the techniques of information assessment,
- Before the first information collection dialogues are held, the researcher will create an early knowledge of the culture of the participating organisations. This will be accomplished through prior engagements with the organisations.

To further enhance the credibility of the results, a pilot test of the discussion guide will maintain that any issues concerning the answering of the questions are recognised and discussed before the interviews are administered. The researcher will conduct the interviews and do the analysis, which will enhance the credibility of the results further.

1.10.5 Authenticity

The researcher will endeavour to take interview notes, which form part of the data, during the interview process. This will serve as a framework to improve the researcher's objectivity and trustworthiness (De Vos, Strydom, Fouche & Delport, 2011). An interview protocol will be developed which contains the instructions that are to be followed for each interview, to ensure consistency between interviews, and thus increase the reliability of the findings. The interview guide will list the questions or issues to be explored during the interview and include an informed consent form. There will be no more than eight main questions to guide the interview and probes will be included where necessary.

1.10.6 Inter-judge reliability index

Sekaran and Bougie (2018) suggests that it is necessary to ensure reliability, plausibility and validity of the conclusions drawn from qualitative data. For qualitative research, reliability and validity have a slightly different meaning compared to quantitative research. An inter-judge reliability index can be characterised as a degree of consistency between the coders that interpret the same data (Sekaran & Bougie, 2018). A widely used measure of inter-judge reliability, is the percentage of coding agreements out of the total number of coding decisions. As a general rule, agreement rates at or above 80% are considered satisfactory (Sekaran & Bougie, 2018). An inter-reliability coefficient will be calculated, comparing the number of themes, with a second researcher and an agreement coefficient will be derived. The co-researcher will be requested to analyse data according to the same method of data analysis. The following inter-judge reliability index was developed by Miles and Huberman (1994:64) and will be adopted in this study to enhance the trustworthiness of the data:

Reliability = number of agreements / (total number of agreements + disagreements)

1.10.7 Ethical considerations

Research ethics refers to the importance of your conduct regarding the rights of all those who become the focus or are directly impacted by your work (Saunders et al., 2009).

Cooper and Schindler (2008:34) define ethics as the 'norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others'.

1.10.7.1 Informed consent

Informed consent implies participants are consciously mindful of the essence of the studies and still decide on being a part of the study (Langdridge & Hagger-Johnson, 2013). Participants will not be forced to participate and are recommended to actively participate on a voluntary basis. The research findings are regarded as confidential.

1.10.7.2 Protection from harm and right to privacy

The researcher aims to uphold the highest possible moral standards by ensuring that the data is objective and factual. Furthermore, confidentiality will be managed to protect and respect the privacy and anonymity of the participants. In addition, the researcher will not in any way distort or manipulate the research findings as fairness and accuracy is the desired outcome of the study.

1.10.7.3 UNISA SBL Ethics committee

The researcher will apply for an ethical clearance certificate at the UNISA SBL Ethics Committee. Data collection will not be done before ethical clearance approval.

1.11 Summary

The suggested research will help develop the knowledge base in the fields of leadership and organisational behaviour. A comparative view in relation to leadership branding within the public and private sector will provide further insights into the management of leadership brands within the respective industries. Turbulent times within both sectors demands an approach, which positions people at the center of business. Faced with unprecedented change, leaders need to transform their organisations to continue to stay sustainable and competitive (Fourth Industrial Revolution and the complexity of post-

COVID-19 life), but they need to do so in a way that guides people in their workforce to opportunities and prosperity (Leurent, 2019). This study advocates that leaders with robust brands and high gravitas have a greater influence and are more successful in bringing about transformation despite the disruption that is under way.

1.12 Synthesis

This chapter defined the main research problem, research questions and research objectives. Furthermore, the research methodology that will be adopted is presented as well as the selected theoretical paradigm and relevant concepts. The key concepts, such as ascertaining the significance of developing a brand, how does psychological aspects and the retention of leadership talent underpin the leadership brand in the context of the organisations brand were considered. A comparative analysis approach between private and public sector was emphasised. The population and sample frame were described and the relevant sampling technique presented.

The next chapter will discuss the theoretical framework for this study.

CHAPTER 2: POSITIVE PSYCHOLOGY AS THEORETICAL PARADIGM

The purpose of this chapter is to highlight the theoretical framework for this study, consisting of terms and existing theory used in conjunction with the understandings and references to relevant academic literature. Good theory in the social sciences is of prime concern because it fulfils one main objective: to clarify the significance, complexities and difficulties associated with a concept that is often experienced but mistaken in the surrounding world, so that we can use that insight and experience to behave in a more informed and appropriate way (Kendra, 2019).

2. Introduction

A theoretical framework is used to constrict the focus of the related data by targeting particular criteria and clarifying the researcher's basic perspective when analysing and interpreting the data to be collected (Kendra, 2019). The researcher adopts positive psychology as the theoretical paradigm of the study.

What positive psychology seeks is not so much a confrontation as a plausible novel strategy but a critical review on the optimistic side of what it means to be human (Snyder & Lopez, 2002). The authors further detailed that the optimistic viewpoint in positive psychology can also help to explore aspects of human nature and positive emotions that were previously undetected by social scientists. The study of positive emotions is well behind the study of negative emotions (Snyder & Lopez, 2002). Some positive emotions have scarcely basked in the empirical spotlight, such as positive organisational scholarship, relationship connections between leaders and employees, social intelligence in an organisational context, self-awareness towards self regulation and social awareness.

Positive emotions are directly related to the meaning, social commitment, interest and purpose of a person's life. Research by Seligman (2018) shows that positive emotions have a demonstrable influence on almost every aspect of a person's life. Brands that generate positive emotions among stakeholders will be financially compensated in all

customary ways, such as organisational growth and shareholder value, while contributing positively to society as a whole (Standlee, 2017).

The researcher has chosen positive psychology as the theoretical paradigm because this theory will serve as a lens through which an individual's wellbeing, positive state of mind, positive emotions as well as a leader's strengths, virtues and values are harnessed. Leaders fundamentally regard their founding principles as the foundation of their brands, and that beliefs have influenced previous events and continue to shape current reality (Padayachee & Henning, 2018). The authors further indicated that personal qualities are a vital component to building reputation and integrity as a leader. Personal brands are meant to enhance well-being and enrich peoples' lives, thus nurturing positive emotions (Standlee, 2017). Perhaps, these core concepts underpinning positive psychology forms the core of an individual's personal qualities and further provides the mind-set needed to pursue and make a success of an individual's brand, thus developing a leader that is perceived by society as being authentic, credible and holding a unique value proposition.

In order to be credible and sustainable, the glossy portrayal to the outside world must be consistent with who one really is. Fraser (2014) further suggests that special consideration should be given to how individuals can build and express an authentic and publicity-worthy personal brand. Positive psychology could provide deeper insights as it is diverted from traditional psychological theories with a focus on psychological strengths and character virtues instead of a focus on mental illness. This focus on character strengths and virtues facilitates practices that leverage mental well-being and improves happiness (Fraser, 2014). Personal branding is not the ultimate key to happiness, but it can help people access their strengths, connect with their work and enjoy a meaningful career that certainly contributes to happiness (Seligman, 2018).

2.1 Positive psychology

Taher (2019) suggested that after World War II, psychology focused primarily on managing maladaptive behaviours and the associated psychological disorders. Humanist psychologists, such as Maslow, Rogers and Fromm, dissatisfied with this approach sought to revive concentration in the more optimistic aspects of humanity (Taher, 2019).

The field of positive psychology developed from humanistic theories within psychology, was pioneered in 1998 by Seligman, president of the American Psychological Association (Cameron, Dutton & Quinn, 2009). In the evolution of psychology, positive psychology can be seen as the "fourth wave" (Taher, 2019). Seligman stated that mainstream psychology has focused almost exclusively on psychological illness since the Second World War, or on what is wrong with and deficient in individuals. This brand of psychology established the concept of intrinsically weak and flawed human beings.

The introduction of positive psychology was not intended to replace, but to complement, the current field. The emphasis is on building the strengths and the best in life. The fundamental assumption is that greatness and perfection are not perceptions but genuine states and ways of being that can be evaluated and realised (Cameron, Dutton & Quinn, 2009). This approach contrasts with the practice of psychology in its formative years, focusing primarily on the diagnosis and treatment of psychological illnesses, which is a highly pessimistic view (Taher, 2019).

Humanistic psychologist, Maslow, concluded that psychology on its own does not have an objective view of human capability and that the discipline does not tend to increase the theoretical bar relatively higher concerning maximum achievement (Taher, 2019). Maslow argued that "The science of psychology has been far more successful on the negative than on the positive side; it has revealed to us much about man's shortcomings, his illnesses, his sins, but little about his potentialities, his virtues, his achievable aspirations, or his full psychological height. It is as if psychology had voluntarily restricted itself to only half its rightful jurisdiction, and that of the darker, meaner half" (Maslow, 1954: 354).

2.1.1 Definition

Positive psychology has been defined in many forms and in many terms as a positive experience, characteristics and belief. Positive psychology is the account of global psychological well-being, constructive cognitive therapy and the identification of strengths and virtues (Seligman, 2018) as well as the study of the factors and processes that determine the success of individuals, groups and organisations (Gable & Haidt, 2005).

According to Fridman (2017), a crucial component of positive psychology from a leadership perspective is its emphasis on helping people improve their strengths rather than dwelling on or punishing them for their weakness. The concentration is on achieving the best in life and abilities.

Positive psychology is a field that aims to improve the lives of people by helping them to think positively (Weiss, 2018). Positive psychology is also seen as a pathway to many other objectives, such as increased work satisfaction and successful relationships. The author further indicates that one is able to think more clearly when they are happy, come up with more ideas and communicate with others more easily (Weiss, 2018).

Ackerman (2018); Seligman (2018) and Wang and Thompson (2006) argue that positive psychology concentrates on life's progressive opportunities and inspirations, including positive instances (such as fulfilment, joy, ambition, and affection), positive behaviours and qualities (such as gratitude, resilience, and compassion) and positive organisations (within all organisations and entities applying positive precepts). This is achieved by the values of the community or the values of the individual. Positive psychology is not a practice in modifying values but in encouraging cultures and people to do better at what they already value.

Positive psychology outlines what is positive about life is as authentic and applicable as what is bad, which is why it deserves equal coverage from psychologists (Peterson & Park, 2014). The authors further state that life involves more than trying to avoid or solve issues and one may or may not function well without problems or disorders. The objective of positive psychology is to reinforce and expand the problem-focused psychology that has gained traction in recent decades. An important concept of positive psychology, is that one way to achieve that goal is to recognise and maximise the strengths and abilities of someone (Park, Peterson & Brunwasser, 2009).

Cameron, Dutton and Quinn (2009) highlighted that positive psychology is grounded on the supposition that individuals are fundamentally weak and imperfect. The focus is on abilities and building the finest in life. The fundamental assumption is that excellence and

perfection are not perceptions, but real states and forms of being that can be evaluated and accomplished (Cameron et al., 2009).

Snyder and Lopez (2002) stated that effective leadership leads to the organisation's positive performance and very little work has centred on how leadership can make a difference in individuals well-being. The authors further specified that this is short-sighted and has led to a restricted appreciation of the actual value of positive leadership in organisations. Growing recognition of positive psychology and unique mechanisms will result in healthy outcomes, such as greater mental well-being, proactivity and job satisfaction and provides workers with a perspective in which they can succeed (Snyder & Lopez, 2002). The authors envisage that these notions are at the very core of supporting balanced and positive practice in the 21st century. Despite its growing recognition, positive psychology as a theoretical paradigm is not without its critics.

2.1.1 Criticism of positive psychology theories

Much of the current literature on positive psychology is too individualistic (Ackerman, 2018). The author asserts that positive psychology focuses on the individual's personal experiences, individual attributes and behaviours, as well as intrapersonal processes and phenomena. Positive psychology appears to focus too narrowly on the person and there is a lack of attention to relationships, teams, communities and organisations. Positive psychology has a cultural and ethnocentric bias and that positive psychology generally encompasses a white, middle-class audience, where atrocity, poverty and social inequality are swept under the rug (Ackerman, 2018).

For many factors, positive psychology is the illusion of a salesperson (Schein, 2018). What makes it such a successful marketing framework is, above all, that it can be applicable to anything. The author claims that positive psychology is used to create a cure for individuals, for example feeling bored at work, annoyed with your spouse, want to supercharge your productivity, turn to positive psychology. Schein (2018) indicates that positive psychology is merely the marketing of ideas.

Seligman (2018) highlighted some constructive criticism he encountered when he first advocated for positive psychology. As the discipline gained traction, it was said that positive psychology is just old wine in new bottles, Maslow and the movement for Humanist Psychology said it all 40 years ago. Similarly, Becker and Marecek (2008) argues that positive psychology is merely a retelling of archaic schools of thought in psychology. The authors claim that positive psychology is not "new" but instead derives from a variety of established philosophies, such as the 'New Thought and Mental Hygiene Movement'. Positive psychology was seen as unnecessary and if everything that is negative is repaired, human well-being follows inevitably (Seligman, 2018).

Following an inquiry of what positive psychology is and the criticism attracted, there appears to be a more compelling argument in support of the application of positive psychology.

2.1.2 The evolution of positive psychology

During the 20th century, the question "what is wrong with people?" influenced many scientists ' thoughts and dominated numerous scientific studies. It is difficult to deny that this is an important issue (Ackerman, 2018). The author further states that science has concentrated excessively on diagnosis and recovery, and very little attention has been given to aspects that "make life worth living." Nonetheless, as the 21st century progresses, a more appropriate question to raise is: "What is right about people?" (Ackerman, 2018). This topic is at the core of positive psychology, which is the empirical and practical approach to identifying the strengths of individuals and encouraging their positive functioning. The number of scientific studies on positive psychology has grown exponentially over the past 14 years (Ackerman, 2018).

There is a wide spread of optimistic research on positive psychology. As of 2012, Rusk and Waters (2013) analysed the spread of positive psychology in psychology and other disciplines. In 1992, 216 papers relating to positive psychology were released, and this number increased gradually until 2011 (the last year they studied), when 2,300 articles were published, a significant surge (Rusk & Waters, 2013). This growing presence is not limited to the psychology discipline, but has spread to psychotherapy, cognitive science,

quality of life, and business as well (Seligman, 2018). There is a perception that the propagation continues and plausibly gains momentum (Seligman, 2018).

Previous studies focused comprehensively on disorder and damage, which have taken centre stage. The recent positive trend in psychology developed out of awareness of this imbalance and a desire to promote studies in marginalised areas (Gable & Haidt, 2005). Positive psychology evolved primarily from the awareness of a disparity in clinical psychology, where the majority of research generally focused on mental illness and aims to provide answers to "what went wrong". Psychology science has made significant progress in understanding what is wrong with people, communities, groups and organisations, but these advancements have come at the expense of understanding what is right with individuals (Gable & Haidt, 2005).

Positive psychology's future goal is to know the mechanisms that create abilities, highlight dynamics of adaptability, assess the importance of positive encounters and illustrate the purpose of positive interactions with others (Gable & Haidt, 2005). Positive psychology should acknowledge how all these studies points to general wellness, personal well-being, productive communities and organisations that prosper (Gable & Haidt, 2005). The researcher will focus on selected concepts within this paradigm, which include positive organisational scholarship; social intelligence, relationship connection; self-awareness towards self-regulation, social awareness and psychological aspects of leadership branding.

2.2 Key concepts from positive psychology and personal leadership branding

Psychological research has concentrated on the factors influencing positive psychology over the past few decades as discussed in this study, some have received significant attention while others have received substantially less consideration. The researcher has identified factors that influence positive psychology associated with personal branding within an organisational context. Positive organisational scholarship (POS) is one area of positive psychology that can be introduced into leadership, employment and institutions (Battey, 2019).

2.2.1 Positive organisational scholarship (POS)

Cameron, Dutton and Quinn (2009) coined the term Positive organisational scholarship (POS). POS incorporates concepts that have been explored by other positive psychology experts for the past 15 years (Battey, 2019) such as "an emphasis on identifying individual and collective strengths (attributes and processes) and discovering how such strengths enable human flourishing (goodness, generativity, growth, and resilience)" (Roberts, 2006: 292). POS was designed to balance the abundant research that focuses on a realm in which virtually all organisations are characterised by insatiability, egoism and coercion (Avramchuk, 2011). The areas of emphasis of POS embrace emerging strengths and flexibility; producing significance and tenacity; establishing progressive relationships and developing progressive emotions (Battey, 2019).

In studying what makes organisations work, POS applies the same basic philosophy (Clayton, 2019). The foundation of POS emphasises the value of the strengths of the employees of the organisation instead of trying to fix their weaknesses. Other fields of focus from the world of positive psychology will also be common, such as: developing exceptions and constructive approaches, creating psychological and emotional well-being as well as resilience and the creation of positivity and hope (Clayton, 2019). Lombardo (2019) indicates that self-efficacy, hope, ambition, and resilience are the four main components of POS. Organisations that effectively incorporate the four components are capable of managing the quality of the enterprise in a positive way (Lombardo, 2019).

POS focuses specifically on positive trends, processes and mechanisms which lead to organisational effectiveness (Battey, 2019). Employees constantly look up to leadership as they are the pattern setters who reveal their strengths and resilience; leaders develop positive relationships and build positive emotions (Battey, 2019). Employees aim to draw insights and to further establish how to behave. If a leader is capable of embedding the key principles of POS it could be argued that this will result in increased organisational performance and positive interactions for employees in the organisation, resulting in a win-win situation (Battey, 2019). Empirical evidence has shown that individuals and organisations continue to prosper when positive factors are given greater emphasis than negative factors (Cameron & Spreitzer, 2012).

Cameron, Dutton and Quinn (2009) claim that POS is an extended view with the concept of "goodness" and beneficial individual potential represented. The authors further indicated that POS incorporates consideration in respect of the enablers (procedures, competences, approaches), the incentives (unselfishness, selflessness, involvement-short of being mindful of self), and the results (relevance, happiness, superior associations) related to positive phenomena (Cameron, Dutton, & Quinn, 2009). This does not suggest that traditional organisational studies could be accused of concentrating on "negative" or unfavorable states only. In traditional organisational studies, particularly positive states, processes and outcomes are usually given less attention (Cameron et al., 2009).

Cameron et al., (2009) detailed that POS is about building a positive climate where organisations can develop a positive culture of abundance through leadership strategies that produce an ample supply of good interactions, a society of responsible approach, and an implicit bias that encourages the finest (abilities not vulnerabilities, possibilities not threats). The effect of positive organisational behavior is being regarded as a means of improving employee satisfaction (Minjung, Chan Hyung & Charles, 2017). Leadership's ability to retain key staff is crucial in any company. It is therefore necessary to explore how management practices can create more positive workplaces (Minjung et al., 2017).

Through this positive research lens, the researcher would like to explore what it means for leaders and employees to feel good, happy, active, connected and whole in their work and how this influences personal branding (Cherkowski, 2018). Further to this, the researcher will use POS to draw from the broad spectrum of organisational concepts to clarify and focus on the implications of positivity in relation to personal branding (Cameron et al., 2009). POS intentionally explores how, people, groups, organisations, environments and processes are linked to positive states (Cameron et al., 2009).

Probably, a positive leadership brand depicting positive leadership which is associated with positive states, suggests change in behavioural practices and perception in the organisational context and further augments the organisation brand.

2.2.2 Social Intelligence

Thorndike (1920) defined social intelligence as the aptitude to comprehend and manage individuals, to behave responsibly in interactions with people (Morin, 2019). Thorndike reported that such interpersonal efficiency in many fields, particularly leadership, was of fundamental importance for success (Goleman, 2006). Social intelligence was described as being able to manage the feelings of others and establish and sustain strong associations with others (Goleman, 2006; Peterson & Seligman, 2004). Lievens and Chan (2017) indicated that Thorndike did not create a theory of social intelligence, but he only used the concept of social intelligence to explain that intelligence could embody itself in different aspects (physical, social and abstract) and that social intelligence has an inconsistent history.

Riggio (2014) argues that nearly a century later, "social intelligence" has emerged poised to be reconsidered as neuroscience begins to map areas of the brain that control social dynamics. Intelligence is, for the most part, what you are born with (Riggio, 2014). Genetic makeup plays a major role and, on the other hand, most social intelligence is learned. Social intelligence evolves from people's knowledge and observation from achievements and disappointments in social environments (Riggio, 2014). Similarly, Ziadat and Hanna (2012) argued that social intelligence includes the ability to operate in different social situations; the ability to recognise the thoughts and desires of other people; the ability to organise teams and negotiate solutions. The authors further claimed that social intelligence has two domains. Firstly, the intuitive domain of God's desire to help everyone develop social relations with others and to connect with those around in order to share opportunities and experiences; secondly, the acquired environment, learned through practice and interaction with others.

Socially intelligent individuals demonstrate key features that allow them to interact and relate with others (Morin, 2019). Similarly, Bosuwon (2017) asserts that social intelligence often referred to as 'people skills' has a vital role to play in the intercultural resilience of an individual and that intercultural sensitive people are more satisfied with life because they appreciate communicating with people from different cultures.

A person with social intelligence is capable of proving successful listening skills, in that one does not merely listen to responses, but pays real attention to what is being said. Many people in the discussion leave feeling like they were heard and felt connected (Morin, 2019). Riggio (2014) acknowledged that socially intelligent people are pronounced listeners.

Those who are socially intelligent understand the impact they make on others (Morin, 2019). Reputation management is deemed one of the most nuanced essentials of social intelligence (Morin, 2019). Ability to manage a reputation involves significant balancing. One needs to deliberately create an impression on another while remaining authentic. Likewise, Riggio (2014) indicates that if one is concerned about the impression they are making on others, they are more likely to indulge in what is called the "Dangerous Art of Impression Management," which refers to a fine balance between manipulating and regulating the impression that you express to others.

Psychologist, Daniel Goleman, reported in a December 2013 article that leaders must focus on three goals: oneself, others and the wider world (Arruda, 2016). In other words, no matter how well a leader can churn out ideas and how much knowledge and expertise a leader has acquired, if a leader relies on brainpower alone, their career will stall (Arruda, 2016). The author further specified that successful leaders are aware of how others perceive them. Arguably, a leader should ensure that they are creating the best impression and maximising their influence when communicating their brand to society, either verbally or non-verbally. Similarly, Morin (2019) and Riggio (2014) suggest that verbal dynamism and capacity to converse is essential for social intelligence. The authors claim that exceptional socially intelligent individuals can speak to a wide range of people and are tactful and respectful in what is said.

At a social gathering, you can easily recognise those with high-levels of social intelligence because they usually know how to "work the room." Individuals with elevated levels of social intelligence are cognisant of what others say and how they behave in order to try to "read" what the other individual thinks or feels (Morin, 2019). Peterson and Seligman (2004) claim that individuals with social intelligence are said to be able to essentially evaluate one's own motives, utilise social knowledge to enable others to cooperate,

recognise social dominance and relationships of socio politics between individuals and groups and in relationships, act wisely.

There is an inseparable link between social intelligence, self-portrayal and personal branding, and the astute business person or philanthropist will understand the value of what is often called their ' human capital' (Parkinson-Hardman, 2015). If an organisation can convince its employees to work on their behalf by using their skills and experience in areas outside of normal business activities, they can develop a robust brand identity (Parkinson-Hardman, 2015).

It has become imperative for leaders to look within and have a clear view of how they are perceived by stakeholders. If a leader's social intelligence is enhanced, their brand will almost certainly develop faster because it will proliferate their reputation. Conceivably, leadership should augment personal brands by developing their social intelligence skills. Leaders need to be in control of other's emotions as well as develop and maintain good relationships with others to effectively communicate their brands. If leaders attain high-levels of social intelligence, they are best equipped to understand relationships with other people, including relationships of trust, persuasion and group identity (Peterson & Seligman, 2004).

A leader focused on their robust brand would most likely be knowledgeable of the level of trust customers have in them, service delivery to stakeholders or perchance their brand vulnerabilities and areas of development for a well-established brand. It is likely that leaders with high-levels of social intelligence resonate with effective brands that encourage employees and customers to gravitate towards them.

2.2.3 Relationship Connection

Relationship science is currently an interdisciplinary discipline using different empirical methods to explain the inception, growth, preservation and dissolution of interpersonal relationships (Finkel, Simpson & Eastwick, 2017). The authors emphasised that people seek emotional connection to their primary attachment figure, especially when they are depressed, frail or threatened and rely on that person's psychological support in pursuing challenging activities that can encourage mastery and personal growth. A ubiquitous

concept that characterises all attempts to define close relationships is that partners depend on each other to achieve good results and to facilitate the pursuit of their most fundamental needs and objectives (Finkel et al, 2017). Similarly, Snyder and Lopez (2002) state that the concept of relationship connection views interdependence as being fundamental. The authors indicated that interdependence was operationalised to the extent that two people are closely intertwined in their behavior towards each other and in their thoughts and feelings towards each other.

Snyder and Lopez (2005) propose that relationship connection is an integral constituent of positive psychology. The idea of relationships has to do with ways in which individuals can improve their proximity to others (Snyder & Lopez, 2005). While the concepts created by the authors in the context of intimate romantic relationships, bears significance to associations and family relations, this theory can be extrapolated to relate to relationships amid leaders, managers and employees.

Generally, people have an implicit theory of how relationships work. Several people are more aware of their relationship point of view or at least speak more about it than others (Wilmot & Bergstrom, 2019). Regardless of an individual's understanding or his own relationship theory, most people tend to see relationships as reality. Due to this egocentric view of reality, it is of fundamental importance to see one's self and others in a relational context (Wilmot & Bergstrom, 2019). The authors further highlighted that self, other and relationships are inextricably connected and attempting to speak about one entity would entail talking about the other two. The authors suggest that one cannot divorce self, other, and relationships and that duality is an illusion itself.

Continuing to support employees on the basis of stress and depression, acknowledging certain talents, motivating people to enhance their skills and assigning tasks to them, are constructive behaviours of leaders that creates a strong quality partnership between leaders and their followers (Essays, 2018). Likewise, Wilson (2018) highlights loyalty as a key aspect in positive behaviours. A committed worker will not only enable leadership to attract more skilled and knowledgeable employees to the organisation, but will also become brand ambassadors. Based on how the employees perceive the leader's values and the organisation's products and with absolute trust therein, employees will support

and thus provide the best marketing. To achieve this positive behaviour, a leader should demonstrate to their employee's, high-levels of respect (Wilson, 2018).

Conversely, a strained relationship could substantially inhibit the organisation's growth and market position. The economic situation and concomitant issues can make an employee endure more than they can manage (Wilson, 2018). The more tension employees feel, the greater the likelihood that it will result in serious business ramifications. Therefore, leadership and employees need to develop sound means of communication and base their relationship on mutual respect (Wilson, 2018).

The level of commitment of the employee is closely related to his or her perceptions of leadership (Cheeseman, 2017). Employees want to find a sense of identity, purpose and well-being at work and leaders are best positioned to help build the sense of belonging through active interaction, exposure and strong relationships (Cheeseman, 2017). According to the latest employee engagement study of nearly 5,000 global employees, conducted by Oracle Human Capital Management, those employees who have a close working relationship with a leader are far more likely to have confidence in their leadership and experience more well-being at work (Cheeseman, 2017).

According to Fridman (2017), one of the most demotivating aspects for most workers are infrequent engagements with their leaders. If the only time an employee hears from leaders is during a performance assessment, even if the results of that assessment are positive, it gives the impression that their work is not valuable. Employees expect most from their leaders, pursuing a sense of common and shared interest, regular training and informal feedback discussions rather than infrequent and formal performance assessments (Fridman, 2017). Hogan (2006) argues that climate surveys habitually demonstrate that 60–70% of staff members in workplace settings report the engagement with their immediate boss as the most strenuous facet of their jobs.

Establishing relationships requires perseverance and hard work and is often only reinforced when one makes an effort to connect with others. Relationships in the workplace directly affect a worker's capacity and drives success (Sias, Gallagher, Kopaneva and Pedersen, 2011). Such relations are multifaceted, can occur within and outside the company and are positive as well as negative. One such drawback is the

absence of relationships in the workplace, which can lead to feelings of loneliness and social isolation (Sias et al., 2011). Personal branding that does not create and nature relationships is almost useless (Nanton & Dicks, 2011). The authors further outlined that building a focused customer relationship also transforms him or her into a prospect, and maintaining the relationship will turn the prospect into a customer. Relationships between a leader and his colleagues can be an invaluable source of knowledge and insights (Nanton & Dicks, 2011).

The idea that a brand evolves differently from others in a vacuum, could not be further from the truth (Chan, 2019). The author further claims that a brand tends to develop out of and connects with its surrounding community. Monica Lin, marketing director of Popular Demand and cofounder of sunglass brand, Eyelust, specified on twitter that "The grass is greener on the side that you water it." Lin has expanded her own social media profiles from zero to over 50,000 on Instagram alone and retains a very good audience engagement on Twitter and other social platforms. The personal brand of Lin is linked to significant brands and celebrities. Her personal brand as well as the brands she helped to develop into significant power players grew from relationship-based ideologies like elevating other brands, focusing on how you can help an individual enhance their brand and improve what they do and to clarify the value you bring and helping those with potential (Chan, 2019). A leader will increase their brand successfully by uplifting other brands and people (Chan, 2019). Therefore, it should remain a priority for leaders to focus on relationships as they continue to augment their personal brands.

Perhaps, if leaders and their employee's share diverse experiences and develop a deeper consideration of each other, the relationship between leaders and their employees will grow extensively in a constructive manner. Leadership should focus not only on how their personal brands are perceived and experienced, but also on the nature of their relationship with their employees and how this enhances their brands. Positive relationships between employees and leadership are critical to the organisation's success as it is the gears that move the mechanism of the organisation (William, 2017). It is imperative for both leaders and employees to retain emotional consciousness in being able to recognise one's feelings (self-awareness) and exercising ownership over their own conduct (self-regulation).

2.2.4 Self-awareness towards self-regulation

Self-awareness was first theorized by Duval and Wicklund in 1972 (Scott, 2019). Duval and Wicklund in their book, *A Theory of Objective Self-Awareness* indicated that if individuals focus their attention on themselves internally, they tend to compare their current behavior with their traditional standards and values (attitude or progression towards a goal) and this triggers a state of unbiased self-awareness (Scott, 2019).

Self-awareness can best be viewed from the perspective of personal development. Usually, it means a deep understanding of your beliefs, strengths, weaknesses and behaviours (Scott, 2019). Similarly, Davis (2019) states that self-awareness includes monitoring of our inner worlds, feelings, emotions, and opinions. It is essential as it is an important mechanism that influences personal development. A skill that all individuals possess is self-awareness which is basically the ability to examine ourselves, to notice patterns within our thoughts, feelings and behaviours and pay attention to them (Wignall, 2019). Another attribute of self-awareness is accurate self-assessment which encapsulates understanding one's strengths and limitations and being open to honest feedback, fresh perspectives, ongoing learning and self-development (Serrat, 2017).

Emotions or characteristics are private self-aspects that can be differentiated from public self-aspects (Morin, 2011). Psychologists frequently delineate self-awareness into two separate categories, public or private (Cherry, 2019). When individuals are conscious of how they present themselves to others, public self-awareness prevails (Cherry, 2019). That kind of self-awareness often prompts individuals to comply with social standards, as people frequently seek to act in a manner that is socially appropriate and attractive when they are aware that they are being watched and assessed (Cherry, 2019). On the other hand, the author argues that private self-awareness occurs when individuals are conscious of certain things although in a secluded manner.

Self-awareness is correlated with the capacity of a person to adapt to change (Rubens, Schoenfeld, Schaffer & Leah, 2018). The author further indicates that this relates directly to the topic of identity and leadership gaps, both of which are part of developing the basic skills required for organisational excellence. Furthermore, the authors believed that self-awareness and the ability to evaluate oneself are fundamental principles for having

pronounced emotional intelligence. Emotional intelligence describes the ability, potential, aptitude and self-perceived aptitude to identify, assess and manage the emotions of one's self, others and groups (Serrat, 2017). The author further states that those with a strong sense of identity know themselves very well and can also feel the emotions of others. Individuals with this skill are conscious of the feelings they sense and are guided by their principles and objectives (Serrat, 2017).

Leaders with high-levels of self-awareness find it easier to understand others and it is much easier to understand how the leader is perceived (Scott, 2019). Self-awareness provides the basis for a strong character and develops the ability to lead with intent, confidence, honesty and transparency (Scott, 2019). It also provides leaders with the opportunity to develop their brands by identifying any gaps in their leadership skills, areas in which they are effective and also where additional effort may be expected (Scott, 2019).

Regardless of the value of personal branding, being able to adequately reflect who an individual is, a study commissioned by Glenn Llopis Group found that just under 15% of individuals actually identified their personal brand and less than 5% regularly practice it at work (Open Colleges, 2019). The fact is, effective personal branding is difficult and demands a considerable degree of self-awareness, initiative and responsibility to introduce yourself to the world adequately and appropriately (Open Colleges, 2019). The question is no longer if you have a personal brand, but whether you choose to direct and develop your own brand or let it be characterised on your behalf. It is imperative that you know your gifts, abilities, strengths, weaknesses and abilities to be a successful personal brand (Sargent, 2017). In developing your brand, having the ability to self-assess is vital to an individual's continued success (Sargent, 2017). One of the key adaptive functions of self-awareness is self-regulation, which includes modifying one's behaviour, avoiding temptation, adjusting one's mood, choosing a solution from different possibilities and filtering irrelevant information (Morin, 2011). Self-awareness is mostly desirable because it allows for self-regulation and inference about the emotional states of others (Morin, 2011).

Cuncic (2019) asserts that self-regulation entails managing one's conduct, emotions and perceptions in the pursuit of long-term goals. Similarly, Stosny (2011) further detailed that self-regulation refers to one's capability to behave in their long-term best interest, aligned

with their core principles. The capacity of a person to self-regulate as an adult has its origins in their childhood development. Understanding how to self-regulate is an essential skill which is learnt as a child for both emotional maturity and future social connections (Cuncic, 2019). Ideally self-regulation is directly related to how well participants navigate unusual activities, a temperament-influenced ability, early developmental experiences, and personality traits (Thomson & Jaque, 2017).

Research suggests repeatedly that self-regulation skills are important to ensure consistent emotional well-being (Stosny, 2011). Self-regulation is a capacity within self to monitor responses. It is both physiological (temperament disposition) and psychological (personality) argues Thomson and Jaque (2017). Similarly, Bowers, Geldhof, Chase, Lerner, Gestsdóttir and Urban (2015) argued that self-regulation refers to the rules or laws regulating individual behaviour (self-functioning) and is understood to contribute to the interaction of the person with their environment or meaning. The authors further indicated that self-regulation is the central component of human development and involves much more than other systems of self-governance, such as self-control, strength, competencies and non-cognitive skills.

In a similar argument, Ackerman (2019) stated that self-regulation is an ongoing process in which individuals control their actual activity, behavioural factors and measure their behaviour against their personal standards. Psychologists generally refer to one of two things when using the word 'self-regulation', behavioural self-regulation or emotional self-regulation (Ackerman, 2019). Behavioural self-regulation is the tendency to operate in one's best interests, in accordance with their core principles (Stosny, 2011). Self-regulation applies to processes of behavioural control, including the ability to suppress or postpone reactions, shift and adjust flexibly and retain emotional control to achieve goals and influence behaviour (O'Connor & Ammen, 2013). On the other hand, Ackerman (2019) argues that emotional self-regulation entails controlling the emotions or at least influencing them.

An umbrella concept, self-regulation involves several aspects that can be used to define similar skills and processes (Rosanbalm & Murray, 2017). Self-regulation acts as the foundation for lifelong activity across a wide range of fields, from mental health and psychological well-being to academic performance, physical health, and socio-economic

success (Rosanbalm & Murray, 2017). The authors further outlined that from a pragmatic perspective, self-regulation is characterised as the act of managing cognition and emotion to facilitate goal-oriented actions such as behaviour management, impulse control and proactive problem solving. Self-regulation, like literacy, can be reinforced and taught with focused attention, encouragement, and opportunities to practice across contexts. Skills that are not developed at an early stage can be obtained later, through multiple learning opportunities (Rosanbalm & Murray, 2017).

In leadership, self-regulation is essential because it allows a leader to respond and express themselves professionally in accordance with their deeply held values and social consciousness (Cuncic, 2019). If a leader is perceived to have violated their values, this often gives rise to negative feelings, while devotion to values eventually makes you feel more authentic and inspired (Stosny, 2011). Cox (2000) found that leaders who scored the highest in self-regulation were rated more confident, equitable and coherent by their subordinates in comparison to other leaders. Self-regulation demands engagement and self-reflection, therefore, a leader focused on developing a noteworthy brand will need to regularly monitor their thoughts and actions, align this with their goals and make changes where necessary (Indeed, 2019).

Leaders are encouraged to master the skill of self-regulation as they derive pronounced benefits thereof. Cuncic (2019) identified that leaders who are skilled in self-regulation tend to see the best in their staff, see problems as possibilities, establish open lines of communication with staff, behave according to their values, continue through difficult epochs, stay grounded and adjust to circumstances, calm down when upset and cheer when feeling down. Leaders choosing to practice self-regulation robustly could possibly cause employees to identify strengths in their leader's personal brands, thereby positively altering perceptions. The skillset to comprehend the behaviour of others is equally important for leaders as it provides a context for the leader's own activity (social awareness).

2.2.5 Social awareness

The researcher suggests, parallel to self-awareness, the idea of social awareness, which is equally valuable. Social awareness is referred to as the ability to understand and respect people's concerns for partnership and collaboration from diverse backgrounds, societies, and viewpoints (Lock, 2019). This also includes attention (stated and unstated) to other's feelings and knowledge of context and the environment (Lock, 2019). Lock (2019) further specified that individuals are people of a social nature. A significant intrinsic motivator for humans is the desire for positive social experiences (Jaques, McCleary, Engel, Ha, Bertsch, Picard & Eck, 2018). Social awareness consists of different skills: kind-heartedness, capable of recognising the emotions and views of others and taking an active part in their interests; anticipating the requirements of stakeholders, supporting others, understanding what others need to create and increase their skills and have the capacity to read the psychological streams and power dynamics of a group (Serrat , 2017).

Greenberg, Domitrovich, Weissberg and Durlak (2017) argue that social awareness involves understanding behavioural social norms and acknowledging the resources of family, education, and culture. Social awareness embraces the opportunity to take the viewpoint of individuals of diverse ethnicities or societies and display sympathy and compassion towards others (Greenberg et al., 2017). Observing attitudes and actions of others are a key component of how people acquire intelligent behavior and learn how to adapt to new circumstances (Jaques et al., 2018).

Research, published in Scientific American reports, indicated that our empathy levels i.e. the ability to understand other people's feelings, are lower today than they were 30 years ago (Connelly, 2019). Jaques et al., (2018) detailed that the understanding of emotions, which is essential to empathy and successful social interaction plays a crucial role in human cognitive development. Individuals with this competence are generally attentive and respond well to emotional signals, express empathy and understand the perspectives of others (Serrat, 2017).

Greenberg et al. (2017) claims that social awareness has both short-term and long-term paybacks. In the short term, social and emotional skills are developed; constructive

approaches towards oneself, others and responsibilities are established; positive social actions and relations are forged and there is reduced emotional distress. In the long term, career readiness is augmented, healthy relationships maintained, mental health is enhanced, there is reduced criminal behaviour and engaged social responsibility is achieved (Greenberg et al, 2017).

Jaques et al., (2018) indicates that social awareness can be gained from implicit social indicators that can be accessed ubiquitously, through awareness of the non-verbal actions that people naturally offer. As a result of social awareness being a key element of a leader's emotional intelligence, it is crucial for leaders to focus on increasing their emotional intelligence and practicing compassion, cooperation and organisational awareness (Jaques et al., 2018). Leaders are the engine that drives social awareness strategies in an organisation as well as training activities and their own social competence and well-being strongly influences their employees (Sokolowska, Chada, Roguski and Majer, 2017). The researchers also stated that when leaders improperly handle the social and emotional demands of leadership, both performance and behaviour of employees suffer.

Sprimont (2019) argued that while self-awareness means seeking to know and comprehend yourself internally, social awareness looks outwardly to understand and value others. Being perceptive and having good observation skills are fundamental to social awareness. This concept is applicable for this study because as a leader, if you are not socially aware, your employees may sense the disconnect and they may believe that the leader has their own agenda (Sprimont, 2019). Perception of a leader's brand is therefore crucial, it is imperative for leadership to understand that they are working within an organisational system, so consideration should be given to what is culturally correct within their own system and across other systems with which they interact (Binnersley & Tatham, 2017). Leaders should question how well do they fit in and what might they need to self-manage to have an impact within their own setting and across their wider networks (Binnersley & Tatham, 2017), in so doing, altering perceptions positively.

Personal branding is a way to establish and affirm who a leader is and what they stand for in their profession and in their personal lives (Liu, 2018). Everything a leader does either reinforces or dissolves the personal brand they seek to build (Liu, 2018). Therefore,

a leader retaining high-levels of social awareness can augment their personal brands as they take ownership of how they are perceived and further reinforce what makes them stand out.

Leaders should concentrate on cultivating an environment that feels good for employees to draw from and for customers to purchase from. Therefore, an understanding of the human psychology and how it may impact people's behaviour is imperative, as it is the cornerstone for brand building (Gunelius, 2014).

2.3 Psychological aspects of leadership branding

Gunelius (2014) indicated that Maslow's *Hierarchy of Needs* and *Aristotle's Seven Causes of Human Action* can be extended essentially to human behaviour and branding. Maslow's Hierarchy of Needs identified and classified five social desires into a hierarchy: at the bottom are the physiological needs (Gunelius, 2014). Each leader should aim at comprehending each level of stakeholder expectations and designing branding interactions and programs that specifically answer those expectations. Aristotle's Seven Causes of Human Action focuses on possibility, natural order, impulse, habit, purpose and eagerness. It is critical for leaders to understand human nature that is driven by desires and behaviours that have not changed much over time (Gunelius, 2014). Employees can change their way of executing duties, collecting data and spending their time, but their basic psychological needs and philosophical grounds of action are the fundamentals on which leaders can always rely on (Gunelius, 2014).

Shah (2015) detailed that a good understanding of psychology would assist leaders to become more self-confident and could become a positive feedback loop, enabling others to achieve self-mastery. Some of the psychological characteristics efficient leaders should comprehend are inspiration, fear, apprehension and ambiguity (Shah, 2015). The author also specified that the actions of individuals are generally inspired by tokens of appreciation and that successful leaders help their teams feel personally involved and motivated regardless of the difficulties they encounter. Successful leaders need to learn how to cope with stress and paranoia within teams and individually to ensure intelligent decisions are made. Effective leaders understand how to control uncertainty of the future

in a manner that results in better, forward-thinking preferences, not fear-stricken decisions. In other words, successful leaders will leverage uncertainty to take informed risks (Shah, 2015). If a leader is able to comprehend why employees think and behave in certain ways, they can make informed choices and leave their teams involved regardless of what they encounter.

Mohammed (2018) asserts that the creation of a personal brand within an organisation can assist only aspiring people. This research contradicts this view and aims to demonstrate that a large proportion of the population in South Africa are engaged on social platforms more specifically, millennials and personal brands are being created intentionally or unintentionally. Psychologists study millennials and try to find out more about a generation's reasoning and aspirations that are often assumed to be conceited and egocentric (Jarrett, 2017).

2.3.1 Millennial's: Psychological aspects

At the dawn of the 21st century, millennials became adults and were largely prejudiced by generational factors such as accelerated technology advancement, global downturn and the volatile political environment (Sibirtseva, 2019). The author also asserts that millennials are properly trained, therefore more knowledgeable and cynical than other generations. Sibirtseva (2019) indicated that 69% of millennials are in fear of missing out. Whenever they acknowledge that they do not live their best possible life or that something more innovative and enjoyable happens that they are not part of, millennials become apprehensive and possibly suffer depression.

Alton (2018) argues that millennials have formally become the prevalent generation as of last year and constitutes the premier fraction of the workforce. Millennial leaders may be more onerous on employees to conform to the corporate culture and fundamental precepts of their brand. Millennials may still look like the young, fresh generation, but they are already emerging as leaders (Alton, 2018). Historically there was a huge focus on life being all about work, however dynamics have changed as the world evolves. Millennials

are more focused on there being more to life than work. Millennials want to learn, experience, grow and have a positive impact on the organisation that they work for.

Rezvani and Monahan (2017) argued that for millennials in the workplace, the aspects that typically applied much more at work were enjoyment and contentment. Research has revealed that millennials tend to be less credulous than other generations (Rezvani & Monahan, 2017). Leaders engaging with millennial's in the workplace have to find new ways of managing. Leaders ought to engage with millennials through a simple, open-ended inquiry that can help galvanise, trust, commit and integrate them into other generations at work.

Millennials are the most stressed generation given that there are organisation wide threats: a nation grappling with fragile racial issues; legislative divergence and a long economic downturn (Rezvani & Monahan, 2017). Leaders should find intuitive ways to inculcate the various dynamics of managing millennials into their personal brands, thereby inciting trust and loyalty from millennials. In the midst of a changing work landscape, a leader could possibly reflect on perceptions which can provide employees more of a voice and feasibly more prospects (Rezvani & Monahan, 2017).

A leader could probably influence perception and earn the trust of millennial followers through their authentic personal brands and through an allegiance to their organisation brand that is visibly demonstrated. Therefore, if a leader's personal brand is visibly aligned to the brand of the organisation, it could maybe influence the perceptions and levels of engagement from millennials. The widespread use of social media by millennial's provides leadership with an opportunity to use their personal brands to appeal to millennial's and potentially expand the digital footprint of the organisation brand.

2.4 Synthesis

This chapter presented emphasis on the following observation: that there has been extensive research into the various concepts illustrated on positive psychology, but relatively limited literature has sought to connect them theoretically and empirically. The researcher focused on the parallels between these principles from a developmental

perspective and the relevance in creating a personal brand. It was further highlighted that leaders should focus on cultivating what is best within themselves through retaining high-levels of social intelligence, self-awareness towards self-regulation and social awareness if they want to experience a positive connection to their brands. This will further give rise to permanency with their employees and customers and foster robust relationship connection, ultimately reinforcing positive organisational scholarship. If the goal of leadership is to be progressive, then it is essential for leaders to consider millennials when focusing on brand connectivity both to their personal brands as well as that of the organisation.

The next chapter will discuss the various ways in which leaders can use their brands to strengthen organisational brands in the private and public sectors. The focus will be on how leaders can use the most effective ways to transform employees' perceptions and deep underlying beliefs to enhance brand loyalty to both the leader and the organisation. As a result, the next chapter presents and supports the development of a preliminary conceptual framework for this research.

CHAPTER 3: LITERATURE REVIEW

The purpose of this chapter is to offer a synopsis of the essential concepts in personal branding in an organisational context relative to the public and private sector. In most areas of our everyday lives, the globalised world today has generated challenges such as aggressive competitiveness that encourages individuals to be unique among the multitude (Brooks & Anumudu, 2016). The notion of differentiation is fetching more popularity (Tarnovskaya, 2018), as personal branding has gained traction amongst professionals in response to these pressures.

3.1 Introduction

Gorbatov, Khapova and Lysova (2018) indicated that although conceptualised initially in marketing, the concept, personal branding, has made an absolute advancement in the discipline of management. At the convergence of marketing, economics, networking, sociology, institutional behaviour (Vitberg, 2010) and in the sense of more flexible job structures and project-based work environments, personal branding has evolved as a means to achieving career success (Gorbatov et al., 2018). Contrary to this Mohamed (2018) highlighted that personal branding has a minimal effect on career success and is primarily prominent in the rankings of those in higher-level roles.

Bartels (2018) claims that in the eyes of the decision makers (stakeholders), personal branding has become the framework for illuminating an individual's Unique Personal Attributes (UPA's) such as aptitudes, capabilities and their Unique Promise of Value (UPV's) like one's vision, purpose, passion and values. Similarly, Rangarajan, Gelb, and Vandaveer (2017) argue that personal branding starts with self-assessment to identify skills and core principles that promote brand strategy and mission growth.

In the late 1990s, business leaders discovered that everything around us was branded, from the clothing we wore and the pens we used, to the coffee we drank and the technologies we embraced (Simmons, 2018). As individuals and as business leaders, something is said about people by attaching themselves to such brands. The savviest leaders soon realised that they had their own profitable brands distinct from the

organisations they operated in (Simmons, 2018). Leaders learnt the importance of having a personal leadership brand. This encompasses your expertise and values and how you can add value in any situation (Simmons, 2018).

3.2 Definition of personal leadership branding

Twenty years on and we find ourselves in a new era of global business. The leadership brand concept is becoming increasingly important as the necessity for credible leadership keeps growing (Padayachee & Henning, 2018). The authors further claimed that organisations with compelling prospects are no longer the sole motivation for potential clients or personnel, people are now searching for leaders to be associated with. The theory of leadership usually points out that leaders should be able to walk the talk and this should be enhanced through leadership behaviour (Padayachee & Henning, 2018).

People rarely talk about balancing their professions in leadership development programs by creating a strong personal brand (Sherman, 2018). Contrarily Rangarajan, Gelb and Vandaveer (2018) state that the notion of a personal brand has since been adapted, expanded and reinterpreted, but remains tremendously valuable to the professionals of today. Amazon's CEO, Jeff Bezos, described a brand of leadership as what people claim concerning you when you are not in the room. A recognisable leadership brand will promote career success (Sherman, 2018). The author further states that your brand illustrates your objectives, the principles that you stand for, the consistent execution of commitments and how you implement them. Warren Buffett, who is often referred to as the 'Oracle of Omaha' for his valued wealth management, is a popular example of someone with an established personal brand. When the economy collapsed in 2008, political leaders sought guidance through Warren Buffett. He was at every table debating the economic issues of the country, because not only did corporate executives, but also the American public respected him profoundly (Sherman, 2018).

It is important to note that the brand of an individual is focused on how other people perceive this individual and how they respond to the individual (Jónsdóttir, 2017). A good example of this is Professor Salim Abdool Karim. His expertise has put him up front and

center during the COVID19 pandemic. He is one of the government's chief advisors on COVID 19. His signature talent as an Epidemiologist recognised for his contributions to clinical infectious diseases has brought him to a position where the nation perceives him positively. The same could be said for Dr Imtiaz Sooliman of the Gift of the Givers in South Africa. In these unprecedented times, he has displayed principled leadership, agility, and decisiveness, with a primary focus on making a positive influence on people's lives. In reality, all these observations represent a personal equivalent of the same brand associations that marketers aim for in the process of marketing in an organisation (McNally & Speak, 2002). Controlling a brand will help a leader to achieve the power that is needed to be a leader, who is beneficial to the constituencies that a leader serves (Sherman, 2018). Globally, organisations acknowledge the need for effective leadership in order to achieve efficiency.

In a recent study by Mohammed (2018), it was argued that the key concept for personal branding is that every person has a personal brand; however, most individuals do not handle it systematically, regularly and efficiently. Likewise, Padayachee and Henning (2018) argued that it is important for leaders to be more proactive, flexible and adaptive, to analyse the world as part of their deliberate strategies and should consider a fixated emphasis on their personal brands to ensure they remain relevant.

In addition to the concepts addressed above, in an organisational context, the researcher will concentrate on personal branding, drawing parallels in both the private and public sectors. Furthermore, leadership theories (evolutionary leadership theory, quantum leadership theory and leadership authenticity), retention strategies and the influence of social media will be elucidated further.

3.3 Leadership theories

Leadership theories provide insight to how and why certain individuals are true leaders with influence. Such concepts frequently concentrate on the characteristics of leaders, but some seek to recognise the traits individuals could emulate in different scenarios in order to develop their own leadership skills (Cherry, 2019). The author further stated that

in initial discussions on psychology of leadership, it frequently indicated that certain people were merely "natural leaders."

Leadership theory from the very beginning focused predominantly on unique qualities of individuals who assume the responsibility of leading (Morgan, Ingle & Shinn, 2019). Until recently, these traits have been associated with the "great person" approach to leadership, laying emphasis on distinctive qualities (Morgan, Ingle & Shinn, 2019: 18). Leadership theories currently focus on matters relating to prudent behaviour, task effectiveness, concern for maturation and professional development within the organisation, peace-making practices designed to entice citizens into public engagement and the stewardship roles of subordinates (Morgan, Ingle & Shinn, 2019).

The concept of leadership has produced dynamic interest, discussion and infrequent confusion as management thought has progressed (Veliu, Manxhari, Demiri, & Jahaj, 2017). Yukl (2013) described leadership in terms of characteristics, behaviour, impact, patterns of communication and role interactions. Yukl further claimed that leadership may be demonstrated both by formally designated leaders and by informal leaders whereby imperative decision making are made through the use of a collaborative process involving many different people who influence each other.

The Fourth Industrial Revolution represents a fundamental shift in the way we live, work and relate to one another. It is a key mechanism of evolution that enables incredible technological advances (World Economic Forum, 2020). The speed, scope and depth of this revolution forces everyone to reconsider how countries develop, how organisations generate wealth and even what it means to live. The fourth industrial revolution is much more than just technology-driven change; it is an effort to support everyone, such as leaders, policy-makers and communities of all earnings, cultures and nationalities and leverage converging technologies to build an effective, human-centred future (World Economic Forum, 2020).

Rapid digitisation and automation of work, known as the Fourth Industrial Revolution, has a huge impact on the work experiences of individuals (Schwab, 2016). The transformation would be beyond anything that humanity has seen before in terms of its scale, nature and sophistication (Schwab, 2016). How this will unfold is not clear as yet, however, one is

certain that the reaction must be coordinated and systematic; leaders need to develop synergistic systems of innovative solutions; remain cognisant that it is difficult to predict events; that control is an illusion and that transformation is constant. The speed of progress and the magnitude of change is difficult to grasp or anticipate and these engines are a source of endless surprise for even the best-associated and knowledgeable leaders (Schwab, 2016). The Fourth Industrial Revolution does not merely change what we are doing but also who we are. This will affect our personality and all related problems: our concept of confidentiality, the hours we spend working and relaxing and how we develop our careers to strengthen our abilities and sustain relationships (Schwab, 2016).

Irfanullah, Zakeer and Allah (2016) indicated that literature on leadership shows that philosophies have been formulated and revised over generations, and that none of the theories is completely insignificant. The authors further claim that relevance is contingent on the perspective in which it is applied. The style of leadership adapted in positions requiring a very high degree of precision, trust, responsiveness, consideration and technological skill can differ from basic management-oriented portfolios (Irfanullah et al., 2016). This implies that circumstances, conditions, culture, job climate, emerging laws and regulations, institutional dynamics and psychosocial changes have a profound effect on leadership principles to ensure alignment with changing organisational crescendos (Amabile, Schatzel, Moneta & Kramer, 2004).

There are certain skills and behaviors that a leader is required to know and to do to influence and inspire their employees to higher levels of performance and teamwork. These do not often come naturally; however, they are learned through ongoing work and study (Clark, 2015). Good leaders work and study rigorously and on a continuous basis to develop their leadership skills (Clark, 2015). The author further indicates that leadership is a mechanism by which one individual inspires others to accomplish a purpose and guides the institution in a way that makes the company more cohesive and credible.

As interest in leadership psychology has increased over the past 100 years, a number of different theories of leadership have been proposed to understand clearly how and why several individuals become pronounced leaders (Cherry, 2019). For this study, the researcher will concentrate on three different theories which have achieved significant attention in recent years and focus on how these leadership styles influence brand

commitment. These are evolutionary leadership theory (Laszlo, 2014), quantum leadership theory (Papatya & Dulupcu, 2008) and authentic leadership (Swain, Cao & Gardner, 2018).

The researcher selected evolutionary leadership theory as relevant to describe the role of the leader in navigating the rapidly evolving business landscape in the Fourth Industrial Revolution, ensuring that their brands remain relevant and advanced. On the other hand, contemporary decision-makers are usually entangled in conventional logical thought or too overwhelmed by the numerous upheavals that demand one's focus, strategic thinking about the disruptive technologies and ingenuity that shape our future (Schwab, 2016). Furthermore, organisations are no longer stable entities that operate rationally, linearly and predictably.

Quantum leadership theory offers insight into how leaders should think and act in volatile, uncertain, complex and ambiguous environments. Ultimately, everything relies on individuals and beliefs. Leaders focusing on their brands should form a purpose that appeals to everyone by prioritising and enabling individuals (Schwab, 2016). The researcher chose authentic leadership theory to emphasise the principles that should underpin leadership behaviour in this time of vulnerability, vagueness and disruption. Authenticity is at the core of a personal brand, as it embraces the dream, vision, purpose and key roles of an individual (Rampersad, 2009).

Combining leadership concepts and branding provides new insights into leadership through uncertainty, intricacy and transformation within organisations. An evolutionary standpoint provides new perceptions into significant obstacles to organisational leadership efficacy (Van Vugt & Ronay, 2013).

3.3.1 Evolutionary leadership theory

Van Vugt and Ahuja (2010), presented evolutionary leadership theory in the book selected: Why Some People Lead, Why Others Follow and Why It Is Matters (The theory differentiates itself from other leadership theories by claiming that conventional

organisational systems are often incoherent with intrinsic psychological factors of effective leadership and followers (Van Vugt & Ahuja, 2010).

Leadership has evolved to the degree that the human context has changed: people respond to the same leadership signals at the primary level, but this is often mediated across their social, technical and professional environments (USB, 2017). The world is changing at an increasingly rapid pace. As a result, future generations will face an array of unique and complex challenges. Many of those problems can already be felt today, such as extreme income inequality and automated job loss (USB, 2017). Crafting alternative economic futures requires leadership (Manga & Ovchinnikov, 2016). Actually, conceiving alternatives is not enough, people across sectors of society should be able to mobilise themselves to reshape worldviews, communities and organisations and create new socio-economic realities (Manga & Ovchinnikov, 2016). The authors further state that evolutionary leadership is having the aptitude to mobilise oneself and others to consciously and effectively redesign worldviews and cultures to achieve a more just, sustainable and successful world.

Evolutionary leadership is a current theory associated with academic leadership discourse. It incorporates insights from a range of fields including psychology and the cognitive sciences that collectively provides a deeper understanding of human behaviour (Laszlo, 2014). The author also asserts that evolutionary leaders gather together individuals, gain diversity, engage in discussions that translate the vision into action, create developmental learning communities and innovate for the good of society. These leaders are dedicated to increasing and deepening our awareness, lifelong learning and becoming a distinct observer (Laszlo, 2014). These leaders are focused on developing a syntonic sense in that they are transitioning from walking the talk to dancing the path; exemplifying developmental awareness. Evolutionary leadership concentrates on understanding how to choose and how to develop unique options (Laszlo, 2014).

Evolutionary leadership provides a multidimensional viewpoint derived from the recent work in academic institutions and positive psychology (Freifeld, 2013). Similarly, Manga and Ovchinnikov (2016) argue that personal evolution is a key competency for developing evolutionary leaders. Competency in personal evolution enables leaders to develop a complexity of consciousness and a new worldview through becoming a different kind of

observer of the world. Personal evolution focuses on continuous efforts to understand our human nature and consciously developing our perceptions, to embrace the complexity of the world and transcend limiting beliefs and assumptions that undermine our ability to build a more viable and thriving world (Manga & Ovchinnikov, 2016).

Evolutionary leadership is a way for people to comprehend that they have a vital role in building a brighter future regardless of their profession, priorities or competence (Laszlo, 2011). Evolutionary leadership goes further than a leadership concern with circumscribed success, such as in the business sector, to a more structural and progressive concept of success that takes economic, social, environment and future generations into account (Laszlo, 2011). The author highlighted two dimensions of evolutionary leadership. The first dimension calls for continued training and personal advancement, as more skills and expertise are needed to deal with the growing intricacy. The second dimension entails expanding the scope of the inquiry to contribute to the evolution of social and environmental systems in a progressively inclusive way.

Evolutionary leadership provides a framework for this study and explains how a brand identity can remain real, ensuring a leadership brand that is vibrant, relevant and progressive. Leaders may acknowledge that their identity as leaders determines how they affect and how they influence business growth, but what determines their identity as leaders is their personal brand and value proposition (Llopis, 2017). Evolutionary leadership focuses on accountability and leading by example.

3.3.2 Quantum leadership theory

Newtonian or Classical leadership theories highlights an individual's ability to alter the organisation's perspective (Rohith, 2017). The reasoning and logic of the quantum way of thinking is that the classical way of thinking does not balance or even complement the new challenges one faces. Rohith (2017) further claims that the quantum way of thinking about leadership is focused on theories and metaphors from the new sciences, particularly the theory of chaos and the complexity science. The quantum paradigm maintains that nothing is permanent, that actions cannot be predicted, that control is a misconception and that transformation is constant (Curtin, 2013). South Africa's post-

apartheid leadership development, much like the rest of the globe in the post-modern age, is positioned in a diverse, altering, uncertain and turbulent atmosphere (Ardichvili & Dirani, 2017).

Hall (2008) claimed that rigid structures and control processes within organisations linked to disparate systems for controlling the flow of information seem to be inadequate to deal with a complex world that changes at light speed. Such structures and categories for planning, managing and leading organisations now appear to have been developed for existence in simpler times when organisations were seen as stable entities operating in a rational, linear and predictable manner (Hall, 2008). It is necessary for leaders to escape the trap of believing that the quantum paradigm can ever really substitute the esteemed conventional paradigm (Curtin, 2013). The traditional approach is appropriate for conditions that can be predicted and controlled. The quantum theory is beneficial in considering unpredictable incidences in dynamic living systems in altering surroundings (Curtin, 2013).

Similarly, Papatya and Dulupcu (2008) argue that the main thought that constitutes quantum leadership is complexity and chaos. However, quantum leadership can endure uncertainty and disorder, and creates a flexible structure based on self-organising. Quantum leadership also focuses on the process which explores new paths to intensify power unceasingly whereby interactions and interrelations are more significant than the figures on the paper (Papatya & Dulupcu, 2008). The complexity theory is used to understand how systems can be managed in complex environments, as opposed to simple two-part systems interacting in linear, determinable processes as suggested by Newton's third reciprocal action law (Hall, 2008). Ercetin and Kamact (2008) describe quantum leadership environment as disorderly and complex wherein the impact of leadership is dependent on interaction and that leadership is an interaction field between leaders and followers.

Hall (2008) suggested that the change in leadership understanding should take place in a distinct paradigm, drawing on complexity-based models using quantum Einsteinian-Quantum physics as a reference. People within organisations were taught and recognised according to a Newtonian-Cartesian paradigm, pursuing scientific thinking as a reference, which relates to the linear and logical understanding of the universe. If the leader's

thinking is still in line with a Newtonian–Cartesian paradigm, where deterministic, linear processes are the building blocks, then creativity and innovation, will be extremely difficult to rouse, as the followers within the organisation will be limited in free will of thinking capacity (Hall, 2008). Organisations, as is evident today, will become increasingly inefficient and ineffective in their dealings with a progressively changing, living, self-organising, global economy (Hall, 2008). Intervention is necessary in order to promote people's self-awareness within the organisational structure in order to ensure alignment of organisational models within a complex environment (Lee, 2004). Einsteinian-Quantum science modelling is a valuable framework to utilise in the design of organisations within complex environments (Hall, 2008).

Wheatley (1999: 144-146) illustrates the essential transition that organisations need to achieve in order to become organisations of quantum thinking, that function within this new framework i.e., the shift to systems thinking. People need to be connected to the fundamental identity of the organisation or the community which ideally forms the basis of the branding aspect.

In quantum leadership, the outside context is as important as context inside. Without outside sources, we cannot learn and improve ourselves, in which case, perceptions are key drivers (Papatya & Dulupcu, 2008). This theory is pertinent to this study because principles such as perceptions generally underpin personal branding; therefore, it is a prerequisite for leaders within the public and private sector to remain cognisant of how they are being perceived by the outside sources.

Leadership in the private and public sector encounters the need for a paradigm shift in their thinking about the organisations' composition and leadership (Ferrell, 2012). They face the highest technological disruption since the Industrial Revolution and the highest need for innovative development. Without acknowledging it explicitly, external forces challenge leaders in the private and public sectors to create a significantly new culture of leadership from the bottom up. Ferrell (2012) asserts that this new culture must define a new leadership framework that can address radical change, ambiguity, worldwide interconnectedness, decentralisation and numerous ethical requirements of both staff and clients in an innovative way.

Quantum leadership is appropriate only when certain contingencies exist. Firstly, the setting is unpredictable, chaotic and complicated and secondly, leadership is willing to deal with this volatility, confusion and chaos because they are in symbiosis, ready to engage in mutual, social and professional exchanges, based on personal trust and confidence (Lazaridou & Fris, 2008). To develop a personal brand, leaders should focus on adjusting perceptions, developing associations that sustain people and organisations by gaining understanding i.e., being attentive and encouraging followers (Curtin, 2013). Leadership with only one vision is insufficient, leaders need to be strategic, flexible and reactive, evaluate the workplace as a measure of their intentional attempts and concentrate on their personal brands (Padayachee & Henning, 2018). Leaders within the private and public sector are therefore responsible for ownership of their journeys that are unremittingly evolving as well as navigating the terrain of VUCA (Volatile, Uncertain, Complex and Ambiguous), to remain relevant wherein new strategies, new behaviours and new perceptions are vital.

3.3.3 Authentic leadership theory

Authentic leadership originated in the 1960s as a way of explaining how an entity represents itself authentically through leadership (Gardner, Cogliser, Davis & Dickens, 2011). Various seminal authentic leadership scholars claimed that an institution as a whole could function authentically as an individual through accountability, response to ambiguity and ingenuity (Rome & Rome, 1967), whilst others assumed that authentic leadership is about how leaders identify their specific position in an organisation (Seeman, 1966).

Munyaka, Boshoff, Pietersen and Snelgar (2017) highlighted that authentic leadership is anticipated to have a substantial influence on the psychological climate levels, which may affect employees' behaviour and attitude in choosing to engage with an organisation or quit an organisation. The authors also stated that credible leadership was seen to strengthen group members' competence and confidence levels, which in turn influence their actions. The strong relationship between authentic leadership and psychological environment indicates that companies need to find a promising field for the development

of leadership that can potentially improve employee perceptions (Munyaka et al., 2017). Similarly, Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) indicated that authentic leadership is described as a trend of leadership behaviour, fostering positive psychological attributes and a positive ethical environment for self-awareness, ethical outlook, knowledge balance and relational integrity among leaders and followers, leading to greater self-development.

Authenticity means becoming honest with oneself and depending on inner morals instead of ignorantly pursuing external difficulties and challenges (Swain, Cao & Gardner, 2018). Since all leadership definitions are related at its essence, authentic leadership includes aligning the leader's internal standards with the motivation of team members to attain authenticity by creating authentic relationships between leaders and subordinates (Avolio & Gardner, 2005). The fundamental premise of authentic leadership is that through increasing self-awareness, self-regulation and optimistic modeling, authentic leaders endorse authenticity growth among supporters (Swain et al., 2018).

Similarly, Harter, Schmidt and Hayes (2002) argue that authenticity can be characterised as knowing and embracing one's personal characteristics, such as experiences, desires, emotions, beliefs, and feelings, as well as being self-aware and behaving as one's true self. Leaders first need to be transparent about their principles and convictions in order for their followers to perceive them as authentic, and leaders must illustrate coherence between their morals, principles and behaviour (Peus, Weschem, Streicher, Braun & Frey, 2012). Likewise, Gangestad and Snyder (2000) suggested that authentic leadership has differing levels of self-monitoring within an individual. Self-monitoring reflects the likelihood of someone persistently building a brand identity that matches the anticipations of others (Gangestad & Snyder, 2000).

As suggested by most authors, it is crucial to have an authentic brand, rather than a superficial one (Mohammed, 2018). Authenticity is one of the greatest assets and best differentiating factors, as a personal brand (Hunter, 2017). Likewise, corporate authenticity is an invisible, yet powerful force when strategically used (Hunter, 2017). A leader's personal brand is intended to illustrate who the person really is and what the

leader propagates (Schawbel, 2014). Rampersad (2009) indicated that by being authentic, a leader's best features and qualities will naturally come across and will entice onlookers that are connected to the brand. The unique opportunity that a leader has to inspire and persuade people of who they are, is not to be overlooked (online presence-social media).

Personal branding literature is scarce and included in prevalent non-academic articles (Mohammed, 2018). Further to this, there is limited literature on personal branding drawing parallels between private sector and public sector.

3.4 Leadership in the context of private and public sector

The term "public sector" refers to firms, enterprises, or businesses in which the government owns a majority share of the company. The government owns, operates, and manages these enterprises (Thakur, 2021). The author further asserts that companies, enterprises, or businesses owned by private individuals or private companies are classified as private sector. Private individuals/private entities control, manage, and operate businesses in the private sector.

In the public sector, leadership is more challenging since it integrates political and administrative functions. As there is a need to form willing alliances and manage often conflicting interests, the objectives are likely to be more numerous and intricate than in the private sector argues Hanna (2019). The author goes on to state that stakeholder management and managing complexity are two leadership abilities that the private sector may acquire from the public sector.

South Africa has a dual economy: on the one hand, it is prosperous and relatively well established, and on the other, it is stunted by an epidemic of deprivation and by a distinct association between instability, inequality and ethnicity (Naidoo & Xollie, 2011). South Africa's unique, multicultural demographic composition, presents innumerable pressing challenges to contemporary leadership (Ardichvili & Dirani, 2017). There are also swift alterations in the workforce, identity problems and disputes which gradually find their way

into the workforce at the societal level (Booysen, 2007). Therefore, drawing a comparative analysis between the private and public sector leadership is fundamental.

Leadership is a common and ubiquitous term with a number of academic meanings (Crosby & Bryson, 2018). The authors further highlighted that probably the most persistent focus in both popular discussion and academic study of leadership is on the qualities and behaviours of prominent or influential people. Attention to public values is a distinctive feature of public leadership for some scholars. Leaders within public sector are confronted with different constraints and conditions in comparison to other leaders: serving the public interest, upholding the Constitution / law, illustrating personal integrity, fostering ethical organisations and pursuing professional excellence, are at the core of the public sector leadership (Crosby & Bryson, 2018).

Research has also shown that senior leadership in South African companies does not spend adequate time engaging with the workforce and does not communicate effectively (Padayachee & Henning, 2018). Moreover, public sector is far less likely to view senior leadership in its institutions as reputable relative to leaders in the private sector (Bell & Steyn, 2016). Leaders of the public sector are highly focused on milestones and continue to transform from an authoritarian style of leadership (Padayachee & Henning, 2018). Leaders in the private sector are more people-focused and driven to build a work climate conducive to better results (Chappelow, 2019). Employees in the private sector are more likely to have more salary raises, more professional life options, more promotion prospects, less employment protection and fewer comprehensive benefits than public-sector employees. Leaders functioning in a more competitive industry also means managing employees for extended timelines in a more demanding environment than those working in the public sector (Chappelow, 2019). Although leaders in both industries focus more on employee inclusion and empowerment, Padayachee and Henning (2018) learned that it is most common in the private sector.

Ardichvili and Dirani (2017) identified that public sector leaders have certain prerequisites. Firstly, public sector leaders must demonstrate exceptional development, performance, understanding and social behaviour. Secondly leaders must prioritise the interests of the public first and private wellbeing should be subject to the interests of the public. Leaders

should be enthusiastic to tolerate challenges and make sacrifices for the benefit of the public. Lastly, leaders must preserve strong connections and communicate with the public at large when complications emerge and protect the genuine well-being of the public.

Generally public sector leaders, specifically the executives, were perceived as technically competent and highly intelligent, but they required emotional intelligence and social skills and were unable to assess and recognise their own vulnerabilities and were unwilling to publicly demonstrate their emotions (Ardichvili & Dirani, 2017). The authors further argue that public sector leaders were perceived as being determined and extremely stimulated by prominence and quantifiable gain.

Public officials have to bear substantial responsibilities as the purpose of the nation are significantly different to their counterparts in the private sector, which deal with concerns of profit and loss, employee turnover and the amplification of shareholder wealth (Zakaria, Idris & Ismail, 2017). Public perception of the efficiency of public authorities and government structures could either sustain or hinder substantive change in the public sector (Ward, 2017).

Hodges and Howieson (2017) assert that leadership advancement is crucial and that the absence of investment in leadership abilities suggests that a small number of adequately qualified leaders exist. This reflects an ongoing breakdown of talent for the public and private sectors and a restricted stream of future leadership across industries. Private and public sector organisations need to empower their leadership to resolve the problems they encounter with public perception (Hodges & Howieson, 2017).

Public sector organisations are now diverse institutions and their operating environments are complex. Given the prominent nature of prevailing economic pressures and demands for productivity, including substantial fiscal tightening across the public sector, the need to evaluate public sector leadership seems all the greater (Stenvall & Virtanen, 2017). In reality, when considering the uniqueness of each organisation in the public or private sector, it is problematic for companies to foster engagement (Zakaria, Idris & Ismail, 2017). Public sector leaders must manage and lead in a highly politised environment, making their jobs more ambiguous and challenging than those of their counterparts in the private sector (Mau, 2017).

3.4.1 Challenges encountered in public and private sector

Shannon and Burrowes (2021) asserted that Government must address the fundamental problems to build a more sustainable future, with a focus on decreasing inequality, focusing on our economy, healthcare, education, national safety and security and encouraging shared prosperity. Although each obstacle is distinct, they are intertwined in such a way that failing to handle one would have a detrimental effect on the others. The authors further stated that people recognize the necessity for leadership in public sector to address fundamental problems, even though trust in them has plummeted since the pandemic began.

The working environment in the private sector is quite competitive (Surbhi, 2018). The private sector lacks job stability, allowances, perquisites, and retirement benefits such as gratuity, pension, and superannuation fund, all of which are significant perks in the public sector. Performance is everything in the private sector, hence merit is used as a metric for promoting people (Surbhi, 2018). There is a need for leaders to exert a balance between achieving performance targets whilst upholding corporate governance (Cameron, 2018).

This study aims to critically appraise the quality of the collective effort to develop a modern, distinctive and optimistic leadership brand in the public and private sectors to enhance perceived leadership performance.

3.5 The development of a personal leadership brand

Burns (2019) emphasises that the essence of creating a credible, globally recognised personal brand is consistency. Setting oneself apart from rivals, building confidence with the right people, and becoming popular as the go-to expert in the area happens when the person shows up daily, weekly, monthly and yearly for themselves and their goals. The most effective personal brands are those that have established trust with the right people, and trust requires time and consistency (Burns, 2019). Similarly, Chan (2018) indicated that being consistent is very similar to having a narrow focus. When you regularly create content and brand identity around the content, it is much easier to be remembered for

one subject. As a leader one must demonstrate continuity in their interaction, gravitas and appearance (Chan, 2018).

The organisation's culture is the sum of people's personal brands working in that organisation (Johnson, 2019). Therefore, leaders should strive to have a positive influence on the behaviours and practices of employees and they should leverage their strong personal brands to drive change in perceptions, behaviours and ultimately culture.

Ferenc, Zrakova, Polackova and Kubina (2018) claim that reputation represents how an organisation is perceived publicly and as perceived by stakeholders. The authors further emphasised that reputation is also considered a valuable intangible asset that should be given extraordinary attention and should not be left to chance. McKenna (2015) emphasises that your reputation is at the heart of a leadership brand. McKenna describes reputation as the assumption that you are a leader and a profession is considered your most important trait. What others see and believe about you, as compared to who you are, is your reputation. Each manager is responsible for creating and managing a beneficial leadership brand. A brand of tremendous quality is able to substantially enhance your impact and certainly reinforce the reputation of your organisation (McKenna, 2015).

Expert, Jennifer Holloway, on personal branding indicated that 'People buy people, as the saying goes, and when that happens, potential customers want to see the whites of your eyes' (Scrimgeour, 2015). A leader should invent a good personal reputation (personal brand), to ensure the identity created has gravitas, one in which people are more likely to trust the businesses, goods or services that are linked to them (Scrimgeour, 2015). Leaders need to be more involved with what they can establish, construct and contribute than with what they can obtain in the form of popularity, wealth and power (Collins, 2001). Often people think of their brands as a foreign identity, a corporate brick-and-mortar presence, without recognising that its external reputation is like that of an individual (Loomis, 2016). Leaders building their brands from the inside out will interact even further with their values, ambitions and customers. Plausibly, a brand reputation is personified as an identity inventor. In combining both systems and positive psychology theories to

illustrate how positive development occurs in leadership, the perception of the leader's identity may be further enhanced (Henning, 2020).

For today's leaders, personal branding has become critical and an understanding of it is even more relevant (Simmons, 2018). As leaders, their lives are more transparent now compared to 20 years ago. Simmons (2018) further indicated that data on leadership is constantly being collected and analysed. Due to the increase in digitisation, more information about leaders is available in the public domain than ever before. This created a new dimension of leadership credibility as a whole. Leaders need to be mindful of their offline credibility and online reputation and both should fit with an authentic personal brand (Simmons, 2018).

As a systems thinker, a leader must embrace uncertainty as a lifelong constant (Kraljevic, 2018). Systems thinking is also a sensitivity to the systemic nature of the world in which we live; knowledge of the powerful laws of structures that we are unaware of and realisation that our actions have consequences that we are unaware of (Goodman, 2018). Each team and organisation, within their systems, has its own unique dynamics (Henning, 2020). Systems thinking often includes shifting from observing events or records, to recognising behaviour patterns continuously and surfacing the underlying mechanisms that drive those events and patterns (Goodman, 2018). Similarly, Arnold and Wade (2015) argued that systems thinking is commonly believed to be crucial in coping with the uncertainty the world faces in the coming decades. A system-thinking leader is expected to better grasp the deep roots of complex behaviours so that they can be properly predicted and eventually modified (Arnold & Wade, 2015). Perhaps a leader who is able to expand their ability to rapidly adopt a 'systems thinker' mind-set for positive impact, will inevitably develop their brand reputation.

Mohammed (2018) highlighted six concepts that emerged as fundamental to establishing a personal brand after a detailed analysis of 19 books delineating this topic. Mohammed (2018) consolidated the sentiments of numerous authors on personal branding with the goal of reducing the uncertainty among academics about the key aspects needed to develop and successfully implement a personal brand. The six concepts were introduced as a process for personal brand development: Knowing the value of creating a personal brand; cultivating self-awareness; envisioning and formulating a personal brand; creating

a personalised marketing and stakeholder management strategy; implementing a personal brand; and assessing, analysing and enhancing the brand itself (Mohammed, 2018).

The principle of distinguishing ourselves is becoming more popular. Personal branding has gained traction among careers as a reaction to stronger rivalry in most facets of our daily lives. Several personal branding literatures propose that the approach to personal achievement is branding yourself (Tarnovskaya, 2018). The author further indicates that several professionals claim that personal branding is identical to product and service branding, which is also confirmed by academic research that explores this phenomenon through the lens of branding theory.

Bartels (2018) highlighted the four P's of marketing (Product, Price, Place and Promotion) and saw the synergy in unravelling an individual's 'Personal Brand mix'. The product is you, which relates to the manner in which you perceive yourself, given that the person is the product, what is unique about the person. The price is the price to you, an individual is required to work systematically and decide the price or quality they want to command. The place (ment) is a person's distribution channels, which focuses on how an individual will distribute the information about themselves to all the marketing channels available to them. Promotion focuses on how one conveys the "you" (product/service) to the channels of communication that are available to them. Bartels (2018) further maintains that using your ' Personal Brand Mix' (the Four P's) to translate your personal brand will help to promote your true self and enhance your success.

Similarly, Hodgkinson (2005) relates the five P's model that allows a person to create an influential brand as a remarkable leader for themselves. The five P's are persona, product, packaging, promotion and permission. Persona relates to the emotional connection and response that a leader evokes with their personal energy and personality among the target audience and how their actions affects the group, the overall public and their opinions. Product is the amount of all knowledge, experience, abilities, skills, ideas, and other activities provided over time by a person. Packaging is the wrapper around the commodity, it includes personal appearances and physical setting, including a person's home, work and car. Promotion relates to how a leader will inform the target audience about their values; how to communicate the message of distinctiveness.

Permission is the leader's sense of authenticity; the leader's inner faith and conviction that they have significant contributions to make (Hodgkinson, 2005). A leader can propel themselves into the spotlight by growing and developing their Personal Brand Mix and they will be seen as persuasive and trustworthy as well as increase their impact (Bartels, 2018).

Although your personal brand is unique from the brand of your organisation they are interconnected (Simmons, 2018). The author further highlights that a disloyalty to a personal brand today could easily become a breach to the brand of the organisation, especially for business leaders in roles with elevated accountability and visibility. A personal brand is something a leader can work on and reinforce proactively. Several leaders may be concerned that the establishment of a leadership brand is self-serving and prefer to concentrate on their organisation's brand (Sherman, 2018). Essentially, both matter, to lead effectively in a very chaotic world. Controlling your brand will aid a leader to gain the power they require to be a leader throughout the portfolios they represent (Sherman, 2018). The essential aspect to pay attention to is that a brand is based on what is important to an individual (Simmons, 2018). Personal brands can repel or attract stakeholders much like company brands.

An existing brand is a point of departure and an opportunity to create a purposeful, unique personal brand (Rangarajan, Gelb & Vandaveer, 2017). The authors also indicated that it is essential to have a method for evaluating, reshaping and tactically managing a personal brand in such a manner that it accentuates an organisation's brand, one that you currently in or aspire to be in. Individuals are urged to complement their values and skills with the primacies of audiences that matter to their career. To deliver on perceptions accurately, one cannot forego the expectation of modifying your brand over time, given that as one's career advances the audiences change (Rangarajan, Gelb & Vandaveer, 2017).

On the contrary, Morgan (2017) argues that developing a brand can become problematic. When a person is affiliated with a brand, problems occur when the image is affected negatively. An example of this is when the pro football player, Michael Vicks, was arrested on charges of illegal gambling, the team terminated his contract. The team and the National Football League experienced a setback in public perception because of his

conduct. Similarly, when an individual is entirely affiliated with a brand, leaving the business could cause the organisation to suffer. For example, when reports emerged that Steve Jobs of Apple was dying of cancer, share price lost significant value (Morgan, 2017).

Altman (2019) also stated that personal branding is not without its disadvantages, which include constraints on growth, the effects of inadequate brand management, the expense of maintaining efforts and the threat of isolating other consumers. If you are a professional, the essence of the organisation is your personal branding (Altman, 2019). The author further detailed that it is the perception of what individuals in your organisation and surrounding area think of you and with personal branding activities one can take control somewhat. If a leader chose to "season" their brand negatively with incompetent planning and contradictions, it will have adverse effects on their brand. Inappropriate management of social media, unimpressive webpage, inappropriate email protocol and contradictory promotional material can contribute to an inappropriate brand (Altman, 2019).

Tobak (2014) indicated that one of the fundamental principles of personal branding is to create an image that reaches out and is acknowledged by employees, customers, investors, colleagues, friends and family. The challenge is that the quest for publicity can be a dangerous path that ends with a virtual person doing major harm to a real reputation. Tobak (2014) relates an example of this, when Justine Sacco, the IAC public relations director who famously posted on Twitter prior to actually boarding a South African flight, "Heading to Africa, I hope I won't get AIDS. Just joking. I'm white!" The tweet went viral and half the world believed that Sacco was an ignorant racist imbecile when she landed. A few days later, she was fired.

Although there is deliberation that is both optimistic and adverse in relation to developing a brand, there appears to be a greater need to develop a brand. Staff and customers are naturally attracted to organisations with efficient leaders who are branded to a cause (Meyer & Boninelli, 2004). In many cases, the brand is intangible, outside of a leaders' immediate control. Essentially, a leader cannot control other people's perception of them, but they can certainly influence it.

A brand is not created by default, but is the result of deliberate process, whether explicitly or implicitly, it is a succession of logically connected steps with stakeholders (Keller, 2011). A brand defines everything a leader does and how it is done, as well as what a leader chooses not to do (Simmons, 2018). It is essential for leaders to remain cognisant of the impact they are having on the organisation culture as they continue to develop their brands.

3.6 Personal leadership brands and retention strategies

Padayachee and Henning (2018) assert that owning an entrenched brand has an influence on leadership supporters. When a brand is viewed favourably by the individuals, it builds allegiance, engagement and generates an empowered workforce. The authors also indicated that appreciation and incentives in combination with your leadership brand and how this brand is regarded, contribute considerably to employee satisfaction and longevity. It was further noted that enthusiasts observe you as they attempt to acquire behaviours that can be replicated, so there is a greater focus on living a brand that is interpreted positively (Padayachee & Henning, 2018).

Kasekende, Mafabi and Matongolo (2018) stated that retention of high potential employees must be focused not only on rewards and competency strategy but also on people orientedness, which emerged as a significant forecaster of talent retention. Talent retention is invaluable if organisations reinforce their brand by encouraging enjoyment and work life balance in the workforce in order to improve their attractiveness (Kasekende et al., 2018). Such flexible work settings indicate people orientedness on the leadership side (Kasekende et al., 2018). Similarly, Awino, Senaji & Kidombo (2018) argued that most organisations have moved into a new era of human resource management that involves helping employees fulfil the demands of work and those of non-work activities. This move has resulted in several organisations adopting work-life balance programs and policies aimed at helping their workers deal with multiple roles and ensuring that employees have time for work and other responsibilities. This will strengthen the commitment of the organisation to inspire and retain the best employees (Awino et al.,

2018). This means that there is a correlation between people orientedness and talent retention (Kasekende et al., 2018).

The retention of employees is not limited to compensation factors alone, organisations must focus on other imperative elements such as loyalty, communication, performance, management support and the work environment (Ansari & Bijalwan, 2018). Organisations in both the public and private sectors invest substantially in their employees in terms of induction and training, developing, maintaining and retaining them. Therefore, management should not disregard the issue of deliberate turnover and reasonably focus on doing all that is possible to minimise this (Zeffane & Bani Melhem, 2017). Conversely, Kasekende, Mafabi and Matongolo (2018) argue that there is almost no empirically verifiable research attesting to whether training influences the retention of high-profile staff or is merely suggestive of an employer branding publicity stunt.

Armstrong (2007) noted that the purpose of a company's brand is to become a preferred employer. Institutes should be concerned about how they differentiate themselves from competitors. Leadership should be able to preserve the finest employees to create an atmosphere in which personnel can live the brand across diverse components, including learning and development (Gilani & Cunningham, 2017). Holbeche and Matthews (2012) stated that employer branding raises employee productivity, and it was suggested that employees who value working for an organisation consciously or unconsciously become brand ambassadors. People tend to have far better perceptions of institutions that provide a competitive employer brand which can include perks such as bonuses, leadership progress and a better work setting (Jain & Bhatt, 2015; Wilden, Gudergan, & Lings, 2010).

Organisations with a robust corporate image and brand identity can experience greater employee retention (Awino et al., 2018). Leadership need to make it easier for their staff to understand and accept the brand's meaning and develop the necessary skills to fulfil brand promises (Punjaisri & Wilson, 2017). This entails concentrating on the attitudes and mentality of employees towards the brand to ensure consistent distribution of brand messages to external stakeholders (Dechawatanapaisal, 2018). Conversely, employees with lower brand identity and lower brand commitment may want to be disconnected from the brand and see themselves as not having the same goals, beliefs and qualities as the organisation or the leaders (Dechawatanapaisal, 2018). Such employees appear to

behave in a manner that is detrimental to the organisation's growth and success and may consider leaving (Hancock, Allen, Bosco & Pierce, 2013).

Retention of employees is seen to be the most precarious challenge facing organisations in dealing with the workforce in the immediate future (Salisu, Chinyio, & Suresh, 2016). As organisations retain their best employees, the result is a succession plan well executed, an enhanced corporate image and an organisation embedded in organisational knowledge and learning retention (Mathimaran & Kumar, 2017). Possibly, the adoption of a theoretical framework with the positive psychology paradigm that augments the retention strategy could become extremely beneficial for organisations within public and private sector, wherein personal branding could be utilised as a framework to influence the retention strategy. If employees were able to see the correlation between the leader's personal leadership brand and that of the organisation brand, it could positively influence the perceptions of the employees; ultimately reduce the turnover rate and thereby fostering employees' perceptions of belongingness.

Durfy (2019) stated that employees described as ambitious, creative and interactive pioneers, are the millennials who love to showcase their lives (both private and professional) and although millennials are proficient in social media, they were also the first generation to learn that what they post lasts forever and can have far-reaching implications.

3.7 The influence of social media on personal branding

The extensive use of social media has influenced people's sense of identity, job and culture as individuals become active media users in order to achieve both a livelihood and a status in the digital economy (Jenkins, Ford, & Green, 2013). People are eager to adopt social media to facilitate social interaction, including Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snapchat and YouTube (Jacobson, 2017). Social media has become widely used in South Africa: approximately 23 million active social media users (Harrison, 2019).

Thirty-four per cent (34%) of the country's population used social media in 2018. South Africa saw a surge in the prevalence of people using social media from 2017 to 2018 by

20% year on year. In South Africa, social media users consume an average of 2h48 min each day accessing social media through any application. The number of active monthly Instagram users is 7% relative to South Africa's total population and 18 million South Africans are active monthly Facebook users. Nearly 33% of the population in South Africa is expected to access Facebook by 2023 (Harrison, 2019).

According to Labrecque, Esche, Mathwick, Novak and Hofacker (2013), there are various sources of consumer power, two of these are individual-based power sources (demand and information-based power) and network-based power. Information based power refers to enabling empowerment through providing an opportunity for self-expression, widening the grasp of individuals and increasing the prospective for individual views to impact markets (Labrecque et al., 2013). Network-based power allows users to establish personal identity and influence social networks. These two forms of power perform a key function in the co-creation of brands, as users may create personal brand material while also altering and reporting on marketers' brand narratives (Labrecque et al., 2013). Brand narratives flow from one user to the next via social networks, breaking into different sub-stories and iterations based on user preferences and identities (Fournier & Avery, 2011).

Due to unforeseen social and cultural changes, people have repeatedly approached new technological innovations with ambivalence and celebration (Jacobson, 2017). Personal branding is simply accepted as a necessary part of the promotional identity and a potential revenue technique in the current social media scene. Personal branding builds a leader's image and is of paramount importance. Social media is not only their job, but also an important component of their professional portfolio that will accompany them throughout their career (Jacobson, 2017).

Social media enables people to communicate online by sharing their own knowledge and provides the online platform for personal branding (Gibbs, Ellison, & Heino, 2006). The authors further stated that a leader's profile on social media gives an individual the opportunity to present themselves to others. For example, the personal profile provided on sites such as LinkedIn or Twitter, necessitates a short and simple narrative of who a person is or who they want to be identified as, which is often an opportunity for people to position their professional identity with a personal spin (Jacobson, 2017).

Leaders as well as employees are encouraged to be a social influencer who has a well-established reputation, a wide audience, and/or the capacity on social media to influence and convince their network (Jacobson, 2017). In so doing, it could be argued that, branding within the organisation context will be further amplified and the digital footprint for both the employee and the organisation reinforced. Development of one's personal brand is a continuous cycle. Leaders and employees need to keep abreast with social media and industry trends to remain current, relevant and cognisant of other people's perceptions (Johnson, 2017).

3.8 Preliminary conceptual framework

Miles and Huberman (1994) define a conceptual framework as the framework of ideas, assumptions, perceptions, values and theories that help and inform the research and the relationships among them, and forms a key part of the researcher's design for this study. A conceptual framework is the synthesis of literature by the researcher on how to explain a phenomenon (Patrick, 2015). It maps the behaviour required during the analysis, given the previous information of the researcher regarding the perspectives of other researchers and the observations of the researcher on the research topic (Patrick, 2015).

The conceptual framework will "set the tone" for presenting the particular research question, which will guide the reporting of the investigation based on the problem statement (Patrick, 2015) and it will further direct the study paths and provide the foundation for its credibility (Adom, Hussein & Agyem, 2018). The conceptual framework is a process that the researcher considers is best able to clarify the ordinary development of the phenomenon to be studied (Camp, 2001). It is related to the principles, empirical research and relevant concepts used to encourage and critically appraise the researchers' knowledge (Peshkin, 1993). It is the clarification of how the research problem is to be explored by the researcher (Adom et al., 2018).

Liehr and Smith (1999) claim that a researcher may be of the opinion that his/her research issue cannot be examined meaningfully in relation to a single theory or ideas within a single theory. In such situations, the researcher may need to "synthesize" the existing views of a given situation in literature, both theoretical and empirical. The convergence

can be considered as a paradigm or conceptual framework that is an 'integrated' approach to the problem (Liehr & Smith 1999). The process of attaining a conceptual framework is comparable to an inferential approach by integrating individual concepts to inform a broader network of potential relationships (Imenda, 2014).

3.8.1 The importance of a conceptual framework in research

The preliminary conceptual framework offers this study many advantages. For example, it allows the researcher to define and establish her worldview of the phenomenon to be explored (Grant & Osanloo, 2014). The framework emphasises the reasons why a research subject is worth studying, the theories of the researcher, the academics the researcher agrees with and disagrees with, and how she bases her approach conceptually (Evans, 2007). Akintoye (2015) advocates that researchers use a conceptual framework mostly when existing theories are not relevant or adequate to establish a firm structure for the analysis.

The framework is intended to encourage the development of a theory that would be useful in the field for practitioners. It consists of interconnected concepts to explain their relationships and how the researcher claims to respond to the defined research problem (Adom et al., 2018). Identifying or creating a suitable conceptual framework and explaining it, is essential for the researcher given that without one, there is no reasonable guide and foundation for a thesis to undertake a constructive analysis of literature, as well as describing and illustrating the research findings (Imenda, 2014).

The framework for this study will outline theories and beliefs that will lead or inform this research, suitable approaches and which individual experiences will be drawn on for comprehending the individuals or matters that the researcher is studying (Maxwell, 2016).

Miles and Huberman (1994) are of the opinion that conceptual frameworks can be graphical or narrative, showing the essential factors or concepts to be analysed and the supposed relationships between them. A synthesis of ideas and insights from many sources was developed by the researcher. Figure 3.1 is an illustration of the theories and concepts and their possible relationships as described in both Chapter 2 and this chapter.

PRELIMINARY FRAMEWORK – PERSONAL LEADERSHIP BRANDING TOWARDS ORGANISATION BRANDING

POSITIVE ORG. CULTURE & CLIMATE EMBEDDED
LEADERSHIP: SYSTEMS THINKER
ORGANISATION RETENTION STRATEGY AUGMENTED
SOCIAL MEDIA : MILLENIAL IMPACT-DIGITAL FOOTPRINT POSITIVELY ENTRENCHED
CHANGED PERCEPTIONS

POSSIBLE OUTPUT

ORG. BRAND

Conduits that Shape Branding

PUBLIC SECTOR

THEORETICAL PARADIGM

POSITIVE ORGANISATIONAL SCHOLARSHIP

RELATIONSHIP CONNECTION

SOCIAL INTELLIGENCE

SELF-AWARENESS TOWARDS SELF-REGULATION

OPPOSITE

SOCIAL AWARENESS

MILLENNIAL'S: PSYCHOLOGICAL ASPECTS

POSITIVE PSYCHOLOGY

PRIVATE SECTOR

Figure 3.1 Preliminary conceptual framework Source: Researcher's own

Depicted in Figure 3.1, it is apparent that the theoretical framework begins to form around various conduits that shape branding. The framework highlights the key components of positive psychology: positive organisational scholarship, relationship connection, social intelligence, self-awareness towards self-regulation, social awareness and millennials psychological aspects, as the pillars upon which personal leadership branding is built. These components are delineated within the context of both private and public sector. Constant comparison within these sectors facilitated the identification of concepts that progressed to a possible output that influences the organisation brand. This is illustrated in the framework as a positive organisational culture and climate embedded, organisation retention strategy enhanced, millennial impact in respect of the digital footprint positively entrenched, leadership development framework augmented and ultimately changed perceptions.

3.9 Contribution to the existing scholarly body of knowledge

This research examines personal leadership branding in the context of organisational branding, drawing parallels between private and public sector and further contributes to both theory and practice by providing a thorough analysis of leadership underpinned by positive psychology theories which influences leadership behaviour and perceptions thereof.

The study aims to:

1. Contribute towards effective leadership behaviour in South Africa that has the highest influence on employee behaviour during the fourth industrial revolution and the complexity of post-COVID-19 life, and consequently enhancing the organisation brand,

2. Contribute to the limited leadership brand research in a South African context,

3. Contribute to the comparative studies on personal leadership branding between industries, public and private sector,

4. Contribute towards the key components that shape branding and influence follower behaviour. This research aims to offer practical insights for leadership on how to shape personal branding strategies to ultimately derive organisational success,

5. Contribute towards the development of a leadership framework that integrates both personal branding and organisational branding,

6. Contribute to the development of a measuring instrument to be used by organisational development practioners; advisors or human resource experts to perform leadership development initiatives with people and groups to improve the culture and retention policies of the organisations (Padayachee & Henning, 2018) and to further lead change effectively at the proletarian level and further upstream.

7. Contribute to strategies for self-mastering that will enable employees to achieve self-satisfaction for their personal growth and in addition, enhance leadership structures leading to sustainability (Padayachee & Henning, 2018).

3.10 Synthesis

In this chapter, the influence personal branding has on the organisation and the critical success factors were discussed. The researcher focused on the various principles that reinforce personal branding and further provided perspectives that affect the study significantly: the selected 3 leadership theories (Evolutionary leadership theory, Quantum leadership theory and Authentic Leadership); the development of a personal brand in the context of private and public sector, retention strategies and the influence of social media.

The knowledge gained from the literature and further depicted in the preliminary conceptual framework, offers a good reference point for further enlightenment on personal branding.

The next chapter will describe the research design and methodologies that will be adopted in the study.

CHAPTER 4: RESEARCH DESIGN

The aim of this chapter is to discuss the scientific approach that was followed in the study. A description of the aspects that are a fundamental part to the research and design methodologies of this study will be presented. It includes the research design, sample frame, methods of data collection and data analysis methods and techniques.

4.1 Introduction

Research methodology is the direction through which researchers are expected to perform their work (Sileyew, 2019). This reveals the direction through which the researcher formulated her problem and objectives and the effects of the information acquired in the time of study. This chapter on research design and methodology will likewise reveal in what manner the results of research were obtained in line with the study's purpose (Sileyew, 2019).

Where comparable data was available, comparative analysis was possible. The researcher utilised this approach as it was useful for the research questions and objectives that required comparisons across industries (Saunders et al., 2009). A core problem in conducting comparative empirical research is ensuring equivalence, i.e., the ability to legitimately obtain data that is in fact equivalent within different contexts and prevent distribution and sampling prejudices (Esser & Vliegenthart, 2017). The authors further highlighted the significance of comparative studies:
- Comparative studies improve the consideration of one's own culture by contrasting its accustomed structures and practices with those of other structures (understanding);
- Comparison raises people's mindfulness of other structures, society and forms of thoughtfulness and acting, allowing people to critically compare them with those in other countries (awareness);
- Comparison makes it possible to test theories in different settings and to assess the latitude and relevance of certain occurrences, thus adding value to the advancement of universally applicable theory (generalisation).

In addition to taking full advantage of these opportunities, it was imperative that the aspects of analysis were determined on the basis of a common theoretical framework and this was accomplished using comparable conceptions and techniques (Esser & Vliegenthart, 2017). The researcher compared data obtained between industries in the private sector and public sector therefore, providing a meaningful comparative analysis.

The research design aimed to deliver a suitable framework for a study. A critical choice in the research design process was the researcher's preference of the research approach as it dictated how pertinent data will be collected for this study; moreover, several intertwined decisions were involved in the research design process (Aaker, Kumar & George, 2000). To address the key research objectives, the researcher adopted a qualitative methodology. Quantitative and qualitative approaches are the most common methods despite the existence of far more research method classification (Esser & Vliegenthart, 2017). Authors such as Tashakkori and Creswell (2007) have explained that when researchers want to observe or interpret an environment with the intention of developing a theory, the qualitative approach is appropriate.

4.2 Research propositions

The researcher aimed to address the primary research question: How may a leadership framework within a positive psychology paradigm, that integrates both personal branding and organisational branding be conceptualised? The secondary research question is formulated as: How does personal leadership branding as well as perceptions thereof differ between public and private sectors?

The empirical objectives for this study are identified as follows:

EO1: To describe the perceptions and understanding of leaders of their own personal brands

EO2: To explore the key concepts associated with the effectiveness of the leadership branding process in public and private sector

EO3: To assess the face validity of the framework with subject matter experts (industry leaders in the public and private sectors)

EO4: To compare personal leadership branding between public and private sectors

The terms "proposition" and "hypothesis" refer to formulating a probable response to an explicit scientific question (Clay, 2018). A proposition deals with the relationship between two prevailing notions. A hypothesis must be verifiable and measurable whereas a proposition deals with abstract ideas for which there is currently no diagnostic procedure (Clay, 2018). As propositions, they remain "preliminary" as indicated in the preliminary conceptual framework. From the literature and theory, the researcher had certain "indicators" to guide her methodological explorations further. No testing, no numbers, but the quest for deeper insights and understandings based on the participants' experiences, attitudes and perceptions.

Propositions are fundamentally truth-bearing and coherent (Smith, 2016). Smith (2016) further asserts that propositions are the products of emotions like belief and desire and are fundamentally expressed through uttered contextual sentences. Propositions are the main bearers of truth and falsehood in that propositions could be either true or false in relation to possible worlds or when it refers to observable phenomena, in which case they are also the bearers of the essential properties of fact and contingent truth (Smith, 2016). Informed by literature and theory, propositions are guidelines for more in-depth exploratory research and unlike hypotheses in a quantitative approach, propositions are not formulated with the intent to "test" the relationship between variables (Sekaran & Bougie, 2018).

For the following reasons, the researcher concluded on using research propositions instead of hypotheses:
- As a qualitative study, an exploratory and descriptive research approach was adopted and utilised to guide the empirical study,
- The propositions were informed by the literature review and theoretical framework as indicators for further exploration and hypotheses testing was not relevant,

- Given the literature and theoretical reviews, the researcher came up with the propositions or assumptions, not to be tested as true of false, but was explored for deeper insights (Figure 4.1).

The following propositions were formulated based on the literature review and theoretical paradigm:

EMPHASIS ON SELF

Relationship Connection

Self-awareness towards self-regulation

P1

P2

Positive Personal Leadership Brand (PPLB)

P3

P4

Social awareness

Positive organisational scholarship

EMPHASIS ON OTHERS
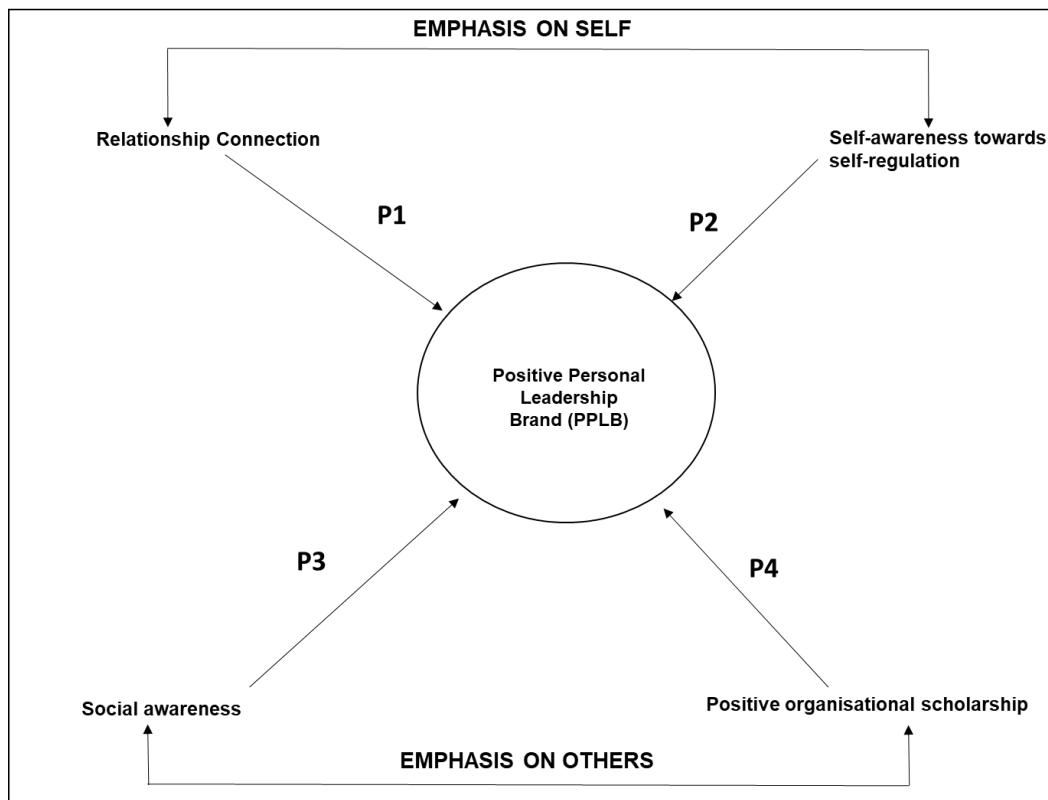
Figure 4.1 Research Propositions Source: Researcher's own

- Proposition 1: A leader who fosters positive interpersonal relationships facilitates a positive personal leadership brand (PPLB)

- Proposition 2: Self-awareness towards self-regulation facilitates a positive personal leadership brand (PPLB)

- Proposition 3: Social awareness contributes to a positive personal leadership brand (PPLB)

- Proposition 4: Positive organisational scholarship advances a positive personal leadership brand (PPLB)

4.2 Qualitative approach

The qualitative approach has enticed social scientists, as it allows researchers to scrutinise the importance that people attach to their attitudes, behaviours and interactions with others (Crossman, 2020). Qualitative researchers analyse the significances, meanings, words, social life processes and relationships (Crossman, 2020). For a long time, the term qualitative research was used in a unique way to explain an option in contrast to quantitative research and has been popularised against the context of the latter's condemnation (Flick, 2018). The author further indicates that qualitative study uses text as empirical content (instead of numbers), starts with the idea of social structure or experiences being analysed and is interested in the participants' perceptions of daily practice (Flick, 2018). Flick (2014:542) also claimed that, "Qualitative research is aimed at analysing subjective meaning or the social production of issues, events or practices by collecting non-standardised data and analysing texts rather than numbers and statistics."

Creswell and Poth (2017) state that qualitative research is an activity locating the observer in the world. Qualitative research entails a collection of informative, substantial activities that describe the world. The author further argues that those practices are transforming the world. They transform the world into a number of performances that include field notes, focus group discussions, talks, images and audio files. Qualitative research at this stage requires an interpretive, realistic approach to the world (Creswell & Poth, 2017). Qualitative research is progressing with the assertions and use of interpretative/theoretical frameworks, which underpinned the analysis of research problems concerning the significance afforded to a social or human problem by individuals or groups (Creswell & Poth, 2017).

Essays (2017) claims that qualitative research is popular in social and behavioural sciences, particularly among experts interested in understanding human behaviour, specifically tasks. Considering that this study involved the social sciences, it made

qualitative analysis appropriate for the study. Similarly, Rahman (2016) claimed that qualitative research applies to research into individual lives, encounters endured, behaviours, emotions and feelings, as well as organisational operations, social movements, social phenomenon and relationships among nations.

Initially, qualitative research was carried out to obtain a better understanding of the essence of the research objectives and of the principles of relevance (Malhotra & Birks, 2003). The mavens of qualitative research, Denzin and Lincoln (2000), define philosophies as human constructions dealing with the first or ultimate principles that indicate where the researcher comes from in order to build meaning embedded in the data. Qualitative research offers a comprehensive overview and interpretation of a research topic, without restricting the scope of the study and the essence of the participants' responses (Collis & Hussey, 2003).

In a qualitative study, "research design should be a reflexive process operating through every stage of a project" (Hammersley & Atkinson, 1995: 24). Undertakings to collect and analyse data, to create and modify theory, to elaborate or refocus research questions and recognising and addressing validity risks typically take place almost always concurrently influencing each other (Maxwell, 2016). This does not imply that qualitative research is absent of design (Maxwell, 2016) as Yin (1994: 19) stated, "Every type of empirical research has an implicit, if not explicit, research design".

Miles and Huberman (1994: 40) outlines some key features of qualitative research:
- The goal is to include a complete, comprehensive summary,
- The researcher can understand only partially in advance what he/she requires,
- The researcher is the instrument used to gather data,
- Subjective – the perception of occurrences by individuals is significant, for example, using participant observation and in-depth interviews.

Qualitative interviews were appropriate for this study since the research aimed at identifying the meanings that participants attach to opinions of leadership behavior and personal branding. Qualitative interviews are generally described as an 'interactive

process' (Saunders et al., 2009: 329). The researcher adopted qualitative interviews as the study undertaking was an exploratory study and the researcher included non-standardised interviews in the design. In so doing, the researcher got to understand the reasoning for decisions taken by participants and further comprehended the reasons for their behaviour and feelings (Saunders et al., 2009). With this approach, the researcher provided the participants with the opportunity to obtain feedback and reassurance about the manner in which data will be used.

4.2.1 Exploratory research

Exploration emphasises, the development of theory from data (Stebbins, 2011). Social science research is a vast, purposeful, methodological and predetermined endeavor aimed at enhancing the exploration of assertions that lead to the explanation and understanding of a social or psychological area (Stebbins, 2011). Stebbins (2011) further stated that there are many and varied generalisations that emerge; they include the concise data, common concepts, structural frameworks, social processes and beliefs and ideologies that are normally found.

To be accurate, exploratory research should be carried out in a consistent, truthful and highly self-reflective manner and follow a set of guidelines to ensure its reliability (Reiter, 2017). Exploratory research will achieve great validity if performed in this manner and provide new and innovative ways to explore the truth. Explorative research presents an ideal means of "making sense" of the world, offering alternative ideas and viewpoints (Reiter, 2017). Instead of bringing forward arguments that render exclusive assertions about the facts, exploratory research offers more or less reasonable and thus effective means to analysing and explaining a limited segment of truth (Reiter, 2017).

Exploratory research can be compared with traveler's or explorer's activities (Adams & Schvaneveldt, 1991). The main advantage is that this approach is open to change and is adaptable. The researcher carried out exploratory work and was prepared when changing her course as a result of new information and new perceptions that emerged (Saunders et al., 2009). A quotation from Naipaul (1989:222) illuminates this argument eloquently: "I

had been concerned, at the start of my own journey, to establish some lines of enquiry, to define a theme. The approach had its difficulties. At the back of my mind was always a worry that I would come to a place and all contacts would break down . . . If you travel on a theme the theme has to develop with the travel. At the beginning your interests can be broad and scattered. But then they must be more focused; the different stages of a journey cannot simply be versions of one another." Adams and Schvaneveldt (1991) reinforce this argument by suggesting that the versatility ingrained in exploratory research does not imply that the enquiry is not directed. This type of inquiry is underpinned by a more qualitative approach and often the focus is on getting new insights into current situations and issues (Rahi, 2017).

An exploratory study is a valuable means of finding out 'what is happening; to seek new insights; to ask questions and to assess phenomena in a new light' (Robson, 2002: 59). Exploratory research has a great benefit, that is, it is malleable to change (Saunders et al., 2009). The researcher espoused the three-primary means of leading exploratory research: consulting 'experts' in important decision-making positions, evaluating literature and embarked on discussions with focus groups (Saunders et al., 2009).

The qualitative research was carried out and the data gathered in the interview sessions provided the researcher with deeper insights into the research concepts and further provided the researcher with the opportunity to apply interpretive techniques.

4.2.2 Interpretive techniques

The researcher was concerned mostly with the observable events and demeanor that arise in a qualitative study, also with how the research participants interpreted this and how their understanding influenced their conduct (Maxwell, 2016). The impressions of events and activities held by the participants concerned were not merely their accounts of these events and activities to be analysed in terms of truthfulness or falsehood, they were part of the reality that the researcher sought to comprehend (Maxwell, 1992). The emphasis on definitions is integral to what is identified as the "interpretive" approach to social science as argued by Bredo and Feinberg (1982); Geertz (1973) and Rabinow and Sullivan (1979).

Interpretive techniques attempt to define, interpret, transmit and otherwise express the significance, not the intensity, of such phenomena occurring in the social environment more or less instinctively (Rahman, 2016). Interpretive practices are focused on the premise that social reality is not distinct or objective, but is influenced by human culture and current contexts and is therefore better analysed in its socio-historical framework by integrating the subjective perceptions of its various participants (Bhattacherjee, 2012). Interpretive researchers see social reality as ingrained in their social context and impossible to abstract, they "interpret" actuality through a process of "sense-making" rather than through a method of hypothesis-testing (Bhattacherjee, 2012).

Although this was the approach decided upon by the researcher some of the drawbacks the researcher remained cognisant of was that this type of technique tends to be more time-consuming and resource intensive, insufficient data may give rise to misleading or impulsive conclusions. On the other hand, the researcher may not manage too much data effectively and the researcher was mindful not to introduce personal preconceptions or prejudices into inferences (Bhattacherjee, 2012).

This approach was also ideal for the study in that it related to branding-specific, or unusual events or processes. Interpretive research also helped to identify stimulating and informative research questions and related research topics (Bhattacherjee, 2012). The researcher opted for this technique as it was less structured and aimed at reviewing mental models targeted at driving behaviour of the stakeholders (Torelli, 2013). The researcher utilised this approach to assist participants in articulating their more visual, emotional and hidden thoughts about personal positive leadership branding. Participants were given an opportunity to express what a positive leadership brand means to them, allowing the researcher to interpret and better understand what underpinned responses to personal brands in an organisational context.

4.3. Population and sample frame

Population can be identified as all persons or entities to be understood, while sampling is the selection technique of the population segment for inquiry (Rahi, 2017). It is a function

of choosing a selection of components from a data set to consider the individual's attributes, perceptions and behaviours (Rahi, 2017).

Sampling provides a valid alternative to a survey, if researching the entire population would be impractical for the researcher; budget constraints preclude a review of the whole population and time constraints prohibit a study of the whole population (Saunders et al., 2009). The authors further stated that it is equally important to choose a sample whether the researcher is going to use discussions, questionnaires, findings or some other method for data gathering. Authors such as Malhotra and Birks (2007) have clarified that a smaller group of population has the potential to infer on a larger group of population. Also, this method of selection helps to reduce the research workload and cost that would have been involved in studying the entire target population (Malhotra & Birks, 2007). Similarly, (Saunders et al., 2009) stated that where a sample frame is used, findings that are representative of the entire population can be produced at a lower cost than data collection for the entire population.

According to studies carried out by Fraenkel and Warren (2002), population refers to the whole collection of persons (subjects or events) with specific attributes that concerned the researcher. The sample frame of the study was established based on a purposive sampling system. Purposive or judgmental sampling enabled the researcher to use her judgment to select participants that helped her respond to the research questions and accomplish her goals. (Saunders et al., 2009). The authors additionally claimed that purposive sampling implies that the fullest range of responses are collected from a variety of population participants. According to this approach, which is part of the non-probability sampling methods, sample participants were identified based on their knowledge, associations and proficiency concerning the research topic (Kaye & Freedman, 2011). The population consisted of executives, senior managers and employees in the public and private sectors. The researcher selected the participants on the basis that they had the insights she was looking for and she further engaged directly with the individuals.

Purposive sampling is among the most cost-effective and time-efficient sampling techniques available and that this sampling technique can be beneficial if an intuitive approach is used to discover meaning (Dudovskiy, 2019). On the other hand, some of the shortcomings of purposive sampling relates to the researcher's susceptibility to errors of

judgment, poor consistency and high-levels of prejudice and failure to generalise research findings (Dudovskiy, 2019). The positives attached to the use of purposive sampling are far more resounding, which allowed the researcher to apply personal judgment when she chose her participants to help respond to the research questions and further attain the research objectives.

The empirical data for the study was collected through face-to-face interviews, four in the public sector and four in the private sector, with leaders in the field. The researcher used four focus groups to collect data from employees, each consisted of approximately four to five employees. Lastly, the researcher assessed the face validity of the framework with subject matter experts, one face-to-face interview in the public sector and one in the private sector. In addition to this, the researcher held hold two mini-focus groups, one in private sector and one in public sector. Detailed below (Figure 4.2) is a graphic presentation of the sample frame of the study:

Face to Face Interviews	Focus Groups	Assessment of Face Validity
Total interviews= 8 4x Public Sector 4x Private Sector	Total no of Focus Groups= 4 2x Public Sector 2x Private Sector	Total no of interviews = 4 Public sector: 1 x personal interview 1 x mini-focus group (2 – 4 participants) Private sector: 1 x personal interview 1 x mini-focus group (2 – 4 participants)

Figure 4.2 Proposed sample frame of the study Source: Researcher's own

4.3.1 Access and authorisation

The concept of access and authorisation takes into account who will get access to the data, how the data will be kept safe and secure, the conditions under which the researcher and participants will have right to use of the data and with what precautions (Kivunja & Kuyini, 2017). Shenton and Hayter (2004) state that a significant research issue for many

qualitative researchers lies in "gaining access." The success of the researcher in this regard will have a significant impact on the nature and consistency of the data gathered, on the insight that the researcher can obtain access into the organisation and its stakeholders and eventually, on the reliability of the finding (Shenton & Hayter, 2004). Burgess (1984) claims, that access is a prerequisite, a precondition for undertaking the research.

In the face of numerous challenges many qualitative researchers encounter a number of strategies that can be adopted that have frequently proven to be effective (Shenton & Hayter, 2004): Attempting to secure entry through a gradual process where onerous demands on decision makers are not made abruptly or too quickly; openly and honestly addressing the concerns of decision makers and highlighting any professional or personal ties between the researcher and the organisation and remaining responsive to recommendations from decision makers on how to proceed with the fieldwork. Similarly, (Saunders et al., 2009) claim that the strategies to help the researcher to gain access are: ensuring that you know and understand the organisation or individual before making contact; use of prevailing contacts and provide a flawless account of the intent and form of access required and potential benefits to the organisation highlighted.

Lincoln and Guba (1985) indicate that the researcher needs an "orientation and overview" period when entering an organisation to gain confidence and establish a relationship with prospective participants. Furthermore, in preliminary meetings held between the researcher and representatives of the organisations, opportunities were seized to express the contribution each individual could make to the study. The researcher agreed to share her results with the participating organisations and to make copies of any study documents accessible to them (Shenton & Hayter, 2004).

Within this study , it was important for the researcher to address ethical issues and to remain attentive to the effect (both favourable and unfavourable) of the work on those whom the researcher sought to assist, those who offered access and collaboration and those impacted by the findings (Saunders et al., 2009). One of the crucial points in which the researcher weighed the potential for ethical dilemmas, was when she sought access (Saunders et al., 2009). Furthermore, the study did not seek to put any pressure on potential participants to allow the researcher access (Robson, 2002; Sekaran, 2003).

4.4 Data Collection

Data collection methods are focused on the following simple practices that comprises of primary data collections concentrating on qualitative data. During the data collection process, the researcher communicated directly with the participants, when data was collected through interviews. Therefore, the gathering of data was subjective and comprehensive (Rahman, 2016). The researcher remained diligent in respect of ethical considerations given that ethical issues were considered to occur mainly with study designs that use qualitative methods of data collection as there was an intimate relationship between the research and the analysis (Blaxter, Hughes & Tight, 2001).

4.4.1 Primary data sources

Primary data is acquired from the original source of information. Primary data is much more reliable and has a higher degree of reliance in decision-making, with the trusted analysis being explicitly associated with events (Sileyew, 2019). The primary sources of data are the operational environment of the industries (by opinion, images and videography) and employees of the workplace (management and bottom employees) through interviews, questionnaires and discussions (Sileyew, 2019). Similarly, Salkind (2010) states that primary data could be obtained in numerous ways. The far more popular techniques are the self-administered interviews, observations and focus group.

Ajayi (2017) stated that primary data is true and unique, while the secondary data is indeed the scrutiny and interpretation of primary data and that primary data is obtained in order to find a resolution to a problem. The basic distinction between primary and secondary data is that primary data applies to first-time data generated by the researcher, while secondary data is previously collected by researchers and organisations (Ajayi, 2017). The author further indicated that primary data is a data collected in real time to address the problem at hand and is a very involved process.

Primary data is new information collected explicitly for a purpose, directly from knowledgeable persons. Primary data collection approaches differ according to the study objectives, as well as the complexity and context of the information being sought (Wolf,

2016). The primary data that the researcher embarked on collecting was gathered particularly for the end goal of the research undertaking (Studious, 2020). The advantage of primary data is that it is particularly tailored to the needs of the study. Primary data is also referred to as raw information, the information obtained at a controlled source. It is impossible to collect information from each person, so the researcher concentrated on the sample size and kind of sample (Studious, 2020). Gathering primary data is costly and time consuming compared to gathering secondary data. However, primary data collection may be the only form that is acceptable for some types of research (Salkind, 2010).

Most qualitative manuscripts devote considerable time to the strengths and shortcomings of specific methods of data collection (Maxwell, 2016). The researcher addressed three key approaches for data collection in this study:

I.   Appreciative inquiry as an approach to collect data
II.   Focus Groups and
III. In-depth interviews

4.4.2 Appreciative inquiry as a methodology

Appreciative inquiry (AI) originates through the authors Cooperrider and Srivastva (1987) in an article titled, "Appreciative Inquiry in Organisational Life." The appreciative mode of inquiry is more than a process or methodology, it is a way of living, being with and engaging directly in the variations of social organisation that one is compelled to study (Cooperrider & Srivastva, 1987). The authors further claimed that they believed that the appreciative eye can be formed through discipline and training to see the ordinary goodness, elegance, and real possibilities in organisational life; but they were not sure one could easily turn their core convictions.

Cooperrider (2005) detailed the origin of the theory and further explained that he literally set aside all the flaws and looked only at the things that gave the program life when it was most alive (Grieten et al., 2018). Cooperrider (2005) then took the best of the best to

ponder and leap to the ideal-type possibilities for the future, to formulate a theory of possibility: not a theory of the universe of yesterday but of the possibilities of tomorrow (Grieten et al., 2018).

AI has been developed to offer an alternative to the management approach to problem solving. Beattie (2018) regarded the problem-solving strategy from the beginning as limiting and fundamentally biased towards the negative. Serrat (2017) stated AI analyses the positive qualities of the organisations in order to develop new people-to-people connections as they operate together to transform organisations. AI necessitates a change from a problem-oriented to an appreciative role, including exploring and actively searching for the best and concentrating on what works well and is being achieved within organisations (Carter, 2006). In this context, it suggests: to value or to enhance value (the best of what already exists in a system) (Macpherson, 2015). AI is a positive way of establishing change in human systems (Macpherson, 2015). This essentially includes the discipline and skill of posing questions that strengthen a system's capacity to understand, predict and maximise its positive potential (Serrat, 2017).

Beattie (2018) claims that appreciative inquiry commences with five fundamental ideologies that are intended to lead an individual through the process. The five key concepts are:

- The constructionist principle: Truth in an organisation is open to interpretation and created through dialect and the experiences of people within it
- The awareness principle: We must be continuously aware of the expectations we put on the table
- The poetic principle: An organisation's character is formed and inspired by the stories that people tell each other about it
- The anticipatory principle: Organisations and individuals are working towards their future images. Through implication, an organisation's positive future image will have an affirmative effect in the present
- The positive principle: Accurate transformation requires work from the positive to harness the group's cooperative potential

Macpherson (2015) asserts that the Appreciative inquiry process has five basic stages, which was adopted for this study:

i. When inquiring, focus on the positive i.e., amplify the search for what works well
ii. Explore those elements or experiences, past and/or present that represent the strengths i.e., use positive energy to identify the conditions that support positive change
iii. Discover themes and choose areas for emphasised focus and review
iv. Generate common descriptions for a favoured future
v. To produce that future, discover innovative ways

AI is continually focused on a positive mindset and desire for dynamic change. At the heart of AI is people and their experiences. It is clear that mechanical systems are not conducive to an appreciative approach (Macpherson, 2015). The five basic stages to this process are depicted in Figure 4.3
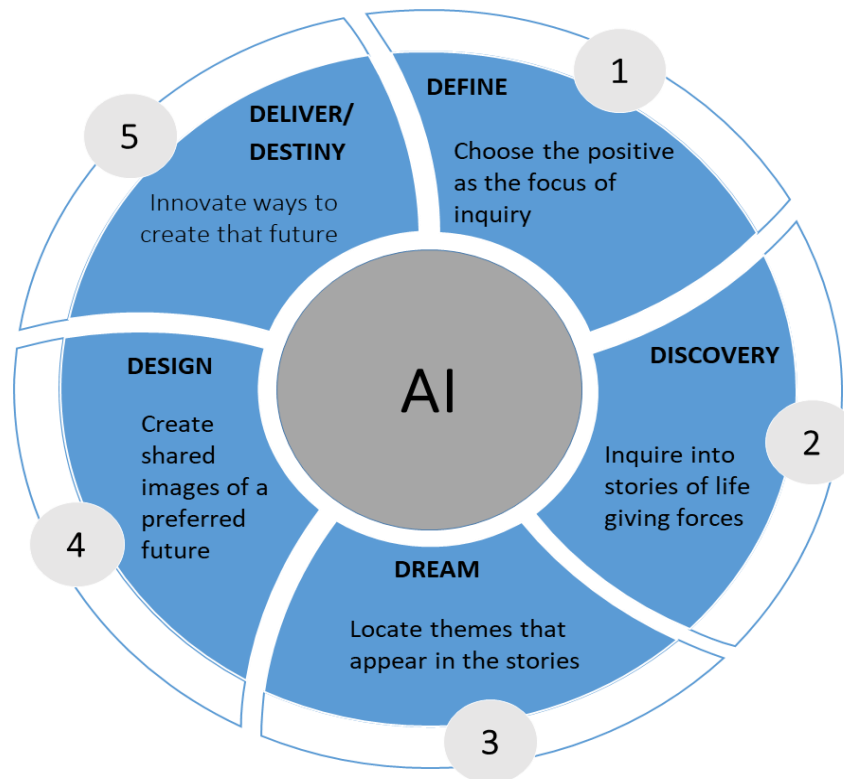
Figure 4.3 The Appreciative Inquiry Process Source: Macpherson, 2015

Several organisations around the world use pure appreciative inquiry (Beattie, 2018). AI has been endorsed with growing employee satisfaction, enhancing productivity and driving revenue positively when successfully applied (Beattie, 2018). Likewise, Serrat (2017) indicates that appreciative inquiry can help create transparency and connections between people and groups where an atmosphere of negative practice has existed; develop new approaches to human resource problems that employees can embrace and bring about positive change; open opportunities for continuous improvement of the organisation by highlighting the beliefs, core values, and exemplary activities that help successful teams and challenge preconceived notions of what could be by discovering the best of what exists today. AI will help people find and reinforce their past and present perceptions of the "something else" they desire (Macpherson, 2015). It is important that the participants involved continue with the positive while engaging with AI and maintain the emphasis while they look for what works (Macpherson, 2015).

The researcher chose an AI approach because as a methodology it had the potential to recognise, build and strengthen compassion within various groups and organisations and because of its propensity for productive communication with staff rather than defining weaknesses (Curtis, Gallagher, Ramage, Montgomery, Martin, Leng & Wrigley, 2017). The authors also claimed that AI recognises best practice, employs and appreciates the perspectives of all participants and affords the opportunity to further augment services and organisations. The researcher adopted an appreciative inquiry approach as this focused on identifying what was working well, analysing why it was working well and then doing more of it (Curtis et al., 2017). This approach was adopted for the data collection in focus groups as well.

4.4.3 Focus groups

Kamberelis and Dimitriadis (2017) argue that knowledge in focus groups in the social sciences has ebbed and flowed over the past 60 years. The first noticeable use of focus groups for undertaking social science research can in many instances be attributed directly to Paul Lazarsfeld and Robert Merton (Kamberelis & Dimitriadis, 2017). The latter's contribution to the focus group as a method of data collection began in 1941

(Kamberelis & Dimitriadis, 2017). Lazarsfeld and Merton used focus groups as forums to get participants to clarify why they replied in the manner they did (Kamberelis & Dimitriadis, 2017).

Devault (2019) stated that focus groups are administered as part of a sequence where participants differ, but the subject area is consistent. A focus group's aim is not to reach consensus, any degree of understanding or to resolve what to do about it. Focus groups are intended to recognise customers' emotions, expectations and perceptions about a given brand, solution or service. Focus groups have a distinctive advantage over other forms of research (Devault, 2019):

- Focus groups are designed to be versatile
- Focus groups draw on decision-makers' capability to converse directly with their stakeholders
- Focus groups provide actionable insight into stakeholder's knowledge of their brands, products, or services
- Just like in real-life dynamics, the participants will engage, influence and be influenced in focus groups

The interaction is moderated and directed by a professional facilitator, who determines the objectives and provides the participants a preliminary set of questions, ensures that the thoughts and perspectives of all participants are reflected and tries to shape a collective view of the problem scenario focused on the participants' observations and interactions (Guilbault & Hjelm, 1989). The researcher lead the groups and encouraged truthful, open discussion among participants, gathering opinions that further guided the researcher's efforts toward progress (Wolf, 2016). Focus groups allow a more in-depth analysis of complex matters compared to other types of survey research, however when individuals listen to others speak, it often prompts comments or suggestions they never thought of before (Guilbault & Hjelm, 1989).

Participants were selected using non-probability sampling and the specific method was purposive sampling as the researcher selected participants with a clear purpose in mind. The selected participants were within the private or public sector and represented the

relevant contexts to provide deeper understanding and insights regarding personal leadership branding. The participants were selected because they had some distinctive features that contributed to positive personal leadership branding that was discussed (Krueger & Casey, 2000). The arrangement of the group depended on the principal objective of the research (Nyumba, Wilson, Derrick & Mukherjee, 2018).

Focus groups also offer a chance to identify and discuss shared concepts and shared values (Curtis et al., 2017). Focus groups give valuable perceptions into the prospects of philosophical inquest as a participative, dialogical, collaborative process that is often involved in and with real-world complications and imbalances in the distribution of monetary, cultural and social capital (Kamberelis & Dimitriadis, 2017).

According to Krueger and Casey (2000), self-disclosure appears to be natural and comfortable to the individual. For some, however, that demands confidence and effort. Trust and confidentiality obligations are more widely distributed within a group setting. In reality, the exchange of trust, information and experiences are part of the power of focus groups (Kamberelis & Dimitriadis, 2017). Desire to engage fully in group debate is instrumental in gathering valuable information and can be accomplished more effectively within a homogeneous group (Krueger, 1994).

The focus group dialog is often seen as interchangeable with interviews, particularly the semi-structured "one-to-one" and "group interviews" (Parker & Tritter, 2006). The parallels between these approaches have to do with the ability to reveal the attitudes and perceptions of people (Nyumba et al., 2018).

For the focus group the participants were required to be in the employment of the participating organisation at any level of management.

4.4.4 In-depth interviews

The interview was a loosely organised, in-depth qualitative interview with participants who were considered to be especially familiar with the topic of interest. The semi-structured interview was undertaken in a face-to-face setting that enabled the interviewer to search

for alternative concepts, pose questions and interpret phenomena from multiple perspectives. It provided the researcher with comprehensive knowledge of influential factors and consequences of the present work environment (Sileyew, 2019). Reddy (2016) also claims that it is a quality-based research technique that is used to intensively interview an applicant where the number of participants is limited and the research is focused mainly on a single topic, concept or initiative.

In-depth interviews are personal and unstructured interviews with the aim of describing the individual's opinions, ideas and perceptions about a specific research issue. One of the key benefits of personal interviews is that they promote close and direct interaction between interview subjects as well as a reduction in non-response rates, but interviewers must acquire new skills necessary to successfully perform an interview (Wilson, 2003).

Steber (2017) claims that in-depth interviews are beneficial in that: the researcher can create relationships with participants and leave a good impression, which can produce more insightful responses, particularly on sensitive subjects; assists the researcher to develop a profound understanding; the researcher can track shifts in the choice of tone and word choice and given that the in-depth interview is face-to-face, the researcher can concentrate on body language as well. There is none of the possible obstacles or peer-pressure issues that can often arise in focus groups. As in-depth interviews can potentially be so insightful, inferences of great value can be easily established (Steber, 2017).

There are also shortcomings identified in relation to in -depth interviews. When interviews have to be transcribed, compiled, analysed and recorded, in-depth interviews are quite time consuming. Unless the interviewer is sufficiently trained and proficient, the whole process can be compromised. Participants must be carefully selected to avoid bias and this can lead to a lengthier method of screening (Steber, 2017). There is also the danger that the interview might derail from the pre-specified research goals and objectives (Gill & Johnson, 2002). Although there are inadequacies in in-depth interviews, the payoffs are overpowering and therefore this approach was adopted for this specific research opportunity.

The researcher chose the participants on the basis that they had the insights she was looking for. The participants interviewed acquired several years of experience in their leadership roles.

4.4.5 Discussion guides

A discussion guide is a compilation of qualitative research concepts, questions, and activities used (Hughes, 2019). It is a discussion "guide", rather than a questionnaire, as it is intended only to be a guide to facilitate discussion. The moderator may decide to deviate from it, perhaps if participants bring up new and relevant discussion areas (Clark, 2017).

When conducting face-to-face interviews or focus groups for the research, a discussion guide is a vital framework for ensuring the researcher makes the best use of her time and achieves a higher level of insight (Hughes, 2019). Similarly, Clark (2017) stated that a researcher should consider different factors when developing a discussion guide for a focus group or interviews. The goals and objectives in the research are the most significant among these. The objective of the discussion guide is to keep the research focused and to steadily progress towards the research aim and objectives outlined (Hayes, 2015).

The most important part of the researcher's plan is arguably a good discussion guide. It is the map that will lead the researcher through the learnings needed and will help to make the research interviews productive (Hayes, 2015). Discussion guides can take many forms, either a rigid script that a researcher will be closely following or a rough illustration that serves as a quick reference guide for the researcher (Hayes, 2015). Developing the discussion guide will be a quicker and easier process provided the thought process is comprehensive (Clark, 2017).

The structure the researcher applied for the discussion guide followed a logical flow of the discussion. A 'funnelling' approach was adopted in the design, starting with broad, open questions, and then drilling down into more specific areas, certainly with prompts rather than exact questions. The various topic areas the researcher intended to cover were created in separate sections followed by the various questions and prompts into

these sections. Each section highlighted a clear objective and was included in the discussion guide as a reminder to the researcher (Hughes, 2019).

The discussion guides were organised according to various phases (Table 4.1):

Table 4.1 Data collection phases Source: Researcher's own

VARIOUS PHASES		
Phase 1	Pilot Interviews	2x Participants 1x Focus Group
Phase 2	4x Focus groups and 8x Interviews	Public Sector: 4x Interviews 2x Focus groups Private Sector: 4x Interviews 2x Focus groups
Phase 3	Face validity assessment of the final framework with executives and high-level managers	Public sector: 1 x personal interview 1 x mini-focus group (2 – 4 participants) Private sector:1 x personal interview 1 x mini-focus group (2 – 4 participants)

4.4.5.1 Phase 1: Pilot interviews

Interview questions should not be assessed based on whether they can be rationally extracted from research questions, but on the basis of whether they offer evidence to help answer those questions, a task that may involve pilot testing of a range of questions (Maxwell, 2016).

In general, the pilot test is a limited subset of the target population (Guilbault & Hjelm, 1989). The objective of the pilot test will allow the researcher to evaluate the validity of the question and the probable authenticity of the data to be collected. Provisional review using the pilot test data can be carried out to ensure that the data collected gives the response to the researcher's exploratory questions (Saunders et al., 2009). The researcher should facilitate feedback on the layout of the discussion guide which, will help to establish the validity of content and encourage the researcher to make the necessary

adjustments, while pilot testing with a sample that is comparable to the final population in the study (Saunders et al., 2009).

During the pilot test the researcher ensured that the setting, participant selection and interview methods were as close as possible to those planned in the main study (Dikko, 2016). The researcher used the same selection criteria as would be used in the main study. Two participants were sourced through the researchers' professional network to pilot the discussion guide for the in-depth interviews. In addition to this, the researcher piloted the discussion guide with a focus group, prior to engaging in phase two focus groups.

4.4.5.2 Phase 2: Focus groups and in-depth interviews

Discussions in focus groups are also used as a qualitative approach to get a detailed observation of social concerns. The goal of the approach is to collect data from a purposefully selected group of people rather than from a statistically random sample of a broader population (Nyumba et al., 2018). The popularity of the method is strongly related to the emergence of participatory study, especially "active focus group experimentation" during the 1980s in academic social sciences (Morgan, 2002).

The researcher conducted focus groups in this qualitative research to record participant's responses in the context of face-to-face encounters in real time. Although focus groups have multiple perspectives on the table, they allow researchers and research participants to understand that both individual perceptions and group norms and rules are inherently positioned, temporary, dependent, unpredictable and therefore changeable (Lather, 2001).

Focus groups are ideally suited for exploratory research argues Guilbault and Hjelm (1989). A focus group study is a form of research involving gathering together a limited group of participants (traditionally 6 to 10 people) at one venue and allowing them to explore a stimulating topic over a period of time (Guilbault & Hjelm, 1989). Similarly, Wolf (2016) stated that a focus group can get a limited group of individuals in a space that suits

the demographic target to explore what they like, dislike, whatever makes them feel comfortable (Wolf, 2016). For this study, the researcher held two focus groups in public sector and two focus groups in private sector. Each group consisted of four to five employees. The participants for each focus group were from the same organisation and participants were at different levels of seniority: senior managers, junior managers or employees.

The role of the researcher/facilitator involves analysing non-verbal interactions and the effect of group dynamics and recording the conversation, complementing the data (Kitzinger, 1994). Non-verbal data is based on the conduct and activities of the participant during and after focus group dialogue (Nyumba et al., 2018). Non-verbal data provides greater explanations and definitions than verbal data alone (Fonteyn, Vettese, Lancaster, & Bauer-Wu, 2008).

The pressures of conducting focus groups and the possible richness of concepts that might emerge thereof suggest that controlling the procedure and noting crucial aspects simultaneously are likely to be challenging. However, the researcher managed this in the following ways: by audio-recording and video recording the group interviews. Sequencing is important as the content of the interviews in the focus group shape or influence the questions tabled at the face-to-face interviews. Therefore, focus groups took place first followed by face-to-face interviews.

An in-depth interview explores the different frontiers of an issue and one of the main elements is the combination of versatility with structure (Reddy, 2016). When considering the layout of the interview, it is versatile and covers areas and topics that are ideal for the interviewee, allowing for exploration and probing. The researcher used multiple probing strategies to gain insights into the responses by exploring, penetrating and explaining (Reddy, 2016).

Wolf (2016) highlights that in-depth interviews provide an opportunity to gather insightful perspectives about participants organisations, competitors and the greater industry from leading industry participants. The researcher had free-flowing discussions about the topics of interest when approaching an organisation contact from a professional place. Another key feature of in-depth interviews is that the interview is of a generative form as

at some point during the interview new knowledge and thoughts are created (Reddy, 2016). The researcher directed the discussion towards her research goals, but also encouraged participants to lead her down unintended paths. Some of the most valuable insights the researcher acquired are the ones she did not know she was looking for (Wolf, 2016).

Face-to-face interviews with the participants of one hour each were managed by the researcher. Four participants in the private sector and four participants in the public sector were interviewed. During the interviews a pre-assessed discussion guide was used to generate feedback for semi-structured questions. The open-ended questions allowed the interview flow to be versatile, created space for interpretations that were not initially envisioned to be developed on the research topic (Gill & Johnson, 2002).

4.4.5.3 Phase 3: Assessment of the face validity of the final framework

Face validity is a test of internal validity. As the name implies, it poses a very simple question: did the researcher arrive at the appropriate conclusions on the face of things? (Salkind, 2010). A conventional face validity application occurs when researchers receive feedback from current or future participants who are directly affected by studies based on the research findings (Salkind, 2010).

Face validity as described by Babbie (2010) is an indicator that there appears to be a reasonable standard of certain factors and a subjective judgment that the method analyses what it intended to explore in terms of applicability. Therefore, in this study, the researcher ensured that uncertainties were removed by using the correct terms and concepts to augment clarity and overall appropriateness while designing the frameworks (Polit & Beck, 2008).

The researcher determined the face validity by assessing whether the proposed conceptual framework was relevant, reasonable, suitable and important. In assessing face validity, the participants, one from public sector and one from private sector as well as participants in the mini-focus groups, assisted in providing insights into whether the framework "looks like" it will work, as opposed to "has been shown to work". The

researcher used separate interviews, face-to-face interviews and mini-focus groups respectively, as this allowed the researcher to obtain personal opinions without sharing of ideas, it was more personal as well as in a small discussion where ideas were generated regarding the face validity of the framework.

Following the data collection stage, the data was analysed and interpreted for the purpose of drawing inferences regarding the research questions of interest (Guilbault & Hjelm, 1989).

4.5 Data analysis methods and techniques

Coffey and Atkinson (1996) state that a central concept of qualitative research is that data interpretation should be undertaken at the same time as data collection, as this will assist the researcher to concentrate on interviews and focus groups as well as observations progressively and to determine how to analyse the emerging conclusions.

Content analysis was used to examine the data acquired from in-depth interviews as well as focus groups (Medelyan, 2019). This applies to the qualitative data categorisation, labelling and thematic analysis. This included integrating the empirical analysis with behavioural data for deeper insights (Medelyan, 2019). According to Moore and McCabe (2005), this is the form of research by which the collected data is classified into themes and sub-themes, so that data can be comparable. The content analysis allows for systematic data coding by grouping the data into meaningful categories to identify undetectable trends by simply listening to the tapes or perusing the transcripts (Yin, 1989). The method is not standardised and depends on the researcher's capacity to classify the content as "themes," "discussion" or "descriptive quotes", while preserving the credibility and taking into account the backdrop of the focus group and interviews (Nyumba et al., 2018).

Content analysis has its advantage in that it helps the researcher to consolidate the qualitative data obtained in a way that accomplishes the research objectives. On the other hand, one of the drawbacks is that human error is very likely in content analysis, since

researchers are at risk of misconstruing the information gathered, thereby producing inaccurate and distorted findings (Krippendorff & Bock, 2008).

Kuckartz (2019) highlights the five phases of qualitative content analysis. The first phase included the preparation of the data and the actual reading of the participant's responses. After intensive reading, in the second phase, categories were formed and the researcher started grouping the information into meaningful categories. The associated text segments were coded with the key categories in the third phase of the study. The coding structure was further developed in the subsequent fourth phase of the study, which encompassed the systematic creation and refinement of the categories of themes and sub-themes. Lastly, the presentation of the results were prepared. This process is illustrated in Figure 4.4:
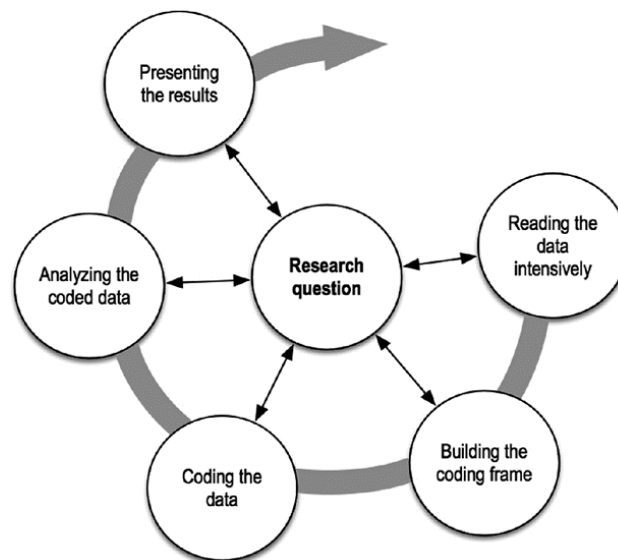
Figure 4.4 The five phases of qualitative content analysis Source: Kuckartz, 2019

Sekaran and Bougie (2018) claim that there are two general forms of analysis of content: conceptual analysis and relational analysis. During content analysis of a text, data was encoded into categories, then interpreted using conceptual analysis or relational analysis. Conceptual analysis set the nature and prevalence of concepts in a text, such as themes, words or characters and further explored and interpreted the text by encoding it into understandable categories of content. On the other hand, relational analysis was based on conceptual analysis by analysing the relationships in a text amongst concepts (Sekaran & Bougie, 2018). Relational analysis was used to help uncover the full range of

potential relationships within qualitative data between the conceptual themes and further lead to a more comprehensive and related qualitative analysis (Robinson, 2011).

The concepts of interpretation, impartial principle and hermeneutic circle show hermeneutics as the art of interpreting a text occurring in a circular motion involving both subjective and objective sides (Vieira & De Queiroz, 2017). Such aspects offer new viewpoints for the study in a continuous circular motion (Vieira & De Queiroz, 2017). This approach made it possible to understand the deepest sense of a text. It involved high-levels of reflection which focused on creating a meaning and identifying patterns on patterns (Vieira & De Queiroz, 2017). The graphical illustration below offers insights into the hermeneutic circle approach that was adopted for this study (Figure 4.5):

Level 1: Conceptual Analysis

Uncover themes
Identify patterns of meaning

Level 2: Relational Analysis

Higher level of abstraction
Looks at the relations between these patterns of meaning identified in Level 1

Level 3: Contextualisation of Results

From Level 2, by interpretation within text and content
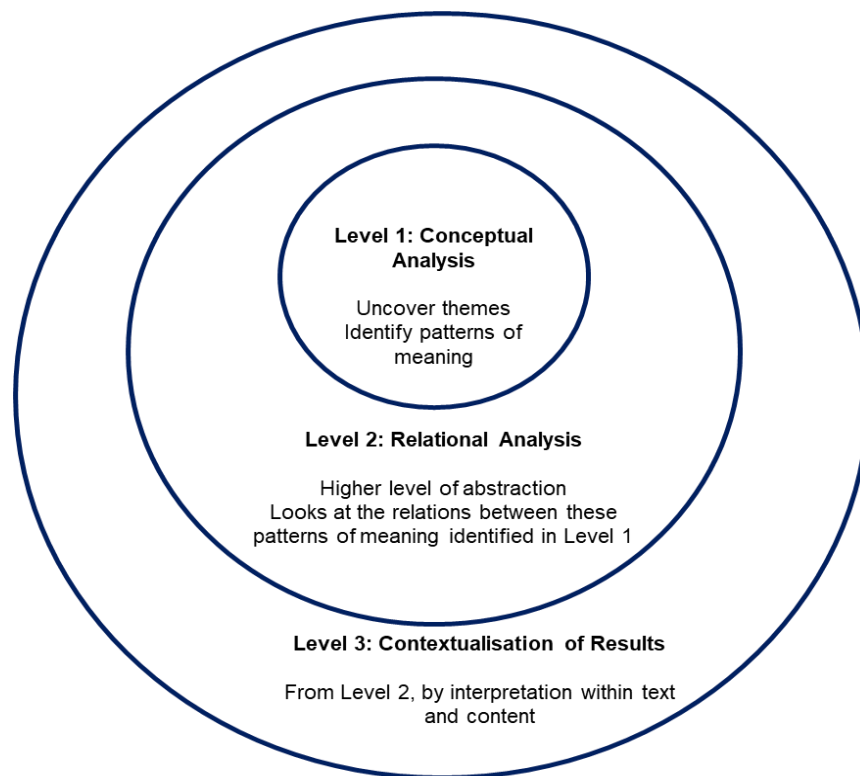
Figure 4.5 Hermeneutic circle- Level Analysis Source: Adapted, Vieira & De Queiroz, 2017

Qualitative analytical approaches are classified into three broad categories: classifying strategies (such as coding and thematic analysis), relating strategies (such as descriptive analysis and case studies) and briefings and presentations (Maxwell, 2016). The researcher opted for categorising strategies, coding & thematic analysis:

i. Coding

Yi (2018) claims that coding in qualitative research provides credibility. With accurate coding, the researcher assertively stated that the findings are in fact, representing the majority of participant responses (Yi, 2018). The author further stated that coding the qualitative data creates structure.

Inductive coding, also known as open coding, begins from scratch, producing codes based on the qualitative data gathered. The researcher did not have a fixed codebook; all codes were derived at directly from the results of the participant's feedback (Medelyan, 2019). An inductive approach meant that the researcher allowed the themes to be defined by the data (Caulfield, 2019).

ii. Thematic analysis

Curtis et al. (2017) indicated that thematic analysis is a comprehensive inductive method of research concerning the methodical generation and refinement of the themes and sub-themes in categories. The method has the flexibility to validly portray trends found in the narratives of participants while facilitating reflection on the researchers' own biases and assumptions (Curtis et al., 2017).

There are different techniques to thematic analysis, but a six-step method follows the most popular practice: Familiarisation; coding; creating themes; defining; identifying and documenting themes (Caulfield, 2019).

The researcher studied the data by identifying topics in the interview documents and tried to validate, verify and assess them by analysing the information and reiterating the technique of defining related topics and classifications (Burnard et al., 2008).

4.6 Revised preliminary conceptual framework

Considering the formulated research propositions and the AI leadership brand framework developed (per annexures enclosed), the preliminary framework depicted in Figure 3.1 evolved. The framework transformed further by transitioning from the preliminary framework depicted in Figure 3.1 to the revised preliminary framework detailed below in Figure 4.6:
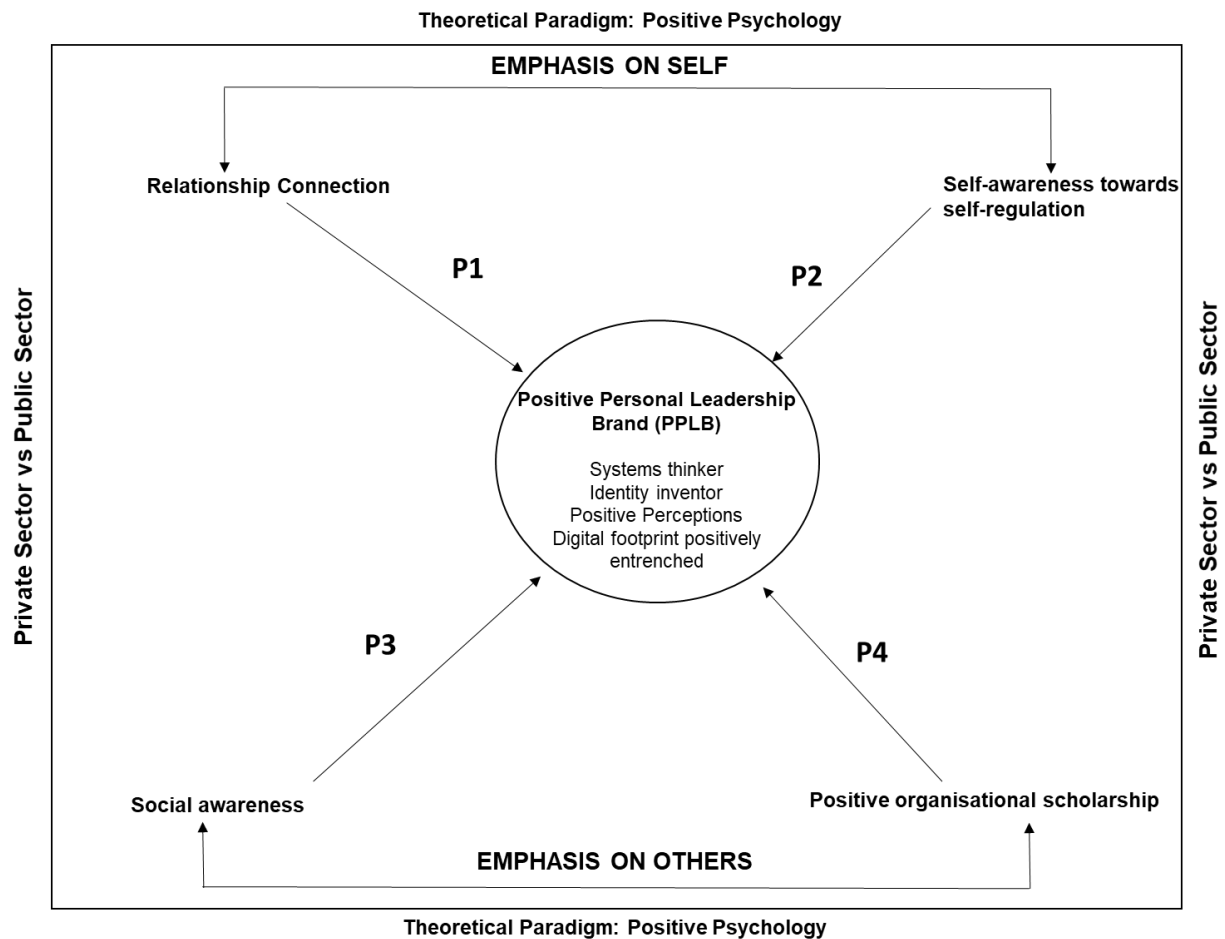
Figure 4.6 Preliminary conceptual framework revised Source: Researcher's own

The framework illustrates two dimensions i.e., there is an emphasis on self and others. The study is underpinned by positive psychology as the theoretical paradigm and is delineated comparatively between the private and public sector. The arrows pointing inwardly is suggestive of leadership behaviour and skills that contribute towards a positive personal leadership brand. The potential influence on the organisation brand can be experienced through positive perceptions, a positive digital presence and through leadership development where system thinkers and image inventors emerge within the organisation.

4.7 Synthesis

This chapter addressed the research design and methodology of the study. The research design was described in detail, and the adoption of a qualitative methodology justified. The population and sample frame delineated the comparative study between the public and private sectors. The data collection approach advocated the use of primary data sources and a discussion on the appropriateness of using Appreciative inquiry as a methodology, focus groups and in-depth interviews to collect data for this research study was presented. A compilation of qualitative research concepts, questions, and activities used for this study were illustrated in three phases: Phase 1- pilot interviews; Phase 2- focus groups and in-depth interviews and Phase 3- assessing the face validity of the final framework with executives and high-level managers. The methods, frameworks and techniques of data analysis that were used in this study were emphasised. Finally, the revised preliminary conceptual framework was presented.

In the next chapter, the findings from the qualitative research will be presented.

CHAPTER 5: RESEARCH FINDINGS

This chapter aims to present the findings from the qualitative study. The researcher will provide an in-depth review of the interviews based on the methodological approach presented in Chapter 4.

5.1 Introduction

The researcher developed a preliminary conceptual framework based on a comprehensive literature review, underpinned by the positive psychology as the theoretical paradigm, with the research propositions identified. In order to explore these research propositions, a discussion guide was designed. The qualitative study was conducted in order to explore the concepts and gain a deeper understanding of the research questions and further address the stated empirical objectives (EO):

EO1: To describe the perceptions and understanding of leaders of their own personal brands

EO2: To explore the key concepts associated with the effectiveness of the leadership branding process in public and private sector

EO3: To assess the face validity of the framework with subject matter experts (industry leaders in the public and private sectors)

EO4: To compare personal leadership branding between public and private sectors

5.2 Process of qualitative data analysis

The researcher resolved to using Sekaran and Bougie's (2018) two general forms of analysis of content: conceptual analysis and relational analysis. Adopting the hermeneutic circle, level analysis (Vieira & De Queiroz, 2017) the qualitative analytical approach was classified into three broad categories. Firstly, as level 1 analysis, a conceptual analysis was done wherein the researcher uncovered themes and patterns of meaning.

Consequently, on the 2nd level, a relational analysis at a higher level of abstraction, focusing on the relations between the patterns of meanings identified in level 1 followed. The 3rd level analysis comprised of the identification of patterns of patterns of meaning, which can be described as the contextualisation of results from level 2. This is illustrated graphically in Figure 5.1 below:

LEVEL 3 Analysis- Patterns on Patterns of meaning (PPM)

LEVEL 2 Analysis- Patterns of meaning (PM) ANALYSIS

LEVEL 1 Analysis- Shared meaning (SM)
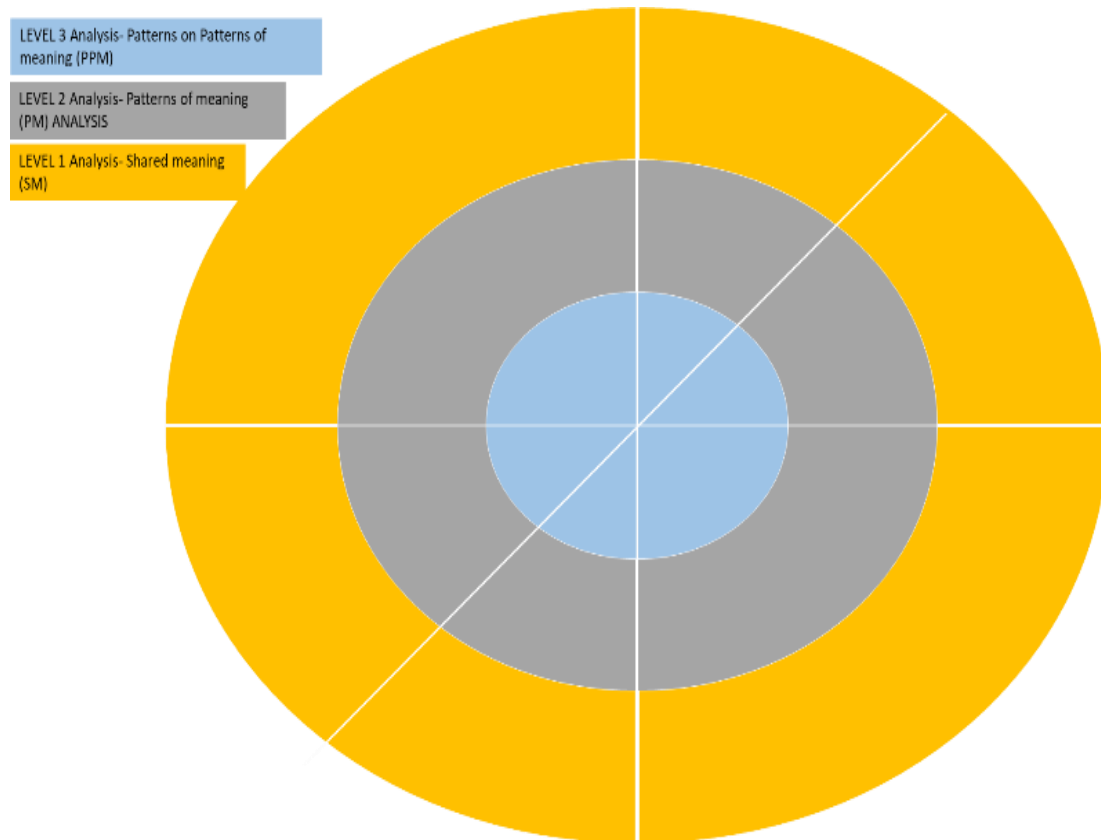
Figure 5.1 Level analysis depicting levels 1, 2 and 3

5.2.1 Emerging themes

Through the process of uncovering themes specifically focusing on level 1 category of analysis- shared meanings, in level 2 analysis, the coding of patterns of meanings and in the 3rd level of analysis, the coding of patterns of patterns of meanings, the following themes emerged (Reference is made to Figure 5.8):

Polished and admirable communicating skills

Shows robust interpersonal skills and exudes confidence

Attentive Listener

Communication

A Socially Intelligent Leader PPM1

1st Level Analysis   2nd Level Analysis   3rd Level Analysis

Cares about others, not self-indulging

Be able to empathise with those around you

Being socially aware of the economy, society and the country

Comprehending diversity when dealing with people

Empathy

Diversity Sensitivity

A Socially Intelligent Leader PPM1

Figure 5.2 The socially intelligent leader: PPM 1

1st Level Analysis | 2nd Level Analysis | 3rd Level Analysis

Maintaining healthy relationships by investing time and attention and further understanding their teams challenges as well as the broader stakeholder spectrum

Engaging stakeholders effectively and maintenance of collegial partnerships

Creating a safe environment to engage where trust is the basis for engagement

Altruistic Leader
PPM 2

Fosters collaboration amongst employees

Work-life Balance

Effective collaboration between manager & employee

Figure 5.3 Altruistic Leader: PPM 2

1st Level Analysis | 2nd Level Analysis | 3rd Level Analysis

A leader should be honest with themselves and should trust themselves

Self Confidence

Self- conscious Leader
PPM 3

Knowing one's limit, capacity and capabilities and being able to temper behaviour and practice restraint

Self reflective abilities
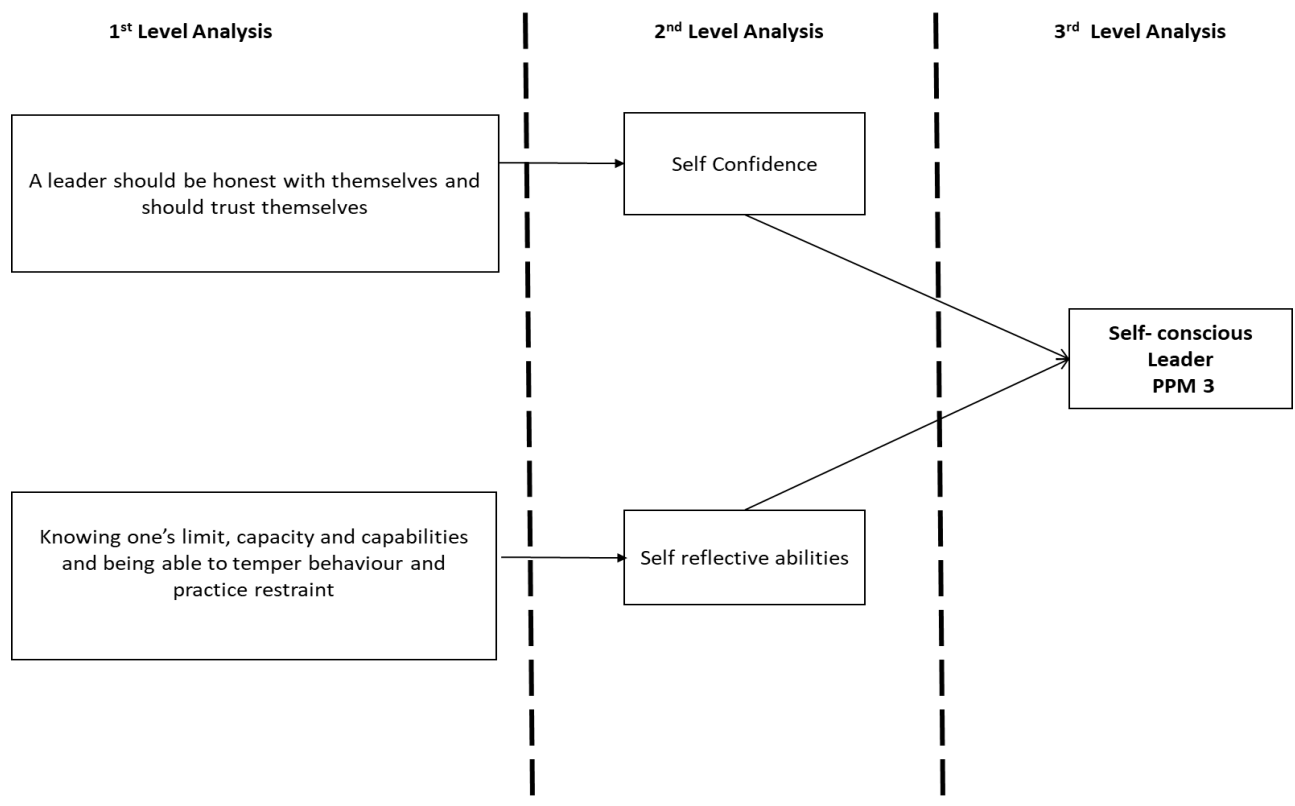
Figure 5.4 Self-conscious leader: PPM 3
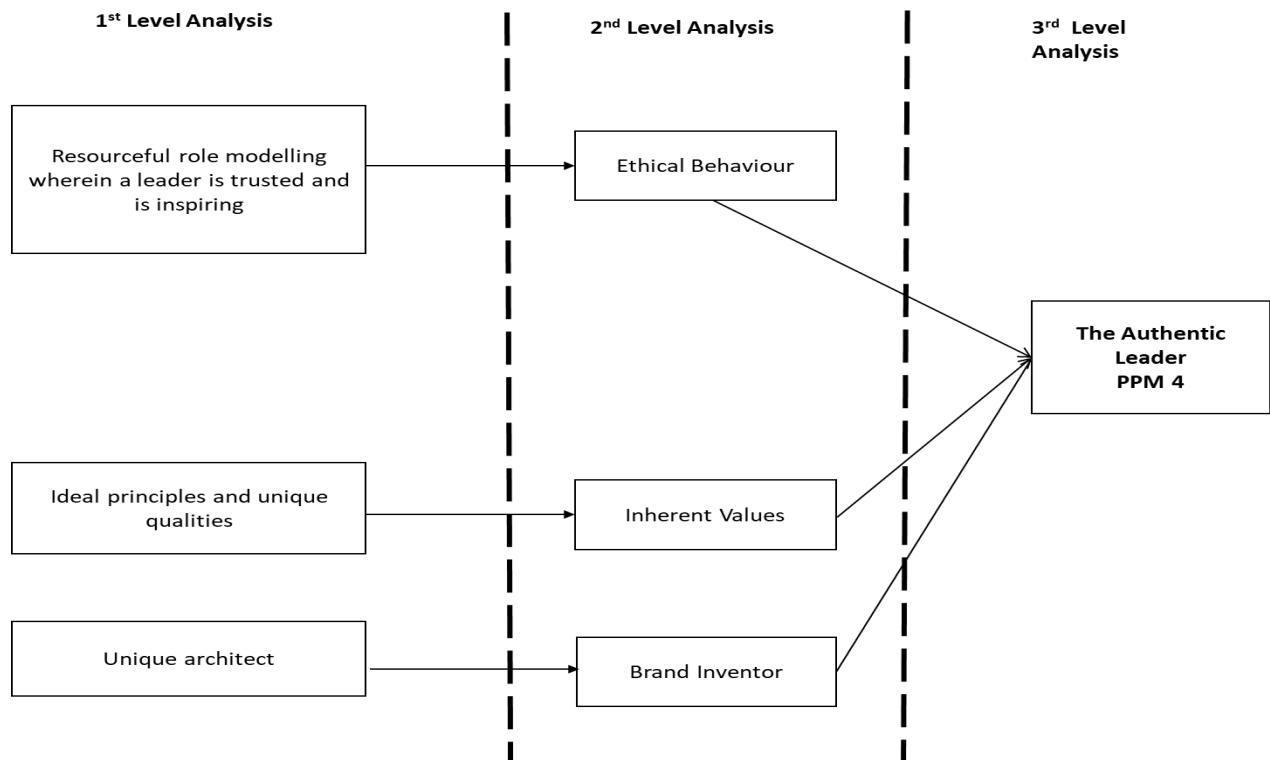
Figure 5.5 The Authentic Leader: PPM 4
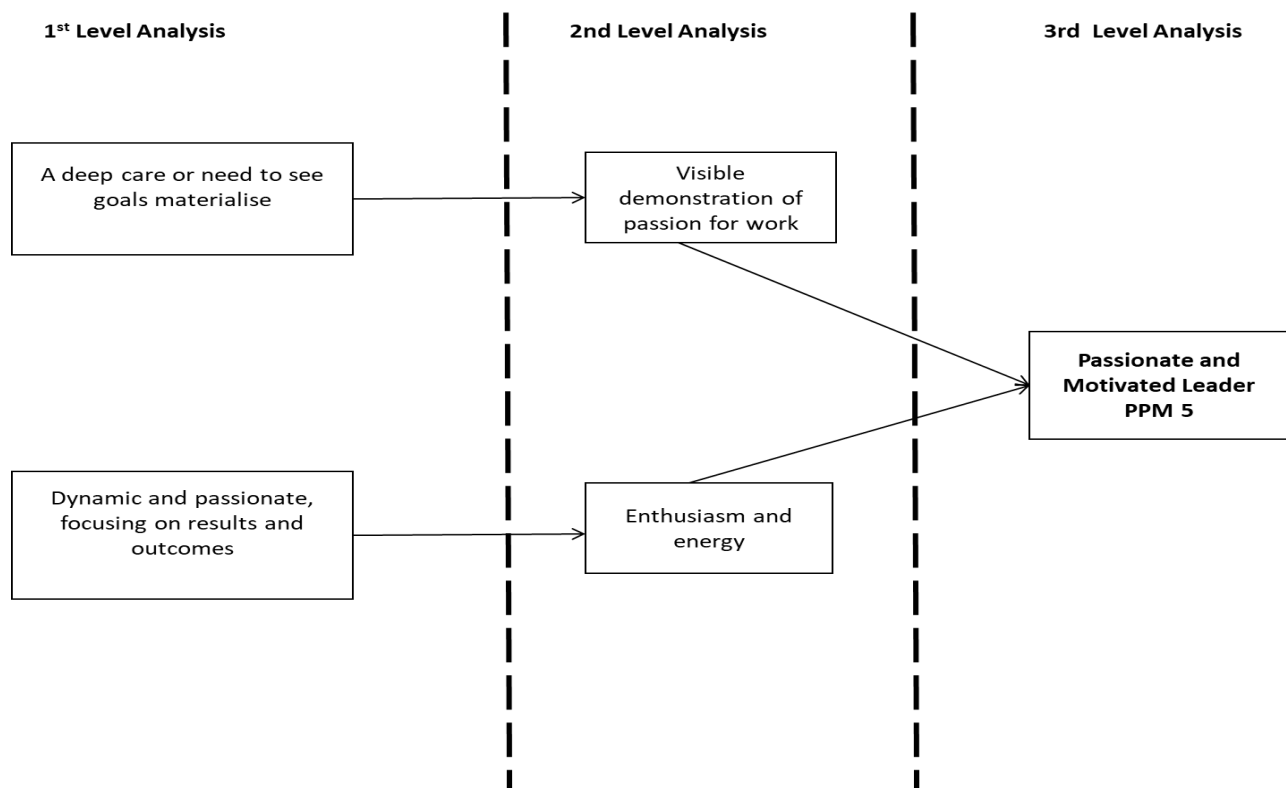
Figure 5.6 The passionate and motivated leader: PPM 5
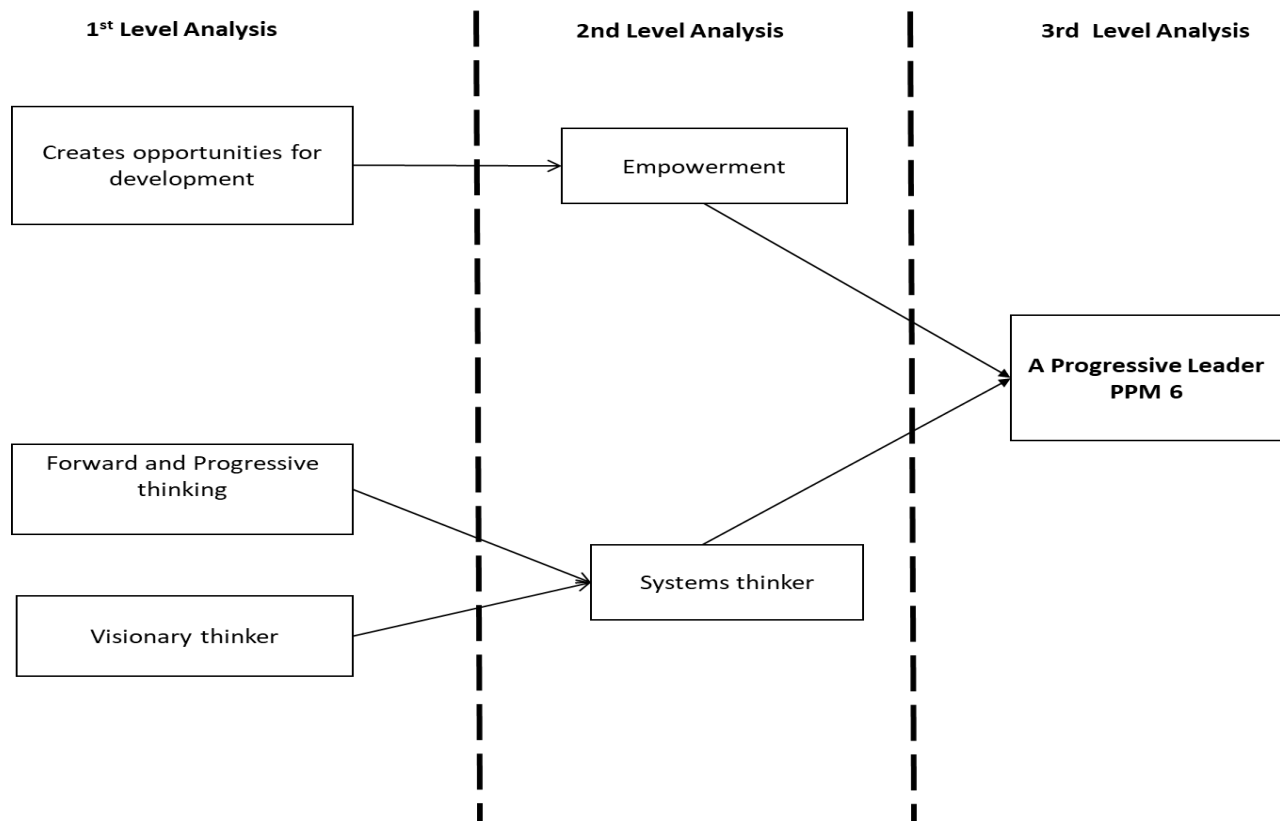
Figure 5.7 The progressive leader: PPM 6

An Inter-reliability coefficient was calculated using the formulae: Reliability = number of agreements / (total number of agreements + disagreements). The co-researcher was tasked to analyse data in accordance with the same data analysis method. The extent of agreement, continuity or mutual variation between two or more reviewers assessing the same topics, expressed as a number between 0 (no agreement) and 1 (perfect agreement), involves the interrater reliability coefficient (Hove, Jorgensen & Van der Ark, 2018). An agreement coefficient of 0.84 was calculated by the second researcher when comparing the number of themes. According to Hove et al., (2018) 0.84 is an agreeable coefficient which is deemed acceptable for this study. This is indicative of a successful compilation of themes that further improves the reliability of the data.

5.3 Emerging themes discussed

The researcher identified similar themes during the 19 interviews conducted. At the 14th interview the researcher reached a point of data saturation. In adopting the hermeneutic circle: level analysis approach, it was possible to understand the deepest sense of a text. It involved high-levels of reflection focusing on shared meaning and identifying patterns on patterns of meaning (Vieira & De Queiroz, 2017). In categorising the raw data, the following key topics were identified: A socially intelligent leader, an altruistic leader, a self-conscious leader, the authentic leader, a passionate and motivated leader as well as a progressive leader.

Participants unequivocally articulated the difference between a positive and negative image in leadership brands. To establish a positive personal leadership brand, participants categorically stated the strengths, characteristics and best practice expectations from leadership. Most participants acknowledged the perceptions of others and effortlessly stated where their areas of improvement are necessary. To help them transition to the best version of themselves, none of the participants specified the frameworks or mechanisms at their disposal to support their transition.

5.3.1 Empirical Objective 01- Emerging themes

To iterate the research empirical objectives (EO), EO1 focused on describing the perceptions and understanding of leaders of their own personal brands. Such knowledge and observations have been derived from the data in level 1 and level 2 analysis.

5.3.1.1 A socially intelligent leader

This theme reflects the experiences of participants who characterise a socially intelligent leader as receptive to individuality, employee compassion, capacity to focus on others and how others respond to them and has the social grace to recognise boundaries.

Participants asserted that a leader's brand should demonstrate outstanding communication skills, empathy and openness to diversity, with a distinct focus on becoming socially intelligent. A socially intelligent leader was discussed by participants as an essential character strength. They also suggested that leadership is social in nature and this is clearly demonstrated in their interactions with others, their empathy with those around them and their capacity to understand diversity when interacting with individuals.

I. Communication

- Polished and admirable communicating skills

The manner in which leaders need to communicate with people was ardently emphasised by the participants. The key principle for communication is to be conscious of the various cultures, people have distinct attitudes and belief systems. Leaders should be open to cultural differences and should not impose a culture on others. Verbal or body language is another focal point to be considered while communicating.

"…able to communicate effectively about what they intend to do and what is the aim of the game, what are we here for and what they intend to do..." (Focus group 4)

"…understanding of different cultures and different people's stances…and then be open to differences and not trying to fit your own personal opinion and culture and fit everybody into it." (Focus group 4)

"…that is communicating through an email, verbal or body language." (Focus group 2)

"Communication…I will always say and continuously say the same thing…have to understand the first thing is communication…" (Participant 5)

- Shows robust interpersonal skills and exudes confidence

Participants undeniably reinforced that the brand of a leader should embrace excellent interpersonal skills, exude confidence and be inspirational in the manner in which one communicates. This should be endorsed with a certain level of emotional intelligence.

"…have the ability to communicate in a manner in which everybody that is listening to you can grasp what your intentions are." (Focus group 4)

"…it must be done in a confident way and they must also know the problem areas and how to address it." (Focus group 2)

"…honesty from the leader in terms of how they communicate with people internally, within the organisation and how they interact with the stakeholder…" (Focus group 4)

"…strong personal interaction with team members and subordinates and even their level of their peers." (Focus group 2)

- Attentive Listener

It was categorically suggested by the participants that leaders should practice active listening and should concentrate, understand, respond and then remember what is being said. Leaders should divert attention from just listening to the employees passively to making a concerted effort to hear and understand the full voice spoken. This will enable a leader to respond reliably and with information that is relevant.

"…communication again both ways, you have to listen and you have to understand and you have to at least give them the opportunity to share their views as well." (Focus group 2)

"…a good leader must be very clear on what is required and concise, so there are no questions about where they are, best clarity always." (Focus group 2)

"…communicate well and they don't dictate, but ask for opinions from people they work with…" (Focus group 2)

"…a good leader is someone who consults with their juniors and consultation with the intention of listening to what others are suggesting and actually taking it under consideration…" (Focus group 3)

"…communication and listening go hand-in-hand, but you got to have good listening skills, you know a leader must be able to listen and also not just be a dictator…" (Participant 5)

II. Empathy

- Cares about others, not self-indulging

Participants stated that a caring leader has a sincere interest in others and has a willingness to know their followers better. There is an emphasis on understanding others, involving others and a sincere appreciation for people. This allows the leader to appreciate and inspire his people to be the best they can be.

"I think that as a leader, it is incredibly important to realise a person is not just a number or another employee, their mental wellness is just as important as their physical wellness…" (Participant 8)

"…a leader who is a people's person…is about the people and the people's welfare and the people mentorship…" (Participant 4)

"…understand each character in your team, in the people around you because people are different, people are not clones and deal with the strengths and weaknesses of each individual in the team." (Participant 4)

"…show that I care for every one of them individually and the empathy is there." (Focus group 2)

- Be able to empathise with those around you

The participants promulgated empathetic leaders. Participants insistently focused on how leaders need to be genuinely concerned about the lives of those who work for them and they should be doing this by raising questions about the lives of people, their struggles, their communities and their ambitions. Leaders should be able to demonstrate their curiosity.

"I think a good leader is empathetic, empathy with the people they are working with, in other words you don't just write off what someone else is experiencing or feeling." (Focus group 4)

"…how much empathy can you show because people come from different backgrounds, different cultures and how do you create an organisation that does not necessarily discriminate against whether it is race, culture or gender." (Participant 10)

"Being empathetic you have to be humane and understand the people you work with." (focus group 2)

"…an empathetic person…a person that you can go to about any issue and any problem that you have in your life." (Participant 4)

III. Diversity sensitivity

- Being socially aware of the economy, society and the country

It resonated with a majority of the participants that all employees, from diverse backgrounds, must be supported by leaders. Participants further indicated that employees are segmented into a lower economic class versus a higher class and have a very different view of things as a result of this. Leaders should adopt a consultative approach when engaging employees, as they are perceived as the leaders in the circle of social influence.

"I think it's about knowing what is happening in your society and where this person fits in." (Focus group 1)

"…your economic awareness…if someone is of a lower economic status or higher economic status, they have totally different concepts and understanding of different things." (Focus group4)

"…he respects people irrespective of race, age or creed. On a global level because of his humility and the fact that he listens to all people, he is very receptive to all ideas from all over." (Participant 7)

"…have this ability to engage with their audience or team member or the people that work underneath them." (Focus group 4)

- Comprehending diversity when dealing with people

In today's highly diverse organisations, participants emphasised how particularly valuable it is, for leadership to collaborate with people who have different beliefs and cultures. Participants stipulated how employees need to feel inclusive and know assuredly that their leaders are listening to them and that their leaders are committed to understanding, learning and upholding their beliefs.

"…is always being aware of, as a leader of your people. Not only in their work environment but also their lives, to understand their backgrounds, they culture, their religion and what makes them." (Focus group pilot)

"…the ability to take perspective of others from different backgrounds and cultures, to understand…people's behaviours, understand why people behave in a certain way." (Focus group 1)

"Consider other people, their backgrounds and know them as a person, what their personal life is like." (Focus group 2)

"…how you deal with the person, let's say their backgrounds, their religious background, their home background, where they come from and their educational background." (Focus group 3)

5.3.1.2 Altruistic leader

This theme echoes participants' responses where they perceive altruistic leaders as selfless and sincerely concerned about others as they position others first and really care about the people around them, regardless of a personal association. Participants asserted that a leader's brand must consider, when forming a relationship connection amongst professionals, the formation and upholding of collegial partnerships and the obligation to establish successful cooperation between managers, employees and various stakeholders.

I.   Engaging stakeholders and maintenance of collegial partnerships

- Maintaining healthy relationship by investing time and attention and further understanding their team's challenges as well as the broader stakeholder spectrum

Participants expressed collegial partnership as a deep and substantive interaction between manager and employee. Leadership should maintain a relationship with colleagues who understand that they are always available and that they have a sincere interest in interacting with people. The value of supporting sustainable relationships was not limited by participants to collegial associations, but extended to the engagement of stakeholders.

"…very engaging, never afraid to find ways to engage across the spectrum of strata of stakeholders whether it be within the organisation or externally across the spectrum of all who engages …" (Participant 3)

"…in government it is about authenticity and integrity but also the relationship with others especially from a municipal perspective… So it is very important especially if you want to go far, if you do not have good relations with anyone in the business you will create silos people will not want to listen to you." (Participant 6)

"…you are always in contact with those people and developing that partnership with people so you are able to lean on them…" (Focus group 2)

"…I think it is important that we need to incorporate that particular element a leader will need to engage with the external stakeholders but even with the internal stakeholders to ensure that there is indeed personal growth for the internal stakeholders." (Participant 11)

- Creating a safe environment to engage where trust is the basis for engagement

Important considerations were described by the participants, that should not be underestimated by leadership when establishing an atmosphere to engage employees where trust is the foundation for engagement. For successful engagements, leaders should remain cognisant of the following core principles: there should always be a two-

way relationship with an open-door policy between manager and employee, there is a clear connection between trust and teamwork, actions should be consistent with intentions and, finally, leaders should behave in a consistent and trustworthy manner.

"…become part of the team, he must not see himself outside of the team, they must understand they are the team players." (Focus group 4)

"…it's about us. I ensure that management is both ways upwards and downwards." (Participant 4)

"…and knowing that you can go to them if you need anything and they can also come to you, so it is having that open door policy…" (Focus group 2)

"…that links with trust and teamwork, and having that connection that we can build each other and having trust." (Focus group 3)

II.   Effective collaboration between manager & employee

- Fosters collaboration amongst employees

Primarily, participants focused on close collaboration between managers and employees and how teamwork surpasses what any individual could do on their own. Successful partnerships between managers and employees facilitates team cohesion, enhanced understanding of work relationships and enables the seamless exchange of knowledge.

"…how do you deal with people as human beings, do you ever put yourself in their shoes, do you ever look at things from their angle, do you also consider them or incorporate their views when discussing matters with them…" (Participant 4)

"…I think personally leadership brand is more about relationships, if you can flourish within your relationships even if you disagree with people, people should always know you meant good, there is no hatred here." (Participant 6)

"…leadership is about collaboration, it's about creating partnerships, so for me the ultimate emphasis is on self and caring about others…" (Participant 7)

"…keep that connection with your team, always knowing where they are at in life…it is understanding where your team is at, at a given point in time in life…you have a background understanding as to what is happening in their life." (Focus group pilot)

- Work-life Balance

As described by the participants, it is important to establish a cohesive work-life balance or work-life integration. Work-life balance is more prominent, aligned to the modern working practices, i.e., remote working. A leader should not only concentrate on employee productivity, but also promote social activities so that the morale of the team can be sustained.

"…they are flexible and trust me enough to work from whichever location." (Focus group 3)

"…incorporates all the aspects of business and tries to balance the leadership within all those roles." (Focus group 3)

"They do care about me doing my work but also my work-life balance…leaders who encourage work-life balance." (Focus group 3)

"Encouraging social event so that you can keep your team morale up, so that it's not just about work." (Focus group pilot)

5.3.1.3 A self-conscious leader

This theme reveals participants' experiences describing a self-conscious leader as someone who knows their skills and weaknesses and has the capacity to lean into those abilities. Furthermore, self-regulation was further defined by participants as an iterative process where leaders need to continuously monitor their thoughts and behaviour and adapt where appropriate.

Participants advocated that a leader can control themselves, make better choices and eventually guide others to do the same by understanding their beliefs, personality,

behaviours and emotions. A leader's brand should depict a self-conscious leader focusing primarily on self-confidence and self-reflective behaviour.

I. Self confidence

- A leader should be honest with themselves and trust themselves

The participants described self-confidence as an understanding of one's skills and abilities. Participants agreed that leaders should be able to trust themselves, be honest with themselves and have a sense of control. Consistently the participants stressed that a leader should be aware of their abilities and vulnerabilities and be able to motivate themselves instinctively.

"…define yourself as a leader and creating your own brand, you need to understand you as a person in order to promote yourself as a leader." (Focus group 3)

"…we are empowered to make changes and build on your areas of strength as well as identify areas where we would like to make improvements." (Focus group 1)

"…just being aware of what your strengths are and what your weaknesses are so that you can keep on working on yourself to become a better person." (Focus group 2)

"…so I must always know what are my limitations and what are my strengths, will always focus towards enhancing my limitations so that I can build the skill set…" (Focus group pilot)

"You must be honest again with yourself when something is beyond your capabilities…" (Focus group 4)

II. Self-reflective abilities

- Knowing one's limit, capacity and capabilities and being able to temper behaviour and practice restraint

As defined by the participants, leadership can be an inevitably overwhelming experience. Adamantly, participants stated that leaders should be invested in knowing their limitations and potential, as well as knowing their capacity and energy to perform. Participants suggested that leaders will inescapably encounter situations that require them to practice self-control. Participants also proposed that leaders should know how much further they can go to avoid burning out, use feedback as a self-regulatory framework and ultimately concentrate on themselves and develop the ability to moderate themselves.

"…you need to be aware of what your limits are as well as for those around you, their limits are in order to be able to successfully keep your brand going…" (Participant 8)

"…stakeholder feedback for me…the mechanisms that I have identified that would bring you to self-regulation." (Focus group 3)

"…temper one's response…got to keep your emotions at bay, how is this going to potentially impact somebody and then regulate your response." (Focus group 1)

"…to prevent a burn out…they are not self-aware and self-regulatory, they become workaholics and they tend to move towards burnout and take on more than they are capable of doing." (Focus group 4)

5.3.1.4 An authentic leader

This theme reflects the responses of participants discussing an authentic leader as behaviours that create trust, have the courage to evolve and challenges the current status quo. In concentrating on their own experiences, beliefs and abilities, participants identified an authentic leader.

Participants stated that the conduct displayed by a leader at work, at home and in the community should be the same. Participants respected and celebrated leaders who are willing to stand against social pressure when it comes to compromising their values. Participants value those leaders that are true to their core values and have the confidence to live them consistently and seamlessly in all aspects of their lives. It was explicitly stated

by participants that with a unique architect, a strong brand stands out in the audience and elicits increased visibility and improved consumer experiences.

I.   Ethical behaviour

- Resourceful role modelling wherein a leader must be inspirational and demonstrate that they can be trusted

The participants recognised a successful role model as someone who is always optimistic, leads by example, remains true to their word, someone who can be trusted, which further encourages a desire for followers to trust them. Participants unambiguously claimed that leaders should focus on the management of personal images. Leadership styles were accentuated by participants, but in essence, the vital takeaway, is making sure your followers acquire the accurate aura of a leader.

"…a person must be able to lead by example, be able to inspire others, just by seeing the person, they should want to be like them…" (Participant 6)

"…what comes to mind is your leadership style. It goes with the personal brand and how a person leads, speaks to their brand and most importantly speaks to their characteristics and qualities." (Focus group 3)

"…ensure that you are authentic as a leader because the true intention and purpose that you actually set out…walk the talk, it kind of directs you...if you actually aspire to become an authentic leader, that means you need to actually embody the values…" (Participant 11)

"Was being able to keep your word as a leader. People being able to confide in you. You can trust people to do the work and people can trust you." (Focus group 2)

"…there needs to be that level of authenticity, so that it is not airy-fairy stuff, there is a pragmatic component and I guess the leader achieves that by delivering on his or her promises to those stakeholders." (Participant 3)

II. Inherent values

• Ideal principles and unique qualities

Participants expressed how leaders influence societies and the organisation. Overwhelmingly, participants desired for successful leaders to direct and make the critical decisions in an organisation which is informed by their intrinsic values, such as integrity, transparency, accountability, trustworthiness, decisiveness and authenticity. In all that is executed, leaders should always concentrate on doing the right thing, being honest and always validating to see if what is being done is reasonable and above board. The principle of true leadership being displayed, is when employees want to do the right thing without prompting in all circumstances, this was vociferously expressed by participants.

"…the behaviour of someone who actually has integrity and honesty…is what you see is what you get and I am always doing the right thing. I'm just checking to make sure what I am doing is allowed to be acceptable and be above board." (Focus group 1)

"…make the correct judgement to suspend judgement when judgements need to be suspended and it's your attributes of honesty, integrity of being upfront, or being direct…" (Participant 10)

"…I'm afraid comes very much from your upbringing. It is inherent in you; it is not something many people can learn." (Focus group 4)

"I would say that leadership is something that people are…I believe that leadership comes from possibly your family environment how you are raised how you interact with God those things come out very strong and it is in a sense that you are not even realising." (Participant 1)

III. Brand inventor

• Unique architect

Adamantly, participants stated that a leader should inform their own brand in a subtle way and reveal their best. Participants agreed that leaders who focused on brand invention

are transitioning from replicating identities and are using their own ideals, to develop their brands with distinctiveness. The executives and high-level managers suggested that when you cultivate your brand, it is a journey and that the aim is for a leader to discreetly reveal their brand.

"…no one can inform how my brand as a person or my brand as an organisation should be…I am the only person that should position that brand and how I do it, I can do it in any shape or form…I can hold it in my way, in that way I can invent my own brand in my own way…" (Participant 4)

"I think that is where your individuality comes into play… I'm not just focusing on looking outward and trying to become like those leaders or be like them but I need to invent my own style, my own brand…" (Participant 9)

"I am looking at authenticity, a brand inventor, if we are all going around trying to be the same sort of leader there are principles that you're going to use and make it your own…I cannot be you I will be hopeless at it." (Participant 1)

"…someone that is original and not necessarily following the crowd, someone that is looking for change… what is it that stands out about you that makes you different from the rest…getting to a point of understanding what your brand is but being able to develop it." (Participant 2)

"I think that one needs to differentiate, and differentiate between you and someone else as a leader, provided it is authentic, careful and conscious thought needs to be brought to bear on inventing if you like that aspect of differentiation as opposed to replicating, so very important but it needs to be authentic." (Participant 3)

5.3.1.5 A passionate and motivated leader

This theme describes the responses of participants that define a passionate and motivated leader. The participants identified enthusiastic and inspired leaders as leaders who take significant risks, leaps to the challenge and supports the leading strides forward. If a leader is motivated to move as swiftly as possible to achieve or exceed clear targets and goals and focuses on outcomes, not the process, as well as uses available resources

to creatively solve challenges to get the job done, participants described this as a result orientated or a passionate leader.

I.   Visible demonstration of passion for work

- A deep care or need to see goals materialise

The majority of participants identified the importance of being enthusiastic about their work and that demonstrating passion at work is attributable to a profound consideration or the need to see outcomes materialise. Participants asserted that a leader must illustrate their enthusiasm for what they do to achieve a higher buy-in. They further indicated that a leader must have boundless energy and a leader should have empathy for others at the same time being passionate about work.

"I think I have a strong presence, energy is very important to me and for others, so I use it positively." (Focus group 1)

"…extremely passionate and obviously that passion…I want to say my theory on it, as if I have success, I want it for my guys as much as I have it…" (Focus group pilot)

"You must be about what you are driving with those people so that they buy into it…" (Focus group 4)

"…passionate about the work that they are doing and even passionate about their staff members." (Focus group 2)

"A deep care or I need to see it through, see it materialise." (Focus group 4)

II.   Enthusiasm and energy

- Dynamic and passionate, focusing on results and outcomes

To epitomise a high-performance culture, participants believed that a leader needs to be committed, energetic, optimistic and inspiring to motivate their employees to adjust their mind-sets to look for challenging problems. This will allow employees to apply their knowledge and expertise. Participants believe that leaders should mentor employees to

further enable them to excel in their jobs and career, out of sincere concern for people.   A leader could conceivably advise, equip and train his or her team to be the absolute best version of themselves.

"Given our context and work environment, if you are going to be a leader, you need to have high energy…" (Focus group 4)

"…comes from nurturing, wanting to build your people and nurture people, it's a core fundamental belief that people can grow, should grow and we should enable it." (Focus group 1)

"…brand will come across as someone whose energetic, confident, bold and assertive and just trying to push forward." (Focus group pilot)

"…this is a person you go to because they will move mountains, they are results orientated, they move mountains for you to get the resources." (Participant 4)

5.3.1.6 A progressive leader

This theme reflects the experiences of participants who describe a progressive leader as someone who is inclined to look beyond their imminent complex problems and accept a broader outlook, see concerns as possibilities and concentrate on personal growth. Participants accentuated that good leadership is their devotion to investing in their people and providing them with the resources that will help them become successful leaders in the future, this is what differentiates them. Participants believe that as a leader, one has to aspire to become a progressive one. Progressive leaders are those who follow innovative ways of thinking and question the old way of doing things.

I.   **Empowerment**

- Creates opportunities for development

Participants advocated that the development of individuals is a crucial factor in order to preserve dynamism and promote the capability and value of employees. Participants confidently reported that a leader's brand should embody the ability to inspire and mentor

others, employees should feel as though they can evolve and progress under their leader. Leaders should provide a development experience that allows exposure to employees. Participants agreed that leaders should be more trusting of subordinates to enable effective delegation, trusting that the aspirations of a leader would be met. A leader should consider the resilience and capabilities that they can expand on within their team, while inspiring their employees. One participant described his impression of a revered executive by persuasively stating "…*what I remember about him is empowerment of graduates, believed in young talent, he did not pretend as if he knows everything, and he will always be inviting comments, from trainees and young talent so he is always inclusive in his decision-making and that makes and creates some confidence in young guys, they have the freedom to make mistakes.*" (Participant 6)

"*…is having accepted us for who we are. They look beyond what we are now and what we can be…hence they are giving us an opportunity to try any area of business that we feel we can be capable to work in.*" (Focus group 3)

"*This behaviour would be empowering having to delegate some of your responsibilities to your subordinates.*" (Focus group 2)

"*…people interaction and people skills and caring about people where you care about development, and you see people as a long-term investment instead of getting something out.*" (Participant 7)

"*Development and empowerment, which is growth, feeling that I can expand beneath them.*" (Focus group 3)

II.   Systems thinker

- Forward and Progressive thinking

Participants collectively confirmed that leaders are endowed with many outstanding qualities that give them the ability to lead their teams and develop their business successfully regardless of all complexities and missteps, with specific reference to the current pandemic, Covid 19. One of the attributes that is widely valued by participants is the ability to think forward and not build in isolation. When participants talk about

organisational leadership and innovation, forward-thinking is particularly important. Leaders need to have the capability of integrating segments in relation to the past, present and future. In addition, participants explained how important it is for leaders to consider research, focusing on business improvements, IT advancement and being an evolutionary leader. A participant coined this skilfully by stating "…*given the global trends and a very demanding economic climate in South Africa, the forward-looking constructive systems thinker really needs to preserve viable business systems regardless of whether it's profit-making or service delivery" (Participant 7).*

"…you have to be at the cutting edge or in front of what your organisation is meant to implement and for me it's about giving direction and then you lead from the front and then you push from the back…" (Participant 10)

"…you have to be open-minded and innovative because you need the people to join you on this journey and it is a different setting and different thinkers out there like the millennials." (Participant 7)

"A systems thinker, they will have a holistic view towards what brand leadership would be, someone that would look at every avenue that makes up a personal brand how to interconnect at different levels." (Participant 2)

"…a forward systems thinker, someone who will be able to anticipate the unexpected for example nobody saw Covid 19 coming…it is important for a leader not to be complacent…" (Participant 7)

- Visionary thinker

Most participants placed a considerable focus on being a visionary thinker. Participants believe that by setting specific objectives, working in a goal-oriented way, focusing on progressive and innovative ideas, as well as establishing and fostering a common vision among employees, a visionary leader ensures that the vision becomes reality. A visionary leader was described by participants as a person who sees the potential for how the future can evolve and then progressively drives towards achieving the end goal with their teams.

"…to have vision and for you to become a personal brand you got to think beyond your limits, you got to understand much more than what is in front of your eyes and in order for you to be able to do that you've got to be in a position to connect the dots, and in order to do that you have to become a systems thinker." (Participant 2)

"…the vision is communicated, the mission is communicated to every public employee…so they are most responsible to ensure that that vision is implemented and lead and they know exactly what the mission is and they know what is the goal, and they have to know how to achieve it irrespective of the position you are in…" (Participant 5)

"you bring on board even your trajectory and your aspirations and say ok currently this is where I'm sitting and this is where I need to be, you create kind of like a path of you know how I would actually reach my end goal." (Participant 11)

"…vision and goal orientated so that the vision that you are selling to the people it must be clear and they must see that you are very goal orientated and they buy into what you are selling." (Focus group 4)

Figure 5.8 below illustrates graphically the prevailing themes described in level 1,2 and 3 of analysis:

LEVEL 3 Analysis- Patterns on Patterns of meaning (PPM)

LEVEL 2 Analysis- Patterns of meaning (PM) ANALYSIS

LEVEL 1 Analysis- Shared meaning (SM)

✓ Maintaining healthy relationship by Investing time and attention and further understand their teams challenges as well as the broader stakeholder spectrum

✓ Creating a safe environment to engage where trust is the basis for engagement

❖ Fosters collaboration amongst employees

❖ Work-life Balance

✓ Engaging stakeholders and maintenance of collegial partnerships

❖ Effective collaboration between Manager & Employee

ALTRUISTIC LEADER

PROGRESSIVE LEADER

✓ Empowerment
❖ Systems thinker

✓ Creates opportunities for development
   ❖ Forward and Progressive thinking
   ❖ Visionary thinker

✓ A deep care or need to see goals materialise

✓ Visible demonstration of passion for work
❖ Enthusiasm and energy

❖ Dynamic and passionate, focusing on results and outcomes

PASSIONATE & MOTIVATED LEADER

THE AUTHENTIC LEADER

✓ Resourceful role modelling wherein a leader must be inspirational and demonstrate that they can trusted

❖ Ideal principles and unique qualities

➢ Unique architect

✓ Ethical Behaviour

❖ Inherent Values

➢ Brand Inventor

SELF CONSCIOUSNESS LEADER

SOCIALLY INTELLGIENT LEADER

❖ Empathy

✓ Communication

➢ Diversity Sensitivity

✓ Self Confidence
❖ Self reflective abilities

✓ A leader should be honest with themselves and trust themselves
   ❖ Knowing one's limit, capacity and capabilities and being able to temper behaviour and practice restraint

➢ Being socially aware of the economy, society and the country
➢ Comprehending diversity when dealing with people

❖ Cares about others, not self-indulging
❖ Be able to empathise with those around you

✓ Polished and admirable communicating skills
✓ Shows robust interpersonal skills and exudes confidence
✓ Attentive Listener

Figure 5.8 Process of qualitative data analysis

5.3.2 Empirical Objective 02: Key concepts associated with the effectiveness of the leadership branding process

Empirical objective 2 (EO2) focused on exploring the key concepts associated with the effectiveness of the leadership branding process in public and private sector. The data represented such awareness and perceptions which have been analysed and the results are further illustrated in level 3 analysis in Figure 5.8. A high-level summary of the key behaviours associated with positive personal leadership branding is delineated further in Figure 5.9 below:

KEY BEHAVIOUR TO PORTRAY FOR A POSITIVE PERSONAL LEADERSHIP BRAND

A Socially Intelligent Leader PPM 1	Altruistic Leader PPM 2	Self- conscious Leader PPM 3	The Authentic Leader PPM 4	Passionate & Motivated Leader PPM 5	A Progressive Leader PPM 6
• In communicating a leader should exhibit mindfulness of body language, consider different cultures and belief systems. A leader should demonstrate their willingness to listen and understand • A leader should demonstrate empathy and understanding for those around them • A leader should reveal an understanding of their people, their backgrounds and have an economic awareness	• A leader must consistently work towards building deep and meaningful relationships by investing time and attention into staying connected to their people simultaneously ensuring that they are sincere about the process • Leaders must create a safe environment for employees to trust and engage them freely, knowing their leaders are dependable and trustworthy • Leaders must foster collaborative relationships to enable a more creative and exciting environment simultaneously inciting trust and loyalty amongst employees	• In creating a brand a leader needs to understand "themselves" as a person in order to promote themselves as a leader • A leader should trust, respect and be accepting of themselves before impacting others • To perform optimally a leader must be aware of their capabilities, their limits and capacity • To prevent a burn out and to be an effective leader, a leader should be able to temper their behaviour to elicit positive responses	• A leader must be able to demonstrate that they can keep their word resulting in their followers trusting them and they are more willing to confide in their leaders • A leader should reveal their mindfulness of what they are doing. The outcome of their actions should be above board. • How a leader lives up to these values should be effortless, it should be ingrained in their nature	• A leader should demonstrate their passion consistently to get greater buy in • A leader must express sincere care for others, employees performance and for things to materialise	• A leader must remain cognisant of the past, the present and the future • A leader should demonstrate their genuine willingness for their subordinates to grow • Leaders should encourage their followers to be creative in different settings • When delegating to subordinates, a leader should reveal their confidence in their subordinates abilities

Figure 5.9 Key behaviours of a positive personal leadership brand (PPLB)

5.3.3 Empirical Objective 03: Assessing the face validity of the framework

Empirical objective 3 assesses the face validity of the framework with subject matter experts (industry leaders in the public and private sectors). Executives and high-level managers of organisations within the public and private sector, were invited to discuss how relevant the framework is, what merits they see in the framework, if the framework could be used as a consultation framework and whether the framework would be endorsed by them.

5.3.3.1 Face validity assessment of the PPLB framework with subject matter experts

The majority of participants unequivocally considered the framework to be very relevant, particularly in the current tumultuous and unpredictable times. Participants found that the implementation of the framework requires open-mindedness, regular implementation, application across multiple leadership spectrum, that is, not limited to executives. In creating a positive perspective in the context of a challenging business environment, executives and high-level managers suggested that the framework is pertinent. Some participants felt that the framework would be advantageous to assist them as leaders in measuring their characteristics and traits as well as using the framework to measure themselves in establishing whether or not they have a desirable brand. Participants have emphasised the necessity of consistently remaining top of mind and that the framework is highly suggestive of the relevant behaviour to do this.

"I think your study is taking place at this time when you look at what happened in light of Covid 19 and this unprecedented global phenomenon… I think it is a successful model but with that you can have processes in place and you can have people in place…open-minded and open to new inventions and new ideas…and even in practice it will differ per industry and per our organisation…" (Participant 7)

"...how does one evaluate oneself against this to measure yourself that if a person is looking up towards leadership, thinks that these are the attributes that are required then

for me it kind of forms the six categories against which one could measure themselves as to whether you have a positive brand…" (Participant 10)

"It is a good framework, I think it is a useful assessment for leaders in general especially, like I highlighted, most people are put in roles but they do not know how to brand themselves and how to fill those roles, for me I think what will also help…" (Participant 6)

"…what are the behaviours that one exhibits and how…does one stay on top of mind actually showing up consistently in that way…" (Mini-focus Group 2)

Participants established merit in the framework. The framework enabled leaders to distinguish the various types of leadership styles, helped deconstruct what gives rise to a positive brand and expedited introspection for a leader. An executive related the framework to a functional cognitive wherein the framework could be used as a starting block to develop creditability as a leader.

"…helps one to differentiate between the different kinds of leaders that you have identified here, and the merit would be for me in the extent to which an individual may map themselves across the six, finding some as common elements and some being as differentiating elements." (Participant 10)

"For me there is merit because if you look at the things that they have packaged in as part of what gives rise to a positive brand." (Participant 9)

"…for me it's interrogating me as a leader and where I fit into the greater scheme of things because I know what the culture and the values of the institution is and I know what is my personal brand… I work more towards service delivery in the public sector and I think that this is a good model that can be applicable to build insights." (Participant 7)

"…it is a functional cognitive…but it is about problem solving cognitively that people have demonstrated previously and built-up credibility within other organisations and the organisation they currently in I think that is key, let's call it industry technical functional understanding and effectiveness from a cognitive point of view. It needs to be there otherwise leaders battle to get out of a starting block in terms of credibility…" (Participant 3)

Participants unambiguously concluded that the framework could be used as a platform for consultation and the framework was further unquestionably supported. The fundamental features proposed by participants in the use of the framework as a consultation framework were the aspects of further growth, development, mentoring and coaching as well as innovation.

"…for me it is a framework that takes you on a step-by-step journey to truly pull out the absolute best traits in you that will allow you to develop and analyse yourself basically…" *(Participant 2)*

"…if there's an instrument that moves us into looking internally, into looking at our intrinsic actions behaviours for me that is a useful framework…So something like this creates the space for one to self-reflect and be honest about where one locates oneself in such a kind of paradigm." (Participant 10)

"…inside that framework, if all else, that is needed for leaders and it should be the focus as well on leadership development programs or any workshops or courses for leaders, for me it should be incorporated." (Participant 9)

"…this is a good framework that one can use for leadership development…to do mentoring you need to be that person that will be coaching like the practical approach so then when you do leadership development you are actually moving people from a certain thinking to another level of thinking." (Mini-focus Group 1)

5.3.3.2 Ranking of key behaviours of a positive personal leadership brand

Chief executive officers and high-level managers were probed to rank the key behaviours of a positive leadership brand as depicted in Figure 5.10. For most participants, this appeared to be rather challenging, as they conclusively asserted that a leader should endeavour to demonstrate all key behaviours. Participants expressed confidently that a leader could target all key behaviours to ascertain the designated leadership styles, but it is very unlikely that one can discover a leader that embraces all.
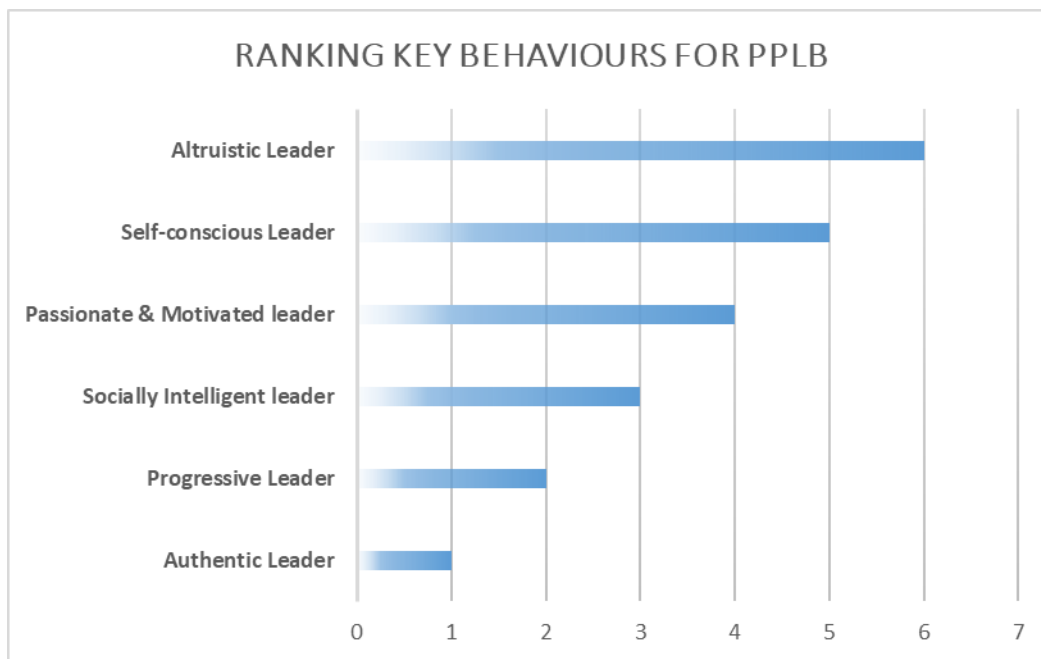
Figure 5.10 Graphical illustration on ranking of key behaviours for a positive personal leadership brand (PPLB)

In ranking the key behaviours of a positive personal leadership brand (PPLB) where 1 is the most important, an authentic leader ranked as most important, followed by a progressive leader, thirdly a socially intelligent leader, fourthly a passionate and motivated leader, fifthly a self-conscious leader and lastly an altruistic leader. Leaders could not rank key behaviours in certain instances as they believed each style of leadership had its own merit and each style was as valuable as the other.

"*I think they should have all, because there is some of them that I can already see that are lacking just thinking of some individuals and I think that is something that they need to have across the board and not just one or two or three of them.*" (Participant 9)

"*…I do not think they can function alone because there is definitely going to be a whole bunch of holes in the brand if there is only one thing and not all of it. I do think they need to function together and yes maybe some more than others but they definitely need to be together.*" (Participant 8)

"*It should be all, you cannot leave out any.*" (Participant 6)

"I am doing this because I have to rank them, in the bigger scheme of things I would not rank them, to me they are on the same level." (Participant 4)

"I struggle to say that was my most important, I feel it is a journey and you got to get to that place where you progress and you're motivated in taking what you're portraying further." (Participant 2)

5.4. Empirical Objective 04: Comparison of personal leadership branding between public and private sector

Empirical Objective 04 (EO4) aimed to compare personal leadership branding between public and private sectors. A high-level synopsis of the commonalities and contrasts in key drivers related to positive personal leadership branding within the public and private sector were analysed. The secondary research question is addressed in the following section: How does a personal leadership branding as well as perceptions thereof differ between public and private sectors.

A frequency distribution is one common way to organise qualitative or categorical, data. For each category of data, a frequency distribution lists the number of occurrences (Lumen, 2019). During the 19 interviews held within the public and private sector, similarities and dissimilarities in themes were identified. The graphical illustration in Figure 5.11 depicts the comparative view in themes associated with positive personal leadership branding.

PUBLIC VS PRIVATE SECTOR

(Chart showing Private Sector in yellow and Public Sector in dark blue)

- Focused on Service Delivery: Public Sector 5
- Personal and organisational brand is inextricably linked: Private Sector 2, Public Sector 3
- External influences-COVID 19: Private Sector 6, Public Sector 5
- Social Media influences branding: Private Sector 5, Public Sector 3
- Evolutionary leadership focused on people and systems advancements: Private Sector 6, Public Sector 8
- Performance management & outcomes: Private Sector 9, Public Sector 1
- Levels of Accountability: Private Sector 6, Public Sector 12

Figure 5.11 Graphical illustration on commonalities and contrasts in public and private sector

The data in Figure 5.11 reflect the number of participants who explored the themes that eventually seemed to be predominant. By expressing the number of occurrences in each sector over the total number of occurrences, a percentage of similarity was determined.

5.4.1 Focus on service delivery

As depicted in Figure 5.11, focus on service delivery was most prevalent (100% occurrence) within the public sector. Crosby and Bryson (2018) and Ardichvili and Dirani (2017) highlighted the importance of public sector leaders, concentrating on serving the public interest and they should be eager to tolerate difficulties and make sacrifices for the community's benefit. Corresponding to these theories, participants outlined the core rudiments of sustainable service delivery, focusing on service ethos, quality of service, employee engagement, customer experience and management of relationships.

"…it is service delivery so more often than not I think that the focus is so much on profit making in the private sector that people forget that service delivery is just as important, it depends on your mission statement in the company, it also depends on the strategic importance of the industry that you work in." (Participant 7)

"… in government it is about authenticity and integrity but also the relationship with others especially from a municipal perspective." (Participant 6)

"Leadership is not about acting the part but it's rather about being most authentic and being yourself. It is more to serve like in our public sector it is to serve the organisation and to advance others…" (Participant 5)

5.4.2 Personal and organisational brands are inextricably linked

The frequency between the public and the private sector was almost similar, 60% within the public sector and 40% with the private sector. Simmons (2018), Scrimgeour (2015), Collins (2001) and Loomis (2016) argued that a personal brand is closely associated to the organisation's brand. Mathimaran and Kumar (2017) and Salisu, Chinyio and Suresh (2016) argued that retention of employees enhances an organisation's image. Unquestionably, participants saw a correlation between the personal leadership brand of the leader and that of the corporate brand and that it positively or negatively influences employee perceptions. This has a domino effect on the turnover rate. Participants definitively claimed that a relationship-focused leader fosters a sense of belongingness; this implies that a positive leadership brand is compelling and positively impacts the retention rate.

Personal leadership brands and organisational brands were illustrated as working in harmony by several participants. Participants meticulously associated leader's personal brands to their organisational brands. It was further highlighted by participants how this may have a favourable or detrimental impact on the brand of the organisation.

"I think most brands, there is a strong correlation between the leader and the brand of the organisation, and that determines whether you break it or not even from innovation if the

leader is not motivated or socially intelligent or progressive normally from your clientele perspective, they will not take you serious." (Participant 6)

"…the brand of my kind of leadership has moved the organisation to new positions, much more elevated positions and being recognised as a leading organisation in its area." (Participant 10)

"I think a lot of the blood sweat and tears that you put into building that from its foundation, it essentially becomes an extended part of you so your values, your effort what you do as a person in your everyday life filters through into what you do as an owner of a company and what you trying to achieve under that company." (Participant 8)

"…examples Steinhoff for example, because of the corruption there, if you look at Eskom, and the examples go on and on. So the moral, with your brand if it is stained, even if you change a leader everyone will remember the institution for the wrong reasons and that is why I think it's so important to build up the brand and to preserve and maintain that brand and stay focused on what you need to do and not let negative external forces come in and cloud that brand because even if later on you get rid of the toxic waste in an institution everyone will still remember the brand." (Participant 7)

5.4.3 External influences and the impact of COVID 19

Depicted in Figure 5.11, similar perspectives were found between the participants of the public and private sectors. There was a correlation of 55% within the private sector and a 45% within the public sector. Quantum leadership focusses on leadership behaviour amidst volatility and ambiguity. As defined by Rohith (2017), Ardichvili and Dirani (2017) and Curtin (2013) the theory of chaos and uncertainty, chaotic atmospheres and that change is constant, was highlighted by participants as the current climate in which they are compelled to succeed. Curtin (2013), Hall (2008) and Papatya and Dulupcu (2008) indicated that in a complex environment, linear systems and the conventional approach are inadequate to deal with. Participants contended that leadership should be versatile and self-organising. Ferrell (2012), Hall (2008), Kilman (2001) and Wheatley (1999: 144-146) highlighted how a leader needs to transition from the Newtonian-Cartesian

framework to operate within the new context, which is system thinking, thus navigating volatility and complexity whilst dealing with the highest technological disruption. Participants concurred with this theory as they emphasised the need for leadership to be innovative, be a systems thinker and to navigate the fluid landscape especially during these unprecedented times that the nation endures. In these turbulent times, participants concentrated extensively on the ethical behaviour and social intellect of a leader that would inevitably attract meaningful change through their brand.

"…obviously the pandemic actually catapulted us into this new way of working which is, might be the new norm going forward, so for me it is very much a system thinking…" (Participant 10)

"…from January 2019 when Covid started internationally…Nokia is totally out of business because they did not expect the pace of innovation in the mobile industry to take place and they were complacent and they did not innovate…everything is going fine and you on this positive trajectory in terms of share prices and sales and everything is fine you don't really think about your external environment." (Participant 7)

"…caring, especially this year it has been the most visible due to Covid. Caring in an organisation has just grown, it has been there before but during this year it has exploded to another level. I'm at a point where I can say my leader genuinely cares." (Focus group 3)

"…we no longer doing things the same way we did things 20 years ago everything is changing now. We have got the New Normal so as a leader we need to be aware of what might happen in the future and not just sit and react. I sit and prepare look at different scenarios because you cannot predict anything anymore…" (Mini-focus Group 1)

"…we work in multi complex paradigms today influenced by systems, influenced by cultures and behaviours norms and standards none of which live in isolation…around the pandemic as an example where all the rules that you had before that define how you would lead have been completely broken and turned on their heads and it's almost about resetting…things of foresight and consistency and empathy…" (Participant 12)

5.4.4 Social media influences branding

The emphasis on social media influencing branding, was more common in the private sector (63% rate of recurrence) than in the public sector (37% rate of recurrence) as illustrated in Figure 5.11. Harrison (2019), Jacobson (2017) and Jenkins, Ford and Green (2013) addressed how the popularity of social media has modified people's sense of identity and that individuals are eager to accept social media to promote social interaction. A significant proportion of participants concurred with these theories. Participants explored how interactions are not only addressed with friends and family but also publicly circulated through Facebook, LinkedIn and Instagram. Participants collectively claimed that both positive and negative employee interactions are now enthusiastically published. The significance of social media for organisational branding was reinforced by participants and furthermore they expressed how essential it is for an organisation to control the narrative or risk destroying the organisation brand.

"I think the power of social media is absolutely something that should not be underestimated no matter which company you are and what you stand for as a leader it should not." (Participant 7)

"…and I follow him on LinkedIn…and he has got a brand something that you aspire to…but at the same time too, he captures your attention and he also shows that he can relate to others so when you see him posting things…I am this is me and I've got this personal brand but I can also, through my brand, create a presence…" (Participant 9)

"…the Momentum example on a legal basis when the guy was ambushed outside his house and he passed away and they did not pay out his policy because he did not disclose something with his bloods, legally, Momentum was right but the power of social media sway the decision and it's only because the leadership did not show empathy…Momentum lost the case not because they did anything wrong they were factually correct and legally correct but I think the power of social media is another dimension that has taken to the fall and increased in prominence over the last five years." (Participant 7)

"…media is influencing people's brains and their sense of reality. I think they start living in this little make-believe world where everything is an Instagram moment, and life is pretty…and this is my real problem with social media and its perceptions of leaders…" (Focus group 1)

5.4.5 Evolutionary leadership focused on people and systems advancements

Depicted in Figure 5.11, the occurrences are similar for both private (43%) and public (57%) sector. Both public and private sector executives and high-level managers recognised the significance of transitioning from conventional simplistic methods of doing business to new ways of operating undergirded by innovative forward-thinking leadership that helps them to develop and sustain their organisations.

Focusing specifically on evolutionary leadership, authors USB (2017) and Manga and Ovchinnikov (2016) argues that with rapid evolution people from all aspects of society should be able to mobilise to transform their perceptions. Freifeld (2013) stated that a leader's commitment to their personal development is most likely inseparable from their personal brand. Participants were able to clearly outline how essential it is for a leader to evolve. Common to the principal theories, participants stated that swift and abrupt changes in the environment influence every aspect of the business and an evolutionary leader challenges the old ways of thinking, is socially intelligent, focused on diversity, is progressive, their intrinsic values inform their personal brands and that leaders are responsible for their continuous growth.

"…even in technology you need a forward-looking thinker like the Fintechs of the world, you need someone that is forward looking and someone who can embrace unanticipated changes and I think that is quite important and especially now if you look at how the world is evolving." (Participant 7)

"…keep their eye on and especially now in our industry what is happening out there with digital technology, the fourth industrial revolution which is impacting all aspects of life and how do we put out the right kind of qualifications, what framework do we have in place,

and then locating it also globally because more and more everything is becoming global."
(Participant 10)

"…the ability to use technology to achieve efficiency…but a lot of the times as we move into a digital age our leaders are going to be required to…leaders need to understand the evolving digital world and prepare the organisation..." (Focus group 1)

"…brands evolve and as brands evolved and I'm thinking that because you're also not stagnant you need to always be aware of the environment you operate within and what are the changes that are actually happening around you to be agile enough to be able to adapt to those changes." (Participant 11)

5.4.6 Performance management and outcomes

The frequency was dominated by the private sector (90%) as opposed to the public sector (10%), as indicated in Figure 5.11. Participants in the private sector clearly illustrated performance management as being particularly fundamental.

Prevailing theories are unambiguously stated by Chappelow (2019), Awino, Senaji and Kidombo (2018), Kasekende, Mafabi and Matongolo (2018) and Padayachee and Henning (2018) where they point out that a personal leadership brand largely contributes to employee engagement, employee turnover and addresses profit and loss concerns. Leaders are people-oriented where their emphasis is not limited to achieving high performance alone, but also focused on building work-life balance and employee inclusion. Stenvall and Virtanen (2017) and Zakaria, Idris and Ismail (2017) reiterated how private sector leaders have to bear considerable responsibility for shareholder wealth. Gilani and Cunningham (2017), Zeffane and Bani Melhem (2017), Holbeche and Matthews (2012) and Armstrong (2007), have clarified that, intentionally or unintentionally, employer branding enhances employee productivity and creates brand ambassadors.

Many participants overwhelmingly shared common views that reinforce that they want to be part of a nurturing organisation that focuses on balancing work life and caring for employees' as they develop a high-performance culture. Participants established that if leadership are able to accept such transition, a leader's brand becomes even more alluring.

Participants argue that leaders should focus on developing an environment where workers can perform promptly, productively and achieve the highest quality work to the best of their ability. Participants further asserted that a results-focused leader does not restrict their attention to the process alone, but would use the frameworks available to empower the people to produce outcomes.

"…it is more about productivity, ensuring that all the ducks are in a row in terms of the frameworks of the trade…do everything to help the employee within the company to achieve…" (Participant 4)

"…me, a results-focused leader would be important in terms of understanding the motivated leader…higher level concept could be a results-focused leader or a results orientated leader..." (Participant 3)

"It is about getting it done!" (Focus group 1)

5.4.7 Levels of accountability

In Figure 5.11, a 67% frequency was attained in the public sector and 33% in the private sector. Majority of the participants within the public sector asserted that public sector leaders are held to a higher level of accountability than private sector leaders.

Corsie (2018) and Crosby and Bryson (2018), Ardichvili and Dirani (2017) and McKinsey and Company (2009) described how public sector leaders have a difficult role, confronted with a different code of morality and increased responsibility to uphold the Constitution/law as it affects citizens' lives. Consistent to these theories, participants in the public sector highlighted the principle of accountability vehemently. Participants

focused on legal and reporting frameworks, policy, procedures, and actions to help ensure that public sector officials use public money responsibly.

"…we need to hold people accountable; we are looking for a leader to assist us, have the courage to assist us in getting that done, don't always send us to fight the battles, fight the battle with us." (Focus group 4)

"…we are dealing with public funds; your shareholding is not only depending on Private investors but it is much wider…" (Participant 6)

"…I think ever so often when things go right, leaders get all the glory and the benefits that go with it, but when things go wrong it is blame shifting, so I think accountability is very important…" (Participant 7)

"…another thing would be taking accountability for the work that happens within the area, which comes with being a responsible leader as well…" (Focus group 2)

Personal leadership branding and perceptions thereof differ between the public and private sectors in some instances, but there are also perceptions that correlate meticulously.

5.5 A conceptual framework within a positive psychology paradigm that integrates both personal branding and organisational branding

The primary research question is addressed in the following section: How may a leadership framework within a positive psychology paradigm, that integrates both personal branding and organisational branding be conceptualised?

The preliminary framework illustrated in Figure 4.6, earlier in Chapter 4, depicted two dimensions i.e. an emphasis on self and others. A theoretical theory underpinned the study, positive psychology and was comparatively circumscribed between industries, the private and public sector. Initially, the primary drivers for a positive personal leadership brand were described as relationship connection, self-awareness towards self-regulation, social awareness and positive organisational scholarship. It was presumed that the potential impact on the organisational brand was experienced through positive

perceptions, a positive digital presence and by the progression of leadership where system thinkers and image inventors emerge within the organisation. The conceptual framework has since evolved. The critical success factors and primary drivers for a positive personal leadership brand, that influence the organisation brand, has progressed to a socially intelligent leader, an altruistic leader, a progressive leader, a self-conscious leader, an authentic leader and a passionate and motivated leader.

Phase three of the data collection process concentrated on assessing the face validity of the framework with experts in the field. This process proved to be extremely beneficial, as participants expressed their understanding of the conceptual framework and its relevance. When participants harmoniously introduced the need to embed a human component in the framework, the framework took on a new aesthetic. A participant captured this very eloquently, *"…but I would also put some more softer skills, it kind of seems so packaged…is there anything else that we can add to it to make you more like a human. I know a leader is more of a human than a manager but even more so in the leader space is there something more we can do to attract people to our brand by showing them how human you are." (Participant 9)*

The researcher incorporated a human figure to illustrate the framework in a visual and metaphorical manner. Figure 5.12 below provides a visual presentation of this conceptual framework.
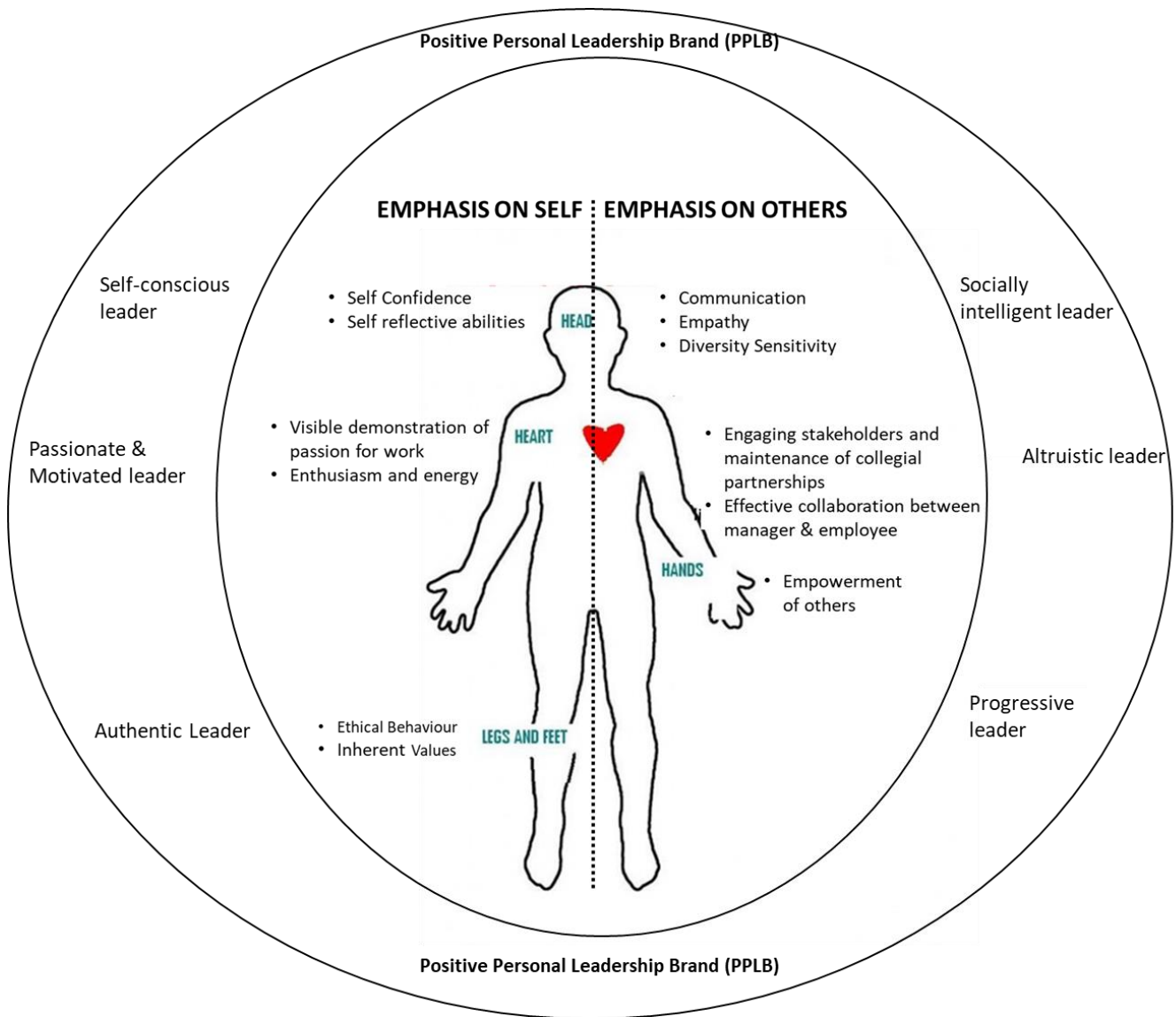
Figure 5.12 A positive personal leadership brand framework

In relating to the framework personally, a participant captured this metaphor extremely cogently in stating that "*first and foremost I see a figure of an eye the whole diagram forms an eye in terms of how do people look at you and obviously your balance…there needs to be a balance as well as you need to identify what type of leader you are.*" *(Mini-focus Group 2).* In addition, a few other participants connected the human metaphor of the framework to the cohesion of each element functioning together and not functioning in isolation, "*the person as a whole you know looking at the whole body, the whole body has*

different functions and then you are actually saying to someone as a leader you need to be at a complete point where none of your members are disabled." (Mini-focus Group 1).

A brand that is representative of capabilities depicted in the framework is often generated holistically, "…*you cannot have an emphasis on one and not the others in order to be able to build a whole brand because as an individual you've got then many body parts each one is reflective of a certain capability that can create a whole brand." (Particpant 11)*

To operationalise the conceptual framework depicted in Figure 5.12, an AI final PPLB framework is outlined in Annexure 2.

5.6 Discussion of findings

The raw data was categorised into pattern on patterns of meanings as common themes emerged. These were highlighted at a high-level of extraction as a socially intelligent leader, an altruistic leader, a self-conscious leader, an authentic leader, a passionate and motivated leader as well as a progressive leader. The researcher was able to establish what was common to theories outlined by different authors as well as those that are uncommon.

Padayachee and Henning (2018), Sherman (2018), Rangarajan, Gelb and Vandaveer (2018) and Jónsdóttir (2017) defined a personal leadership brand as a leader that walks the talk, exhibits the values they abide by, reflects on how you are perceived and demonstrates their signature talent. Almost all of the participants were in agreement and their opinions congruent to these theories. Participants asserted that a leader should be authentic and lead by example, perceptions are critical, inherent values are fundamental and how a leader demonstrates his strengths, his knowledge and social intelligence, is essentially what defines an impressionistic personal leadership brand.

Mohammed (2018) and Padayachee and Henning (2018) pointed out that personal branding is prevalent in every individual and that some are conscious of it and some are not. The authors further accentuated the significance of being proactive, versatile and adaptive. Numerous participants were able to define a brand that looked inwardly, while a few participants focused outwardly, relating brands to prominent leaders. Participants

categorically indicated that among the many principles outlined, they are searching for an evocative personal leadership brand, this includes being dynamic and adaptive.

Prevailing theories on how a brand should be established was outlined by Johnson (2019), Burns (2019), Chan (2018) and Bates (2016), where they emphasised consistency and how behaviour drives organisational culture. Common to this concept, most participants concentrated on the significance of consistency whilst a few participants mentioned the influence of behaviour on organisational culture, it did not form a focal emphasis. Ferenc, Zrakova, Polackova and Kubina (2018), Brown (2016), Loomis (2016), McKenna (2015), Rampersad (2015), Scrimgeour (2015) and Ulrich (2013) suggested that reputation is at the heart of a leadership brand. Participants tacitly referred to reputation, this concept did not feature as a central focus, inferring that a leader is more likely to leave a positive reputation behind in their endeavour to get their brand recognised.

Sherman (2018), Simmons (2018) and Rangarajan, Gelb and Vandaveer (2017), Way (2011) and Peters (2007) have illustrated that leaders need to remain aware of their online and offline presence and that a brand does not remain static, it evolves as one's career progresses. Henning (2020), Kraljevic (2018), Goodman (2018) and Arnold and Wade (2015) pointed out that a leader in system thinking is supposed to better understand the deep roots of complex behaviours. Participants' views were closely aligned to this as they expressed the importance of the progression of a leader's brand and that social media has a significant influence on personal branding. Participants confidently argued that a systems thinker is critical for a positive personal leadership brand. It was established that a leader who is able to successfully enhance their ability to adopt a 'system thinker' philosophy for positive impact, would inevitably develop their brand character.

Current theories are explicitly delineated by Bartels (2018), Mohammed (2018), Tarnovskaya (2018), Ilies (2017), Ulrich and Smallwood (2012) and Hodgkinson (2005) stating that it is important to brand yourself with unique skills and powerful belief systems and that personal branding is comparable to the branding of goods and services. The majority of the participants alleged undoubtedly the significance of developing a personal brand and highlighted multiple contributing factors that allow a sound brand to develop,

such as, knowing what is unique about the person, knowledge, experience, abilities, skills and creative ideas. Unambiguously, participants concurred that a brand is interpreted at all levels of management, both upwards and downwards. Although participants implicitly spoke to certain factors that enable an individual as a remarkable leader to build an influential brand, they did not explicitly relate this to product branding.

Simmons (2018) and Sherman (2018) argued that although a personal brand is distinctive from the organisation's brand, they are intertwined. Altman (2019) and Morgan (2017) pointed out how this can be either beneficial and detrimental. In addition, Tobak (2014) and Meyer and Boninelli (2004) pointed out that a leader does not dictate the perception of other people regarding them, but they can directly influence it. Congruent to these theories, primarily the executives and high-level managers, explained that the leader's personal brand is inextricably linked to the organisational brand. Participants correspondingly stated that a leader's personal brand drives the organisation forward and a progressive personal leadership brand inevitably represents an evolutionary organisation. In addition, the participants categorically stated that the tainted brand of a leader has a negative impetus on the organisation.

The final PPLB framework represents the propositions explained in the next section.

5.6.1 An altruistic leader

Wilmot and Bergstrom (2019), Finkel, Simpson and Eastwick (2017) and Snyder and Lopez (2002) suggested that in relationship science, the conservation and deterioration of interpersonal relationships and the dependence on the psychological support of an individual in undertaking difficult tasks are prominent. Furthermore, the authors argued that they see relationships as reality where interconnectivity is important and that one cannot divorce oneself, others and relationships. Essays (2018), Wilson (2018), Cheeseman (2017), Fridman (2017) and Hogan (2006) indicated that a sense of belonging and loyalty is generated by inspiring people to develop their abilities, maintain active relationships with their leaders and leadership perceptions. Congruent to these theories, participants placed an enormous emphasis on collegial focused relationships that ultimately resolve in a sense of belonging.

William (2017), Sias, Gallagher, Kopaneva and Pedersen (2011) and Nanton and Dicks (2011) pointed out that persistence and hard work, engaging with the wider population and elevating other brands and individuals are essential components that drive the organisation's system in cultivating relationships. Affiliated closely to these principles, participants concluded that by devoting time and energy to remain connected to their people, a leader can actively attempt to develop robust and meaningful relationships while ensuring that they are serious about the process.

Proposition 1 proposed that a leader who fosters positive interpersonal relationships, facilitates a positive personal leadership brand. Participants accentuated that leaders must cultivate collaborative relationships in order to advance trust and loyalty among employees in a more innovative and exciting environment. An altruistic leader must work diligently to create deep and profound relationships by committing time and energy in keeping their people engaged, at the same time, ensure that they are serious about the process. Moreover, these leaders create a safe environment for employees to trust and participate openly, ensuring that as leaders they are credible and efficient and regularly nurturing cooperative partnerships. Irrefutably, participants detailed that an altruistic leader fosters collaborative relationship and promotes a positive personal leadership brand.

5.6.2 A self-conscious leader

Present theories illustrated by Cherry (2019), Davis (2019), Open Colleges (2019), Scott (2019), Wignall (2019), Rubens, Schoenfeld, Schaffer and Leah (2018), Sargent (2017), Serrat (2017), Morin (2011), Fenigstein, Scheier and Buss (1975: 523) highlight self-improvement, a complete knowledge of your values, abilities, weaknesses and attitudes, the ability to assess ourselves and the ability to consider one's limitations, as key notions in self-awareness. The authors also noted that self-awareness also helps people to comply with social norms, to behave in a socially acceptable way where people are motivated by their beliefs and aspirations and prominent emotional intelligence. Indisputably, participants agreed that by recognising any deficiencies in their leadership

skills and areas in which they are most successful, a leader should be able to adapt to change, to improve their brands.

The authors, Ackerman (2019), Cuncic (2019), Indeed (2019), Rosanbalm and Murray (2017), Thomson and Jaque (2017), Bowers, Geldhof, Chase, Lerner, Gestsdóttir and Urban (2015), O'Connor and Ammen (2013), Stosny (2011), Morin (2011), Peterson and Seligman (2004), Cox (2000) and Bandura (1977) clarified that self-regulation requires altering one's actions, modifying one's attitude, controlling one's behaviour and being more consistent with their core values. In addition to describing self-regulation the authors mentioned the consistent emphasis on emotional well-being, the practice of self-control, the evaluation of behaviour against personal expectations, the postponement of reactions and the preservation of emotional control to achieve objectives. Closely associated to these concepts, participants repeatedly indicated that a leader must be conscious of their capabilities, their capacity to exercise self-control and knowledgeable of how their energy influences others. Moreover, a leader should consider how to hold their sentiments at bay.

Proposition 2 suggested that self-awareness towards self-regulation facilitates a positive personal leadership brand. Participants resolved that a leader needs to comprehend "themselves" as an individual when developing a brand in order to advance themselves as a leader. Prior to actually influencing others, a leader should trust and support themselves. Participants further endorsed that a leader must be mindful of their abilities, their limitations and skill in order to execute efficiently. A leader should be able to temper their actions, to be a successful leader and to induce optimistic reactions. Participants convincingly expressed that in order to expedite a positive personal leadership brand, a leader needs to be self-conscious.

5.6.3 A socially intelligent leader

Lock (2019), Jaques, McCleary, Engel, Ha, Bertsch, Picard and Eck (2018), Binnersley and Tatham (2017), Greenberg, Domitrovich, Weissberg and Durlak (2017), Serrat (2017) and Dourish and Bellotti (1992) defined social awareness as an appreciation of others'

behaviours, interaction from different cultures, communities and points of view, comprehension of context and climate, knowing others' emotions and views, adjusting to new situations, expressing compassion and considering others' perspectives. Participants confidently argued in favour of these concepts that when leaders take charge of knowing their followers, being mindful of their experiences, diverse cultures and showing empathy, will definitely strengthen the nature of what makes them stand out and will allow leaders to enhance their personal brands.

The authors Sprimont (2019), Jaques et al., (2018), Greenberg et al., (2017), Sokolowska, Chada, Roguski and Majer (2017) and Gunelius (2014) emphasised key social awareness theories, such as preserving positive relationships, enhancing mental wellbeing, observing non-verbal behaviours that people naturally offer and that leaders are the force driving social awareness. In support of these theories, participants argued that a socially intelligent leader has excellent communication skills and should exhibit mindfulness of body language, consider different cultures and belief systems, demonstrate a keen interest in the employees' well-being and they should foster positive relationships.

Proposition 3 focused on social awareness contributing to a positive personal leadership brand. Participants articulated their views on the behaviour that a socially intelligent leader should adopt. A leader should illustrate that they are prepared to listen and understand those around them. A socially intelligent leader shows up strong in communication, cognition of nonverbal communication should be exhibited, distinct cultures and belief systems should be considered. In addition to this, they should express a willingness to relate and learn, show compassion and respect towards those around them, facilitate the understanding of their people, their experiences and have an economic understanding. Participants unalterably concluded that leaders should have a sense of social intelligence, as they believed it is fundamental in building a positive personal leadership brand.

5.6.4 Positive organisational scholarship (POS)

Predominant theories highlighted by Battey (2019), Clayton (2019), Lombardo (2019), Avramchuk (2011), Cameron, Dutton and Quinn (2009) and Roberts (2006: 292) on positive organisational scholarship show human capital as an organisation's valuable asset and is necessary to balance success with employee well-being. The authors also note how imperative it is to value the attributes of the organisation's employees instead of trying to rectify their shortcomings and that the discovery of these strengths helps people to thrive and build progressive relationships. Aligned very closely to these theories, participants demonstrated how important it is for leaders to create an engaging and thriving environment for employees to progress. Participants have positioned themselves as the organisation's valuable assets and reflected on how they should react positively when dealing with a socially intelligent or an altruistic leader.

Battey (2019), Cherkowski (2018), Minjung, Chan Hyung and Charles (2017), Cameron and Spreitzer (2012) and Cameron, Dutton and Quinn (2009) stressed that POS focuses primarily on positive patterns, positive workplaces, enhancing organisational efficiency and positive experiences for employees. In addition, if positive indicators such as selflessness, connectedness and happiness are more emphasised than negative factors, this is seen as a way of improving employee satisfaction. Participants unambiguously concentrated on the positive environment and the encouraging trends created by leadership. In leadership, participants considered character qualities by emphasising the need for a self-conscious, authentic and a passionate leader and consistently responded through a positive lens. A participant captured this persuasively and stated *"…we got to drive and inclusive workplace and we got to start shifting the narrative around what good looks like…" (Mini-focus Group 2).* This was further endorsed by another participant that articulated *"…she is a pattern setter…and I think she does a lot of role modelling for other leaders in the organisation that's what I appreciate about her." (Focus group 1)*

Proposition 4 suggested that positive organisational scholarship advances a positive personal leadership brand. Participants concluded that having a virtuous personal brand is reflective of positive leadership and helps to improve behavioural patterns and

attitudes. Participants resolved that positive states are related to a positive leadership brand and thus further strengthens the brand of the organisation.

5.6.5 A progressive and motivated leader

Manga and Ovchinnikov (2016), Laszlo (2014) and Freifeld (2013) stated that openness to diversity, personal growth and leaders with progressive trends are crucial competencies for emerging evolutionary leaders and that these leaders are continuously learning and pushing the boundaries. Llopis (2017) argued that a leader's personal brand and their value proposition informs their identity. Ansari and Bijalwan (2018) and Ardichvili and Dirani (2017) focused on the value of leaders expressing exceptional interest in outcomes. Similar to these principals, participants outlined the behaviour a progressive and motivated leader should depict, keeping the past, the present and the future in mind. For their employees to grow, a leader should exemplify their legitimate commitment. In various settings, participants stated that leaders should encourage their followers to be creative. Furthermore, in keeping the atmosphere stimulating, participants expressed how a leader should consistently demonstrate their passion, genuine care for others and a deep aspiration for performance.

The concept of being a visionary thinker was unusual to the theories outlined by academics, where participants obstinately claimed that a systems thinker is closely related to a visionary thinker. Participants suggested that being a systems thinker and a brand inventor underpins a successful evolutionary leader; this was uncommon to prominent themes. Uncommon to the theories described by authors would be that employees are inclined to be attracted to organisations that embrace the modern standard that allow employees to work remotely from any location.

The researcher did not outline a proposition that designates how a progressive and motivated leader advances a positive personal leadership brand. However, participants unwaveringly shared how they venerate a leader who can drive their team forward collectively. Ultimately, participants concluded that, a progressive and motivated leader will create a positive environment through their personal leadership brands that stimulates and moves employees forward.

5.6.6 The authentic leader

Munyaka, Boshoff, Pietersen and Snelgar (2017), Gardner, Cogliser, Davis and Dickens (2011), Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008), Rome and Rome (1967) and Seeman (1966) mentioned how an organisation authentically expresses itself through leadership and that authentic leadership is presumed to have a considerable impact on the psychological environment. The authors have clarified that leadership authenticity refers to a pattern in leadership behaviour and encourages positive psychological characteristics and a positive ethical climate. CCL (2018), Mohammed (2018), Swain, Cao and Gardner (2018), Hunter (2017), Jónsdóttir (2017), Schawbel (2014), Kruse (2013), Peus, Weschem, Streicher, Braun and Frey (2012), Rampersad (2009), Avolio and Gardner (2005), Gangestad and Snyder (2000), Harter, Schmidt and Hayes (2002) accentuated that the authenticity of leadership dictates the perception of your brand, which is intensified by being transparent with oneself and dependent on inner morals. Additionally, the authors stated that authentic relationships between leaders and followers embraces one's personal characteristics, moralities, values and behaviour.

Associated explicitly with these concepts, participants highlighted what sets them apart, is the authentic personal brand of an individual. Participants pointed out that an authentic leader places a considerable emphasis on ethical behaviour, intrinsic values as well their unique brand architects. A leader must be able to assert that they can uphold their commitment, which ensures that their followers believe them and are more likely to trust their leaders. The consequence of their conduct should always be above board with increased levels of accountability. Participants emphatically claimed that it should be simple, if a leader lives up to these values, it should be entrenched in their character.

Participants concluded that an authentic leader facilitates a positive personal leadership brand.

5.6.7 Millennial's: Psychological aspects

Shah (2015) and Gunelius (2014) contended that the perception of human existence concentrating primarily on psychological features such as inspiration, anxiety, apprehension and uncertainty and motivated by emotions and actions has not transformed much over time. Sibirtseva (2019), Alton (2018), Jarrett (2017) and Rezvani and Monahan (2017) pointed out that as of last year, millennials have officially become the prevalent generation and constitutes the leading proportion of the workforce and that leaders should find intuitive ways to instil in their personal brands the different dynamics of managing millennials, remaining cognisant of the psychological aspects.

In this study, the findings do not support Sibirtseva (2019), Alton (2018), Jarrett (2017), Rezvani and Monahan (2017), Shah (2015) and Gunelius (2014) point of view. Although participants were cognisant of the psychological dimensions of leading, the attention was not oriented towards the millennial generation, despite this being the dominant generation. Only one participant in the public sector paid close attention to millennials among the multiple interviews held and stated that *"It is not just about being a leader you had to look at your workforce and look at millennials and the GEN Z coming on board…you need the people to join you on this journey and it is a different setting and different thinkers out there like the millennials." (Participant 7)*

5.7 Synthesis

The researcher highlighted the emerging themes, addressed the research questions and discussed the findings from the qualitative study. The researcher engaged subject matter experts to assess the face validity of the framework and the outcome of this assessment was comprehensively outlined by the researcher.

The following chapter will discuss the implications of the study, conclusions and recommendations.

CHAPTER 6: INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS

The aim of this chapter is to present the factual and conceptual conclusions as well as the theoretical and practical implications of the findings. In addition, the unique contribution of the study is highlighted and opportunities for future research are discussed. Finally, a critique of the research is presented and the limitations and recommendations are presented.

6.1 Introduction

The theoretical and empirical objectives as formulated in Chapter 1 were met and the research questions were answered.

6.2 Factual conclusions

The researcher has derived factual conclusions from data obtained.

A leader should concentrate on having self-confidence and self-reflective skills. As a dynamic leader, it is also valuable for a leader to demonstrate their passion for work and people and to exhibit their enthusiasm and energy. The brand of a leader does not evolve naturally. A leader should be a brand inventor and take ownership of establishing their brands. In so doing, a leader must ensure that their brands are bolstered by their intrinsic values and ethical behaviour. The primary drivers of an inwardly looking, positive personal leadership brand focusing on leading "self" concentrates on becoming a self-conscious leader, a passionate and motivated leader and an authentic leader.

When leading others, effective communication, expressing empathy and being open to diversity are imperative for a leader. Being a system thinker is vital for a progressive leader. A leader must consider actively engaging stakeholders and preserving collegial partnerships, as well as cultivating dynamic collaboration between managers and employees, which is essential in creating an influential brand. In essence, a leader should dedicate attention to empowering the people. Looking outwardly, a socially intelligent

leader, an altruistic leader and a progressive leader reinforces the main drivers for creating a positive personal leadership brand.

6.3 Conceptual conclusions

The three key leadership theories: Evolutionary, Quantum and Authentic leadership, concepts relating to positive psychology and the research findings are integrated in the final PPLB framework.

6.3.1 Evolutionary leadership theory

Freifeld (2013) notes that one concept of 'evolution' is that it is a progressive pattern in which something evolves into something else, typically improved or more intricate. Freifeld further indicates that evolutionary leadership is more focused on what one believes in and their values and less to do with what one does. Evolutionary leaders are associated with a greater vision and are self-conscious; knowing that being the greatest leader they can be is a journey with no end. Instead of feeling discouraged, they are inspired and empowered by their sense of optimism in continuing to learn and pushing the boundaries of what contemporary leadership looks like, not only for themselves but for their followers as well (Freifeld, 2013).

For this study, this theory was crucial as it explored the principles for preserving a genuine brand identity and ensuring that a leadership brand is progressive and inevitably becomes common practice in the modern business world. Organisations are facing a constant state of imbalance in a volatile environment that requires strong leadership skills and effective leadership. Evolutionary leadership theory was seen as a golden thread throughout the study. Because of the state of disequilibrium, the organisations face, participants focused on continuous improvement and new learnings. This is evidenced in innovation, leadership development and the desire for unpretentious leadership brands deepening and broadening. Progressive patterns were identified in the study. The evolution of the conceptual framework highlights such progression. The preliminary framework in Figure 1.2 started with a few propositions and evolved taking into consideration literature and

theories as depicted in the revised framework in Figure 3.1, which further progressed in relation to the data collected and the research findings. The framework was finalised in Figure 5.13.

The desire for leadership to lead change in an organisation through positive states, innovative thinking, being a progressive systems thinker and opposing conventional methods, is the essence of a positive personal leadership brand. Evolutionary leaders have actively chosen to use their positions to expedite learning and development environments in service to their clients, their societies and the world. Leaders are devoted to their personal development and development in the service of the larger group and to a higher extent this is indivisible from personal branding (Freifeld, 2013).

6.3.2 Quantum leadership theory

A fundamental element of 'Quantum organisations' (Kilman, 2001), is the ability to create attraction around meaning and identity, develop a structured organisation through relationships throughout the system, create a self-sustaining environment that can change within the context of the environment, to create restricted vulnerability at the brink of chaos, establish a place for creativity and change that leads to innovation in organisations, thus managing uncertainty and complexity (Hall, 2008).

Participants highlighted the resilient leadership skills required in leadership branding. Executives and high-level managers were anxious about how their organisations were impacted and what they had to do next in the face of such complexities and an even more-uncertain array of threats.

Leaders need to lead from the unknown acknowledging that creativity and innovation are best fostered at the "edge of chaos", and to take their followers with them on the journey of transformation requires trust in their personal brands. Quantum leadership theory became more prominent amidst the current pandemic and pressured leaders to act differently. The present circumstances have propelled leaders to do things differently. It was anticipated that leaders would consider their people at the heart of all things. Leader's brands were relevant and perceptions of them became critical in the beholder's eyes. To

enhance gravitas, leaders had to demonstrate through their personal brands that they are evidently focused on the well-being of people, boosting the economy and pursuing both pragmatic strategies and game-changing concepts in a VUCA epoch.

6.3.3 Authentic leadership theory

Leadership authenticity influences the perception of your brand (Kruse, 2013). Authentic leaders are self-conscious and trustworthy people who are self-actualised and conscious of their capabilities, constraints and feelings. This type of leader shows their real selves to their followers (Kruse, 2013). Congruent to this theory, participants emphasised how authentic leaders lead with their heart, not just their minds. They do not fear showing their thoughts and feelings, their insecurities and connecting with their staff.

Managing your personal brand is a powerful way to be authentic and a true agent physically. In realising what you want your brand to be affords greater insights to your actions. It helps leadership clarify what should be done and what not to do. A focused emphasis on articulating and cultivating your personal brand is a proactive way to lead, in ways that are authentic, not based on the expectations of others (CCL, 2018).

In the study, participants identified numerous key drivers for a positive personal leadership brand, however, they explicitly concluded that authenticity of a leader is most significant. An authentic leader was seen as one who enables their followers to be more transparent, focuses on their behaviour and confers their own strengths and shortcomings without any prejudice. Followers seek out patterns of behaviour that emulate honesty, integrity and transparency. Furthermore, they believe that a conscious effort to invent a positive personal leadership brand is intrinsically related to the ethical dimensions and inherent values of a leader. This research advocates that professionals, mentors, coaches and leaders place a major focus on authenticity in their leadership development initiatives as they help solidify positive personal leadership branding.

6.4 Implications of the study

6.4.1 Theoretical implications

In the South African context , this study contributed to limited research and also presented longitudinal views between industries, the public and private sectors. This further contributed to the limited data on how personal leadership branding and perceptions of it vary between public and private sectors. The African continent has very limited coverage and the findings and final PPLB framework may be applied in various other contexts to extend its relevance.

A positive personal leadership brand framework founded on positive psychology that incorporates multiple character qualities, values and social conditions was identified as a new and evolving topic that was meritorious of exploration and justification. Furthermore, the framework integrates both personal branding and organisational branding. Key components were recognised that constitute branding and influence employee behaviour, which further attributed to providing leadership with realistic perspectives on how to formulate personal branding strategies to eventually derive organisational success. In addition, the influence of a robust personal leadership brand on an organisation was ardently outlined.

In combining differing concepts in novel ways to explore traditional topics, the study contributed further to the existing body of knowledge by illuminating how employees can engage with their leader's brands through relationships. In an organisational context, there is very limited research on relationship connection that amplifies the development of a positive personal leadership brand. This research reveals that relationships in a working affiliation is not restricted to emotional experiences, but can be applied to trustworthy associations in terms of actions towards each other in a professional environment. Additionally, it was confirmed that relationship connections are handled systematically, upward and downward. Branding for leadership is dynamic and should not be limited exclusively to executive or senior leadership.

6.4.2 Practical implications

Deploying the positive personal leadership brand framework would contribute to personality-mastering strategies and further create a new understanding of existing subjects. This will enable the workforce to accomplish self-satisfaction with their personal improvement and also reinforce leadership structures that eventually contribute to sustainable practices. Implementing this framework will encourage leaders to understand the fundamentals for the creation of a positive personal leadership brand, empower them to pursue continuous improvement and help them identify the necessary behaviour to evolve as individuals. Adopting this framework will further help leaders become more proactive and less reactive in their behaviour as they continue to learn and truly comprehend oneself.

The introduction of Appreciative Inquiry as an organisational development instrument and methodology in a new field of exploration, which is the positive personal leadership brand framework, further contributes to the current body of knowledge of leadership development. This unique contribution has a two-pronged implication. Firstly, the researcher developed a conceptual framework and secondly the researcher designed a methodology based on AI (Refer to Figure 6.1), that is the AI PPLB methodology framework. This could be applied in leadership development programs and initiatives to assess and to develop individuals as leaders or encourage higher performance teamwork. In addition to this, pragmatic leaders could essentially implement the instrument as an advisory framework for mentors, consultants or human resource experts. This will augment the organisations' ethos, offer new ways of being, challenge the limiting beliefs, offer insights on how to effectively lead change at the grassroots level and further upstream. Managers could apply the conceptual framework to direct employees on a transformation journey to transition from implicitly developing their brands to aggressively developing it. This will allow employees to venture forward, discover innovative leadership strategies and take appropriate action.

AI PPLB DEVELOPMENT FRAMEWORK

APPRECIATIVE INQUIRY 4D MODEL

Left text boxes:

- Execute strategies and revise
- In focusing on how to execute the ideal leadership brand, participants concentrate on leadership behaviour that attracts positive perceptions.
- Participants put strategies into action, revising as necessary

- Focus on the key drivers of a positive personal leadership brand, participants construct what the ideal leadership brand should be. Focal areas of discussion: positive psychology concepts
- Participants leverage the best of what is and envision the future, to design a high impact strategy to move in the right direction creatively and decisively

Diagram quadrants:

DESTINY / DEPLOY
What Will be?
(Executing with excellence)

DISCOVERY
What Gives Life?
(The best of what is)

- Relationship connection
- Brand Personality
- Social Awareness
- Social Intelligence

DESIGN
What Should be?
(Building the ideal)

- Social Awareness
- Relationship Connection
- Self consciousness towards tempered behaviour
- Passion for work
- Authenticity
- Creating a thriving work environment

DREAM
What Could be?
(Envisioning the possible)

- Excellent communication skills
- Personal Traits
- Personal Values

Center circle: Positive Personal Leadership Brand

Ring labels: Sustaining, Appreciating, Co-constructing, Innovating

Right text boxes:

- Discover what a personal leadership brand is by exploring personal experiences, understanding and awareness. Specific areas addressed :
- Explore strengths and characteristics of personal leadership brand
- Best Practices and
- Sources of excellence, vitality, peak performance

- Envision a personal leadership brand. Explore participants views on what the most effective leadership brand should look like. Areas of emphasis:
- Participants envision a future they really want
- Successful around core purpose

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Figure 6.1 AI PPLB development framework (Refer to Annexure 1)

The current pandemic has left leaders questioning the point of reference on how to lead. This provided the researcher with the opportunity to recognise new and emerging topics worth exploring and clarifying. During the fourth industrial revolution and the complexities of post-COVID-19 life, leadership behaviour in South Africa that has the most significant impact on employee behaviour has become the subject of discussion. Leaders have been accustomed in an environment that no longer exists. In most organisations, the obsolete linear way of strategising and organising is no longer applicable. Leaders need to be more agile and resilient. The positive personal leadership brand framework (PPLB framework) can be customised with leaders as they create and maintain a prominent leadership transformation journey. This will empower their leaders at all levels to activate people's ability to achieve exceptional performance in the VUCA (volatility, uncertainty, complexity and ambiguity) era.

6.4.3 Implications for future research

Areas that would benefit from future studies have now become apparent after the completion of the current study:

6.4.3.1 Influence of social media on personal branding

In this study it was identified that social media is having a significant influence on personal branding. Arguably, in several organisations, digital profiles have become the basis for pre-hiring processes. An individuals' presence on social media affects their brands either implicitly or explicitly. Practicably, individuals can use their digital footprints within the organisation to become an influence in their industry. Focusing on their personal brands would allow them to be an influencer, having an impact on a certain group of individuals in a particular industry. There appears to be minimal empirical scholarly research that emphasises using social media to influence positive personal branding. It could be insightful to explore how to use your positive personal leadership brand to capture the target audience on social media and further augment an individual's digital footprint.

6.4.3.2 Dimension: Emphasis on others

The conceptual framework represented two dimensions, an emphasis on self and an emphasis on others. There is perhaps merit in extending the dimension of others to include other stakeholders, potentially including other criteria and not limiting it to internal relationships within an organisation. A personal leadership brand reflects how a leader is perceived by followers and other stakeholders. With stakeholders outside of the organisation, the power of a positive personal leadership brand and its impact could be further explored.

6.4.3.3 Development of a quantitative measuring instrument for Personal Leadership Branding

The conceptual framework identified key behavioural drivers for a positive personal leadership brand. In developing a measuring instrument for human behaviour, a quantitative study could be useful by posing questions that concentrate on identifying the strengths of an individual as well as development areas. The instrument can allow an individual to identify their strengths and weaknesses in a personal way to encourage them to measure up to the key behaviours identified for a positive personal leadership brand. Based on the researcher's findings a quantitative questionnaire could be designed to establish a quantitative instrument that measures the positive personal leadership brand concepts such as a socially intelligent, self-conscious, altruistic, authentic, motivated and progressive leader.

6.5 Limitations of the study

Inherently, any research has its limitations and this study is not excluded. The first limitation of the study concerns the researcher's potential influence on the research participants. Participants will often feel obligated to participate and may make assertions that lead them to inform the researcher of what they assume the researcher wants to hear, this is referred to as "reactivity" (Maxwell, 2005). There were numerous focus groups held and several face-to-face interviews held with chief executives and high-level managers. There were no hierarchal reporting relationships between the researcher and participants, therefore the chances of reactivity issues evolving were minimal. In addition, some of the participants are co-workers and not the researcher's personal acquaintances, there are no personal ties with any of the participants and that reduced the chances of unequal relationships and further minimised the likelihood of reactivity concerns.

The target population of this study consist of policy decision-makers in the public and private sectors, as well as executives, senior managers and employees. Using the purposeful sampling method, the sample frame was determined. Purposeful or judgmental sampling enabled the researcher to identify participants and use her

judgment to achieve her goals (Saunders et al., 2009). This may have introduced bias into the design of the study because there is a risk that the sample did not include certain communities in the population (Churchill, 1996). The researcher, however, increased the sample size to ensure that the sample framework is representative of the context.

The dynamics of Covid 19 presented a challenge in data collection as the researcher had to swiftly transition from a physical presence to an online, virtual presence. Interviews had to be conducted remotely. As compared to in person discussions, the dynamics and complexities of online data collection discussions are substantially different to face to face interviews. Some non-verbal communication and messages from participants may not be integrated in the findings. The researcher had to be imaginative with presentations, for example, for the online focus groups and face-to-face meetings, to capture the attention of the participant and to ensure that the meeting was as engaging, the slides were more interactive with image movement to induce thinking stimulus. This was not anticipated, but this challenge was successfully overcome by the researcher. Participants were engaged and the discussions generated in this way allowed for rich exploration of topics and meaningful data.

The study was restricted to a South African context. This study concentrated on South Africa without considering the various cultural groups in this country. Different cultural groups could be emphasised in a future study. Additionally, future research could concentrate on cultural comparisons in terms of personal leadership and organizational branding.

6.6 A critique of the research

The researcher engaged participants at different levels within the organisation, lower and higher levels of management as well as the chief executive level. Interestingly, majority of the participants responded focusing on the positive aspects of leadership, emphasising hope, faith and their love for leadership and the people. For this research, the Appreciative Inquiry approach adopted for data collection was apt. This facilitated the seamless collection of information. The integration of phase 3 into the planning phase of the research, that is the assessment of the face validity of the framework with subject matter

experts, proved to be beneficial. Participants provided helpful feedback, allowing the researcher to realign the framework and improve while remaining congruent to the positive psychology paradigm.

Participants validated how their leaders are enthusiastically pursued because they believe they will be led to a better position. The researcher believes that the optimistic responses received from participants are implicitly related to the existing environment experienced by participants, as a result of the current pandemic the county is facing. In the uncertain circumstances the nation faces, leadership and their behaviour remain top of mind. The researcher carried out the study at a time when the nation is fraught with uncertainty and ambiguity, and as such the researcher is predisposed to presume that if the circumstances in the country were reformed, the result of this study could very well have showed up different. Arguably, if the researcher had chosen a different paradigm for the studies, it is probable that the outcomes would have been significantly different. The research approach, research design, fieldwork and possibly the findings and conclusions would have been considerably altered.

6.7 In conclusion

In summary, this chapter delineated the factual and conceptual conclusions and presented the theoretical and practical implications of the study. The limitations were identified as well as the implications for future research. The researcher concluded with a critique of the research.

In closing, Hebrews 13 vs 7 in the Holy Bible it is stated: "Remember your leaders…consider the outcome of their way of life and imitate their faith." To be a prodigious leader, chose to uphold a positive personal leadership brand that followers elect to emulate.

7. ANNEXURES

Annexure 1: AI PPLB development instrument/framework

APPRECIATIVE INQUIRY 4D MODEL

① CONSULTING TOOL TO DEVELOP A POSITIVE PERSONAL LEADERSHIP BRAND

② INTERVIEWS / FOCUS GROUPS

③ CORE PROCESSES OF APPRECIATIVE INQUIRY

④ POSITIVE AS THE FOCUS OF ENQUIRY

DESTINY / DEPLOY
What Will be?
(Executing with excellence)

- Participants put strategies into action, revising as necessary

DISCOVERY
What Gives Life?
(The best of what is)

- Explore strengths
- Best Practices
- Sources of excellence, vitality, peak performance

Sustaining

Appreciating

Affirmative Topic

Positive Leadership Brand

Co-constructing

Innovating

DESIGN
What Should be?
(Building the ideal)

- Participants leverage the best of what is and envision the future, to design a high impact strategy to move in the right direction creatively and decisively

DREAM
What Could be?
(Envisioning the possible)

- Participants envision a future they really want
- Successful around core purpose

AI PPLB DEVELOPMENT FRAMEWORK

Execute strategies and revise

- In focusing on how to execute the ideal leadership brand, participants concentrate on leadership behaviour that attracts positive perceptions.
- Participants put strategies into action, revising as necessary

- Focus on the key drivers of a positive personal leadership brand, participants construct what the ideal leadership brand should be. Focal areas of discussion: positive psychology concepts
- Participants leverage the best of what is and envision the future, to design a high impact strategy to move in the right direction creatively and decisively

APPRECIATIVE INQUIRY 4D MODEL

DESTINY / DEPLOY
What Will be?
(Executing with excellence)

Sustaining

DISCOVERY
What Gives Life?
(The best of what is)

- Relationship connection
- Brand Personality
- Social Awareness
- Social Intelligence

Appreciating

Positive Personal Leadership Brand

DESIGN
What Should be?
(Building the ideal)

Co-constructing

- Social Awareness
- Relationship Connection
- Self consciousness towards tempered behaviour
- Passion for work
- Authenticity
- Creating a thriving work environment

DREAM
What Could be?
(Envisioning the possible)

Innovating

- Excellent communication skills
- Personal Traits
- Personal Values

- Discover what a personal leadership brand is by exploring personal experiences, understanding and awareness. Specific areas addressed :

- Explore strengths and characteristics of personal leadership brand
- Best Practices and
- Sources of excellence, vitality, peak performance

- Envision a personal leadership brand. Explore participants views on what the most effective leadership brand should look like. Areas of emphasis:

- Participants envision a future they really want
- Successful around core purpose

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Annexure 2: AI PPLB diagnostic measuring instrument

AI PPLB FRAMEWORK

LEADING SELF

LEADING PEOPLE

THE EXECUTOR

Executing strategies
Dynamically leading the way: effective output
Leads with enthusiasm and passion
Inspiration to followers

THE CONNECTOR

Altruistic leader connected to the people
Socially intelligent leader is intuitive and aware of employees needs and their feelings

LEADING INNOVATION

Sustaining

PPLB

Appreciating

LEADING CHANGE

THE BRAND INVENTOR

Brand identity distinctively established
Self- conscious: limitations and capabilities recognised
Authentic leadership : inherent values and ethical behaviour

THE INTERPRETOR

Systems thinker: A broad perspective that precipitates effective change
Evolutionary leadership : progressive leader
Quantum leadership: VUCA era

Co-constructing

Innovating

LEADING SELF

LEADING PEOPLE

Diagnostic measuring instrument for a positive personal leadership brand Source: Researcher's own

The Connector

An altruistic leader connects selflessly with individuals and is deeply concerned with their well-being. Usually, leaders that embody this characteristic put others first , appreciating and genuinely caring for the individuals around them and focuses on the manner in which they lead people. In order to build an optimal, productive work environment and lead change. A socially intelligent leader is intuitive and skilled in unlocking meaningful communication, empathy, diversity sensitivity and teamwork. "The connector" reflects on others: employees, customers and stakeholders, fostering and enhancing good

relationships, consequently creating positive perceptions, therefore promoting a positive personal leadership brand.

The Interpretor

As a system thinker, a leader should be constantly innovating, forward thinking, applying a broad perspective that precipitates efficient change. An evolutionary leader who is a progressive leader remains important as well as quantum leadership to effectively lead organisational change at the frontline, ensuring an organisation remains relevant in the VUCA era. To traverse the terrain and lead organisational change, a leader needs to continually perceive the environment and interpret the pertinent change required as they lead people. "The interpretor's" behaviour impacts others, therefore forming the right perceptions through your brand is crticial as it will inspire followers to engage their leaders as they lead the transition. Unambiguously, this behaviour amplifies a positive personal leadership brand.

The Brand inventor

A leader's brand identity is distinctively established for followers, groups and the organisation. "The brand inventor" reflects on leading "self", as leaders aim to establish a robust personal brand. To innovatively establish their unique brands, leaders should stay cognisant of their limitations and capabilities. Furthermore, authenticity is at the core of the creation of a brand identity grounded on the intrinsic beliefs and ethical behavior of leaders as they focus on "self". Undoubtedly, such behaviour evidenced in the "The brand inventor" will generate positive perceptions and augment a positive personal leadership brand.

The Executor

A leader executes strategies with passion and is a genuine advocate of inspiration. These leaders dynamically lead the way to increase the effectiveness of outcomes and do so with dedication and ambition and by encouraging their teams. "The executor "focuses on leading "self" as they find innovative and sustainable ways to optimise results. In order to achieve results, a leader seldom loses momentum and works with resillence, in the aftermath, gaining multiple followers. A sustained visible demonstration of passion,

motivation and innovation prompts positive perceptions of a leaders brand thereby reinforcing a positive personal leadership brand.

The application of this diagnostic framework could allow an individual to effectively develop strategies and take the necessary action to leverage the advantages of having a strong positive personal leadership brand. A leader will most likely align with one or two quadrants by zooming into the four quadrants and identifying their strongest characteristics, offering an opportunity for leadership development in other quadrants.

Annexure 3: Focus Group Discussion Guide

SHALLAINE PADAYACHEE DATA COLLECTION METHODOLOGY

PHASE 1:

FOCUS GROUP INDUSTRY/ORGANISATION LEADERS

DRAFT DISCUSSION GUIDE

Introduction

Good morning/afternoon and thank you for meeting with me. My name is Shallaine Padayachee and I am doing research with Professor Sanchen Henning, a Professor, in the Department of Leadership and Organisational Behaviour towards a Doctorate in Business Leadership at the University of South Africa.

I want to thank you for taking the time to meet with me and Professor Henning's today. Today we are discussing your thoughts and opinions about personal branding and organisational branding and the value derived thereof. We seek to understand how positive psychology underpins personal branding in an organisational context.

The interview should take less than 1 hour. We will be taping the session because we do not want to omit any of your comments. Although we will be taking some notes during the session, we may not be able to capture all your thoughts. Given that we are on tape; please may we request for you to speak up so that we do not miss your comments. Given that the interview is conducted virtually we urge you to use the prompts of "raising your hands" to be given an opportunity to speak.

All responses will be kept confidential. This means that your interview responses will only be shared with the research supervisor, Professor Henning's. Remember, you do not have to talk about anything you do not want to and you may exit the interview at any time.

Purpose

Explain the purpose of the session to participants

The overall aim of this research is to create a leadership framework within a positive psychology paradigm, that integrates both personal branding and organisational branding, in the context of studied literature and from the view of important company policy/decision-makers and staff.

The information gathered from the group discussion will be used to adapt the conceptual framework and create the basis for the qualitative research.

Are there any questions about what I have just explained?

1. **WARM-UP [10 min]**

    - Welcome
    - Participant introduce themselves
    - Moderator to ensure confidentiality of information gathered during the focus group session

    How would you describe a personal leadership brand?

    Discuss some examples of leaders with a strong brand reputation?

    Prompt: Positive image?

    Negative image?

    Moderator prompt: why would you say so? (understanding of the concept)

2. **DISCOVERY (Appreciation) [10 min]**

    Reflection of leadership branding in your working environment.
    - What are the current strengths of leader reputation in your organisation / industry?
    - What are the leadership best practices in your opinion?

    Reflection on your own personal leadership brand.

    Hand out self-completion forms for participants to complete [10 min] (ensure anonymity and confidentiality again)

    Personification exercise: if the character on the self-completion form represents you as a leader, who is this person?

    Describe the person by writing down in the space provided the characteristics, his or her brand reputation and image

    What are your own current strengths / best practise characteristics etc. in terms of your personal leadership brand?
    - As perceived by yourself
    - As perceived by your followers

3. **DREAM (Envisioning the possible, Innovation) [10 min]**

    Have pre-cut, coloured pieces of paper / cards in the middle of the table.

- Please write down (as in a brain storm) the ideal leader brand characteristics on the papers using the pens on the table. In other words, in your opinion, what are the key drivers of a positive leadership brand?

- Categorise the leader brand qualities in smaller groups. Those that fit together according to you as a group – explain why you group them as such. Label the categories as they sort together

4. DESIGN (Co-construction) (What should be? / Building the ideal) [10min]

Ask participants to rank the brand characteristics as key drivers in order of importance

Have pre-cut cards in the middle of the table with 3 concepts highlighted therein.

Prompt: Moderator/facilitator to bring in social awareness, relationship connection & self-awareness towards self-regulation (3 concepts on pre-cut cards) and request for the participants to unpack these concepts, highlighting what do they understand and do they think these concepts are important, why? Integrate them in the ranking order of the previous exercise

5. DESTINY / DEPLOY (What will be/ executing with excellence) [10min]

Taking the key driver characteristics of a positive leadership brand as categorised above into consideration, what behaviour does a leader have to portray to build a positive leadership brand (For each of the categories)

Any other comments?

Thank the participants for their participation

Annexure 4: Face-to-face Interview Guide

SHALLAINE PADAYACHEE DATA COLLECTION METHODOLOGY

PHASE 2:

FACE-TO-FACE INTERVIEWS INDUSTRY/ORGANISATION LEADERS

DRAFT DISCUSSION GUIDE

Introduction

Good morning/afternoon and thank you for meeting with me. My name is Shallaine Padayachee and I am doing research with Professor Sanchen Henning, a Professor, in the Department of Leadership and Organisational Behaviour towards a Doctorate in Business Leadership at the University of South Africa.

I want to thank you for taking the time to meet with me today. Today we are discussing your thoughts and opinions about personal branding and organisational branding and the value derived thereof. We seek to understand how positive psychology underpins personal branding in an organisational context.

The interview should take less than 1 hour. I will be taping the session because I do not want to omit any of your comments. Although I will be taking some notes during the session, I may not be able to capture all your thoughts. Given that we are on tape; please may I request for you to speak up so that I do not miss your comments.

All responses will be kept confidential. This means that your interview responses will only be shared with the research supervisor and I will ensure that any information I include in my report does not identify you as the participant. Remember, you do not have to talk about anything you do not want to and you may end the interview at any time.

Purpose

Explain the purpose of the session to participants

To assess the face validity of a positive leadership framework that could be used as a consulting framework in leadership development interventions.

The information gathered from the expert interviews will be used to adapt the conceptual framework and create the basis for the qualitative research.

Are there any questions about what I have just explained?

1. WARM-UP [10 min]

Prompt the interviewee:

Can you think of leaders that made an impression on you? Who were they? What characteristics made you remember them (or current leaders). If this leader was a brand, what would it be?

How would you describe a personal leadership brand?

What do you think are the key concepts in relation to personal branding?

2. PRESENTATION OF POSITIVE LEADERSHIP BRAND FRAMEWORK

Present the leadership brand framework as a visual picture to the interviewee

Prompt the interviewee:

- How do you interpret the following framework?
- Why would this framework prove to be valuable to you as a leader in your industry to assist you in building a positive leadership brand?
- How do you see this unfolding?
- To what extent do you agree that people need to be Systems thinker to develop brand reputation? Motivate your answer
- To what extent do you agree that as a brand reputation you need to be a Brand inventor? How do you interpret this?
- What merits do you find in this framework?
- If you could contribute to this framework, what would you suggest?
- Could you describe how useful this would be if I used it as a consulting framework?
- Why would you put your stamp on this?" Please motivate you answer.

3. Taking the key drivers of a positive leadership brand as addressed above into consideration, what behaviour does a leader have to portray to build a positive leadership brand **[5min]**

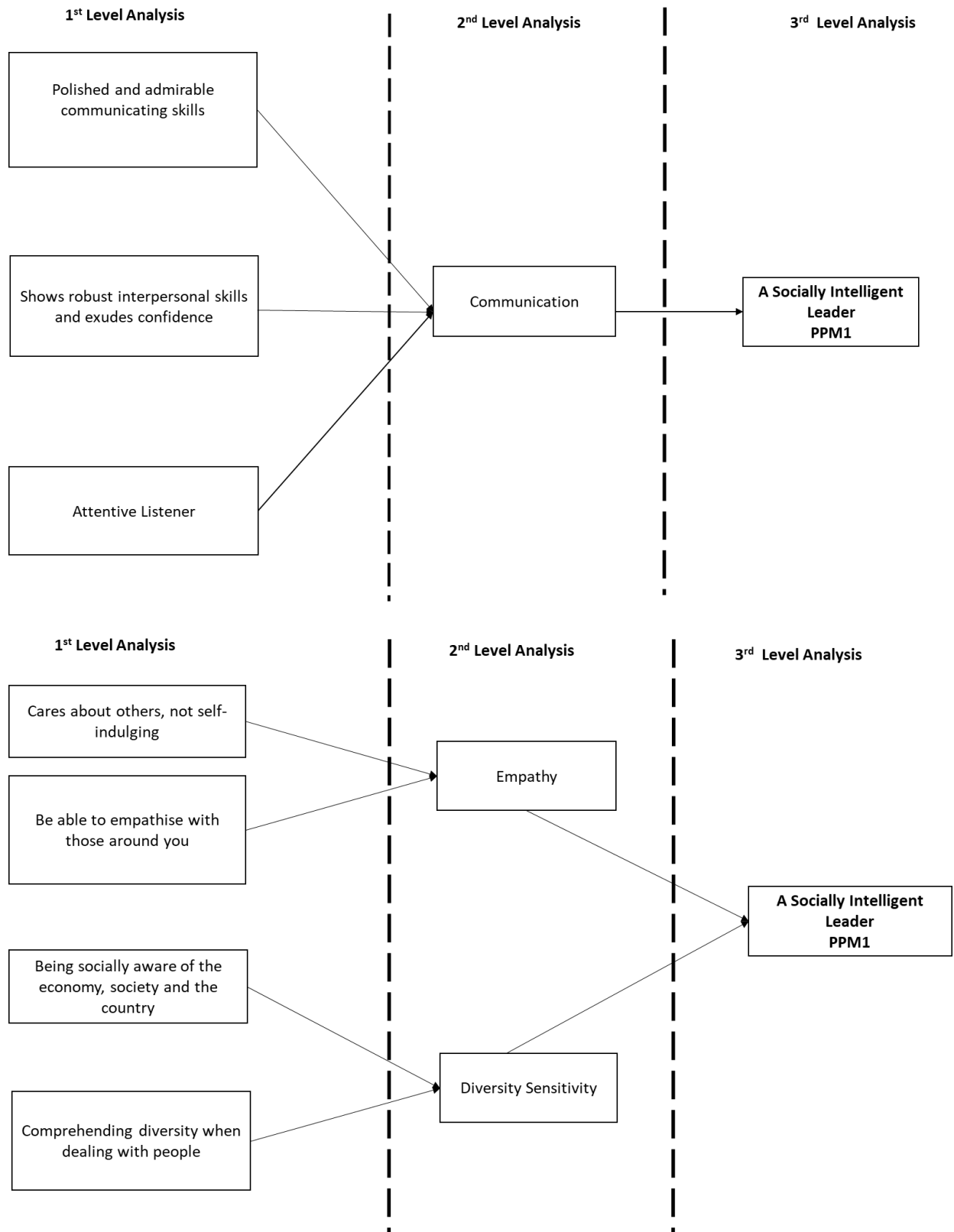**ANNEXURE 5: Participants Demographics- Face to Face Interviews**

Participant	Role in the Org	Gender	Age	Race
Participant 1	Portfolio analyst	Male	>45	White
Participant 2	Tax Manager	Female	>40	Indian
Participant 3	Managing Director	Male	>60	White
Participant 4	Transport Sales Manager	Male	>40	Black
Participant 5	Office Director	Female	>40	Indian
Participant 6	Executive: Financial Planning	Male	>35	Black
Participant 7	Head of the Macro Credential Analysis Division	Female	>40	Indian
Participant 8	Associate Manager	Female	>25	White
Participant 9	Managing Director	Female	>35	Coloured
Participant 10 Assess Face Validity	CEO	Male	>50	Indian
Participant 11 Assess Face Validity	Chief Financial Officer	Female	>40	Black
Participant 12	Partner	Male	>40	White
Mini-Focus Group	Managing Director	Female	>40	Black
Mini-Focus Group	Regional Account Executive	Male	>40	Black
Mini-Focus Group	Financial Planner	Male	>30	Indian
Mini-Focus Group	Revenue Financial Manager	Male	>30	Black

Participants in Focus Groups

ANNEXURE 6- Emerging themes

1st Level Analysis   2nd Level Analysis   3rd Level Analysis

Polished and admirable communicating skills

Shows robust interpersonal skills and exudes confidence

Attentive Listener

Communication

A Socially Intelligent Leader PPM1

1st Level Analysis   2nd Level Analysis   3rd Level Analysis

Cares about others, not self-indulging

Be able to empathise with those around you

Being socially aware of the economy, society and the country

Comprehending diversity when dealing with people

Empathy

Diversity Sensitivity

A Socially Intelligent Leader PPM1

1st Level Analysis

2nd Level Analysis

3rd Level Analysis

Maintaining healthy relationships by investing time and attention and further understanding their teams challenges as well as the broader stakeholder spectrum

Creating a safe environment to engage where trust is the basis for engagement

Engaging stakeholders effectively and maintenance of collegial partnerships

Fosters collaboration amongst employees

Work-life Balance

Effective collaboration between manager & employee

**Altruistic Leader
PPM 2**

1st Level Analysis

2nd Level Analysis

3rd Level Analysis

A leader should be honest with themselves and should trust themselves

Self Confidence

Knowing one's limit, capacity and capabilities and being able to temper behaviour and practice restraint

Self reflective abilities

**Self- conscious
Leader
PPM 3**

1st Level Analysis   **2nd Level Analysis**   **3rd Level Analysis**

| Resourceful role modelling wherein a leader is trusted and is inspiring | → | Ethical Behaviour |

| Ideal principles and unique qualities | → | Inherent Values |

| Unique architect | → | Brand Inventor |

The Authentic Leader PPM 4

1st Level Analysis   **2nd Level Analysis**   **3rd Level Analysis**

| A deep care or need to see goals materialise | → | Visible demonstration of passion for work |

| Dynamic and passionate, focusing on results and outcomes | → | Enthusiasm and energy |

Passionate and Motivated Leader PPM 5

1st Level Analysis	2nd Level Analysis	3rd Level Analysis

Creates opportunities for development

Empowerment

Forward and Progressive thinking

Visionary thinker

Systems thinker

A Progressive Leader PPM 6
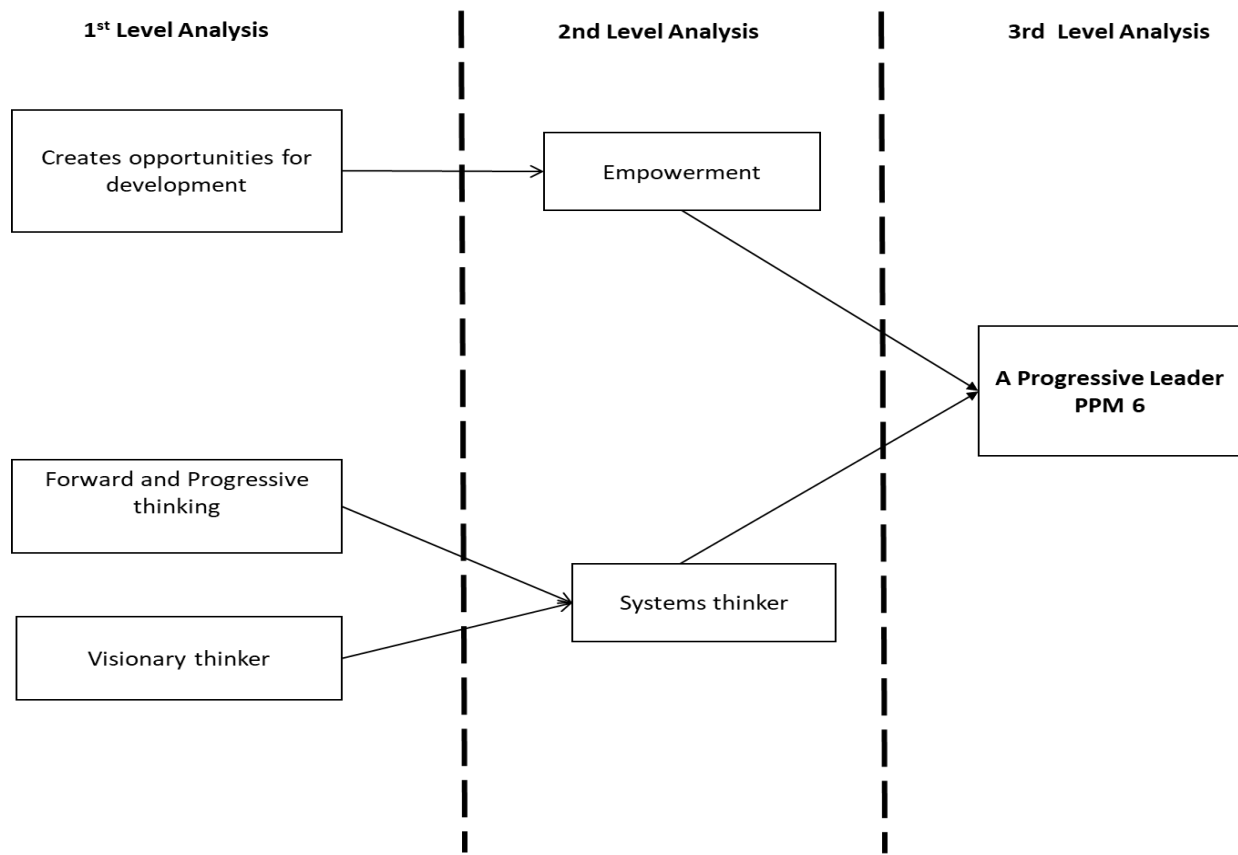
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